



**AGENDA
REGULAR BOARD OF EDUCATION MEETING**

April 13, 2017

Fantastic 49 - 6:00 p.m.

Business Meeting – 6:30 p.m.

Education Service Center – Board Room

Fantastic 49	● Sand Creek High School Exchange Student Focuses on Refugees ● Transportation Team Goes Above and Beyond

1.00 Call to Order and Roll Call

2.00 Welcome and Pledge of Allegiance

3.00 Approval of Agenda

4.00 Consent Agenda

- 4.01 Approval of Minutes of Regular Board of Education Meeting 3/9/2017
- 4.02 Approval of Matters Relating to Administrative Personnel
- 4.03 Approval of Matters Relating to Professional/Technical Personnel
- 4.04 Approval of Matters Relating to Licensed Personnel
- 4.05 Approval of Matters Relating to Educational Support Personnel
- 4.06 Approval of Matters Relating to Schedule B Personnel
- 4.07 Approval of District Accountability Advisory Committee (DAAC) Membership
- 4.08 Approval of Minutes of Special Board of Education Meeting 3/31/2017

5.00 *Board Update*

5.01 *Chief Officer Update*

5.02 *Student Board of Representatives Update*

6.00 *Open Forum (3 minute time limit for each speaker)*

7.00 Action Items

- 7.01 Action on New Job Descriptions for 3B Mill Levy Override (MLO) Capital Construction
 - a. Director of 3B MLO Capital Construction
 - b. 3B MLO Priority 2 Project Manager
- 7.02 Approval of Resolution for Teacher Appreciation Week
- 7.03 Action on Alternative Education Campus (AEC) Applications for Patriot High School and GOAL Academy
- 7.04 Approval of District and School Unified Improvement Plans (10 minutes)
- 7.05 Action on District Graduation Policy and Regulations
 - a. IKF, IKF-R, IKF-R-1, IKF-R-2 Graduation Requirements
- 7.06 Action on Revised Job Descriptions
 - a. Accounting Technician
 - b. Dean of At-Risk/Expelled and PEAK Programs
 - c. Education Technology Specialist – Assessment
 - d. Education Technology Specialist – Instruction

- e. Education Technology Technician
- 7.07 Action on New Job Description
 - a. Manager of Workplace Learning
- 7.08 Action on Teacher University at Vista Ridge High School
New Job Descriptions
 - a. Master Teacher
 - b. Resident Teacher
- 7.09 Action on Policy Revisions
 - a. CBF Chief Officers' Conduct
 - b. GBEE-1 Participatory Media Use
 - c. CBG Liability of School Personnel/Staff Protection
 - d. GCA Professional Staff Positions
 - e. GCG Part-Time and Substitute Professional Staff Employment
 - f. JFBA Intra-District Choice/Transfers
 - g. JFBB Inter-District Choice
 - h. KD Public Information and Communication
 - i. KDEA Crisis Management Communications
 - j. KHC Distribution/Posting of Non-curricular Materials
- 7.10 Adoption of Statement for Reduction in Program
- 7.11 Action on 2016-17 Supplemental Budget for Fund 46
- 7.12 Items removed from Consent Agenda
- 8.00 Information Items**
- 8.01 Process Improvement Update
 - a. GBEE-1, GBEE-1-R Participatory Media Use
 - b. GBG-R/GCGA-R Part-Time and Substitute Professional Staff Employment
 - c. JFBA-R Intra-District Choice/Transfers
 - d. JFBB-R Inter-District Choice
 - e. KDEA-R Crisis Management Communications
 - f. KHC-R Distribution/Posting of Non-curricular Materials
- 8.02 Expulsion Information
- 8.03 Student Study Trips
- 9.00 Discussions Items**
- 9.01 Sand Creek Zone Performance Report (10 minutes)
- 9.02 iConnect Zone and Individualized Education Consolidation and Relocation (10 minutes)
- 9.03 Department of Justice Update (10 minutes)
- 9.04 Special Education/Gifted Services/English Language Development Performance Report (20 minutes)
- 9.05 Budget Focus 2017-2018 (10 minutes)
- 9.06 2016 3B Projects Update (10 minutes)
- 9.07 Board of Education Goals (10 minutes)

10.00 *Other Business*

11.00 *Adjournment*



BOE Regular Meeting April 13, 2017
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DATE OF POSTING: April 6, 2017

Donna Richer
Executive Assistant to the Board of Education

BOARD OF EDUCATION AGENDA ITEM 4.01

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Donna Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Approval of Minutes of Regular Board of Education Meeting 3/9/2017
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— 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: I move to approve the consent agenda, including the minutes from the March 9th regular board of education meeting.

APPROVED BY: Tammy Harold, Board Secretary

DATE: March 31, 2017

MINUTES
REGULAR BOARD OF EDUCATION MEETING
March 9, 2017
6:30 p.m.
Education Service Center – Board Room

1.00 Call to Order and Roll Call

A regular meeting of the Board of Education was called to order at 6:30 p.m. by the President, Marie LaVere-Wright. The following board members were present: Mr. Graham, Ms. Harold, Mrs. LaVere-Wright and Mr. Moore. Mr. Butcher was absent with prior notice.

2.00 Welcome and Pledge of Allegiance

President LaVere-Wright welcomed those in attendance and invited them to join the Board in the Pledge of Allegiance.

LaVere-Wright: Before proceeding with any of our further business, I wanted to express our sincere sense of loss for two people we lost in our district over the past few weeks. The first was Richard “Gene” Hammond, our Director of Transportation who passed away on February 14th. We worked with him for five years, some of us on the board. I remember the day he joined our district and I will always remember his quick wit and dry sense of humor and his unfailing focus on doing what was best for kids always first and foremost. His legacy is the way in which he really transformed transportation. I saw them grow and thrive under his leadership and he will truly be missed. The second loss was also in transportation. Bill Patterson also passed away. He served us for fifteen years both as a bus driver and as a paraprofessional. He also was highly involved in the Cast for Kids Program in which District 49 students, including my daughter, participated in. It was a program that introduced fishing to students with disabilities and brought people in to mentor them. I know my daughter went on the field trip for the last three years with that organization as well. So both of these gentlemen contributed greatly to our community and their loss is already felt. Please keep our transportation folks in mind and I would ask us all to take a moment of silence in honor of both of them.

3.00 Approval of Agenda

It was moved by Harold, seconded by Graham to approve the agenda as presented.

The motion was put and carried with Graham; aye, Harold, aye; LaVere-Wright, aye; Moore, aye. Motion carried 4-0.

4.00 Consent Agenda – see attachments

- 4.01 Approval of Minutes of Regular Board of Education Meeting 2/9/2017
- 4.02 Approval of Matters Relating to Administrative Personnel
- 4.03 Approval of Matters Relating to Licensed Personnel
- 4.04 Approval of Matters Relating to Educational Support Personnel
- 4.05 Approval of Matters Relating to Schedule B Personnel
- 4.06 Approval of Matters Relating to Continuing Special Services Providers
- 4.07 Approval of District Accountability Advisory Committee (DAAC) Membership
- 4.08 Approval of Matters Relating to Professional Technical Personnel

5.00 Board Update

Moore: This is my last day being on the board. I’m moving to South Carolina. I’m really going to miss you guys. It’s been my honor and privilege to serve District 49. I came here about three and a half years

ago with Tammy. It's been my great honor to serve you guys, to be there to support you, to see this district turn around. It's going in the right direction. A lot of that has to do with our chiefs. Through good times and bad, they've always thought about the kids first. I really appreciate being able to work with you guys. I see this district going off and doing things that are really good for kids, working on things that we need to work on, being successful. It's been my honor and privilege to work with these guys on the board, brilliant people on the board. I see nothing but good things ahead for the district. I want to thank you guys for all of your support and your work for the children of District 49. Thank you very much.

LaVere-Wright: I want to thank you for your service to our district and to our kids and for being willing to come on board and step up and help be a part of the change that we needed for us to thrive. You will have big shoes to fill and we're really going to miss your presence on this board. I'm not looking forward to finding someone to fill your seat because I know I'm going to miss having you there. With that, because we knew that this was most likely coming, we did not put it on the agenda because I did not want to anticipate a resignation until we in fact knew the letter was actually coming, to prepare for that, we actually prepared something for you as well so that you can have something to remember your service. Hopefully when you look at it, it will remind you of your time here and of the students that you helped to educate.

Moore: That's pretty cool. Thank you guys very much, I really do appreciate it. D49 for life!

LaVere-Wright: I told David before the meeting that I expect him to wear those shirts frequently in his new locale so that people can ask him what it is and he can spread the word about how great District 49 is and then we can let them all know how much you helped us become that.

Harold: David, I cannot thank you enough for all of the support, encouragement and help that you gave me personally through some crazy times. You were amazing through all of that. We are here today where we are because of all that you have done to be part of helping us get through that and be that support and guiding light with your positiveness. I truly am going to miss you and I thank you for everything you did.

Graham: I want to thank David, mainly for winning the election a couple of years ago. He displaced me. It was really good having him on the board and to learn. He has unique perspectives. He's very supportive. In the last little over a year I've learned a lot from all the other four board members and the chiefs. Thank you so much for serving district 49, the staff, kids. You will be missed.

Harold: I wanted to congratulate all of our basketball teams, girls and boys that went to the playoffs. It was a very successful year across the district for our basketball programs. Congratulations to them. It was fun to watch everybody this year. I'm looking forward to next year again.

LaVere-Wright: I want to introduce Jacob Hans who is our student board representative tonight; he attends Sand Creek High School.

5.01 Chief Officer Update

Bay: David, I also want to thank you for your service to the district. Hopefully when you're back there in that warm weather of South Carolina, you'll remember us when it's cold and send some warm weather our way. I want to wish you the best. Our lower mezzanine office is now complete, just waiting for the final inspection. If you want to take an opportunity to tour that sometime, feel free to go over there and take a look at it. It does look pretty nice.

Ridgway: On this agenda and for several agendas now you've been hearing some about the 3B capital projects that we're doing with priorities 2, 3 and 4 that were on the ballot language. I do want everyone to know that we've been pursuing the priority 1 initiative which was about teacher compensation. We have a group of about 36 teachers from around the district with every school represented that have met twice for several hours at a time to talk about the issue and ideas about how to make a good investment of that million dollars that was anticipated from that. That work continues. It will be coming before you when there's something tangible to put there, but I wanted you all and the public

to know that work is already going on. David, thank you for everything. I really appreciate the stability and the calm voice that you brought. Peter has said many times and I agree with him that you've been the soul and the heart of the board for these years with your service. We will remember that very fondly and will miss you a whole lot.

Hilts: I was invited to leave seminary because I didn't have a pastor's heart, and I was sent back to education. They said, you were called to be an educator. But I love that you've been on our board. You've brought the heart of a pastor to our board. That's been a great example to me and I think it's been a great witness in our community of bringing that heart to all that we've done. I'll have other board meetings and other opportunities to talk about other things, but I want to tell you thank you. We will miss you. You set a very high bar. We'll do our best to live up to it with your successor. All of us need to live up to that standard of heart first, caring for everybody. The way you care for our speakers, the way you care for our staff and our students and your colleagues has been a real inspiration. Thank you!

5.02 Student Board Update

Hans: We have been continuing our monthly meetings and all of the schools are represented with our students. At the last one, we discussed the possible improvements for the SBOR in the upcoming years. We will continue to meet through the rest of the school year and hopefully provide some good student perspective on the action items that will be in the upcoming meetings.

6.00 Open Forum (3 minute time limit for each speaker)

7.00 Action Items – see attachments

LaVere-Wright: Just as a reminder, usually these have been discussed at prior meetings and work sessions so our questions have already been answered and that in depth look has already occurred. They then come on to this meeting for action. We tend to move through these fairly quickly.

7.01 Action on New/Revised Job Descriptions

- a. Internal Communications Manager
- b. Digital Communications Manager
- c. Accompanist
- d. Home Based Education Specialist

7.02 Action on Course Proposals at Vista Ridge High School

- a. Applied Algebra 1
- b. Applied Algebra 2
- c. Applied Geometry
- d. Basic Statistics
- e. Business Math
- f. Conceptual Physics
- g. Russian Language & Culture

7.03 Action on Policy Revisions

- a. BCB Board Member Conflict of Interest
- b. BEDF Voting Method
- c. BID/BIE Board Member Compensation & Expenses/Insurance/Liability
- d. EHB Records Retention
- e. IFKA Early Graduation
- f. IHBA Response to Intervention
- g. JLCD Administering Medications to Students
- h. JLCE First Aid and Emergency Medical Care

- i. KFA Public Conduct on District Property
- 7.04 Action on Course Proposals at Sand Creek High School
 - a. IB Chemistry SL
 - b. IB Physics SL
- 7.05 Action on 2018-2019 Board of Education Meeting Dates
- 7.06 Items Removed from Consent Agenda

8.00 Information Items – see attachments

- 8.01 Process Improvement Update
 - a. IHBAE-E, IHBAE-R Response to Intervention
 - b. JLE-E Physical Activity
 - c. JLCD-R, JLCD-E Administering Medications to Students
 - d. JLE-E First Aid and Emergency Medical Care
- 8.02 Expulsion Information
- 8.03 Student Study Trips

9.00 Discussions Items – see attachments

- 9.01 iConnect Zone Performance Report (10 minutes)
- 9.02 2017-2018 Budget Focus and Legislative Update (10 minutes)
- 9.03 2016 3B Projects Update (10 minutes)
- 9.04 Board of Education Goals (10 minutes)

10.00 Other Business

Moore: I forgot and didn't mean to, I was the liaison to the SEAC committee. It's been my pleasure to work with the people on the Special Education committee. They're great people, brilliant, they really have a heart for the children and so it was my pleasure working with them also. Right now I would like to issue my letter of resignation from District 49 School Board of Education. The procedure is to give it to Tammy.

It was moved by Harold and seconded by Moore to amend the agenda to accept the resignation of David Moore, adopt a resolution to declare a vacancy and to discuss the process to fill the vacancy.

LaVere-Wright: We need to choose a due date for when we post for applications given our sixty day timeline. We are on break soon, returning on April 3rd. Request thoughts about the date given that for many people their conduit of information is their kids' primary schools and our primary interaction sites are there. Do we want to look at having that application due sometime during the first week back at school? How do we make sure that we've given people an opportunity to react? It was the consensus of the board to set the due date on April 7, 2017.

The motion was put and carried with Graham; aye, Harold, aye; LaVere-Wright, aye; Moore, aye. Motion carried 4-0.

It was moved by Harold and seconded by Moore to accept the resignation of David H. Moore and to adopt the following resolution to declare a vacancy.

Be it resolved that the Board of Education of District 49 accepts the resignation of David H. Moore from the Board of Education effective at 7:55 p.m. on March 9, 2017.

Be it further resolved that, in accordance with state law, the Board declares a vacancy in this

school director office that will be filled by appointment by the Board within sixty days from this date in accordance with the following procedure:

1. Interested persons are invited to send a completed application packet to the Executive Assistant to the Board of Education by 4:00 p.m. on Friday, April 7, 2017.
2. To be eligible for appointment, a candidate must be a registered elector of District 49 and a resident of director district 1 or 4 for at least twelve consecutive months prior to the date of appointment.
3. The appointee will serve until the next regular school biennial election in November 2017.

The motion was put and carried with Graham; aye, Harold, aye; LaVere-Wright, aye; Moore, aye. Motion carried 4-0.

Mr. Moore stepped down from his seat on the Board.

Discussion: Process to Fill the Vacancy

Board members determined questions to be asked of applicants to fill the vacancy and refined the process. The president will set the date and time for the interview process once the variables are present.

11.00 Adjournment

It was moved by Harold and seconded by Graham to adjourn the meeting at 8:18 p.m. *The motion was put and carried with Graham; aye, Harold, aye; LaVere-Wright, aye. Motion carried 3-0.*

Respectfully submitted by Donna Richer,

Marie LaVere-Wright, President

Tammy Harold, Secretary

BOARD OF EDUCATION AGENDA ITEM 4.01 MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Donna Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Approval of Minutes of Regular Board of Education Meeting 2/9/2017
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— 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: I move to approve the consent agenda, including the minutes from the February 9th regular board of education meeting.

APPROVED BY: Tammy Harold, Board Secretary

DATE: February 20, 2017

Harold made the motion; seconded by Moore. The motion passed 4-0.

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
VOTED AYE	Absent	X	X	X	X
VOTED NAY					
COMMENTED					

BOE Regular Meeting March 9, 2017
Item 4.01 continued

	BAY	HILTS	RIDGWAY		
COMMENTED					

BOARD OF EDUCATION AGENDA ITEM 4.02 MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Paul Andersen, Director of Human Resources
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Administrative Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major impact
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: In accordance with Board of Education approved salary tables.

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

APPROVED BY: Peter Hilts, Chief Education Officer;
Brett Ridgway, Chief Business Officer; Jay Bay, Chief Operations Officer

DATE: February 24, 2017

Harold made the motion; seconded by Moore. The motion passed 4-0.

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
VOTED AYE	Absent	X	X	X	X
VOTED NAY					
COMMENTED					

BOE Regular Meeting March 9, 2017
Item 4.02 continued

	BAY	HILTS	RIDGWAY		
COMMENTED					

EL PASO COUNTY SCHOOL DISTRICT 49

**Approval of Matters Relating to Administrative Personnel
March 9, 2017**

Be it resolved, that the following matters relating to administrative personnel be approved as recommended by the Chief Officers:

Appointments:

Name	Position	Location	Effective Date
Izboinikov, Vladislav	Coordinator of Special Student Projects (MLO Funded)	iConnect Zone	February 21, 2017
Leschisin, Emily	Assistant Director of Special Education	Individualized Education	March 27, 2017
Pietraallo, Jack	Interim Director of Transportation	Operations Office	March 1, 2017

Retirements – Requests for Transition Year:

Name	Position	Location	Transition Year
Hinson, Randall	Assistant Principal/Athletic Director	Falcon High School	2017-18

Separations:

Name	Position	Location	Reason	Effective Date
Hammond, Richard	Director of Transportation	Operations Office	Deceased	February 15, 2017

BOARD OF EDUCATION AGENDA ITEM 4.03 MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Sally McDermott, Human Resources Manager
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Licensed Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other	
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Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
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	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major impact
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: In accordance with Board of Education approved salary tables.

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

APPROVED BY: Peter Hilts, Chief Education Officer;
Brett Ridgway, Chief Business Officer; Jay Bay, Chief Operations Officer

DATE: February 24, 2017

Harold made the motion; seconded by Moore. The motion passed 4-0.

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
VOTED AYE	Absent	X	X	X	X
VOTED NAY					
COMMENTED					

BOE Regular Meeting March 9, 2017
Item 4.03 continued

	BAY	HILTS	RIDGWAY		
COMMENTED					

EL PASO COUNTY SCHOOL DISTRICT 49

**Approval of Matters Relating to Licensed Personnel
March 9, 2017**

Be it resolved, that the following matters relating to licensed personnel be approved as recommended by the Chief Education Officer:

Appointments to Existing Positions:

Appointments to New Positions:

Name	Position	Location	Effective Date
Donaldson-Cremer, Kailee	School Psychologist Intern	Special Services Department	July 27, 2017
Dubey, Erica	School Psychologist Intern	Special Services Department	July 27, 2017

Retirements:

Name	Position	Location	Effective Date
Curnow, Margaret	Reading Interventionist	Woodmen Hills Elementary School	May 31, 2017
Friend, Janet	School Nurse	Special Services Department	May 31, 2017
Green, Avelyn	Dean of Early Childhood Education	Special Services Department	May 31, 2017
Hinson, Paula requesting 110-Transitional year for 2017-18	Gifted and Talented Teacher	Woodmen Hills Elementary School	May 31, 2017
Peterson-O'Connor, Kimberly requesting 110-Transitional year for 2017-18	Library Media	Ridgeview Elementary School	May 31, 2017
Stewart, Paul	Special Education (SLD) Teacher	Horizon Middle School	March 3, 2017

Resignations:

Name	Position	Location	Effective Date
Bala, Marla	Special Education (SSN) Teacher	Odyssey Elementary School	March 10, 2017
Comfort, Roberta	Special Education (SLD) Teacher	Patriot High School	February 27, 2017
Kessinger, Caryn	Special Education (SED) Teacher	Vista Ridge High School	February 17, 2017
Kirk, Tammy	Math Teacher	Falcon High School	May 31, 2017
Nanoff, Sarah	1 st Grade Teacher	Ridgeview Elementary School	May 31, 2017
Nelson, Dawn	English Teacher	Sand Creek High School	May 31, 2017
Skender, George	JROTC Instructor	Falcon High School	May 31, 2017
Wineland, Anna	.3 Part-Time Science Teacher	Falcon Homeschool Enrichment Program	May 31, 2017

Requests for Leave:

Substitutes:

Name	Position	Location	Effective Date
Aragon, Mary Anne	Licensed Substitute	Varies	February 7, 2017
Bellinger, Jessica	ESP Substitute	Varies	January 25, 2017
Bernabei, Shana	Licensed Substitute	Varies	February 15, 2017
Broce, Donna	ESP Substitute	Varies	January 25, 2017
Bussell, Monica	ESP Substitute	Varies	January 25, 2017
Frazier, Brittany	Licensed Substitute	Varies	February 7, 2017
House, Svitlana	Licensed Substitute	Varies	February 7, 2017
Kookan, Bruce	Licensed Substitute	Varies	February 7, 2017
Landers, Mary	Licensed Substitute	Varies	February 7, 2017
Malner, Marry Ann	ESP Substitute	Varies	January 25, 2017
Montalvo, Ligia	Licensed Substitute	Varies	February 7, 2017
Nottingham, Cynthia	ESP Substitute	Varies	January 25, 2017
Pratt, Paula	ESP Substitute	Varies	February 2, 2017
Roitz, Caitlyn	Licensed Substitute	Varies	February 7, 2017
Segura, Nicholas	Licensed Substitute	Varies	February 7, 2017
Simpson, Susan	Licensed Substitute	Varies	February 7, 2017
Spencer, Dylan	ESP Substitute	Varies	January 25, 2017
Tempest-Mitchell, Alana	Licensed Substitute	Varies	February 7, 2017
Towery, Michael	Licensed Substitute	Varies	February 7, 2017
Urbaniak, Nicholas	Licensed Substitute	Varies	February 7, 2017
Worthington, April	Licensed Substitute	Varies	February 7, 2017

BOARD OF EDUCATION AGENDA ITEM 4.04 MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Nicole Evans, Human Resources Manager
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Educational Support Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major impact
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: In accordance with Board of Education approved salary tables.

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

APPROVED BY: Peter Hilts, Chief Education Officer;
Brett Ridgway, Chief Business Officer; Jay Bay, Chief Operations Officer

DATE: February 24, 2017

Harold made the motion; seconded by Moore. The motion passed 4-0.

BOE Regular Meeting March 9, 2017
Item 4.04 continued

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
VOTED AYE	Absent	X	X	X	X
VOTED NAY					
COMMENTED					

	BAY	HILTS	RIDGWAY		
COMMENTED					

EL PASO COUNTY SCHOOL DISTRICT 49

**Approval of Matters Relating to Educational Support Personnel
March 9, 2017**

Be it resolved, that the following matters relating to ESP personnel be approved as recommended by the Chief Officers:

Appointments:

Name	Position	Location	Effective Date
Adon, Sofia	Special Education Paraprofessional	Stetson Elementary School	March 02, 2017
Burdick, Michelle	Special Education Paraprofessional	Woodmen Hills Elementary School	March 02, 2017
Croney, Nicole	Preschool Paraprofessional	Woodmen Hills Elementary School	March 09, 2017
Geffert, Janelle	Crossing Guard	Ridgeview Elementary School	February 22, 2017
Geffert, Janelle	Lunch Monitor	Ridgeview Elementary School	February 22, 2017
Jackson, Courtney	Crossing Guard	Meridian Ranch Elementary School	February 03, 2017
Kleinfeldt, Christopher	Lunch Monitor	Horizon Middle School	February 09, 2017
Morton, Karla	Hourly Reading Tutor	Springs Ranch Elementary School	February 06, 2017
Navarrette, Sharon	Special Education Paraprofessional	Odyssey Elementary School	February 23, 2017
Reeves, Tina	Assistant Principal Secretary	Sand Creek High School	April 01, 2017
Reid, Frederick	Special Education Paraprofessional	Falcon Elementary School of Technology	February 3, 2017
Riege, Kirsten	Human Resource Specialist	Human Resources Department	March 09, 2017
Romo, Laura	Crossing Guard	Ridgeview Elementary School	March 02, 2017
Sandella, Kelsey	Special Education Paraprofessional	Odyssey Elementary School	March 02, 2017
Spanswick, Kyle	Data Technician - Student Information System	Creekside Service Center	February 01, 2017
Tonkins, Christian	Campus Security Officer	Falcon High School	March 09, 2017
Trujillo, Kelly	Lunch Monitor	Ridgeview Elementary School	March 02, 2017

Transfers:

Name	Transfer From	Transfer To	Effective Date
Mascotti, Jason	Special Education Paraprofessional, Falcon Elementary School of Technology	Special Education Paraprofessional, Falcon Middle School	February 09, 2017

Retirements:

Name	Position	Location	Effective Date
Burgess, Sylvia	Special Education Paraprofessional	Stetson Elementary School	May 26, 2017
Espiritu, Timothy	Building Manager	Horizon Middle School	May 31, 2017
Wold, Jeffrey	Grounds Technician	Facilities Department	April 28, 2017

Resignations:

Name	Position	Location	Effective Date
Bebb, Tanya	Building Custodial Technician	Falcon High School	February 03, 2017
Dressler, Malisia	Special Education Paraprofessional	Odyssey Elementary School	February 21, 2017
Elder-Velie, Katharine	Bus Driver	Transportation Department	February 24, 2017
Garcia, Ana	Nutrition Services Assistant	Falcon High School	February 22, 2017
Hazelwonder, Rachel	Special Education Paraprofessional	Meridian Ranch Elementary School	March 01, 2017
Hollowell, Chelsea	Administrative Dietitian	Nutrition Services Department	February 24, 2017
Leon, Jordan	Building Custodial Technician	Falcon Elementary School of Technology	March 10, 2017
Livermore, Brandon	Nutrition Services Manager	Meridian Ranch Elementary School	March 17, 2017
Martell, Nathan	Special Education Paraprofessional	Vista Ridge High School	March 01, 2017
Patterson, William	Bus Monitor	Transportation Department	February 21, 2017
Walewski, Shaunna	Nutrition Services Assistant	Horizon Middle School	March 03, 2017

BOARD OF EDUCATION AGENDA ITEM 4.05 MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Nicole Evans, Human Resources Manager
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Schedule B Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major impact
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: In accordance with Board of Education approved salary tables.

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

APPROVED BY: Peter Hilts, Chief Education Officer;
Brett Ridgway, Chief Business Officer; Jay Bay, Chief Operations Officer

DATE: February 24, 2017

Harold made the motion; seconded by Moore. The motion passed 4-0.

BOE Regular Meeting March 9, 2017
Item 4.05 continued

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
VOTED AYE	Absent	X	X	X	X
VOTED NAY					
COMMENTED					

	BAY	HILTS	RIDGWAY		
COMMENTED					

EL PASO COUNTY SCHOOL DISTRICT 49

**Approval of Matters Relating to Schedule B Personnel
March 9, 2017**

Be it resolved, that the following matters relating to Schedule B personnel be approved as recommended by the Chief Officers:

Appointments:

Name	Position	Location
Baart, Liesl	Band	Falcon Middle School
Balk, Amy	Track	Falcon Middle School
Ballage, Keenan	Assistant Track	Falcon High School
Clay, Carrie	Team Lead (Sped)	Falcon Middle School
Everard, Eric	Assistant Wrestling	Vista Ridge High School
Flores, Josh	Assistant Baseball	Falcon High School
Gibeault, Arianna	Assistant Girls Soccer	Falcon High School
Hall, Joshua	Assistant Track	Falcon High School
Hartman, Cody	Assistant Baseball	Vista Ridge High School
Lutz, Derek	Assistant Girls Soccer	Vista Ridge High School
Redding, Malcolm	Assistant Baseball	Sand Creek High School
Smith, Tim	Assistant Tennis	Falcon High School
Striebel, Robert	Assistant Baseball	Falcon High School
Thomas, Kwe'shaan	Assistant Track	Falcon High School
Vigil, Elias	Assistant Track	Sand Creek High School
Washington, Bobby	Strength & Conditioning 1 Season	Horizon Middle School
Webb, Trevor	Assistant Baseball	Falcon High School
Wilson, MaryAnn	Assistant Track	Falcon High School

Resignations:

Name	Position	Location	Date
Entenman, Brock	Assistant Wrestling	Vista Ridge High School	June 30, 2017
Johnson, William	Assistant Girls Basketball	Sand Creek High School	February 15, 2017
Watts, Bryant	Assistant Basketball	Sand Creek High School	February 07, 2017

Adjusted Placements:

Name	Position	Location
Balk, Amy	Cross Country	Falcon Middle School

BOARD OF EDUCATION AGENDA ITEM 4.06 MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Sally McDermott, Human Resources Manager
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Special Services Providers Being Recommended for Continuation
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

RATIONALE: The contract renewal actions on attached roster are to meet Board of Education objectives in student achievement.

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

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major impact
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: In accordance with Board of Education approved salary tables.

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

APPROVED BY: Peter Hilts, Chief Education Officer;
Brett Ridgway, Chief Business Officer; Jay Bay, Chief Operations Officer

DATE: February 24, 2017

Harold made the motion; seconded by Moore. The motion passed 4-0.

BOE Regular Meeting March 9, 2017
Item 4.06 continued

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
VOTED AYE	Absent	X	X	X	X
VOTED NAY					
COMMENTED					

	BAY	HILTS	RIDGWAY		
COMMENTED					

EL PASO COUNTY SCHOOL DISTRICT 49
2017-2018 Special Services Provider Recommendation
March 9, 2017

Last Name	First Name	Location	Position
Hartman	Lisa	EIES	Counselor
Busa	Mary	FES	Counselor - .5
James	Brittany	FES	Counselor
Villani	Amber	FHS	Counselor
Morris	Gregory	FHS	Counselor
Rynearson	Erinn	FHS	Counselor
Thompson	Mary	FHS	Counselor
Murdock	Lisa	FMS	Counselor
Owen	Geoffrey	FMS	Counselor
Hull	Ariel	FMS	Counselor
Dazey	Audrey	HMS	Counselor
Garza	Leslie	HMS	Counselor
Juarros	Tara	HMS	Counselor
Kelkenberg	Stephanie	MRIS	Counselor
Shipley	Nicole	OES	Counselor
Trethewey	Nicole	PHS	Social Worker
Barela	Dawn	PHS	Counselor
Bonavita	Dale	PPEC	Counselor
Padilla	Rocio	RES	Counselor
Woolery	Kara	RVES	Counselor
Tapia	Armando	SCHS	Counselor
Corral	Alexis	SCHS	Counselor
Corona	Pilar	SCHS	Counselor
Jankovsky	Krystle	SCHS	Counselor
Strong	Julie	SCHS	Occupational Therapist
Williams	Jennifer	SMS	Counselor
White	Jason	SMS	Counselor
Rauer	Krista	SMS	Counselor
Gates	Sandra	SRES	Counselor
Pethtel	Amanda	SSAE	Counselor - .5
Hendershott	Renea	SSAE	Counselor
Bevan	Molly	SSAE	Counselor
Jannicola	Stephanie	SES	Counselor
Cosner	Chad	VRHS	Counselor
Kutsner	Julie	VRHS	Counselor
Hill	Hanna	VRHS	Counselor
Yepez	James	VRHS	Counselor
Wozniak	Micki	VRHS	Counselor
Oles-Taylor	Mary	WHES	Counselor
Gabrielson	Jennifer	Individualized Education	School Nurse

Haynes	Marla	Individualized Education	School Nurse
Gold	Jacqueline	Individualized Education	School Nurse - .8
Prettyman	Patricia	Individualized Education	School Nurse
Hailes	Marie	Individualized Education	School Nurse
Smith	Toni	Individualized Education	School Nurse
Robb	Tamie	Individualized Education	School Nurse
Radcliffe	Erika	Individualized Education	School Nurse - .8
Duran	Shelly	Individualized Education	School Nurse
Boyd	Kimberly	Individualized Education	District BCBA
Hill	Jennifer	Individualized Education	School Psychologist
Mucciolo	Megan	Individualized Education	School Psychologist
Hohner	Barbara	Individualized Education	School Psychologist
Harris	Rezzella	Individualized Education	School Psychologist
Montoya	Sheryl	Individualized Education	School Psychologist
Neugebauer	Corrina	Individualized Education	School Psychologist
Moon	Jane	Individualized Education	School Psychologist
Herndon	George	Individualized Education	School Psychologist
Kruse	Amy	Individualized Education	Speech/Language Pathologist
Sampson	Raenise	Individualized Education	Speech/Language Pathologist
Salas	Heather	Individualized Education	Speech/Language Pathologist - .4
Mendell	Jamie	Individualized Education	Speech/Language Pathologist
Pomeroy	Marnie	Individualized Education	Speech/Language Pathologist
Sampieri	Jodi	Individualized Education	Speech/Language Pathologist
Penke	Sandra	Individualized Education	Speech/Language Pathologist
Adler	Jill	Individualized Education	Speech/Language Pathologist
Bedee	Julie	Individualized Education	Speech/Language Pathologist
Vanasse	Jessica	Individualized Education	Physical Therapist
Can	Ryan	Individualized Education	Occupational Therapist
Ogilvy	Amanda	Individualized Education	Occupational Therapist
Gizzi	Sandra	Individualized Education	Occupational Therapist
Collins	Kira	Individualized Education	Audiologist
Chavanne	Kimberly	Individualized Education	Audiologist - .5
Eslick	Regina	Individualized Education	Social Worker
Thomas	Sherrie	Individualized Education	Social Worker (Crisis Response)
Burnside	Jessica	Individualized Education	Social Worker

BOARD OF EDUCATION AGENDA ITEM 4.07 MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Mary Velasquez, Administrative Assistant to Communication and Culture
TITLE OF AGENDA ITEM:	District Accountability Advisory Committee Appointments
ACTION/INFORMATION/DISCUSSION:	Consent-Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The District 49 District Accountability Advisory Committee (DAAC) Bylaws state that the membership of the DAAC will be appointed by or elected through a process created by the Board of Education.

The purpose of the DAAC is to institute an accountability and parental and community Involvement program to define and measure academic and safety quality in the district.

The DAAC must consist of at least three parents of students enrolled in the District's schools that are not employees or related to employees of the district, one teacher, one school administrator, and one person from the community who is involved in business.

Members of the DAAC are appointed to serve for a two year period.

RATIONALE: The enclosed membership applications include the name of three DAAC member for the 2016-2018 school years for your approval. At a minimum they are required to review the District Improvement Plan, charter school applications, recommend the prioritization of expenditures of school district funds, review district assessments and report on the educational and safety performance of the district.

RELEVANT DATA AND EXPECTED OUTCOMES: Recommended DAAC members: David Rex- Chairperson, Heather Tambria Miller- VRHS, and Jimmi Wright- PPEC. DAAC members have already committed to the responsibilities of their charge through state statue and will report out their accomplishments in June 2018.

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

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	The DAAC is the primary system of formal accountability to our community.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Community participation on the DAAC gives senior leaders input from all stakeholders.
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

BOE Regular Meeting March 9, 2017
Item 4.07 continued

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the appointments of the members of the District Accountability Advisory Committee listed as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 28, 2017

Harold made the motion; seconded by Moore. The motion passed 4-0.

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
VOTED AYE	Absent	X	X	X	X
VOTED NAY					
COMMENTED					

	BAY	HILTS	RIDGWAY		
COMMENTED					

BOARD OF EDUCATION AGENDA ITEM 4.08 MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Sally McDermott, Human Resources Manager
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Professional Technical Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major impact
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: In accordance with Board of Education approved salary tables.

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

APPROVED BY: Peter Hilts, Chief Education Officer;
Brett Ridgway, Chief Business Officer; Jay Bay, Chief Operations Officer

DATE: March 6, 2017

Harold made the motion; seconded by Moore. The motion passed 4-0.

BOE Regular Meeting March 9, 2017
Item 4.08 continued

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
VOTED AYE	Absent	X	X	X	X
VOTED NAY					
COMMENTED					

	BAY	HILTS	RIDGWAY		
COMMENTED					

EL PASO COUNTY SCHOOL DISTRICT 49

**Approval of Matters Relating to Professional/Technical Personnel
March 9, 2017**

Be it resolved, that the following matters relating to professional/technical personnel be approved as recommended by the Chief Education Officer:

Appointments to Existing Positions:

Name	Position	Location	Rate of Pay	Effective Date

Appointments to New Positions:

Name	Position	Location	Rate of Pay	Effective Date

Retirements:

Name	Position	Location	Effective Date

Resignations:

Name	Position	Location	Effective Date

Transfers:

Name	Transfer From	Transfer To	Effective Date
Sparks, Robert	Transportation Router	Interim Transportation Manager	March 1, 2017

BOARD OF EDUCATION AGENDA ITEM 7.01a, 7.01b MINUTES

BOARD MEETING OF:	March 09, 2017
PREPARED BY:	Matt Meister, Director of Communications
TITLE OF AGENDA ITEM:	7.01a Internal Communications Manager 7.01b Digital Communications Manager
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The communications department has increased the number of communication processes and products to external stakeholders since April 2014. The department has also increased the support to district departments and schools in that time frame. As previously presented to the BOE, the department has been operating over the human capacity of the department for more than a year.

As part of the district's continuing commitment to continuous improvement, the 2016 voice of the workforce annual survey identified a need to increase the amount of internal communication to make District 49 the best choice to work. An internal communications manager will increase the capacity of the communications department to address this important need.

Existing job descriptions within the communications department are being updated to more accurately reflect the duties fulfilled by current employees given the realignment of department goals, productivity and processes since April 2014. The updates also reflect industry standard responsibilities and compensation.

RATIONALE: Appropriate staffing levels for the amount of required work and accurate job descriptions provide employees clarity regarding job responsibilities and help the district increase performance through increased efficiency.

RELEVANT DATA AND EXPECTED OUTCOMES: Competitor and comparison districts in Colorado compensate similar communication department positions at rates higher than District 49. Similar positions compensate at \$60-80K.

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

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	The communications department serves every stakeholder group in the district, from those receiving educational services to taxpayers providing the resources to sustain those services.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	The communication department serves as the direct link between the life impacts created in the classroom and the larger community. A high performing communication department increases community engagement with district activities.
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	A robust portfolio of schools is created through an exceptional workforce. Improved internal communications will help provide missional and cultural clarity to the workforce.

Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: Yes **AMOUNT BUDGETED:** 7.01a \$79,000 total of salary and benefits
7.01b \$8,976 total of salary and benefits

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the two job descriptions in item 7.01.

APPROVED BY: Peter Hilts, CEO

DATE: February 24, 2017

Harold made the motion; seconded by Moore. The motion passed 4-0.

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
VOTED AYE	Absent	X	X	X	X
VOTED NAY					
COMMENTED					

	BAY	HILTS	RIDGWAY		
COMMENTED					

BOARD OF EDUCATION AGENDA ITEM 7.01c MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Bruce Grose, Principal
TITLE OF AGENDA ITEM:	Job Description: Accompanist
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: It was discovered that the Accompanist job description does not exist however there is an incumbent currently in this job.

RATIONALE: It is important that employees know the essential functions of their jobs and what they will be evaluated against. The job description provides these items to the employee.

RELEVANT DATA AND EXPECTED OUTCOMES: By addressing this action item, the Board of Education is approving the necessary tool to allow the employee to be aware of the expected job duties.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Minor Impact
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: No – already funded

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the revised job description as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer,
Brett Ridgway, Chief Business Officer

DATE: February 24, 2017

Harold made the motion; seconded by Moore. The motion passed 4-0.

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
VOTED AYE	Absent	X	X	X	X
VOTED NAY					
COMMENTED					

BOE Regular Meeting March 9, 2017

Item 7.01c continued

	BAY	HILTS	RIDGWAY		
COMMENTED					

BOARD OF EDUCATION AGENDA ITEM 7.01d MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Jessica McAllister, Falcon Homeschool Program Administrator
TITLE OF AGENDA ITEM:	Revised Job Description: Home Based Education Specialist
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Revisions to the job duties.

RATIONALE: It is important that employees know the essential functions of their jobs and what they will be evaluated against. The job description provides these items to the employee.

RELEVANT DATA AND EXPECTED OUTCOMES: By addressing this action item, the Board of Education is approving the necessary tool to allow the employee to be aware of the expected job duties.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Minor Impact
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: No – already funded

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve this revised job description as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 24, 2017

Harold made the motion; seconded by Moore. The motion passed 4-0.

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
VOTED AYE	Absent	X	X	X	X
VOTED NAY					
COMMENTED					

BOE Regular Meeting March 9, 2017
Item 7.01d continued

	BAY	HILTS	RIDGWAY		
COMMENTED					

BOARD OF EDUCATION AGENDA ITEM 7.02a MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Amy Rogers/Curtis Turner
TITLE OF AGENDA ITEM:	VRHS Course Name Change: Changing “Beginning Algebra” to “Applied Algebra 1”
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Beginning Algebra was added to the VRHS curriculum in the fall of 2015. This name diminishes what the course hopes to accomplish and sends the wrong message to students who are placed in the Applied Pathway.

RATIONALE: The course name change more accurately describes the competencies and intended outcomes of the course.

RELEVANT DATA AND EXPECTED OUTCOMES: The course name change provides additional clarity to the content covered in the course.

IMPACTS ON THE DISTRICT’S STRATEGIC PRIORITIES—THE BIG ROCKS:

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Applied Algebra 1 is specifically designed to expose areas of disconnect from skills required for success in the algebra continuum. In the course, these disconnects will be repaired assuring students the opportunity to be successful in ensuing years.
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	Applied Algebra 1 is in the VRHS “Applied Math” pathway which is a customization of traditional math curriculum. The course and pathway is designed to provide an opportunity for struggling math students to get back on a path to achieving their educational goals.

FUNDING REQUIRED: No

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to accept a name change for VRHS “Beginning Algebra” to “Applied Algebra 1”.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 24, 2017

BOE Regular Meeting March 9, 2017
Item 7.02a continued

Harold made the motion; seconded by Moore. The motion passed 4-0.

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
VOTED AYE	Absent	X	X	X	X
VOTED NAY					
COMMENTED					

	BAY	HILTS	RIDGWAY		
COMMENTED					

BOARD OF EDUCATION AGENDA ITEM 7.02b MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Amy Rogers/Curtis Turner
TITLE OF AGENDA ITEM:	VRHS Course Name Change: Changing “Applied Mathematics” to “Applied Algebra 2”
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Applied Math was added to the VRHS curriculum in the fall of 2015. This name is not recognizable by most college admissions specialists.

RATIONALE: The new name will more effectively communicate the intention of the course competencies.

RELEVANT DATA AND EXPECTED OUTCOMES: The course name change provides additional clarity to the content covered in the course.

IMPACTS ON THE DISTRICT’S STRATEGIC PRIORITIES—THE BIG ROCKS:

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Applied Algebra 2 is the third course in the Applied Math Pathway. The course focuses only on foundations and essential skills presented in a traditional Algebra II class. The specific focus allows students more time to master key concepts due to the removal of less essential content.
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Applied Algebra 2 is in the VRHS “Applied Math” pathway which is a customization of traditional math curriculum. The course and pathway is designed to provide an opportunity for struggling math students to get back on a path to achieving their college and career goals.

FUNDING REQUIRED: No

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to accept a name change for VRHS “Applied Mathematics” to “Applied Algebra 2”.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 24, 2017

BOE Regular Meeting March 9, 2017
Item 7.02b continued

Harold made the motion; seconded by Moore. The motion passed 4-0.

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
VOTED AYE	Absent	X	X	X	X
VOTED NAY					
COMMENTED					

	BAY	HILTS	RIDGWAY		
COMMENTED					

BOARD OF EDUCATION AGENDA ITEM 7.02c MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Amy Rogers/Curtis Turner
TITLE OF AGENDA ITEM:	VRHS Course Addition, Applied Math Pathway
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: VRHS began implementation of a pathways curricular model for math in 2015. It became apparent after the first year of implementation that we would need to modify a geometry course to add to our Applied Math Pathway.

RATIONALE: The Applied Math Pathway was initially designed without a specific Geometry course in mind. During the identification of Essential Evidence Outcomes for the Applied Math Pathway it has become apparent that essential and useful geometry concepts were missing.

RELEVANT DATA AND EXPECTED OUTCOMES: As a result of this course addition students will receive instruction in math skills that are meaningful and purposeful in a real world setting.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Applied Geometry is specifically designed to focus only on geometric concepts that are essential for success in the skilled trades and useful for daily life outside of career.
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	Applied Geometry is in the VRHS “Applied Math” pathway which is a customization of traditional math curriculum. The course and pathway is designed to provide an opportunity for struggling math students to get back on a path to achieving their educational goals.

FUNDING REQUIRED: No

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to accept a course proposal for “Applied Geometry”.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 24, 2017

BOE Regular Meeting March 9, 2017
Item 7.02c continued

Harold made the motion; seconded by Moore. The motion passed 4-0.

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
VOTED AYE	Absent	X	X	X	X
VOTED NAY					
COMMENTED					

	BAY	HILTS	RIDGWAY		
COMMENTED					

BOARD OF EDUCATION AGENDA ITEM 7.02d MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Amy Rogers/Curtis Turner
TITLE OF AGENDA ITEM:	VRHS Basic Statistics Semester Course Addition
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: VRHS needs a second semester option for senior students taking Business Math in the first semester or for students wanting to take a semester of math concurrently.

RATIONALE: Basic statistics is an excellent semester course option for seniors preparing to graduate who have not completed any coursework in statistics. Additionally, during the identification of Essential Evidence Outcomes for the mathematics department, it has become apparent that statistical concepts were missing.

RELEVANT DATA AND EXPECTED OUTCOMES: The addition of this course will assist students in building a foundation in basic statistics prior to taking it in college.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Applied Geometry is specifically designed to focus only on geometric concepts that are essential for success in the skilled trades and useful for daily life outside of career. Basic Statistics is specifically designed to give students a foundation in statistical concepts that are essential for success in the careers that are a part of the “Science, Agriculture, Health and Business” Pathway.
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	Basic Statistics is in the VRHS “Science, Agriculture, Health and Business” Pathway and this course is specifically designed to give students an opportunity to become familiar with statistical concepts so they can be successful in their educational goals.

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: \$3500 for curriculum

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to accept a course proposal for “Basic Statistics”.

BOE Regular Meeting March 9, 2017
Item 7.02d continued

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 24, 2017

Harold made the motion; seconded by Moore. The motion passed 4-0.

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
VOTED AYE	Absent	X	X	X	X
VOTED NAY					
COMMENTED					

	BAY	HILTS	RIDGWAY		
COMMENTED					

BOARD OF EDUCATION AGENDA ITEM 7.02e MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Amy Rogers/Curtis Turner
TITLE OF AGENDA ITEM:	VRHS Business Math Course Change
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Business math is currently a year-long course. We are requesting to have the course changed to a semester course.

RATIONALE: The competencies presented in the Business Math curriculum can be adequately covered in a semester. We feel business math is important and would like for students to complete these competencies in one semester, giving them the opportunity to pursue concurrent enrollment options in the second semester.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Business Math provides essential learning for wise consumerism and making responsible financial decisions following high school graduation.
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	Business Math is in the VRHS “Science, Agriculture, Health and Business” Pathway and this course is specifically designed to give students an opportunity to become responsible with their personal and/or business finances in their future.

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: \$2739.98 for curriculum

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to accept a course change for VRHS “Business Math.” Changing it from a yearlong course to a semester course.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 24, 2017

Harold made the motion; seconded by Moore. The motion passed 4-0.

BOE Regular Meeting March 9, 2017
Item 7.02e continued

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
VOTED AYE	Absent	X	X	X	X
VOTED NAY					
COMMENTED					

	BAY	HILTS	RIDGWAY		
COMMENTED					

BOARD OF EDUCATION AGENDA ITEM 7.02f MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Andrew Simmons and Cale Csizmadi
TITLE OF AGENDA ITEM:	VRHS Course Proposal for Conceptual Physics
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Vista Ridge High School is seeking approval of the addition of the semester long course entitled Conceptual Physics.

RATIONALE: This will be an optional course for incoming freshman. The rationale behind this course is to give students who are not academically prepared to take Linear Physics (taken Algebra-I in 8th grade) the option to take a conceptual physics course to fulfill their science graduation requirements.

Grade Level: 9-10

Length: Semester

This course introduces physics concepts and the use of basic math and beginning algebra in application of physics principles. Topics include Kinematics, Dynamics, Energy and Waves. Upon completion, students should be able to demonstrate an understanding of motion/Newton's Laws, Conservation of Energy and Properties of Waves.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Approval of this course helps to define further academic pathways for students in non-STEM careers
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	Approve of this course helps increase opportunities for a wider variety of students

FUNDING REQUIRED: Yes, textbook

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the Conceptual Physics course.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 24, 2017

Harold made the motion; seconded by Moore. The motion passed 4-0.

BOE Regular Meeting March 9, 2017
Item 7.02f continued

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
VOTED AYE	Absent	X	X	X	X
VOTED NAY					
COMMENTED					

	BAY	HILTS	RIDGWAY		
COMMENTED					

BOARD OF EDUCATION AGENDA ITEM 7.02g MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Jordan Kober at Vista Ridge High School
TITLE OF AGENDA ITEM:	Russian Language and Culture Course Proposal
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

Vista Ridge High School is seeking approval of this course to be conducted during one academic year (2 semesters) as Russian I and Russian II in order to help students meet the two-year college requirement in a foreign language for high school graduates.

RATIONALE:

The intent in designing these courses is to teach students basic grammar/communication skills in Russian and to share historical and cultural knowledge of Slavic identity in order to foster an enriching linguistic experience for young people.

RELEVANT DATA AND EXPECTED OUTCOMES:

This course aims to increase interest in Russian so that students will develop a fully rounded perspective of the Russian culture which can then transfer over to other cultures, their languages, and their status in the context of the modern world. Knowledge of Russian may potentially provide some unique job opportunities in future careers due to its linguistic rarity in the United States.

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

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Approval of this course will allow VRHS to further diversify its portfolio of opportunities.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Approval of this course will allow students to choose from a diverse portfolio of foreign language and cultural options to better fit their educational and career goals.

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the course, Russian Language & Culture.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 24, 2017

BOE Regular Meeting March 9, 2017
Item 7.02g continued

Harold made the motion; seconded by Moore. Student Board Representative Hans stated that the SBOR discussed these different courses and they were all very highly approved by the students. We all have AP and IB courses for statistics and calculus. Introducing these basic statistics and business math courses are beneficial for the students to be able to still get this education but not necessarily go on towards the AP or IB route. One thing that was discussed is introducing these basic courses into the other high schools as well. The motion passed 4-0.

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
VOTED AYE	Absent	X	X	X	X
VOTED NAY					
COMMENTED		X		X	X

	BAY	HILTS	RIDGWAY	HANS	
COMMENTED				X	

BOARD OF EDUCATION AGENDA ITEM 7.03 MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	D. Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Policy and Procedure Review
ACTION/INFORMATION/DISCUSSION:	Action

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
7.03a	BCB	Board Member Conflict of Interest	D. Richer B. Miller	CASB's recommended revision to comply with Uniform Guidance (UG) procurement standards.
7.03b	BEDF	Voting Method	D. Richer	CASB's recommended revision since issue is now addressed in BCB.
7.03c	BID/BIE	Board Member Compensation and Expenses/Insurance/Liability	D. Richer	CASB's recommendation minor revision to ensure compliance with the UG.
7.03d	EHB	Records Retention	D. Richer	Updated Superintendent language and legal references.
7.03e	IKFA	Early Graduation	A. Whetstine	Recommend repeal, no longer relevant with new graduation guidelines.
7.03f	IHBAA	Response to Intervention (RtI)	N. Lemmond	Response to Intervention is referenced in both federal law (IDEA) and Colorado law (ECEA) and does not require a board policy for implementation.
7.03g	JLCD	Administering Medications to Students	N. Lemmond	Minor revisions to policy and regulation. Exhibit updated to reflect current practice/form.
7.03h	JLCE	First Aid and Emergency Medical Care	N. Lemmond	Policy review; no changes. Regulation modified to match current practice.
7.03i	KFA	Public Conduct on District Property	D. Watson	Add reference to medical marijuana policy.

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

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	

BOE Regular Meeting March 9, 2017
Item 7.03 continued

Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — 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 at the previous work session, I move to approve the nine policies in item 7.03.

REVIEWED BY: Chief Officers

DATE: February 24, 2017

Harold made the motion; seconded by Moore. The motion passed 4-0.

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
VOTED AYE	Absent	X	X	X	X
VOTED NAY					
COMMENTED				X	

	BAY	HILTS	RIDGWAY		
COMMENTED					

BOARD OF EDUCATION AGENDA ITEM 7.04 MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Andrew Smith
TITLE OF AGENDA ITEM:	SCHS Science – IB Chemistry SL and IB Physics SL
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

The IB Science program at SCHS currently offers three Higher Level (HL) options – HL Biology, HL Chemistry, and HL Physics. These courses are two-year courses, at the end of which students may test to earn college credit. Many students have dropped these courses after the first year, but we have committed to students in the Diploma Programme that the second year of the course will be offered. As a result, the second year of these courses is often quite small, which puts a strain on the student numbers in other classes.

RATIONALE:

Teaching the SL curriculum in one year after a foundation in Honors Chemistry or Physics opens the door for more students to earn college credit through the IB exam, while allowing us the flexibility to counsel students needing a two-year HL curriculum into a course that is likely to have enough students to support it both years.

RELEVANT DATA AND EXPECTED OUTCOMES:

In the past three years, we have seen enrollments of 15 or less, in the second year of our HL science courses. We expect the need for these classes to diminish, allowing us to offer smaller classes in other science courses, while increasing the opportunity for students to earn college credit in science.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Students will be more successful in advanced science with a foundational year of honors science.

FUNDING REQUIRED: No additional

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the additions to SCHS Course Catalog for 2017-18.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 24, 2017

BOE Regular Meeting March 9, 2017
Item 7.04 continued

Harold made the motion; seconded by Moore. Student representatives Hans stated that having participated in the IB Physics HL course at Sand Creek High School, it's effective to add an SL (standard level) course for those that don't want to take on the higher level course. It's an effective addition to the school course offerings. LaVere-Wright stated that SL courses are a one year commitment and the more advanced courses are a two year commitment. The motion passed 4-0.

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
VOTED AYE	Absent	X	X	X	X
VOTED NAY					
COMMENTED				X	

	BAY	HILTS	RIDGWAY	HANS	
COMMENTED				X	

BOARD OF EDUCATION AGENDA ITEM 7.05 MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Donna Richer, BOE Executive Assistant
TITLE OF AGENDA ITEM:	Proposed 2018-2019 BOE Meeting Dates
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Regular Board of Education meetings are typically held on the second Thursday of the month and work sessions have been held on the fourth Wednesday of the month. Work sessions in May, July and December have not been scheduled due to graduations and breaks.

RATIONALE: The staff and public are accustomed to regularly scheduled Board of Education meetings.

RELEVANT DATA AND EXPECTED OUTCOMES: By approving board meetings in advance and aligning that approval with the school calendar, it provides continuity and encourages planning.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	Regularly scheduled Board of Education meetings invite strong community participation.
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— 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: I move to approve the 2018-19 Board of Education meeting dates.

APPROVED BY: Tammy Harold, Board Secretary

DATE: February 24, 2017

Harold made the motion; seconded by Moore. The motion passed 4-0.

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
VOTED AYE	Absent	X	X	X	X
VOTED NAY					
COMMENTED				X	

BOE Regular Meeting March 9, 2017
Item 7.05 continued

	BAY	HILTS	RIDGWAY		
COMMENTED					

BOARD OF EDUCATION AGENDA ITEM 8.01 MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	D. Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Process Improvement Update
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: We seek to continuously improve our processes in the district.

RATIONALE: Administrative regulation development and revision and systematic review of district policies are designed to increase the probability of an effective and efficient school system.

RELEVANT DATA AND EXPECTED OUTCOMES:

No.	Designation	Title	Reviewed by	Recommendations
8.01a	IHBAA-E, IHBAA-R	Response to Intervention (RtI)	N. Lemmond	Response to Intervention is referenced in both federal law (IDEA) and Colorado law (ECEA) and does not require a board policy for implementation.
8.01b	JLJ-E	Physical Activity	R. Duerr	Annual K-5 principal compliance agreement form for policy JLJ.
8.01c	JLCD-E, JLCD-R	Administering Medications to Students	N. Lemmond	Minor revisions to policy and regulation. Exhibit updated to reflect current practice/form.
8.01d	KLCE-R	First Aid and Emergency Medical Care	N. Lemmond	Regulation modified to match current practice.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the District.
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

BOE Regular Meeting March 9, 2017
Item 8.01 continued

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

REVIEWED BY: Chief Officers

DATE: February 24, 2017

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
COMMENTED					
	BAY	HILTS	RIDGWAY		
COMMENTED					

BOARD OF EDUCATION AGENDA ITEM 8.02 MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Nancy Lemmond, Executive Director of Individualized Education
TITLE OF AGENDA ITEM:	Expulsion Information
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

See attached confidential sheet for list of expulsions in February 2017.

RATIONALE: Board Policy

RELEVANT DATA AND EXPECTED OUTCOMES: See attachment

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

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	Ensures compliance with all Colorado Revised Statutes
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Provide alternative pathways to students that align with 49 Pathways Initiative

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, CEO

DATE: February 24, 2017

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
COMMENTED					
	BAY	HILTS	RIDGWAY		
COMMENTED					

BOARD OF EDUCATION AGENDA ITEM 8.03 MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Barbara Austin-Seeley, Executive Assistant to CEO
TITLE OF AGENDA ITEM:	Travel Study Trips
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

FHS

EF European Tour to Austria, Switzerland & Germany

Depart 3/21/17 Return 4/1/17

12 Students will attend this trip.

Cost of trip is \$4,000 per student and includes transportation, meals, lodging and tours.

This trip will allow students to learn the culture and reinforce the languages of Germany.

Fundraising will not be part of this trip.

FHS

CHSAA State Wrestling tournament

Depart 2/16/17 Return 2/19/17

2 Students will attend this trip.

Cost of this trip will include transportation, meals and lodging.

Fundraising will be part of this trip.

FHS

Winter Park Ski Music Festival (Choir)

Depart 4/7/17 Return 4/9/17

22 Students will attend this trip.

Cost of trip is \$200 per student and will include transportation, meals and lodging.

This event will be the first competition for the FHS show choir. They will get the opportunity to perform, be adjudicated and attend a clinic on how to improve performance, and observe/learn from other musical groups.

Fundraising will not be part of this trip.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Travel study is an important component of an appealing education, and participation in student

BOE Regular Meeting March 9, 2017
Item 8.03 continued

	leadership is central to our commitment to be the best district for leaders.
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
Rock #5 — 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: N/A

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 24, 2017

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
COMMENTED					
	BAY	HILTS	RIDGWAY		
COMMENTED					

BOARD OF EDUCATION AGENDA ITEM 9.01 MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Andy Franko, iConnect Zone Leader
TITLE OF AGENDA ITEM:	iConnect Zone Performance Report
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Zone Leader will provide the board with an update of student performance within iConnect Zone schools. This information includes Middle of the Year results on ACT Aspire, and DIBEL's. In addition, the board will receive an update on the launch of programs at the Falcon Legacy Campus and as well as a status update on Power Technical Early College, Banning Lewis Preparatory Academy, and the Colorado Military Academy.

RATIONALE: The iConnect Zone performance report provides clarity to the board of education and general public of student outcomes within the zone.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	The iConnect Zone provides structure and support for unconventional schools, including alternative, charter, CTE, blended/online, and early college programs. Without these programs, we cannot fulfill our commitment to offer a robust portfolio of schools that builds firm foundations for all learners, and launches every students to success.
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— 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: No action required

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 24, 2017

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
COMMENTED		X		X	X
	BAY	HILTS	RIDGWAY	FRANKO	KNOCHE
COMMENTED				X	X

BOARD OF EDUCATION AGENDA ITEM 9.02 MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Brett Ridgway, Chief Business Office Ron Sprinz, Finance Group Manager
TITLE OF AGENDA ITEM:	2017/18 Budget Focus and Legislative Update
ACTION/INFORMATION/DISCUSSION:	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 2017/18 that was first released in November 2016 and then revised in January 2017.

RATIONALE: The assumption, at this point, is that funding will increase slightly at the state level for the 2017/18 fiscal year. Other factors that are typically defined and quantified early on, 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 only increase by ~0.6%. In addition, the district will likely show an increase in student count as is normal for District 49, but we will attempt to be conservative in that estimate.

Complicating this year's endeavor is Colorado's worsening state budget projection. Even though the economy in general is perceived as healthy and/or recovering from the Great Recession, The Taxpayer Bill of Rights (TABOR), passed in 1992 restricts revenue growth in the state budget to only match the level of inflation. TABOR does not provision for volume changes (other than student growth from Amendment 23, passed in 2000), nor does TABOR provision for revenue growth for a change in the mix of contributions to the K12 Education state funding formula. Since the local share of K12 funding continues to decrease, it places more responsibility on the state equalization portion of the formula. That increased responsibility is akin to a volume variance and so state revenue is not provisioned to meet that increasing responsibility.

The shrinking local share contribution to K12 education is directly tied to the impacts of the Gallagher Amendment, passed in 1982. Gallagher had the effect of freezing the ratio of property tax collections in Colorado between residential property and non-residential (e.g. commercial, industrial, mineral rights, etc.) at a 45% / 55% mix. As Colorado's aggregate residential property values have continued to grow over the years, the non-residential property value growth has not kept up with inflation. Therefore, residential assessment rates have had to decrease in order to maintain the 45/55 ratio. While this drop is nice to any individual homeowner, it is very detrimental, bordering on catastrophic, for the state budget since it now puts residential property taxes abnormally low and virtually robs K12 education of a key funding source that cannot be made up by State Equalization due to revenue growth limits established by TABOR.

For 2017/18, instead of seeing a 2.5%-3.0% increase in PPR rate, it will be reduced to the 0.6% increase previously mentioned. As the conflict of Gallagher and TABOR continues to worsen in the coming years, K12 education funding increases will continue to be muted and will likely even decrease, even in years where inflation would suggest that funding should increase. This is in addition to the existence of the 'Negative Factor' that already has reduced K12 education funding in Colorado by \$800mm - \$1B per year since the Great Recession.

Whatever PPR rate level is eventually determined, the combination of that rate change and volume (student count) change 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 2017-18 fiscal year.

IMPACTS ON THE DISTRICT’S STRATEGIC PRIORITIES—THE BIG ROCKS:

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: TBD

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: February 24, 2017

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
COMMENTED				X	X
	BAY	HILTS	RIDGWAY	SPRINZ	
COMMENTED			X	X	

BOARD OF EDUCATION AGENDA ITEM 9.03 MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Brett Ridgway, Chief Business Officer Jack Bay, Chief Operations Officer
TITLE OF AGENDA ITEM:	2016 3B Projects Update
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Board of Education previously provided guidance to the Administration to conduct primary research for needs, options and financing vehicles for potential participation in the November 2016 election. That work resulted in the development of a plan dubbed “Building our Future Community” and requisite language that will be placed on the November 2016 general election ballot as a result of the Board’s decision at a special meeting held on August 24, 2016. That election question subsequently passed with a near 65/35 ratio on November 8, 2016.

With that success, another set of work processes and sequences begins. We must take the direction approved for us by the constituents and implement those plans with full integrity and appropriate urgency to allow students, staff, and constituents to realize the maximum benefit from the plan for the maximum duration.

RATIONALE: Some portions of the early steps may feel like a ‘hurry up and wait’ scenario where work will be done internally to get all necessary items set, presented, and executed before visible construction begins.

RELEVANT DATA AND EXPECTED OUTCOMES: We expect to execute a plan that is faithfully consistent with the plans presented for the election question, and for those plans to be fully compliant with the ballot language approved. We expect to move with intention and urgency to drive completion of stated projects in an optimal timeframe. During this update the COO will propose some facilities staffing changes requested to provide construction oversight for the 3B MLO capital construction projects. This requested organizational change is requested to ensure the successful completion and delivery of the 145 D49 capital projects that are encompassed in the 3B MLO priorities 2, 3 & 4 capital projects.

IMPACTS ON THE DISTRICT’S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<i>Clarity and transparency in revenue generation strategies and related decisions.</i>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	<i>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</i>
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	<i>The election proposal has clear connections to increasing our portfolio of distinct and exceptional schools</i>
Rock #4 — Build <u>firm foundations of</u> knowledge, skills and experience so all learners can thrive.	<i>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; building a firm foundation for the future..</i>
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	<i>A commitment to improving facilities and programs will have a positive contribution to ensuring each student has their best opportunity for success.</i>

FUNDING REQUIRED: No

AMOUNT BUDGETED: \$83.5mm capital projects
\$1mm teacher comp.

BOE Regular Meeting March 9, 2017
Item 9.03 continued

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

APPROVED BY: Brett Ridgway, Chief Business Officer,
Jack Bay, Chief Operations Officer

DATE: March 2, 2017

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
COMMENTED					
	BAY	HILTS	RIDGWAY		
COMMENTED	X		X		

BOARD OF EDUCATION AGENDA ITEM 9.04 MINUTES

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Marie La Vere-Wright
TITLE OF AGENDA ITEM:	Board of Education Goals
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: In accordance with policy BAA, Board of Education Evaluation and Professional Development, the Board completed an annual self-evaluation instrument and sought feedback through an anonymous instrument administered by a third party aligned with the same criteria. This feedback was used during the Annual Peak Planning Workshop to develop annual goals for improvement

RATIONALE: The Board evaluation summative report and goals for improvement will be discussed at a public meeting.

RELEVANT DATA AND EXPECTED OUTCOMES: At the Board's Annual Peak Planning Workshop the Board discussed the summative report and other relevant data, and identified 3 areas for improvement. Goals and plans for implementation will be finalized.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	A high performing Board of Education will earn the trust and respect of our community, which will in turn increase community support for our district. This support is key to providing the resources needed to achieve rocks 2-5.
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

APPROVED BY: Marie LaVere-Wright, Board President

DATE: March 1, 2017

It was the consensus of the board to task the president and BOE assistant to determine the best way to implement items for goal 1. The chief office team will work with Director Graham to develop next steps for goal 3. Add this topic as recurring item to future agendas.

BOE Regular Meeting March 9, 2017
Item 9.04 continued

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	MOORE
COMMENTED		X	X	X	
	BAY	HILTS	RIDGWAY		
COMMENTED		X	X		

BOARD OF EDUCATION AGENDA ITEM 4.02

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Paul Andersen, Director of Human Resources
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Administrative Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major impact
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: In accordance with Board of Education approved salary tables.

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

APPROVED BY: Peter Hilts, Chief Education Officer;
Brett Ridgway, Chief Business Officer; Jay Bay, Chief Operations Officer

DATE: March 31, 2017

BOARD OF EDUCATION AGENDA ITEM 4.03

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Sally McDermott, Human Resources Manager
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Professional Technical Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major impact
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: In accordance with Board of Education approved salary tables.

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

APPROVED BY: Peter Hilts, Chief Education Officer;
Brett Ridgway, Chief Business Officer; Jay Bay, Chief Operations Officer

DATE: March 31, 2017

BOARD OF EDUCATION AGENDA ITEM 4.04

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Sally McDermott, Human Resources Manager
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Licensed Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major impact
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: In accordance with Board of Education approved salary tables.

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

APPROVED BY: Peter Hilts, Chief Education Officer;
Brett Ridgway, Chief Business Officer; Jay Bay, Chief Operations Officer

DATE: March 31, 2017

BOARD OF EDUCATION AGENDA ITEM 4.05

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Nicole Evans, Human Resources Manager
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Educational Support Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major impact
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: In accordance with Board of Education approved salary tables.

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

APPROVED BY: Peter Hilts, Chief Education Officer;
Brett Ridgway, Chief Business Officer; Jay Bay, Chief Operations Officer

DATE: March 31, 2017

BOARD OF EDUCATION AGENDA ITEM 4.06

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Nicole Evans, Human Resources Manager
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Schedule B Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major impact
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: In accordance with Board of Education approved salary tables.

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

APPROVED BY: Peter Hilts, Chief Education Officer;
Brett Ridgway, Chief Business Officer; Jay Bay, Chief Operations Officer

DATE: March 31, 2017

BOARD OF EDUCATION AGENDA ITEM 4.07

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Mary Velasquez, Administrative Assistant to Communication and Culture
TITLE OF AGENDA ITEM:	District Accountability Advisory Committee Appointments
ACTION/INFORMATION/DISCUSSION:	Consent-Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The District 49 District Accountability Advisory Committee (DAAC) Bylaws state that the membership of the DAAC will be appointed by or elected through a process created by the Board of Education.

The purpose of the DAAC is to institute an accountability and parental and community Involvement program to define and measure academic and safety quality in the district.

The DAAC must consist of at least three parents of students enrolled in the District's schools that are not employees or related to employees of the district, one teacher, one school administrator, and one person from the community who is involved in business.

Members of the DAAC are appointed to serve for a two year period.

RATIONALE: The enclosed membership applications include the name of two DAAC members for the 2016-2018 school years for your approval. At a minimum they are required to review the District Improvement Plan, charter school applications, recommend the prioritization of expenditures of school district funds, review district assessments and report on the educational and safety performance of the district.

RELEVANT DATA AND EXPECTED OUTCOMES: Recommended DAAC members: Christine Kennedy-FESoT, and Shannon Molner- BLRA. DAAC members have already committed to the responsibilities of their charge through state statute and will report out their accomplishments in June 2018.

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

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	The DAAC is the primary system of formal accountability to our community.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Community participation on the DAAC gives senior leaders input from all stakeholders.
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

BOE Regular Meeting April 13, 2017
Item 4.07 continued

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the appointments of the members of the District Accountability Advisory Committee listed as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 30, 2017

BOARD OF EDUCATION AGENDA ITEM 4.08

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Donna Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Approval of Minutes of Special Board of Education Meeting 3/31/2017
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— 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: I move to approve the consent agenda, including the minutes from the March 31st special board of education meeting.

APPROVED BY: Tammy Harold, Board Secretary

DATE: March 31, 2017



MINUTES
SPECIAL BOARD OF EDUCATION MEETING
March 31, 2017
5:30 p.m.
Education Service Center – Board Room

1.00 Call to Order and Roll Call

A special meeting of the Board of Education was called to order at 5:31 p.m. by the President, Marie LaVere-Wright. The following board members were present: Mr. Butcher, Ms. Harold, and Mrs. LaVere-Wright. Mr. Graham was absent.

2.00 Welcome and Pledge of Allegiance

President LaVere-Wright welcomed those in attendance and invited them to join the Board in the Pledge of Allegiance.

3.00 Approval of Agenda

It was moved by Harold, seconded by Butcher to approve the agenda as presented.

The motion was put and carried with Butcher, aye; Harold, aye; LaVere-Wright, aye. Motion carried 3-0.

4.00 Open Forum (3 minute time limit for each speaker)

5.00 Action Items – see attachments

5.01 Approval of Resolution Regarding Colorado Military Academy – Charter application status change

6.00 Other Business

7.00 Adjournment

It was moved by Harold and seconded by Butcher to adjourn the meeting at 5:33 p.m. *The motion was put and carried with Butcher, aye; Harold, aye; LaVere-Wright, aye. Motion carried 3-0.*

Respectfully submitted by Donna Richer,

Marie LaVere-Wright, President

Tammy Harold, Secretary

BOARD OF EDUCATION AGENDA ITEM 5.01 MINUTES

BOARD MEETING OF:	March 31, 2017
PREPARED BY:	Andy Franko, iConnect Zone Leader
TITLE OF AGENDA ITEM:	Colorado Military Academy – Charter application status change
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

On January 12, 2017, the Board of Education conditionally approved the charter application for the Colorado Military Academy. Since that time, administration has worked closely with the applicant to develop a viable school that is set to open in August of 2017. Unique to this project is the proposed location of the school. While District 49 has approved the application, the proposed facility resides in Colorado Springs School District 11. Because of the location, an agreement between the districts and the applicant is needed. Recently, District 11 has made the applicant and District 49 administration aware that it intends to support the charter school through an approval process with the Charter School Institute, not District 49. District 49 was not made aware of the resolution passed by the District 11 Board of Education and so continued to work towards an agreement. Given this information, the Colorado Military Academy has made it known to District 11 and District 49 administration that they will move the application to the Charter School Institute.

RATIONALE:

Because District 49 wishes to support the families who have committed to the Colorado Military Academy and maintain a positive relationship with the neighboring school district, administration recommends the Board of Education resolve to rescind the conditional approval of the Colorado Military Academy charter application.

RELEVANT DATA AND EXPECTED OUTCOMES:

The Colorado Military Academy will have the opportunity to apply to the Charter School Institute and if approved, open the school as planned in the Fall of 2017.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	The resolution affirms the board's efforts to support the community of learners.
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	The resolution supports the potential of expanding school options for students within our community.
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

BOE Special Meeting March 31, 2017
Item 5.01 continued

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the resolution to rescind the conditional approval of the Colorado Military Academy charter application as recommend by administration.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 30, 2017

Harold made the motion; seconded by Butcher. The motion passed 3-0.

	BUTCHER	GRAHAM	HAROLD	LAVERE-WRIGHT	
VOTED AYE	X	Absent	X	X	
VOTED NAY					
COMMENTED					

	BAY	HILTS	RIDGWAY	FRANKO	
COMMENTED					



RESOLUTION

Regarding Colorado Military Academy

The Board of Education is committed to Every Student by conditionally approving the charter application for the Colorado Military Academy; and

The Board of Education learned from its Community partner, Colorado Springs School District 11, that the release of the application from its exclusive chartering authority was intentionally done so that the Colorado Military Academy could pursue authorization from the Colorado Charter School Institute; and

The Board of Education is committed to seeing the families of the Colorado Military Academy best served;

THEREFORE:

We, the members of the board, resolve to rescind the conditional acceptance of the Colorado Military Academy as approved by a 5-0 vote on January 12, 2017. The rescinding of the charter approval releases District 49 authority of the Colorado Military Academy, thus opening the opportunity for the applicant to pursue a partnership with the Colorado Charter School Institute.

The Chief Education Officer, through his designee, the iConnect Zone Superintendent, will be responsible for appropriate support of the Colorado Military Academy and the District 49 families the school intends to serve.

ADOPTED AND APPROVED this 31th day of March, 2017.

Marie LaVere-Wright, Board President
Falcon School District 49

(SEAL)

ATTEST:

Tammy Harold, Board Secretary
Falcon School District 49

BOARD OF EDUCATION AGENDA ITEM 7.01

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Brett Ridgway, Chief Business Officer Jack Bay, Chief Operations Officer
TITLE OF AGENDA ITEM:	2016 3B Projects Update – Construction Oversight Team Update
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Board of Education previously provided guidance to the Administration to conduct primary research for needs, options and financing vehicles for potential participation in the November 2016 election. That work resulted in the development of a plan dubbed “Building our Future Community” and requisite language that will be placed on the November 2016 general election ballot as a result of the Board’s decision at a special meeting held on August 24, 2016. That election question subsequently passed with a near 65/35 ratio on November 8, 2016.

With that success, another set of work processes and sequences begins. We must take the direction approved for us by the constituents and implement those plans with full integrity and appropriate urgency to allow students, staff, and constituents to realize the maximum benefit from the plan for the maximum duration.

RATIONALE: As a result of the 139 MLO 3B Priority 2 projects it is necessary to augment the Director of 3B capital construction in order to properly confirm the various project scopes, manage and oversee construction activities including inspection/permits and ensure timely completion. This project manager position is part time and as such is a variable position that will be eliminated when the work load can be managed by the Director of 3B capital construction.

RELEVANT DATA AND EXPECTED OUTCOMES: We expect to execute a plan that completes each of the MLO 3B P2 (refresh & refurbish), P3 (high school remodel/additional) & P4 (new elementary) capital construction projects in a timely and efficient process that is faithfully consistent with the plans presented for the election question, and for those plans to be fully compliant with the ballot language approved. We expect to move with intention and urgency to drive completion of stated projects in an optimal timeframe. During this update the COO will propose some facilities staffing changes requested to provide construction oversight for the 3B MLO capital construction projects. This requested organizational change is requested to ensure the successful completion and delivery of the 145 D49 capital projects that are encompassed in the 3B MLO priorities 2, 3 & 4 capital projects.

IMPACTS ON THE DISTRICT’S STRATEGIC PRIORITIES—THE BIG ROCKS:

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	<i>Clarity and transparency in revenue generation strategies and related decisions.</i>
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	<i>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.</i>
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	<i>The election proposal has clear connections to increasing our portfolio of distinct and exceptional schools.</i>
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	<i>Recognizing that the efficiencies D49 has achieved the last several years puts the district in a position</i>

BOE Regular Meeting April 13, 2017
Item 7.01 Continued

	<i>to be trusted, to be innovative and through the continuous exercise of both; building a firm foundation for the future.</i>
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	<i>A commitment to improving facilities and programs will have a positive contribution to ensuring each student has their best opportunity for success.</i>

FUNDING REQUIRED: No

AMOUNT BUDGETED: \$83.5mm capital projects
\$1mm teacher comp.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the two new job descriptions for 3B MLO Capitol Construction in item 7.01 as recommended by the administration.

APPROVED BY: Brett Ridgway, Chief Business Officer,
Jack Bay, Chief Operations Officer

DATE: March 31, 2017

DIRECTOR OF 3B MLO CAPITAL CONSTRUCTION

Job Title:	Director of 3B MLO Capital Construction
Initial:	April 13, 2017
Revised:	
Work Year:	261 Days
Office:	Operations
Department:	Facilities
Reports To:	Chief Operations Officer
FLSA Status:	Exempt
Pay Range:	Administrative Salary Schedule

Related Organization Chart



POSITION SUMMARY: The Director of 3B MLO Capital Construction plans, directs, and oversees all aspects of the 2016 3B MLO capital construction program in the district, ensuring delivery of quality projects within budget and on time. The Director of 3B MLO Capital Construction is responsible for the execution of the district's voter approved 3B MLO capital construction program while meeting scope, quality, budgets, schedules and communication objectives.

Note: This position will sunset with the completion and close out of the 3B priority 2, 3 and 4 capital construction projects.

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.

- Directs, coordinates and collaborates with the 3B capital construction team consisting of long range planning, owners representative, general contractors and purchasing.
- Reviews projects scopes, budgets, schedules, and projected outcomes prepared by project management firms.
- Oversees coordination of architect, engineer, construction and other consultants in coordination with project management firms.
- Ensures compliance with district contracting policies and procedures for all assigned projects as well as enforcement of contractual provisions.
- Exercises proactive management of scope, quality, schedule and budget issues. Develops alternatives to resolve project budget shortfalls.

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.

-
- Coordinates review of project designs and specifications and resolves stakeholder and professional staff with differing viewpoints.
 - Participates in planning meetings with design professionals, district stakeholders, community representatives and governing agencies. Liaison with MLO Oversight Committee.
 - Interfaces with the Chief Operations Officer, other chief officers, the senior leadership team, the MLO Oversight committee, the facilities management department, and the Board of Education
 - Coordinates and collaborates with long range planning and design teams associated with construction of new schools, additions to existing facilities, and remodeling of existing facilities
 - Ensures that educational, technological, mechanical/technical specifications, and code requirements are incorporated into building design plans
 - Participates in the selection of architects, general contractors, sub-contractors, and other vendors as appropriate
 - Develops and delivers regular update reports to the BOE
 - Performs regular site inspections
 - Arranges and coordinates construction observation and materials testing with independent testing agencies
 - Assists in the development of Request for Proposals (RFP), Request for Qualifications (RFQ), and Request for Information (RFI) as a technical expert
 - Assists in the planning, coordinating, and packaging of goods and services to maximize volume pricing whenever possible
 - Assists the district with the development of sustainability goals, objectives and initiatives
 - Assists with project environmental conditions, such as hazardous materials, asbestos, lead, storm water, dust, noise, and erosion control
 - Attends preliminary and final inspections and re-inspections with architect, consultants and contractors
 - Conducts pre-construction conferences and participates in weekly construction project meetings with architect and contractors, as needed
 - Coordinates check-out and operations of new equipment and systems, attends building systems start-up, maintenance training; receives as-built documents and Certificate of Occupancy; issues Letter of Acceptance; establishes and enforces warranty procedures and contacts; advertises and approves contractor final payment; and directs warranty period activities
 - Coordinates construction activities and schedules work as needed, with affected departments / sites
 - Coordinates the move out and the move in of school occupants and resources
 - Coordinates the owner furnished equipment installations with district staff and the contractors' construction activities
 - Coordinates the resolution of warranty issues and initiates the required 11-month and 22-month inspection with architect, consultants and contractors
 - Coordinates the work of architects, engineers and other professional consultants during the planning, programming, and design phases of new building and renovation projects
 - Develops project scope, determines appropriate method for accomplishment, and prepares project request packages for approval
 - Ensures security, safety, cleanliness, and maintenance of district facilities in cooperation with appropriate district staff
 - Establishes cost estimating relationships with contracted consultants, historical costs, estimating manuals, and contractor bids and proposals
 - Establishes procedures, techniques, and reports for monitoring budget cost controls
 - Manages and administers construction contracts to include review and approval of contractor and consultant payment applications, change orders and requests for substitution
 - Manages multiple projects simultaneously, as assigned
 - Monitors project control activities including construction schedule, project costs, construction document interpretations, project submittals, and shop drawings

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.

-
- Monitors the performance of architects, consultants, general contractors, subcontractors and suppliers and evaluates at the conclusion of the project
 - Oversees and maintains up-to-date facilities blueprints, electronic files, drawings, site maps, photographs and manuals
 - Oversees contract close-out activities
 - Reviews plans, specifications, and other contract documents to ensure compliance with the districts educational and technical specifications
 - Reviews the construction sequencing schedules to coincide with educational activities
 - Reviews, updates, and interprets the districts technical and educational specifications
 - Serves as a quality assurance evaluator to ensure appropriate construction standards; completes projects in accordance with applicable building codes, regulations, guidelines, etc.
 - Visits job sites and ensure compliance with the standards.
 - Performs other associated duties as assigned.

QUALIFICATIONS

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

Education & Training:

- Bachelor's degree in construction management, engineering, or architecture or equivalent experience in facilities management, construction management

Experience:

- Ten years of experience as Director of K-12 facilities, building automation and or construction management
- Five (5) years of experience with design, planning, and management of school construction projects

Skills & Knowledge:

- Familiar with AutoCAD or similar
- Microsoft Project or similar project management or scheduling software
- Working knowledge of estimating principles
- Basic math and accounting skills
- Ability to read and understand construction drawings, and specifications
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Ability to collaborate with colleagues in a professional manner
- Ability to establish and maintain effective working relationships with school and district personnel and members of the public
- Ability to interpret and evaluate obscure/vague information in the development of new solutions for complex technical problems
- Ability to meet physical demands
- Ability to prepare drawings and specifications for small construction projects
- Ability to think and organize sequentially
- Ability to work independently without direct supervision
- Ability to work to resolve conflicts in an atmosphere of mutual respect
- Strong organizational, interpersonal, written, listening, and verbal communication skills
- Thorough knowledge of commercial construction and remodeling
- Thorough knowledge of construction, energy management, and sustainable design

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.

-
- Thorough knowledge of health, safety, and playground regulations and requirements

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire
- Ability to frequently travel among district facility locations

OTHER WORK FACTORS

The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee 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 is occasionally exposed to moving mechanical parts; fumes or airborne particles; toxic or caustic chemicals; and outdoor weather conditions and vehicle vibration.

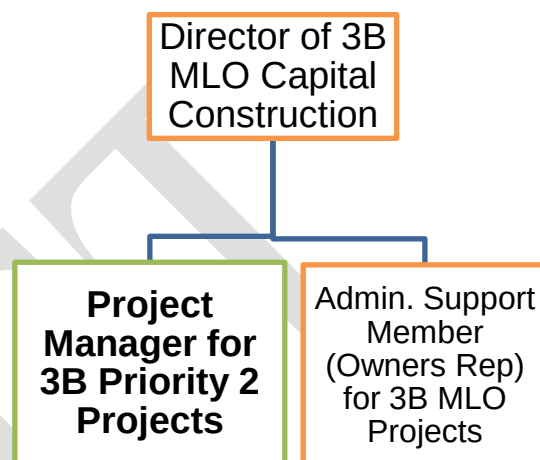
Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.

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.

3B MLO PRIORITY 2 PROJECT MANAGER

Job Title:	Project Manager - 3B Priority 2
Initial:	April 13, 2017
Revised:	
Work Year:	Part Time
Office:	Operations
Department:	Facilities
Reports To:	Director of 3B Capital Construction
FLSA Status:	Exempt
Pay Range:	Professional-Technical Range 2

Related Organization Chart



POSITION SUMMARY: Under the direction Director of 3B Capital Construction or designee, the Project Manager for 3B Priority 2 Projects is responsible for simultaneously managing multiple construction and various remodel / renovation 3B MLO priority 2 (refresh and refurbish) projects for the district. The Project Manager assists the Director and appropriate district stakeholders to ensure that Priority 2 projects are completed on time, within budget and in compliance with contractually defined scopes and district quality standards, while working around academic schedules; ensures least impact on student learning; ensures all work conforms to Federal, State, County, and City regulations to include Americans with Disabilities Act, and Environmental Protection Agency requirements.

Note: This position will sunset with the completion and close out of the 3B capital construction projects.

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.

- Arranges and coordinates construction observation and materials testing with independent testing agencies
- Assists in the development of Request for Proposals (RFP), Request for Qualifications (RFQ), and Request for Information (RFI) as a technical expert
- Assists in the planning, coordinating, and packaging, of goods and services to maximize volume pricing whenever possible
- Assists the district with the development of sustainability goals, objectives and initiatives
- Assists with project environmental conditions, such as hazardous materials, asbestos, lead, storm water, dust, noise, and erosion control

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.

-
- Attends design review meetings to provide comments
 - Attends preliminary and final inspections and re-inspections with architect, consultants and contractors
 - Conducts pre-construction conferences and participates in weekly construction project meetings with architect and contractors, as needed.
 - Coordinates check-out and operations of new equipment and systems, attends building systems start-up, maintenance training, receives as-built documents and Certificate of Occupancy, issues Letter of Acceptance, establishes and enforces warranty procedures and contacts, advertises and approves contractor final payment, and directs warranty period activities
 - Coordinates construction activities and schedules work as needed, with affected departments / sites
 - Coordinates the move out and the move in of school occupants and resources
 - Coordinates the owner furnished equipment installations with district staff and the contractors construction activities
 - Coordinates the resolution of warranty issues and initiates the required 11-month and 22-month inspection with architect, consultants and contractors
 - Coordinates the work of architects, engineers and other professional consultants during the planning, programming, and design phases of new building and renovation projects
 - Develops project scope, determines appropriate method for accomplishment, and prepares project request packages for approval
 - Ensures security, safety, cleanliness, and maintenance of district facilities in cooperation with appropriate district staff
 - Establishes cost estimating relationships with contracted consultants, historical costs, estimating manuals, and contractor bids and proposals
 - Establishes procedures, techniques, and reports for monitoring budget cost controls
 - Manages and administers construction contracts to include review and approval of contractor and consultant payment applications, change orders and requests for substitution
 - Manages multiple projects simultaneously, as assigned
 - Manages project budget and resources to ensure projects are completed on time and within budget
 - Measures resources consumed, project status and milestones, and for comparing actual activity / measurements to project projections
 - Monitors project control activities including construction schedule, project costs, construction document interpretations, project submittals, and shop drawings
 - Monitors the performance of architects, consultants, general contractors, subcontractors and suppliers and evaluates at the conclusion of the project
 - Oversees and maintains up-to-date facilities blueprints, electronic files, drawings, site maps, photographs and manuals
 - Oversees contract close-out activities
 - Reviews as-built information for accuracy
 - Reviews design documents prior to the bidding phase
 - Reviews plans, specifications, and other contract documents to ensure compliance with the districts educational and technical specifications
 - Reviews the construction sequencing schedules to coincide with educational activities
 - Reviews, updates, and interprets the districts technical and educational specifications
 - Serves as a quality assurance evaluator to ensure appropriate construction standards; completes projects in accordance with applicable building codes, regulations, guidelines, etc.
 - Solicits bid proposals from vendors and contractors, as appropriate
 - Visits job sites and ensure compliance with the standards
 - Performs other duties as assigned

QUALIFICATIONS

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities

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.

required for this position:

Education & Training:

- Bachelor's degree in construction management or experience in lieu of education

Experience:

- Five or more years of experience in construction project management
- Five years of experience in construction management work in commercial application

Skills & Knowledge:

- Familiar with AutoCAD or similar
- Microsoft Project or similar project management or scheduling software
- Working knowledge of estimating principles
- Basic math and accounting skills
- Ability to read and understand construction drawings, and specifications
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Ability to collaborate with colleagues in a professional manner
- Ability to establish and maintain effective working relationships with school and district personnel and members of the public
- Ability to interpret and evaluate obscure/vague information in the development of new solutions for complex technical problems
- Ability to meet physical demands
- Ability to prepare drawings and specifications for small construction projects
- Ability to think and organize sequentially
- Ability to work independently without direct supervision
- Ability to work to resolve conflicts in an atmosphere of mutual respect
- Strong organizational, interpersonal, written, listening, and verbal communication skills
- Thorough knowledge of commercial construction and remodeling
- Thorough knowledge of construction, energy management, and sustainable design
- Thorough knowledge of health, safety, and playground regulations and requirements

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire
- Ability to frequently travel among district facility locations.

OTHER WORK FACTORS

The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee 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.

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.

Work Environment: While performing the duties of this job, the employee is occasionally exposed to moving mechanical parts; fumes or airborne particles; toxic or caustic chemicals; and outdoor weather conditions and vehicle vibration.

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.

DRAFT

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 7.02

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Peter Hilts, Chief Education Officer
TITLE OF AGENDA ITEM:	National Teacher Appreciation Week May 7-13, 2017
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The success of any community depends on the quality of its educational system. We are fortunate to live in a community that believes that the preparation for the next generation of leaders is the responsibility of the entire community.

District 49 is grateful for the support of our community members and wants them to know that we believe we have the finest teaching professionals educating our children.

May 7-13, 2017 is National Teacher Appreciation Week and we encourage community members and parents to let our teachers know how much we appreciate their commitment to ensuring the success of every student. Please take the time to say thank you. Send a card, make a phone call, or send an email.

RATIONALE: Recognition of the importance of the work of educating the community's children is to the district. Teaching is the most worthy of professions because teachers really do create the future and make it a reality for our students.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Culture	Inner Ring—How we treat each other	Major impact
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: No

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the attached Resolution for National Teacher Appreciation Week.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 31, 2017



**TEACHER APPRECIATION WEEK
HONORABLE PROCLAMATION
MAY 7th – 13th, 2017**

WHEREAS, District 49 Teachers are an essential part of this District's education system; and

WHEREAS, teachers are dedicated to providing a quality education for the students of District 49; and

WHEREAS, it is appropriate for District 49 to recognize the role teachers hold in our education system and to salute them for the valuable service they provide to our students and to our community;

**NOW THEREFORE, WE THE DISTRICT 49 BOARD OF EDUCATION
PROCLAIM
MAY 7th – 13th, 2017
TEACHER APPRECIATION WEEK**

Marie LaVere-Wright, President

Tammy Harold, Secretary

Kevin Butcher, Treasurer

John Graham, Director

Jack Bay, Chief Operations Officer

Peter Hilts, Chief Education Officer

Brett Ridgway, Chief Business Officer

BOARD OF EDUCATION AGENDA ITEM 7.03

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Amber Whetstine, Executive Director of Learning Services
TITLE OF AGENDA ITEM:	Alternative Education Campus Applications
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Alternative Education Campuses (AECs) serve a unique population of students with high-risk indicators as defined by the Colorado Department of Education. Because of this, CDE allows districts, as part of the accreditation process, to apply annually for AEC designation. This designation allows for alternative measures of student achievement and accountability.

RATIONALE: Our strategic plan prioritizes growing a robust portfolio of distinct and exceptional schools, which provide customized educational programming to support individual student needs. Continuing to provide alternative education in District 49 at GOAL Academy and Patriot High School aligns with this priority.

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	District 49 supports growing a robust portfolio of schools by continuing to provide alternative education options for students with high-risk indicators.
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	District 49 aims to launch individual students toward success in student achievement, growth, engagement and post-secondary workforce readiness.

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the Alternative Education Campus (AEC) Applications for Patriot High School and GOAL Academy.

APPROVED BY: Peter Hilts, CEO

DATE: March 31, 2017

A school that wishes to be designated for the first time as an Alternative Education Campus or to renew its designation as an Alternative Education Campus must submit the following application verifying that the school meets eligibility criteria no later than **April 28, 2017**. Please complete the following application in electronic format, as well as a PDF of this Summary File tab with necessary signatures, and submit via the secure Syncplicity file transfer system in the "CDE_Accountability_AEC" folder.

If you need help with the secure Syncplicity file transfer system please contact Corey Kispert at 303-866-6928. As a reminder, to comply with FERPA guidelines, student data cannot be emailed and must be submitted via the secure Syncplicity file transfer system.

2017-2018 APPLICATION/RENEWAL FOR ALTERNATIVE EDUCATION CAMPUS DESIGNATION

Based upon the school and student characteristics indicated below, we certify that

Patriot High School

School Name

6810 in

CDE School #

Falcon 49 (1110)

District Name

meets the requirements specified in Section 22-7-604.5, CRS, and we request Colorado State Board of Education designation of this school as an Alternative Education Campus for the 2017-18 school year.

We certify that this school meets the following criteria:

- ☒ Has a specialized mission to serve special needs or at-risk populations
- ☒ Is an autonomous public school, meaning that the school provides a complete instructional program that allows students to proceed to the next grade level or to graduate
- ☒ Has an administrator who is not under the supervision of an administrator at another school
- ☒ Has a budget separate from any other public school
- ☒ Has nontraditional methods of instruction delivery
- ☒ Has a public process to ensure accountability
- ☒ Serves one of the following student populations (at the time of the 2016 October Count Administration):
 - ☐ All students have severe limitations that preclude appropriate administration of the assessments administered pursuant to section § 22-7-409, C.R.S.;
 - ☐ All students attend only on a part-time basis and come from other public schools where the part-time students are counted in the enrollment of the other public school ; or
 - ☒ More than 90% of students have either an Individualized Education Programs (IEPs) pursuant to § 22-20-108, C.R.S. and/or meet the definition of a "high-risk" student as illustrated on the following page.

Daniel J. Mulay

School Principal/Administrator Name (Type or Print)

Daniel J. Mulay

School Principal/Administrator Signature

03/24/17

Date

School District Superintendent Name (Type or Print)

School District Superintendent Signature

Date

School District Board President Name (Type or Print)

School District Board President Signature

Date



CERTIFICATION OF STUDENT POPULATION

This page only needs to be completed if you checked the box indicating that 90% of your school's students have Individualized Education Programs (IEPs) or are deemed "high-risk." The Student File tab in this document has been pre-populated for you and includes only those students present at the time of the 2016 Student October Count in certain high-risk categories. Please fill in additional high-risk categories for your student population in the Student File tab and they will be included on this page. *No data can be entered on this page and must be entered in the Student File Tab.* Although students may fall into more than one high-risk category, each student will only be counted ONCE in the bolded rows 9-10.

District Accountability Contact (to verify information submitted regarding student high-risk eligibility):		
Name:	Email:	Phone:

	Student Population	# of students
1	# of students who have Individualized Education Programs (IEPs)	21
2	# of students who have been committed to the Department of Human Services following adjudication as juvenile delinquents or who are in detention awaiting disposition of charges that may result in commitment to the Department of Human Services	2
3	# of students who have dropped out of school or who have not been continuously enrolled and regularly attending any school for at least one semester prior to enrolling in this school	67
4	# of students who have been expelled from school or who have engaged in behavior that would justify expulsion	8
5	# of students who are migrant, as defined in Section 22-23-103 (2), CRS	0
6	# of students who are homeless, as defined in Section 22-1-102.5 (2), CRS	1
7	# of students who are over traditional school age for their grade level and lack adequate credit hours for their grade level	38
8	Other High Risk Category*	87
9	Total # of high risk students (meeting at least one criteria 1–8)	118
10	School's total student population	121
11	Total % of high-risk students (row 9 divided by row 10)	98%

*View Documentation Assurance Tab for students identified in indicator #8 on the Documentation Assurance tab in this document.

**View Over Age and Under Credited Tab in this document for more information on how to report on these students.



SCHOOL MISSION

Statement of School Mission: The mission at Patriot High School is to prepare students for emotional, social and academic success through community service, small class sizes and individualized educational opportunities. We use relationship-based approach to ensure educational relevance and academic rigor. Our students move on to become active and contributing members of society. Our purpose is to provide a high quality alternative education environment offering an affective and authentic education with differentiated instruction and ease of access for at-risk students.

Description that most closely mirrors your school's mission and student population (select all that apply)

- ☐ Adult Education
- ☐ College Prep
- ☒ Credit Recovery
- ☐ Detention Center
- ☐ Dropout Recovery
- ☐ Expulsion Center
- ☒ IEP
- ☒ Migrants/ELL
- ☐ On-line
- ☒ Other High Risk (See Documentation Assurance Tab)
- ☐ Part-Time
- ☐ Transition Center
- ☒ Vocational/Technical
- ☐ Wrap-around to graduate

ADDITIONAL SCHOOL INFORMATION

	Select Yes/No	
Is your school a dropout-retrieval program?	☐ Yes	☒ No
Is your school intended to transition students back to their home school?	☐ Yes	☒ No
Does your school award diplomas?	☒ Yes	☐ No



A school that wishes to be designated for the first time as an Alternative Education Campus or to renew its designation as an Alternative Education Campus must submit the following application verifying that the school meets eligibility criteria no later than **April 28, 2017**. Please complete the following application in electronic format, as well as a PDF of this Summary File tab with necessary signatures, and submit via the secure Syncplicity file transfer system in the "CDE_Accountability_AEC" folder.

If you need help with the secure Syncplicity file transfer system please contact Corey Kispert at 303-866-6928. As a reminder, to comply with FERPA guidelines, student data cannot be emailed and must be submitted via the secure Syncplicity file transfer system.

2017-2018 APPLICATION/RENEWAL FOR ALTERNATIVE EDUCATION CAMPUS DESIGNATION

Based upon the school and student characteristics indicated below, we certify that

GOAL Academy	3475	in	Falcon - D49
School Name	CDE School #		District Name

meets the requirements specified in Section 22-7-604.5, CRS, and we request Colorado State Board of Education designation of this school as an Alternative Education Campus for the 2017-18 school year.

We certify that this school meets the following criteria:

- ☐ Has a specialized mission to serve special needs or at-risk populations
- ☐ Is an autonomous public school, meaning that the school provides a complete instructional program that allows students to proceed to the next grade level or to graduate
- ☐ Has an administrator who is not under the supervision of an administrator at another school
- ☐ Has a budget separate from any other public school
- ☐ Has nontraditional methods of instruction delivery
- ☐ Has a public process to ensure accountability
- ☐ Serves one of the following student populations (at the time of the 2016 October Count Administration):
 - ☐ All students have severe limitations that preclude appropriate administration of the assessments administered pursuant to section § 22-7-409, C.R.S.;
 - ☐ All students attend only on a part-time basis and come from other public schools where the part-time students are counted in the enrollment of the other public school ; or
 - ☐ More than 90% of students have either an Individualized Education Programs (IEPs) pursuant to § 22-20-108, C.R.S. and/or meet the definition of a "high-risk" student as illustrated on the following page.

Rich Mestas

School Principal/Administrator Name (Type or Print)	School Principal/Administrator Signature	Date
Peter Hiltz		3/16/17

School District Superintendent Name (Type or Print)	School District Superintendent Signature	Date
Marie LaVere-Wright		

School District Board President Name (Type or Print)	School District Board President Signature	Date



SCHOOL MISSION

Statement of School Mission: Develop productive members of society Vision: Helping all students achieve their full potential in a caring, supportive, and personalized environment

Description that most closely mirrors your school's mission and student population (select all that apply)

Description that most closely mirrors your school's mission and student population (select all that apply)

- ☐ Adult Education
- ☒ College Prep
- ☒ Credit Recovery
- ☐ Detention Center
- ☒ Dropout Recovery
- ☐ Expulsion Center
- ☒ IEP
- ☒ Migrants/ELL
- ☒ On-line
- ☒ Other High Risk (See Documentation Assurance Tab)
- ☐ Part-Time
- ☐ Transition Center
- ☐ Vocational/Technical
- ☒ Wrap-around to graduate

ADDITIONAL SCHOOL INFORMATION

	Select Yes/No	
Is your school a dropout-retrieval program?	☒ Yes	☐ No
Is your school intended to transition students back to their home school?	☐ Yes	☒ No
Does your school award diplomas?	☒ Yes	☐ No



BOARD OF EDUCATION AGENDA ITEM 7.04

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Amber Whetstine, Executive Director of Learning Services
TITLE OF AGENDA ITEM:	Approval of District and School Unified Improvement Plans
ACTION/INFORMATION/DISCUSSION:	Action

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 15th 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:

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	The UIP process provides a template to prioritize resources aligned with improvement efforts.
	Rock #2—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.
	Rock #3— 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.
	Rock #4— 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.
	Rock #5— 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: I move to approve the district and school unified improvement plans as recommended by the administration.

APPROVED BY: Peter Hiltz, CEO

DATE: March 31, 2017



Unified Improvement Planning Process Update to the Board of Education March 22, 2016

Presented by:

Amber Whetstine, Executive Director of Learning Services

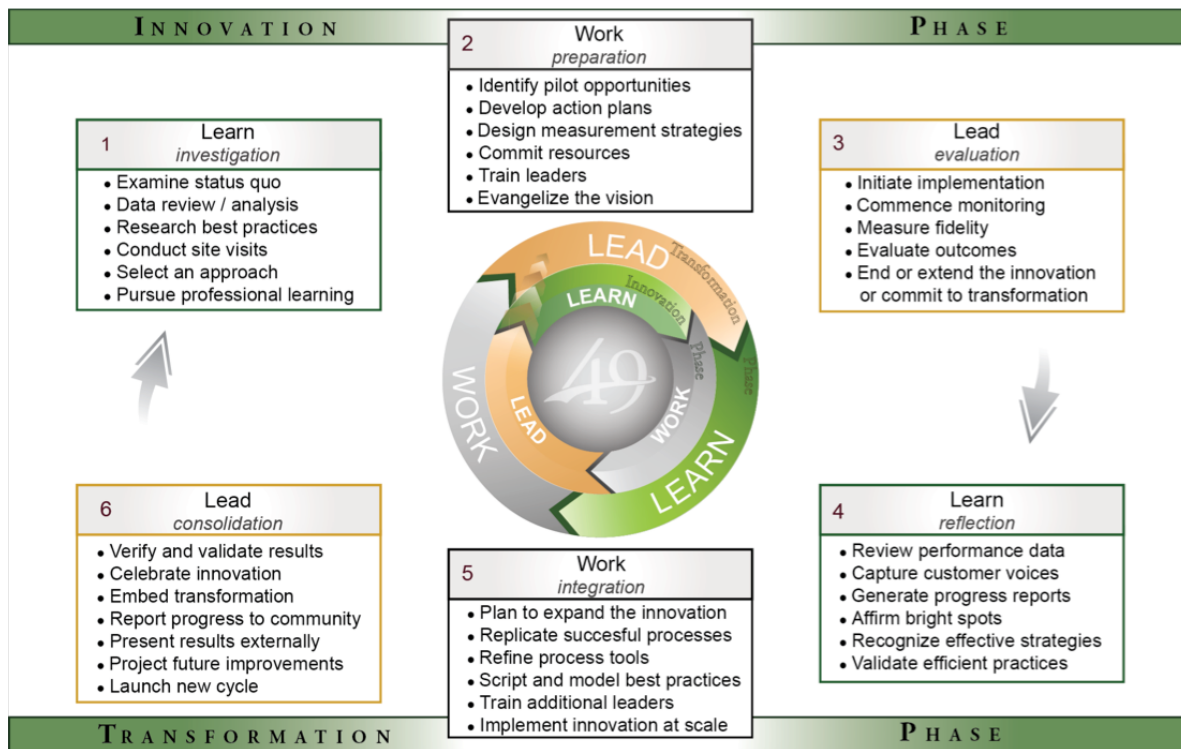
Julia Roark, Falcon Zone Leader

Andy Franko, iConnect Zone Leader

Mike Pickering, POWER Zone Leader

Sean Dorsey, Sand Creek Zone Leader

Process



The Best Choice to Learn, Work and Lead

2017 UIP Targets

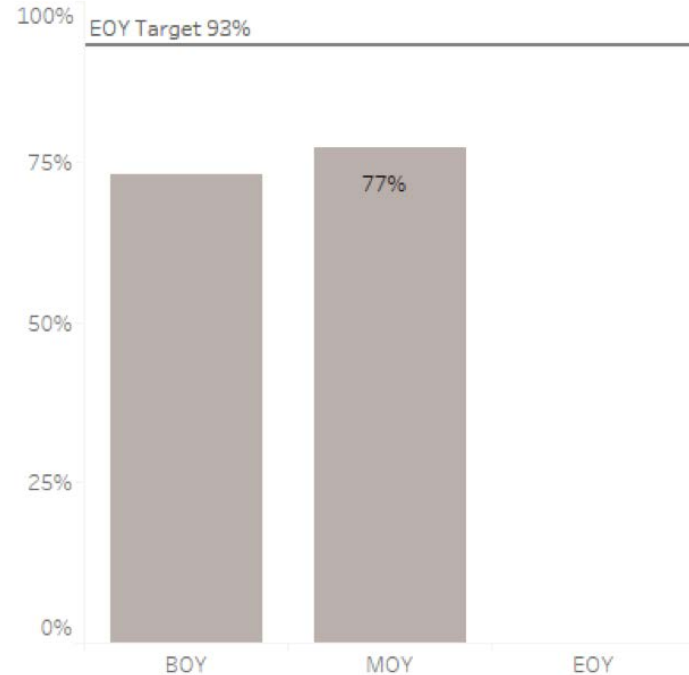


- Increase the percentage of students scoring at benchmark on DIBELS Next by 20 percentage points from beginning of year to end of year
- Increase the District mean scale score percentile rank in ELA and math at the elementary and middle school levels by 5 points annually
- Increase college readiness exam composite scores for comprehensive high schools to achieve the equivalent of a 22 average composite on the ACT by 2018 (SAT 1110)

3rd Grade Reading



Increase the percentage of students scoring at benchmark on DIBELS Next by 20 percentage points from beginning of year to end of year



Priorities and Initiatives



CI #1 Community Care

CI #2 Equip and Encourage



SI #1 Keep the Peak in View



SI #2 Climb with Community



SI #3 Portfolio Performance



SI #4 Primary Proficiency



SI #5 49 Pathways



The Best Choice to Learn, Work and Lead

Major Improvement Strategies



Primary Proficiency

49 Pathways

Standards Aligned Instruction

Professional Development

The Best Choice to Learn, Work and Lead

Primary Proficiency



- Continue an intentional focus on Primary Literacy instruction K-3 with the goal of ensuring proficiency by the end of 3rd grade
- Support teachers with aligning math instruction with the Colorado Academic Standards, and an appropriate level of rigor, depth of knowledge and application
- Provide teachers and leaders with professional development to ensure they have the knowledge and skills to implement foundational instructional practices in literacy and math

49 Pathways



- Ensure every student is career / college ready by implementing individualized pathways for students
 - Institute Capstone and ICAP Summits
 - Develop new courses to support student interests
 - Expanding student options with the addition of Power Technical Early College and Pikes Peak Early College
 - Implementing ACT Aspire interim assessment to help drive instruction at the secondary-level

Falcon Zone Initiative Alignment



District	Falcon Zone
Community of Care	Falcon Zone Vision
Equip and Encourage	Falcon Zone Mission; Zone-wide Professional Dev.
Keep Peak in View	Educ. Effectiveness; Super Six Team
Climb w/ Community	Falcon Zone Coalition; SAC and PTA/PTSA Involvement
Portfolio Performance	ACT Aspire 3rd - 10th gr.; Classroom Instruction That Works (CITW) & Zone-wide Walkthroughs; "Digital Convergence" Framework
Primary Proficiency	Literacy Performance Monitoring; Professional Dev. in Literacy for All Elementary Staff
49 Pathways	High School Graduation Requirements; ICAP/Pathways Completion for FMS & FHS: "Everybody is Somebody" at FESoT, MRES, WHES

The Best Choice to Learn, Work and Lead

District	FHS UIP	FMS UIP
Community of Care	Develop and implement consistent procedures for IEP's to include grade level standards in student goals. (Strategy #3)	Improve Intervention & Enrichment Class Period to better address student learning needs (incl. Math intervention and GT Services)
Equip and Encourage	Professional Dev. for Math, Resources to fill gaps in student learning ie.Math 180 & Math Lab. (Strategy #1); Professional Dev. to improve teaching of reading skills. (Strategy #4);	Professional Dev. for CITW and formative walkthrough feedback
Portfolio Performance	PLC time to analyze and act upon test data to prep for SAT 2017 (Strategy #2)	Implement best instructional practices to differentiate for all learners. (Strategy #1)
49 Pathways	Grad. Requirements; ICAP's/Pathways Advisors	Implement processes assoc. w/49 Pathways to ensure students are exposed to course opportunities based on interests and strengths (Strategy #2)

The Best Choice to Learn, Work and Lead

District	FESoT UIP	MRES UIP	WHES UIP
Community of Care	Refine Hawk Kid Talk; Love and Logic Nlght for Parents; Implement On-line Program for Parents - "Bringing Up"	Special Education Intervention Materials Support; Additional Reading Support During and After School	Refine MTSS Process for Full Implementation; ELL Support Including Front Loading the Curriculum
Equip and Encourage	Professional Dev. on Understanding Poverty; Peer Coaching	Math Professional Dev.; Math Recovery; LETRS Professional Dev.	LETRS Professional Dev.; Strengthen PLC Processes through Adaptive Schools Training
Portfolio Performance	CITW and Differentiation Strategies; Implemented Walkthrough Form	Analysis of Walkthrough Data (CITW; Literacy; Math)	Quality Core Instruction; CITW Training and Walkthroughs
Primary Proficiency	Focus on Primary Literacy Instruction; Reading Pilot K-2; Implemented new core literacy materials Grades 3 - 5;	AVMR Math Intervention Program; Additional Reading Intervention	Newly adopted literacy materials; Tornado Tutoring

The Best Choice to Learn, Work and Lead

iConnect Zone



Primary Literacy:

- All iConnect Zone Elementary Schools participated in BOY and MOY Literacy Conferences.
- iConnect Zone Schools are showing improvement and high levels of students on benchmark at MOY.

iConnect Zone

Instructional Support:



- Instructional support is being provided to iConnect Zone schools through the iSolutions Team, Zone Operations Administrator, and Instructional Coach.
 - Increasing the Depth of Knowledge.
 - Implementation of Blended Learning.
 - Enhancing instructional practices for students with special needs and students needing additional support.

Springs Studio for Academic Excellence



- Refine and fully implement the MTSS process for focused data driven decision-making with stricter alignment to standards.
- Implement Project-Based Learning model emphasizing the application of higher level thinking skills and high yield instructional practices.
- Ensure all students are college and/or workforce ready by implementing individualized pathways for students.
- Ensure Primary Literacy instruction in grades K-3 results in all students reading proficiently by the end of grade 3.

Patriot High School

- Math Content Teacher Training and Professional Development on using research based practices for lesson and unit design.
- Improve Reading and Writing Instruction through use of Blended Instruction and Reading Horizons.
- Increase College and Career Readiness through development of career Pathways.

Pikes Peak Early College

- Students are assessed and a personalized learning path is developed so that college readiness is attained by 11th grade.
- Teachers will deliver high yield instruction aligned to effect size according to Visible Learning by John Hattie and Classroom Instruction that Works by Marzano.
- Students will demonstrate mastery of the 4Cs through an ePortfolio. 21st Century Skills will be assessed by rubrics to align with academic college readiness.

Power Technical Early College

- Establish a cooperative learning environment through character education.
- Teachers will work in collaborative teams to design and implement seamless, cross curricular lessons.
- Use of best practices to analyze data and design lessons will result in Reading and Math scores meeting or exceeding district and state averages.

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

- Improve the current MTS/RTI systems to provide a clear, defined structure and procedures for leaders and teachers to ensure that data analysis, differentiated instruction, assessment, and appropriate and effective interventions are occurring.
- Commit to an intentional focus on Primary Literacy instruction and intervention in grades K-3 with a goal of ensuring all students are proficient by the end of 3rd grade.
- Ensure that 95% or more of our student population participates in state assessments.

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.
- Use data more purposefully.

Imagine Classical Academy

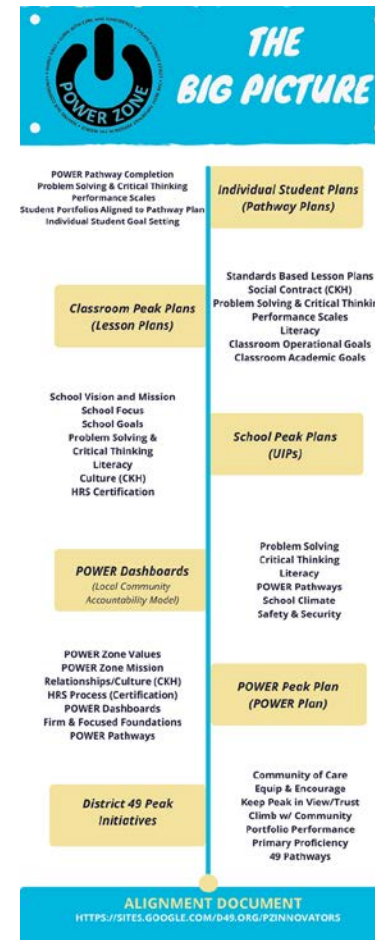
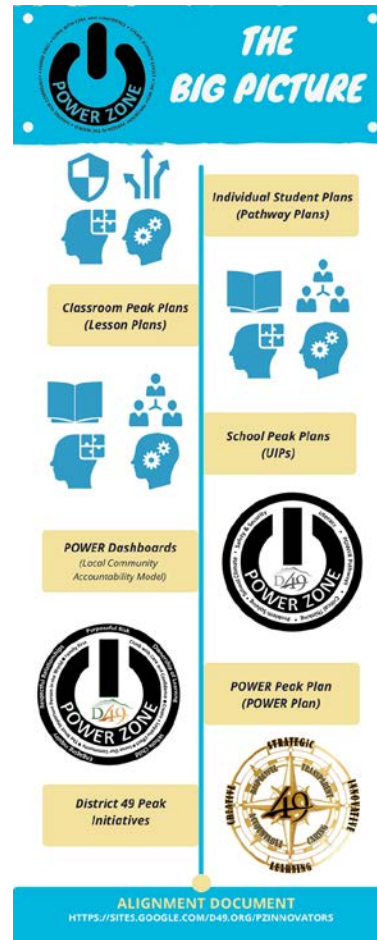
- Support staff in aligning instruction to grade level standards.
- Implement school wide PBIS and classroom management systems.
- Intentional focus on K-3 Primary Literacy.



GOAL Academy

- Show-Up: Increase the percentage of students participating with teachers daily.
- Connect: Increase the percentage of students who stay on-track to complete courses within timeframe of a trimester calendar.
- Succeed: Improve ELA and Math Achievement and Growth.

Power Zone Big Picture



The Best Choice to Learn, Work and Lead

POWER Zone UIP Alignment



District	POWER Zone	PZ Schools	PZ Classrooms
Community of Care	POWER Zone Values	School Vision	Social Contract (CKH)
Equip and Encourage	POWER Zone Mission	School Mission	Operational Goals
Keep Peak in View	Relationships, Educator Effectiveness, Curriculum	School Goals (UIP)	Academic Goals
Climb w/ Community	HRS Certification Process	HRS Certification	Focus on Growth
Portfolio Performance	POWER Dashboards	School Focuses	Standards Based Lesson Design
Primary Proficiency	Firm & Focused Foundations	Problem Solving, Critical Thinking, Literacy	Problem Solving, Critical Thinking, Literacy
49 Pathways	POWER Pathways	Pathways/Discoveries	Whole Child

The Best Choice to Learn, Work and Lead

POWER Zone UIP Alignment



District	Official UIP Strategies	PZ Schools	PZ Classrooms
Community of Care	Relational Framework	All PZ Schools	Social Contract (CKH)
Equip and Encourage	Effective Instructional Practices	All PZ Schools	Classroom Instructional Goals
Keep Peak in View	Focused Examination of CAS and Progress Towards Goals	RVES, SES	Classroom Academic Goals
Climb w/ Community	Focused Curriculum	SMS	Focus on Growth
Portfolio Performance	PLC Driven	OES	Standards Based Lesson Design
Primary Proficiency	Data Driven Differentiated Instruction	RVES	Problem Solving, Critical Thinking, Literacy
49 Pathways	49 Pathways	VRHS	Whole Child

The Best Choice to Learn, Work and Lead

Sand Creek Zone



Evans International Elementary

-Improve standards-based core reading, writing, and math instruction to include: providing all students with equal access to rigor, and utilizing data to guide instructional decisions for all student abilities.

-Refine 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.)

Remington Elementary School

- In addition to our Burst Reading Intervention Program, Read Naturally and Sonday, we will explore and select additional CDE approved intervention programs along with increasing the intensity of these programs

- Implement DIBELS math assessments/progress monitoring to students identified with skill deficits to align interventions and instruction.

- TIER I Literacy instruction (CKLA) implemented with fidelity K-5..

Sand Creek Zone



Springs Ranch Elementary

-Instructional teams will meet as a Professional Learning Community (PLC), focusing on data analysis and interventions (SI-4).

-Focus on rigor during instruction across all subject areas. Several teachers will participate in the Reading Foundations course. Teachers and administration attend Visible Learning Conference (SI-4).

-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 (SI-4).

-Build and strengthen a safe and positive culture through school, student, parent, family and community programs (CI-1).

Sand Creek Zone



Horizon Middle School

- Implement an effective, purposeful, and deliberate intervention system for delivering reading and math intervention.
- 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 strategies to create a culture of respect and high expectations among staff and students.

Sand Creek High School

- Ensure 11th grade students are SAT ready by implementing assessment-specific lessons in core classes.
- Through properly structured program alignment, students acquire the skills and knowledge necessary to perform at grade level as demonstrated through the implementation of formative assessments
- Implementation of math interventions to include GradPoint in Algebra I courses and Math 180 curriculum.

Questions



The Best Choice to Learn, Work and Lead

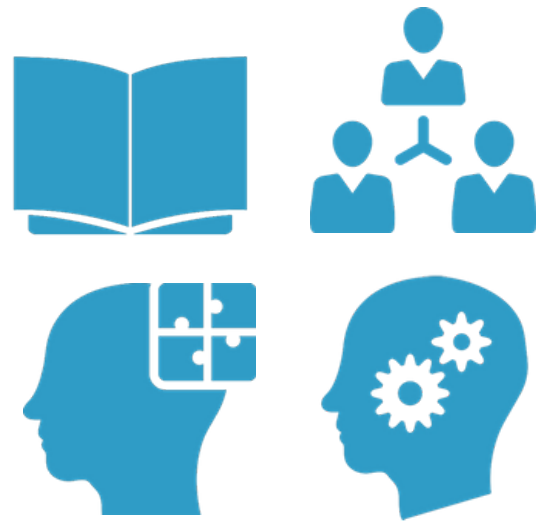


THE BIG PICTURE

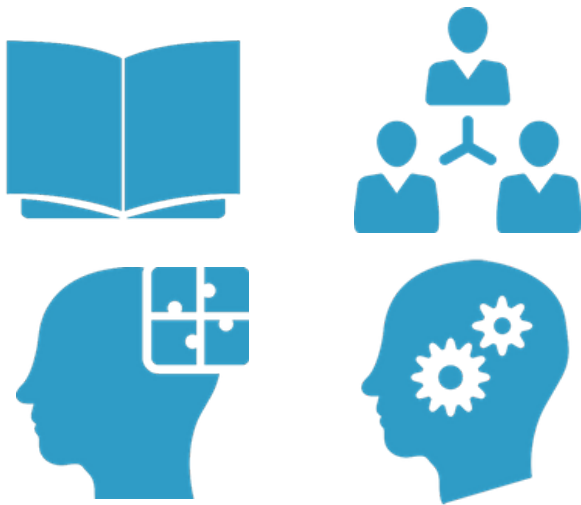


**Individual Student Plans
(Pathway Plans)**

**Classroom Peak Plans
(Lesson Plans)**



**School Peak Plans
(UIPs)**



**POWER Dashboards
(Local Community
Accountability Model)**



**POWER Peak Plan
(POWER Plan)**

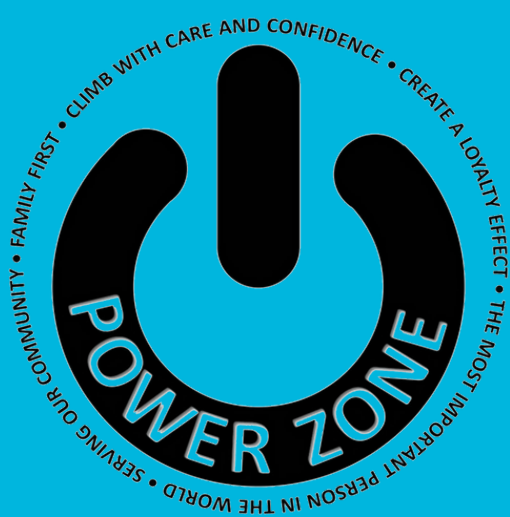


**District 49 Peak
Initiatives**



ALIGNMENT DOCUMENT

[HTTPS://SITES.GOOGLE.COM/D49.ORG/PZINNOATORS](https://sites.google.com/d49.org/pzinnoators)



THE BIG PICTURE

POWER Pathway Completion
Problem Solving & Critical Thinking
Performance Scales
Student Portfolios Aligned to Pathway Plan
Individual Student Goal Setting

Classroom Peak Plans (Lesson Plans)

School Vision and Mission
School Focus
School Goals
Problem Solving &
Critical Thinking
Literacy
Culture (CKH)
HRS Certification

POWER Dashboards (Local Community Accountability Model)

POWER Zone Values
POWER Zone Mission
Relationships/Culture (CKH)
HRS Process (Certification)
POWER Dashboards
Firm & Focused Foundations
POWER Pathways

District 49 Peak Initiatives

Individual Student Plans (Pathway Plans)

Standards Based Lesson Plans
Social Contract (CKH)
Problem Solving & Critical Thinking
Performance Scales
Literacy
Classroom Operational Goals
Classroom Academic Goals

School Peak Plans (UIPs)

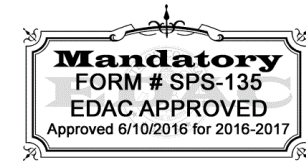
Problem Solving
Critical Thinking
Literacy
POWER Pathways
School Climate
Safety & Security

POWER Peak Plan (POWER Plan)

Community of Care
Equip & Encourage
Keep Peak in View/Trust
Climb w/ Community
Portfolio Performance
Primary Proficiency
49 Pathways

ALIGNMENT DOCUMENT

[HTTPS://SITES.GOOGLE.COM/D49.ORG/PZINNOIATORS](https://sites.google.com/d49.org/pzinnoiators)



FALCON 49 DISTRICT UIP 2016-17

District: **FALCON 49** | Org ID: **1110** | Framework: **Accredited with**
Improvement Plan: Low Participation | **Draft UIP**

Colorado's Unified Improvement Plan for District (2016-2017)

Table of Contents

Executive Summary
Improvement Plan Information
Narrative on Data Analysis and Root Cause Identification
Action Plans
Addenda

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, PWR), where the District did not meet federal, state and/or local expectations.

Name: Reading Proficiency by Third Grade

Description: Although we are making significant gains in primary literacy achievement, at end of year 2016, 18% of students District-wide were scoring below benchmark on according to the DIBELS Next Assessment.

Name: Percentile Rank

Description: The district is currently under-performing in ELA and math at all levels, as indicated by mean scale scores on PARCC.

Name: ACT / SAT

Description: Although positive upward trends are observed, our comprehensive high schools have not yet achieved our goal of the 22 on ACT (equivalent) SAT 1110 for the 16-17 school-year.

Why is the education system continuing to have these challenges?

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

Name: Alignment with Colorado Academic Standards

Description: 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.

Name: Differentiated Instruction

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

Name: Professional Development

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

Name: Data-Driven Instruction

Description: Leaders and teachers lack an understanding of how to use data to increase student achievement and growth.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Primary Proficiency

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

Name: 49 Pathways

Description: Ensure all students are career / college ready by implementing individualized pathways for students.

Name: Professional Development

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

Name: Standards-Aligned Instruction

Description: 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.

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

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 district 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-years and will continue to be used in 16-17. This grant supports improving educator effectiveness and professional development aligned with understanding the Teacher Quality Standards.

The District participates in a state awarded Early Literacy Assessment Tool grants which supports our Primary literacy Efforts.

Additionally an Early Literacy Grant was awarded for school years 2016-2019.

A multi-year DODEA grant was awarded in 2016 to support the district's restorative justice initiatives.

CADI

Has (or will) the district participated in a CADI review? If so, when?

No

External Evaluator

Has the district 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

September - November 2016 Rocky Mountain Performance Excellence Review and Site Visit

The school/district 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

District Contact Information

Amber Whetstine
Executive Director of Learning Services
10850 East Woodmen Road
Falcon CO 80831
Phone: (719) 494-8951
Email: awhetstine@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of district Setting and Process for Data Analysis

Provide a brief description of the district to set the context for readers. Include the general process for developing the UIP and participants (e.g., DAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

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 18 coordinated schools and 6 charter schools, which combined serve approximately 22,000 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, alternative education and early college 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 4,000 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 Choice 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 2016, the Board revisited our priorities, adding the priority of building Firm Foundations of knowledge and skills at the primary level, and elevating Best Choice to Learn, Work and Lead as our operating mission and vision.

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. The District submitted its second annual application in September 2016 and is scheduled for a site visit during November 2016.

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 UIP Sub-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 Academic Performance, Coordinator , 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.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Prior Year Target: Increase the percentage of students scoring at benchmark on DIBELS Next by 20 percentage points from beginning of year to end of year.

Performance: Target Partially Met:

Students in grades K-6 achieved an increase of 15 percentage points on the Dibels Next Assessment (students scoring on benchmark) from the beginning of the year to end of year in 15-16. This increase may be attributed to the District's focus on "Primary Literacy" as a Major Improvement Strategy.

Prior Year Target: Increase the District Mean Scale Score Percentile Rank by 10 points at each level (elementary, middle, high)

Performance: Target Partially Met

ELA: Elementary schools had a 2-point decrease in percentile rank. Middle school had an increase in percentile rank from 56 to 61. High school rank decreased from 18 to 13.

Math: Elementary schools were relatively stable, increasing percentile rank from 62 to 61. Middle schools' percentile rank dropped 57 to 50 High school increased 17 to 22

Academic Achievement (Status) Reflection

Performance Indicator: Academic Growth

Academic Growth Reflection

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

-

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

-

Performance Indicator: Postsecondary & Workforce Readiness

Prior Year Target: Increase ACT average composite scores to 21 in all coordinated comprehensive high schools.

Performance: Target Partially Met.

Falcon High School increased from 20.1 to 20.2 overall composite.

Sand Creek High School saw an increase from 19.4 to 19.8 on the overall ACT composite.

Vista Ridge High School observed the largest gains scoring 19.6 in 2015 and an overall composite score of 20.3 in 2016.

Postsecondary & Workforce Readiness Reflection

Performance Indicator: Student Behavior

Student Behavior Reflection

-

Performance Indicator: Student Engagement

Student Engagement Reflection

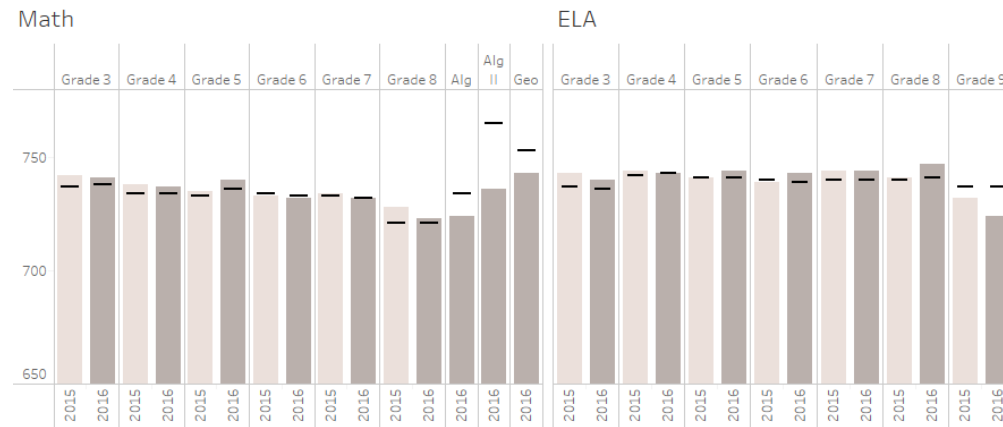
Current Performance

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.

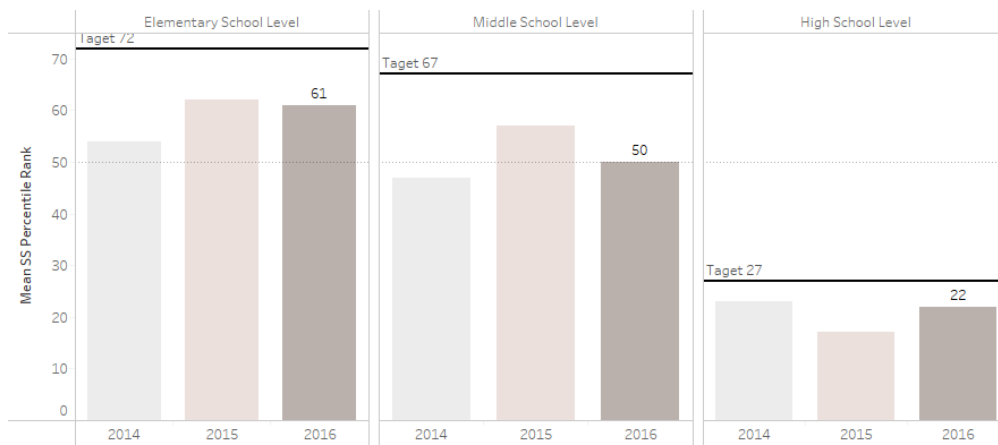
Academic Achievement

In terms of achievement on the state Math and ELA assessment, the District's mean scale score is generally at or above the mean scale score of the state at the elementary and middle school levels and below that of the state at the high school level. Our district tends to perform above the 50th percentile of districts in the state at the elementary and middle school levels and below the 50th percentile at the high school level.

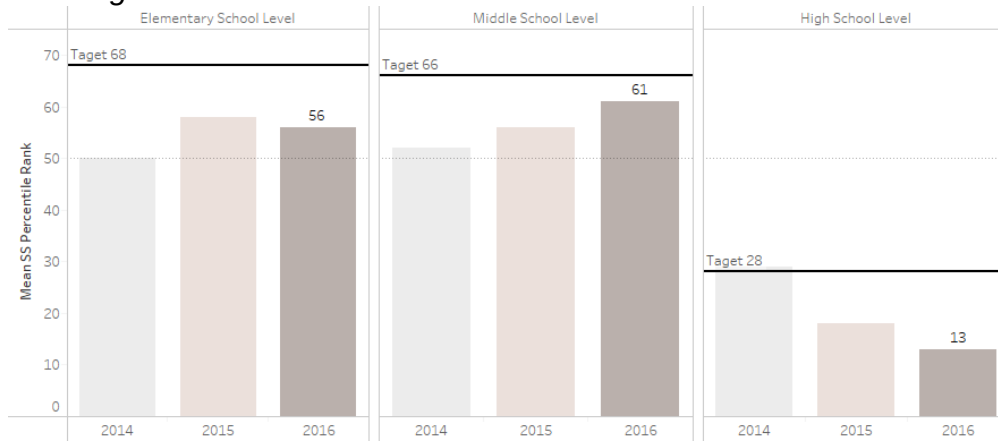
Mean Scale Score



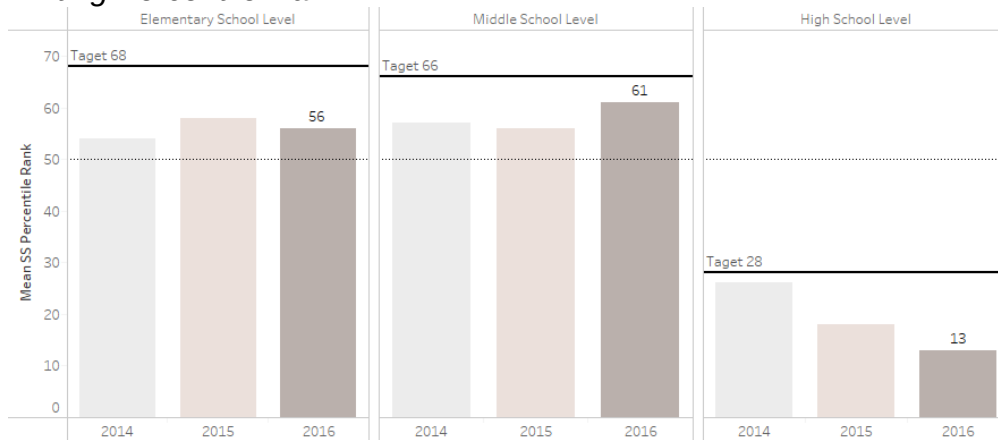
Math Percentile Rank



Reading Percentile Rank

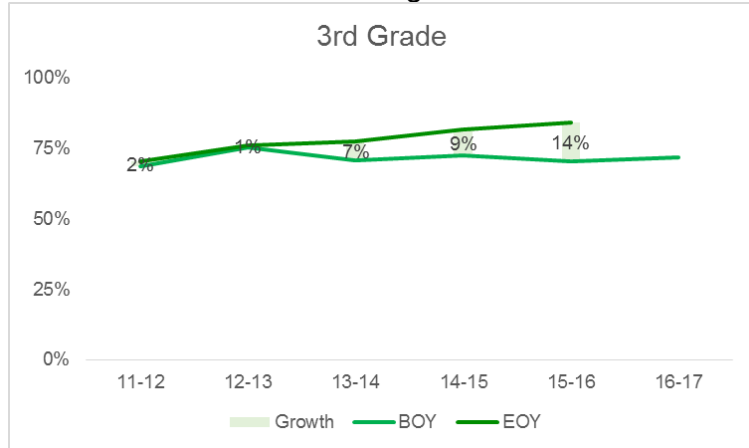


Writing Percentile Rank

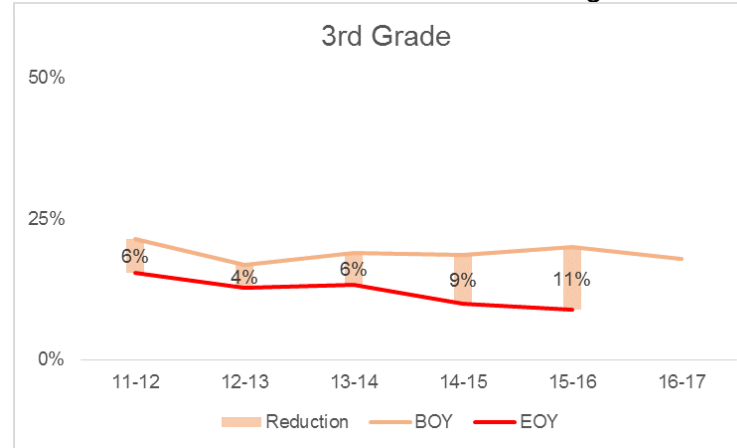


Primary Literacy continues to be a high priority area of district of focus. District 49 has been recognized as a model demonstrating well above typical growth for students in literacy as compared to statewide and national trends. In the 2014-2015, a goal was set to increase the percentage of students scoring at benchmark by 20 percentage points from the beginning to the end of the year. Although the percentage of students was increased by 9 percentage points in 14-15 and 14 percentage points in 15-16, we have not yet met our goal to increase the percentage to increase the percentage of students scoring at benchmark from BOY to EOY by 20 points.

Dibels-% of Students Scoring At/Above Benchmark

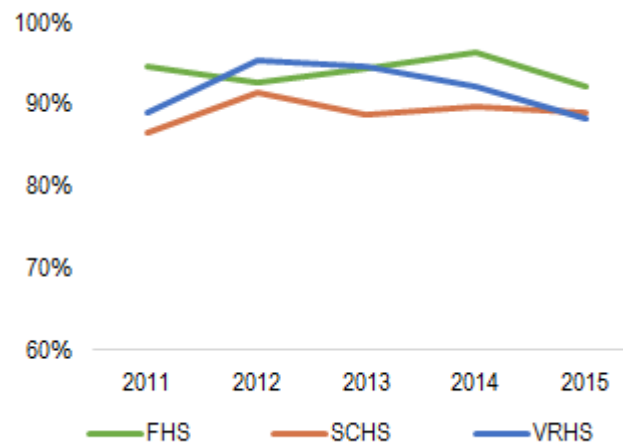
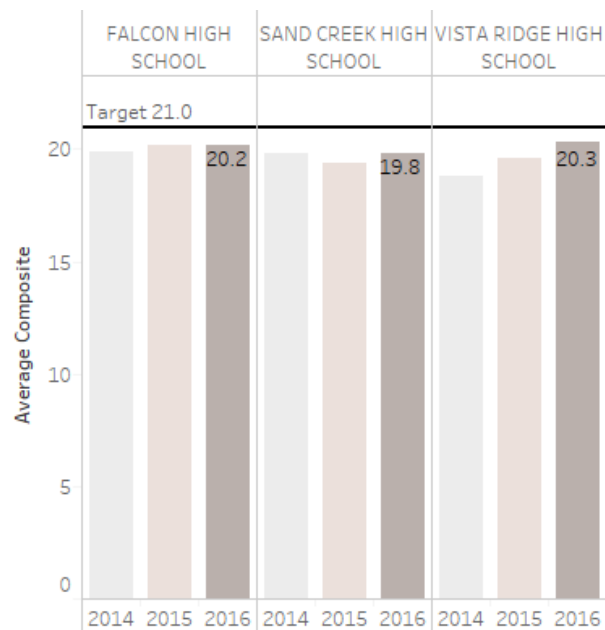


Dibels-% of Students Scoring below Benchmark



ACT Trends and Graduation Rates

D49 has consistently performed lower on the ACT test as compared to the state. As the District has such a high percentage of its high schools students attending alternative education campuses, it is more useful to identify the trends of individual traditional and comprehensive high schools. Overall five-year graduation rates demonstrate a downward trend with the exception of Sand Creek High School.



Trend Analysis

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



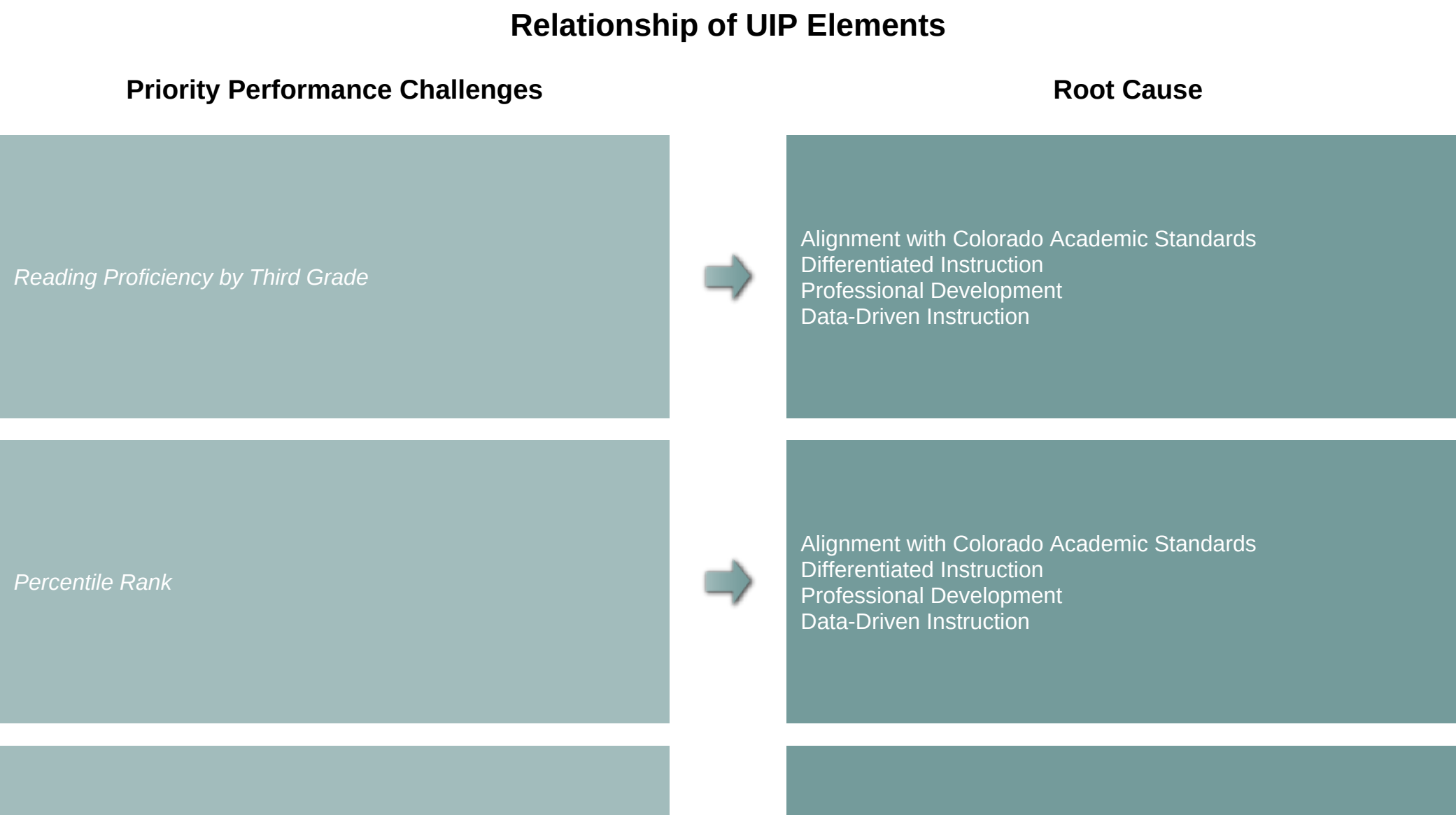
At the elementary level, we are making progress in assuring all students have a Firm Foundation of knowledge and skills. Our percentile rank in English Language Arts increased by 6 points since 2014. In math, a 7 percentile point increase was achieved over three years.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***

Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

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



ACT / SAT



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



Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Reading Proficiency by Third Grade
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.

Provide a rationale for how these Root Causes were selected and verified:

Root Cause Identification and Verification: After careful analysis by the District Unified Improvement Planning Committee of a variety of data sources (DPF, SPF, PARCC, ACT, PSAT, Graduation Rates, College Remediation and Drop-out Rates, and local data sources (DIBELS Next, ACT Aspire) 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 2016-2017 school-year, these root causes were again examined and verified by the District Performance Framework, with input from the District Improvement Planning Committee, and reviewed by the District Accountability Advisory Committee (DAAC) UIP sub-committee and Board of Education.

Additional Narrative / Conclusion

The District will remain focused on two strategic priorities (Primary Proficiency and 49 Pathways) while continuing to provide timely, relevant professional development and working to ensure instruction is consistently aligned with the Colorado Academic Standards.

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Districts are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, districts should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Reading Proficiency by Third Grade

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		R
Annual Performance Targets	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.
	2017-2018:	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 for 2016-2017:		DIBELS Next Benchmark, three times annually BURST, DIBELS Deep and Lexia interim assessments

Priority Performance Challenge : Percentile Rank

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		R
Annual Performance Targets	2016-2017:	Increase District mean scale score percentile rank in at the Elementary and Middle School Levels by 5 points annually in English language arts
	2017-2018:	Increase District mean scale score percentile rank in at the Elementary and Middle School Levels by 5 points annually in English language arts
Interim Measures for 2016-2017:		DIBELS Next Benchmark, three times annually BURST, DIBELS Deep and Lexia interim assessments

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	Increase District mean scale score percentile rank in at the Elementary and Middle School Levels by 5 points annually in math
	2017-2018:	Increase District mean scale score percentile rank in at the Elementary and Middle School Levels by 5 points annually in math
Interim Measures for 2016-2017:		School and Zone Common Assessments: Schoology, ACT Aspire, Math 180

Priority Performance Challenge : ACT / SAT

Performance Indicator:		Postsecondary & Workforce Readiness
Measures / Metrics:		Mean CO ACT
Annual	2016-2017:	Increase college readiness exam composite scores for comprehensive high schools by .5 points annually to achieve the equivalent of a 22 average composite on the ACT by 2018 (SAT 1110)

**Performance
Targets**

2017-2018:

Increase college readiness exam composite scores for comprehensive high schools by .5 points annually to achieve the equivalent of a 22 average composite on the ACT by 2018 (SAT 1110)

Interim Measures for 2016-2017:

ACT Aspire interim assessments

Planning Form

Major Improvement Strategy Name: Primary Proficiency

Major Improvement Strategy Description: Commit to an intentional focus on Primary Proficiency in grades K-3 with a goal of ensuring all students are proficient in reading and math by the end of 3rd grade.

Associated Root Causes:

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.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
ELAT Project	Continue the use of DIBELS Next data to make programmatic and instructional	07/01/2016 06/29/2018	ELAT Grant, READ Funds	Coordinator of Literacy Performance	In Progress	This School Year

	decisions as a participant of the ELAT Project					
Literacy PD	Improve teacher capacity through literacy based professional development	07/22/2016 07/21/2017	Early Literacy Grant Funds, Local Funds	Coordinator of Literacy Performance	In Progress	This School Year
myOn	Improve access and utilization of digital library	08/01/2016 08/30/2017	MLO Funds	Coordinator of Literacy Performance	In Progress	This School Year
Early Literacy Grant	Implement state awarded Early Literacy Grant at OES, RES and SES to support literacy improvement efforts.	08/01/2016 05/31/2019	ELG Grant / READ Funds and MLO	Coordinator of Literacy Performance	In Progress	This School Year
Literacy Summit	Enhance Leadership capacity through the Foundations to Pathways Literacy Leadership Summit	09/01/2016 02/24/2017	Local Funds	Coordinator of Literacy Performance	In Progress	This School Year
Library	Initiate and implement a library PLC	09/15/2016 09/15/2017	Local Funds	Coordinator of Literacy Performance	In Progress	This School Year
Literacy Alignment	Improve alignment between Primary Literacy initiative and middle schools	09/15/2016 05/26/2017	Local Funds	Coordinator of Literacy Performance	In Progress	This School Year
School	Complete the	09/30/2016	Local Funds	Coordinator of	Complete	This School Year

Readiness	Teaching Strategies Gold Survey to identify strengths and challenges of incoming kindergarten students in all elementary schools.	09/30/2016		Literacy Performance		
READ Camps	Implement READ Camps during fall, spring and summer breaks.	10/10/2016 07/21/2017	READ Funds, MLO	Coordinator of Literacy Performance	In Progress	This School Year
Program Evaluation	Initiate an evaluation of intervention program effectiveness	11/25/2016 05/26/2017	Local Funds	Coordinator of Literacy Performance	Not Started	This School Year
Implementation Benchmark Associated with MIS						
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name:

49 Pathways

Major Improvement Strategy Description:

Ensure all students are career / college ready by implementing individualized pathways for students.

Associated Root Causes:

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.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Transportation for Concurrent Enrollment	Explore options for providing transportation options for students participating in Concurrent Enrollment off campus.	03/01/2016 10/01/2016		Director of Concurrent Enrollment Director of Career and Technical Education Director of Transportation	Complete	This School Year
Marketing	Improve communication and marketing for 49 Pathways to include CE, CTE and middle -high school student information	04/15/2016 12/15/2016	Local Funds	Directors of Communication, Concurrent Enrollment and Career and Technical Education	In Progress	This School Year
Capstone Pilot	Pilot capstone projects with English learners and selected	07/01/2016 05/19/2017		Director of Special Education and Coordinator of English	In Progress	This School Year

	students with individual education plans.			Language Development		
Cyber/IT Awareness Training	Partner with StemsCo to provide a week long GenCyber Camp in July 2016 and a follow-up training November 2016 to train current IT instructors on Cyber awareness that will be integrated into the current IT classes.	07/01/2016 11/30/2016	CTE and Local Funds	Director of Career & Technical Education	Complete	This School Year
Construction Course	Re-align the construction pathway at PHS to include the integration of the HBI PACT core curriculum and submit for college articulation for at least one course in the pathway to PPCC	08/01/2016 05/31/2019	CTE and Local Funds	Director of Career and Technical Education	Complete	This School Year
Cyber Pathways	Currently the traditional high schools offer CyberPatriot. In order to align CTE pathways, FMS and SMS are integrating Cyber	08/01/2016 05/31/2017	CTE and Local Funds	Director of Career and Technical Education	In Progress	This School Year

	introductions and skills to increase awareness, and interest leading into the high school.					
Pikes Peak Early College	Open Pikes Peak Early College to provide extended early college options for students	08/01/2016 08/15/2016	Local Funds	Director of Concurrent Enrollment, Executive Principal PPEC	Complete	
Power Technical Early College	Open Power Technical Early College to provide career pathways, project-based learning, and early college options for students	08/01/2016 08/15/2016	N/A	Director of Concurrent Enrollment, iConnect Zone Leader	Complete	
Capstone Summits	Plan and implement two Capstone Summits to define the components of Capstones in alignment with the Graduation Requirements for D49	09/15/2016 09/29/2016	Local Funds	Pathbuilders Team	Complete	This School Year
Student Pathways	Support school counselors by providing templates for each school's pathways. Expand to Power	10/14/2016 08/01/2017		Director of Concurrent Enrollment Director of Career and Technical Education	In Progress	This School Year

	Zone, iConnect and Sand Creek Zone.					
ICAP Summit	Implement a D49 ICAP Summit to identify best practices and greatest challenges with ICAP implementation in the Pikes Peak Region and Colorado	10/25/2016 10/25/2016	Local Funds	Pathbuilders Team	Complete	This School Year
Career and College Fair	Partner with D11 to plan and implement "Exploring your Future" 2nd Annual Career and College Fair	11/15/2016 11/16/2016	Local Funds	Director of Career and Technical Education	Complete	This School Year
Certification Pathways	Attend Colorado Succeeds workshop to learn best-practices in creating certifications for high school students	12/15/2016 12/15/2016	Local Funds	Directors of Career and Technical Education and Concurrent Enrollment	Complete	This School Year
Graduation Policies	Revise policies related to student graduation to ensure alignment with new graduation requirements	01/06/2017 04/14/2017	N/A	Chief Education Officer, Executive Director of Learning Services	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name:

Professional Development

Major Improvement Strategy Description:

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

Associated Root Causes:

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.

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

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

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Leadership Blueprint	Provide Leadership Blueprint Training for new leaders	02/15/2016 02/16/2016	Title II Funds	Executive Director of Learning Services	Complete	This School Year
Learning on Demand	Create Learning on Demand online courses in	04/15/2016 05/26/2017	Local Funds	Executive Director of Learning	In Progress	This School Year

	Schoolology for teachers and leaders.			Services, Coordinator of Professional Learning		
Instructional Technology Training	Send instructional / technology coaches and teachers to technology workshops and conferences (i.e. ISTE, Schoolology GAFE)	07/01/2016 07/28/2017	Title II Funds	Coordinator of Professional Learning, Instructional Technology Specialists	In Progress	This School Year
Mini Grants	Provide mini-grants to schools to meet individual school professional development needs.	07/15/2016 12/01/2017	Title II Funds	Executive Director of Learning Services, Coordinator of Title Programs	In Progress	
Alternative Licensure	Explore options for providing Alternative Licensure Program for teachers and principals.	08/01/2016 05/27/2016	Local Funds	Executive Director of Learning Services, Coordinator of Professional Learning	In Progress	This School Year
Model Classroom Project	Continue development of an online library of best-practice instructional videos representing District 49 teachers	08/01/2016 06/30/2017	Title II Funds	Coordinator of Professional Learning	In Progress	This School Year
Instructional Coaching	Purchase books and equipment to	08/01/2016 03/31/2017	Title II Funds	Coordinator of Professional	In Progress	This School Year

Technology	support instructional coaching in schools			Learning		
District PD Days	Schedule two days to provide district-required professional development to minimize disruption to school / zone PD (August 19 and March 10).	08/19/2016 03/10/2017	Local Funds	Executive Director of Learning Services	Complete	This School Year
Kagan Training	Provided KAGAN Cooperative Learning training for staff	10/10/2016 04/01/2016	Title III and ELPA Funds	Coodinator of English Language Development	In Progress	This School Year
Math Training	Provide Eureka Math Training for Elementary Teachers on Fluency, Customization and Preparation	10/10/2016 10/21/2016	Title II Funds	Executive Director of Learning Services	Complete	This School Year
Spanish for Educators	Provide Spanish Course for Educators	10/10/2016 04/01/2016	Title III and ELPA Funds	Coodinator of English Language Development	In Progress	This School Year
WIDA Conference	Send English language development teachers to the National WIDA Conference	10/10/2016 11/10/2016	Title III Funds	Coodinator of English Language Development	Complete	This School Year
Future Classrooms Cohort	Initiate Future Classrooms Cohort as a vehicle for	12/15/2016 05/25/2018	Title II Funds	Instructional Technology Specialist	In Progress	This School Year

providing
instructional
technology
coaching in
schools

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name:

Standards-Aligned Instruction

Major Improvement Strategy Description:

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.

Associated Root Causes:

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

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Report Cards	Re-align elementary report cards to the	01/04/2016 10/10/2016	Local Funds	Coordinators of Primary Literacy and Academic Performance	Complete	This School Year

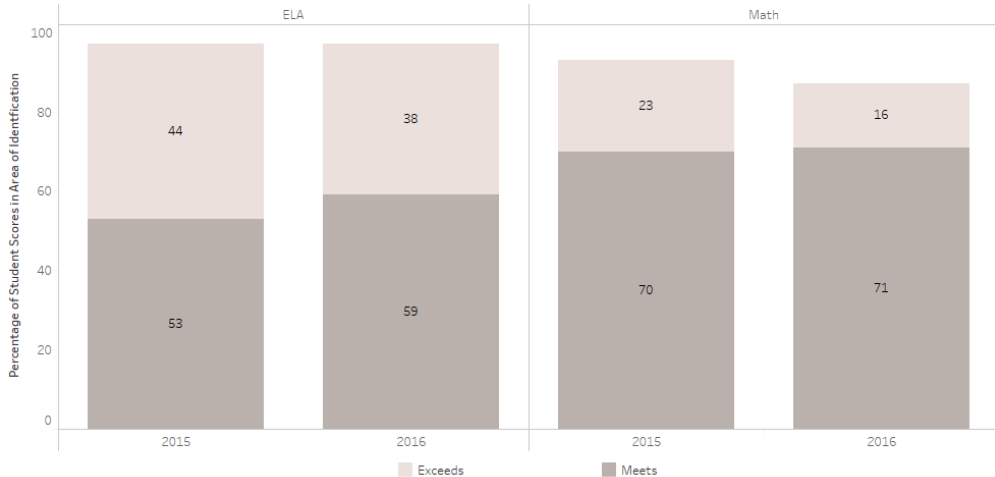
	Colorado Academic Standards					
ACT Aspire	Adopt ACT Aspire Assessment to support schools with standards-aligned teaching	07/01/2016 05/25/2018	Local Funds	Coordinator of Academic Performance	Complete	This School Year
DIBELS Math	Implement DIBELS Math Benchmark Assessment to support standards-aligned math instruction and intervention at the elementary level	07/15/2016 05/26/2017	Local Funds	Coordinator of Academic Performance	In Progress	This School Year
Colorado Academic Standards	Provide support and training on the Colorado Academic Standards expectations during New Teacher Orientation and throughout the school year	07/22/2016 06/30/2017	Local Funds	Coordinator of Academic Performance	In Progress	This School Year
WIDA Standards	Provide training and support for English Language Development teachers to ensure standards-aligned instruction	08/01/2016 05/15/2017	Title III Funds	Coordinator of English Language Development	Complete	This School Year

Alpine Achievement	Continue to provide training and support with the use of Alpine Achievement Systems to ensure data-driven instructional decision-making	09/01/2016 03/31/2017	Local Funds	Coordinator of Academic Performance	Complete	This School Year
Implementation Benchmark Associated with MIS						
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Addenda

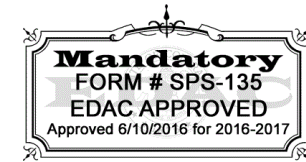
For Administrative Units with Gifted Education Programs

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

Description of Gifted Education Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)																		
Record reflection on progress towards previous year’s targets.	Section III: Data Narrative	PARCC Scores By Area of Identification <table border="1"><thead><tr><th>Area of Identification</th><th>Year</th><th>Meets (%)</th><th>Exceeds (%)</th></tr></thead><tbody><tr><td rowspan="2">ELA</td><td>2015</td><td>53</td><td>44</td></tr><tr><td>2016</td><td>59</td><td>38</td></tr><tr><td rowspan="2">Math</td><td>2015</td><td>70</td><td>23</td></tr><tr><td>2016</td><td>71</td><td>16</td></tr></tbody></table> The graphs above show the percentage of students scoring meets and exceeds in their area of identification (language arts and/or math). While the overall percentage of GT students scoring "Meets" and "Exceeds" did increase, the percentage scoring "Exceeds" decreased. Thus, the prior year's target was not met.	Area of Identification	Year	Meets (%)	Exceeds (%)	ELA	2015	53	44	2016	59	38	Math	2015	70	23	2016	71	16
Area of Identification	Year	Meets (%)	Exceeds (%)																	
ELA	2015	53	44																	
	2016	59	38																	
Math	2015	70	23																	
	2016	71	16																	
Disaggregate gifted student performance by sub-groups (e.g., grade ranges, minority, and FRED) to reveal strengths and/or gaps (disparities) in achievement and/or growth on state and/or district assessments.	Section III: Data Narrative	In the interests of student privacy, student groups of less than 16 cannot be reported on. Between group differences are negligible in Math, but are more pronounced in ELA. With females and minority students having a higher percentage of students scoring meets and exceeds as compared to male and white students.																		
Provide a data analysis that includes trend statements, prioritized	Section III: Data Narrative	In general, though the majority of students are "on track" in their identified area of giftedness, a smaller percent score "Exceeds". It is of concern that the percentage of students scoring "Exceeds" has decreased in both content areas as compared to the year prior.																		

performance challenges and root causes that investigates the needs of selected student groups.		
Set targets for gifted students' performance that meet or exceed state expectations that facilitate gifted students' achievement and growth (e.g., move-up, keep-up) in their area(s) of strength.	Section IV: Target Setting Form	Achivement: • Increase percentage of students scoring "Exceeds" in their area(s) of gifted identification
Describe gifted student performance targets in terms of either the district targets (convergence) or as a specific gifted student target/s (divergence) based upon performance challenges of gifted students.	Section IV: Target Setting Form	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.
Describe the interim measures to monitor progress of individual student performance for the selected student sub-group or grade level range.	Section IV: Target Setting Form	Interim measurements are determined at the school-level and will vary across the district. Some tools in use include ACT Aspire, Dibels, Dibels Math, SMI, STAR, SRI and other local assessments.
Identify major (differentiated) strategies to be implemented that support and address the identified performance challenges and will enable the AU to meet the performance targets.	Section IV: Action Plan	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. 2. Develop new and improved processes to support staff, communicate to stakeholders, and increase academic achievement for gifted learners. 3. Implement a model of continuous improvement to monitor program effectiveness. 4. Improve leadership density by identifying staff members showing a high level of proficiency in key areas.
Describe steps and timeline for major improvement strategies and professional development that will have positive and long term impact to improve gifted student performance.	Section IV: Action Plan	1. Identification and outreach • 08/15/17-Staff Survey administered • 01/01/18-Staff survey administered • 03/01/18-Parent survey administered 2. Process creation/improvement

		• SY16-17 Review and Implement Identification procedures Ongoing 3. Implement Continuous Improvement • Beginning of each quarter-Monitor identifications (area of giftedness, ethnicity and overall) quarterly and publish results Ongoing • Each Semester-Audit of 20 randomly selected ALPs Ongoing 4. Leadership Density • 05/01/16-Identify gifted leadership team for future growth Ongoing 5. Specific Content Improvement • 06-07/16-Offer PD related to differentiation Ongoing
Describe who has primary responsibility for implementing action steps for improvement of gifted student performance.	Section IV: Action Plan	Development and District Level Implementation- Coordinator of Gifted and Talented School-level Implementation-Gifted Facilitators
Indicate how student achievement is reported to parents and students, especially when gifted students are above grade level instruction in one or more contents at a grade level.	Section IV: Action Plan	Data will be reported to parents via report cards, conferences, and additional progress reports when appropriate (to be determined at the school level).



**BANNING LEWIS RANCH ACADEMY UIP
2016-17**

District: **FALCON 49** | Org ID: **1110** | School ID: **0555** | Framework:
Performance Plan | Draft UIP

Colorado's Unified Improvement Plan for School (2016-2017)

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Executive Summary

How are students performing? Where will the school focus 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, PWR), where the School did not meet federal, state and/or local expectations.

Name: Reading Proficiency by Third Grade

Description: Academic Growth in Reading is lower than expected and lower than in other subject areas.

Name: Moving Approaching and Met Students

Description: Students who perform at the approaching and met levels 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.

Name: Percentile Rank

Description: Students are scoring below the median growth percentile expectation in reading and math.

Why is the education system continuing to have these challenges?

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

Name: Specialized Instruction

Description: Lack of aligned instruction and targeted interventions prohibit growth for BLRA subgroup learners.

Name: Coaching & Feedback

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

Name: Data

Description: 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.

Name: Use of standards to drive instruction

Description: Teachers have primarily used curriculum materials to guide their instruction instead of the standards.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: #1: Proficiency

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

Name: #2 Observation & Feedback

Description: Provide teachers with quality and consistent observation and feedback.

Name: #3 Data

Description: Be more purposeful with data.

Name: #4 Subgroups

Description: Realize greater rates of achievement among students in subgroups.

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

Yes, BLRA has received two grants that supports our school improvement efforts.

- 1. We applied for and received Title II- Grant to provide our staff with Initial Professional Learning Community Training provided by Solution Tree. Grant was awarded in September 2016 in the amount of \$5,000.*
- 2. We also applied for and received the Start Strong ELAT grant opportunity and will be participating in the grant for the 2016-2017 and 2017-2018 school years. Grant was awarded in August 2016.*

School Support Team or Expedited Review

Has (or will) the school participated in an 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.

Yes, we had a district site review that was conducted on 9-22-16 and 9-23-16 as part of our charter renewal process with D49. An group of external auditors came in to provide us with a comprehensive evaluation of our school. We are awaiting the written results of this external evaluation.

Improvement Plan Information

The school/district 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 (CGP)
- ☐ School Improvement Support Grant
- ☐ Other

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

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.

Vision: We are champions of tradition and innovative education.

Mission: To create a safe, positive environment that fosters intellectual curiosity and thirst for discovery where students and staff exceed through exceptional programs.

Our schools' unique characteristics include a focus on character education, technology integration, extra-curricular activities, and liberal arts curriculum. We are expanding our charter to include a K-9 experience next year and we are in the process of building a middle school/high school campus for our 6th-9th grades next school year. The K-5 Elementary campus will also expand with the space that will be opened up by our middle school moving to the new campus.

Banning Lewis Ranch Academy offers an extended school day and academic year to allow for true mastery rather than cursory coverage of the curriculum.

Demographics:

Total Pupil Count- 813

Total Stability Rate- 87.6%

Total Mobility Rate- 12.4%

Teacher FTE- 46.69

Pupil/Teacher Ratio- 16.11 to 1

Instructional Staff Retention Rate- 75%

Instructional Staff Turnover Rate- 25%

Attendance Rate- 95.87%

Truancy Rate- .48%

Average FTE Salary- \$40,800 (Average FTE for D49 \$42,534) Our teacher salary does not include teacher stipends. This makes our salaries comparable to the average salary in D49.

Average Teaching Experience-

For 2016, Banning Lewis Ranch Academy continues to maintain a Performance rating for both the Elementary and Middle School. The elementary principal attended a district sponsored UIP training to learn more about the process and the online UIP system. The administration team consisting of the elementary principal, middle school principal, assistant principal, and elementary dean participated in a data dig to gather the information needed for demographics, perceptions, student learning, and school processes. The gathered data/information was presented to our Team Leads with representation from every grade level to determine trends and priority performance challenges. All teachers participated in determining root causes for our priority challenges through feedback in their team time. The plan was presented at our School Accountability Committee for input and approval. After approval, the UIP is then sent for district approval through District 49's DAAC.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Prior Year Target: 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.

Performance: The average EOY 2015-2016 Composite Score for grades K-6 students at or above benchmark is 87% . The average EOY 2015-16 in the DIBELS Next Intensive Intervention category is 4%.

Academic Achievement (Status) Reflection

The average EOY 2015-2016 Composite Score for grades K-6 students at or above benchmark is 87% . The average EOY 2015-16 in the DIBELS Next Intensive Intervention category is 4%.

Yes, we met this goal. For the 2016-17 school year BLRA is using the BURST intervention to fidelity as well as the Lexia and Read Naturally programs for intervention. For the 1st semester 2016-17 26% of K-4 students are participating in BURST intervention and 15% of K-5 students are participating in Lexia intervention. Progress monitoring is occurring every ten days.

Performance Indicator: Academic Growth

Prior Year Target: 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 spring..

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.

Performance: Elementary students in grades 2-5 showed an increase in scaled scores that equates to a 1.12 increase in grade level equivalence from fall to spring in the 2015-2016 school year.

Middle school students showed an increase in scaled scores that equated to a 3.06 increase in grade level equivalence from fall to spring in the 2015-2016 school year. Both targets were met.

Prior Year Target: 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 spring. This will require students to demonstrate typical to above average growth, since they are already scoring in a proficient or advanced category.

Performance: In STAR Reading, students in the at/above benchmark range at the BOY showed an increase in scaled scores that equated to a 1.1 grade level increase in grade level equivalence. BLRA met this goal.
In STAR Math, students in the at/above benchmark range at the BOY showed and increase in scaled scores that equated to a 1.2 grade level increase in grade level equivalence. BLRA met this goal.

Academic Growth Reflection

Starting for the 2015-2016 school year, we will be utilizing the STAR Math assessment as a growth measure for 2nd-8th grade students during the 2015-2016 school year.

2015-2016 School Year STAR Math Results

4 of our 7 grade levels met the goal of 1.1 grade equivalent years growth.

2nd- average of 1.0 years growth in a years time

3rd- average of .9 years growth in a years time

4th- average of 1.0 years growth in a years time

5th- average of 1.6 years growth in a years time

6th- average of 2.2 years growth in a years time

7th- average of 4.6 years growth in a years time

8th- average of 2.4 years growth in a years time

Starting for the 2014-2015 school year, we will be utilizing the STAR Reading assessment as a growth measure for 2nd-8th grade students during the 2014-2015 school year.

2014-2015 School Year STAR Reading Results

3 of our 7 grade levels met the goal of 1.1 grade equivalent years growth.

2nd- average of 1.3 years growth in a years time

3rd- average of 1.7 years growth in a years time

4th- average of .9 years growth in a years time

5th- average of 1.0 years growth in a years time

6th- average of .9 years growth in a years time

7th- average of 1.0 years growth in a years time

8th- average of 1.2 years growth in a years time

2015-2016 School Year STAR Reading Results

3 of our 7 grade levels met the goal of 1.1 grade equivalent years growth.

2nd- average of 1.1 years growth in a years time

3rd- average of 1.3 years growth in a years time

4th- average of .9 years growth in a years time

5th- average of .7 years growth in a years time
6th- average of 1.0 years growth in a years time
7th- average of 1.6 years growth in a years time
8th- average of .8 years growth in a years time

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

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Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Moving forward, we will be utilizing the STAR Math and Reading assessment as a growth measure for 2nd-8th grade students during the 2015-2016 school year. 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.

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

-

Performance Indicator: Postsecondary & Workforce Readiness

Postsecondary & Workforce Readiness Reflection

Performance Indicator: Student Behavior

Student Behavior Reflection

-

Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

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.

Review of the Banning Lewis Ranch Academy Preliminary 2016 School Performance Framework reveal the following baseline results since 2015 S Overall, BLRA is rated as a Performance school with 60.6/100 points available.

Overall, academic achievement BLRA earned 71.7% of possible points available and in academic growth BLRA earned 68.1% of possible available the 95% participation requirements in ELA, Math, and Science. With that being stated, we are aware of areas of improvement as we dig deeper wi and Middle School individual ratings.

Elementary:

Academic Achievement:

We met expectations in 4 of 10 measurable categories. (3 of these were all students in ELA, Math, and Science. 4th met was minority students in)

We approached expectations in 4 of 10 measurable categories. (FRL and minorities in both ELA and Math)

We did not meet expectations in 2 of 10 measurable categories. (students with disabilities in ELA and Math)

Academic Growth:

We did score any meets or exceeds expectations in any of the 4 measurable categories.

We approached expectations in 3 of the 4 measurable categories. (all students in ELA and Math and minority students in ELA)

We did not meet expectations in 1 of the 4 measurable categories. (minority students in math)

Middle School:

Academic Achievement:

We met expectations in 8 of 8 measurable categories. (All 8 categories had a meets rating)

Middle School did not have a n count enough for a rating for ELL and Students with Disabilities.

Academic Growth:

We met or exceeded in 4 of 4 measurable categories.

ELA- BLRA met expectations for all students and minority students.

Math-BLRA exceeded expectations for all students and minority students.

STAR Reading data from the Spring 2016 assessment shows growth for all assessed grade levels (2nd-8th). Internally, the school goal is for all grade levels to show more than one year's growth in one year's time. The average growth as measured by Grade Level Equivalency was 1.06 years. Overall the goal was met, but when looking at a breakdown by grade level, we were able to identify specific areas where there was lower growth. Grades 4th, 5th, 6th, and 8th made the most progress. Specifically, the following scores were reported: 4th: 0.9 years growth, 5th: 0.7 years growth, 6th: 1.0 years growth, and 8th: 0.8 years growth. 7th is approaching expectations. Further examination of the STAR Reading data shows that at the 4th-7th grade levels, there are large clusters of students in the 25th-49th percentile range. Targeting these as at risk students with reading interventions and more effectively tracking the data will yield significant level equivalency growth.

STAR MATH DATA from the Spring 2016 assessment shows growth for all tested grade levels (2nd-8th). Once again, our goal is for all grade levels to show one year's growth in one year's time. The average growth as measured by Grade Level Equivalency was 1.96 years. Overall the goal was met, but it was skewed based on some of the individual grade level scores on the higher side. The 5th-8th grade all scored 1.6 or higher, while 2nd and 4th were at 1.0 and 0.9 years growth. The 5th-8th grades scored were reported as: 5th: 1.6, 6th: 2.2, 7th: 4.6, and 8th: 2.4.

DIBELS-Next is a local measure that is used to assess K-6th grade students' foundational literacy skills, oral reading fluency, and comprehension. Assessments are given in the Fall, Winter and Spring. By the Spring Benchmark the goal is to have a minimum of 80% of the students at a given grade at/above benchmark category. During the 2015-2016 school year, BLRA met this goal. At/above benchmark scores for the EOY assessment were 1st: 84%, 2nd: 83%, 3rd: 89%, 4th: 85%, 5th: 88%, 6th: 91%.

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

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. In these areas, students fell into the Level 4/5 performance band. In the content area of Math, BLRA saw a greater variation in the achievement results at the 6th-8th grade levels. 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 minority students showed positive growth.

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). 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

3rd-5th: At the elementary level, and across content areas, BLRA realized lower rates of achievement as compared to the middle school level. 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 3 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 always met/exceeded the 95% participation threshold. As we move in to the spring 2016 testing season we have only had 4 students opt out, out of 100 students tested. We are pleased to see that the total number had dropped so that we will be able to meet the 95% participation requirement.

CMAS (Science): For the fifth grade they exceeded state and district averages as they scored 44% meets and exceeds compared to 32% by the district and 32% by the state. The fifth grade also had the highest score in the district. The 8th grade did fairly well in their own regard as they also outperformed the state averages with a combined 33% for meets and exceeds. The state came out at 30%, while the district finished at 26%. The 8th grade had the 2nd highest score in the district.

PARCC:

As you can see from the scores in the chart below, we out scored the state in four of the ELA tested grade levels (5th-8th), while outperforming in three of the six math tested (Grades 6th, 7th, and Algebra). In comparison with the district we outperformed the district in 5 of the 6 ELA grade levels tested and while on par with the district in the same three math levels we outperformed the state.

PARCC - Achievement at a Glance **Percent Met or Exceeded** **by Test**

Always review your summary data for inferred personally identifiable information before sharing it in a public setting.
Your minimum group size setting may not be sufficient in some cases.

School	Test													
	ELA03	ELA04	ELA05	ELA06	ELA07	ELA08	ELA09	MAT03	MAT04	MAT05	MAT06	MAT07	MAT08	ALG01
Banning Lewis Ranch Academy	31	44	44	49	71	51		28	29	31	43	48	18	76

District	40	42	43	41	47	47	21	41	35	38	26	24	20	20	27
State	37	44	41	39	41	42	37	39	33	34	31	26	21	33	71
PARCC	40	44	42	41	44	45	39	44	37	38	34	31	29	33	0

Notes: Results are reported in percentages. Percentages may not sum due to rounding. Minimum # of students required for summary reporting: 16

ELA	% Met & Exceeded (State)	% Met & Exceeded (BLRA)	Difference	MATH	% Met & Exceeded (State)	% Met & Exceeded (BLRA)	Difference
3rd Grade	37%	31%	-6%	3rd Grade	39%	28%	-11%
4th Grade	44%	44%	0%	4th Grade	33%	29%	-4%
5th Grade	41%	44%	3%	5th Grade	34%	31%	-3%
6th Grade	39%	49%	10%	6th Grade	31%	43%	12%
7th Grade	41%	71%	30%	7th Grade	26%	48%	22%
8th Grade	42%	51%	9%	8th Grade	21%	18%	-3%
				8th Algebra	33%	76%	43%

The below table is for "At/above benchmark" student growth from BOY to EOY 15/16 school year in math.



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School: Banning Lewis Ranch Academy

Pretest: 8/1/2015 -
Posttest: 5/1/2016 - 5

Summary - Enterprise Tests

Growth Expectations: 40

	SGP (385 of 385 students)		Test Date	Average Scores (385 Students)			
	Met Expectations	Median		SS	GE	PR	N
	66%	53	Pretest	562	3.5	62	5
	253 of 385		Posttest	654	4.7	68	5
			Change	+92	+1.2	+6	+

The below table is for "At/Above Benchmark" student growth from BOY to EOY 15/16 school year in reading.

School: Banning Lewis Ranch Academy

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Summary

Growth Expect

Grade	SGP (407 of 407 Students)		Test Date	Average Scores (407 Students)					
	Met Expectations	Median		SS	GE	PR	NCE	IRL	
-	65%	57	Pretest	549	5.0	56	52.9	4.0	
	263 of 407		Posttest	678	6.1	63	56.7	5.0	
			Change	+129	+1.1	+7	+3.8	+1.0	

Trend Analysis

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



Using the past 2 years of PARCC data, 3rd grade students are on a downward trend in Met or Exceeded Expectations for ELA in 3rd Grade with 31.3% Met or Exceeded, a decrease of 8.4 points vs. 2015. The state average was 37.4%. This is a notable trend because it is below the state average.

Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)**



Using the past 2 years of PARCC data, 3rd grade students are on a significant downward trend in Met or Exceeded Expectations for Math in 3rd grade with 27.5% Met or Exceeded, a decrease of 17.5 points vs. 2015. The state average was 38.9%. This is a notable trend because it is below the state average.

Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)**



Using the past 2 years of PARCC data, 4th grade students are on an upward trend in Met or Exceeded Expectations for Math with 29.1% in Met or Exceeded, and increase of 10.1 points vs. 2015. The state average was 33%. Although we improved our performance, this is a

notable trend as it is lower than the state average.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



Using the past 2 years of PARCC data, 5th grade students are on an upward trend in Met or Exceeded Expectations for Math with 30.8% Met or Exceeded, and increase of 11 points vs. 2015. The state average was 34%. Although we improved in this area, we are still performing below the state average making this a notable trend.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



Using the past 2 years of PARCC data, 6th grade students are on a significant downward trend in Met or Exceeded Expectations for ELA with 49.4% Met or Exceeded, a decrease of 20.7 points vs. 2015. The state average was 38.3%. Even though we are above the state average, this is a notable trend.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



Using the past 2 years of PARCC data, 7th grade students are on a significant upward trend in Met or Exceeded Expectations for Math with 70.6% Met or Exceeded, and increase of 14.9 points vs. 2015. The state average was 26%. This is considered a notable trend giving the significant improvement and continuing to significantly outperform the state average.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



Using the past 2 years of PARCC data, 8th grade students are on a significant downward trend in Met or Exceeded Expectations for ELA with 50.7% Met or Exceeded, a decrease of 19.8 points vs. 2015. The state average was 41.6%. Even though we scored above the state, this is still a notable trend given the notable decrease.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



Using the past 2 years of PARCC data, 8th grade students are on a very significant downward trend in Met or Exceeded Expectations for Math with 18.8% Met or Exceeded, a decrease of 43.1 points vs. 2015. The state average was 18%. This is a notable trend given the decrease and scoring on par with the state.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***

Using the Median Growth Percentiles for 2016 as a baseline measure, the median growth percentile for 4th grade students in Language Arts was 44.5 with the state average MGP of 50. This is a notable trend as we are lower than the state average.

*Trend Direction: - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Using the Median Growth Percentiles for 2016 as a baseline measure, the median growth percentile for 4th grade students in Math was 57.0 and the state average MGP was 50.0. This is a notable baseline due the MGP being higher than the state.

*Trend Direction: - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Using the Median Growth Percentiles for 2016 as a baseline measure, the MGP for 5th grade students in ELA was 44.5 and the state average MGP was 50.0. This is a notable baseline given it is lower than the state average.

*Trend Direction: - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Using the Median Growth Percentiles from PARCC for 2016 as a baseline measure, the MGP for 6th grade ELA was 70.0 and the state MGP was 50.0. This is a notable baseline given the significant positive difference in our MGP.

*Trend Direction: - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Using the Median Growth Percentiles from PARCC for 2016 as a baseline measure, the MGP for 6th grade Math was 73.0 and the state MGP was 50.0. This is a notable baseline given the significant positive difference in our MGP.

*Trend Direction: - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Using the Median Growth Percentiles from PARCC for 2016 as a baseline measure, the MGP for 7th grade Math was 65.0 and the state MGP was 50. There is a notable positive trend given the positive difference in MGP.

*Trend Direction: - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Using the Median Growth Percentiles from PARCC for 2016 as a baseline measure, the MGP for 8th grade ELA was 45.5 and the state MGP was 50.0. This is a notable negative trend given the difference between BLRA and the state MGP.

*Trend Direction: - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Using the Median Growth Percentiles from PARCC for 2016 as a baseline measure, the MGP for ELA with FRL students was 38.5 and the state MGP was 47. There is a negative significant difference in baseline MGP and is a notable negative trend.

*Trend Direction: - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth Gaps***

Using the Median Growth Percentiles from PARCC for 2016 as a baseline measure, the MGP for Math with FRL students was 54.5 and the state MGP was 46. There is a positive difference in our baseline MGP as compared to the state.

*Trend Direction: - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth Gaps***

Using the Median Growth Percentiles from PARCC for 2016 as a baseline measure, the MGP for ELA with GT students was 50.5 and the state MGP was 60.0. There is a significant negative difference in baseline MGP's and therefore is a notable.

*Trend Direction: - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth Gaps***

Using the Median Growth Percentiles from PARCC for 2016 as a baseline measure, in Math our students with IEP's had an MGP of 53.0 and the state MGP was 40. There is a positive significant difference in MGP's and is positive notable baseline information.

*Trend Direction: - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Using the Median Growth Percentiles from PARCC for 2016 as a baseline measure, our students "At or Above Benchmark" in ELA had a MGP of 42.5 and the state MGP was 50.0. This is a significant negative difference in MGP and is negative baseline information.

*Trend Direction: - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Additional Trend Information:

Per Pupil Count/Growth:

Our total per pupil count continues to rise over time from 749 to 811 in the past 3 years. We will continue to see additional significant growth in 2017-2018 due to the building of a secondary school for 6-9 and then expanding the number of student seats by approximately 250 new students to our elementary campus. The secondary school will also be expanding to add 9th grade with the addition of approximately 150 students.

Teacher Turnover:

BLRA has a higher teacher turnover rate (25%) than the district (20%) and the state (17%).

Teacher retention is a negative trend within BLRA.

With the above per pupil growth intended for 2017-2018 and the teacher turnover rate, Banning Lewis Ranch Elementary will be hiring 40% of new staff while the secondary school will be hiring additional staff as well.

Priority Performance Challenges and Root Cause Analysis

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

Relationship of UIP Elements

Priority Performance Challenges

Reading Proficiency by Third Grade



Root Cause

Specialized Instruction
Coaching & Feedback
Data
Use of standards to drive instruction

Moving Approaching and Met Students



Specialized Instruction
Coaching & Feedback
Data
Use of standards to drive instruction

Percentile Rank



Data
Coaching & Feedback
Use of standards to drive instruction





Provide a rationale for why these challenges have been selected and address the magnitude of the overall 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. Reading and Math are broad areas 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 areas of math and reading designate these as our major focus areas.

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 higher 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 about our staffing plan and continued to employ interventionists. We have also learned about the powerful impact it has to raise student expectations in Kinder and First grade to give students a strong start which impacts student success and reading stability and growth during subsequent years. Therefore, we applied and were accepted into the CDE ELAT grant opportunity. We are upping our expectations in DIBELS Next and providing teachers support and training increase knowledge, skills, and tools in order to use our data for instructional decision making and fill student gaps.

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. For this school year we expanding out Gifted and Talented even further with one full time GT teacher in Elementary and one full time GT teacher in middle school. We are continuing to address this through differentiation and increasing the rigor within the classroom, inviting general education into the ALP process, and using a co-teaching model when possible. 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.

Provide a rationale for how these Root Causes were selected and verified:

Root Cause - Specialized Instruction - Lack of aligned instruction and targeted 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 - Availability of 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. We are currently working with teachers to evaluate data beyond just a surface level and to use the data to guide daily 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 by providing various levels of training related to PLC's, STAR, READ Plans, and DIBELS Data and Goal Setting.

Root Cause- Use of standards to drive instruction- At the elementary level, staff primarily used curricular materials to guide their instruction. Pacing guides were not being created and used to ensure adequate coverage of content occurred prior to our assessment windows. Ensuring practice to gain mastery of each of the standards was also not considered.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Reading Proficiency by Third Grade

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		R
Annual Performance Targets	2016-2017:	80% of Kindergarten students will score "Above Benchmark" on DIBELS Next by the end of the 2016-2017 school year. 87% of learners in 1st-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.
	2017-2018:	80% of Kindergarten students will score "Above Benchmark" on DIBELS Next by the end of the 2016-2017 school year due to keeping consistent goals with significant student and staff additions. 87% of learners in 1st-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.
		DIBELS Next: Administered k-6th grade, three times per year. DIBELS NEXT progress

Interim Measures for 2016-2017:

monitoring probes are used to monitor progress more frequently for READ Plan candidates. 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 candidates.

Priority Performance Challenge : Moving Approaching and Met Students

Performance Indicator:		Academic Growth
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	For the 2015-2016 PARCC results about 20% of 3-8 students are in the lower third of the met category. Our goal for the 2017 ELA PARCC is to move 5% of this category to the middle third of met or higher.
	2017-2018:	Continue to increase the amount of students in the met category by moving 5% of the lower third of the met category to the middle third or higher in grades 3-8.
Interim Measures for 2016-2017:		PARCC Spring 2017 test results

Performance Indicator:		Academic Growth
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	For the 2015-2016 PARCC results about 20% of 3-8 students are in the lower third of the met category. Our goal for the 2017 ELA PARCC is to move 5% of this category to the middle third of met or higher.
	2017-2018:	Continue to increase the amount of students in the met category by moving 5% of the lower third of the met category to the middle third or higher in grades 3-8.

Priority Performance Challenge : Percentile Rank

Performance Indicator:		Academic Growth
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	For academic growth in ELA, the elementary finished with a median growth percentile of 42.0 which puts the elementary in the approaching category. The goal for the upcoming school year is to reach a score of 50.0 as the median growth percentile.
	2017-2018:	For academic growth in ELA, the elementary finished with a median growth percentile of 42.0 which puts the elementary in the approaching category. The goal for the upcoming school year is to maintain a score of 50.0 as the median growth percentile or increase.
Interim Measures for 2016-2017:		2017 School Performance Framework

Performance Indicator:		Academic Growth
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	For academic growth in math, the elementary finished with a median growth percentile of 43.0 which puts the elementary in the approaching category. The goal for the upcoming school year is to reach a score of 50.0 as the median growth percentile.
	2017-2018:	For academic growth in math, the elementary finished with a median growth percentile of 43.0 which puts the elementary in the approaching category. The goal for the upcoming school year is to maintain a score of 50.0 as the median growth percentile or increase.
Interim Measures for 2016-2017:		2017 School Performance Framework

Planning Form

Major Improvement Strategy Name: #1: Proficiency

Major Improvement Strategy Description: Move proficient students to an advanced category (now strong to distinguished command).
Improve performance of high achievers.

Associated Root Causes:

Specialized Instruction: Lack of aligned instruction and targeted interventions prohibit growth for BLRA subgroup learners.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Differentiation for all students	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,	08/07/2016 05/31/2017	Focus on engagement strategies during PLC time Teacher Collaboration	GT teachers, team leads, admin,	In Progress	This School Year

learning progressions and vertical alignments, and Bloom's and Depth of Knowledge.

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name:

#2 Observation & Feedback

Major Improvement Strategy Description:

Provide teachers with quality and consistent observation and feedback.

Associated Root Causes:

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.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Providing continuous feedback	Establish more frequent and consistent cycles	08/01/2016 05/31/2017	Annual subscription to Edvivate.	Team leads, admin, mentors	In Progress	This School Year

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.

Teacher/staff evaluation platform. Mentors observing mentees on a regular basis

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name: #3 Data

Major Improvement Strategy Description: Be more purposeful with data.

Associated Root Causes:

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.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Professional Development	Develop PD on STAR, DIBELS, and AIMSWEB to ensure that instructional staff understands data obtained from different assessments.	08/08/2016 05/31/2017	STAR Instructional/Data coach SPED resources for AIMSWEB training	Special education teachers, classroom teachers, STAR coach, Admin.	In Progress	This School Year
PLCs	Implement true PLCs from Kdg-8th grade. Use PLC time to analyze student data for instructional planning and decision making purposes.	08/08/2016 05/31/2017	No additional resources	Admin. and teachers	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name: #4 Subgroups

Major Improvement Strategy Description: Realize greater rates of achievement among students in subgroups.

Associated Root Causes:

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.

Specialized Instruction: Lack of aligned instruction and targeted interventions prohibit growth for BLRA subgroup learners.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Articulation	Increase the articulation time between the grade level teachers and special education teachers. Conduct focused conversations around student data and performance within PLCs.	08/08/2016 05/31/2017	No additional resources	Admin., team leads, special education teachers, classroom teachers	In Progress	This School Year
Intervention	Increase the consistency with how intensive interventions are	08/08/2016 05/31/2017	Purchase additional licenses for the Lexia and Read	interventionists, grade level teams, deans, and principals.	In Progress	This School Year

applied. Increase the frequency of progress monitoring. Better differentiate the intervention to the need of the student.

Naturally interventions.
(Approx. \$1,000)

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Addenda

Attachments List

CDE Growth Document2 - 1/3/2017 6:29 PM.docx

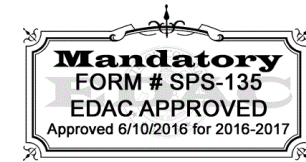
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CMAS Instructional Summary (2) - 1/3/2017 6:30 PM.pdf

Tell Survey - 1/3/2017 6:31 PM.docx

report - 1/3/2017 6:31 PM.pdf

Instructional Summary - 1/3/2017 6:31 PM.pdf



**EVANS INTERNATIONAL ELEMENTARY
SCHOOL UIP 2016-17**

District: **FALCON 49** | Org ID: **1110** | School ID: **1618** | Framework:
Performance Plan | Draft UIP

Colorado's Unified Improvement Plan for School (2016-2017)

Table of Contents

Executive Summary
Improvement Plan Information
Narrative on Data Analysis and Root Cause Identification
Action Plans
Addenda

Executive Summary

How are students performing? Where will the school focus 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, PWR), where the School did not meet federal, state and/or local expectations.

Name: Reading Achievement

Description: Reading Proficiency by Third Grade: At mid-year 2015-2016, nearly 36% of Evans kindergarten through third graders were reading below benchmark as indicated by Dibels Next.

Name: Reading Achievement

Description: We have a rating of Approaching and we are currently not meeting state expectations in English Language Arts.

Name: Reading Growth

Description: We have a rating of Approaching and we are currently not meeting state expectations in English Language Arts.

Name: Math Achievement

Description: We have a rating of Approaching and we are currently not meeting state expectations in Math.

Name: Math Growth

Description: We have a rating of Approaching and we are currently not meeting state expectations in Math.

Why is the education system continuing to have these challenges?

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

Name: Reading

Description: We lack a consistent approach to differentiation practices and small group reading instruction that targets the specific needs of all learners (above grade level, at grade level, and below grade level) that uses data to make informed decisions.

Name: Math

Description: We use a core curriculum that is aligned with the Colorado Academic Standards, but we lack a systematic approach to using differentiation and scaffolding strategies to support the needs of all students and address achievement gaps.

Name: Writing

Description: 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 processes that make up the writing process.

Name: Math

Description: We use a core curriculum that is aligned with the Colorado Academic Standards, but we lack a systematic approach to using differentiation and scaffolding strategies to support the needs of all students and address achievement gaps.

Name: Reading

Description: We lack a consistent approach to differentiation practices and small group reading instruction that targets the specific needs of all learners (above grade level, at grade level, and below grade level) that uses data to make informed decisions.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Standards and Instruction

Description: Enhance and improve standards-based core reading, writing, and math instruction to include: providing all students with equal access to rigor as defined by the Colorado Academic Standards, and utilizing data to guide instructional decisions for all student abilities.

Name: Primary Literacy

Description: 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.)

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

School Support Team or Expedited Review

Has (or will) the school participated in an 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.

Improvement Plan Information

The school/district 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 (CGP)
- ☐ School Improvement Support Grant
- ☐ Other

School Contact Information

Michelle Slyter
Principal
1675 Winnebago Rd.
Colorado Springs Colorado 80915
Phone: (719) 495-5299
Email: mslyter@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

Evans International Elementary is an International Baccalaureate School serving approximately 690 students in Kindergarten through 5th grade. Evans is located in Colorado Springs, CO, on the southern border of the District 49 boundary. Evans International delivers Title I services school-wide, with approximately 57% of our students qualifying for free or reduced lunch. Approximately 53% of students are of non-white ethnicity, including 27% Hispanic/Latino, 1% American Indian or Alaska Native, 1% Asian, 8% African American, and 14% 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 15th. 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 administrators and 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. 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 2015-2016 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 aligned 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 included PARCC and CMAS, the School Performance Framework, and school/district testing (DibelsNext, progress monitoring as well as local assessments). Dibels data and local data show consistent school wide growth, however PARCC data does not align with our Dibels data and achievement trends. School data collected shows consistent growth from the beginning of the year to the end.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Academic Achievement (Status) 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 of 80% or higher. In 2015-16, 77% of students met or exceeded grade level expectations (benchmark) on Dibels Next. However, this was a 2% improvement from our 2014-15 DIBELS performance.

All grade levels, except for 4th grade, met the performance target having 72% of learners in each grade level at or above benchmark with their composite scores on DIBELS Next.

Kindergarten 81%

1st 74%

2nd 82%

3rd 78%

4th 67%

5th 81%

Performance Indicator: Academic Growth

Academic Growth Reflection

Reading -

We did not meet our Annual Performance Target for 2015-16 because 89% of students "met 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.

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

-

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

-

Performance Indicator: Postsecondary & Workforce Readiness

Postsecondary & Workforce Readiness Reflection

Performance Indicator: Student Behavior

Student Behavior Reflection

-

Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

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, Academic Growth, and Growth Gaps Summary in Reading

PARCC: In 2016 the school had an overall mean scale score of 734.2, falling in the latter side of the approaching category. This was 11.9 points above the cut score for Does Not Meet and 5.3 points below the Meets category. The overall percentile ranking was 38, which was a drop of 8 points from the previous year. The sub-populations of English Learners (731.8), Free and Reduced Eligible (731.4), and Minority Students (732.7) all fell slightly below the school average and closer to the middle of the Approaching designation. When looking at median growth percentiles, the school overall (49.0) was comparable to the district (48.0) and state (50.0). Notably, the school showed 7-9 percent higher growth than the state and district with their female population, but 5-7 percent lower growth with their male population. Also notable, the school

showed 4 percent more growth with their Below benchmark students than the state, but 7 percent less growth with their At or Above benchmark students.

DIBELS: In 2016 the school had 77 percent of students at benchmark. This is a 4 percent drop from the previous year. The school had only 9 percent well below benchmark in 2016. This is an improvement of 2 percent from the previous year. Overall the school showed growth from BOY to EOY (2015-2016) of 14 percent less students with their well below population and 15 percent more students with their at benchmark students.

Reading - Percentile Ranking:

All Students - Our Percentile Rank increased from 39 to 46.	
2012-2013	39
2013-2014	41
2014-2015	46
2015-2016	38

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
2014-2015	42

Academic Achievement, Academic Growth, and Growth Gaps Summary in Math

PARCC: In 2016 the school had an overall mean scale score of 727.0, falling in the mid-range of the approaching category. This was 8.1 points above the cut score for Does Not Meet and 7.3 points below the Meets category. The overall percentile ranking was 31, which was a drop of 12 points from the previous year. The mean scale score for the sub-population of English Learners (729.2) was slightly above the school average, those with Free and Reduced Lunch (723.1) was slightly below the school average, the Minority students (726.1) were near the school average, and the Students with Disabilities (704.5) fell in the Does Not Meet category. When looking at median growth percentiles, the school overall (48.0) was comparable to the district (49.0) and state (50.0). Notably,

the school showed 9-11 percent higher growth than the state and district with their 5th grade students, but 10-13 percent lower growth with the 5th grade students. The school showed 8-10 percent less growth with their non-minority students compared to the district and state. Also notable, the school showed 2 percent more growth with their Below benchmark students then the state, but 13 percent less growth with their At or Above benchmark students.

Math - Percentile Ranking:

All Students - Our Percentile Rank was stable at 43	
2012-2013	51
2013-2014	43
2014-2015	43
2015-2016	31

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

Priority Performance Challenges and Root Cause Analysis:

READING: Beginning August 2015, we have implement the McGrawHill "Wonders" curriculum as our school wide core reading program. With this system, we have been able to deliver core reading instruction that focuses on text that is on-grade level or above and provides all students to equal access to high quality text. Through data analysis, frequent observations, and meeting with teachers we have identified a deficiency in the delivery of in-class, small group differentiated reading instruction. We believe this lack of differentiation is a root cause to our performance as a school in moving all learners to adequate growth in reading. We lack a consistent approach to differentiation practices and small group reading instruction that targets the specific needs of all learners (above grade level, at grade level, and below grade level) that uses data to make informed decisions.

WRITING: Beginning August 2015, we have implement the McGrawHill "Wonders" curriculum as our school wide core reading program. "Wonders" contains a solid writing curriculum that is integrated with reading. Although we are in the second year with using this curriculum, our focus has primarily been on reading thus far. Through data analysis, frequent observations, and meeting with teachers we have identified a need to vertically align our writing curriculum across the grade levels and define what high-quality writing looks like at each grade level. 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 processes that make up the writing process.

MATH: Beginning in the 2014-15 school year, we implemented the Eureka (Engage NY) Math curriculum school wide. This curriculum has given us a consistent framework and has addressed the high expectations and rigor of the Common Core. 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 using differentiation and scaffolding strategies to support the needs of all students and address achievement gaps in math.

Trend Analysis

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



Reading - Our SPF and Percentile Rank Report show a slight decline in Mean Scale Scores for all students from 737.4 in 2015 to 734.2 in 2016.

Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)**



Math - Our SPF and Percentile Rank Report show a slight decline in Mean Scale Scores for all students from 731.0 in 2015 to 727.0 in 2016.

Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)**



Reading - Our SPF and Percentile Rank Report show a decline in Percentile Rank for all students from 46 in 2015 to 38 in 2016.

Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)**



Math - Our SPF and Percentile Rank Report show a decline in Percentile Rank for all students from 43 in 2015 to 31 in 2016.

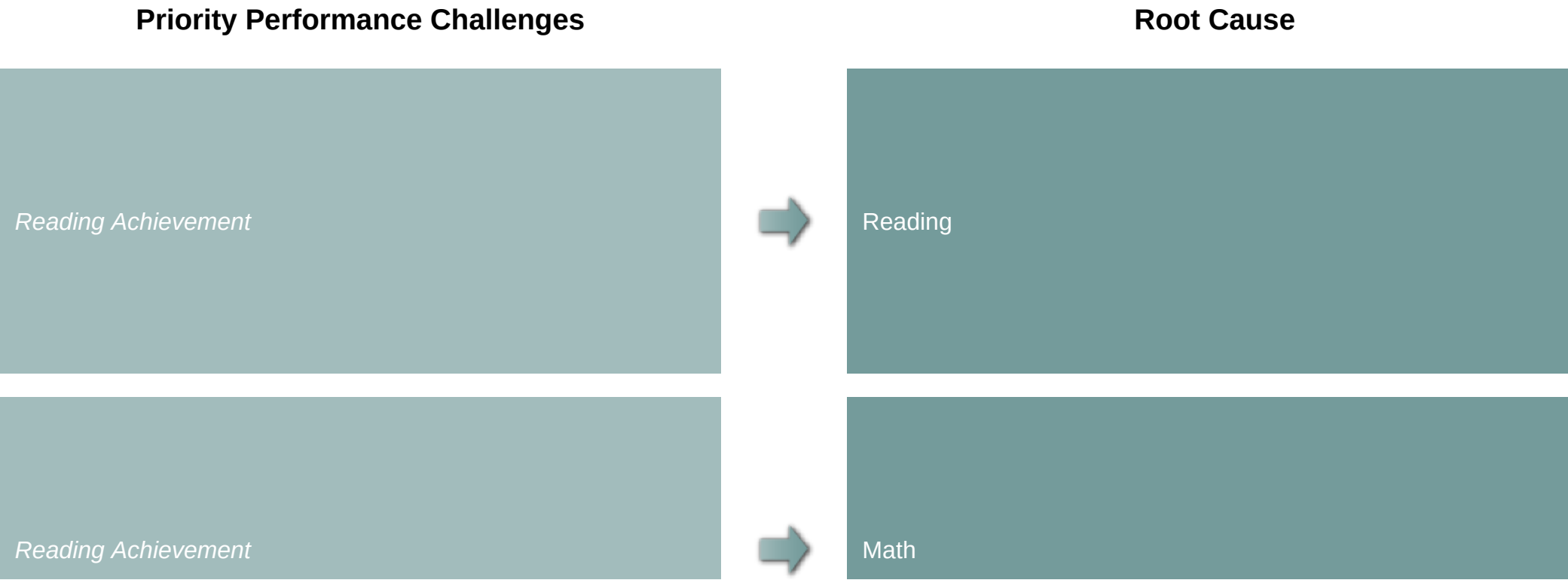
Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)**

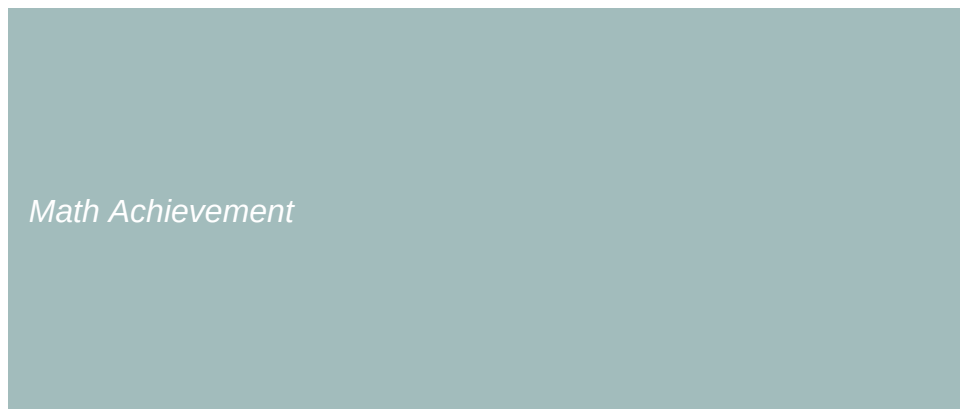
Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

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

Relationship of UIP Elements





Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Though we have a rating of Approaching in Academic Achievement and Growth for ELA and Math, we have seen improvement in our overall Performance rating which was "Improvement" prior to this year. We implemented a new reading curriculum school wide in 2015-16 and we feel the implementation contributes to some of the ratings. Evans has a student population that changes by 1/3 each year, and we feel this population turnaround contributes to the results we see.

Provide a rationale for how these Root Causes were selected and verified:

READING: Beginning August 2015, we have implement the McGrawHill "Wonders" curriculum as our school wide core reading program. With this system, we have been able to deliver core reading instruction that focuses on text that is on-grade level or above and provides all students to equal access to high quality text. Through data analysis, frequent observations, and meeting with teachers we have identified a deficiency in the delivery of in-class, small group differentiated reading instruction. We believe this lack of differentiation is a root cause to our performance as a school in moving all learners to adequate growth in reading. We lack a consistent approach to differentiation practices and small group reading instruction that targets the specific needs of all learners (above grade level, at grade level, and below grade level) that uses data to make informed decisions.

WRITING: Beginning August 2015, we have implement the McGrawHill "Wonders" curriculum as our school wide core reading program. "Wonders" contains a solid writing curriculum that is integrated with reading. Although we are in the second year with using this curriculum, our focus has primarily been on reading thus far. Through data analysis, frequent observations, and meeting with teachers we have identified a need to vertically align our writing curriculum across the grade levels and define what high-quality writing looks like at each grade level. 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 processes that make up the writing process.

MATH: Beginning in the 2014-15 school year, we implemented the Eureka (Engage NY) Math curriculum school wide. This curriculum has given us a consistent framework and has addressed the high expectations and rigor of the Common Core. 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 using differentiation and scaffolding strategies to support the needs of all students and address achievement gaps in math.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Reading Achievement

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	Increase the Mean Scale Score for English Language Arts to the 50th Percentile (currently 737.4, needs to be 739.5 or better).
	2017-2018:	
Interim Measures for 2016-2017:		

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		ELA
Annual	2016-2017:	Increase the Percentile Rank for all students in ELA to 43% or higher (we are currently at

Performance Targets		38%).
	2017-2018:	
Interim Measures for 2016-2017:		

Priority Performance Challenge : Reading Achievement

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		R
Annual Performance Targets	2016-2017:	Primary Literacy -Reduce the number of students having a significant reading deficiency (SRD) by 10%.
	2017-2018:	
Interim Measures for 2016-2017:		

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		R
Annual Performance Targets	2016-2017:	Primary Literacy - 75% or higher of learners in each grade level will score at or above benchmark with their composite scores on DIBELS Next.
	2017-2018:	
Interim Measures for 2016-2017:		

Priority Performance Challenge : Reading Growth

Performance Indicator:		Academic Growth
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	Increase our Median Growth Percentile for All Students to 55 (currently at 49).
	2017-2018:	
Interim Measures for 2016-2017:		

Priority Performance Challenge : Math Achievement

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	Increase the Percentile Rank for all students to 36% or higher (we are currently at 31%).
	2017-2018:	
Interim Measures for 2016-2017:		

Priority Performance Challenge : Math Growth

Performance Indicator:		Academic Growth
Measures / Metrics:		M

Annual Performance Targets	2016-2017:	Increase our Median Growth Percentile for All Students to 53 (currently at 48).
	2017-2018:	
	Interim Measures for 2016-2017:	

Planning Form

Major Improvement Strategy Name:

Standards and Instruction

Major Improvement Strategy Description:

Enhance and improve standards-based core reading, writing, and math instruction to include: providing all students with equal access to rigor as defined by the Colorado Academic Standards, and utilizing data to guide instructional decisions for all student abilities.

Associated Root Causes:

Reading: We lack a consistent approach to differentiation practices and small group reading instruction that targets the specific needs of all learners (above grade level, at grade level, and below grade level) that uses data to make informed decisions.

Math: We use a core curriculum that is aligned with the Colorado Academic Standards, but we lack a systematic approach to using differentiation and scaffolding 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 processes that make up the writing process.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Daily Literacy Block	Provide all students 120 minut a day of exposure and repeated practice with grade level skills utilizing resources such as Wonders, NLC	08/01/2016 08/01/2017	Local Funds Title Funds	Principal, Instructional Coach, Classroom Teachers	In Progress	This School Year

ECAW, Saxon
Phonics,
Common Core
ELA books and
math workbooks,
DBQ's, Engage
NY, Mountain
Language,
Motivational
Reading, etc.

Instructional
Coach

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

08/01/2016
08/01/2017

2016-2017
Budget Full- time
Instructional
Coach salary and
benefits Title 1 =
\$58,806 Stipend
for Instructional
Coach extra work
days Title 1 =
\$1,615.55

Principal

Complete

This School Year

instruction.
Instructional
Coach will
facilitate
collaboration
between
classroom
teachers and
provide
professional
development.

Gifted and Talented Coach	Hire .5 GT Coach to provide active and constructive support to teachers regarding instructional practices for advanced learners. GT Coach will provide professional development and provide instructional support to 4th and 5th grade students who have been identified as GT. GT Coach will provide enrichment and strategies to be used for all learners.	08/01/2016 08/01/2017	2016-2017 Budget: .5 GT Coach Salary and Benefits Title I = \$43,336.95	Principal	Complete	This School Year
Staff Training	Provide	08/01/2016	2016-2017	Administrators,	In Progress	This School Year

Opportunities	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, Wonderworks Reading Intervention training, ST Math Intervention Training, Amplify Dibels training, Kagan Cooperative Grouping Training, Wonders, Concept-based, G/T, IB Training, NLC Writing, Project Lead the Way.	08/01/2017	Budget: In State Training/Staff Development Title 1= \$ Out of Sate Training/Staff Development Title 1= \$ Substitute Salaries Title 1 = \$2,400	Instructional Coach, Classroom Teachers, Special Education and ELD Teachers	
Writing Instruction	Implement Wonders Writing Curriculum framework to students K-5th grade and	08/01/2016 08/01/2017	2016-2017 Budget: In-state Training/Staff Development Title 1 = \$ Out-of-State	Instructional Coach, Principal, Literacy Interventionist, Classroom Teachers	This School Year

	differentiate writing and provide all students exposure to developmentally appropriate writing instruction targeted to students' instructional levels.		Training/Staff Development Title 1 = \$ Substitute Salaries Title 1 = \$2,400			
Peer Observations	Provide opportunities for teachers to observe, reflect, and provide feedback to each other through peer and mentor observation and coaching.	08/01/2016 08/01/2017	2016-2017 Budget: Salaries and benefits for substitute teachers Title 1 - \$2,400	Administrators, Instructional Coach, Classroom Teachers, SPED, and ELD Teachers	In Progress	This School Year
a050G00001KnMOp	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	08/01/2016 08/01/2017	IB Coordinator Classroom Teachers	Administrators, Instructional Coach, Classroom Teachers, SPED, and ELD Teachers	In Progress	This School Year

	activities and current events, allowing students to make connections to their learning and apply reading and learning and apply reading and apply reading reading and writing skills across academic content.					
Apply Reading and Writing Across Academic Contents	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.	08/01/2016 08/01/2017	Printing Title 1 = \$ IBO fees/dues Title 1 = \$ Out of State training/Staff Development IB Training Training = \$	Classroom Teachers	In Progress	This School Year
Common Planning/PLC Time	Provide common planning/PLC time for grade levels to collaborate and develop IB planners and units of inquiry that integrate literacy and math	08/01/2016 08/01/2017	2016-2017 Budget IBO fees/dues Title 1-\$	Administrators, Instructional Coach, Classroom Teachers	Complete	This School Year

	among all grade levels.					
Project Lead the Way Training	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.	08/01/2016 08/01/2017	Stipend and benefits for teacher to provide tech support to staff: Title 1: \$1,320	Administrators, Teacher trained in PLTW Launch Model	In Progress	This School Year
Utilize Resources Aligned to the Common Core in Math	Utilize a variety of supplemental resources that are aligned to the common core in math (i.e. 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, ST Math). These resources will help teachers provide extensions and extra practice to the core	08/01/2016 08/01/2017	Supplies Title 1= \$1,660.83 Books = \$ Printing - Title 1= \$	Administrators, Instructional Coaches, Classroom Teachers	In Progress	This School Year

	curriculum to support the needs of all students.					
Parent Teacher Conferences	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 conferences.	08/01/2016 08/01/2017	Interpreter Title 1 = \$500 Clerical Overtime Title 1 = \$1,000	All Certified Evans Staff Members	In Progress	This School Year
Parent Nights - 3 Times Annually	Hold a parent night to invite parents into the school to learn more about literacy, IB, curriculum, math, and strategies they can use to help their students.	08/01/2016 08/01/2017	Parent Involvement Supplies Title - \$2,789.10	Principal, All Certified Evans Staff Members	In Progress	This School Year
Parent Involvement	Invite parents to Open House and Pastries with Parents to orient them to the school, Title I, and answer	08/01/2016 08/01/2017	Parent Involvement Supplies and food Title I = \$2,789.10 Love and Logic Classes, food &	Principal, Assistant Principal, All Certified Evans Staff Members	In Progress	This School Year

questions.
 Review the
 school's UIP and
 Parent
 Involvement
 Policy 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.
 Actively recruit
 and encourage
 parent
 participation in
 PEC (Parent
 Engagement
 Club) and SAC.
 Promote
 increased
 awareness and
 advertisement of
 monthly meetings
 and invite new
 parents to attend.
 Use social media
 - FB page for
 PEC and
 announcements.
 Hold Love and
 Logic classes for
 parents.

babysitting Title I
 = \$3,452.13

Communication	school involvement and communication through daily planners and homework folders.	08/01/2017	Supplies Title 1 = \$1660.83 Parent Involvement Supplies Title 1 = \$1, 153			
Transition from Early Childhood Programs	Headstart and CPCD	08/01/2016 08/01/2016		Principal	Complete	This School Year
Hire and Retain High Qualified Teachers	The principal will work with HR Department to attract and maintain high-quality highly qualified teachers. a) Attend job fairs as needed b) Continue teacher mentoring program in building and hold bi-weekly staff development for new teachers during the 1st semester. Diligently check references when hiring new staff members.	08/01/2016 08/01/2017	N/A	Principal, Assistant Principal, Instructional Coach, IB Coordinator	In Progress	This School Year
Coordination and Integration of Federal, State, and Local Services and Programs	We coordinate funds in the following ways: * Title I Funds * Salary of Instructional	08/01/2016 05/26/2017	Title I Local Funds	Principal, Building Leadership Team, Classroom Teachers	In Progress	This School Year

Coach * Stipend
for Instructional
Coach * Salaries
for Literacy and
Math

Interventionists *
Salary for ELD
Paraprofessional

* Stipend for
IB/GT Coach *
Stipends parent
classes *

Purchase
intervention
materials and
instructional
supplies *

Purchase
technology to
support
instruction *

Electronic Media
* Purchase
supplies / parent
involvement *

Professional
development * IB
Fees and
activities * Books
and subscriptions

* Local *

Classroom
materials and
supplies *

Enrichment (art,
music, PT,
technology,
Spanish) supplies

* Student health
supplies * IB

training, supplies,
resources *
Administrative
supplies *
Creative Units
We make
budgetary
decisions in the
Spring for the
following school
year and then
review throughout
the school year.
Budgets are
adjusted based
on staff
development
needs of teachers
and instructional
needs of
students.

Hire Math Interventionist	Hire Math Interventionist to provide targeted math support to students in Tier II who are not receiving SPED or ELD support.	08/01/2016 08/01/2016	Full time Math Interventionist salary and benefits Title I = \$69,867.60	Principal, Math Interventionist	Complete	This School Year
Extra Curricular Activities	Schedule a variety of after school activities for students to participate in throughout the school year; soccer, floor hockey, gymnastics,	08/01/2016 05/26/2017	Local - stipends	Principal, Certified Staff Members	In Progress	This School Year

	bowling, golf, piano lessons, choir, running club, basketball, orchestra, walking club, Battle of the Books, etc.					
Implement Positive Behavior Supports	Implement Positive Behavior Supports and "Capturing Kids Hearts" school wide. Student Recognition - Hold Pride Assemblies each semester. Weekly student recognition).	08/01/2016 08/01/2017	Bring In Training Title I = \$855.87 Title I = \$3,952 Ruby Payne training	Administrators, All Instructional Staff	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Applying Reading and Writing Across Academic Contents	Teachers will utilize school wide books and s				
	Hire and Retain Highly Qualified Teachers	All new teachers will be evaluated following the Evaluation Guidelines of the Sand Creek Innovation Zone Evaluation	07/01/2016 07/01/2016			

Council.
Retention of HQT
at the end of the
year.

Implement Positive Behavior Supports,	Implement Positive Behavior Supports	Continue to build a consistent school wide structure utilizing positive behavior supports. July 2016 - Revisit PBS strategies and CKH strategies with staff and the school wide plan for implementation. August 2016 - Send new staff to CKH training September 2016 - Evans staff attends "Ruby Payne training During weekly PLC's, collaborate and refine consistent school wide strategies for establishing a safe and high-performing school culture.	07/27/2016 05/26/2017	Administrators, All Instructional Staff	Partially Met	This School Year
Daily Literacy Block, Gifted and Talented Coach,	Daily Literacy Block	August 2016 - Continue with master schedule that includes 90	08/01/2016 08/01/2017	Principal, Instructional	Met	This School Year

		minute school wide literacy bock with 30 minutes small group instruction daily.		Coach, Classroom Teachers		
Instructional Coach,	Instructional Coach	Teacher selection for coaching: Instructional Coach will serve as Lead Mentor and support to staff around instruction and classroom management. Weekly: Instructional coach will participate in classroom observations with administrators to provide feedback regarding implementation of school wide reading curriculum. Monthly - Instructional coach will share best instructional startegies and provide training for staff durin monthly staff meetings and weekly grade level meetings.	08/01/2016 08/01/2017	Principal	Met	This School Year

Gifted and Talented Coach,	Gifted/Talented Coach	Teacher selection for coaching: The GT Coach will provide support and flooding into the classrooms with students who are identified as gifted and talented (i.e., coaching, modeling, co-teaching).	08/01/2016 08/01/2017	Principal	Met	This School Year
Staff Training Opportunities,	Staff Training Opportunities	Provide opportunities for professional development for staff to adequately support and incorporate reading, writing, and IB strategies into learning and instruction. Utilize PLC's and staff meetings to follow up on staff developments to ensure new knowledge and skills are implemented with fidelity. July 2016 - Staff Training ST Math August 2016 - Eureka Math Training for all staff October 2016 and	08/01/2016 08/01/2017	Administrators, Instructional Coach, Classroom Teachers, Special Education, and ELD Teachers		This School Year

November 2016 -
IB Trainings for
various teachers
Monthly: During
monthly staff
meetings, time
will be devoted to
sharing about
strategies learned
in trainings.

Writing Instruction

August 2016 -
Each grade level
will give a BOY
writing
assessment and
utilize a common
rubric designed
by each grade
level team.
Teachers will
place students in
appropriate levels
for instruction
according to the
state standards
for writing.
On-going -
Through
observation,
evaluation, and
collaboration with
Instructional
Coach, ensure
that the Wonders
writing curriculum
is implemented
to meets the
needs of all
students

08/01/2016
08/01/2017

Principal,
Instructional
Coach, Literacy
Interventionist,
Classroom
Teachers

This School Year

Peer Observations	Teachers will complete a mentor or peer observation reflection form and will meet to discuss and provide feedback and communication with each other on a quarterly basis	08/01/2016 08/01/2017	Administrators, Instructional Coach, Classroom Teachers, SPED and ELD Teacher	This School Year
Master Schedule	August 2016- Develop classroom schedules to include the integration of ELA and math standards into all content areas. 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.	08/01/2016 08/01/2017	IB Coordinator and Classroom Teachers	This School Year
Apply Reading and Writing Across Academic	Teachers will utilize school wide books and	08/01/2016 08/01/2017	Classroom Teachers	This School Year

Contents	subscriptions (National Geographic, Time for Kids, Colorado Studies Weekly, DBQ's, 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.				

Common Planning/PLC Time	August 2016 - Develop a master schedule to include time for collaboration among grade level teams with support from the Instrucitonal 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.	08/01/2016 08/01/2017	Administrators, Instructional Coach, Classroom Teachers	This School Year

Utilize Resources Aligned to the	During weekly team planning	08/01/2016 08/01/2017	Administrators, Instructional	This School Year

Common Core in Math	and PLC meetings, share instructional strategies and resources to support and enhance math instruction. The Instructional Coach and GT Coach will provide support the staff around these planning areas. Staff will collaborate and plan instruction utilizing these resources to ensure alignment between the Colorado Academic Standards and integration of Math standards throughout all content areas.			Coaches, Classroom Teachers	
Parent Teacher Conferences	Parent Attendance - Teachers will report the percentage of attendance at conferences. Efforts will be made to reschedule conferences and achieve the goal	08/01/2016 08/01/2017		All Certified Evans Staff Members	This School Year

		of 100% conference attendance.				
	Parent Implementation Benchmarks	Parent participation, attendance, and feedback from parent night.	08/01/2016 08/01/2017	Principal, All Certified, Evans Staff Members		This School Year
	Parent Involvement PEC and SAC	Hold quarterly PTO and SAC meetings during the 2016-2017 school year. Attendance/sign-in sheets for PEC and SAC meetings. Advertise PEC and SAC meetings via email and phone messages/Facebook page, to communicate messages to parents. Use the school website and marquee.	08/01/2016 08/01/2017	Principal, Assistant Principal, All certified Evans Staff Members		This School Year
	Home School Communication	August 2016 - Purchase planners and homeworkd folders for every student and hand out the first day of school.	08/01/2016 08/01/2017	Principal	Met	This School Year
Transition from Early Childhood Programs,	Transition from Early Childhood Programs	Two classrooms will be designated for Headstart and CPCD. Evans kindergarten	08/01/2016 05/26/2017	Principal, Kindergarten teachers	Partially Met	This School Year

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.

Hire Math Interventionist,	Hire Math Interventionist	Math Interventionist will support students needing math intervention through pullout in small groups as well as in-classroom support. Math Interventionist will support staff with using benchmark assessments and progress monitoring to determine students who are not demonstrating growth and are needing extra support in math.	08/01/2016 05/26/2017	Principal, Math Interventionist	Partially Met	This School Year
Extra Curricular Activities,	Extra Curricular Activities	Participation in after-school activities throughout the 2016-2017 school year.	08/01/2016 05/26/2017	Principal, Certified Staff Members	Partially Met	This School Year

**Major Improvement Strategy
Name:**

Primary Literacy

**Major Improvement Strategy
Description:**

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.)

Associated Root Causes:

Reading: We lack a consistent approach to differentiation practices and small group reading instruction that targets the specific needs of all learners (above grade level, at grade level, and below grade level) that uses data to make informed decisions.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Hire Literacy Interventionist	Hire Literacy Interventionist to provide targeted literacy support to students in Tier II who are not receiving SPED or ELD support.	07/27/2016 07/27/2016	Full Time Literacy Interventionist salary & benefits Title I = \$56,588.40	Principal, Literacy Interventionist	Complete	This School Year
a050G00001KnmJV	Continue with Wonders implementation K-5	08/01/2016 08/01/2017	Local Funds	Principal, leadership team, teachers	In Progress	This School Year
a050G00001KnmLC	Utilize a master schedule to maximize student learning time.	08/01/2016 08/01/2016	N/A	Principal, Assistant Principal, Classroom	Complete	This School Year

	The master schedule will include a consistent 120-minute reading block for K-3 and a consistent block for 4-5.			Teachers, SPED Teachers, ELD Teacher, Interventionists		
Hire ELD Paraprofessional	Hire ELD paraprofessional to provide targeted support to English Language Learners.	08/01/2016 08/01/2016	ELD Paraprofessional salary & benefits Title I = \$18,483.42	Principal, English Language Development Teacher	Complete	This School Year
a050G00001KnmNc	Mult-Tiered System of Support, Differentiation and Intervention. Reformat MTSS process to ensure more consistency with progress monitoring, reviewing data, and determining appropriate interventions for student academic and behavior needs.	08/01/2016 08/01/2017	Books Title I = \$ Electronic Media Title I = \$	Administrators, MTSS Lead, counselor, instructional coach, classroom teachers, SPED and ELD teachers, Literacy and Math Interventionists	In Progress	This School Year
Technology	Integrate and utilize technology to enhance learning and to provide tiered	08/01/2016 08/01/2017	Subscriptions Title I = \$ Electronic Media Title I = \$	Administrators, Classroom Teachers, Literacy and Math Interventionists	In Progress	This School Year

	support and interventions in reading and math.					
Technology Support and training for teachers	Utilize a teacher with expertise in technology to coach and provide staff training on utilizing technology in instruction to enhance student learning.	08/01/2016 05/26/2017	Stipend and benefits for teacher to provide tech support to staff: Title I = \$1,320	Principal, Teacher	In Progress	This School Year
Utilize Gifted/Talented Coach to work with Identified Students	Utilize GT Coach to work with Identified students.	08/01/2016 05/26/2017	.5 GT Coach Salary & Benefits Title I =- \$43,336.95	Administrators, GT Coach	In Progress	This School Year
Student Learning Plans	Teachers will develop and support Student Learning Plans (English Language Plan, READ Plans, Advanced Learning Plan, Rtl Plan)	08/01/2016 05/26/2017		Administrators Instructional Coach GT Coach Classroom Teachers Literacy and Math Interventionists ELD Teacher	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
a050G00001KnmJV,	Wonders implementation	Develop pacing calendar,	08/01/2016 05/31/2017	Principal, teachers,	Partially Met	This School Year

		progress monitor with weekly tests		leadership team		
a050G00001KnmLC,	Master Schedule	Ensure pull-out is only used to provide additional instruction, not replace instruction. August 2016 - Daily schedules include block for SPED, ELD, and Literacy and math intervention August 2016 - Begin daily 120 minute literacy block Weekly - grade level literacy planning	08/01/2016 08/01/2017 Weekly		Partially Met	This School Year
Hire Literacy Interventionist,	Literacy Interventionist	At-risk students will be identified through assessment and progress monitoring and discussed during MTSS meetings every 6 weeks to ensure appropriate interventions are in place. Utilize benchmark assessments, progress monitoring, and teacher	08/01/2016 08/01/2017 Monthly	Principal, Literacy Interventionist	Partially Met	This School Year

		observation and feedback during PLC meetings and MTSS meetings to determine students who are not demonstrating growth and are needing extra support.				
Hire ELD Paraprofessional,	Hire ELD Paraprofessional	ELD paraprofessional will provide support to English Language Learners in small groups, 1:1, as well as in-classroom support.	08/01/2016 05/26/2017	ELD Teacher, ELD Paraprofessional	Partially Met	This School Year
a050G00001KnmNc,	MTSS Process	July 2016 -MTSS Process flowchart will be developed and shared with staff. MTSS meetings will be scheduled every 6 weeks. MTSS team will develop a process for tracking data and interventions, letters to notify parents of the MTSS process and interventions students will	08/01/2016 08/01/2017 Monthly	MTSS team, classroom teachers, SPED and ELD teachers, Literacy and Math Interventionists	Partially Met	This School Year

receive.
Teachers will differentiate instruction and implement appropriate interventions to meet the needs of students. Implementation of differentiation and interventions will be observed through classroom observations and data meetings.

Technology,	Technology	Students will have access to technology in every classroom to work on 21st Century Learning Skills (iPads, ChromeBooks, software, apps). Purchase school wide subscriptions to enhance reading and writing instruction and integrate literacy with science and social studies. During weekly PLC's, teachers will plan instruction utilizing these	08/01/2016 08/01/2017	Administrators, Classroom Teachers, Literacy and Math Interventionist	Partially Met	This School Year

resources (i.e., National Geographic, Time for Kids, Discovery Education, BrainPop, etc.) Utilize technology to provide differentiated learning opportunities and intervention (Reading A-Z, Waterford Reading Intervention, ST Math, Front Row Math, Ten Marks Math, Moby Max). All students will have access to online libraries (including Wonders and MyOn) to build reading fluency and comprehension.

Technology Support and training for teachers,

Technology Support and Training for Teachers

Maintain lab and technology calendar for teachers to access devices for student use. Maintain a webpage where teachers can request tech support. Include

08/01/2016
05/26/2017

Principal,
Teacher

Partially Met

This School Year

technology ideas, strategies, and resources for staff on the webpage. Assist teachers with troubleshooting technology issues. During staff meetings, share strategies and resources with staff to assist them with utilizing technology in instruction.

Utilize Gifted/Talented Coach to work with Identified Students,	Gifted/Talented Coach	Using data from CoGat, Dibels, and local assessments, students will be identified ad the GT Coach will work with teachers to develop and support a plan for students.	08/01/2016 05/26/2017	Administrators, GT Coach	Partially Met	This School Year
Student Learning Plans,	Student Learning Plans	Teachers will develop Student Learning Plans utilizing data and appropriate goals and interventions. October 2016 - Develop Plans and review with parents during conferences.	08/01/2016 05/26/2017	Administrators, Instructional Coach, GT Coach, Classroom Teachers, Literacy and Math Interventionists, ELD Teacher	Partially Met	This School Year

February 2017 -
Update plans and
review with
parents during
conferences May
2017 - Update
Plans with EOY
data

Addenda

For Schools Operating a Title I Schoolwide Program

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 reference to section)
Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?	Section III: Data Narrative and Section IV: Action Plan	Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide reference to the appropriate section here. Section III: Data Narrative - brief description and current performance sections
Reform Strategies:	Section IV: Action	

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?	Plan	Note: This requirement should be fully described in the UIP action plan. The school may add additional “major improvement strategies” as needed. Just provide reference to the appropriate section here. Section IV: Action Plans:
MIS #1 - Standards and Instruction
MIS #2 - Primary Literacy

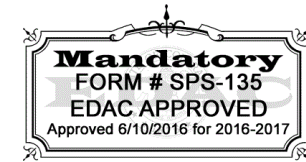
Professional Development: How are student and staff needs used to identify the high quality professional development?	Section III: Data Narrative and Section IV: Action Plan	Section III: Data Narrative - We meet regularly as a staff to review data and plan instruction. Section IV: Action Plan - Teaching staff review state assessment information when it becomes available. They review beginning, middle, and end of the year math and reading data to make adjustments to instruction and student intervention schedules. Teachers also review local assessment data throughout the year and make adjustments to planning and instruction based on the information gathered.
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	Section III: Data Narrative - 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. Section IV: Action Plan - Teaching staff review state assessment information when it becomes available. They review beginning, middle, and end of the year math and reading data to make adjustments to instruction and student intervention schedules. Teachers also review local assessment data throughout the year and make adjustments to planning and instruction based on the information gathered. Section IV: Action Plan - Action steps: Parent Involvement - PTO and SAC
Teacher Recruitment and Retention: What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?	Section III: Data Narrative and Section IV: Action Plan	Section IV: Action Plan Hire and retain Highly Qualified Teachers (school year 2016-17). Start date July 2016.
Data Analysis: How are teachers involved with	Section III: Data Narrative and Section IV: Action Plan	Section IV: Action Plan - Teaching staff review state assessment information when it becomes available. They review beginning, middle, and end of the year math and reading data to make adjustments to instruction and student intervention schedules. Teachers also review local assessment data throughout the year and make adjustments

assessment and data analysis to improve overall student achievement and classroom instruction?		to planning and instruction based on the information gathered. Section IV: Action Plan- action steps: Staff Training Opportunities Writing Instruction Master Schedule Common Planning / PLC time Project Lead the Way Training IB Training
Timely Intervention: How will students be identified for and provided early interventions in a timely manner?	Section IV: Action Plan	Section IV: Action Plan - action steps: Daily Literacy Block Utilize Resources Aligned to the Common Core in Math Hire Literacy Interventionist Hire Math Interventionist Hire ELD Teacher Assistant RtI Process and Differentiation and Intervention Integrate and Utilize Technology Utilize GT Coach to work with Identified Students Student Learning Plans
Parent Involvement: How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?	Section IV: Action Plan	Section IV: Action Plan - see action steps: Parent Involvement - PTO and SAC Home to School Communications Parent Nights - 3 times annually Parent Teacher Conferences
Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?	Section IV: Action Plan	Section IV: Action Plan - see action steps: Transition from Early Childhood Programs
Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and	Section IV: Action Plan (, Resource Column	Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide reference to the appropriate section here.

local funds?		Section IV: Action Plan - see action steps: Coordination and Integration of Federal, State, and Local Services and Programs



Attachments List



**FALCON ELEMENTARY SCHOOL OF
TECHNOLOGY UIP 2016-17**

District: **FALCON 49** | Org ID: **1110** | School ID: **2902** | Framework:
Performance Plan | **Draft UIP**

Colorado's Unified Improvement Plan for School (2016-2017)

Table of Contents

Executive Summary
Improvement Plan Information
Narrative on Data Analysis and Root Cause Identification
Action Plans
Addenda

Executive Summary

How are students performing? Where will the school focus 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, PWR), where the School did not meet federal, state and/or local expectations.

Name: READ Plan/MTSS-Rtl Data

Description: 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 were on READ Plans for grades 1st-3rd and 5.4% of 4th and 5th grade students were in the MTSS process for reading. Currently, 12% of students are on READ Plans for 1st-3rd and 12% of 4th and 5th grade students are in the MTSS/Rtl process for reading.

Name: SPF - ELA (English Language Arts)

Description: According to our Preliminary 2016 SPF, we received an approaching rating with a state percentile ranking of 48. We also received approaching for Free/Reduced - Price lunch eligible with a ranking of 46.

Name: SPF for ELA/Math - Students with Disabilities

Description: According to our Preliminary 2016 SPF, Students with Disabilities did not make adequate growth in ELA and Math and received a "Does not Meet" rating.

Why is the education system continuing to have these challenges?

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

Name: READ Plan Data/MTSS-Rtl Data

Description: There is a lack of a consistent approach to how teachers are teaching reading and writing.

Name: SPF - ELA (English Language Arts)

Description: There is a lack of a consistent approach to how teachers are teaching reading and writing. There is a lack of consistent implementation of CITW (Classroom Instruction that Works) and differentiation.

Name: SPF for ELA/Math - Students with Disabilities

Description: There is a lack of consistent implementation of CITW (Classroom Instruction that Works) and differentiation.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: CITW and differentiation strategies

Description: Consistently implement Classroom Instruction That Works (CITW) and differentiation strategies.

Name: Focus on primary literacy instruction

Description: Provide an intentional focus on primary literacy instruction to achieve a goal of 100% reading proficiency by 3rd grade. Decrease the percentage of students requiring additional reading support.

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

NO

School Support Team or Expedited Review

Has (or will) the school participated in an 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.

RMPEX (Rocky Mountain Performance Excellence) Group

Flippen Group

Improvement Plan Information

The school/district 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 (CGP)
- ☐ School Improvement Support Grant
- ☐ Other

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

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 305 students with approximately 40.85% 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 cognitive disabilities. We have 58 students currently on an IEP for SSN, SLD, SED, and Speech. We also offer specials 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, CMAS/PARCC, DIBELS Next (mClass), ACT Aspire, 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 2013-2014 was 95.63%, 2014-2015 was 95.79% and in 2015-2016 it was 95.53%. According to our Preliminary 2016 SPF for 2016, below are the areas that our school received a "did not meet" or "approaching" rating:

Academic Achievement:

ELA----- Approaching
Free/Reduced-Price Lunch Eligible----Approaching
Students with Disabilities-----Does Not Meet

Math-----Meets
Students with Disabilities-----Does Not Meet

Science-----Approaching
Free/Reduced-Price Lunch Eligible----Approaching

Academic Growth:

ELA-----Approaching
Free/Reduced-Price Lunch Eligible----Approaching
Minority Students-----Approaching

Math-----Approaching
Free/Reduced-Price Lunch Eligible----Approaching
Minority Students-----Approaching

Trends and Priority Needs:

We exceeded State and District averages in 5th grade in ELA and Math and met District averages in ELA for 3rd and 4th grade. We also exceeded District averages in Math for 3rd grade. However we did not meet state averages in ELA or Math for 3rd and 4th grade. The chart below depicts the percentages of students in grades 3-5 in ELA and Math for Spring 2015 and Spring 2016 PARCC Results. The data indicates

a large percentage of students scoring partially met and approached on ELA and math PARCC assessments. This correlates with our historic TCAP data since the 2011-12 school year.

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%

Spring 2015 Falcon Elementary School of Technology PARCC Results

	Did not meet	Partially met	Approached	Met	Exceeded	% of students at met or exceeded
3rd ELA	21%	8%	19%	48%	4%	52%
3rd math	15%	6%	25%	48%	6%	54%
4th ELA	9%	19%	26%	44%	2%	46%
4th math	13%	19%	24%	43%	2%	45%
5th ELA	9%	24%	30%	35%	2%	37%
5th math	4%	20%	33%	35%	9%	44%

| Spring 2016 Falcon Elementary School of Technology PARCC Results

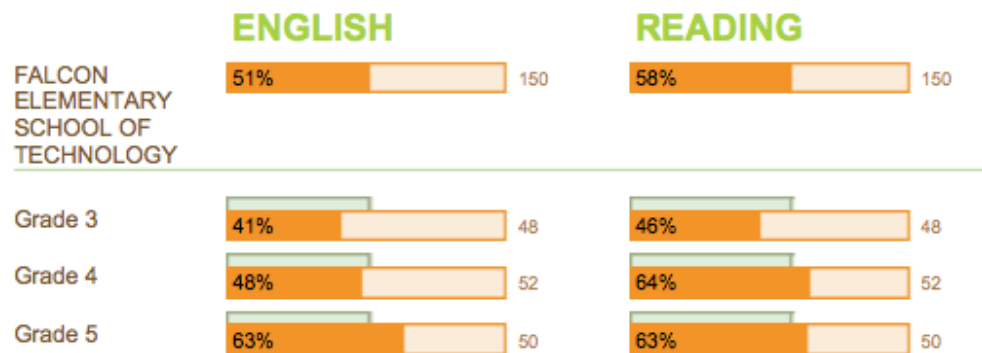
	Did not meet	Partially met	Approached	Met	Exceeded	% of students at met or exceeded	Change from 2015 to 2016
3rd ELA	12%	24%	28%	30%	6%	36%	Loss---was 52%
3rd math	10%	14%	46%	24%	6%	30%	Loss---was 54%
4th ELA	13%	23%	28%	34%	2%	36%	Loss---was 46%
4th math	11%	28%	32%	30%	0%	30%	Loss---was 45%
5th ELA	4%	24%	31%	42%	0%	42%	Gain---was 37%
5th math	9%	24%	24%	42%	2%	44%	Remained the same-44%

Academic Achievement in ELA

The student population for subgroups is too small to identify for English Learners. PARCC scores in ELA indicate significant decrease from Spring 2015 to Spring 2016. Due to a rating of "approaching" on the SPF with a percentile ranking of 48, we have identified this area as a priority performance challenge. The Spring 2016 PARCC Results chart above depicts the change in the percentage of students at met or exceeded from 2015 to 2016.

Our 3rd and 4th grade students scored comparable to the district; however, our 5th graders made a gain of 5% from Spring 2015 to Spring 2016 and a gain of 14% in D49. We had a high percentage of students in the approaching and partially met category for ELA. Those combined scores in 3rd grade were 52%; 4th grade was 51%; and 5th grade was 55%.

For the 2016-17 school year, students in grades 3-5 were assessed on grade level standards using ACT Aspire. This standards-based system of assessments monitors progress toward college and career readiness. According to our BOY ACT Aspire data, 51% of our 3rd-5th grade students were proficient in English and 58% in reading.



Academic Growth in ELA

As a whole, our students fell within the approaching rating in ELA with a Median Growth Percentile of 44 in 2016. We did not have SPF data for 2015; however, we have had a slight decline from 46 in 2014, and from 50 in 2013. According to the 2016 Preliminary SPF, growth gaps in ELA are approaching for minority students as well as Free/Reduced - Price Lunch Eligible. Our subgroup for Students with Disabilities was less than 20 students.

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 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 and writing (ELA).

Diagnostic assessments given to struggling readers have consistently identified gaps in the areas of phonemic awareness and phonics skills.

We have found that 43% of our incoming kindergarten students for the 2016-2017 school lacked necessary literacy skills when they began the year.

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. During the 14-15 school year, we identified that our reading program (Treasures) was not meeting the common core expectations and did not meet what PARCC was assessing. We then began the process of piloting two different reading programs (Wonders in K-2 and Benchmark Literacy in 3-5) for the 2015-2016 school year. At the end of the 15-16 school year, we identified through common assessments and progress monitoring data, that Wonders was not meeting our students needs or providing the rigorous expectations to support the new Common Core Standards. Therefore, we implemented a new pilot entitled SuperKids for the 16-17 school year in K, 1st, and 2nd. We have found a strong alignment with this program to the Common Core which will address the higher rigorous expectations and mastery across grade levels. As we delved into PARCC data and common assessments specifically around writing within ELA, we identified that we need to incorporate more written response to reading and more direct instruction in writing to text. Expressive writing is also an area of need. Along with incorporating new reading programs, as a school we are implementing the writing components within these programs. 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.

There is a lack of consistent implementation of Classroom Instruction that Works (CITW) and differentiation strategies.

In an effort to streamline the use of best practices during instruction, our school along with the Falcon Zone implemented professional development with Classroom Instruction that Works in the Fall of 2015. Teachers have started the process of using these strategies and implementing them on a regular basis but we still lack consistency across grade levels in these areas. Differentiation is also utilized more for struggling students but we lack implementation and consistency for students at higher ability levels.

Academic Achievement in Math

According to our Preliminary 2016 SPF, our students met expectations in Academic Achievement for Math with a Percentile Ranking of 57. Our Free/Reduced-Price Lunch Eligible and Minority Students also met expectations; however, our students with Disabilities did not meet with a Percentile Ranking of 5.

Our PARCC data for 2015 and 2016 indicates that we have a large group of students within the approaching category.

Spring 2015 Falcon Elementary School of Technology Math PARCC Results

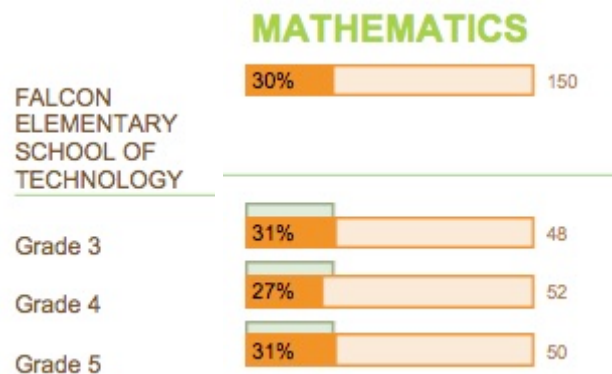
	Did not meet	Partially met	Approached	Met	Exceeded	% of students at <u>met</u> or exceeded
3rd math	15%	6%	25%	48%	6%	54%
4th math	13%	19%	24%	43%	2%	45%
5th math	4%	20%	33%	35%	9%	44%

Spring 2016 Falcon Elementary School of Technology Math PARCC Results

	Did not meet	Partially met	Approached	Met	Exceeded	% of students at <u>met</u> or exceeded	Change from 2015 to 2016
3rd math	10%	14%	46%	24%	6%	30%	Loss---was 54%
4th math	11%	28%	32%	30%	0%	30%	Loss---was 45%
5th math	9%	24%	24%	42%	2%	44%	Remained the same-44%

Our TCAP scores from previous years before PARCC were above the state average in 3rd and 5th grade and slightly below in 4th grade. Math achievement showed a slight decrease from 2012 to 2014 (2012-76%; 2013-75.3%; 2014-74%).

For the 2016-2017 school year, students were assessed on grade level standards in Math using ACT Aspire. According to the BOY ACT Aspire data, an average of 30% of our students were not yet proficient.



Academic Growth in Math:

According to our Preliminary 2016 SPF, our Median Growth Percentile was 46.5 which fell into the approaching rating. Our subgroups of Free/Reduced-Price Lunch Eligible and Minority students also fell within approaching. Our Students with Disabilities were too small to identify.

Academic Achievement in Science:

According to our Preliminary 2016 SPF, our Median Growth Percentile was 46 which fell into the approaching rating. Our subgroup of Free/Reduced-Price Lunch Eligible fell within approaching. Our English Learners, Minority Students, and Students with Disabilities were too small to identify.

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 and our comprehensive needs assessment, plans were put into place through our Title 1 funds. One of our implementations includes the instructional support of a Title 1 Interventionist. She supports students in reading during small and individual groups that have been identified through the Rtl process using BURST, Rite Flight, Nessy, F & P Leveled Intervention Library, Susan Barton, and Soday. In order to continue addressing our need for specific intervention support in writing and math we have hired an interventionist to provide writing and math support to all grade levels. Our PARCC data in ELA and Math also supports the need to provide small group/one on one support or reteaching opportunities. After school tutoring is provided through Title 1, which provides support for Reading and Math. Two 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 FASST Math tutoring support increases students' math fluency which our data indicates in an area of need for our students. Reading tutoring utilizes Nessy which provides phonics, phonemic awareness, decoding, and fluency support in grades K-5. All of these areas are essential in developing a strong foundation in reading and our students attending tutoring, need those skills in order to be successful. In-house PD is provided for teachers using a peer-coaching model. This will allow teachers to 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, MobyMax, "The Colorado Story" and FASTTMath. These online tools provide digital resources to our students in reading, math, science, and social studies and we need these resources in order for our students to continue to meet expectations. We provide our students

with Summer Bridge Learning Program books over the summer to practice and increase their learning. A total of 37 books were returned at the beginning of the 16-17 school year for grades 1-5 with 14 students completing 100% of their book. Teachers attended a Ruby Payne staff development earlier in the year with a focus on "A Framework for Understanding Poverty".

Our Family Involvement nights support our students and families with an academic focus (Reading, Writing, or Math). Our school hosts a family book club known as "One School-One Book" in which each family receives a book. We then follow-up with a movie night in the Spring that provides our families with strategies they can use at home to support their child in reading. Other family involvement activities include Muffins for Moms and Donuts for Dads which enables students to share their learnings within their classroom. We have also implemented an online resource this year for our parents of students in grades K-3 called "Bringing Up". Parents receive a short video through an e-mail which empowers them to initiate conversations with their child around Reading, Writing, Math, Science and SS. Our school also hosted a Love and Logic night this year in which 12 families participated.

District 49 also utilized our Title funds to hire a Family Engagement TOSA. She has supported FESoT with coordinating Love and Logic classes, conducting a parent survey, overseeing Community Readers, and obtaining library cards from the Pikes Peak Library District.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Prior Year Target: *Our goal is to increase our mean scale score in ELA by 7% as measured by PARCC from 742 to 794.*

Performance: *We did not meet our target. Our mean scale score was 738.9 and our percentile ranking was 48.*

Academic Achievement (Status) Reflection

Reading: *Our master schedule ensures specific blocks of time or devoted to interventions targeted to meet students needs. We also have coaching opportunities through SuperKids to ensure teachers are implementing the program with fidelity. Upon observations of 3rd, 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. Writing remains an area of concern and we are determined to work toward our students growing in this area. Professional development through Instructional Coach support has been implemented to support us in this area.*

Performance Indicator: Academic Growth

Academic Growth Reflection

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

•

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

•

Performance Indicator: Postsecondary & Workforce Readiness

Postsecondary & Workforce Readiness Reflection

Performance Indicator: Student Behavior

Student Behavior Reflection

-

Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

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.

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.

According to our Preliminary 2016 SPF for ELA/Math, Students with Disabilities did not meet expectations. Currently, we have 57 students out of a total of 305 that are in special education at FESoT which is 19% of our student population. Our special education programs include SLD, as well as SSN and SED.

We are in our second year of implementing Sonday for our students in Special Education. Also, all of our Special Education teachers are attending LETRS training as well as Reading Foundations. These professional development classes have given our teachers the strategies needed to provide our students with foundational skills in reading and writing.

We have also identified that for writing there has been a 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. PARCC data analysis by teams also identified writing to text, expressive writing, and written response to reading as additional areas of concern.

We have hired a Writing/Math Interventionist through our Title 1 program to support students with small group instruction in both Math and Writing. This occurs either within the classroom in a small group setting or one on one support based on need.

Trend Analysis

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



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%). Spring of 2015 was the inaugural year for CMAS/PARCC testing. Our PARCC ELA results also show a steady decrease in achieving the "met" category.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



We have experienced a steady decrease in students scoring proficient and advanced in 3rd and 4th grade on TCAP over the past 3 years and a 15% increase in 5th grade over the last year. 3rd ELA, 3rd math, 4th ELA, 4th math, and 5th ELA demonstrated a decrease in percentage of students scoring met or exceeded on the PARCC assessments in the spring of 2015 and 2016.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



Math: TCAP scores in Math have met the expected achievement performance level for the state according to the SPF with 75.23% P/A. According to the Preliminary 2016 SPF, academic achievement in math was 57 with a "meets" rating.

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



Math achievement has remained consistent over the last 3 years (2012-76%; 2013-75.3%; 2014-74%). Comparing spring 2015 to spring 2016 math PARCC data, 3rd and 4th graders decreased in the percentage of students "meeting" or "exceeding".

*Trend Direction: **Stable then decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



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). FESoT has had between 2% and 9% of our 3rd-5th grade students score "exceeded" on PARCC which is a decrease from the percentage of students scoring "advanced" on TCAP.

*Trend Direction: **Increasing then decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



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%. 5th grade continues to outscore our District in both ELA and math PARCC assessments for the last two years.

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



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%). 2016 PARCC ELA written expression percentage for 3rd-5th grades was 40% of our students "meeting" expectations. * See PARCC ELA sub-scores below

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***

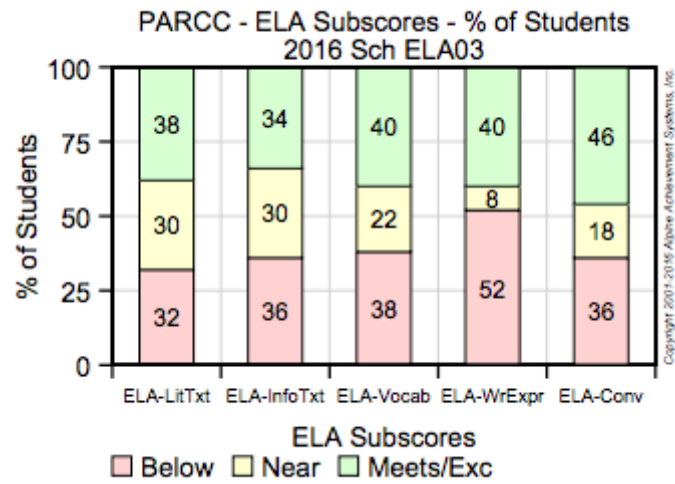


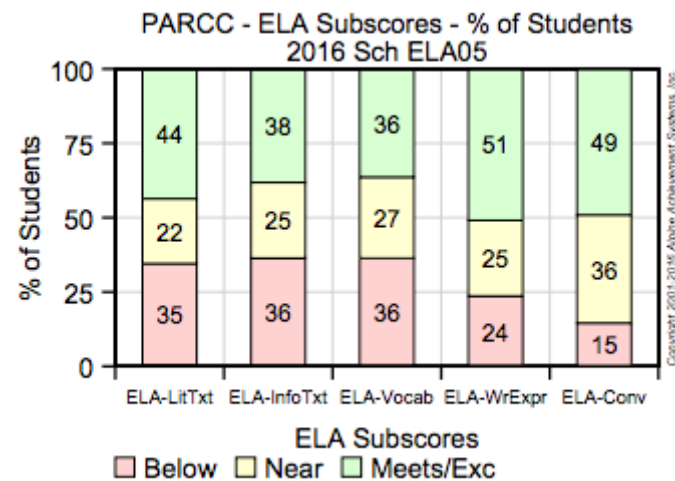
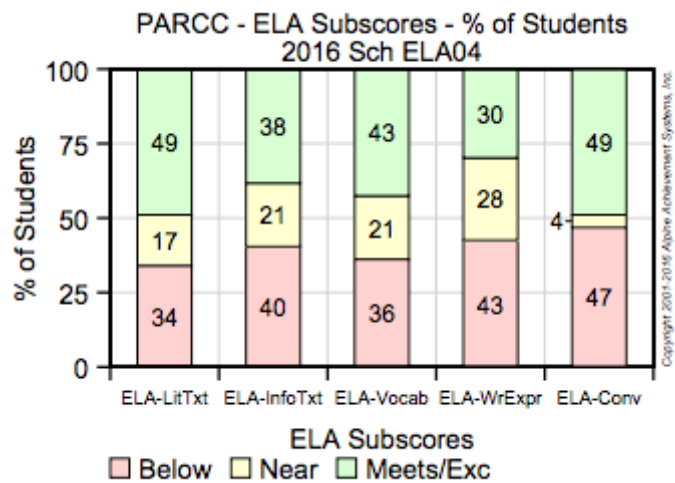
Over the last three years, students have achieved adequate growth in the areas of reading, math and writing. Academic growth achieved a rating of "meets" according to the 1-year and the 3-year SPF. According to the Preliminary 2016 SPF, we achieved an "approaching" rating in both ELA and math.

*Trend Direction: **Stable then decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Additional Trend Information:

* Spring 2016 PARCC ELA Sub-scores Results





Priority Performance Challenges and Root Cause Analysis

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

Relationship of UIP Elements

Priority Performance Challenges

READ Plan/MTSS-Rtl Data

SPF - ELA (English Language Arts)

SPF for ELA/Math - Students with Disabilities

Root Cause

READ Plan Data/MTSS-Rtl Data

SPF - ELA (English Language Arts)

SPF for ELA/Math - Students with Disabilities





Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

READ Plan/MTSS-Rtl:

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

SPF- ELA (English Language Arts):

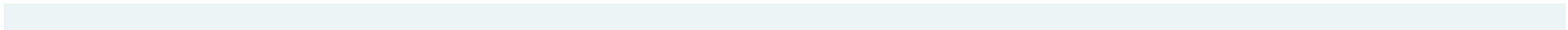
There is a lack of a consistent approach to how teachers at FESoT teach reading and writing.

There is a lack of consistent implementation of CITW (Classroom Instruction that Works) strategies and differentiation.

SPF - Students with Disabilities:

There is a lack of consistent implementation of CITW (Classroom Instruction that Works) strategies and differentiation.

Provide a rationale for how these Root Causes were selected and verified:



Our grade level and specialized teams analyzed data to determine root causes and to develop action steps. These teams included 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, CMAS/PARCC, DIBELS Next (mClass), ACT Aspire, AIMSWeb, DIBELS Math, and Burst Progress Monitoring Data. In addition to analyzing this data, our classroom teachers also analyzed data reading, writing, and math common assessments during weekly PLC meetings. As a team, we found that the trends were consistent across all measures. Based on the analysis, we determined priority needs and root causes. Each licensed staff member analyzed CMAS/PARCC data and provided reflections based on trends, targets of opportunity, and celebrations.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : READ Plan/MTSS-Rtl Data

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		R
Annual Performance Targets	2016-2017:	In accordance with our Falcon Zone Literacy goals, 90% of K-2 students will be proficient at Benchmark on DIBELS Next (EOY). Third grade students will be at 92% proficiency at Benchmark on DIBELS Next (EOY).
	2017-2018:	In accordance with our Falcon Zone Literacy goals, 92% of K-2 students will be proficient at Benchmark on DIBELS Next (EOY). Third grade students will be at 94% proficiency at Benchmark on DIBELS Next (EOY).
Interim Measures for 2016-2017:		DIBELS benchmark and progress monitoring, BURST Diagnostic, ACT Aspire

Priority Performance Challenge : SPF - ELA (English Language Arts)

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	According to our Preliminary 2016 SPF for ELA, we received an approaching rating with a state percentile ranking of 48. We will increase our state percentile ranking to 54.
	2017-2018:	Increase our state percentile ranking to 60.
Interim Measures for 2016-2017:		DIBELS benchmark and progress monitoring, BURST Diagnostic, ACT Aspire

Priority Performance Challenge : SPF for ELA/Math - Students with Disabilities

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	According to our Preliminary 2016 SPF for ELA, our state percentile ranking was 1 and our mean scale score was 708.6 for students with disabilities. We will increase our mean scale score to 720.
	2017-2018:	Increase mean scale score for Students with Disabilities to 744.
Interim Measures for 2016-2017:		DIBELS benchmark and progress monitoring, BURST Diagnostic, ACT Aspire, Sonday assessments, AIMSWeb probes

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M
Annual	2016-2017:	According to our Preliminary 2016 SPF for math, our state percentile ranking was 5 and our mean scale score was 711.1 for Students with Disabilities. We will increase our mean

Performance Targets		scale score to 722.
	2017-2018:	Increase our mean scale score for Students with Disabilities to 740.
Interim Measures for 2016-2017:		DIBELS Math, ACT Aspire, AIMSWeb probes, Eureka Math assessments and exit tickets

Planning Form

Major Improvement Strategy Name:

CITW and differentiation strategies

Major Improvement Strategy Description:

Consistently implement Classroom Instruction That Works (CITW) and differentiation strategies.

Associated Root Causes:

SPF for ELA/Math - Students with Disabilities: There is a lack of consistent implementation of CITW (Classroom Instruction that Works) and differentiation.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Intervention/Program Implementation	Utilize various research based intervention programs/strategies in all grade levels; Weekly PLC meetings; Instructional Coach support for all content areas; Project Based Learning (PBL) support with technology implementation;	08/04/2016 05/25/2018	Zone; Building level teachers; MobyMax; CITW Trainers;	Zone; McRel CITW; Classroom teachers; Instructional Coach; PBL teacher; Title 1 Reading Interventionist; Principal; Assistant Principal	In Progress	This School Year

MobyMax; READ
Plan support; CITW
support; ALP
support

FASTT Math	Implement FASTTMath (Fluency and Automaticity through Systematic Teaching with Technology) for grade 2-5 school wide as well as during before school tutoring.	08/04/2016 05/26/2017	Title 1: \$2374	Classroom teachers; Tutors	In Progress	This School Year
Rtl/MTSS Process/Hawk Kid Talk	Discuss Rtl/MTSS students and effectiveness of intervention strategies at focused PLC meetings (Hawk Kid Talk) once every three weeks for each grade level. Use Rtl/MTSS process to identify students needing Tier 2 and Tier 3 interventions. Discuss GT and Advanced students and	08/04/2016 05/25/2018	N/A	Classroom teachers; SpED teachers; Title 1 Interventionists; ELL teacher; Assistant Principal; Principal	In Progress	This School Year

	specific enrichment support.					
Healthy School Wellness Policy	Implement Healthy School Wellness Policy to include various initiatives such as Walking Club, Disc Golf, and GoNoodle. These activities will increase attendance and support academic achievement.	08/04/2016 05/26/2017	Kaiser Permanente Grant	PE teacher; Specials and Classroom teachers grades K-5; Title 1 Interventionist; Assistant Principal; Principal	In Progress	This School Year
"Love and Logic" night for families	Host a "Love and Logic" night at Falcon Elementary School of Technology for our families to give them parenting strategies.	08/30/2016 10/04/2016	Title 1: \$3500	Family Engagement TOSA; FESoT Families	Complete	This School Year
Professional Development Conference: "A Framework for Understanding Poverty".	Staff (4th grade, 5th grade, Specials, SpED, Counselor, PBL Interventionists & AP) attended "A Framework for Understanding Poverty: 10 Actions to Educate Students".	09/02/2016 09/02/2016	Title 1: \$1,022	4th/5th grade teachers; Specials, SpEd; Counselor; PBL Teacher; Title 1 Interventionists; Assistant Principal	Complete	This School Year
Before/After	Provide before	09/19/2016	Title 1: 3 people	Staff members as	In Progress	This School Year

School Tutoring	and after school reading/math tutoring for students grades 1-5 two days a week for one hour each day. Licensed teachers will work on specific identified skills and concepts to help close the learning gaps in reading and math.	05/24/2017	for 64 hours each @ \$20 per hour = \$3120 Benefits: \$1185.60 Total: \$4,305.60	tutors		
The Colorado Story SS Curriculum	Implement "The Colorado Story" fourth grade Social Studies curricular program. This is a blended learning model as well as a stand alone on-line only model. This program is fully aligned to the Colorado Academic Social Studies standards.	09/26/2016 05/26/2017	Title 1: \$2,382.35	Grade 4	In Progress	This School Year
Classroom Instruction That Works (CITW) Walk-Through Form	Administration will utilize CITW Walk-through Form developed by the Falcon Zone. Our	10/31/2016 05/26/2017	CITW Walkthrough Form through Google Doc	Principal; Assistant Principal; Instructional Coach	In Progress	This School Year

Instructional Coach will also use the form but not as an evaluation tool. She will use it to guide the mentor support she needs to provide to individual teachers and staff.

Classroom Instruction That Works (CITW) Trainer of Trainers Model	Our Assistant Principal and Instructional Coach completed the CITW Trainer of Trainers program. They will support all new staff as well as existing staff with implementation of CITW Instructional Strategies.	10/31/2016 05/26/2017	CITW Walk-Through Forms; Staff Meetings; PD Days	Assistant Principal; Instructional Coach	In Progress	This School Year
MobyMax	Implement Mobymax in grades K-5 which is an online resource in all content areas to challenge students and address skill deficits.	10/31/2016 05/26/2017	Title 1: \$699	Grades K-5	In Progress	This School Year
On-line Resource for parents;	"Bringing Up" is an on-line parent	10/31/2016 05/26/2017	Title 1: \$1000	Grades K-3	In Progress	This School Year

"Bringing UP".

empowerment tool for students grades K-3. Parents will receive an email with a two-minute video showing an activity that they can use to engage their child as well as cultivate their child's early math and literacy skills. The coordinating e-mail will focus on skills parents can reinforce with their children at home as well as providing questions parents can discuss with their child. Each video is available in English and Spanish.

Peer Coaching

Provide professional development by allowing Peer Coaching days for 13 classroom teachers, 3 SpED teachers, 3 Specials teachers, GT coach and 1 PBL teacher. This will enable classroom teachers to observe other teachers across our district in order to gain instructional strategies. This will also

11/14/2016
05/26/2017

Title 1: Subs provided for 20 teachers @ \$130 per day = \$3120 Benefits: 532.63 Total: \$3,652.63

13 classroom teachers; 3 SpED teachers; 3 Specials teachers; 1 PBL teacher; 1 ALP/GT coach

In Progress

This School Year

allow for our GT coach to observe classroom teachers in order to provide instructional/differentiation strategies for ALP implementation.

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Intervention/Program Implementation,	Staff attendance in PD days, PLC mtgs, staff mtgs; staff evaluation	Developing leadership capacity within our staff for them to provide ongoing support and training to all staff to ensure the implementation of interventions/programs. This will occur at staff meeting 2X per month; PLC meetings weekly; and scheduled Professional Development days throughout the year.	08/04/2016 05/25/2018	Zone; Classroom teachers; McRel CITW; PBL teacher; Instructional Coach; Title 1 Interventionist; Principal; Assistant Principal	Partially Met	This School Year
FASTT Math,	Student tutoring attendance; FASST Math reports	Monitor progress through common formative assessments; FASTT Math reports.	08/04/2016 05/26/2017	Classroom teachers; Tutor	Partially Met	This School Year
Rtl/MTSS Process/Hawk Kid Talk,	Rtl/MTSS Process/Hawk Kid Talk Google Sheets Doc	Keep documentation of interventions and next steps via	08/04/2016 05/25/2018	Classroom teachers; SpED teachers; Title 1 Interventionists;	Partially Met	This School Year

		Google Sheets. Check status at each Hawk talk and analyze data to determine effectiveness of intervention.		ELL teacher; Assistant Principal; Principal		
Healthy School Wellness Policy,	Healthy School Wellness Policy	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 all K-5 classrooms daily.	08/04/2016 05/26/2017	PE teacher, Specials and Classroom teachers; Title 1 Interventionists; Assistant Principal; Principal	Partially Met	This School Year
"Love and Logic" night for families,	"Love & Logic" family sign-up/attendance	Use results of survey to determine effectiveness of the program.	08/30/2016 10/04/2016	FESoT Families	Met	This School Year
Professional Development Conference: "A Framework for Understanding Poverty".,	Staff attendance and participation	Use learning to gain an awareness and understanding to socio-economic struggles and how they can impact learning and family involvement.	09/02/2016 09/02/2016	4th/5th grade teachers; Specials, SpEd teachers; Counselor; PBL Teacher; Title 1 Interventionists; Assistant Principal	Met	This School Year
Before/After School Tutoring,	Before/After School Tutoring attendance and	Student attendance will be tracked and	09/19/2016 05/24/2017	Staff members as tutors	Partially Met	This School Year

	progress monitoring	progress will be monitored Sept. - May. Utilize Engage NY for Math, FasttMath, Nessy, and Sonday to track progress.				
The Colorado Story SS Curriculum,	4th grade CMAS-social studies	We will monitor the success of the program through CMAS and weekly/unit assessments.	09/26/2016 05/26/2017	Grade 4	Partially Met	This School Year
Classroom Instruction That Works (CITW) Walk-Through Form,	CITW walk-through data	Utilize CITW Walk-Through Form developed by the Falcon Zone. Data will be tracked through Google Doc. FESoT and the Falcon Zone will analyze the data to determine what support or mentorship needs to be provided in order to support teachers with CITW implementation.	10/31/2016 05/26/2017	Principal; Assistant Principal; Instructional Coach	Partially Met	This School Year
Classroom Instruction That Works (CITW) Trainer of Trainers Model,	CITW agenda item during PLC meetings; make-up sessions	Our Assistant Principal and Instructional Coach will provide training to new staff as well as existing staff at	10/31/2016 05/26/2017	Assistant Principal; Instructional Coach	Partially Met	This School Year

		staff meetings and upcoming PD days. Data from CITW Walk-Through Forms will guide them on what support they need to provide and to whom.				
MobyMax,	MobyMax reports/usage	Utilize Mobymax reports to determine progress. Monitor implementation.	10/31/2016 05/26/2017	Grades K-5	Partially Met	This School Year
On-line Resource for parents; "Bringing UP".,	Bringing Up Stats	We will monitor progress of this program though DIBELS data, AimsWeb, and parent input.	10/31/2016 05/26/2017	Grades K-3	Partially Met	This School Year
Peer Coaching,	Peer Coaching reflection sheets	PD days will be schedule for all teachers for observation opportunities. Time will be provided during the PD day for collaboration/feedback to apply new learning. Teacher evaluations/observations will determine growth.	11/14/2016 05/26/2017	13 classroom teachers; 3 SpED teachers, 3 Specials teachers, 1 PBL teacher; 1 ALP/GT coach	Partially Met	This School Year
	Staff Meeting attendance	Admin and instructional coach will delve into various Growth Mindset books in order to identify strategies	11/18/2016 05/26/2017	Principal; Assistant Principal; Instructional Coach; All Licensed Staff	Not Met	This School Year

to share at upcoming staff meetings. Strategies will be shared and implemented within classrooms. Classroom observations will determine effectiveness of implementation.

Major Improvement Strategy Name:

Focus on primary literacy instruction

Major Improvement Strategy Description:

Provide an intentional focus on primary literacy instruction to achieve a goal of 100% reading proficiency by 3rd grade. Decrease the percentage of students requiring additional reading support.

Associated Root Causes:

READ Plan Data/MTSS-Rtl Data: There is a lack of a consistent approach to how teachers are teaching reading and writing.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
a050G00001KnnYd	Host parent involvement activities during the school year which include	08/01/2016 05/26/2017	Title 1: \$4692,10	All staff, FESoT families	In Progress	This School Year

Back to School
night, danishes
for dads/muffins
for moms, family
nights/One
School, One
Book/tech nights,

Reading
Committee

Created a reading
committee to
support the
implementation of
a school wide
reading initiative
focused on
increasing
student
achievement in
ELA. Initiative
includes: Free
books given to
students as part
of our Read to
Administrator
program for
3rd-5th graders;
WatchDOGS
reading to our
students; Free
books available in
cafeteria for all
students in grade
K-5; Little Free
Library located in
front entrance of
our building for
families;
Reading/Blogging
buddies school
wide; FESoT
school wide book

08/04/2016
05/25/2018

Title 1: Books for
family book club;
Books school
wide - 1 for each
family and each
staff member =
\$1942.88
(approximate cost
- exact amount to
be determined
when ordered in
January 2017)

Classroom
teachers, SpED
teachers, Title 1
Interventionist;
Specials
teachers,
Principal;
Assistant
Principal; ELL
teacher

In Progress

This School Year

club for families to include a family movie night to watch the movie associated with the book; Community Readers reading to students in grades K-5; School wide Read and Feed; Reader Wall of Fame highlights students who have reading minute goals.

Reading Pilot Grades K-2	Implement reading pilot of SuperKids in grades K-2.	08/04/2016 05/27/2017	SuperKids	Grades K-2 classroom teachers; Instructional Coach; Principal; Assistant Principal	In Progress	This School Year
Interventionist Support	Provide an interventionist to support students in writing and math. Students will get small group instruction for one and one support from our writing/math interventionist during a specified writing/math block as a push-in model daily.	08/04/2016 05/25/2017	Title 1: 5 1/2 hours a day @ \$20 an hour = \$18,810 Benefits: \$4,326.30 Total: \$23,136.30	Title 1 Writing/Math Interventionist	In Progress	This School Year

Title 1 Reading Interventionist	Our Title 1 Reading Interventionist Teacher implements reading intervention with BURST; Right Flight; Nessy and F & P Intervention Library with a scheduled group of students. Her support will occur daily.	08/04/2016 05/25/2017	Title 1: Salary: \$34,000 Benefits: \$12,920 Total: \$46,920	Title 1 Interventionist	In Progress	This School Year
Reading and Writing (ELA) Instruction	Provide and share effective strategies of ELA (reading and writing) instruction with grade level teams through PLC's; staff meetings, and vertical alignment conversations. This will occur weekly.	08/10/2016 05/23/2018	Colorado Academic Standards; Benchmark Literacy; SuperKids; Craft Plus Strategies; Writing Continuum	Classroom teachers; Instructional Coach; Administration	In Progress	This School Year
Hawk Time/Sunday	Teacher will teach BURST during Hawk Time, which is a block of time built into the daily schedule to support interventions within the	08/22/2016 05/25/2018	Sondag; BURST; Master block schedule	Classroom teachers; SpED teacher; Title 1 Interventionist	In Progress	This School Year

classroom as well as pull-outs. Our SpED teacher will provide a comprehensive program, Souday, based on student's needs. This will occur daily.

Discovery Education	Implement Discovery Education, which is an online education resource aligned to the common core in order 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 English Language Arts, Science, Social Studies and Health. Program will be monitored through data reports.	09/15/2016 05/27/2017	Title 1: K-8 Site License \$3595	K-5 Teachers	In Progress	This School Year
BrainPOP	Implement BrainPOP, which is an online educational	09/15/2016 05/26/2017	Title 1: Site License \$2295	K-5 grade teachers	In Progress	This School Year

resource aligned to the common core. The program creates animated curricular content that engages students for ELA/Math and supports students gaps in learning. Program implementation will occur daily and will be monitored through data reports.

Kindergarten
Screening

Provide Kindergarten screening for students entering Kindergarten in Fall of 2017. Share the results of the screening with parents and provide them with materials to practice over the summer in order to support their child for the upcoming school year. Teachers will also use the results of the screening to develop their class lists in order

04/15/2017
05/25/2017

Kindergarten
Screening
Assessment

Kindergarten
teachers;
Kindergarten
Parents;
Principal;
Assistant
Principal

Not Started

This School Year

	to provide balanced classes based on needs.					
Summer Bridge Learning Program books	Provide students with Summer Bridge Learning Program books over the summer to practice skills and increase their learning. Students review prior learning and begin learning material for the grade level they are entering.	05/25/2017 08/01/2017	Title 1: 310 books \$3372.60	Classroom teachers; Students and Families	Not Started	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
a050G00001KnnYd,	Parent Involvement	Measure parent involvement by parental attendance and evaluation/feedback forms.	08/01/2016 05/26/2017	All staff; FESoT families	Partially Met	This School Year
Reading Committee,	Reading Committee	Monthly Reading Committee meetings to determine effectiveness of initiative and move to quarterly meetings. Use DIBELS progress	08/04/2016 05/25/2018	All Committee Members	Partially Met	This School Year

		monitoring data to determine student growth in reading.				
Reading Pilot Grades K-2,	Reading Pilot Grades K-2	Utilize DIBELS data to determine effectiveness of K-2 pilot program; share progress through PLC meetings; provide PD to ensure fidelity of implementation. Implementation will occur daily.	08/04/2016 05/27/2017	Grades K-2 classroom teachers; Instructional Coach; Principal; Assistant Principal	Partially Met	This School Year
Interventionist Support,	Interventionist Support	Implement instructional support in writing/math through a writing/math interventionist. She will work with small groups of students based on individual needs. PARCC writing data and classroom rubrics will measure student progress.	08/04/2016 05/25/2017	Title 1 Writing/Math Interventionist	Partially Met	This School Year
Title 1 Reading Interventionist,	Title 1 Reading Interventionist	Support students in small groups with reading interventions (BURST, Right Flight, Nessy, F & P Intervention Library). Progress	08/04/2016 05/25/2017	Title 1 Interventionist	Partially Met	This School Year

		is monitored via DIBELS.				
Reading and Writing (ELA) Instruction,	Reading and Writing (ELA) Instruction	Staff development and staff meetings focused on sharing reading and writing strategies; vertical alignment conversations	08/10/2016 05/23/2018	Classroom teachers; Instructional Coach; Administration	Partially Met	This School Year
Hawk Time/Sunday,	Hawk Time/Sunday	Teachers' lesson plans and daily schedules reflect scheduled intervention times	08/22/2016 05/25/2018	Classroom teachers; SpED teachers; Title 1 Interventionist	Partially Met	This School Year
Discovery Education,	Discovery Education	Discovery Education used in classroom daily to support ELA, Science, SS and Health. Utilize common formative assessments.	09/15/2016 05/27/2017	K-5 teachers	Partially Met	This School Year
BrainPOP,	BrainPOP	Common formative assessments and quick check	09/15/2016 05/26/2017	K-5 teachers	Partially Met	This School Year
Kindergarten Screening,	Kindergarten Screening	Use beginning of year assessment to help with grouping/placement as well as information for parents in order for them to provide support to their	04/15/2017 05/25/2017	Kindergarten teachers; Kindergarten parents; Principal; Assistant Principal	Partially Met	This School Year

child over the summer.

Summer Bridge Learning Program books,	Summer Bridge Learning Program Books	We will measure program success by the number of completed books returned by the beginning of the next school year. Students will be recognized with a medal and their name announced over the intercom and a positive phone call made to parents.	05/25/2017 08/01/2017	Classroom teachers; Students and families	Partially Met	This School Year

Addenda

For Schools Operating a Title I Schoolwide Program

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 reference to section)

Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?	Section III: Data Narrative and Section IV: Action Plan	Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide reference to the appropriate section here. Please refer to the Data Narrative (Title 1 Plan) and Action Plan.
Reform Strategies: 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?	Section IV: Action Plan	Note: This requirement should be fully described in the UIP action plan. The school may add additional “major improvement strategies” as needed. Just provide reference to the appropriate section here. Please refer to action steps listed in the Action Plan.
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	Teacher evaluation completed by both the Principal and Assistant Principal help to guide the types of professional development needed for staff. Our Instructional Coach also establishes the need for what PD is needed based on her observations and conversations with teachers. In addition, PLC conversations and student data are also used to determine next steps.
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	Parent/Teacher conferences are held each semester with parents to discuss progress of their student (a translator will be available if necessary). Our Title 1 plan/compact and initiatives are shared at School Advisory Committee (SAC) meetings as well as at Back to school night meetings. Our UIP will be discussed and shared at our Dec. SAC meeting and available for review upon request.
Teacher Recruitment and Retention: What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?	Section III: Data Narrative and Section IV: Action Plan	The certification of the Title 1 Intervention Specialist and paraprofessionals will be monitored to ensure that they are highly qualified. Maintain a staff of highly qualified, high-quality teachers by ensuring this is a requirement upon hiring.
Data Analysis: How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?	Section III: Data Narrative and Section IV: Action Plan	PLC meetings are focused around data sharing. Hawk Kid talk (focused RtI PLC conversations) are centered around student data, intervention support, and instructional next steps. Benchmark data is shared amongst all grade levels during at staff meeting at BOY, MOY and EOY.

Timely Intervention: How will students be identified for and provided early interventions in a timely manner?	Section IV: Action Plan	Hawk Kid Talk (focused Rtl PLC conversations) are centered around discussing students needing additional support. Data is shared and interventions are recommended and applied. Hawk Kid Talk occurs every 3 weeks in order to follow up on the effectiveness of the intervention.
Parent Involvement: How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?	Section IV: Action Plan	Host parent involvement activities during the school year; One Book One school Family Night; Muffins for Moms/Donuts for Dads; Back to School Night; iPad Family Nights Parent surveys will be used to drive the effectiveness of our parent involvement nights. Our goal is to encourage parent involvement and to provide our families with strategies so that they can support their young learners at home.
Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?	Section IV: Action Plan	The Kindergarten teachers will meet with the Head Start teacher each spring and discuss the academic strengths and weaknesses of students moving into Kindergarten. With this information, Kindergarten teachers will have a good understanding of the academic strengths and weaknesses of students moving into Kindergarten and will use that information to plan instruction for the 16-17 school year.
Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and local funds?	Section IV: Action Plan (, Resource Column	Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide reference to the appropriate section here. Please refer to action steps within the Action Plan.

Attachments List

FALCON HIGH SCHOOL UIP 2016-17

District: **FALCON 49** | Org ID: **1110** | School ID: **2908** | Framework:
Performance Plan: Low Participation | Draft UIP

Colorado's Unified Improvement Plan for School (2016-2017)

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Executive Summary

How are students performing? Where will the school focus 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, PWR), where the School did not meet federal, state and/or local expectations.

Name: English Language Arts Growth

Description: English Language Arts Growth: Students are showing a decline in ELA achievement and growth.

Name: Math Achievement and Growth

Description: Math Achievement and Growth: All students are experiencing lower than expected achievement and growth.

Name: Colorado ACT Scores

Description: Colorado ACT Scores are flat, hovering around the state expectation of 20.0

Name: ICAP Completion

Description: All students must have a completed ICAP.

Why is the education system continuing to have these challenges?

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

Name: Reading/Writing Strategies for high school students

Description: Special Education teachers are not necessarily trained reading or math specialists. Often IEPs goals are not tied to Colorado Academic Standards. Reading strategies are not typically taught to secondary students, but rather students are merely offered opportunities and expected to read. ACT Aspire testing also shows that our students struggle with Craft and Structure, a skill that is not currently addressed in our curriculum. Reading Plus and Literacy classes are offered to our lowest readers, but no interventions for our other struggling readers.

Name: Math Curriculum

Description: - 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. - Students struggling in math are placed in Rtl interventions, such Intermediate Math instead of, not in addition to, grade level curriculum.

Name: Test Preparation

Description: 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.

Name: Time and personnel for ICAP completion

Description: 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. Additional ICAP training is also needed for advisors.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Major Improvement Strategy #1: Aligned and Viable Math Curriculum

Description: Major Improvement Strategy #1: Implement with fidelity the aligned and viable 9th - 11th grade math curriculum (Algebra I, Geometry, and Algebra II) and provide resources to help students with gaps in prior math knowledge and skills.

Name: IEP goals

Description: 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

Name: SAT Preparation

Description: Major Improvement Strategy #2: Develop and deliver SAT preparation materials to improve knowledge and skills for all 11th graders prior to the 2017 SAT exam.

Name: Craft and Structure in Reading

Description: Major Improvement Strategy #4: A school wide focus on PD for teachers to improve reading skills, specifically craft and structure as measured by ACT Aspire.

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

N/A

School Support Team or Expedited Review

Has (or will) the school participated in an SST or Expedited Review? If so, when?

N/A

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

Improvement Plan Information

The school/district 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 (CGP)

☐ School Improvement Support Grant

☐ Other

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

Falcon High School (FHS) is a suburban/rural school in Falcon School District 49. There are currently approximately 1150 students with the following demographic breakdown: Asian: 3%, Black: 12%, Hispanic: 17%, Native American: 1%, White: 67%, and Free and Reduced lunch: 21%. 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 in August with teachers. Professional Development prior to the start of the school year includes data analysis session of both PARCC and Aspire 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 will also be provided to the SAC. Discussions will follow with the FHS Student council and FHS Principal's Council for their input as well. This process was started the end of July, and was 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.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Prior Year Target: *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 to 68.*

Performance: *Percentile rankings are reported by subject area and are as follows for the PARCC and CMAS testing. The percentile ranking for ELA was a 21. for Math a 39, and for Science a 30 for the 2016 tests. In all three areas student performance was approaching state expectations. We had lower test participation than in any year in recent history and many of our highest achieving students were choiced out of test by their parents.*

Academic Achievement (Status) Reflection

In all three areas, ELA, Math, and Science, student performance was approaching state expectations. We had lower test participation than in any year in recent history and many of our highest achieving students were choiced out of testing by their parents. This year we are providing incentives for students to participate in testing. We are in our second year of a new math curriculum and additional support through math labs. We also have Reading Plus and Literacy classes to support students that struggle in ELA.

Performance Indicator: 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 by 5 raising it from 63 to 68.*

Performance: *Percentile rankings are reported by subject area and are as follows for the PARCC and CMAS testing. The percentile ranking for ELA was a 21. for Math a 39, and for Science a 30 for the 2016 tests. In all three areas student performance was approaching state expectations. We had lower test participation than in any year in recent history and many of our highest achieving students were choiced out of test by their parents.*

Academic Growth Reflection

In all three areas, ELA, Math, and Science, student performance was approaching state expectations. We had lower test participation than in any year in recent history and many of our highest achieving students were choiced out of testing by their parents. This year we are providing incentives for students to participate in testing. We are in our second year of a new math curriculum and additional support through math labs. We also have Reading Plus and Literacy classes to support students that struggle in ELA.

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

-

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Academic Growth Gap data was not available for the 2014-2015 school year due to the transition to RARCC. Our trends in reading and writing had continued in an upward trajectory, while math has continued to decline. As the new SPF PARCC data was released for 2016-2016, Academic Growth was "Approaching" or "Does Not Meet" for all student groups. Growth Percentile for students in Math was between 32.0 and 39.5, with FRL-eligible students at the 39.5 growth percentile and non-minority/white students at the 32.0 percentile.

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

-

Performance Indicator: Postsecondary & Workforce Readiness

Prior Year Target: *Our goal is to have mean CO ACT of 21.0 or higher*

Performance: *The mean CO ACT score for 2016 was 20.5 which meets the state expectation but fell short of our goal of 21.*

Prior Year Target: *Our goal is to have completed ICAPs for at least 90% of students.*

Performance: *FHS fell just short of its goal with 89% of students completing their ICAPs.*

Postsecondary & Workforce Readiness Reflection

The counselors and ICAP advisors 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.

The ACT goal of 21.0 or higher was not met but overall ACT score increased slightly to 20.5.

Performance Indicator: Student Behavior

Student Behavior Reflection

•

Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

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.

1. *The FHS School Performance Framework (1 year) rates Falcon High School as a "Performance: Low Participation" school. FHS was approaching state expectations in Academic Achievement and Academic Growth and exceeded state expectation in Postsecondary and Workforce Readiness. FHS earned: a mean scale score of 727.2 for ELA Academic Achievement and a 726.3 mean scale score for Math Academic Achievement, a Median Growth Percentile in ELA of 26.0 and a Medial Growth Percentile in Math of 35.0, and earned 15/17 possible points for Postsecondary and Workforce Readiness, and did not meet the 95% Test Participation expectation. The disaggregated groups not meeting the state expectation for Academic Achievemnt are listed below:*

English Language Arts – Approaching overall and in all areas except: Does Not Meet for the following groups - students with disabilities , and FRL students

Mathematics – Approaching overall and in all areas except: students with disabilities (Does Not Meet)

Improvements from previous year: No growth data available in 2015-2016

Decline from previous year: No growth data available in 2015-2016

2015-2016 Results for Academic Growth:

English Language Arts - Does Not Meet

Math - Approaching

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 and growth in all content areas. Student incentives are being put in place for students that perform well on Spring ACT Aspire tests as well as on CMAS and PARCC tests. Students that did not perform at a proficient level on the Fall ACT Aspire testing were evaluated by the Rtl team and placed in interventions such as Reading Plus and/or Math 180 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 2016 PARCC 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 PARCC test results, student surveys, analysis of ACT Aspire 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. PARCC 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. Observation 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:

PWR Indicator	Student Groups	Rate Score	Rating
Dropout	All Students	0.5%	Exceeds
COACT	All Students	20.2	Meets
Matriculation	All Students	56.8%	Approaching
	2-year higher ed	18.5%	-
	4-year higher ed	31.7%	-
	Career and Technical ed	11.1%	-
Graduation	All Student	97.5%	Exceeds
	English Language Learners	-	-
	FRL Eligible	97.0%	Exceeds
	Minority Students	97.1%	Exceeds
	Students with disabilities	95.0%	Exceeds
Total			Exceeds

Priority and Performance Challenges:

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

English Language Arts Growth:

All students are experiencing lower than expected growth.

Math Growth:

All students are experiencing lower than expected growth.

Test Participation Rates:

For the 5 years prior to the 2015-2016 school year Falcon High School's test participation rates have been between 98% and 100%. Last 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 will send 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. We are also offering incentives (like free parking places) to students who participate and do well on the tests.

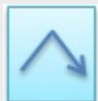
Trend Analysis

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



With the new PARCC testing in Math our students are Approaching in all areas overall, rather than the more typical FHS rating of Meets. 2014 Math – 37.46% Proficient & Advanced on TCAP (2% decrease from 2013) Received rating of Meets on the School Performance Framework. 2014 – 9th 39%, 10th 34% (P & A on TCAP) 2013 – 9th 43%, 10th 35% (P & A on TCAP) 2012 – 9th 42%, 10th 34% (P & A on TCAP) 2011 – 9th 43%, 10th 35% (P & A on CSAP) For the 9th grade students, math scores dipped 4% from 2013. 10th grade the percent of students scoring P & A on the state assessment has remained flat over the past 4 years. (SPF 2014).

Trend Direction: Decreasing - Notable Trend: Yes - Performance Indicator Target: Academic Achievement (Status)



With the new PARCC testing our growth gaps decreased dramatically in the Area of English Language Arts, with minority students outperforming white students in several areas. Students eligible for FRL and males still need to be an area of focus. 2014 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.

*Trend Direction: **Increasing then decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth Gaps***



With the new PARCC testing our growth gaps decreased dramatically in the Area of Math, with minority students and students eligible for FRL outperforming white and other students in several areas. 2014 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.

*Trend Direction: **Increasing then decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth Gaps***



With the new PARCC testing our students are Approaching in all areas overall, rather than the more typical FHS rating of Meets. ACT Aspire testing shows that our students need to improve in the areas of Craft and Structure. Writing – Falcon High School received a Meets Rating in this area and a Meets Rating for the prior 2 years According to the Colorado Growth Model in 2013: Higher Achievement and Lower Growth in writing (Observed Growth Percentile: 46, Adequate Growth Percentile: 39)

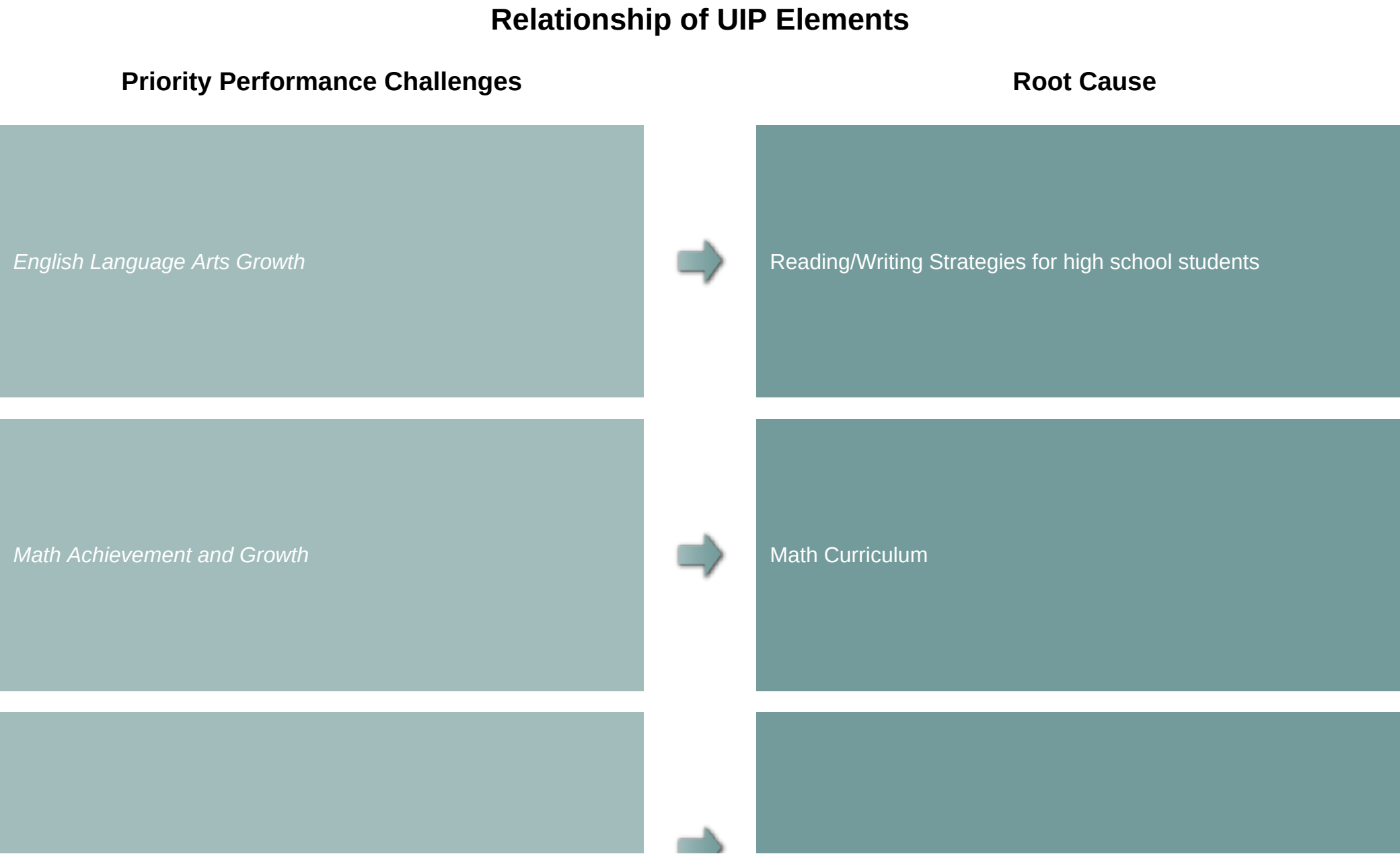
*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

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



Colorado ACT Scores



Test Preparation

ICAP Completion



Time and personnel for ICAP completion



Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Because our greatest area of need for improvement as indicated by our PARCC and Aspire test data analysis process and School Performance Framework was in the areas of student academic growth and achievement our School Improvement Committee prioritized these as the areas for focused improvement. English Language Arts and Math academic growth are the areas of primary focus.

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.

Provide a rationale for how these Root Causes were selected and verified:

Data analysis of PARCC and ACT Aspire 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. PARCC and ACT Aspire test 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.

Additional Narrative / 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
Falcon HS 48		23	29

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: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : English Language Arts Growth

Performance Indicator:		Academic Growth
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	Increase FHS mean scale score percentile rank by 5 points annually in ELA.
	2017-2018:	Increase FHS mean scale score percentile rank by 5 points annually in ELA.
Interim Measures for 2016-2017:		5% growth in students meeting benchmark on the ACT Aspire from Interim 1 to Interim 2 tests for ELA.

Priority Performance Challenge : Math Achievement and Growth

Performance Indicator:		Academic Achievement (Status)

Measures / Metrics:		M
Annual Performance Targets	2016-2017:	Increase FHS mean scale score percentile rank by 5 points annually in math.
	2017-2018:	Increase FHS mean scale score percentile rank by 5 points annually in math.
Interim Measures for 2016-2017:		Increase FHS ACT Aspire scores by 5% from Interim 1 to Interim 2.

Priority Performance Challenge : Colorado ACT Scores

Performance Indicator:		Other
Measures / Metrics:		
Annual Performance Targets	2016-2017:	Increase FHS SAT scores from 20.2 (ACT) to the SAT equivalent of a 22 on the ACT (1110).
	2017-2018:	Increase FHS SAT scores) to the SAT equivalent of a 23 on the ACT (1140).
Interim Measures for 2016-2017:		5% growth in students meeting benchmark on the ACT Aspire Interim tests.

Priority Performance Challenge : ICAP Completion

Performance Indicator:		Other
Measures / Metrics:		
Annual Performance Targets	2016-2017:	95% ICAP Completion rate for all students.
	2017-2018:	97% ICAP Completion rate for all students.

Interim Measures for 2016-2017: 55% ICAP Completion rates for all students by January 2017.

Planning Form

Major Improvement Strategy Name:

Major Improvement Strategy #1: Aligned and Viable Math Curriculum

Major Improvement Strategy Description:

Major Improvement Strategy #1: Implement with fidelity the aligned and viable 9th - 11th grade math curriculum (Algebra I, Geometry, and Algebra II) and provide resources to help students with gaps in prior math knowledge and skills.

Associated Root Causes:

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Teacher PD	Beginning of the year PD with Math Curriculum provider and quarterly PD through PLCs	08/01/2016 05/05/2017	Houghtin Mifflin Training Personnel	Math teachers, Instructional Coach, and Administration	In Progress	This School Year
Alignment with Middle School	Beginning of the year meeting between middle and high school teachers to ensure vertical alignment and student preparation for high school	08/01/2016 08/31/2016	Time during PD at both the middle and high schools. Curriculum maps from vendors and shared Algebra Curriculum	Math teachers and administration at middle and high schools.	Complete	This School Year
Math PLCs	Weekly PLCs to	08/12/2016	Time for PLC and	Math teachers,	In Progress	This School Year

	align curriculum vertically and horizontally	05/05/2017	administration support	Instructional Coach, and Administration		
Math Supports	Provide students with resources to fill gaps in math learning and help support students with homework	09/02/2016 05/19/2017	Math 180 and Math Lab software and class	Math teachers and Administration	Complete	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Aligned and Viable Math Curriculum check	Monthly check on status of PD and alignment of math curriculum by assistant principal and PLC notes	08/01/2016 05/05/2017 Monthly	Assistant principal and math teachers	Partially Met	This School Year

Major Improvement Strategy Name:

IEP goals

Major Improvement Strategy Description:

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

Associated Root Causes:

Reading/Writing Strategies for high school students: Special Education teachers are not necessarily trained reading or math specialists. Often IEPs goals are not tied to Colorado Academic Standards. Reading strategies are not typically taught to secondary

students, but rather students are merely are offered opportunities and expected to read. ACT Aspire testing also shows that our students struggle with Craft and Structure, a skill that is not currently addressed in our curriculum. Reading Plus and Literacy classes are offered to our lowest readers, but no interventions for our other struggling readers.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
PD through PLCs	PD around the Colorado Academic Standards and IEP goals tied to those standards will happen monthly in the IEP PLCs.	08/26/2016 05/05/2017	Time in PLCs, support from administration and central office IEP personnel.	Assistant Principal and Special Education Teachers	In Progress	This School Year
Policies and Procedures	Policies and procedures will be developed to ensure that goals are tied to grade level standards and that accommodations are appropriate in all IEPs	09/30/2016 05/12/2017	Time, support from central office and flow chart software	Administration	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	PD and Polies and Procedures - monthly	Monitor notes from Special	09/30/2016 05/12/2017 Monthly	Assistant principal and special education teachers	Partially Met	This School Year

Education PLCs
and monitor IEPs
monthly

**Major Improvement Strategy
Name:** SAT Preparation

**Major Improvement Strategy
Description:** Major Improvement Strategy #2: Develop and deliver SAT preparation materials to improve knowledge and skills for all 11th graders prior to the 2017 SAT exam.

Associated Root Causes:

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.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Test Preparation	ACT Aspire testing will be used to identify areas where growth is needed and teachers will develop lessons and warm ups to address areas of growth	09/30/2016 04/07/2017	ACT Aspire tests and time to administer tests. PD on how to interpret the test data.	All staff, administration and district SAC	In Progress	This School Year
PLC Time	PLC time at least once a month to evaluate test data	09/30/2016 04/07/2017	PLC time and sample problems from SAT and	All staff, instructional coach and	In Progress	This School Year

and develop common test prep materials via warm ups or focused lessons. Deliver developed lessons.

ACT Aspire to address specific areas of concern

administration.

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Test Preparation	Identify areas of growth using ACT Aspire data and develop lessons to address areas of weakness	09/30/2016 04/07/2017 Quarterly	All staff, instructional coach and administration	Met	This School Year
	PLC Time	PLC time used to evaluate test data at least monthly and develop lessons to address areas of concern.	09/30/2016 04/07/2017 Monthly	ELA staff and administration	Met	This School Year

Major Improvement Strategy Name:

Craft and Structure in Reading

Major Improvement Strategy Description:

Major Improvement Strategy #4: A school wide focus on PD for teachers to improve reading skills, specifically craft and structure as measured by ACT Aspire.

Associated Root Causes:

Reading/Writing Strategies for high school students: Special Education teachers are not necessarily trained reading or math specialists. Often IEPs goals are not tied to Colorado Academic Standards. Reading strategies are not typically taught to secondary students, but rather students are merely offered opportunities and expected to read. ACT Aspire testing also shows that our students struggle with Craft and Structure, a skill that is not currently addressed in our curriculum. Reading Plus and Literacy classes are offered to our lowest readers, but no interventions for our other struggling readers.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Teacher PD	Professional Development for teachers will be provided by an outside source followed by monthly PD in PLCs	10/07/2016 05/05/2017	PLC time, outside PD provided by Administration and samples of lesson plan focused on Craft and Structure	ELA teachers, Instructional Coach, and Administration	In Progress	This School Year
Data Analysis	ACT Aspire data from Interim 1 and Interim 2 tests will be analyzed to monitor growth in the area of craft and structure in reading	10/07/2016 05/05/2017	ACT Aspire data and training on interpretation of data.	ELA teachers, instructional coach, and administration	In Progress	This School Year

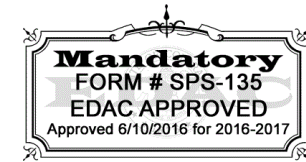
Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Teacher PD	One time Professional Development for	10/07/2016 05/05/2017 Monthly	ELA teachers, Instructional Coach, and	Partially Met	This School Year

	teachers followed by monthly PD in PLCs		Administration
Data Analysis	Use ACT Aspire data to monitor growth in craft and structure in reading.	10/07/2016 05/05/2017 Quarterly	ELA teachers, Instructional coach, and administration.

Addenda

Attachments List



FALCON MIDDLE SCHOOL UIP 2016-17

District: **FALCON 49** | Org ID: **1110** | School ID: **2906** | Framework:
Performance Plan | **Draft UIP**

Colorado's Unified Improvement Plan for School (2016-2017)

Table of Contents

Executive Summary
Improvement Plan Information
Narrative on Data Analysis and Root Cause Identification
Action Plans
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Executive Summary

How are students performing? Where will the school focus 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, PWR), where the School did not meet federal, state and/or local expectations.

Name: Math Achievement

Description: Overall, Falcon Middle School is Meets in the area of academic achievement for math. However, our Free/Reduced Lunch

eligible students are approaching; our Minority students are approaching; our Students with Disabilities Do not Meet in terms of achievement. All of these measurements are according to our 2016 School Performance Framework.

Name: Math Growth

Description: Overall, Falcon Middle School is Approaching in the area of academic growth for math. Our Free/Reduced Lunch eligible students are approaching; our Minority students Do not Meet; our Students with Disabilities are Approaching in terms of Growth. All of these measurements are according to our 2016 School Performance Framework.

Name: Academic Growth

Description: Overall, Falcon Middle School is Approaching in the area of Academic Growth as a school. Along with the specific focus on the math groups needing growth, our Students with Disabilities are approaching in the area of English Language Arts.

Why is the education system continuing to have these challenges?

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

Name: Instructional Differentiation

Description: Instructional Differentiation taking place in the classroom is not intensively targeted to meet individual student needs.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Best Instructional Practices

Description: Falcon Middle School will implement best instructional practices to effectively differentiate instruction for all learners in the classroom.

Name: 49 Pathways

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

No

School Support Team or Expedited Review

Has (or will) the school participated in an 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

Improvement Plan Information

The school/district 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 (CGP)

☐ School Improvement Support Grant

☐ Other

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

Falcon Middle School is located in Eastern El Paso County in Falcon School District 49. We are a public middle school servicing 6th, 7th, and 8th grades. Falcon Middle School has approximately 980 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 Preliminary 2016 School Performance Framework, Falcon Middle School received a Performance Rating.

As part of our professional development and professional learning community (PLC) time during the 15-16 and 16-17 school years, all FMS staff reviewed the achievement and growth data from both PARCC and CMAS to begin the school improvement planning process. Staff 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 meets in the overall indicator rating for academic achievement. In the academic achievement area, Free/Reduced Lunch eligible students were approaching in the areas of English/Language Arts, Math, and Science. Our students with disabilities did not meet expectation in the area of English/Language Arts, Math, and Science. Minority students are approaching in the area of math for academic achievement. Falcon Middle School was approaching for the state performance expectation in academic growth overall. More specifically, our students with disabilities population is approaching in the areas of English/Language Arts and Math. Our Free/Reduced Lunch eligible students were approaching in the area of math growth and our minority students did not meet for academic growth in math. Staff have placed significant emphasis on math intervention for the 2016-2017 school year due to the lower achievement and growth areas in this content area.

Throughout the 16-17 school year, FMS Teachers will be administering the ACT Aspire interim and summative assessments to progress monitor students and see where their mastery of the content standards exists. They will also be measuring growth in terms of how the students progress on their demonstration of the content each time they test.

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 have been analyzing the PARCC and CMAS achievement data, the Scholastic Reading Inventory, Scholastic Math Inventory, and ACT Aspire data to determine where our specific achievement gaps are. The summary of their findings will be 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 actions steps within this unified improvement plan. The plan was then presented for review and approval to the School Accountability Committee on TBD. The revised plan for 2016-2017 will be presented to the School Accountability Committee in January of 2018.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Academic Achievement (Status) Reflection

PARCC and CMAS data for 15-16 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 2016 PARCC/CMAS Data

<u>6th Grade</u>	<i>ELA</i>	<i>Math</i>
PARCC States	41	34
State	39	31
District	41	26
FMS	44	26

<u>7th Grade</u>	<i>ELA</i>	<i>Math</i>
PARCC States	44	31
State	41	26
District	47	24
FMS	51	23

<u>8th Grade</u>	<i>ELA</i>	<i>Math - 8</i>	<i>Algebra</i>	<i>Science (CMAS)</i>
PARCC States	45	29	33	--
State	42	21	33	30
District	47	20	20	26
FMS	48	17	79	28

In looking at this data for the PARCC assessments, you can see that for 6th grade ELA, Falcon Middle School (FMS) is above the state by 5% and district averages by 3%. In 6th Grade Math, we are below the state average but equal to the district average. For 7th Grade ELA, FMS scored 10 percent higher than the state and 4% higher than the district. In 7th Grade Math, FMS scored just below the state and district averages. In 8th Grade ELA, FMS scored 6% higher than the state and just above district averages. In 8th Grade Math, FMS scored below the state and district averages. In the Algebra Assessment, FMS scored significantly higher than the state and and district averages. In algebra, FMS was 46% higher than the state and 59% higher than the district.

For the CMAS Science assessment, FMS scored 2% below the state average, but 2% higher than the district average.

Overall, Falcon Middle School outperformed the state and district averages in English/Language Arts PARCC tests. In the area of Math, FMS performed at or just below the district averages. We underperformed in math as compared to the state.

Overall, Falcon Middle School scored a Meets rating for Academic Achievement according to the 2016 School Performance Framework. We also scored Meets for Academic Achievement in the areas of English Language Arts, Math, and Science for Academic Achievement as well.

Seeing the overall median percentile levels drop this year indicates that FMS has some work to do to properly align curriculum to the state standards to ensure student mastery of the content in each grade level.

Performance Indicator: Academic Growth

Academic Growth Reflection

Overall, based on our 2015-2016 PARCC Assessment results and the 2016 School Performance Framework, Falcon Middle School is approaching in the area of Academic Growth. For all students in the area of English/Language Arts, FMS scored a Meets rating on the 2016 SPF. For all students in the area of Math, FMS scored an Approaching rating on the 2016 SPF.

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

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According to the 2016 School Performance Framework, Falcon Middle School received the following ratings for our disaggregated groups in the area of English Language Arts - Academic Achievement.

English	All Students	830	96.1%	747.0	66	6 / 8	Meets
Language Arts	English Learners	20	95.8%	745.3	62	.75 / 1	Meets
	Free/Reduced-Price Lunch Eligible	187	96.6%	736.9	42	.5 / 1	Approaching
	Minority Students	207	96.1%	743.5	59	.75 / 1	Meets
	Students with Disabilities	88	97.0%	706.2	1	.25 / 1	Does Not Meet

According to the 2016 School Performance Framework, Falcon Middle School received the following ratings for our disaggregated groups in the area of Math - Academic Achievement.

Math	All Students	795	92.2%	731.8	51	6 / 8	Meets
	English Learners	20	95.8%	732.5	53	.75 / 1	Meets
	Free/Reduced-Price Lunch Eligible	179	92.7%	725.2	33	.5 / 1	Approaching
	Minority Students	200	93.5%	727.9	41	.5 / 1	Approaching
	Students with Disabilities	85	94.0%	704.4	1	.25 / 1	Does Not Meet

According to the 2016 School Performance Framework, Falcon Middle School received the following ratings for our disaggregated groups in the area of Science - Academic Achievement.

Science	All Students	261	95.5%	605.7	60	6 / 8	Meets
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	58	95.4%	576.3	40	.5 / 1	Approaching
	Minority Students	69	96.1%	593.5	52	.75 / 1	Meets
	Students with Disabilities	19	100.0%	448.4	1	.25 / 1	Does Not Meet

Based on these tables, it can be seen that Falcon Middle School received ratings of Meets or Approaching in a majority of the areas. An area of specific focus relates to the Academic Achievement performance of our students with disabilities in all content areas.

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Our targets for the 2015-2016 school year were set around percentile rankings for our Academic Growth Gaps in the areas of Reading, Math, and Writing. In the 14-15 school year, FMS ranked in the 62nd percentile in the area of Reading. Our target for 15-16 was to increase our percentile ranking to the 66th percentile. On the PARCC assessment in 15-16, FMS ranked in the 56th percentile in the area of Reading, which indicates that FMS did not make the target.

In the 14-15 school year, FMS ranked in the 69th percentile in the area of Math. Our target for 15-16 was to increase our percentile ranking to the 75th percentile. On the PARCC assessment in 15-16, FMS ranked in the 37th percentile in the area of Math, which indicates that FMS did not make the target. This significant drop in percentile level indicates a significant area of focus in math for the 16-17 school year.

In the 14-15 school year, FMS ranked in the 62nd percentile in the area of Writing. Our target for 15-16 was to increase our percentile ranking to the 68th percentile. On the PARCC assessment in 15-16, FMS ranked in the 56th percentile in the area of Writing, which indicates that FMS did not make this target.

According to the 2016 School Performance Framework, Falcon Middle School received the following ratings for our disaggregated groups in the area of English Language Arts - Academic Growth.

English Language Arts	All Students	766	56.0	6 / 8	Meets
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	178	50.0	.75 / 1	Meets
	Minority Students	190	50.0	.75 / 1	Meets
	Students with Disabilities	81	42.0	.5 / 1	Approaching

According to the 2016 School Performance Framework, Falcon Middle School received the following ratings for our disaggregated groups in the area of Math - Academic Growth.

Math	All Students	731	37.0	4 / 8	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	170	36.5	.5 / 1	Approaching
	Minority Students	184	33.0	.25 / 1	Does Not Meet
	Students with Disabilities	77	40.0	.5 / 1	Approaching

In looking at the above tables, we can note that our Students with Disabilities are approaching in the area of Growth, which demonstrates that we are making progress of getting students on track by demonstrating growth in their achievement. All other areas in English Language Arts are meeting in terms of Growth. In Math, none of the disaggregated groups are meeting in terms of growth, so additional focus on Math Intervention is needed.

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

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Performance Indicator: Postsecondary & Workforce Readiness

Postsecondary & Workforce Readiness Reflection

Performance Indicator: Student Behavior

Student Behavior Reflection

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Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

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.

In summarizing the current School Performance Framework for 2016, Falcon Middle School was "Meets" in the area of Academic Achievement, "Approaching" in the area of Academic Growth, and "Meets" in terms of the 95% participation rate.

In the area of English Language Arts, Falcon Middle School received the following ratings on the 2016 School Performance Framework:

- * Meets: All students academic achievement ELA, English Language Learners academic achievement, Minority Students academic achievement, All students academic growth, Free/Reduced Lunch eligible academic growth, and Minority Students academic growth.*
- * Approaching: Free/Reduced Lunch eligible academic achievement and Students with Disabilities academic growth.*
- * Does Not Meet: Students with Disabilities academic achievement.*

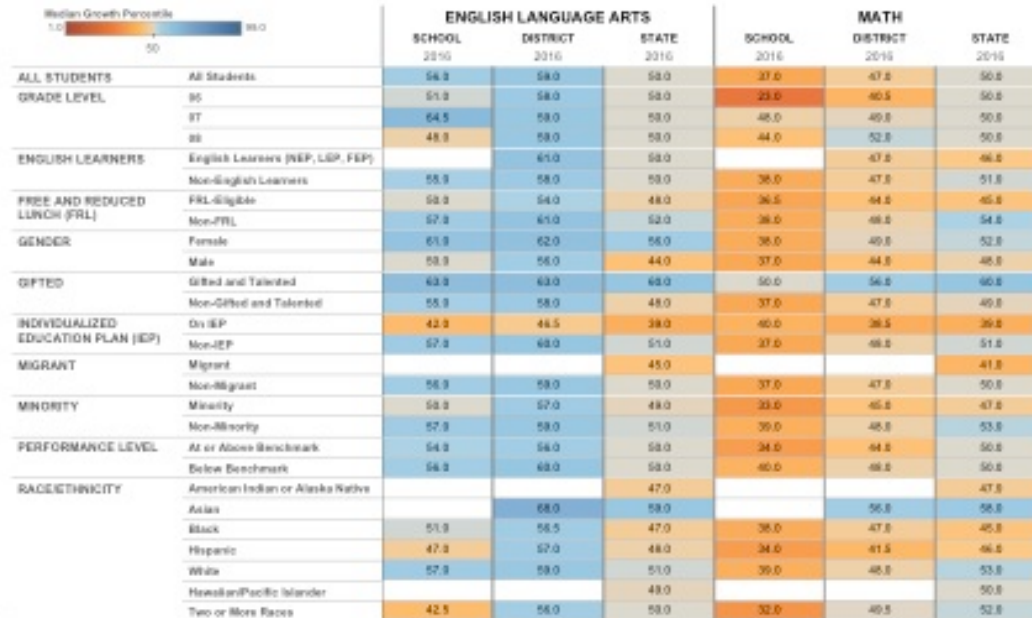
In the area of Mathematics, Falcon Middle School received the following ratings on the 2016 School Performance Framework:

- * Meets: All students academic achievement and English learners academic achievement.*
- * Approaching: Free/Reduced lunch eligible academic achievement, Minority Students academic achievement, All students academic growth, Free/Reduced lunch eligible academic growth, Students with disabilities academic growth.*
- * Does Not Meet: Students with Disabilities academic achievement and Minority Students academic growth.*

In the area of Science, Falcon Middle School received the following ratings on the 2016 School Performance Framework:

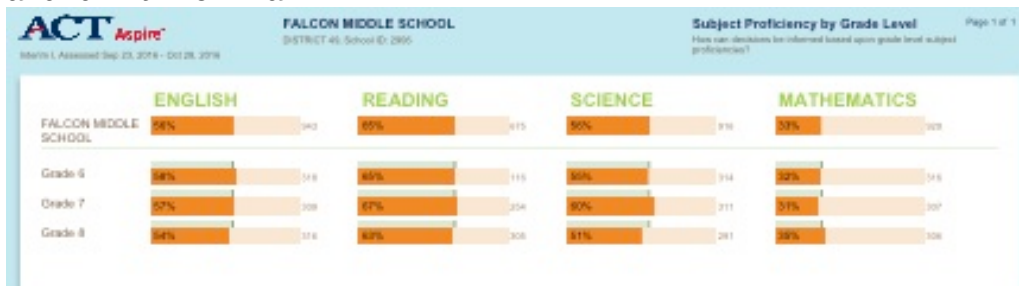
- *Meets: All students academic achievement and Minority Students academic achievement.*
- *Approaching: Free/Reduced Lunch eligible students academic achievement.*
- * Does Not Meet: Students with disabilities academic achievement.*
- *NOTE: Academic growth is not measured in the CMAS Assessment for Science.*

When looking at growth overall for Reading and Math at Falcon Middle School, the following chart shows the percentile rankings for all of the disaggregated groups. A blue colored area indicates that the growth percentiles show Falcon Middle School growing at a rate equal to or faster than the state. An orange colored area indicates that the growth percentiles show Falcon Middle School growing at a rate less than the state.



Our goal is to ensure that Falcon Middle School demonstrates growth at a level equal to or above the state. This graph shows that Falcon Middle School is performing relatively well with respects to growth in English Language Arts. The graph indicates that our growth percentiles are largely below the state in the area of Mathematics.

Falcon Middle School administered the ACT Aspire assessment beginning in the 2016-2017 School year. The first interim assessment was administered during the 1st quarter of the year. The following table shows the averages for each grade level and school overall after this first interim assessment. It is expected that these averages will increase as the 2nd and 3rd Interim Assessments are administered as additional standards will be covered instructionally over the course of the year to measure increases in these achievement levels as students acquire the additional knowledge.



According to this table, in the area of English Language Arts, the achievement level for Falcon Middle School is at 56%; 6th grade is at 58%, 7th

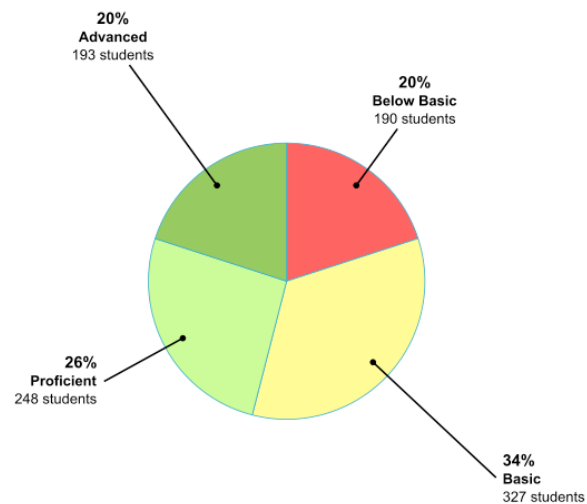
grade is at 57%, and 8th grade is at 54%. In the area of Reading, the achievement level for Falcon Middle School is at 65%; 6th grade is at 65%, 7th grade is at 67%, and 8th grade is at 63%. In the area of Science, Falcon Middle School is at 56%; 6th grade is at 55%, 7th grade is at 60%, and 8th grade is at 51%. In the area of Mathematics, Falcon Middle School is at 33%; 6th grade is at 32%, 7th grade is at 31%, and 8th grade is at 25%.

Based on the information we received from ACT Aspire, the target percentages for the 1st Interim Assessment Readiness Benchmarks were:

- * English Language Arts - 6th grade: 42%, 7th grade: 42%, and 8th grade: 42%
- * Reading - 6th grade: 71%, 7th grade: 79%, and 8th grade: 67%
- * Science - 6th grade: 52%, 7th grade: 67%, and 8th grade: 62%
- * Mathematics - 6th grade: 32%, 7th grade: 33%, and 8th grade: 47%

By comparing FMS's scores on the ACT Aspire to the target percentages for the 1st Interim Assessment, we can see that in the area of English Language Arts all three grade levels at FMS are scoring better than the target. When looking at Reading, we can see that all three grade levels are scoring below the desired target. When looking at Science, we can see that 6th grade is above the target, while 7th grade and 8th grade are both below the desired target. When looking at Mathematics, we can see that 6th grade is right on target, 7th grade is just under target, and 8th grade is well below target. This data provide another indicator that math needs to be an area of focus for getting students back on track academically.

At the beginning of the year, FMS also administered the Scholastic Reading Inventory and Scholastic Math Inventory Assessments. These helped provide data in terms of where students were at when starting the 2016-2017 school year. The math teacher used this information to place students appropriately into math classes based on their performance levels. We noticed that students were either on grade level - 50%, above grade level - 20%, or below grade level - 30%. The Scholastic Reading Inventory was a little more specific with the data it provided. The chart below shows the percentages of students scoring at each proficiency level. Reading teachers also used this information to help identify clusters of students that should be in various reading groups together.



KEY

- Advanced 20%, 193 students
- Proficient 26%, 248 students
- Basic 34%, 327 students
- Below Basic 20%, 190 students

YEAR-END PROFICIENCY RANGES

Grade 1	190-530L	Grade 5	830-1010L	Grade 9	1050-1260L
Grade 2	420-650L	Grade 6	925-1070L	Grade 10	1080-1335L
Grade 3	520-820L	Grade 7	970-1120L	Grade 11	1185-1385L
Grade 4	740-940L	Grade 8	1010-1185L	Grade 12	1185-1385L

Trend Analysis

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



Reading – Received a mean scale score of 747.0 in English/Language Arts. Received a rating of Meets on the School Performance Framework. 2016 - 6th Grade - 44% Meets and Exceeds, 7th Grade - 51% Meets and Exceeds, 8th Grade - 48% Meets and Exceeds (Source: PARCC Assessment) 2015 - 6th Grade - 34% Meets and Exceeds, 7th Grade - 52% Meets and Exceeds, 8th Grade - 44% Meets and Exceeds (Source: PARCC Assessment) Note: This was the first year we administered the PARCC Assessment. 2014 – 73.41% (Proficient and Advanced on TCAP); 2013 – 77.47% (Proficient and Advanced on TCAP); 2012 – 79.20% (Proficient and Advanced on TCAP); 2011 – 73.67% (Proficient and Advanced on TCAP). Writing Historical Data: 2014 – 63.58% (Proficient and Advanced on TCAP); 2013 – 68.61% (Proficient and Advanced on TCAP); 2012 – 67.01% (Proficient and Advanced on TCAP); 2011 – 61.00% (Proficient and Advanced on TCAP).

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



Math – Received a mean scale score of 731.8 in Mathematics. Received a rating of Meets on the School Performance Framework. 2016 - 6th Grade - 26% Meets and Exceeds, 7th Grade - 23% Meets and Exceeds, 8th Grade - 17% Meets and Exceeds, Algebra - 79% Meets and Exceeds (Source: PARCC Assessment) 2015 - 6th Grade - 28% Meets and Exceeds, 7th Grade - 30% Meets and Exceeds, 8th Grade - 32% Meets and Exceeds, Algebra - 89% Meets and Exceeds (Source: PARCC Assessment) Note: This was the first year we administered the PARCC Assessment. 2014 – 58.43% (Proficient and Advanced on TCAP); 2013 – 60.41% (Proficient and Advanced on TCAP); 2012 – 63.98% (Proficient and Advanced on TCAP); 2011 – 60.67% (Proficient and Advanced on TCAP).

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



English Language Arts – According to the state data from the School Performance Framework, Falcon Middle made adequate growth in this area. The state identified our median adequate growth percentile as 56. According to the School Performance Framework, we received a rating of Meets in this area.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***



Math – According to the state data from the School Performance Framework, Falcon Middle did not make adequate growth in this area. The state identified our median adequate growth percentile as 37. According to the School Performance Framework, we received a rating of Approaching in this area.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

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

Relationship of UIP Elements

Priority Performance Challenges

Math Achievement

Math Growth

Academic Growth

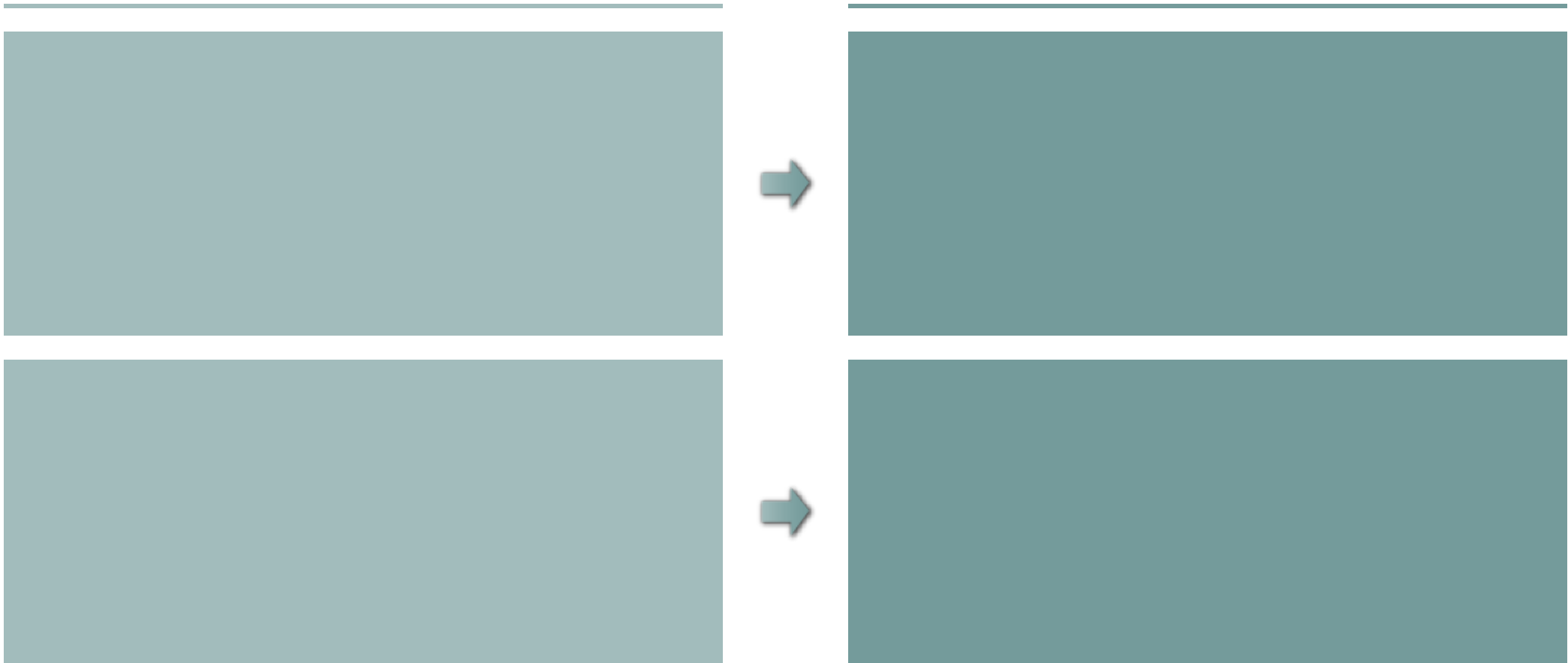


Root Cause

Instructional Differentiation

Instructional Differentiation

Instructional Differentiation



Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Process used to prioritize performance challenges: During our Professional Development day on September 2, 2016, FMS staff looked at the student achievement data reports from Alpine Achievement to break apart their PARCC and CMAS Data. In looking at this data, it was determined that Math needed to be a major area of focus as we saw declines in both achievement and growth from the 2015-2016 PARCC Assessment. The staff also recognized that our Students with disabilities have received a rating of Does not Meet for the past 3 years on the SPFs indicating that we are not making academic achievement progress for this disaggregated group. We have also recognized that other students that are academically struggling in school need some additional supports as well. The Team Leader group also conducted a conversation and study on the Intervention and Enrichment process for the building to ensure we have the proper intervention supports in place to help close achievement gaps for students. We realized that after making a change to this process in the previous year, that the change impacted us negatively when working with all student groups on campus. Staff determined that a focus on math intervention, curriculum alignment and collaboration for all areas, and intervention supports need to be revitalized during this year to make gains on overcoming our priority performance challenges. We can still connect these two challenges to previous root causes of instructional differentiation and 49 Pathways as eliminating the challenges related to these root causes will in turn eliminate the priority performance challenges.

Provide a rationale for how these Root Causes were selected and verified:

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, curriculum/grading alignment to standards, and restructuring of our intervention/enrichment period 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 16-17 school year and also revisited this at the meetings during the school year to continue to evaluate progress.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Math Achievement

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	Currently our Mean Scale Score for Free/Reduced Lunch Eligible Students is 725.2. Our goal for 16-17 is to increase our mean scale score for this subgroup as measured by PARCC and reported on the School Performance Framework to 731.2.
	2017-2018:	Currently our Mean Scale Score for Free/Reduced Lunch Eligible Students is 731.2. Our goal for 17-18 is to increase our mean scale score for this subgroup as measured by PARCC and reported on the School Performance Framework to 735.0.
Interim Measures for 2016-2017:		ACT Aspire Interim Assessments administered 3 times during the year. ACT Aspire Summative Assessment administered in April/May. Common Formative and Summative Assessment administered quarterly in all Math classes at a minimum of 4 times per year.

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	Currently our Mean Scale Score for Minority Students is 727.9. Our goal for 16-17 is to increase our mean scale score for this subgroup as measured by PARCC and reported on the School Performance Framework to 731.2.
	2017-2018:	Currently our Mean Scale Score for Minority Students is 731.2. Our goal for 17-18 is to increase our mean scale score for this subgroup as measured by PARCC and reported on the School Performance Framework to 735.0.
Interim Measures for 2016-2017:		ACT Aspire Interim Assessments administered 3 times during the year. ACT Aspire Summative Assessment administered in April/May. Common Formative and Summative Assessment administered quarterly in all Math classes at a minimum of 4 times per year.

Priority Performance Challenge : Math Growth

Performance Indicator:		Academic Growth
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	Our current median growth percentile for Math is the 37th percentile in the state. Our goal for 16-17 is to increase our school percentile ranking in math as measured by PARCC to the 44th percentile.
	2017-2018:	Our current median growth percentile for Math is the 44th percentile in the state. Our goal for 17-18 is to increase our school percentile ranking in math as measured by PARCC to the 50th percentile.
Interim Measures for 2016-2017:		ACT Aspire Interim Assessments administered 3 times during the year. ACT Aspire Summative Assessment administered in April/May. Common Formative and Summative Assessment administered quarterly in all Math classes at a minimum of 4 times per year.

Performance Indicator:		Academic Growth
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	Our current median growth percentile for Free/Reduced Lunch Eligible Students in Math is the 36.5th percentile in the state. Our goal for 16-17 is to increase our school percentile ranking in math as measured by PARCC to the 44th percentile.
	2017-2018:	Our current median growth percentile for Free/Reduced Lunch Eligible Students in Math is the 44th percentile in the state. Our goal for 17-18 is to increase our school percentile ranking in math as measured by PARCC to the 50th percentile.
Interim Measures for 2016-2017:		ACT Aspire Interim Assessments administered 3 times during the year. ACT Aspire Summative Assessment administered in April/May. Common Formative and Summative Assessment administered quarterly in all Math classes at a minimum of 4 times per year.

Performance Indicator:		Academic Growth
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	Our current median growth percentile for Minority Students in Math is the 33rd percentile in the state. Our goal for 16-17 is to increase our school percentile ranking in math as measured by PARCC to the 42nd percentile.
	2017-2018:	Our current median growth percentile for Minority Students in Math is the 42nd percentile in the state. Our goal for 17-18 is to increase our school percentile ranking in math as measured by PARCC to the 50th percentile.
Interim Measures for 2016-2017:		ACT Aspire Interim Assessments administered 3 times during the year. ACT Aspire Summative Assessment administered in April/May. Common Formative and Summative Assessment administered quarterly in all Math classes at a minimum of 4 times per year.

Performance Indicator:		Academic Growth
Measures / Metrics:		M

Annual Performance Targets	2016-2017:	Our current median growth percentile for Students with Disabilities in Math is the 40th percentile in the state. Our goal for 16-17 is to increase our school percentile ranking in math as measured by PARCC to the 45th percentile.
	2017-2018:	Our current median growth percentile for Students with Disabilities in Math is the 45th percentile in the state. Our goal for 17-18 is to increase our school percentile ranking in math as measured by PARCC to the 50th percentile.
Interim Measures for 2016-2017:		ACT Aspire Interim Assessments administered 3 times during the year. ACT Aspire Summative Assessment administered in April/May. Common Formative and Summative Assessment administered quarterly in all Math classes at a minimum of 4 times per year. AimsWeb Intervention probes administered monthly to measure student progress on Math Interventions.

Priority Performance Challenge : Academic Growth

Performance Indicator:		Academic Growth
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	Our current median growth percentile for Students with Disabilities in English Language Arts is the 42nd percentile in the state. Our goal for 16-17 is to increase our school percentile ranking in math as measured by PARCC to the 46th percentile.
	2017-2018:	Our current median growth percentile for Students with Disabilities in English Language Arts is the 46th percentile in the state. Our goal for 17-18 is to increase our school percentile ranking in math as measured by PARCC to the 50th percentile.
Interim Measures for 2016-2017:		ACT Aspire Interim Assessments administered 3 times during the year. ACT Aspire Summative Assessment administered in April/May. Common Formative and Summative Assessment administered quarterly in all Math classes at a minimum of 4 times per year. AimsWeb Intervention probes administered monthly to measure student progress on Reading and Writing Interventions.

Planning Form

Major Improvement Strategy Name:

Best Instructional Practices

Major Improvement Strategy Description:

Falcon Middle School will implement best instructional practices to effectively differentiate instruction for all learners in the classroom.

Associated Root Causes:

Instructional Differentiation: Instructional Differentiation taking place in the classroom is not intensively targeted to meet individual student needs.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Classroom Instruction that Works	Falcon Middle School staff will implement strategies from the Classroom Instructional that works training into their classrooms. Staff will receive formative walkthrough feedback from classroom observations to	08/01/2016 05/25/2018	Google Doc Formative Walkthrough Form	FMS Teachers, FMS Administration, FMS Instructional Coach	In Progress	This School Year

	assist with implementation of these strategies.					
Competency Based Grading	Falcon Middle School staff will revise gradebooks to reflect student mastery of essential standards and skills. The grade book categories will be the power standards teachers will instruct each quarter.	08/01/2016 05/25/2018	PLC Time and Professional Development Day Time	FMS Teachers, FMS Administration	In Progress	This School Year
Intervention & Enrichment Period	Falcon Middle School Staff will adjust the implementation of IE period to ensure specific timely interventions are provided to students where learning gaps need to be closed. A new timeline for each intervention block along with criteria for specific intervention and enrichment classes be developed to	08/01/2016 05/26/2017	Team Leader Meetings and Professional Development Day Time	FMS Team Leaders, FMS Teachers, FMS Administration	Complete	This School Year

	ensure proper implementation across the board.					
Common Assessments	Falcon Middle School staff will build and revise common quarterly assessments and/or individual unit assessments to measure student mastery of standards and skills.	08/01/2016 05/25/2018	PLC Time and Professional Development Day Time	FMS Teachers, FMS Administration	In Progress	This School Year
Data Binders	FMS Administration will prepare Data Binders for each team that can be used in their PLC meetings to help track student progress, cluster similar academic groups together in classes, and plan effective interventions. Data in these binders will be disaggregated to help teachers identify specific groups of students needing support.	08/01/2016 09/02/2016	Costs of Binders and Admin Meeting time to prep binders	FMS Administration	Complete	This School Year
Gifted and Talented Program	Falcon Middle School will add a full time gifted	08/01/2016 05/25/2018	Zone Funds for GT Teacher	FMS Administration,	Complete	This School Year

Gifted and
Talented Teacher

and talented
teacher to provide
supports to all
teams on
differentiation
strategies for
instruction. The
gifted and
talented teacher
will also instruct
classes for
students on
ALP's.

Testing Participating Rate	Falcon Middle School will work with District Administration to improve community communication related to assessment participation. We will also help work with students to gain their perspectives on how to encourage and motivate them to do their best on their assessments.	09/01/2016 03/17/2017	Budget for Celebration Carnival.	FMS Administration, Team Leaders, and Student Club/Organization Leaders	Complete	This School Year
Unit & Lesson Design	Falcon Middle School staff will collaborate during PLC time to align the curriculum maps	09/02/2016 05/26/2017	PLC Time and Professional Development Day Time	FMS Teacher, FMS Administration	In Progress	This School Year

(Understanding by Design Template Units) to state standards and ensure thorough coverage of the grade level content standards during the academic year.

Math 180 / IXL	Falcon Middle School Math Teachers will implement either Math 180 or IXL as an intervention program to help build essential math skills with their students and close instructional gaps.	09/02/2016 05/25/2018	Professional Development Day Time, PLC Time.	FMS Math Teachers, FMS Math Core Administrator	In Progress	This School Year
Math Course Sequencing	Falcon Middle School Math Teachers will look at common assessment data, ACT Aspire Data, and Quarterly competency based grades to determine how Math courses at FMS should be aligned to meet individual student learning needs. Planning will also	01/02/2017 05/25/2018	PLC Time, Professional Development Day Time, Funds for a partial FTE Math Teacher	FMS Administration, FMS Math Teachers, Falcon Zone Leader	In Progress	Next School Year

take place to look at the possibility of adding a full math exploratory class for extra intervention of our struggling math students. Development of this course would take place during the second half of the year to look at implementation for the 17-18 school year.

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Competency Based Grading, Common Assessments, Math Course Sequencing,	Quarterly Grade Books	FMS Teachers will establish categories in their gradebooks of the state standards for their core areas. Grade books will be reviewed quarterly by Principal and Grade Level Administrators.	08/01/2016 05/25/2018	FMS Administration, FMS Teachers	Partially Met	This School Year
Intervention & Enrichment	Team Leader Meetings	Team Leaders will facilitate a PLC conversation with their teams	08/01/2016 05/26/2017	FMS Team Leaders, FMS Teacher, FMS Administration	Met	This School Year

Period, Data Binders, Math 180 / IXL,		and with administration to ensure appropriate supports are implemented within IE to meet student needs. Team Leader meeting agendas throughout the year will reflect constant reflection and updating of the IE process to ensure it is established to meet student needs.				
Common Assessments, Data Binders, Math Course Sequencing,	Quarterly Assessment Data	FMS Teachers will submit their quarterly common assessment data each quarter to measure student performance of mastery on the essential content and skills instructed that quarter.	08/01/2016 05/25/2018	FMS Teachers, FMS Administration	Partially Met	This School Year
Testing Participating Rate,	Assessment Participation Strategy	Principal will meet with student organizations to determine steps needed for encouragement and motivation for participation in the	09/01/2016 04/21/2017	FMS Administration, Student Leaders	Met	This School Year

exams. Principal will implement action steps within reason based on the student recommendations. Administration will also personally meet with any parent looking to opt students out to explain importance of tests for 49 Pathways and also the incentives students have requested for participating.

Unit & Lesson Design, Common Assessments, Math 180 / IXL, Math Course Sequencing,	UBD Unit Plans	FMS Teachers will create and revise their UBD Unit Plans in collaboration with their Core Administrator each Wednesday PLC. The updated plans will be submitted after each unit and the Curriculum Schoology group for FMS will be updated at the end of the year.	09/02/2016 05/26/2017	FMS Administration, FMS Teachers	Partially Met	This School Year
Data Binders, Intervention & Enrichment	ACT Aspire Assessments	FMS Teachers will administer the ACT Aspire	09/19/2016 05/25/2018	FMS Teachers, FMS SAC Administrators	Partially Met	This School Year

Period, Gifted and Talented Program, Math Course Sequencing,		Interim Assessments 2 times during the year and the Summative assessment once and utilize data to plan for interventions and track student progress.				
Classroom Instruction that Works, Math 180 / IXL, Gifted and Talented Program,	Classroom Observations and Feedback	Administration will conduct Formative Walkthroughs weekly to provide teachers with immediate feedback on their utilization of effective instructional practices.	11/01/2016 05/25/2018	FMS Administration, Falcon Zone Leader, FMS Instructional Coach, McREL Consultant	Partially Met	This School Year

Major Improvement Strategy Name:

49 Pathways

Major Improvement Strategy Description:

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.

Associated Root Causes:

Instructional Differentiation: Instructional Differentiation taking place in the classroom is not intensively targeted to meet individual student needs.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Explore/ICAP Courses	The FMS Explore Teams will develop new semester courses that align to students' ICAPs so that students can explore a class further and develop skillsets that relate to future college course work and careers.	04/01/2016 12/16/2016	PLC Time	FMS Explore Teachers, FMS Counselors, FMS Administration	Complete	This School Year
Falcon Zone Graduation Guidelines Summit	FMS and FHS Administration and Counselors will conduct a Graduation Guidelines summit with parents and community members of the Falcon Zone. This will be a collaborative sessions where all stakeholders can provide input on the development of the new Graduation	08/01/2016 12/30/2016	Event time	FMS Administration, FHS Administration, FMS Counselors, FHS Counselors, Falcon Zone Leadership	Complete	This School Year

	requirements for the Falcon Zone.					
ICAP	Sustain the utilization of ICAP in College in Colorado to enhance student exploration of college and career opportunities. Students will participate in the milestones in collaboration with both the MS and HS Counselors.	09/02/2016 05/25/2018	Class time for ICAP Presentations	FMS Counselors, FHS Counselors, FMS Teachers, FMS Administration	Complete	This School Year
New Explore Course Registration Process	FMS Counselors will develop a new course request process for semester electives that students will use as they complete various ICAP Milestones. Students will then participate in the new semester courses beginning in January.	10/03/2016 01/31/2017	PLC Time and Class time for course selection with ICAP	FMS Teachers, FMS Counselors	Complete	This School Year
Mini Course Integration	FMS Counselors will provide ICAP orientation in October and show students which courses	10/03/2016 11/04/2016	Class time for Mini Course overview and registration	FMS Teachers, FMS Counselors	Complete	This School Year

align to specific ICAP Skill areas. Students will then register for a mini course that related to a skill from their ICAP to further explore interests in this areas.

Implementation Benchmark Associated with MIS

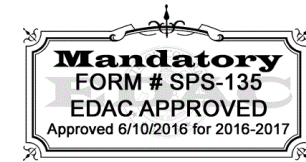
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
ICAP, Falcon Zone Graduation Guidelines Summit, Mini Course Integration,	Counselors ICAP Sessions	FMS Counselors will schedule times with classes for students to complete the ICAP Milestones. Collaboration will also take place with the High School Counselors to ensure a smooth transition of these milestones from MS to HS. Counselors and Administrators from both schools will meet quarterly to plan effective implementation of	07/18/2016 05/25/2018	FMS Administration, FMS Counselors, FHS Administration, FHS Counselors, Falcon Zone Leadership	Met	This School Year

		the graduation guidelines with ICAP				
Falcon Zone Graduation Guidelines Summit,	Guidelines Summit	FMS and FHS Staff will conduct the community summit, develop a website in collaboration with the communications team for further feedback, and then present the findings to the Board for approval of the Falcon Zone Graduation Requirements.	08/01/2016 01/31/2017	FMS Administration, FHS Administration, FMS Counselors, FHS Counselors, Falcon Zone Leadership, Communications Department	Met	This School Year
Explore/ICAP Courses, New Explore Course Registration Process,	Explore Course Revision	FMS Explore Teachers, Counselors, and Administration will develop a process for helping students select semester long enrichment courses related to their ICAP milestone results. The counselors will use this process to enroll students in semester courses	09/02/2016 01/31/2017	FMS Counselors, FMS Explore Teachers, FMS Administration, Students, Parents	Met	This School Year

for 7th and 8th
grade starting in
January.

Addenda

Attachments List



GOAL ACADEMY UIP 2016-17

District: **FALCON 49** | Org ID: **1110** | School ID: **3475** | Framework: **AEC:**
Performance Plan | Draft UIP

Colorado's Unified Improvement Plan for School (2016-2017)

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Executive Summary

How are students performing? Where will the school focus 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, PWR), where the School did not meet federal, state and/or local expectations.

Name: Expected academic growth below target.

Description: While academic growth, as measured by state assessments, demonstrate growth in ELA and math, the percent of students attaining expected growth did not meet the target for the 2015-2016 school year of “meets.”

Name: High truancy rate

Description: Although, the combined metrics for student engagement experienced a positive trend, the truancy rating of 11.9% is short of AEC norms of 7.69%.

Name: Low Completion rate

Description: The completion rate of students increased to 44.1% yet is below meeting the performance target of 49.5% and will target sub-groups to increase overall performance in this area. .

Name: High dropout rate

Description: GOAL Academy's dropout rate of 16.4% is higher than the AEC norm of 12.7%

Why is the education system continuing to have these challenges?

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

Name: Incomplete structures to ensure student engagement.

Description: While GOAL systems and processes that support student engagement and high expectation have been established, full implementation is not yet complete statewide.

Name: Resource allocation (Staffing levels)

Description: GOAL is working to determine the appropriate mix of instructional teachers and social-emotional support personnel to ensure academic success.

Name: Instructional Model

Description: GOAL Academy is in year two of changing the instructional model, which resulted in hiring over 60 new teachers. Professional Development is a high priority to ensure these new staff members are effective online/blended teachers.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Strengthen school culture through focus on engagement and academic growth.

Description: Create a culture that fosters engagement and high academic expectations of students. Show-up, Connect, Succeed - This will

be demonstrated by 1) increasing the percentage of students participating directly with teachers and online curriculum each day. 2) increasing the percentage of students who stay on-track to complete courses within the scheduled timeframe of a trimester calendar.

Name: Instructional Model:

Description: 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, SAT/PSAT, CMAS/PARCC). 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.

Name: Alignment of resource allocation to meet academic needs.

Description: 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. Success in this area would include 1) the use of functional, accurate data dashboards, making data accessible to multiple levels of employees (principals/teachers/counselor/social workers 2) teacher/student ratios would be at a manageable ratio 3) counselor/student ratios would be within industry guidelines 3) advisor/student ratios would be less than 30:1

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

School Support Team or Expedited Review

Has (or will) the school participated in an 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.

Improvement Plan Information

The school/district 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 (CGP)
- ☐ School Improvement Support Grant

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

GOAL Academy is an online Alternative Educational Campus (AEC) with 96% of students qualifying as at-risk (Oct 2016) 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. In order to manage the size of the school, 5 regions were formed and a principal for each region was hired for the 2016-17 school year. One principal is currently licensed, and the other 4 principals are working through an alternative principal licensing program, while being mentored by experienced, licensed principals within the statewide administrative support staff. Representatives from various regions and departments worked as a committee to write the UIP. Participants included the Director of Accountability, the Director of Support Services, the Director of Curriculum, Interim Executive Director, Regional principals and assistant principals. 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 MTSS (multi-tier support system) 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. To support implementation of this model, additional licensed school counselors and licensed school social workers were hired. 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 MTSS 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 provided for English learners through a scaffolded approach with the utilization of tutoring services, tiered instruction, and designated staff at each site.

Before accounting for parent refusals, GOAL Academy's participation rate on state assessments ranged from 80.5% on 11th grade Science to 86.2% on CMAS/PARCC ELA and math. The "accountability participation rate" ranged from 95.8% to 99.5%. 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.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Academic Achievement (Status) Reflection

Performance Indicator: Academic Growth

Prior Year Target: 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%.

Performance: 27% - At grade level

21% - On Watch

25% - Intervention

27% - Urgent intervention

At the beginning of the year 37.7% of our students were at grade level or On Watch. At the end of the year, 40% of students were in those two categories.

At the beginning of the year 62.3% of our students were in Intervention or Urgent Intervention, and at the end of the year, that decreased to 60%. Our target for reading growth was not met.

Prior Year Target: 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

Performance: At the beginning of the year 47.6% of our students were at grade level or On Watch. At the end of the year, 48% of students were in those two categories. At the beginning of the year 52.4% of our students were in Intervention or Urgent Intervention, and at the end of the year, that decreased to 52%. Our target for math growth was not met.

Academic Growth Reflection

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

-

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

-

Performance Indicator: Postsecondary & Workforce Readiness

Prior Year Target: Meet or exceed the state AEC expectations of 55.8%

Performance: The completion rate increased to 44.1%, but is not yet at the new cut-point for AEC expectations of 49.5%.

Postsecondary & Workforce Readiness Reflection

Performance Indicator: Student Behavior

Student Behavior Reflection

Performance Indicator: Student Engagement

Prior Year Target: 9%

Performance: GOAL Academy's did not meet the target of 9% truancy rate, but remained stable at 11.8%

Student Engagement Reflection

Current Performance

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.

Internal Assessments:

Star 360:

Students took an initial Star 360 Math and Reading test at the beginning of 2016-17 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:

2.9% - Above grade level

12.1% - At grade level

26.9% - Intervention

58.2% - Urgent Intervention

Math

3.7% - Above grade level

17.2% - At grade level

29.6% - Intervention

49.6% - Urgent Intervention

With less than 15% of our students reading at grade level, and less than 20% of the students at grade level in math, the need for strong literacy and math interventions is a priority for 2016-17.

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 twice 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.

PARCC results:

English Language Arts:

2015 - Grade 9 - 5% Met, 20% were in the Approached category

2016 - Grade 9 - 1% Exceed, 7% Met, 20% were in the Approached category

Math -

2015 - Algebra 1 - 1% Met - 12% were in the Approached category

2016 - Algebra 1 - 2% Met - 17% were in the Approached category

Trend Analysis

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



With only two years of PARCC results it is difficult to fully assess trends, however, 9th grade students improved from 25% (Exceed/Met or Approached) in 2015 to 27% (Exceed/Met or Approached) in 2016 on the ELA PARCC assessment.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***

With only two years of PARCC results it is difficult to fully assess trends, however, 9th grade students improved from 13% (Exceed/Met or Approached) in 2015 to 18% (Exceed/Met or Approached) in 2016 on the ELA Algebra 1 assessment.

*Trend Direction: - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



ACT: GOAL Academy ACT composite score has shown an increase over the past 4 years, and is stable. 2012 – 16.1 2013 – 16.3 2014 – 16.4 2015 - 16.0 2016 - 15.9

*Trend Direction: **Decreasing then stable** - Notable Trend: **Yes** - Performance Indicator Target: **Postsecondary & Workforce Readiness***



Completion Rate: GOAL Academy's completion rate has shown an increase from 2014 (43.8%) to 2016 (44.1%) 2011- 24.85 % 2012 - 31.3% 2013 – 42.8% 2014 – 43.8% 2015 - 44.1%

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Postsecondary & Workforce Readiness***



Dropout rate: The dropout rate decreased significantly from 2013- 24.9% to 2014 – 15.7%, then showed a slight increase to 16.4% in 2016. 2013 – 24.9 2014 – 15.7 2015 - 15.0 2016 - 16.4%

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Postsecondary & Workforce Readiness***

Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

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

Relationship of UIP Elements

Priority Performance Challenges

Root Cause

Expected academic growth below target.



Incomplete structures to ensure student engagement.
Resource allocation (Staffing levels)
Instructional Model

High truancy rate

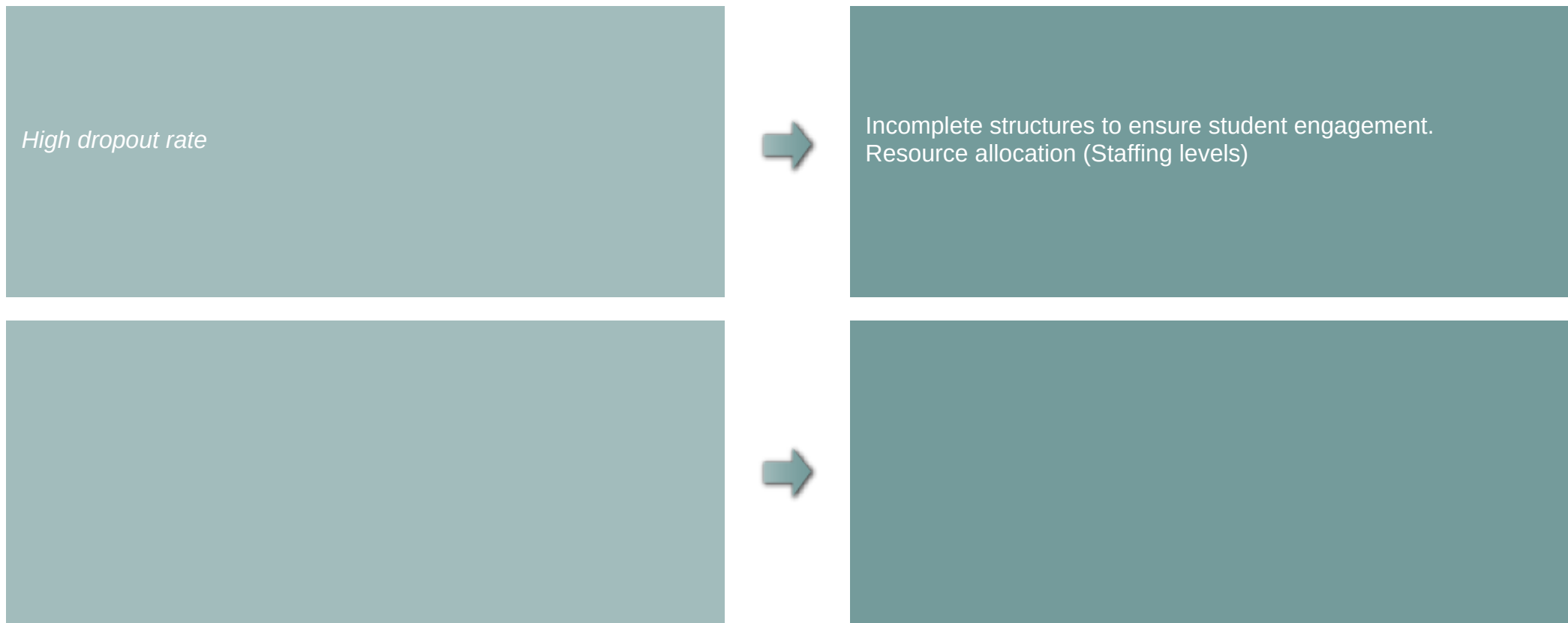


Incomplete structures to ensure student engagement.
Resource allocation (Staffing levels)
Instructional Model

Low Completion rate



Incomplete structures to ensure student engagement.
Instructional Model
Resource allocation (Staffing levels)



Provide a rationale for why these challenges have been selected and address the magnitude of the overall 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.

Provide a rationale for how these Root Causes were selected and verified:

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.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Expected academic growth below target.

Performance Indicator:		Academic Growth
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	The MGP for English Language Arts - grade 9, was 41 in 2015-16. The goal for the 2016-17 school year is to increase the MGP to 43.
	2017-2018:	The goal for the 2017-18 school year is to increase the MGP to 45.
Interim Measures for 2016-2017:		Star 360 is our internal assessment used for all grades, 9-12. Based upon a research study conducted by Momentum Strategy and Research, it was found that students attending alternative schools do grow at "typical" rate, but there is a tendency for these students to have lower median growth percentiles than their same grade peers in non-alternative schools. For schools serving high proportions of high-risk students, schoolwide growth expectations may need to be adjusted. The following is the Median Student Growth Percentile (Fall to Spring) for each grade when only AEC schools were included: Reading - 9th grade - 43 10th grade - 46 11th grade - 46 12th grade - 50 GOAL Academy will use these guidelines to track growth for all grade levels, with a goal that SGP's for each grade level will meet or exceed these targets.

Performance Indicator:		Academic Growth
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	The MGP for Math - grade 9, was 43 in 2015-16. The goal for the 2016-17 school year is to increase the MGP to 45.
	2017-2018:	The goal for the 2017-18 school year is to increase the MGP to 47.
Interim Measures for 2016-2017:		Star 360 is our internal assessment used for all grades, 9-12. Based upon a research study conducted by Momentum Strategy and Research, it was found that students attending alternative schools do grow at "typical" rate, but there is a tendency for these students to have lower median growth percentiles than their same grade peers in non-alternative schools. For schools serving high proportions of high-risk students, schoolwide growth expectations may need to be adjusted. The following is the Median Student Growth Percentile (Fall to Spring) for each grade when only AEC schools were included: Math - 9th grade - 43 10th grade - 45 11th grade - 46 12th grade - 50 GOAL Academy will use these guidelines to track growth for all grade levels, with a goal that SGP's for each grade level will meet or exceed these targets.

Priority Performance Challenge : High truancy rate

Performance Indicator:		Student Engagement
Measures / Metrics:		Truancy
Annual Performance Targets	2016-2017:	The three-year average truancy rate for GOAL Academy is 11.8%, which is at the high end of the Approaching range (7.81-11.9%). The goal for 2016-17 is to reduce the truancy rate to 10.5%.
	2017-2018:	The goal for the 2017-18 school year is to reduce the truancy rate to 10%
Interim Measures for 2016-2017:		

Priority Performance Challenge : Low Completion rate

Performance Indicator:		Postsecondary & Workforce Readiness
Measures / Metrics:		Completion Rate
Annual Performance Targets	2016-2017:	The Completion Rate on the 2016 SPF was 44.1%. GOAL Academy's goal for 2016-17 is to achieve a completion rate of 49.5%, which would be within the "Meets" category for AEC schools.
	2017-2018:	The goal for 2017-18 would be to maintain a "Meets" rating with a Completion rate within 49.5-69.4%
Interim Measures for 2016-2017:		

Priority Performance Challenge : High dropout rate

Performance Indicator:		Postsecondary & Workforce Readiness
Measures / Metrics:		Dropout Rate
Annual Performance Targets	2016-2017:	The Dropout Rate on the 2016 SPF was 16.4% (3-year average). GOAL Academy's goal for 2016-17 school year is to reduce the dropout rate below 16.4%, continually working toward a "Meets" rating of 4.6%. 913 students (24%) who enrolled with GOAL for the 2016-17 school year reported that they had previously dropped out of high school. Given the large number of students who have already dropped out of HS prior to enrolling with GOAL Academy, achieving a "Meets" rating will most likely always be a Priority Performance Challenge for GOAL Academy.
	2017-2018:	Continue working toward a "meets" rating.

Interim Measures for 2016-2017:

Planning Form

Major Improvement Strategy Name:

Strengthen school culture through focus on engagement and academic growth.

Major Improvement Strategy Description:

Create a culture that fosters engagement and high academic expectations of students. Show-up, Connect, Succeed - This will be demonstrated by 1) increasing the percentage of students participating directly with teachers and online curriculum each day. 2) increasing the percentage of students who stay on-track to complete courses within the scheduled timeframe of a trimester calendar.

Associated Root Causes:

Incomplete structures to ensure student engagement.: While GOAL systems and processes that support student engagement and high expectation have been established, full implementation is not yet complete statewide.

Resource allocation (Staffing levels): GOAL is working to determine the appropriate mix of instructional teachers and social-emotional support personnel to ensure academic success.

Instructional Model: GOAL Academy is in year two of changing the instructional model, which resulted in hiring over 60 new teachers. Professional Development is a high priority to ensure these new staff members are effective online/blended teachers.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Student Handbook Revision	Revise handbook to include student code of conduct	03/01/2016 08/01/2016	None	Principals, Dir of Compliance, Board Approval	Complete	This School Year
Purchase/Train/Implement Schoology	Purchase the LMS that will allow teacher to	07/01/2016 06/30/2017	LMS Purchase and training costs	Principals, Asst. Principals, Teachers, PD	In Progress	This School Year

	better connect with students			coordinator		
Develop Multi Tier Support System (MTSS)	Revamp Every Opportunity to Succeed process to incorporate MTSS for acadmics and social/emotional student support	07/11/2016 10/16/2017	None	Support Services Team	Complete	This School Year
Train staff on academic expectations	All staff will have a full understanding of Show-up, Connect, Succeed (attendance, engagement, assessment and completion expectations)	08/01/2016 05/01/2017	None	Principals, Asst. Principals	In Progress	This School Year
Develop Attendance and Engagement Dashboards	Determine method for calcuting attendance and engagement and build dashboards that accurately calculate attendance and engagement rate	08/01/2016 10/31/2016	Additional funding for new personnel and graphic interface system	Technology Department	Complete	This School Year
Weekly review of data w/principals	Review of prior week's attendance and engagement data and strategy development for correction	08/29/2016 06/09/2017	None	Principals, Dr. of Academic Achievement	In Progress	This School Year

Train and Implement Truancy Procedures	Provide training on the GOAL Attendance and Truancy Process	10/10/2016 01/31/2017	Professional Development Budget	Support Services, Principals	In Progress	This School Year
Principals retreat to review 1st trimester progress	Face-to-Face retreat with principals and sr. staff to review implementation progress	11/01/2016 11/30/2016	Travel and Food budget	Principals, Sr. Staff	Complete	This School Year
Implement and Track MTSS	Provide training on GOAL MTSS (processes and data access and analysis), create reports (daily, weekly, monthly) that can be communicated in a trend line format	11/01/2016 11/30/2016	None	Support Services Team, Principals, IT	In Progress	This School Year
Principals retreat to review 2nd trimester progress	Face-to-Face retreat with principals and sr. staff to review implementation progress	02/01/2017 02/28/2017	Travel and Food budget	Principals, Sr. Staff	Not Started	This School Year
Develop grades/Success Dashboard	Determine best method of reporting grade data to track passer data across all students and identify areas of improvement	02/01/2017 03/31/2017	Technology staff budgets	Technology Department	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name:

Instructional Model:

Major Improvement Strategy Description:

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, SAT/PSAT, CMAS/PARCC). 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.

Associated Root Causes:

Instructional Model: GOAL Academy is in year two of changing the instructional model, which resulted in hiring over 60 new teachers. Professional Development is a high priority to ensure these new staff members are effective online/blended teachers.

Resource allocation (Staffing levels): GOAL is working to determine the appropriate mix of instructional teachers and social-emotional support personnel to ensure academic success.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Differentiated professional development aligned to growth targets	Development of individualized learning plans for each staff member which are data aligned, driven by	06/01/2016 09/01/2017	Data Systems, Professional Development teams (expertise in each strand),	Department Heads	In Progress	This School Year

staff input, research based, and supported through varied resources (mentors, university partnerships, conferences, field based observations/research).

Documentation system of successful completion of Professional Development Competencies, UCSD (University of California San Diego) partnerships for Social Emotional Skill Set Development.

Develop metrics to accurately report and track academic data	Add and augment the Show Up, Connect, and Succeed dashboards as necessary, using the new BI system.	07/11/2016 06/30/2017	Technology Budget and Tech Staff	Technology Staff	In Progress	This School Year
Create a flexible regional staffing model	Create a flexible staffing model that provides academic and social/emotional balance of services to each regions' student needs	11/01/2016 03/01/2017	Data sets specific to engagement and academic progress	Principals, and Directors	In Progress	This School Year
Realignment of job descriptions for better delineation of service	Identify key responsibilities specific to each position and ensure that the job descriptions are concise,	12/01/2016 02/28/2017	Qualitative data sets specific to best practices for each position	Principals, Academic Directors, Human Resources	In Progress	This School Year

efficient and accurately aligned to specific key performance results

Develop consistency in weekly routines for students and staff	Establish data informed routines to establish consistent and personalized schedules for interaction and instruction that best meet the needs of the students we serve	12/01/2016 05/31/2017	Quantitative data set for student engagement	Principals, Academic Directors	In Progress	This School Year
Develop student/staff calendar that maximizes student success	Establish Calendar Development Team and provide this team with student-centric data sets for analysis to inform a calendar addressing instructional needs of students	01/04/2017 03/31/2017	No additional resources needed	Calendar Development Team (Academic Directors, Principals, Assitant Principals, Director of HR)	Not Started	This School Year
Build tech support on academic pod concept	Re-develop tech support to better align with pod concept	01/09/2017 10/30/2017	Technology Budget and Tech Staff	Technology Staff	In Progress	This School Year
New SIS/LMS Integration	Re-building the connections between Maestro and the LMS platform. LMS	02/01/2017 10/09/2017	Technology Budget and Tech Staff	Technology Staff	In Progress	Next School Year

upgrade still to be decided

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name:

Alignment of resource allocation to meet academic needs.

Major Improvement Strategy Description:

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. Success in this area would include 1) the use of functional, accurate data dashboards, making data accessible to multiple levels of employees (principals/teachers/counselor/social workers 2) teacher/student ratios would be at a manageable ratio 3) counselor/student ratios would be within industry guidelines 3)advisor/student ratios would be less than 30:1

Associated Root Causes:

Resource allocation (Staffing levels): GOAL is working to determine the appropriate mix of instructional teachers and social-emotional support personnel to ensure academic success.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Recruit, Hire, and Retain highly qualified staff.	Create systems to ensure staff are highly qualified prior to	07/01/2016 06/30/2017	HR department budget	HR Department	In Progress	This School Year

hire, competitively recruited and fairly paid.

Update Technology Infrastructure	Multi step process to Include: Convert staff and students to MS Office, Contruction of new tech Data Center, build site-to-site network links, applications integration, install and adopt data analytics platform, develop mobile app	07/11/2016 06/30/2018	Money allocated in budget	Technology staff	In Progress	Next School Year
GOAL Site efficiency evaluation	Develop a system to evaluate the need to open or close a site that ensures that academic needs are met in an efficient and effective manor	10/03/2016 12/31/2018	None	Operations staff	In Progress	Next School Year
Determine most efficient staff ratio to effective serve high risk population	Evaluate staffing ratios and make adjustments within the budget and hiring plans to ensure appropriate student/teacher ratios, allowing adequate resources for	10/17/2016 12/31/2017	None	HR staff, principals, department heads	In Progress	This School Year

		both direct instruction and social emotional needs				
Employee Wellness program	Develop a wellness program to promote health and balance for students and staff.	12/01/2016 12/30/2017	\$100,000 allocated in budget	HR Department	In Progress	This School Year
Implementation Benchmark Associated with MIS						
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Addenda

For Schools Operating a Title I Schoolwide Program

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 reference to section)
Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?	Section III: Data Narrative and Section IV: Action Plan	Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide reference to the appropriate section here. <p>GOAL Academy implemented the internal academic growth metric of STAR for reading and math in the 2015 – 2016 school year.
An analysis of the growth and achievement data as measured by the Student Growth Percentile (SGP) and the mean scale score for achievement over the course of the year highlighted the continued need to focus resources on a tiered approach for the majority of GOAL students. The school implemented the Multi-Tiered System of Supports (MTSS) model for the 2016 – 2017 school year which includes the domains of Engagement, Health, and Academic Learning. Interventions are tiered in accordance with the MTSS model and range from universal to highly individualized intensive academic support.
At the close of the 2016 – 2017 school year the following was noted:
 </p> 60.6% achieved over one year of growth in reading62.5% achieved over one year of growth in math46.3% met the Student Growth Percentile target of over 40% in reading42% met in Student Growth Percentile target of over 40% in math Targets for the 2016 2017 year will focus on increasing the percentage of students in each grade level reaching 47 to 50 SGP in each grade level.
Title I funds focus on reading and math programs designed to meet the needs of students who fall within the urgent intervention range. Title I funded personnel continue to work on a progressive approach to create a scaffolded program aligned to the learning management system. The current curriculum is aligned to STAR data and using predictive measures to place students in classes which are aligned to needs surfaced through the reading and math assessment. Title I personnel provide additional supports to further strengthen this model. <div> </div>

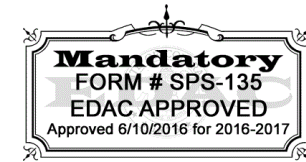
Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?	Section IV: Action Plan	Note: This requirement should be fully described in the UIP action plan. The school may add additional “major improvement strategies” as needed. Just provide reference to the appropriate section here. <p>The major reform strategies outlined in the UIP are in alignment to the comprehensive needs assessment. These strategies are inclusive of data-aligned and differentiated professional development, targeted alignment of additional personnel resources, and implementation of a data-informed whole school model. </p>
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	The data-based inquiry process is integrated into multiple domains as a structure to guide program assessment and development in ways relevant to significant trends surfaced in student growth data. A critical component of the resultant action plans is a determination of the professional development necessary to make progress toward established goals. Furthermore, GOAL is developing a plan to incorporate individual learning plans for each staff member tied to the overarching goals of the organization as defined by the UIP and tied to departmental focal areas.
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	Parents have input to the plan during regional Title I events. Staff members and members of the community are regularly informed of the goals outlined in the plan and the UIP during monthly board meetings and input is elicited during these updates.
Teacher Recruitment and Retention: What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?	Section III: Data Narrative and Section IV: Action Plan	Highly Qualified Teachers are recruited through our Human Resources Department per policies and regulations pertaining to Highly Qualified Personnel under NCLB. The school has focused efforts in hiring and retaining licensed teachers. Furthermore, all paraprofessionals meet the minimum standard for highly qualified as defined through NCLB.
Data Analysis: How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?	Section III: Data Narrative and Section IV: Action Plan	GOAL Academy employs a data-based inquiry cycle at multiple levels to continuously review multiple forms of data to assess both academic growth and achievement as well as social/emotional resilience and stability of our students. This cycles is cross-departmental and is utilized ensure resources support professional development that is aligned with data trends. Teachers use quizzes, tests, and writing assignments within each core curriculum area to gather data to be analyzed for student growth.

		The STAR 360 assessment is administered to every student four times a year. The assessment provides data which assists accountability teams to target appropriate intervention measures.
Timely Intervention: How will students be identified for and provided early interventions in a timely manner?	Section IV: Action Plan	GOAL Academy revised and updated the intervention support system to adhere to the Multi-Tiered Systems of Supports model. The domains of Engagement, Health, and Academics drive the level and intensity of support systems as well as the composition of the support team dependent upon student data and the tier. Teachers, students, regional leadership, and parents are involved in the process to ensure all needs are addressed in a timely manner.
Parent Involvement: How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?	Section IV: Action Plan	GOAL Academy has a comprehensive Title I Family Involvement Plan providing multiple opportunities for parent participation in the systems and activities of the school. The Parent Compact is written every year and is signed by parents as their commitment to supporting their child's education. There are opportunities for parent participation in a variety of program activities that support student learning and success, including engaging students with their learning, understanding achievement data, review of assessment systems, career and college planning, and extended learning opportunities.
Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?	Section IV: Action Plan	Not applicable for a High School
Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and local funds?	Section IV: Action Plan (, Resource Column	Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide reference to the appropriate section here. Title I funds are used, in combination with other Federal, State and local funds, to support an integrated approach for our students. For example, ELPA funds target reading support for our English Learner (EL) students and employs research-based practices designed for critical intervention. Staff

		leaders representative of distinct programs collaborate regularly to ensure the implementation of a cohesive program designed to meet the needs of all students.



Attachments List



HORIZON MIDDLE SCHOOL UIP 2016-17

District: **FALCON 49** | Org ID: **1110** | School ID: **4102** | Framework:
Improvement Plan | Draft UIP

Colorado's Unified Improvement Plan for School (2016-2017)

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Executive Summary

How are students performing? Where will the school focus 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, PWR), where the School did not meet federal, state and/or local expectations.

Name: English Language Arts Growth

Description: The school has a rating of "Approaching" The median growth percentile ranking is at the 35th percentile (goal is 50th)

Name: Math Growth

Description: The school has a rating of "Approaching" The median growth percentile ranking is at the 44th percentile (goal is 50th)

Name: English Language Arts Achievement

Description: Percentile Rank: The school is currently performing below the 50th percentile in English Language Arts as indicated by mean scale scores on PARCC. The school has a rating of "Approaching" in English Language Arts.

Name: Math Achievement

Description: Percentile Rank: The school is currently performing below the 50th percentile in Math as indicated by mean scale scores on PARCC. The school has a rating of "Approaching" in Math.

Why is the education system continuing to have these challenges?

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

Name: Standards and Instruction

Description: There has been inconsistent use of utilizing standards in planning for and delivering instruction. There has been an inconsistent use, and availability of, resources to enhance instruction. Particularly in math, we have lacked curricular resources. There has not been a consistent, reliable, system of assessment in place that provides the necessary knowledge to evaluate student learning, or lack of. 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.

Name: Intervention

Description: There have been consistent processes in place for providing effective intervention for students within the normal school day. However, we have lacked a solid process for reliably placing students in intervention classes. We have also lacked an intervention/enrichment class for our advanced students. 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.

Name: Culture

Description: Academic pride, school spirit, and the implementation of instructional best practices need to improve across the school. Strides have been made in improving the culture and school spirit. However, there remains a lack of adequate, purposeful, and meaningful feedback provided to students and staff. We also have not attained the appropriate buy-in as to the value of assessment from our student, staff, and parent community

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: #3 - Intervention

Description: Implement an effective, purposeful, and deliberate intervention system for delivering reading and math intervention.

Name: #2 -Standards and Instruction

Description: 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.

Name: #1 - Culture

Description: Implement strategies to create a culture of respect and high expectations among staff and students.

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

School Support Team or Expedited Review

Has (or will) the school participated in an 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.

International Baccalaureate evaluation visit - Spring 2013

Improvement Plan Information

The school/district 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 (CGP)
- ☐ School Improvement Support Grant

School Contact Information

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

Horizon Middle School serves approximately 710 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 49% white, 15% Hispanic, 9% black, 9% multi-racial, and 3% Asian. Approximately 53% of our students are male and 47% 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.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Prior Year Target: Increase the English Language Arts Mean Scale Score Percentile Rank by 10 points

Performance: The mean scale score, for all students, in 2015 was 736.5

The mean scale score, for all students, in 2016 was 730.1

**target was not met as mean scale score did not increase by 10 points*

Prior Year Target: Increase the Math Mean Scale Score Percentile Rank by 10 points

Performance: The mean scale score, for all students, in 2015 was 725.3.

The mean scale score, for all students, achieved in 2016 was 725.8.

**target was not met as the mean scale score did not increase by 10 points*

Academic Achievement (Status) Reflection

Performance Indicator: Academic Growth

Academic Growth Reflection

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

-

Performance Indicator: Disaggregated Growth

Disaggregated Growth 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 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.

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

-

Performance Indicator: Postsecondary & Workforce Readiness

Postsecondary & Workforce Readiness Reflection

Performance Indicator: Student Behavior

Student Behavior Reflection

Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

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.

Historically, Horizon's performance on state assessments in reading, math and writing has decreased in each area over the past few years.

As we review 2016 PARCC data compared to 2015 PARCC data, we see a decrease on the % of meets/exceeds in all grades and all subject areas with the exception of 6th grade math, 8th grade math, and Algebra where slight gains were made in those areas. In 6th grade math we saw an increase of 3% from 2015 (19%) to 2016 (22%). 8th grade math shows a 1% increase from 2015 (31%) to 2016 (32%) and Algebra scores show a 14% increase from 2015 (44%) to 2016 (58%) in the meets/exceeds categories. Although these areas demonstrated a slight increase, we remain below district and state averages. In other areas we see a decrease in PARCC scores from 2015 to 2016, In 6th grade ELA, we experienced a 6% decrease from 2015 (34%) to 2016 (28%) in the meets/exceeds categories. In 7th grade ELA, we experienced a 14% decrease from 2015 (38%) to 2016 (24%) in the meets/exceeds categories. In 8th grade ELA, we experienced a 7% decrease from 2015 (29%) to 2016 (22%) in the meets/exceeds categories. In 7th grade math, we experienced a 10% decrease from 2015 (20%) to 2016 (10%) in the meets/exceeds categories.

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 2016 school year we were able to hire quality people to fill positions We made significant changes to the personnel, particularly in math, 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, as well as the delivery of intervention. We are confident we will see significant improvement in scores on 2017 PARCC. However, as PARCC is an unreliable measure of school performance we are excited to be implementing ACT Aspire this year and are hopeful it will provide relevant and useful data that we can utilize as a gauge of instruction and student performance as well as gain a better understanding of the areas students are struggling and need additional support.

Until this year, we have lacked a tool, other than common assessments, to give us good data. We feel our students are performing better than PARCC scores indicate and are looking forward to having another system for collecting and analyzing data that is relevant.

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". Although we continued to see increases over the 2015-16 school year, they were not as large as what was experienced during our initial year of implementation, the 2014-15 school year. 2015-16 data results show an increase from BOY to EOY scores in all grades, in 6th grade reading comprehension a .9 increase from 7.0 BOY to 7.9 EOY. In 7th grade reading comprehension shows a .6 increase over the course of the 2015-16 school year going from 7.9 BOY to 8.5 EOY. In 8th grade reading comprehension shows a .4 increase over the course of the 2015-16 school year going from 8.6 BOY to 9.0 EOY. As we look at the ReadingPlus data for students who were in an intervention class during the 2015-16 school year, we see increases but not as large as we would like. Reading comprehension for students in an Intervention group increased from 4.3 BOY to 5.4 EOY in 6th grade, from 5.1 BOY to 5.8 EOY in 7th grade and from 5.7 BOY to 6.3 EOY. The data may not be completely valid as the EOY scores are lower than MOY, particularly in 8th grade, where MOY scores show a 7.9 average. In 7th grade the average was 5.8, same as EOY and in 6th grade the average was 5.1, so only a .3 increase from MOY to EOY. This information indicates students did not put the same effort into testing at EOY as they had at MOY. In looking at See Reader gains, another piece of ReadingPlus, there is a goal of 80% completion comprehension for all students. The average by grade for the 2015-16 school year was 75.1% in 6th grade, 79.5% in 7th grade and 81.7% in 8th grade. To begin the 2016-17 school year, we did not assess all students in ReadingPlus as we have in the past. Instead we only assessed new students to Horizon (all 6th grade and new 7th/8th graders) in order to determine students needing a reading intervention. For returning students, we used EOY 2016 scores. In the future, we are only planning to give the ReadingPlus screener to students in Intervention classes and will instead utilize ACT Aspire for data in determining student growth and intervention needs. We completed our initial ACT Aspire interim assessment in Fall 2016. Although the Interim measure isn't as comprehensive as the summative assessment we will give in the Spring, it still provides a data point that we haven't had previously. We will give three Interim measures during the year, September, December, and March. Our initial results indicate that 50% of students school-wide are considered At Benchmark in English and 58% are considered At Benchmark in Reading. These results are very similar to initial district averages.

In math, we began using Scholastic Math Inventory (SMI) in 2014 as a beginning, middle, and end of year screener. 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 6th grade (2014) had a quantile score of 643 and (2015) score of 650, an increase of 7 points. 7th grade (2014) had a quantile score of 691 and (2015) score of 602, a decrease of 89 points. 8th grade (2014) had a quantile score of 715 and (2015) score of 723, an 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 6th (2014) grade students move into 7th grade (2015) there was a 41 point decrease in quantile score, from 643 to 602. As students moved from 7th (2014) grade to 8th (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 made significant changes to planning, instruction, and assessment in math. We tested all students in SMI at the BOY and EOY during the 2015-16 school year and each grade experienced an increase in quantile scores, 6th grade went from 659 BOY to 708 EOY, 7th grade from 606 BOY to 681 EOY and 8th grade from 736 BOY to 842 EOY. Although we would like to see an average increase of 100 points over the course of the school year, these scores are significantly

better than the previous year in all grades. This also indicated to us that PARCC math scores may not be a valid indicator of student performance as grade level SMI scores increased significantly over the previous year, which was not indicated by PARCC. To begin the 2016-17 school year, we did not assess all students in SMI as we have in the past. Instead we only assessed new students to Horizon (all 6th grade and new 7th/8th graders) in order to determine students needing a math intervention. For returning students, we used EOY 2016 scores. In the future, we are only planning to give the SMI screener (if at all) to students in Intervention classes and will instead utilize ACT Aspire for data in determining student growth and intervention needs. We completed our initial ACT Aspire interim assessment in Fall 2016. Although the Interim measure isn't as comprehensive as the summative assessment we will give in the Spring, it still provides a data point that we haven't had previously. We will give three Interim measures during the year, September, December, and March. Our initial results indicate that 31% of students school-wide are considered At Benchmark in Math. These results are very similar to initial district averages.

In CMAS, our 8th grade science scores increased slightly from 2015. In 2016, our average scaled score in Physical Science was 543 which falls in the partially met expectations range overall. However, 77% of students were considered at the typical or potential relative strength level. in the area of Life Science our average scaled score was 540 which falls in the partially met expectations range overall. However, 81% of students were considered at the typical or potential relative strength level. in the area of Earth Systems Science our average scaled score was 544 which falls in the partially met expectations range overall. However, 78% of students were considered at the typical or potential relative strength level. in the area of Scientific Investigations/Nature of Science our average scaled score was 548 which falls in the partially met expectations range overall. However, 91% of students were considered at the typical or potential relative strength level.

The 2016 School Performance Framework is concerning as it shows Horizon with the plan type of "Improvement", attaining 46.1% of points. The 95% participation rate was met overall and in all subject areas. We also have a rating of "approaching" for Academic Achievement and Academic Growth. Within the area of Academic Achievement: English Language Arts, the subgroup of English Learners, students with disabilities, and Free/Reduced students all have a rating of "does not meet". All other subgroups have a rating of "approaching". In the area of math, students with disabilities have a rating of "does not meet", all other subgroups are rated as "approaching". In the area of science, students with disabilities and free/reduced students have a rating of "does not meet" and all other group a rating of "approaching". Moving to Academic Growth: in the area of English Language Arts all subgroups have a rating of "does not meet". In math, all subgroups have a rating of "approaching". In the area of English Language Proficiency, a rating of "approaching" was given.

As indicated in a needs assessment completed by the Flippen Group three years ago, we identified an issue with the design and delivery of math instruction and intervention. 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.

There has been an inconsistent use, and availability of, resources to enhance instruction. Particularly in math, we have lacked curricular resources. There has not been a consistent, reliable, system of assessment in place that provides the necessary knowledge to evaluate student learning, or lack of. 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. As we strive for continuous improvement, we will be working with Studer Education over the course of the next two-three years to continue to evaluate and verify our needs and areas of strength and growth.

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 and again in 2016 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. Strides have been made in improving the culture and school spirit. However, there remains 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 2015-16 school year we saw a large decrease in referrals, going from 480 office referrals during the 2014-15 school year to 321 during the 2015-16 school year. As we strive for continuous improvement, we will be working with Studer Education over the course of the next two-three years to continue to evaluate and verify our needs and areas of strength and growth.

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 been consistent processes in place for providing effective intervention for students within the normal school day. However, we have lacked a solid process for reliably placing students in intervention classes. We have also lacked an intervention/enrichment class for our advanced students. 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. We are placing major emphasis on reviewing and re-evaluating our intervention process, as far as placing students in intervention, as well as the systems we utilize to deliver intervention. We have made major changes to math intervention for the 2016-17 school year and are closely evaluating our

reading intervention and the need for adjustment as we move through the year and into next year.

*****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.***

Trend Analysis

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



English - 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. More recent PARCC data shows a decline from 2015 to 2016 in all grades on the English Language Arts assessment. From 34 - 28 in 6th grade, from 38 to 24 in 7th grade, and from 29 to 22 in 8th grade for the % of students at the met/exceed level. Within the area of Academic Achievement: English Language Arts, the subgroup of English Learners, students with disabilities, and Free/Reduced students all have a rating of "does not meet". All other subgroups have a rating of "approaching".

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



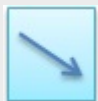
Math - An overall rating for all students of Approaching. All subgroups english learners, free/reduced, students with disabilities, minority students have a rating of Approaching. The overall Median Growth Percentile is 44.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***



English - An overall rating for all students of Approaching. All subgroups: english learners, free/reduced, students with disabilities, minority students have a rating of Does Not Meet The overall Median Growth Percentile is 35.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***



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. More recent PARCC data shows a decline from 2015 to 2016 in 7th grade, and a small increase in 6th and 8th grades. 6th grade math achievement increased from 19 to 22. 7th grade decreased from 20 to 10. 8th grade achievement increased from 31 to 32 and Algebra scores increased from 44 to 58. *Numbers represent students and the met/exceed level. Within the area of Academic Achievement: in math the subgroup of, students with disabilities have a rating of "does not meet", all other subgroups are rated as "approaching". In the area of science, students with disabilities and free/reduced students have a rating of "does not meet" and all other group a rating of

"approaching".

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



The total number of students earning office referrals has decreased significantly from the 2014-15 to 2015-16 school year. Total office referrals during the 2014-15 school year = 480 Total office referrals during the 2015-16 school year = 321 *this represents a 33% decrease in office referrals

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Student Behavior***



Total numbers of students making Renaissance has increased significantly from the 2014-15 school year to the 2015-16 school year Students making Renaissance 2014-15 school year = 527 Students making Renaissance 2015-16 school year = 1,392 *this represents a 124% increase in the number of students making Renaissance

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Student Engagement***

Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

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

Relationship of UIP Elements

Priority Performance Challenges

Root Cause

English Language Arts Growth



Intervention
Standards and Instruction
Culture

Math Growth



Standards and Instruction
Intervention
Culture

English Language Arts Achievement



Standards and Instruction
Intervention
Culture



Standards and Instruction

Math Achievement

Intervention
Culture

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Currently, 2016 PARCC data shows that overall we are at the 35th growth percentile in English Language Arts and the 44th percentile in Math. These are both lower than state and district averages and are also not at the 50th percentile which remains our goal. In reviewing the growth percentile ranking for specific subgroups and grade levels, only 8th grade math is above the 50th percentile - at 52nd percentile.

The SPF indicates a plan type of Improvement, with both Academic Achievement and Growth rated in the category of approaching. In addition, several subgroups are at the does not meet level, with the majority at approaching.

The goal of a 10 point increase in the mean scale score was not achieved in English Language Arts or Math.

Provide a rationale for how these Root Causes were selected and verified:

Root causes were selected and verified through a look at our processes and procedures in place in the school. We examined needs, and areas we are lacking, as a leadership team, then with the building leadership team, then staff, and also our SAC.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : English Language Arts Growth

Performance Indicator:		Academic Growth
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	Achieve the 50th Median Growth Percentile as reported in the School Performance Framework.
	2017-2018:	Achieve the 50th Median Growth Percentile as reported in the School Performance Framework.
Interim Measures for 2016-2017:		ACT Aspire Interim assessments I, II, and III Classroom/grade level common assessments EngageNY unit assessments

Priority Performance Challenge : Math Growth

Performance Indicator:		Academic Growth
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	Achieve the 50th Median Growth Percentile as reported in the School Performance Framework.
	2017-2018:	Achieve the 50th Median Growth Percentile as reported in the School Performance Framework.
Interim Measures for 2016-2017:		ACT Aspire Interim assessments I, II, and III Classroom/grade level common assessments EngageNY unit assessments

Priority Performance Challenge : English Language Arts Achievement

Priority Performance Challenge : Math Achievement

Planning Form

Major Improvement Strategy Name: #3 - Intervention

Major Improvement Strategy Description: Implement an effective, purposeful, and deliberate intervention system for delivering reading and math intervention.

Associated Root Causes:

Intervention: There have been consistent processes in place for providing effective intervention for students within the normal school day. However, we have lacked a solid process for reliably placing students in intervention classes. We have also lacked an intervention/enrichment class for our advanced students. 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.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
ELD Teacher	Hire .5 time ELD teacher to provide additional support to our ELD students.	07/01/2015 08/31/2016	2016-17 Title salary \$20,053 Benefits \$6,417	Principal ELD Teacher	Complete	This School Year
Interventionist	Hire an Interventionist to provide reading and/or math interventions to student in 6th, 7th, 8th grade.	07/01/2016 07/31/2016	2016-17 Title 51,630 Salary \$16, 522 Benefits	Principal	Complete	This School Year

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.

Math 180	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 100 licenses school-wide.	08/01/2016 05/31/2017	zone	Zone leader, school administration, math teachers, intervention teacher, instructional coach	In Progress	This School Year
Supplies	Purchase additional supplemental materials to support math and reading instruction. Big Ideas Journals, CPM algebra textbooks & tiles, NLC books for reading groups, additional novels.	08/01/2016 12/31/2016	2016-17 Title I \$2,483	Principal, Teaching Staff	In Progress	This School Year

Brain Pop	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.	08/01/2016 05/31/2017	2016-17 Title I \$1,700	Principal, Teaching staff, IB Coordinator	In Progress	This School Year
Docent App	Utilize technology as a resource for providing interventions in reading and math. Purchase Docent App access/license for all students. Docent provide the ability to turn almost any website into an engaging lesson by adding questions, discussions, insight, and more into the text. Purchase of 750	08/01/2016 05/31/2017	2016-17 Title I \$1,350	Principal, Teaching Staff, IB Coordinator	In Progress	This School Year
Scheduling	Through master schedule, ensure all students have	08/01/2016 08/31/2016	Principal, Counselors		Complete	This School Year

	the opportunity to participate in enrichment classes					
Intervention Classes	Implement MobyMax and SumDog math, for individual and small-group intervention. Purchase online license to provide additional math intervention. Implement ReadingPlus for individual and small group reading intervention. 3 year license was purchased before 2014- 15 school year	08/01/2016 05/31/2017	TitleI 2016-17	Principal, Teaching staff, Interventionist	In Progress	This School Year
Advanced Class	Implement Honors classes at each grade level for math and Language Arts to serve and challenge our advanced and higher level students. Our Gifted students will be serviced through Honors classes	08/01/2016 05/30/2017		Administration, teaching staff	Complete	This School Year
Advanced PRIDE	Develop and sustain an Advanced PRIDE class where highest students	08/01/2016 05/31/2017		All staff	Complete	This School Year

will be challenged in their reading and writing. They will be expected to participate in Battle of the Books and Brain Bowl

Knowledge Bowl	Provide stipend to staff for implementing Knowledge Bowl, providing opportunity to students to showcase their skills (approx. 25 meetings & competition)	09/01/2016 02/28/2017	Title I 2016-17 \$1,750	Principal, Teaching Staff	In Progress	This School Year
Geography Bowl	Provide stipend to staff for implementing Geography Bowl, providing opportunity to students to showcase their research and literacy skills (approx. 12 meetings & competition)	09/01/2016 01/31/2017	Title I 2015-16 \$600	Principal, Teaching Staff	Not Started	This School Year
Aimsweb	Utilize AimsWeb for progress monitoring in reading and math for special education students and	09/01/2016 05/31/2017		Administration, Instructional Staff	In Progress	This School Year

those receiving
intensive
intervention – Tier
3

Technology	Purchase technology to deliver Math 180 Intervention. When not in use for math intervention, technology will be utilized to increase student access and ability to write and research.	09/12/2016 10/31/2016	2016-17 Title I \$13,000	Principal	Complete	This School Year
Battle of the Books	Provide stipend to staff for implementing Battle of the Books, providing opportunity to students to showcase their reading and comprehension skills (approx. 15 meetings & competition)	10/01/2016 04/30/2017	2016-17 Title I \$1000	Principal, Teaching Staff	Not Started	This School Year
Math Intervention	Hire a math interventionist to provide additional, necessary, support to students with a	07/01/2017 08/31/2017	2017-18 Title I \$70,000 (approx.)	Principal	Not Started	Next School Year

demonstrated
need for math
support.

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Attendance, Improved Grades	Improved classroom performance and summative assessments, SMI, ReadingPlus, PARCC. Attendance at study lab and improved grades - also more students making Renaissance	05/01/2015 08/31/2017	Teaching Staff, Principal	Partially Met	This School Year
ELD Teacher,	Results for ELD	May 2016 -Improved performance and engagement of ELL students and increased support for ELD students in the classroom	07/01/2015 07/31/2016	Principal		This School Year
Technology,	Chromebooks Purchased	Additional ChromeBooks purchased and utilized to implement interventions	07/01/2016 07/31/2016	Principal		This School Year
Supplies,	Purchase of	Purchasing of	08/01/2016	Principal,		

	resources, Success of Students	resources Success of students utilizing resources and results of building, district, state assessments Increased students support and engagement as observed through observations and evaluation	12/31/2016	Teaching Staff	
Brain Pop,	Purchase and Use	Purchase/renewal of subscription Utilization of BrainPop in a variety of classrooms across the school	08/01/2016 05/31/2017	Principal, Teaching Staff, IB Coordinator	
Scheduling,	Master Schedule Developed and Implemented	Master Schedule developed and implemented all students enrolled in at least one enrichment class	08/01/2016 08/31/2016	Principal, counselors	
Intervention Classes,	Licenses purchased, programs used	Licenses purchased, technology purchased and provided to teachers for student use to complete intervention program	08/01/2016 05/31/2016	Principal, Instructional staff, interventionist	
Interventionist,	evaluation of	December 2015 –	09/01/2016	Principal	This School Year

ELD Teacher,	interventions, RTI & data	evaluation of interventions and mid-year data May 2016 – evaluation of interventions and end-of-year data Successful development and implementation of effective RtI processes and documentation in each grade level. Successful utilization of data in determining students intervention needs and making schedule adjustments to meet needs	10/31/2016	
Knowledge Bowl,	Success of Knowledge Bowl	Success and participation in Bowl team	09/01/2016 02/29/2016	Principal and teachers
Geography Bowl,	Success & Participation	Success and Participation in Geography Bowl	09/01/2016 02/28/2017	Principal
Docent App, Aimsweb,	Purchase and Use	Purchase and use of Discovery Education	09/01/2016 05/31/2017	Principal, Teaching Staff, IB Coordinator
Battle of the Books,	Success of Battle of the Books	Success and participation in Battle of the Books and Variety of students involved in and	04/01/2017 04/30/2017	Principal

participating in
Battle of the
Books practices
and competition

Major Improvement Strategy Name:

#2 -Standards and Instruction

Major Improvement Strategy Description:

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.

Associated Root Causes:

Standards and Instruction: There has been inconsistent use of utilizing standards in planning for and delivering instruction. There has been an inconsistent use, and availability of, resources to enhance instruction. Particularly in math, we have lacked curricular resources. There has not been a consistent, reliable, system of assessment in place that provides the necessary knowledge to evaluate student learning, or lack of. 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.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Innovations Institute	Provide alternative option of education to 6th grade students. Offer students the opportunity to be in the Innovation Institute. This class will be a		Zone funds	Innovation Teachers(2) Principal	In Progress	This School Year

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.

Training	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. Provide opportunities for professional development for staff to adequately support and incorporate instructional best practices in reading and writing and IB	08/31/2015 08/31/2017	16-17 Title\$12,000	Administrators, Instructional coach, IB Coordinator, TEaching staff, SPED and ELD Teachers.	In Progress	This School Year

	strategies into learning and instruction.					
IB School	Continue as an IB School and meet the requirements of an IB school and implementing the MYP programme as demonstrated through IB visitation to the school every 5 years.	05/01/2016 05/31/2017	Yearly MYP fee Title \$9280	All instructional and administrative staff	Complete	This School Year
Instructional Coach	Hire IC to provide specific feedback and coaching to teachers on best instructional practices	08/01/2016 08/31/2016	16-17 Title \$\$ Salary \$73,789 Benefits \$21,837	Principal, Instructional Coach	Complete	This School Year
Substitutes	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.	08/01/2016 08/31/2017		Principal, Teaching Staff, Administrative Secretary	In Progress	This School Year
Schedule	Develop a master schedule that provides additional, common,	08/01/2016 08/31/2017		Principal	Complete	This School Year

	planning time for instructional staff to collaborate and plan aligned, standards-based instruction.					
Professional Learning Time	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	08/01/2016 08/31/2017		Administrators, Instructional Coach, IB Coordinator, Instructional Staff	In Progress	This School Year
World Languages	Ensure master schedule provides time for year-long world language instruction for all students.	08/01/2016 08/31/2017		Administrators, World Language Staff	Complete	This School Year
Big Ideas	Adopt and implement new math curriculum, Big Ideas, consistently across 6, 7, 8 grades.	08/01/2016 05/31/2017		Math Teachers, Instructional Coach, Administrative Staff	In Progress	This School Year
Math Curriculum	Math teachers will receive professional	08/01/2016 05/31/2017		Math Teachers, Administrative Staff	In Progress	This School Year

development on the Big Ideas curriculum as well as math best practices. Math Solutions will provide training for teachers in the areas of problem-solving, mathematical thinking, and making sense of math.

Common Plan Time	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	08/31/2016 08/31/2017	Title 2016-17 \$12,500	Administrators, Instructional Coach, IB Coordinator, Teaching staff, Special Education and ELD Teachers.	Complete	This School Year
Instruction	Incorporate High-Impact instructional strategies (cooperative learning, effective questioning, learning maps, into planning and curriculum development Utilize backwards	08/31/2016 08/31/2017		Administrators, Instructional Coach, IB Coordinator, Instructional Staff.	In Progress	This School Year

	design to build and create quality units and assessments.					
STEM & Robotics	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.	08/31/2016 08/31/2017		Administrators, Instructional Coach, IB Coordinator, Instructional Staff	In Progress	This School Year
GreenHouse	Implement project-based learning opportunities through grant writing, construction, design, and experimental learning through GreenHouse project.	09/20/2016 05/31/2017		All Instructional & Administrative Staff	In Progress	This School Year
Implementation Benchmark Associated with MIS						
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Instructional	Increased	Instructional	07/31/2015	Principal,	Partially Met	This School Year

Coach,	Support &	support, collaboration and feedback will be increased for classroom teachers through ongoing coaching, weekly/bi-weekly walk-throughs, and quarterly formal/informal evaluation	08/31/2017	Instructional Coach		
IB School,	Meeting IB Requirements	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.	05/01/2016 05/31/2017	Administration, IB Coordinator	Partially Met	This School Year
Schedule, World Languages,	Schedule developed and implemented	Master Schedule created and used school-wide	08/01/2016 08/31/2017		Met	This School Year
Common Plan Time,	Common Schedule	Schedule developed and implemented Monitoring and feedback throughout school year to determine, and ensure, planning time is purposeful, useful, and focused on	08/17/2016 08/31/2017	Administrators, Instructional Coach, IB Coordinator, Teaching Staff, Special Education and ELD Teachers	Met	This School Year

		students and improving instruction.				
Substitutes, Training,	Feedback & observations	Feedback and evaluation of professional development and observations.	08/31/2016 08/31/2017	Principal		This School Year
Professional Learning Time,	Schedule developed, expectations and agenda	Professional Learning Time schedule developed and implemented. Expectations and agenda for early release days defined.	08/31/2016 08/31/2017	Administrators, Instructional Coach, IB Coordinator, Instructional staff	Met	This School Year
Instruction,	Schedule developed and implemented	Schedule developed and implemented Monitoring and feedback throughout school year to determine, and ensure, planning time is purposeful, useful, and focused on students and improving instruction.	08/31/2016 08/31/2017	Administrators and staff	Met	This School Year
STEM & Robotics,	Robotics Club Established	Feedback and evaluation of staff and lessons. Robotics club	08/31/2016 08/31/2017	Administrators, Instructional Coach, IB Coordinator, Instructional Staff	Partially Met	This School Year

established,
meeting, and
competing.

Innovations Institute,	Innovation Classes developed	Class developed, planned, applicants chosen, implemented for the 2015-16 school year	08/31/2016 08/31/2017	Principal, Innovations teachers (2)	Met	This School Year

Major Improvement Strategy Name:

#1 - Culture

Major Improvement Strategy Description:

Implement strategies to create a culture of respect and high expectations among staff and students.

Associated Root Causes:

Culture: Academic pride, school spirit, and the implementation of instructional best practices need to improve across the school. Strides have been made in improving the culture and school spirit. However, there remains a lack of adequate, purposeful, and meaningful feedback provided to students and staff. We also have not attained the appropriate buy-in as to the value of assessment from our student, staff, and parent community

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Boys Town	Conitinue to implement BoysTown expectations and	07/27/2015 08/31/2017		Principal Assistant Principal, Teaching Staff	Complete	This School Year

skills consistently across the school. Ensure all new staff is trained
Well-Managed Schools. We will also provide refresher training to all staff each year. 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.

Substitute Teachers	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.	08/15/2015 05/31/2017		Principal, Teaching Staff, Administrative Secretary	In Progress	This School Year
Parent Involvement	Increase parent involvement	08/19/2015 08/16/2017	2016-17 Title \$3440	All instructional and	In Progress	This School Year

Administrative
Staff

through Open House, Pastries with Parents, Parent University, Literacy/math parent information nights, ELL parent nights, Arts night, culture night. Purchase student planners to increase communication between home and school

Instructional Coach	Hire IC to provide specific feedback and coaching to teachers on best instructional practices	08/01/2016 08/01/2017	16-17 Title \$\$ Salary \$73,789 Benefits \$21,837	Principal, Instructional Coach	Complete	This School Year
Training	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	08/01/2016 08/01/2017	16-17 Title \$12,000	Administrators, Instructional Coach, IB Coordinator, Teaching staff, Special Education and ELD Teachers	In Progress	This School Year

(PRIDE), KAGAN, math, reading, and writing.

Renaissance Committee	Provide stipend for implementing Renaissance school improvement/pride program and expectations. Renaissance will help create high expectations for academic and behavioral performance or students, increasing motivation and school spirit. Stipend will be provided to teachers on committee and will meet throughout year to plan assemblies and activities	08/01/2016 05/31/2017	2016-17 Title \$4000	Admin, Instructional Staff	Complete	This School Year
IB	Increased focus and instruction with Approaches to Learning and Learner Profile in all classes.	08/01/2016 05/31/2017		Administrators, Instructional Coach, IB coordinator, Teaching staff, Special Education and ELD Teachers	In Progress	This School Year
Common Expectations	Review, modify, implement, enforce, and review	08/01/2016 05/31/2017		Administration Team, Staff	Complete	This School Year

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....

Self-Advocacy	Implement Why Try and SmartGirl curriculum to support student self-management and advocacy.	09/20/2016 05/31/2017	Counselors	In Progress	This School Year
Project Based Learning	Implement project-based learning opportunities through grant writing, construction, design, and experimental learning through GreenHouse project. GreenHouse will	09/26/2016 08/31/2017	All Instructional & Administrative Staff	In Progress	This School Year

be erected and will focus on HydroPonics and the utilizing of water to grow a variety of plants/vegetables

Studer Education	Work with Studer Education to create a culture of engagement, execution, and excellence through a cycle of continuous improvement. Gather resources, strategies, and ideas to refine and achieve goals in the areas of: student achievement, people, service, finance, and quality. Through services of staff and parents will get a scorecard to assist in making continuous improvement through evidence-based leadership.	11/01/2016 05/31/2017	Principal	In Progress	This School Year
Veteran's Day	Connect with the community through Veterans Day assembly and other	11/11/2016 11/11/2016	All instructional & administrative staff	Not Started	This School Year

various guest speakers throughout the school (historical conflict, bullying, chemistry, Constitution, engineering/design)

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Instructional Coach,	Instructional support & collaboration	Instructional support, collaboration and feedback will be increased for classroom teachers through ongoing coaching, weekly/bi-weekly walk-throughs, and quarterly formal/informal evaluation		Principal, Instructional Coach	Met	This School Year
Renaissance Committee, Parent Involvement,	Increased motivation and achievement	Evidence of increased student achievement and motivation. Attendance at events. Number of students reaching academic and behavioral goals. Number of		Administrative Staff	Partially Met	This School Year

		students making Renaissance requirements each quarter				
	Feedback	Evidence of increased use of effective instructional practices through evaluation and collaborative conversations with evaluators.	08/31/2015 08/31/2017	Administrators	Partially Met	This School Year
IB,	Increased collaboration and planning	Evidence of increased collaboration and planning to incorporate these skills into daily lessons.	09/30/2015 05/31/2017	All staff	Met	This School Year
Substitute Teachers, Training, Boys Town,	Feedback & Observations	Feedback and evaluation of professional development and observations.	08/01/2016 08/31/2017	Principal Teaching Staff Admin Secretary	Met	This School Year
Boys Town, Renaissance Committee,	Evidence of improved relationships & achievement	Evidence of improved dialogue and relationships between staff and students as well as between students. Evidence of increased student achievement on end of year assessments.	08/01/2016 08/31/2017	Principal Assistant Principal, Teaching Staff	Met	This School Year

		Reduction in office referrals. All staff implementing BoysTown skills and language as evidenced in formal and informal observations				
	ICAP completion & revision	Evidence of ICAP completion and revision during the 2016-17 school year	08/01/2016 05/31/2017	Administrators	Partially Met	This School Year
Common Expectations,	Common Expectations Developed	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.	08/01/2016 08/31/2016	Administration, Teachers,	Met	This School Year
Project Based Learning,	Greenhouse	Greenhouse built, designed, and utilized for instruction. GreenHouse purchased and installed - April 2016. Productivity measure 2017	08/01/2016 08/31/2017	All instructional & administrative staff	Met	This School Year

Parent Involvement,	Parent Survey Feedback	Feedback from Title I parent survey of programs at the end of the programs. Student use of planners August 2016 -Open House August 2016 - Pastries with Parents November 2016 - Parent University Winter 2017 - Band and Choir concerts October 2016 - PT conferences February 2017 - PT conferences Spring 2017 - Band and Choir concerts April 2017 - Parent Night, 5th Orientation	08/17/2016 05/31/2017	Administrative Staff	Partially Met	This School Year
Veteran's Day,	Veteran's Day Event	Scheduling and Completion of event/assembly	08/31/2016 11/11/2016	All instructional & administrative staff		This School Year
Self-Advocacy,	Groups formed and met	Evidence of groups formed and met	09/20/2016 05/31/2017 Weekly	Counselors	Met	This School Year

Addenda

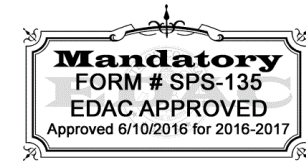
For Schools Operating a Title I Schoolwide Program

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 reference to section)
Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?	Section III: Data Narrative and Section IV: Action Plan	Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide reference to the appropriate section here. <i><i>Please see Section III - Data Narrative</i></i>
Reform Strategies: 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?	Section IV: Action Plan	Note: This requirement should be fully described in the UIP action plan. The school may add additional “major improvement strategies” as needed. Just provide reference to the appropriate section here. <i><i>Please see Section IV: Action Plans</i></i>
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	Student achievement data is analyzed and discussed with staff, with a focus on areas of improvement and growth. Staff and students participate in perception surveys. Information from Needs Assessment is also reviewed and utilized.
Community Involvement: How are staff, parents and other	Section III: Data Narrative and	Staff review state achievement data each fall and building level data throughout each year. Parents review this data through/during SAC meetings and other meetings as requested. The UIP and Title

members of the community collaborating to influence program design?	Section IV: Action Plan	plan are reviewed during the year and plans are made to make revisions as needed as well as planning for the following year. Parents and staff are provided opportunities to provide feedback and thoughts throughout plan development.
Teacher Recruitment and Retention: What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?	Section III: Data Narrative and Section IV: Action Plan	All staff is Highly Qualified each year. Staff is retained through a variety of instructional support and staff development provided throughout the year and ongoing feedback from the Instructional Coach. A culture of pride and high expectations creates an environment and place where staff want to be.
Data Analysis: How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?	Section III: Data Narrative and Section IV: Action Plan	Teaching staff review state assessment information at the beginning of each school year, or when available. They review beginning, middle, and end of year math and reading data to make adjustments to instruction and student intervention schedules. Teachers also review common, subject-area, assessment data throughout the year and make adjustments to planning and instruction based on the information gathered. Weekly RtI meetings are held to discuss student needs and make adjustments to their instruction.
Timely Intervention: How will students be identified for and provided early interventions in a timely manner?	Section IV: Action Plan	Grade level and Team RtI meetings are held weekly to discuss student needs. Students are assigned to reading and math intervention classes based on assessment needs as well as performance in class and teacher recommendation. Performance in intervention classes is continuously reviewed to ensure student needs are met.
Parent Involvement: How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?	Section IV: Action Plan	Parents will received frequent communication from the school to ensure they remain informed. School level communication will occur to all parents to share information about school events and encourage their involvement. Each grade level team will send weekly emails to inform parents on what students will be working on during the upcoming week in all content areas. Open House, Pastries with Parents, Parent-Teacher conferences, and an Arts night will be held.
Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?	Section IV: Action Plan	N/A
Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and local funds?	Section IV: Action Plan (, Resource Column	Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide reference to the appropriate section here. <i>Please see Section IV: Action Plans</i>

Attachments List



**IMAGINE CLASSICAL ACADEMY UIP
2016-17**

District: **FALCON 49** | Org ID: **1110** | School ID: **4251** | Framework:
Improvement Plan | Draft UIP

Colorado's Unified Improvement Plan for School (2016-2017)

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Executive Summary

How are students performing? Where will the school focus 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, PWR), where the School did not meet federal, state and/or local expectations.

Name: Growth in Reading

Description: ELAT growth, according to DIBELSNext results, indicate Kindergarten, Second grade and Fourth Grade are making less progress with students who begin the year well below benchmark.

Name: PARCC Math Scores

Description: PARCC Math Scores in 2015-2016 showed a decline in scores for 4th grade and middle school, identified areas of challenge are reasoning and major content.

Name: PARCC ELA Scores

Description: PARCC ELA Scores in 2015-2016 showed a downward trend, identified areas of challenge are reading informational text and writing expression. Specifically our disaggregated groups show significant downward trends.

Why is the education system continuing to have these challenges?

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

Name: CKLA Curriculum Implementation

Description: We transitioned our K-5 reading curriculum in 2015-2016 to CKLA. In spite of extensive training it took several months for teachers to gain proficiency with the new curriculum.

Name: Growth Gaps in Struggling Students

Description: We nearly met our annual Math growth goals, however disaggregated groups of students did not meet benchmark despite making over a full year of growth. Students with significant learning gaps did not make enough progress to close the learning gap.

Name: Lack of Targeted Instruction Concerning Common Core Standards

Description: Lack of reading curriculum and resources meant we were not specifically targeting vocabulary of Common Core Standards.

Name: Depth of Knowledge Questions

Description: Level of questioning was not consistent with instructional rigor required to reach DOK levels 3 and 4.

Name: Disaggregated Groups

Description: Until 2015-2016, ELL and GT populations were not identified. New RTI process was in it's first year of implementation.

Name: Instructional Time

Description: Instructional time not used proficiently in the classrooms, lack of time spent on grade level standards aligned instruction.

Name: Implementation of new technology

Description: Over the past three years our school has made the change from paper pencil tests in 2013-2014, to laptops in 2014-2015, then to chrome books in 2015-2016.

Name: Instructional Strategies

Description: Our staff had previously been trained in a classical education model where teachers deliver content directly to the student, especially at the elementary level. This model requires few instructional strategies. In order to respond to expectations of the common core and 21st century skills, students need a variety of learning modalities and a higher engagement level. In particular, student writing, speaking and thinking needed to be infused into our daily instructional expectations.

Name: Lack of a Writing benchmark assessment and services

Description: We did not have a vertical, standards based benchmark assessment for Writing.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Support staff with aligning instruction to grade-level standards

Description: Success looks like increased writing scores on PARCC and increased math scores on PARCC.

Name: Implement schoolwide PBIS and classroom management system

Description: Increased student engagement and student productivity within the classroom environment. Embedded expectations clearly communicated to students and on task behaviors documented with administrative walkthroughs.

Name: Commit to an intentional focus on Primary Literacy in K-3

Description: 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.

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

Not Applicable

School Support Team or Expedited Review

Has (or will) the school participated in an SST or Expedited Review? If so, when?

Not Applicable

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.

Not Applicable

Improvement Plan Information

The school/district 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 (CGP)

☐ School Improvement Support Grant

☐ Other

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

Imagine Classical Academy Indigo Ranch (ICA) is a PK-8 classical education public charter school in Falcon District 49. Our classical education is based on the Core Knowledge curriculum. The current year is the beginning of our ninth year as a school. After an extensive application process, we received unanimous approval from the Board of Education and were granted a renewal of our charter in 2013 with a five year extension. Our campus began in seven modular units in an open field area while our permanent facility was being built. This is our eighth year at our permanent campus in Colorado Springs. Two years ago, in partnership with Imagine Schools and the Imagine Classical Academy Indigo Ranch Board of Education, Frank Fowler was chosen as our new principal and Scott Hunter, our new assistant principal. They continue to lead the school this year. Our school is comprised of approximately 18.3% military families which contribute to a somewhat mobile population and 20.5% minority students in 3rd – 8th grade. Our school model is based on parent choice and parent involvement and we have a knowledgeable and involved parent community. Parents are asked to volunteer twenty hours each year and their support is invaluable. Currently our student population is growing and we are at 93% of capacity adding new students weekly.

Process and Stakeholder Involvement:

We transitioned to the online form last year. Multiple committees and stakeholders had an opportunity to contribute to the Imagine Classical Academy Indigo Ranch UIP. Historically, our Team Leads met to review the previous year's data and analyze root causes for achievement and growth and recommendations for action steps. Our Academic Achievement Task Force thoroughly reviewed the data and made additional recommendations the past two years. This task force was comprised of one first grade teacher, two fifth grade teachers, one middle school teacher, the technology teacher, the academic coach and the principal. In addition this year all grade level teams had an opportunity to participate in root cause analysis and add their thoughts to our assessment of our performance. Our SAC committee reviewed the UIP and outcomes from our most recent state assessments and our local norm referenced assessments, STAR/Renaissance and DIBELSNext. Imagine Classical Academy Indigo Ranch also has a governing board and they have reviewed our UIP.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Prior Year Target: *In 2014-2015 Imagine Classical Academy did not receive an overall rating for Academic Achievement (status) due to it being first year of PARRC. All data presented to us was a 3 year SPF from 2011-2014.*

Performance: *In 2015-2016 Imagine Classical Academy received an overall rating for Academic Achievement (status) of Approaching.*

Academic Achievement (Status) Reflection

Our current Academic Achievement (Status) of Approaching is not commensurate with our expectations as a school. The entire staff has taken steps to assure all lessons, objectives and vocabulary are aligned with common core standards. The students have become increasingly more

familiar with the chrome books which are used daily in class. Staff has received extensive additional support and training with regard to ECAW, CKLA and CHAMPS. Every possible resource and data point is being explored and used to plan lessons and interventions. We as a school have fully committed to achieving at a higher level.

Performance Indicator: Academic Growth

Prior Year Target: Increase our school percentile ranking in Reading according to our STAR reading Learning Gains: Increase from LG 1.06 to LG 1.07.

Teachers will use STAR Renaissance Reading computer adaptive testing (CAT) results to progress monitor student growth and adjust teaching strategies to target specific areas of need for 100% of the student population.

Performance: Current Performance on Target: MOY STAR reading data shows that Elementary LG is at a 1.084, Middle School LG is at a 1.026.

Four STAR Renaissance benchmark tests during the year, quarterly.

*Three DIBELS Benchmark tests during the year, one in the fall, one in the winter and one in spring. CKLA Unit testing.

DIBELS progress monitoring.

Lexia CORE 5 participation and growth.

Reading Interventionists works with struggling students and provides teachers and paraprofessionals with intervention strategies and lessons.

STAR Renaissance Reading computer adaptive testing (CAT) results allow teachers to progress monitor student growth and adjust teaching strategies to target specific areas of need.

Measurable goals are in progress, if current growth trends continue we should meet our goals.

Prior Year Target: Increase our school percentile ranking in Math according to our STAR math Learning Gains: Increase from LG 1.05 to LG 1.07.

Teachers will use STAR Renaissance Math computer adaptive testing (CAT) results to progress monitor student growth and adjust teaching strategies to target specific areas of need.

Performance: Current Performance on Target: MOY STAR math data shows that Elementary LG is at a 1.054, Middle School LG is at a 1.042.

Four STAR Renaissance benchmark tests during the year, quarterly.

Saxon placement, benchmark and unit testing. Khan Academy online tutoring to enhance classroom instruction.

Purchase of new Saxon Math teacher manuals with common core aligned vocabulary and writing prompts.

Use of ALEKS in Middle School as an intervention strategy.

All grades have begun leveled differentiated math groups.

STAR Renaissance Math computer adaptive testing (CAT) results allow teachers to progress monitor student growth and adjust teaching strategies to target specific areas of need.

Measurable goals are in progress, if current growth trends continue we should meet our goals.

Academic Growth Reflection

The school had difficulties in past years with the implementation of a consistent progress monitoring and reporting process which impeded the ability of teachers to learn how to utilize data to optimize effective instruction. The primary focus was data related to ELA and Reading with a lack of emphasis on Math. Teachers now have been able to dedicate the time and collaborative planning focus necessary to make vertical alignment a comprehensive and continually improving component of classroom instruction. The entire staff has taken steps to assure all lessons, objectives and vocabulary are aligned with common core standards. The students have become increasingly more familiar with the chrome books which are used daily in class. Staff has received extensive additional support and training with regard to ECAW, CKLA and CHAMPS. Every possible resource and data point is being explored and used to plan lessons and interventions. We as a school have fully committed to closing growth gaps.

Special education services from the district including ELL, Resource, OT, Speech, and the Psychologist, continue to be a concern and have been a challenge for multiple years because of issues with communication and inconsistencies with special education staff. It has been our experience that the identification and qualifying process has literally taken years with some students. Our annual data historically shows a continual deficiency in the lack of academic growth in our special education students.

Performance Indicator: Disaggregated Achievement

Prior Year Target: *No prior target*

Performance: *N/A*

Disaggregated Achievement Reflection

- *No prior target*

Performance Indicator: Disaggregated Growth

Prior Year Target: No prior target

Performance: N/A

Disaggregated Growth Reflection

No prior target

Performance Indicator: English Language Development and Attainment

Prior Year Target: Meet all requirements to attain AMAO1

Performance: Data analysis In progress

Prior Year Target: Meet all requirements to attain AMAO3

Performance: Data analysis in progress

English Language Development and Attainment Reflection

States were no longer required to make new AMAO accountability determinations for the 2014-2015 or 2015-2016 school years. However, we did some data analysis using the old accountability standards. As a school we would have received a determination of Meets on AMAO 1, having attained our goal. AMAO 3 would not have been calculated as we did not have the minimum number of 20 students tested and scored between the 4th and 8th grades.

Performance Indicator: Other

Prior Year Target: No prior target

Performance: N/A

Other Reflection

- *No prior target*

Performance Indicator: Postsecondary & Workforce Readiness

Prior Year Target: *No prior target*

Performance: *N/A*

Postsecondary & Workforce Readiness Reflection

No prior target

Performance Indicator: Student Behavior

Prior Year Target: *No prior target*

Performance: *N/A*

Student Behavior Reflection

- *No prior target*

Performance Indicator: Student Engagement

Prior Year Target: *No prior target*

Performance: *N/A*

Student Engagement Reflection

No prior target

Current Performance

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.

Data Trends:

In analyzing the available data, we looked for the most significant increases or decreases within grade levels or disaggregated groups in order to determine which trends were the most notable. They are as follows:

We identified the following trends in Academic Achievement: DIBELSNext scores for students who were reading at benchmark 2015-2016 indicate first and fifth grade students scored well above average progress, third and fourth grade students scored above average progress, Kindergarten and second grade students made average progress. This year the overall percent of records indicate that proficient or advanced DIBELSNext benchmark scores were as follows 71% BOY and 80% MOY which ELAT identifies as Average progress for benchmark growth. This year's ELAT descriptors for DIBELSNext indicate MOY grade level scores for 2016-2017 as follows: Kindergarten 54% BOY to 75% MOY, 1st grade 63% BOY to 90% MOY, 2nd grade 76% BOY to 76% MOY, 3rd grade 74% BOY to 76% MOY, 4th grade 79% BOY to 83% MOY, and 5th grade 79% BOY to 81% MOY. These percentages indicate Well Above Average progress for 1st and 4th grades, Above Average progress for Kindergarten and Average Progress for 2nd, 3rd and 5th grades.

During the second year (2016) with the Colorado PARCC Assessment, ICA students ELA scaled scores and proficiency percentile scores (met or exceeded) are as follows: 3rd grade scaled score 736 / proficiency score 36%, 4th grade scaled score 735 / proficiency score 25%, 5th grade scaled score 739 / proficiency score 32%, 6th grade scaled score 729 / proficiency score 20%, 7th grade scaled score 734 / proficiency score 36%, 8th grade scaled score 732 / proficiency score 29%. ICA students Math scaled scores and proficiency percentile scores (met or exceeded) are as follows: 3rd grade scaled score 740 / proficiency score 43%, 4th grade scaled score 734 / proficiency score 27%, 5th grade scaled score 743 / proficiency score 40%, 6th grade scaled score 726 / proficiency score 22%, 7th grade scaled score 726 / proficiency score 14%, 8th grade scaled score 727 / proficiency score 19%.

During the first year (2015) with the Colorado PARCC assessment, ICA elementary students scored in the 42nd percentile in Reading compared to state norms. Middle school Reading scores were in the 45th percentile. On the PARCC Math test, ICA elementary students scored in the 53rd percentile compared to state norms. Middle school Math students scored in the 42nd percentile for general grade level tests. Several of our middle school students scored in the 52nd percentile for Algebra I and several others scored in the 82nd percentile for Geometry, well above the state norms. The ELA proficiency percentile scores (met or exceeded) for ICA elementary students stayed about the same as they went from 32% in 2015 to 31% in 2016. The ELA proficiency percentile scores (met or exceeded) for ICA Middle School students saw a significant drop as they went from 38% in 2015 to 28% in 2016. The Math proficiency percentile scores (met or exceeded) for ICA elementary students stayed steady at 37% in both 2015 and 2016. The Math proficiency percentile scores (met or exceeded) for ICA Middle school students dropped from 23% in 2015 to 18% in 2016. This is at least in part due to shift in testing for algebra and geometry.

Historically, TCAP scores typically indicated ICA students outperformed state and district norms.

We identified the following trends in Academic Growth: DIBELSNext progress for students 2015-2016 who began the year well below benchmark

indicate first and fifth grade students made well above average progress, third and fourth grade students made above average progress, kindergarten and second grade students made average progress. Current DIBELSNext ELAT descriptors for 2016-2017 indicate fourth grade students scored 79% BOY to 83% MOY which indicates Well Above Average progress while fifth grade 79% BOY to 81% MOY made Average progress, 1st grade scored 63% BOY to 90% MOY which is Well Above Average progress, second grade scored 76% BOY to 6% MOY which is Average progress, Kindergarten scored 54% BOY to 75% MOY which indicates Above Average progress and third grade scored 74% BOY to 76% MOY which indicates Average progress. The overall 2015-2016 STAR Reading % of students at or above grade level moved from 52.5% BOY to 63.2%EOY School wide with an overall learning gain of 1.061. The overall 2015-2016 STAR Math % of students at or above grade level moved from 70.3% BOY to 80.2%EOY School wide with an overall learning gain of 1.050. These scores indicate an upward trend in academic growth.

As regards student assessment participation percentage rates: In 2013 we had 99.7%, In 2014 we had 98.3%, In spring 2015 we had 94.2 percent. We did not meet state expectations for 95% participation, though we felt that our participation rate was high in relation to other schools and districts in the state. We have included information about the importance of testing through our newsletter. Our new purchase of Chromebooks will support us to make the testing process less intrusive. We will include our School Board in support of testing with parent communication. In 2016 our participation rates were 96.2% in ELA, 96.2% in Math and 95.8% in Science. Our only disaggregated group that did not meet the 95% requirement for participation was elementary science students at 94.9%. We are continuing to communicate to parents and encourage participation, as well as supporting student and teacher population with education about the testing process.

Trend Analysis

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



In analyzing the available data, we looked for the most significant increases or decreases within grade levels or disaggregated groups in order to determine which trends were the most notable. They are as follows: DIBELSNext scores for students who were reading at benchmark 2015-2016 indicate first grade student scored well above average progress, second grade scored average progress, third and fourth grade students made above average progress, fifth grade student scored well above average and Kindergarten scored average progress. Last year the overall K-5 DIBELSNext benchmark score was 67% BOY and 83% EOY which ELAT identifies as Well Above Average for benchmark growth. This year's ELAT descriptors for DIBELSNext indicate improved MOY grade level scores for 2016-2017 as follows: Kindergarten 54% BOY to 75% MOY, 1st grade 63% BOY to 90% MOY, 2nd grade 76% BOY to 76% MOY, 3rd grade 74% BOY to 76% MOY, 4th grade 79% BOY to 83% MOY, 5th grade 79% BOY to 81% MOY. Current scores indicate Well Above Average progress for 1st and 4th grades, Above Average progress for Kindergarten and Average Progress for 2nd, 3rd and 5th grades. After analysis of these trends if the EOY growth is in relation to that of last year then these scores indicate advancement in academic growth scores.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Our current Academic Achievement (Status) of Approaching is not commensurate with our expectations as a school. PARCC ELA results for academic achievement indicate that elementary students achieved a meets status for all students on PARCC, with a Meets status in



Math and Science and approaching in ELA and all disaggregated groups across all three subject areas. PARCC ELA results for academic achievement indicate that middle school students achieved an approaching status for all students in ELA, Math and Science. While free and reduced lunch middle school students were at a Does Not Meet status in both ELA and Math, and ELL student were Does Not Meet in ELA.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



On the preliminary 2016 SPF, IIR earned approaching in the performance indicator of Academic Growth. We identified the following trends in Academic Growth Gaps: The overall 2014-2015 STAR Reading SGP for all students indicates that all grades are within the typical growth range of 35-65 SGP with the exception of 4th grade, with 1st, 5th and 8th grades all at the upper end of the range. STAR Math SGP for all students indicates that all grades are within the typical growth range of 35-65 SGP with the exception of 4th grade, with 1st, 5th, 6th and 7th grades all at the upper end of the range. No grade level scored above the typical growth range for STAR Math or Reading last year. PARCC ELA results indicate that in the elementary grades all disaggregated groups were in the approaching range, while in middle school ELL and free and reduced lunch students were in the Does Not Meet range. PARCC Math results indicate in elementary free and reduced lunch students were in the Does Not Meet range, while in middle school all students and disaggregated groups were in the Does Not Meet range.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth Gaps***

Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

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

Relationship of UIP Elements

Priority Performance Challenges

Root Cause

Growth in Reading



CKLA Curriculum Implementation
Growth Gaps in Struggling Students
Instructional Strategies

PARCC Math Scores

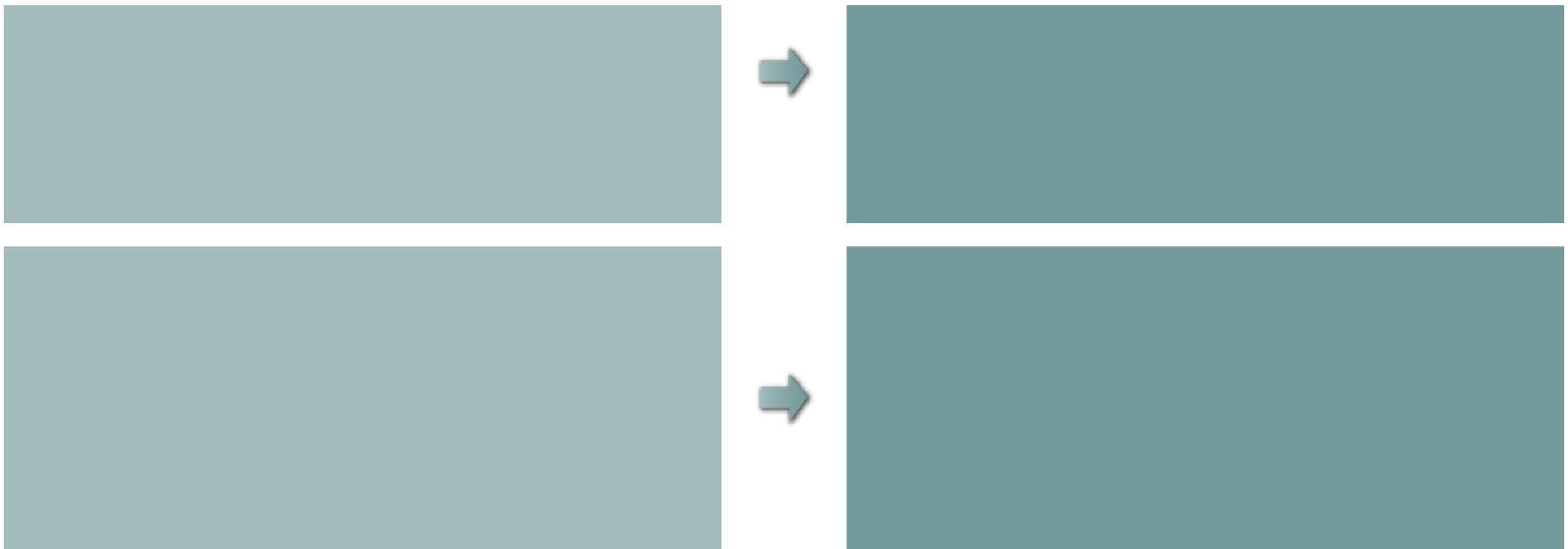


Instructional Time
Growth Gaps in Struggling Students
Depth of Knowledge Questions
Lack of Targeted Instruction Concerning Common Core Standards
Implementation of new technology
Instructional Strategies

PARCC ELA Scores



Lack of a Writing benchmark assessment and services
Lack of Targeted Instruction Concerning Common Core Standards
Depth of Knowledge Questions
Disaggregated Groups
Implementation of new technology
Instructional Strategies



Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Priority Challenges Rationale:

Once we identified root causes for the low scores, we were able to target specific goals in order to focus our efforts in the coming year. Trends in our data over time helped us prioritize and identify the most significant challenges. We used all local and state metrics available to determine which trends were statistically most significant. Our priority performance challenges are; growth in reading, ELAT growth, according to DIBELSNext results, Kindergarten, Second grade and Fourth Grade are making less progress with students who begin the year well below benchmark. PARCC Math Scores, in 2015-2016 showed a decline in scores for 4th grade and middle school, identified areas of challenge are reasoning and major content. Math scores indicate marginal growth for third and sixth grade students; low growth for fourth grade students. A look into the disaggregated groups shows that students with disabilities, minorities and males have lower growth than other students. Recent PARCC scores vary significantly from previous state assessment results. Our current ELA PARCC scores show downward trend, writing expression and reading informational text have been identified as areas that were particularly challenging. The lack of resources or implementation of curriculum to measure gaps in writing growth continue to be a concern. Our staff had previously been trained in a classical education model where teachers deliver content directly to the student, especially at the elementary level. This model requires few instructional strategies. In order to respond to expectations of the common core and 21st century skills, students need a variety of learning modalities and a higher engagement level. In particular, student writing, speaking and thinking needed to be infused into our daily instructional expectations. CHAMPS gives our teachers some of these tools

Provide a rationale for how these Root Causes were selected and verified:

Root Causes Rationale:

We did not have a Language Arts curriculum that explicitly taught comprehension or writing related to content reading. Due to the lack of this resources, professional development in reading and writing was limited until recent years. We did not have a vertical, standards based benchmark assessment for writing. Lack of reading curriculum and resources meant we were not specifically targeting vocabulary of Common Core Standards. We transitioned our K-5 reading curriculum in 2015-2016 to CKLA. In spite of extensive training it took several months for teachers to gain proficiency with the new curriculum. ELAT growth, according to DIBELSNext results, Kindergarten and Second grade are making less progress with students who begin the year well below benchmark. Instructional time was not used proficiently in the classrooms, lack of time spent on grade level standards aligned instruction. Level of questioning was not consistent with instructional rigor required to reach DOK levels 3 and 4. Inconsistent targeted differentiated instruction by grade levels did not meet student needs. Our annual data historically shows a continual deficiency in the lack of academic growth in our students with growth gaps. We nearly met our annual Math growth goals, however disaggregated groups of students did not meet benchmark despite making over a full year of growth. Students with significant learning gaps did not make enough progress to close the learning gap. Until 2015-2016, ELL and GT populations were not identified. New RTI process was in it's first year of implementation. PARRC, STAR/Renaissance, WIDA Access and DIBELSNext data were used to determine the significance of the learning gaps of our students with disabilities who need to catch up. Over the past three years our school has made the change from paper pencil tests in 2013-2014, to laptops in 2014-2015, then to chrome books in 2015-2016. This shift in technology meant that students had to not only adjust to a new test in PARRC but also they had to learn how to navigate the test on new technology each year. Our staff had previously been trained in a classical education model where teachers deliver content directly to the student, especially at the elementary level. This model requires few instructional strategies. In order to respond to expectations of the common core and 21st century skills, students need a variety of learning modalities and a higher engagement level. In particular, student writing, speaking and thinking needed to be infused into our daily instructional expectations.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Growth in Reading

Performance Indicator:		Academic Growth
Measures / Metrics:		R
Annual Performance Targets	2016-2017:	By the end of the 2016 – 2017 school year, the mean Reading Learning Gain for all students will improve from 1.06 to 1.07, as measured by the Fall to Spring STAR Reading Assessment.
	2017-2018:	
Interim Measures for 2016-2017:		Students will meet 100% of their recommended Lexia minutes based on weekly usage reports. STAR data will be used to individualize instruction and target specific areas of need for individual students. School-wide intervention program; interventionist’s early morning reading sessions; and para engagement with individualized daily lesson plans. Teachers keep a close eye on progress monitoring results and adjust instruction as needed. Some teachers use the STAR Planner as well.

Performance Indicator:		Academic Growth
Measures / Metrics:		R
Annual Performance Targets	2016-2017:	By the end of the 2016 – 2017 school year, we will increase the percent of students at a Proficient Level or higher, as measured by the PARCC for Reading. Currently: 4th Grade 33%, 5th Grade 49%, 6th Grade 27.5%, 7th Grade 45%, and 8th Grade 39%
	2017-2018:	
Interim Measures for 2016-2017:		Standards-based objectives will drive instruction based on walkthrough data and observations. School-wide intervention program; interventionist's early morning reading sessions; and para engagement with individualized daily lesson plans. Teachers keep a close eye on progress monitoring results and adjust instruction as needed. Some teachers use the STAR Planner as well.

Priority Performance Challenge : PARCC Math Scores

Performance Indicator:		Academic Growth
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	By the end of the 2016 – 2017 school year, the mean Math Learning Gain for all students will improve from 1.05 to 1.07, as measured by the Fall to Spring STAR Math Assessment.
	2017-2018:	
Interim Measures for 2016-2017:		Differentiated instruction of Math ability groups will be flexible reducing the number of students below benchmark based on STAR data using instructional practices within the curriculum.

Performance Indicator:		Academic Achievement (Status)

Measures / Metrics:		M
Annual Performance Targets	2016-2017:	By the end of the 2016 – 2017 school year, we will increase the percent of students at a Proficient Level or higher as measured by the PARCC Math Assessment. Currently: 4th Grade 28.5%, 5th Grade 66.5%, 6th Grade 22%, 7th Grade 30%, 8th Grade 40.5%.
	2017-2018:	
Interim Measures for 2016-2017:		Standards-based objectives will drive instruction based on walkthrough data and observations.

Priority Performance Challenge : PARCC ELA Scores

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	By the end of the 2016 – 2017 school year, we will increase the percent of students at a Proficient Level or higher, as measured by the PARCC ELA Assessment
	2017-2018:	
Interim Measures for 2016-2017:		Standards-based objectives will drive instruction based on walkthrough data and observations. Increase focus on writing expression and response to reading of informational text. School-wide intervention program; interventionist's early morning reading sessions; and para engagement with individualized daily lesson plans. Teachers keep a close eye on progress monitoring results and adjust instruction as needed. Some teachers use the STAR Planner as well.

Planning Form

Major Improvement Strategy
Name:

Support staff with aligning instruction to grade-level standards

Major Improvement Strategy
Description:

Success looks like increased writing scores on PARCC and increased math scores on PARCC.

Associated Root Causes:

Lack of Targeted Instruction Concerning Common Core Standards: Lack of reading curriculum and resources meant we were not specifically targeting vocabulary of Common Core Standards.

Lack of progress monitoring tools and formative assessments data: We did not have a system to identify instructional gaps with students that lack foundational skills in Math.

Growth Gaps in Struggling Students: We nearly met our annual Math growth goals, however disaggregated groups of students did not meet benchmark despite making over a full year of growth. Students with significant learning gaps did not make enough progress to close the learning gap.

Lack of a Writing benchmark assessment and services: We did not have a vertical, standards based benchmark assessment for Writing.

Instructional Time: Instructional time not used proficiently in the classrooms, lack of time spent on grade level standards aligned instruction.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Monitoring progress of	Administrator walkthroughs to		N/A	Teachers and administration	In Progress	This School Year

posted objectives and standards	monitor progress of posted objectives and standards					
Curriculum alignment with standards	All grade level and enrichments reviewed curriculum to ensure standards alignment	05/23/2016 05/25/2016	Colorado state standards and Common Core standards Curriculum	Teachers, administration, and data coach	Complete	This School Year
Google Apps for Education Training	Staff learned how to implement Google Apps to enhance learning activities	07/20/2016 07/21/2016	Google Trainer, Technology	Teachers	Complete	This School Year
Implementation of standards based objectives	Posted objectives that and aligned standards for each lesson	08/03/2016 05/19/2017	Colorado state standards, Common Core standards, and curriculum	Teachers and administration	In Progress	This School Year
Collaborative Vertical Content/Standards Alignment	Presented standards aligned curriculum and collaborated with vertical teams	08/26/2016 08/26/2016	Colorado State standards and Common Core state standards Curriculum	Teachers and administration	Complete	This School Year
New Saxon Math Teacher's Guides	Purchase of new Teacher's Guides that include Standards alignment and DOK Questions	01/05/2017 05/23/2017	New Edition Saxon Math Teacher Resource Guides	Teachers, Academic Coach	In Progress	This School Year
Writing Professional Development and Collaboration	Review of writing curriculum and scoring with Imagine Firestone	01/13/2017 01/13/2017	Writing Curriculums and scoring rubrics	Teachers, Administration, Regional Director	Complete	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name:

Implement schoolwide PBIS and classroom management system

Major Improvement Strategy Description:

Increased student engagement and student productivity within the classroom environment. Embedded expectations clearly communicated to students and on task behaviors documented with administrative walkthroughs.

Associated Root Causes:

Instructional Time: Instructional time not used proficiently in the classrooms, lack of time spent on grade level standards aligned instruction.

CKLA Curriculum Implementation: We transitioned our K-5 reading curriculum in 2015-2016 to CKLA. In spite of extensive training it took several months for teachers to gain proficiency with the new curriculum.

Disaggregated Groups: Until 2015-2016, ELL and GT populations were not identified. New RTI process was in it's first year of implementation.

Growth Gaps in Struggling Students: We nearly met our annual Math growth goals, however disaggregated groups of students did not meet benchmark despite making over a full year of growth. Students with significant learning gaps did not make enough progress to close the learning gap.

Depth of Knowledge Questions: Level of questioning was not consistent with instructional rigor required to reach DOK levels 3 and 4.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Kagan Training	Kagan	06/16/2016	Kagan Trainer,	Teachers,	Complete	This School Year

	Engagement Strategies	03/17/2017	Teachers, Materials	Trainers		
Full staff CHAMPS training	All of staff trained in classroom management and PBIS	07/27/2016 07/28/2016	CHAMPS trainer and books	Teachers, aides, and administration	Complete	This School Year
CHAMPS Implementation	Implementation of CHAMPS in the classroom	08/03/2016 05/19/2017	CHAMPS posters and student engagement resources	Teachers and administrators	In Progress	This School Year
Monitoring of CHAMPS Implementation	Administration walkthroughs to monitor CHAMPS implementation	08/03/2016 05/19/2017	N/A	Administration and data coach	In Progress	This School Year
Core Knowledge Conference	Staff attended Core Knowledge conference with multiple sessions focusing on classroom Management and student engagement	02/17/2017 02/17/2017	Core Knowledge Presenters and Materials	Presenters, teachers	Complete	This School Year
Kagan Training	Kagan Engagement Strategies and EL	03/23/2017 03/24/2017	National Trainer, Teachers	Teachers, National Trainers	Not Started	This School Year
CHAMPS Trainer	Trainer coming to observe classrooms and conduct grade level meetings. Full Day Workshop	04/26/2017 04/28/2017	CHAMPS Trainer, Teachers, Admin.	Teachers, Admin. Presenters	Not Started	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name:

Commit to an intentional focus on Primary Literacy in K-3

Major Improvement Strategy Description:

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.

Associated Root Causes:

Disaggregated Groups: Until 2015-2016, ELL and GT populations were not identified. New RTI process was in it's first year of implementation.

Lack of explicit phonetic instruction, fluency and comprehension strategies: Teachers have not been able to implement prior LA curriculum and professional development.

Lack of a Writing benchmark assessment and services: We did not have a vertical, standards based benchmark assessment for Writing.

CKLA Curriculum Implementation: We transitioned our K-5 reading curriculum in 2015-2016 to CKLA. In spite of extensive training it took several months for teachers to gain proficiency with the new curriculum.

Depth of Knowledge Questions: Level of questioning was not consistent with instructional rigor required to reach DOK levels 3 and 4.

Instructional Time: Instructional time not used proficiently in the classrooms, lack of time spent on grade level standards aligned instruction.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Posting objectives	Posting and referring to standards based objectives during language arts lessons	08/03/2016 05/19/2017	State standards	Teachers	In Progress	This School Year
Reading Intervention	School-wide intervention program; interventionist's early morning reading sessions; and para engagement with individualized daily lesson plans.	08/03/2016 05/24/2017	Teachers, Paras, Reading Specialists, Academic Coach	Teachers, Paras, Academic Coach	In Progress	This School Year
Lexia Core 5	100% Lexia engagement	09/19/2016 05/19/2017	Lexia and Chromebooks	Teachers and aides	In Progress	This School Year
ECAW Workshop	ECAW workshop for new staff members or those who need help implementing it with fidelity	09/22/2016 09/23/2016	ECAW Binders, Trainer	Teachers	Complete	This School Year
CKLA Trainer	CKLA Trainer Visited all K-2 Classrooms for observations over several days. Met with all grade levels to discuss opportunities for growth.	11/09/2016 11/11/2016	Teachers, Classrooms and Trainer	Trainers, Teachers, Admin.	Complete	This School Year
ECAW Trainer	3rd and 4th	11/16/2016	Teachers,	Trainers,	Complete	This School Year

grades 2 day
ECAW CORE
training

11/17/2016

Classroom and
Trainer

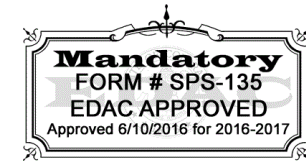
Teachers, Admin.

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Addenda

Attachments List



**MERIDIAN RANCH ELEMENTARY
SCHOOL UIP 2016-17**

District: **FALCON 49** | Org ID: **1110** | School ID: **5779** | Framework:
Performance Plan | Draft UIP

Colorado's Unified Improvement Plan for School (2016-2017)

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Executive Summary

How are students performing? Where will the school focus 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, PWR), where the School did not meet federal, state and/or local expectations.

Name: Academic Growth in Math

Description: For the past three years, Meridian Ranch's Academic Growth as reported on the School Performance Framework (excluding 2015) has declined on state assessments from "meets" to "approaching" 58-45.

Name: Academic Achievement Students with Disabilities

Description: MRES school performance framework indicates that student with disabilities was well below growth in English Language Arts at 32.

Name: Academic Growth in ELA

Description: MRES school performance framework indicates that growth in ELA is approaching state expectations with an MGP of 40.

Why is the education system continuing to have these challenges?

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

Name: Eureka Curriculum Implementation

Description: The curriculum needs adjustment to address the growth of students. Eureka, in 4th grade, has the decimal unit just after testing. Lack of exposure to this unit could contribute to the lack of growth. We lacked an specific and intensive intervention tool. We need increased Professional Development to understand how to spot and support gaps in math.

Name: Math/Reading Professional Development

Description: MRES needed additional validated interventions in early literacy to address needed. MRES needed to provide further professional development to help teachers master literacy. Math intervention needed to address gaps for students and help them establish essential skills.

Name: Core Curriculum (CKLA)

Description: CKLA needs to be fully implemented (2nd year of adoption). We need time to see if the phonics and skills strand impacts this further as students move up in grades.

Name: Professional Development in Literacy

Description: We need professional development to continue in literacy. LETRS training and CKLA to improve capacity in teachers.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Professional Development

Description: Students will be targeted based on need through the DIBELS math screener and instructed in small groups with a new intervention called Math Recovery. Through this gaps in math will be addressed which should impact growth positively.

Name: Additional Intervention

Description: Students will achieve growth through added intervention and tracking. We have added a reading tutor to address the needs of students struggling to reach benchmark. Those students are showing growth at MOY and we expect that to continue through EOY. Students who are high strategics or fragile benchmarks are also receiving added targeted intervention, which has not happened in the past. The data should show more of these students achieving benchmark at EOY which should impact reading scores at grades 3-5. Teachers will show increased understanding of the CKLA curriculum which will impact student growth positively and additional training should help this along as well.

Name: Tier 3 Professional Development

Description: Students with disabilities will grow with additional professional development of SPED teachers in remediating math. This intentional approach should impact growth scores by allowing students to master precursor skills. Our second year with the Soliday intervention should also promote an increase in achievement through improving foundational reading skills. Teachers should increase effectiveness in teaching CKLA through further professional development and increase PD on early literacy skills. AIMSWeb probes should show improvements that translate to PARCC.

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

No, MRES has not received a grant.

School Support Team or Expedited Review

Has (or will) the school participated in an SST or Expedited Review? If so, when?

No, MRES will not participate 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.

No, MRES has not partnered with an external evaluator.

Improvement Plan Information

The school/district 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 (CGP)

☐ School Improvement Support Grant

☐ Other

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

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 727 students that all receive core and differentiated instruction in Math, Reading, Writing, and Perspective courses (Gym, Music, Art, Technology, and Project Based Learning). MRES is a performance school and has a positive and rich culture that places student learning first. MRES's performance is approaching in growth gaps as well.*

As part of our Unified Improvement Plan development the DLT (Data Leadership Team) members reviewed the 1 year and 2 year school

performance frameworks to begin the school improvement planning process. Staff participated in a data dig exploring test scores from assessments such as PARCC scores from the last two years and DIBELS scores from the past 3 years. The team found trends in the disaggregated data amongst 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.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Prior Year Target: Our goal is to increase the overall mean scale score by 10% for math from 745.4 which is in the “approached expectations” category to 819.94 which is in the “meets/exceeded expectations category.

Performance: MRES performed at 747.2, a two point increase, but did not reach the goal of 819.94.

Academic Achievement (Status) Reflection

According to 1-year SPF Meridian Ranch did not reach their prior year targets in academic achievement in reading or math. MRES performed at 747.2, a two point increase, but did not reach the goal of 819.94 in math. Additionally, We did not meet the target for academic growth in reading. We scored 749.5 which was a decline of 1.4 mean scale score points from the previous year.

Performance Indicator: Academic Growth

Prior Year Target: Our goal is to increase the overall mean scale score by 5% for reading from 750.9 to 788.45.

Performance: We did not meet the target for academic growth in reading. We scored 749.5 which was a decline from the previous year.

Academic Growth Reflection

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

•

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

•

Performance Indicator: Postsecondary & Workforce Readiness

Postsecondary & Workforce Readiness Reflection

Performance Indicator: Student Behavior

Student Behavior Reflection

Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

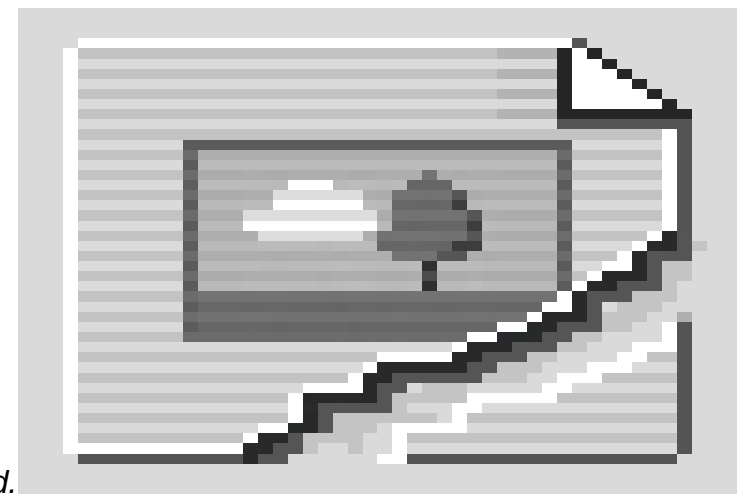
Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g. state expectations, state average) to indicate why the trend is notable.

Overall, Meridian Ranch is a Performance Plan school; however, in growth gaps the school is approaching. The school outperforms the district and state of Colorado in its achievement data in "met" across all grade levels for both Language Arts and Math. Free/Reduced-Price Lunch Eligible students are approaching in overall English Language Arts for achievement. Students with disabilities did not meet the achievement target for ELA. In mathematics achievement, school performance meets however Free/Reduced-Price Lunch Eligible students are approaching in academic performance and students with disabilities did not meet. In academic growth, MRES is approaching in all sub groups for Math and ELA except students with disabilities. Students with disabilities do not meet in ELA growth; however, they meet in growth for Math. Math is the only area where any sub group meets for growth.

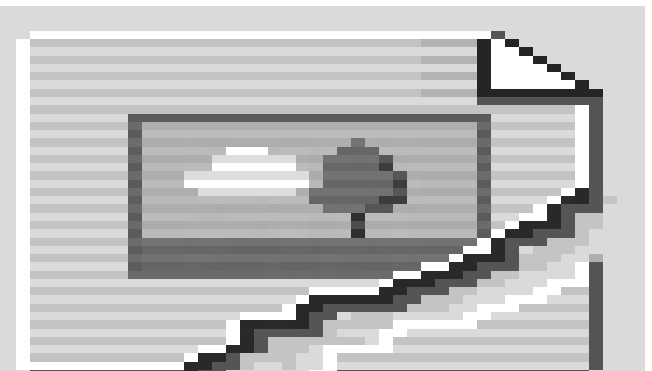
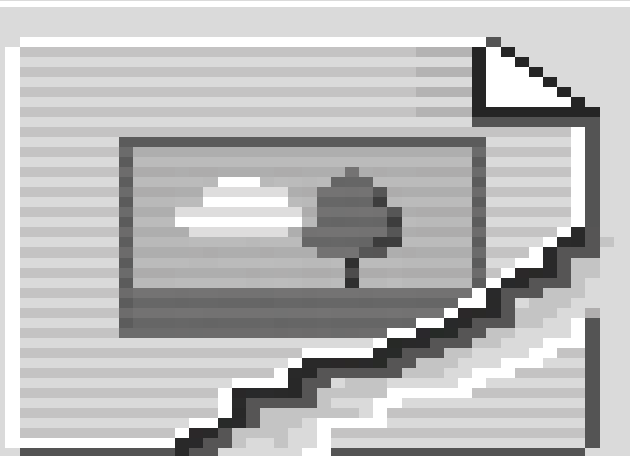
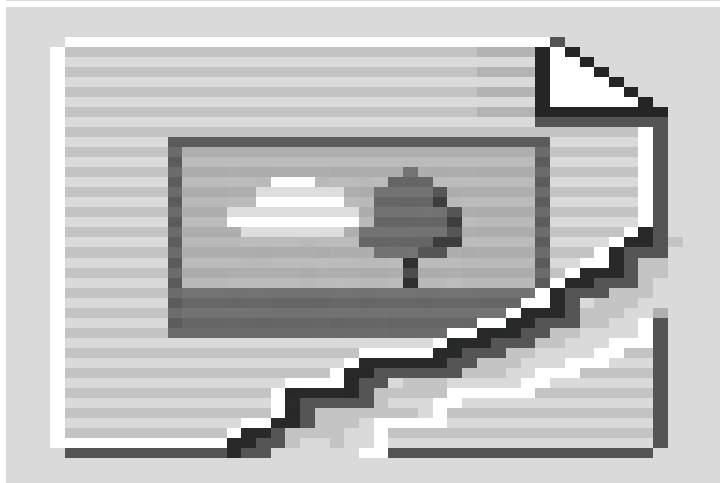
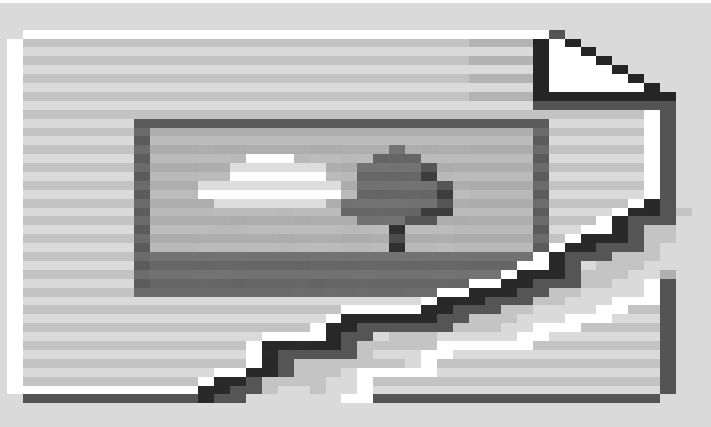
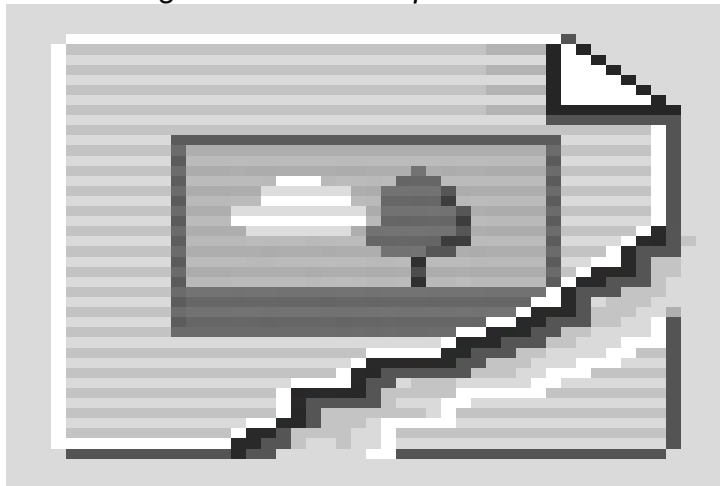
Cohort groups in ELA that took the PARCC in 3rd and 4th grade show a decline in the "met" category. Cohort groups that took PARCC in 4th and 5th grade show a decline in "exceeds" and "met" when the first two years of testing are compared.

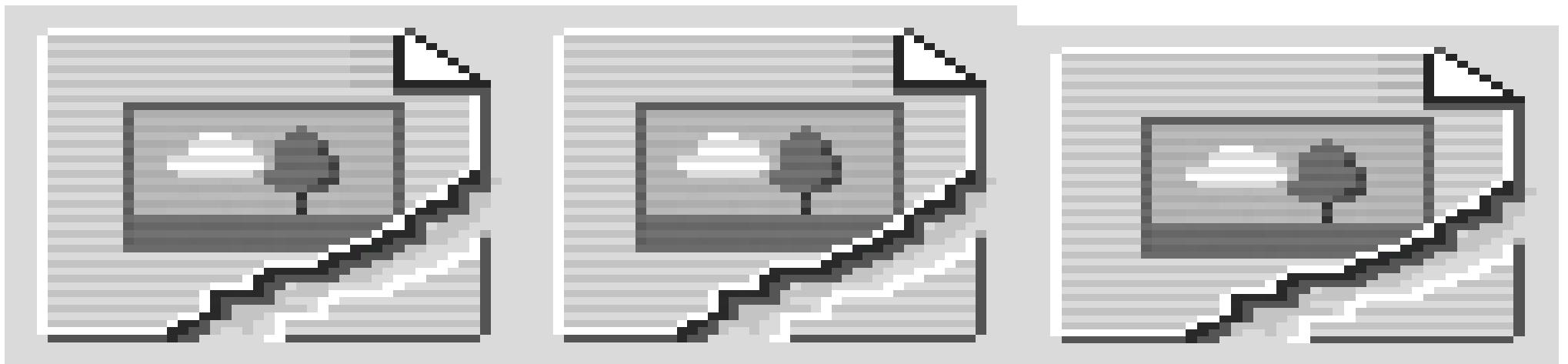
MRES used Beacon as interim assessment last year only and the test was discontinued. This year MRES is using ACT Aspire as its interim measure and we are waiting to look at the second assessment to compare student progress.

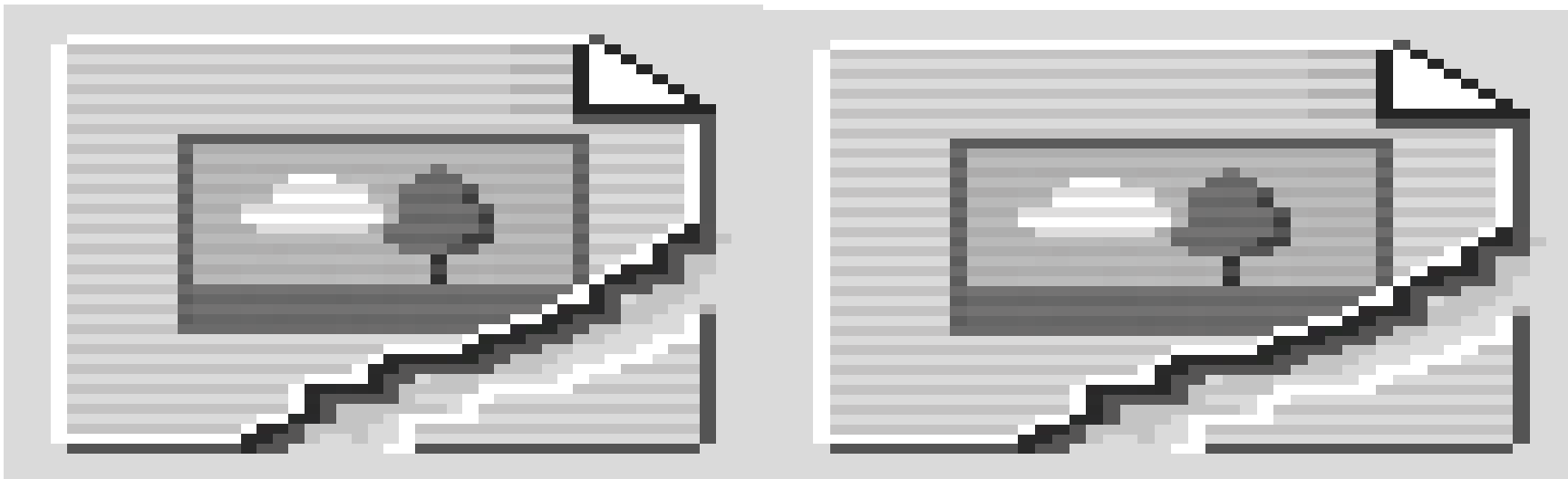
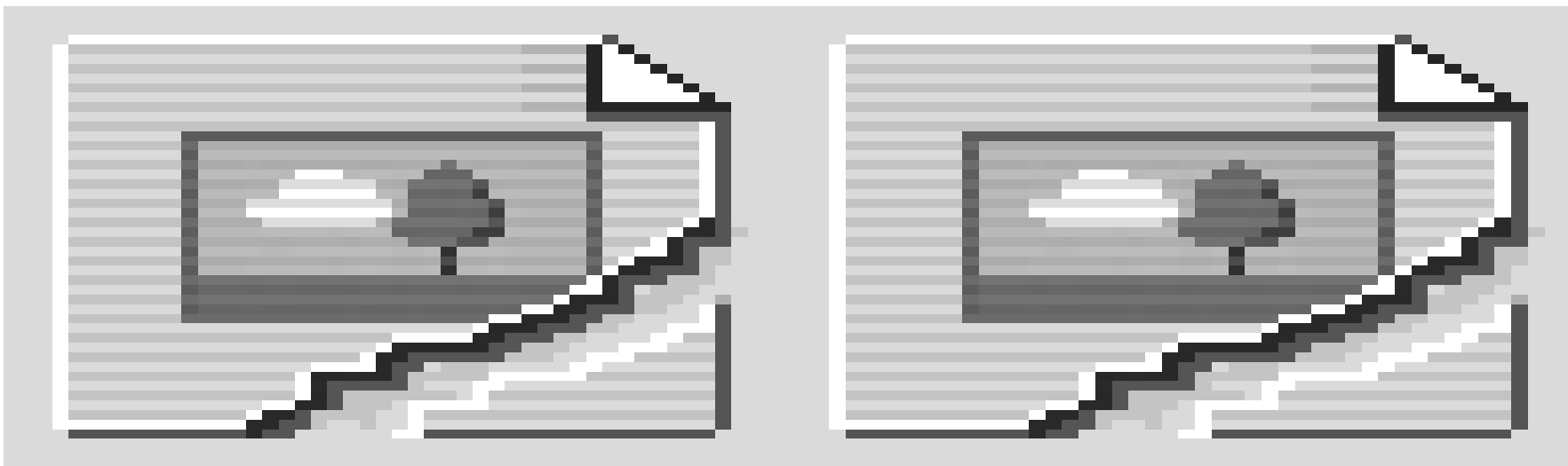
On Dibels, MRES uses the Mclass system to collect student data regarding reading progress. MRES has been very effective in increasing student benchmark scores and improving the percentages of students meeting expectations over the last 3 years. MRES also is demonstrating



reduced regression over the past Summer break as intervention practices have improved.







MRES performs at levels above all consortium states in reading from a global perspective.

3rd and 5th grade data improved from 14/15 to 15/16

4th grade data showed an increase in students approaching from 14/15 to 15/16

Cohort data in 3rd and 4th grade showed increases in exceeds expectation scores, but declines in met scores.

Cohort data in 4th to 5th grade showed decreases in students who exceeded. Students who met declined as well.

4th grade data indicated that informational text required further investigation.

5th grade data indicated that a focus on literary texts needs evaluation.

Trend Analysis

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



MRES 3rd graders 2015 performed on PARCC at: Did not meet 8, Partially Met 15, Approached 25, Met 49, and Exceeded 3. 3rd Graders in 2016 performed at: Did not meet 5, Partially Met 12, Approached 30, Met 45, Exceeded 8. The trend is notable since students meeting expectations dropped 17%.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



MRES Academic growth reached 50% with the weighted points earned on the school performance framework on PARCC. Scores 53% and above earned a "meets" score, so MRES earned an "approaching" rating for their performance. This is a notable trend for MRES since it has historically met expectations for growth.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***



MRES cohort of students moving from 3rd to 4th grade and taking PARCC showed an increase of exceeded scores from 4 to 7, but students who met expectations dropped from 58 to 45. An increase in approaching in a cohort of students is a notable trend because fewer students are meeting expectations as they move up in grade level. 4th to 5th grade cohort shows a similar issue (Met dropped by 8 and exceeded dropped by 14).

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***

Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

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

Relationship of UIP Elements

Priority Performance Challenges

Root Cause

Academic Growth in Math



Eureka Curriculum Implementation

Academic Achievement Students with Disabilities



Math/Reading Professional Development



Academic Growth in ELA



Core Curriculum (CKLA)
Professional Development in Literacy



Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Academic Growth in Math:

MRES selected academic growth in math because we are in "approaching" status rather than "meets." Our school was approaching in Free and Reduced students as well as Minority students. Our students with disabilities did not meet the Median Growth Percentile. Overall math growth was "approaching," so it was necessary to focus here.

Academic Achievement Students with Disabilities:

Students with disabilities did not meet expectations in either English Language Arts or Math. Additionally, they did not meet expectations in growth for ELA.

Academic Growth ELA:

MRES selected growth in ELA because we were "approaching" in overall growth according to the School Performance Framework. Free and reduced and Minority students were approaching according to the SPF. Students with disabilities did not meet expectations for growth according to the 1-year SPF.

Provide a rationale for how these Root Causes were selected and verified:

The root causes were selected through PLC and Data Leadership Team discussions. The Leadership team has discussed many of these items to further finalize the root causes. Data from the 1-year SPF report and the Executive Summary of PARCC provided additional insight. We looked at previous SPF reports as well and talked about curriculum and common formative assessment data to arrive at these conclusions.

Additional Narrative / 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.



Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Academic Growth in Math

Performance Indicator:		Academic Growth
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	Increase the median growth percentile based on the school performance framework by 5 from 45.5 to 50.5.
	2017-2018:	Increase the median growth percentile based on the school performance frameworkby 5 from 53.5 to 58.55.
Interim Measures for 2016-2017:		ACT Aspire, Eureka Math Assessments.

Priority Performance Challenge : Academic Achievement Students with Disabilities

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		R
Annual Performance Targets	2016-2017:	Increase the median growth percentile in ELA achievement by 10 from 1 to 11. Increase the median growth percentile of Math achievement by 8 from 11 to 19.
	2017-2018:	Increase the median growth percentile in ELA achievement by 5 from 11 to 16. Increase the median growth percentile of Math achievement by 8 from 19 to 27.
Interim Measures for 2016-2017:		Dibels, ACT Aspire, CKLA common assessments, Burst Benchmark, and AIMSWeb.

Priority Performance Challenge : Academic Growth in ELA

Performance Indicator:		Academic Growth
Measures / Metrics:		R
Annual Performance Targets	2016-2017:	Increase the median growth percentile in ELA as reported by the school performance framework report by 5 from 40 to 45.
	2017-2018:	Increase the median growth percentile in ELA as reported by the school performance framework report by 5 from 45 to 50.
Interim Measures for 2016-2017:		ACT Aspire, Dibels, CKLA, AIMSWeb, Burst, Sonday

Planning Form

Major Improvement Strategy
Name:

Professional Development

Major Improvement Strategy
Description:

Students will be targeted based on need through the DIBELS math screener and instructed in small groups with a new intervention called Math Recovery. Through this gaps in math will be addressed which should impact growth positively.

Associated Root Causes:

Eureka Curriculum Implementation: The curriculum needs adjustment to address the growth of students. Eureka, in 4th grade, has the decimal unit just after testing. Lack of exposure to this unit could contribute to the lack of growth. We lacked an specific and intensive intervention tool. We need increased Professional Development to understand how to spot and support gaps in math.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Scheduled Math Intervention.	Scheduling	08/03/2015	Master Calendar	Teachers, Instructional Coach, Administration	In Progress	This School Year
Math Recovery Implementation	Math Intervention	11/28/2016	AVMR Program	Teachers, Instructional Coach, Administration	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Math intervention fidelity	Teachers utilizing intervention time.	01/04/2017	Administration, Instructional Coach	Not Met	This School Year
	Math Recovery fidelity	Using Math Recovery to run effective groups.	02/06/2017	Administration, Instructional Coach, Team Leads	Not Met	This School Year

Major Improvement Strategy Name:

Additional Intervention

Major Improvement Strategy Description:

Students will achieve growth through added intervention and tracking. We have added a reading tutor to address the needs of students struggling to reach benchmark. Those students are showing growth at MOY and we expect that to continue through EOY. Students who are high strategics or fragile benchmarks are also receiving added targeted intervention, which has not happened in the past. The data should show more of these students achieving benchmark at EOY which should impact reading scores at grades 3-5. Teachers will show increased understanding of the CKLA curriculum which will impact student growth positively and additional training should help this along as well.

Associated Root Causes:

Core Curriculum (CKLA): CKLA needs to be fully implemented (2nd year of adoption). We need time to see if the phonics and skills strand impacts this further as students move up in grades.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year

CITW PD Follow Up	Walk through form data	01/05/2016	Google Docs/analytics	Teachers, Administration	In Progress	This School Year
CKLA PD	Professional Development	08/01/2016	Amplify	Teachers, Instructional Coach, Administration	In Progress	This School Year
LETRS PD	Professional Development	09/16/2016	LETRS	Teachers, Administration	In Progress	This School Year
Reading Tutor Support	Intervention	12/07/2016	Burst and Sondag	Teachers, Interventionist, Instructional Coach, Reading Tutor, Administration	In Progress	This School Year
After School Tutoring	Intervention	01/23/2017	Burst, Sondag, Myon, and Dibels Deep	Teachers and Administration	Not Started	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Walk Through Data	Google analytics data measuring teacher use of best practices.	02/01/2016	Building Leaders, Administration, instructional coach.	Not Met	This School Year

Major Improvement Strategy Name:

Tier 3 Professional Development

Students with disabilities will grow with additional professional development of SPED teachers in remediating math. This intentional approach should impact growth scores by allowing students to master precursor skills. Our second year with the Sondag intervention should also

Major Improvement Strategy Description:

promote an increase in achievement through improving foundational reading skills. Teachers should increase effectiveness in teaching CKLA through further professional development and increase PD on early literacy skills. AIMSweb probes should show improvements that translate to PARCC.

Associated Root Causes:

Math/Reading Professional Development: MRES needed additional validated interventions in early literacy to address needed. MRES needed to provide further professional development to help teachers master literacy. Math intervention needed to address gaps for students and help them establish essential skills.

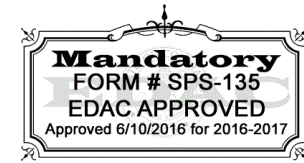
Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Sonday Program	Intervention Program	08/03/2015	Winsor Learning Intervention Program	Teachers, Administration	In Progress	This School Year
Math Recovery Program	Intervention Program	11/28/2016	AVMR program	Teachers, Administration	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Sonday Program Evaluation.	Teacher efficacy and fidelity to the program.	10/31/2016	Administration, Instructional coach, SPED personnel.	Partially Met	This School Year

Attachments List



**ODYSSEY ELEMENTARY SCHOOL UIP
2016-17**

District: **FALCON 49** | Org ID: **1110** | School ID: **6483** | Framework:
Performance Plan | Draft UIP

Colorado's Unified Improvement Plan for School (2016-2017)

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Executive Summary

How are students performing? Where will the school focus 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, PWR), where the School did not meet federal, state and/or local expectations.

Name: Major Improvement Strategy #1

Description: Ensure that all teachers are delivering 21st century instructional units, lessons and traditional and performance 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 to raise achievement in reading.

Name: Major Improvement Strategy#2

Description: Develop our Professional Learning Communities to meet the criteria of a high functioning and effective PLC that supports each other in the preparation of instruction that ensures retention of content, and problem-solving and critical thinking opportunities for all students.

Name: Major Improvement Strategy #3

Description: In order to maximize student learning potential and support deeper learner that will assist students retaining learning, 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 develop leadership and citizenship skills using the Compass Advantage and Leader and Me frameworks.

Why is the education system continuing to have these challenges?

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

Name: Major Improvement Strategy #1

Description: 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 are 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.

Name: Major Improvement Strategy #3

Description: 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. In addition, we need to provide students with opportunities for leadership and character education in order to apply the Capturing Kids Hearts framework throughout all parts of their life and prepare students for a 21st century world.

Name: Major Improvement Strategy #2- PLC

Description: #2 Root Cause: Research and purpose behind professional learning communities is to ensure students are learning and

develop a culture of collaborative school improvement. Teachers have been previously meeting during PLC time to have data focused conversation by setting goals, analyzing Dibels progress monitoring data determining instructional 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 continue to use data to drive dialogue, collaborate on instructional driven planning and apply current 21st century research into best practices in the classroom.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Major Improvement Strategy #1- Instructional Practice

Description: Ensure that all teachers are delivering 21st century instructional units, lessons and traditional and performance 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 to raise achievement in reading.

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

Early Literacy Grant Awarded for the 2016-17 school year. This is a three year grant ending at the end of the 2018-19 school year dependent on achievement and growth based on DIBELS Composite data.

School Support Team or Expedited Review

Has (or will) the school participated in an SST or Expedited Review? If so, when?

The school's leadership team has developed components of the UIP on Oct. 26, November 1, November 11 and will review the final revision of the UIP December 15th, 2016. They have been part of analyzing data and determining goals for academic achievement. They have also supported the action steps in order to improve academic achievement with a focus on Literacy. This team is made up of a representative from each grade level, the special education department, reading interventionist, instructional coach, assistant principal and principal.

The school accountability committee has reviewed the UIP on September 27th and reviewed and gave input to the final draft on November 29th. This committee is made up of three parents, one community member, one teacher, zone superintendent and principal.

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.

Improvement Plan Information

The school/district 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 (CGP)
- ☐ School Improvement Support Grant
- ☐ Other

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

Odyssey Elementary (OES) is located in Northeast Colorado Springs in Falcon School District 49. It is a Pre-K -5th grade school serving a diverse population of 530 students. We currently have a teaching staff of 40 dedicated and hardworking teachers and classified staff members. 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: *This year the school has received an Early Literacy Grant,; prestigious grant from Colorado Department of Education. Through the grant, the school has a consultant supporting the school twice a month and supports the Professional Development for teachers. We are in the second year of implementing a ELA program. We are in the second year of developing an intervention block that supports every child receiving extra support or enrichment in reading.*

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Prior Year Target: *Increase the percentage of students scoring at benchmark on DIBELS NEXT by 20 percentage points from beginning of year to end of year.*

Performance:

Prior Year Target: *Increase the percentage of students scoring at benchmark on DIBELS NEXT by 20 percentage points from beginning of year to end of year.*

Performance:

Prior Year Target: Increase the percentage of students scoring at benchmark on DIBELS NEXT by 20 percentage points from beginning of year to end of year.

Performance:

Academic Achievement (Status) Reflection

The Prior Year target for academic achievement was to stay the same with percentile ranking in the area of ELA and Math. The 2015-16 data reflects a 1 % increase in ELA and a 4% decrease in Math.

2015-16

*Based on the Achievement Percentile Rank Report from TCAP to CMASS PARCC comparison our percentile rank for **ELA is 38%** compared to all elementary schools in the state of Colorado.*

*Based on the Achievement Percentile Rank Report from TCAP to CMASS PARCC comparison our percentile rank for **Math is 29%** compared to all elementary schools in the state of Colorado.*

2014-15

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.

Performance Indicator: Academic Growth

Academic Growth Reflection

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

•

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

•

Performance Indicator: Postsecondary & Workforce Readiness

Postsecondary & Workforce Readiness Reflection

Performance Indicator: Student Behavior

Student Behavior Reflection

-

Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

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.

2016-17 At grade Level students BOY to EOY DIBELS Composite

<i>Grade Level</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>OES</i>
<i>BOY</i>	42	67	71	65	58	67	61%
<i>MOY</i>	80	68	77	74	67	69	73%
<i>EOY</i>							

2016-17 Grade Level Goals based on Current Performance

2016-17 Goal Setting - All Grades				
Select Grade Range	Desired Level of Progress	BOY % of students reading At/Above Benchmark	MOY % At Benchmark Goal Range	EOY % At Benchmark Goal Range
Grades K-3	Above Average Progress	61%	72 - 75%	75 - 78%

2016-17 Goal Setting - Individual Grades				
Grade	Desired Level of Progress	BOY % of students reading At/Above Benchmark	MOY % At Benchmark Goal Range	EOY % At Benchmark Goal Range
Kindergarten	Above Average Progress	42%	60 - 71%	76 - 84%
1st Grade	Above Average Progress	67%	73 - 79%	74 - 80%
2nd Grade	Above Average Progress	71%	78 - 82%	77 - 81%
3rd Grade	Above Average Progress	65%	67 - 72%	71 - 76%
4th Grade	Above Average Progress	58%	64 - 67%	69 - 74%
5th Grade	Above Average Progress	67%	75 - 79%	78 - 83%

2016-17 Grade Level Goals for At-risk Students Based on Current Performance

2016-17 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-3	Above Average Progress	22%	15 - 17%	12 - 14%

2016-17 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	29%	9 - 13%	4 - 8%
1st Grade	Above Average Progress	15%	8 - 10%	6 - 10%
2nd Grade	Above Average Progress	19%	13 - 16%	11 - 13%
3rd Grade	Above Average Progress	22%	16 - 18%	13 - 16%
4th Grade	Click to Select			
5th Grade	Click to Select			

4th grade 32 % Well Below Benchmark

5th Grade 15% Well Below Benchmark

ODYSSEY ELEMENTARY SCHOOL PARCC ELA SUBSCORES 15-16

Yearly Data	LIT TXT	INFO TEXT	VOCAB	WR EXPR	CONV
Grade level Meets/Exceeds %					
3rd	30	33	36	20	30
4th	40	39	41	22	25
5th	33	41	46	41	46
Yearly Data	LIT TXT	INFO TEXT	VOCAB	WR EXPR	CONV
Grade level Near %					
3rd	22	20	20	8	21
4th	28	34	22	45	40
5th	31	29	26	34	41
Yearly Data	LIT TXT	INFO TEXT	VOCAB	WR EXPR	CONV
Grade level Below %					
3rd	47	47	45	72	49
4th	32	27	38	33	35
5th	36	30	28	25	13

READ PLAN DATA 2016-17

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.

Our Dibels data shows just over 60% of our students begin the year at grade level. Our kindergartners that enter OES are the lowest grade level based on this measure at the beginning of the year. We average 22% of our students well below grade level when measured on Dibels. The goal should be less than 5% of your students. We are significantly above that percentage based on our beginning of the year composite score.

Our PARCC data shows that we are below the state average in all grade levels in ELA. Our data shows meets expectations in Academic Growth. OES Academic growth is at the higher end of the range and is 5 points away from exceeding expectations. Our 2016-17 PARCC ELA data shows approaching expectations in Academic Achievement. This data is on the middle of the range being at 38 with the range 50-15.

Trend Analysis

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



Students are remaining flat with no increase in reading performance based on their Dibels Composite score. We continue to averaging 61% of students at grade level school wide based on BOY composite school wide. We constantly have average of 20% of students at risk each year at BOY. This is a notable trend because it shows that our students are not making increased in academic achievement each year but maintaining adequate growth each year.

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



School percentile ranking increased from 37% in 2014-15 to 38% in 2015-16. This is an increase over one year. This is a notable trend because it shows that our students as a school are increasing even though they are still below the state average in proficiency.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



OES has a 60 median growth percentile. This meets and almost exceeds academic growth. This is a notable trend because it shows we grow students each year over time.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Additional Trend Information:

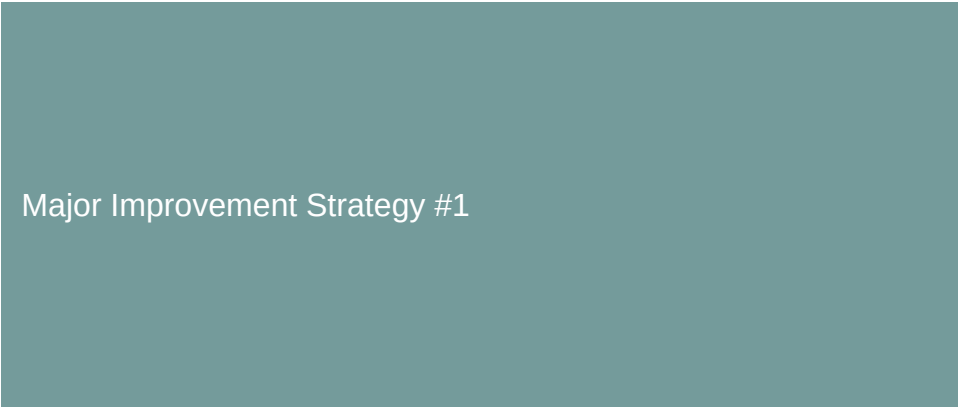
Priority Performance Challenges and Root Cause Analysis

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

Relationship of UIP Elements

Priority Performance Challenges

Root Cause



Major Improvement Strategy #3



Major Improvement Strategy #3



Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

#1 Rationale: Research shows that effective instruction makes the most difference for a student achievement. Current brain-research states there is a need for more application of knowledge, collaborative group work and opportunities to think critical as we move into the Innovation Era of education. With a second year of reading program it is important that we focus on essential components of instruction and provide opportunities for students to apply knowledge in a variety of ways. Instruction needs to be focused with identified specific learning goals and opportunity for integration of content areas that supports the Colorado Academic Standards. Through the improvement of instructional alignment we need to look at rigor and relevancy 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 include engagement, problem-solving, critical thinking and help all students learn the expected material. We will be focusing on instructional delivery so all units have alignment and we focus on engagement, problem-solving and critical thinking so students apply the basic knowledge so it retained over time.

#2 Rationale: Research and purpose behind professional learning communities is to ensure students are learning and develop a culture of collaborative school improvement. Teachers have been previously meeting during PLC time to have data focused conversation by setting goals, analyzing Dibels progress monitoring data determining instructional 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 continue to use data to drive dialogue, collaborate on instructional driven planning and apply current 21st century research into best practices in the classroom.

3 Rationale: Student/teacher relationships and a positive environment are crucial to having students feel safe to take academic risks and become solutionary citizens and leaders. Through the use of Capturing Kids Hearts Strategies teachers will learn and implement strategies to develop relationships with students. In addition through the use of Compass Advantage and Leader in Me, teachers will guide students in developing leadership skills needed for success as a 21st century student.

Provide a rationale for how these Root Causes were selected and verified:

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 ensured 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. In addition, we need to provide opportunitites to apply and think critically with the new knowledge students gain so they retain the knowledge over time staying current with 21st century brain-based educational research.
- 2) We need to begin to analyze student data, collaboratively plan lessons together 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.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Major Improvement Strategy #1

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		R
Annual Performance Targets	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. Decrease the percentage of students scoring well below benchmark on DIBELS NEXT by 10 percentage points from beginning of year to end of year.
	2017-2018:	
Interim Measures for 2016-2017:		

Priority Performance Challenge : Major Improvement Strategy#2

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		R
Annual Performance Targets	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. Decrease the percentage of students scoring well below benchmark on DIBELS NEXT by 10 percentage points from beginning of year to end of year.
	2017-2018:	
Interim Measures for 2016-2017:		

Priority Performance Challenge : Major Improvement Strategy #3

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		R
Annual Performance Targets	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. Decrease the percentage of students scoring well below benchmark on DIBELS NEXT by 10 percentage points from beginning of year to end of year.
	2017-2018:	
Interim Measures for 2016-2017:		

Planning Form

Major Improvement Strategy Name:

Major Improvement Strategy #1- Instructional Practice

Major Improvement Strategy Description:

Ensure that all teachers are delivering 21st century instructional units, lessons and traditional and performance 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 to raise achievement in reading.

Associated Root Causes:

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.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Assess standard based objective at end of each reading lesson	Teachers will have a formative assessment that you measure each students progress towards the lesson objective.	07/28/2016 05/19/2017	Dylan Williams Formative Assessment book for every team. \$26.96 X 10. Professional Development	Principal Assistant Principal Instructional Coach Curriculum and Assessment Coordinator for Zone	In Progress	This School Year

			series lead by Consultant \$5,000.			
Staff Meetings	Job embedded PD will support instructional growth. Twice a month teachers will engage in PD to support evaluation elements	07/28/2016 05/17/2016	Marzano Books Art and Science of teaching Handbook Video clips Evaluation rubrics	Admin, ELG consultant, Instructional Coach, teacher leaders	In Progress	This School Year
Interventionist	Small group reading for all at-risk and some risk students provided by trained interventionist.	08/01/2016 05/19/2017	Salaries for 6 paraprofessionals 4 certified interventionists	Admin	In Progress	This School Year
Material	Researched based intervention materia and professional development training	08/01/2016 02/28/2017	Rewards, Sipps, Take Flight, Rite Flight, Foundations, Burst	Admin, instructional coach and companies to provide material	In Progress	This School Year
Walkthrough form	A walkthrough form will increase elements to evaluate from 5 to 10 elements to help teacher reflection and growth.	08/22/2016 05/12/2017	Marzano lobservation	Zone Leader and Admin team and Instructional coach	In Progress	This School Year
Develop family and child partnership around reading	One Book, One School twice a year will support reading at home	09/16/2016 05/18/2018	Two books a year for every child plus funds to support evening	Admin, Coach, Library Assistant and Volunteer Coordinator.	In Progress	This School Year

and time in text reading. We also will be seeking volunteers to support small group reading instruction in the classrooms.

reading events.
\$10,000.

Objective Writing	Teachers will determine one focused objective for each reading lesson	10/24/2016 05/19/2017	Blooms Taxonomy CKLA	Principal, Assistant Principal, Instructional Coach, ELG consultant, Zone Curriculum and Instruction Coordinator	In Progress	This School Year
Current Research Practices	Teachers will do book, video, article, and school observations to support 21st century practices in their classroom instruction.	12/05/2016 03/14/2017	Tony Wagner Book Creating Innovators Most Likely To Succeed Subs to cover teachers for observations Learning and Brain Conference Keynote Speaker CD	Admin, Instructional Coach, teacher leaders	Not Started	This School Year
Recruitment of New Staff members	We will be looking at our hiring process and have performance piece, written piece, student interview and traditional interview to assure we are hiring the best	04/01/2017 07/01/2017	Resources to support the process	Interview team, student group	Not Started	

	candidates for the job.					
Backwards Planning	Using Understanding By Design framework, teachers will be trained on how to backwards plan units with essential questions for learning and performance assessments	06/05/2017 05/18/2018	Understanding By Design book and training	Admin, Teachers =, instructional coach	Not Started	Next School Year
Technology Coach and Instructional Coach	Teachers will have experts as resources to support job embedded PD through instructional coaching and technology coaching at the planning stages of instruction. These coaches will offer support to teachers, model for teachers and help personalize student learning in order to meet all learning styles.	07/01/2017 05/19/2017	Personal \$120,000 in salary.	Admin and coaches	Not Started	

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name:

Major Improvement Strategy #2- PLC

Major Improvement Strategy Description:

Develop our Professional Learning Communities to meet the criteria of a high functioning and effective PLC that supports each other in the preparation of instruction that ensures retention of content, and problem-solving and critical thinking opportunities for all students.

Associated Root Causes:

Major Improvement Strategy #2- PLC: #2 Root Cause: Research and purpose behind professional learning communities is to ensure students are learning and develop a culture of collaborative school improvement. Teachers have been previously meeting during PLC time to have data focused conversation by setting goals, analyzing Dibels progress monitoring data determining instructional 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 continue to use data to drive dialogue, collaborate on instructional driven planning and apply current 21st century research into best practices in the classroom.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Schedule	Schedule will be created to allow teachers to meet at least 180 minutes a week to plan together.	08/01/2016 08/22/2016	Schedule	Admin, Discovery teachers, Take Flight Interventionist	Complete	This School Year
Lesson plan templates and system for	Teachers will create and use a universal	10/26/2016 05/19/2017	Explicit instruction Template Schoology and	Team leads, admin, instructional	In Progress	This School Year

objective and formative assessments	instruction plan template to support team planning.		drive to support objective and formative assessment work	coach		
Instructional Rounds	As teams, go observe teachers in other grade levels and buildings with a focus of improving planning how to build in formative assessment in the classroom.	12/01/2016 03/17/2017	Funds to cover substitutes	Zone funds and substitutes to cover classroom teachers, instructional coaches and admin	Not Started	This School Year
PD embedded during PLC times	PD will center around unit planning, objective and formative assessment writing and how to use student work as a next step in planning lessons. This will also focus on Explicit Instruction.	02/01/2017 05/20/2017	Anita Archer Explicit Instruction book,	Coach, Admin, Zone Curriculum and InstructionAdmin		

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name: Major Improvement Strategy #3

Major Improvement Strategy Description:

In order to maximize student learning potential and support deeper learner that will assist students retaining learning, 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 develop leadership and citizenship skills using the Compass Advantage and Leader and Me frameworks.

Associated Root Causes:

Major Improvement Strategy #3- Citizenship and Leadership: Root Cause:# 3 Root cause: Student/teacher relationships and a positive environment are crucial to having students feel safe to take academic risks and become solutionary citizens and leaders. Through the use of Capturing Kids Hearts Strategies teachers will learn and implement strategies to develop relationships with students. In addition through the use of Compass Advantage and Leader in Me, teachers will guide students in developing leadership skills needed for success as a 21st century student.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Compass Advantage	Train teachers on 8 competencies of effective citizens and how this connects to classroom instruction	08/01/2016 12/15/2017	Compass Advantage Website and training material	Admin and Implementation team	Not Started	Next School Year
Capturing Kids Hearts Training	New staff will be trained by Flippen Group in Capturing Kids Hearts Philosophy	08/01/2016 08/31/2016	CKH trainer	Zone Admin	Complete	This School Year
Process Champions	Group of teacher leaders facilitating	08/01/2016 05/19/2017	Explicit Instruction	Process Champions, ELG	In Progress	This School Year

	the Excel Model in staff meetings and supporting the Excel model with instructional planning template		template and Excel Model characteristics	consultant		
Leader and Me	A study group will read Leader and Me and the 7 Habits of Highly effective people/kids and application to a school	04/01/2017 05/19/2017	Leader and Me Books	Vision and Implementation Team	Not Started	This School Year
Implementation Benchmark Associated with MIS						
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Addenda

For Schools Operating a Title I Schoolwide Program

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 reference to section)
Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?	Section III: Data Narrative and Section IV: Action Plan	Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide reference to the appropriate section here. <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>
Reform Strategies: 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?	Section IV: Action Plan	Note: This requirement should be fully described in the UIP action plan. The school may add additional “major improvement strategies” as needed. Just provide reference to the appropriate section here. <p>Major Improvement Strategy #1
Ensure that all teachers are delivering 21st century instructional units, lessons and traditional and performance 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 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 that supports each other in the preparation of instruction that ensures retention of content, and problem-solving and critical thinking opportunites for all students.</p> Major Improvement Strategy #3 <p>In order to maximize student learning potential and support deeper learner that will assist students retaining learning, 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 develop leadership and citizenship skills using the Compass Advantage and Leader and Me framework.</p>
Professional Development: How are student and staff needs used to identify the high quality professional	Section III: Data Narrative and Section IV: Action	See UIP Brief overview:

development?	Plan	During PLC time and PD days to focus on data analysis of standardized tests and formative assessment, unit and lesson planing and learn new strategies to support their 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> <i>In addition our parent outreach activities involve parents around having a shared reading experience at home support by school events.</i> <i>We also are developing a volunteer program to have parents volunteer in the building to support reading.</i>
Teacher Recruitment and Retention: What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?	Section III: Data Narrative and Section IV: Action Plan	100% of teachers are highly qualified. HR supports this process by assuring licensed are up to date and teacher meets all requirements. We will be revamping our process to include a performance piece, student interview, written component aligned with our vision and values and a traditional interview process.
Data Analysis: How are teachers involved with	Section III: Data Narrative and Section IV: Action Plan	See UIP Section III & IV <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</i>

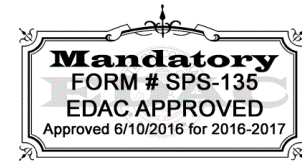
assessment and data analysis to improve overall student achievement and classroom instruction?		<i>improvement is needed. Observations are made and if programming changes need to occur. Data is shared with the staff as well as the School Advisory Committee made up of parents, teachers, community member 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> 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.
Timely Intervention: How will students be identified for and provided early interventions in a timely manner?	Section IV: Action Plan	See UIP Section IV Brief Overview: Student data will be analyzed biweekly 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. In addition teams will partake in data days after every six weeks of instruction. This will support identification of student needs based on performance and allow teams to collaborate about students. We also have a lead team that looks at school wide data every month and makes school wide recommendations to change instruction.
Parent Involvement: How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?	Section IV: Action Plan	See UIP Section IV 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. We will have One Book, One School twice a year. Open our library over breaks for family events, and develop our parent volunteer program.
Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?	Section IV: Action Plan	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 personal in the building to go over expectations, information and curriculum for the school year. In addition our preschool program will be using some reading programs that support the transition into what our Kinder classes use.
Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and local funds?	Section IV: Action Plan (, Resource Column	Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide reference to the appropriate section here. See UIP Section IV

Attachments List



COLORADO
Department of Education



PATRIOT HIGH SCHOOL UIP 2016-17

District: **FALCON 49** | Org ID: **1110** | School ID: **6810** | Framework: **AEC:**
Improvement Plan | Draft UIP

Colorado's Unified Improvement Plan for School (2016-2017)

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Executive Summary

How are students performing? Where will the school focus 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, PWR), where the School did not meet federal, state and/or local expectations.

Name: Student Achievement

Description: Students not meeting academic performance on standardized tests in all core academic areas.

Name: Social & Emotional Behavior

Description: Students are not meeting expectations related to social, emotional, and behavioral standards.

Name: Reading Growth

Description: Reading growth is an academic challenge.

Why is the education system continuing to have these challenges?

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

Name: RC#1 Instruction

Description: 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.

Name: RC#2 Instruction

Description: Evidence shows that there is a lack of student-centered instruction, where instruction is teacher-centered and primary consists of traditional passive learning approaches.

Name: RC#3 Best Practices & Instructional Strategies

Description: Evidence shows that there is a lack of best practices and instructional strategies in the classroom that are proven effective with at-risk students.

Name: RC#4 Lack of supportive systems and affective education curriculum.

Description: School lacks restorative discipline systems, student support systems, and affective education curriculum.

Name: RC#5 Reading Interventions

Description: School lacks necessary interventions to improve student reading levels.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: MIS#1 Teacher Training and Professional Development within Math Content

Description: 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.

Name: MIS#2 Improved reading and writing instruction

Description: 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.

Name: MIS#3 Increase Career and College Readiness

Description: Train teachers and implement instructional designs that are research based strategies with the purpose of improving college and career readiness, and SAT/ACT preparedness.

Name: MIS#4 Implement Professional Learning Communities

Description: Weekly Professional Learning Communities will be established to allow teachers to work cooperatively to improve instruction and student performance. Data will be analyzed from the following sources: teacher grade books, Edgenuity LMS, SAT, CMAS, PSAT, ACT Aspire, and Reading Horizons. Additionally, teachers will participate in the 3-Week Deliberate Practice Plan Model.

Name: MIS #5 Instructional Coaching

Description: Instructional coach will work collaboratively with teacher to implement mathematics into all classrooms on a regular basis. Instructional coach will also work with teachers to employ various instructional methods to improve teaching. Instructional coach will provide feedback and conduct Professional Learning Community workshops.

Name: MIS #6 Math Course Additions

Description: PHS offer a Pre-Algebra course beginning Fall 2017 to eliminate math gaps of incoming 9th grade and other students.

Name: MIS #7 Implement Affective Education Program

Description: PHS will implement an affective education program. The program will include various modules to address student behavior, expectations, and school culture. The program will launch Fall 2017.

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

NA

School Support Team or Expedited Review

Has (or will) the school participated in an 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

Improvement Plan Information

The school/district 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 (CGP)

☐ School Improvement Support Grant

☐ Other

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

D49 Patriot High School (PHS) 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 approximately 128 students about 30% of our students qualify for free and reduced lunch. All students enrolled at Patriot High School are considered tier II students through the RTI process. About 16% of students at PHS are on an IEP and most of those students qualify under a moderate learning disability. Ninety-five percent of our population consists of at-risk youth, who have qualified to attend our school based on Colorado state guidelines for AEC campuses.

Patriot High School has undergone dramatic changes over the 2014-2017 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 modified to reflect the new curriculum and teacher improvement. The culture of the school has moved from one of school and student management to one that emphasizes student learning, academic improvement, and blended education. The school has also committed to launch an data-based affective education program in the Fall 2017.

The school has taken on the challenges of development of an academic academy. The Residential Construction Academy (RCA) is in full operation 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 PHS, with the help of new courses developed in conjunction with the skills-based academies, the goal is to integrate curriculum that engages students, provides academic rigor and relevance, and will increase the workforce readiness of PHS graduates. Patriot High School is also committed to implementing Blended Education and is utilizing the Edgenuity LMS to provide a viable curriculum in every course. This will ensure that all courses are mapped to Colorado standards, provide academic rigor, and reliable data to further inform instruction. The school has implemented two additional diagnostic instruments to further inform instruction: 1) ACT Aspire and 2) Reading Horizons. ACT Aspire will allow us to consistently measure student progress through periodic assessment and Reading Horizons provides immediate and differentiated instructional information to improve student literacy skills.

PHS has allocated a significant amount of resources during the 2016-17 school year to improving teacher instruction and lesson planning associated with student literacy, mathematical, and affective education competencies utilizing a blended education instruction model.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Prior Year Target: *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.*

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.

Performance:

Prior Year Target: *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.

Performance:

Prior Year Target: 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.

Performance:

Academic Achievement (Status) Reflection

Patriot High School did not meet any of the established 2015-16 targets. Due to a lack of experienced leadership, a guaranteed viable curriculum, professional development focused on teacher instruction, and quality intervention resources, the school was unable to meet the performance targets. Our present performance rating is 51.43% which is a decrease from last years rating. This score identifies PHS as a "Improvement" school. Although PHS has a average participation rate of 98% for all grade levels in all indicators, we show a deficit in Points Earned. PHS earned 33% of the possible point in Academic Achievement and 25% in Academic Growth including both English Language Arts and Math scores. Student Engagement meets the indicator at 66.8% with Attendance rates at 86.3% and Returning Student Rates at 91.9%. Postsecondary and Workforce Readiness results indicate that PHS meets the graduation indicator at 81.3% with Completion Rates (89.15%) and Graduation Rates (86.1%) exceeding the indicators; however, COACT (15.5%) scores are at the "approaching" level. Patriot High School has developed a strategic plan to address each of these issues and has committed to implementing Professional Learning Communities on a weekly basis to better utilize data to inform instruction and programming.

Performance Indicator: Academic Growth

Prior Year Target: 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. PHS's achievement target for 2015-2016 is to have an performance indicator rating of "meets." Patriot High School no longer offers middle school programming.

Performance:

Prior Year Target: CMAS/PARCC "mean scale scores" for the 2015 school year were as follows: English/Language Arts (Reading) 701.5, English/Language Arts (Writing) 701.5, and Math 707.8. These "mean scale scores" all fall in to the bottom 40th percentile when compared to AEC schools across the state of Colorado. The target improvement score for 2016 is 710 for reading, for writing 715, and for math it is 715.

Performance:

Academic Growth Reflection

PHS was unable to meet Academic Growth targets. PHS earned 25% of the possible points in Academic Growth including both English Language Arts and Math scores. This is due to a lack of quality instruction, a viable curriculum, and sufficient progress monitoring. Systems and procedures have been initiated including Blended Education utilizing the Edgenuity platform, quality professional develop for teachers, Professional Learning Communities, and various assessment tools (ACT Aspire & Reading Horizons). In addition, PHS supports Academic Growth through intervention courses and strategies (Silent Sustained Reading, Integrated Math and Literacy remediation courses, low student-teacher ratios) and the Reading Horizons intervention provides progress monitoring and significant data to inform instruction. In 2017, PHS will add a pre-Algebra course to focus on closing lower-level math gaps.

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

-

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

-
-

Performance Indicator: Postsecondary & Workforce Readiness

Prior Year Target: 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.

Performance:

Postsecondary & Workforce Readiness Reflection

Performance Indicator: Student Behavior

Student Behavior Reflection

-

Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

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.

Review of Performance:

Patriot High School met the state target of 95% student participation on state assessments for English Language Arts, Math, and COACT at 100%. In Science, the school received a 94.6% participation rating. This is an increase over the previous year where Patriot High School only had 83% participation at the high school level. This year PHS 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 attain 100% of 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 6th year Patriot High School has been operating as an alternative education campus for 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 High School met the AEC "performance" level in student engagement and, postsecondary and workforce readiness. In the areas of academic achievement and academic growth Patriot High School was at the "improvement" level. PHS has shown sustained success in 5 year rate trends that show average school rates for student attendance (86.3%), graduation (86.1%) and dropout (8.1%). 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, 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, individual grade reports, and behavior and attendance reports that are collected weekly. Parent notifications regarding grades and attendance are delivered electronically on weekly and daily basis respectively.

Patriot High School's overall school accountability ratings have declined over the last 3 years in the areas of academic achievement, growth, and growth gaps due primarily to significant changes in the school such as leadership, teacher turnover, a lack of a viable curriculum, and teacher training. Presently, Patriot High School has maintained a 33% rating in Academic Achievement (Does not meet), 25% in Academic Growth (Does not meet), 66.8% in Student Engagement (Meets), and 81.2% in Postsecondary & Workforce Readiness (Meets/Exceeds). Student Engagement and Postsecondary & Workforce Readiness have been increasing over past years. In 2015, Colorado switched to a new testing system (CMAS/PARCC) the school's "percentile rank" indicates mixed results to the downward trend as seen in the previous 3 years. As a baseline year, PLC CMAS/PARCC "mean scale scores" for the 2015 school year were as follows: English/Language Arts (701.5), Math (701.5). A slight improvement was realized in English Language Arts (706.6), a slight decline in Math (699.1), and a sharp decline in Science (482.3). These "mean scale scores" all fall in to the bottom 40th percentile when compared to AEC schools across the state of Colorado. Patriot High School's ACT scores have seen a slight decrease as well. Over the last 3 years, ACT overall "composite" scores have gone from an average of 16.3 to 15.5. It is our believe that our Science scores have decreased significantly due to a lack of course offerings. Course such as Physical Science have been replaced with Zoology and Astronomy leaving gaps in the curriculum. These basic courses will be reinfused into the Fall 2017 schedule. Interventions such as Reading Horizons have already shown dramatic increases in reading and comprehension skills and the implementation of Blended Learning through Edgenuity provides for a guaranteed and viable curriculum.

Trend Analysis

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



Patriot High School's overall school accountability ratings for Academic Achievement have declined over the last 3 years. Between 2014 and 2016, academic achievement had declined significantly with overall indicator ratings declining to 33%. When converted to "mean scale score" results, Math has declined to 699.1, and Science has decreased dramatically from 701 to 482.3 (CMAS/PARCC). We have

seen a slight increase in English Language Arts from 701 to 706.6. These “mean scale scores” all fall in the bottom 40th percentile for AEC schools across the state of Colorado.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



Patriot High School's overall school accountability ratings for Academic Growth and Growth Gap have declined steadily at the high school level over the last 3 years. Between 2014 and 2016, high school ratings declined over the same time period going from 43.8% to 25%. This percentages fall well below the expected "Adequate Growth Percentiles" for the state.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***



High school postsecondary readiness has increased with a three year rating between 2014 and 2016 that has gone from 48.4% to 81.2% for AEC schools. Graduation, Completion, and Dropout Rates have all improved significantly.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Postsecondary & Workforce Readiness***



Over the last 3 years, ACT overall "composite" scores have gone from an average of 16.3 to 15.5. 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.

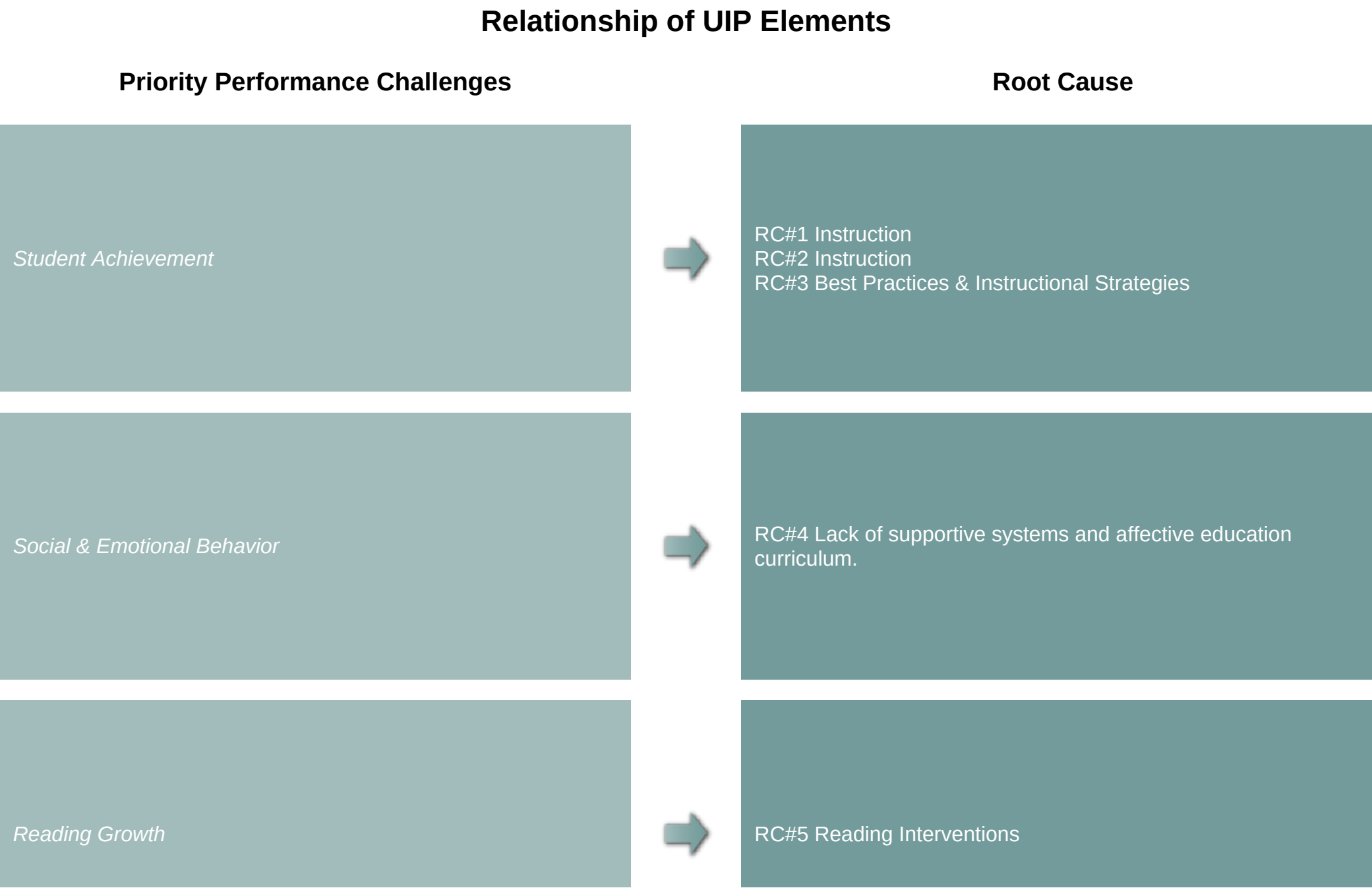
*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Postsecondary & Workforce Readiness***

Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

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





Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Reflection of Priority Performance Challenges

Academic achievement in the three core curricular areas (English Language Arts, math and science) has been in decline over the past 3 years at Patriot High School (PHS). 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 PHS academic achievement and growth with state and district averages, PHS falls well below those averages in reading, writing, and math for a number of reasons. As an AEC accredited school, PHS is performing at a level that is comparable to like schools. The overall goal of PHS 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 improve their skills. The challenges of improving student learning are directly related to best practices in the classroom. PHS's 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, data-based student interventions,

and a concentrated effort to implement a blended education profile. With PHS student test scores falling below the 40th 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. PHS has also implemented a strategic reading intervention program called Reading Horizons, which provides intensive on-line instruction, targeted teacher interventions, and periodic assessment. We anticipate that this will positively impact our students reading skills and assessment scores.

Provide a rationale for how these Root Causes were selected and verified:

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 PHS 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 work and exit tickets have been used sparingly and there has been no consistent closure to lessons. This in turn causes a loss of valuable instruction time and classroom management issues. All teachers have not implemented the Excel Lesson Plan Model on a daily basis.

RC#2 Student centered instruction can be a key component to student engagement and active learning. Through teacher observation and evaluations, evidence suggests that PHS teachers generally present new material and concepts in a traditional teacher centered manner. Although class sizes are small, PHS 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. Blended Learning practices have been implemented into all classrooms with the support of the Edgenuity LMS; this guarantees a standards-based, viable curriculum in every course.

RC#3 Teachers hired at PHS generally come from the traditional education setting. It can take several years for a 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, differentiation, and student-focused initiatives tend to be more time consuming and difficult to plan. Additional training has been planned for teachers including comprehensive training in Teach Like A Champion, and implementation of an affective education program.

RC#4 School lacks restorative discipline systems, student support systems, and affective education curriculum. During the 2016-17 school year, administration developed a comprehensive discipline matrix along with restorative discipline practices. This allowed the school to provide a student discipline program which holds student to high expectations, is cumulative, fair, and progressive. The student support systems include various restorative practices (Alcohol/Tobacco Abatement programming), behavioral contracts, and attendance contracts. Communication with parents has increase through automatically generated grade and attendance reports on a daily and weekly basis.

RC#5 School lacks necessary interventions to improve student reading levels. In the fall of 2017, PHS introduced the Reading Horizons program. This program is highly focused on developing reading skills through comprehensive baseline testing and intervention. Students participate in the program on a daily basis through interaction with the Reading Horizons software. Students at low reading levels are provided with additional support through a strategic literacy course. These efforts are also supported through our daily Silent Sustained Reading period.

[Edit](#)

Additional Narrative / Conclusion

The 2016-17 school year has seen many changes and challenges for Patriot High School. 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 PHS 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 PHS 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. 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: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Student Achievement

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		R
Annual Performance Targets	2016-2017:	PHS's high school achievement target for 2016-2017 is to raise the "mean scale score" for reading to 720.0. Note: PLC will not have a middle school starting in the 2016-2017 school year.
	2017-2018:	PHS's achievement target for 2017-18 is to increase the "mean scale score" for reading from 706.6 to 710.
Interim Measures for 2016-2017:		Implementation of Reading Horizons. ACT Aspire benchmarks. Reading Intervention course (Literacy). Reading Horizon's interventions.

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M

Annual Performance Targets	2016-2017:	PHS'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.
	2017-2018:	PHS's achievement target for 2017-18 is to increase the "mean scale score" for math from 482.3 to 503 or higher. This is an increase of approximately 5% and will place PHS at the "Approaching" level.
Interim Measures for 2016-2017:		ACT Aspire Benchmarks. Implementation of Integrated Math course. Re-implementation of Pre-Algebra course for Fall 2017. Implementation of Blended Education curriculum (Viable curriculum mapped to Colorado State Standards)

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		W
Annual Performance Targets	2016-2017:	PHS'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.
	2017-2018:	PHS's achievement target for 2017-18 is to increase the "mean scale score" for reading from 706.6 to 710.
Interim Measures for 2016-2017:		Implementation of Reading Horizons. ACT Aspire benchmarks. Reading Intervention course (Literacy). Reading Horizon's interventions. Implementation of Blended Education curriculum (Viable curriculum mapped to Colorado State Standards). Implementation of writing prompt activities into all classrooms. Weekly writing skills assessments beginning Fall 2017.

Priority Performance Challenge : Social & Emotional Behavior

Performance Indicator:		Student Engagement

Measures / Metrics:		Attendance
Annual Performance Targets	2016-2017:	
	2017-2018:	Increase attendance rate from 86.3% to 90% during the second semester 2016-17 school year and throughout the 2017-18 school year.
Interim Measures for 2016-2017:		Attendance rates at PHS. Initiation of Attendance & Behavior Plans. Frequent monitoring and communication with students/parents. Communication between teachers, students, parents. Implementation of Restorative Discipline plan.

Priority Performance Challenge : Reading Growth

Planning Form

Major Improvement Strategy Name:

MIS#1 Teacher Training and Professional Development within Math Content

Major Improvement Strategy Description:

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.

Associated Root Causes:

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#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#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.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Develop and Implement Professional Learning Communities	Create Professional Learning Communities schedule to support teachers on instructional development.	08/01/2016	State and local assessment data. Instructional intervention strategies. Teach Like a Champion curriculum.	Dan Mulay, Kim Blair	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name:

MIS#2 Improved reading and writing instruction

Major Improvement Strategy Description:

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.

Associated Root Causes:

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.

RC#5 Reading Interventions: School lacks necessary interventions to improve student reading levels.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year

Reading Horizons Training	Provide necessary professional development for the Reading Horizons Program.	09/01/2016 10/28/2016	Reading Horizons curriculum and software.	Kim Blair, Kathy Haeseker, Kelly Caffee, Dan Mulay	Complete	This School Year
Testing Program	Provide baseline testing and periodic testing for all students grades 9-12.	09/01/2016 04/29/2016	Testing software	Kim Blair, Kathy Haeseker, Kelly Caffee	Complete	This School Year
Intervention	Implement intervention systems for all student deficient in reading and writing (based on baseline testing and grade levels).	10/01/2016 05/20/2016	Intervention groups and courses.	Kim Blair, Kethy Haeseker, Kelly Caffee, teaching staff.	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name:

MIS#3 Increase Career and College Readiness

Major Improvement Strategy Description:

Train teachers and implement instructional designs that are research based strategies with the purpose of improving college and career readiness, and SAT/ACT preparedness.

Associated Root Causes:

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.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Professional Development	Provide professional development training for all teaching staff utilizing the Teach Like A Champion curriculum	01/13/2016 05/12/2017	Teach Like A Champion curriculum and text, trainers	Heather Mavel, Christina Vidovich, Rochelle Kohlhouse, Kim Blair, Dan Mulay, all PHS Staff.	In Progress	This School Year
Instructional Coaching	Provide instructional coaching support in the classroom to include feedback and PLC workshops.	08/01/2016 05/20/2016	Instructional Coach, time.	Kim Blair, Dan Mulay, Studio Solutions Team.	In Progress	This School Year
Blended Education	Implementation of Blended Education	08/01/2016 05/20/2016	Edgenuity curriculum, Studio Solutions Team	James Bonavita, Rochelle Kohlhouse, David	In Progress	This School Year

through the
Edgenuity LMS.

Knoche, Kim
Blair, Edgenuity
trainers.

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name:

MIS#4 Implement Professional Learning Communities

Major Improvement Strategy Description:

Weekly Professional Learning Communities will be established to allow teachers to work cooperatively to improve instruction and student performance. Data will be analyzed from the following sources: teacher grade books, Edgenuity LMS, SAT, CMAS, PSAT, ACT Aspire, and Reading Horizons. Additionally, teachers will participate in the 3-Week Deliberate Practice Plan Model.

Associated Root Causes:

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.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Professional Learning Communities	Establish weekly PLC meetings on Wednesday	08/01/2016 05/24/2017	Time, schedule, grade book and testing data.	Dan Mulay, Kim Blair, all PHS Staff	In Progress	This School Year

afternoons. All teachers will attend.

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name:

MIS #5 Instructional Coaching

Major Improvement Strategy Description:

Instructional coach will work collaboratively with teacher to implement mathematics into all classrooms on a regular basis. Instructional coach will also work with teachers to employ various instructional methods to improve teaching. Instructional coach will provide feedback and conduct Professional Learning Community workshops.

Associated Root Causes:

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.

RC#4 Lack of supportive systems and affective education curriculum.: School lacks restorative discipline systems, student support systems, and affective education curriculum.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Instructional Coach	Instructional coach to focus on assisting teacher with implementing mathematics on a daily basis in all course.	08/01/2016 05/19/2017	Mathematics resources, blended education curriculum, PLC time.	Kim Blair	Not Started	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name:

MIS #6 Math Course Additions

Major Improvement Strategy Description:

PHS offer a Pre-Algebra course beginning Fall 2017 to eliminate math gaps of incoming 9th grade and other students.

Associated Root Causes:

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.

RC#4 Lack of supportive systems and affective education curriculum.: School lacks restorative discipline systems, student support systems, and affective education curriculum.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Schedule	Build a schedule that provides access to Pre-Algebra course to students in need.	08/02/2017 05/25/2018	Scheduling software	Dawn Barela, Dan Mulay, Greg Cox, Kim Bourgois	In Progress	Next School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name:

MIS #7 Implement Affective Education Program

Major Improvement Strategy Description:

PHS will implement an affective education program. The program will include various modules to address student behavior, expectations, and school culture. The program will launch Fall 2017.

Associated Root Causes:

RC#4 Lack of supportive systems and affective education curriculum.: School lacks restorative discipline systems, student support systems, and affective education curriculum.

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.

Action Steps Associated with MIS

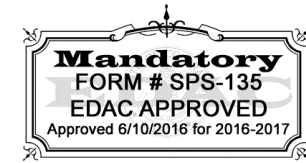
Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Funding	Obtain funding for teacher professional development for an affective education program.	10/01/2016 10/31/2016	MLO dollars allocated to PHS.	Dan Mulay	Complete	This School Year
Schedule Development	Develop a schedule to support the implementation of affective education in connection with PHS course offerings.	02/01/2017 06/01/2017	Scheduling software, Discovery Program requirements/recommendations.	Dan Mulay, Greg Cox, Dawn Barela, Kim Blair, Kim Bourgois.	In Progress	This School Year
Professional Development	Schedule and complete professional development of all staff in affective education.	03/01/2017 08/31/2017	Trainer and curriculum	Discovery Program Training, Dan Mulay, Kim Blair, Dawn Barela, Nichole Trethewey.	In Progress	Next School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Addenda

Attachments List



**PIKES PEAK EARLY COLLEGE UIP
2016-17**

District: **FALCON 49** | Org ID: **1110** | School ID: **6821** | Framework:
Performance Plan | Draft UIP

Colorado's Unified Improvement Plan for School (2016-2017)

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Executive Summary

How are students performing? Where will the school focus 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, PWR), where the School did not meet federal, state and/or local expectations.

Name: Demonstrated Mastery of 21st century skills

Description: 2016-2017 coursework has revealed a need to foster deeper levels of critical thinking skills within our students. We have seen gains over the year but we must focus on building these skills more effectively. Intentionally training and fostering students to demonstrate these skills has rarely been executed prior to their enrollment at PPEC. Students have been cautious to take academic risks due to fear of the impact it might have on their GPA.

Name: Academic College Readiness

Description: Students at PPEC who have completed coursework prior to their enrollment, with success, does not align with assessments we use to measure their college readiness. Many students have misconstrued their level of mastery and have had to regain skill sets that may have been missed in previous year. A lack of clear alignment and direct connection to standards has made comprehending the scope of a class challenging with a very heavy workload.

Name: Math Fluency

Description: Students have demonstrated a consistent lack of math fluency leading to assessment scoring incongruent with math mastery levels.

Why is the education system continuing to have these challenges?

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

Name: Depth of Knowledge Focus on Campus

Description: Instructional strategies on campus do not emphasize DOK 3 and 4 consistently. This limits a students access to challenging and deeper learning.

Name: Limited amount of 4C's training opportunities

Description: A lack of a fully developed and implemented comprehensive implementation of 4C's development has diminished student's ability to be autonomous and self-directed learners.

Name: Fluency has not been a targeted focus for secondary students

Description: Without high levels of math fluency it has been proving difficult to complete math assessments which have allotted time and therefore do not accurate reveal the level of mastery students possess when given significant amounts of time to demonstrate their knowledge.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Identify processes for student outcomes that ensure college readiness

Description: Students are assessed and a personalized learning path is developed so that college readiness is attained by 11th grade.

Name: Implement instructional strategies focused on Critical Thinking

Description: Teachers will deliver high yield instruction aligned to effect size according of Visible Learning by John Hattie and Classroom Instruction that Works by Marzano.

Name: Integration of 4C's in all subject areas

Description: Students will be able to master and demonstrate the 4C's through and ePortfolio. Rubrics will be used to evaluate the mastery of 21st century skills which will align to academic college readiness

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

School Support Team or Expedited Review

Has (or will) the school participated in an 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.

Improvement Plan Information

The school/district 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 (CGP)
- ☐ School Improvement Support Grant
- ☐ Other

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

Pikes Peak Early College (PPEC) is a blended online high school serving all student populations including those underrepresented in postsecondary programs and institutions. PPEC students will thrive in a blended online learning environment with individualized online learning coupled with scheduled, in-class discussions, labs, presentations, assessments, and other interactive activities, all under the supervision of highly qualified, licensed secondary teachers. PPEC will operate as an Early College high school in partnership with postsecondary partners, Pikes Peak Community College (PPCC) and University of Colorado, Colorado Springs (UCCS). PPEC students will expect to accomplish college level coursework, primarily delivered in a traditional in-class and hybrid online format through Concurrent Enrollment while in high school, simultaneously earning high school and college credits. PPEC will open with grades 9 through 12+1, with approximately 165 students, and will add grade level 12+2 in year two for college ready students attending college courses at one of our regional institutions of higher education. PPEC will pay for college tuition and fees, based on the Colorado Community College System tuition rate. The Early College model will provide the opportunity for an increased number of D49 students to complete general education courses for transfer, and to complete Associate of Arts (AA), Associate of Science (AS), Associate of General Studies (AGS), and Associate of Applied Science (AAS) degrees and professional credentials. Pikes Peak Early College is in its first year of existence and lacks baseline data to effectively make longitudinal programmatic or instructional adjustments.

PPEC will focus their improvement efforts in relation to D49 district UIP data expectations. The areas of focus will be illustrated in three pathways: 1. Data specific outcomes in relation to D49 district UIP 2. Anecdotal school efforts and 3. Qualitative based outcomes. PPEC will establish baseline data this year by using interim assessments with ACT ASPIRE delivered at intervals of Beginning of Year, Middle of Year and End of Year. A final assessment of ACT ASPIRE Summative testing will be done in May. Additionally, baseline data will be used after initial PARCC testing is completed and results are available to the school.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Academic Achievement (Status) Reflection

NA

Performance Indicator: Academic Growth

Academic Growth Reflection

NA

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

- NA

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

NA

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

NA

Performance Indicator: Other

Other Reflection

- *NA*

Performance Indicator: Postsecondary & Workforce Readiness

Postsecondary & Workforce Readiness Reflection

NA

Performance Indicator: Student Behavior

Student Behavior Reflection

- *NA*

Performance Indicator: Student Engagement

Student Engagement Reflection

NA

Current Performance

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.

NA

Trend Analysis

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

Additional Trend Information:

NA

Priority Performance Challenges and Root Cause Analysis

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

Relationship of UIP Elements

Priority Performance Challenges

Root Cause



Demonstrated Mastery of 21st century skills



Limited amount of 4C's training opportunities

Academic College Readiness



Depth of Knowledge Focus on Campus

Math Fluency



Fluency has not been a targeted focus for secondary students





Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

It is imperative that the foundation of a blended early college school foster an environment that produces students who can self advocate, manage time and become independent learners. Without these skills, students will be inadequately prepared for post secondary work when they can demonstrate academic readiness. A lack of these soft skills prevents students from understanding how to deal with adversity and the skills necessary for their postsecondary coursework or job function.

Provide a rationale for how these Root Causes were selected and verified:

These root causes were established based on qualitative data and course work data. Weekly PLC meetings facilitated conversations around student classroom performance.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Demonstrated Mastery of 21st century skills

Performance Indicator:		Postsecondary & Workforce Readiness
Measures / Metrics:		SAT
Annual Performance Targets	2016-2017:	PPEC will have an average score Of 1080 or higher
	2017-2018:	PPEC will have an average score Of 1100 or higher
Interim Measures for 2016-2017:		Act Aspire will be delivered in September-BOY, December- MOY and March EOY with ACT ASPIRE Summative being delivered in May.

Performance Indicator:		Postsecondary & Workforce Readiness
Measures / Metrics:		Completion Rate
Annual	2016-2017:	PPEC will have a course completion rate of 92% or higher

Performance Targets	2017-2018:	PPEC will have a course completion rate of 93% or higher
Interim Measures for 2016-2017:		Weekly course labs to focus and identify areas for support.

Priority Performance Challenge : Academic College Readiness

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	PPEC students will have a 90% success rate as measured by college transcript grades
	2017-2018:	PPEC students will have a 92% success rate as measured by college transcript grades
Interim Measures for 2016-2017:		ACT SPIRE, ACCUPLACER

Performance Indicator:		Postsecondary & Workforce Readiness
Measures / Metrics:		SAT
Annual Performance Targets	2016-2017:	80% of PPEC Seniors will demonstrate college readiness in English related to Accuplacer cut scores 70% of PPEC Seniors will demonstrate college readiness in Math related to Accuplacer cut scores
	2017-2018:	90% of PPEC Seniors will demonstrate college readiness in English related to Accuplacer cut scores 80% of PPEC Seniors will demonstrate college readiness in Math related to Accuplacer cut scores
Interim Measures for 2016-2017:		Accuplacer readiness

Priority Performance Challenge : Math Fluency

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	70% of math in 9th grade students will meet raw score benchmark of 10 on ACT Aspire
	2017-2018:	80% of math in 9th grade students will meet Summative ACT Aspire benchmark of 428 80% of math in 10th grade students will meet Summative ACT Aspire benchmark of 432
Interim Measures for 2016-2017:		ACT Aspire Benchmark I, II, III Benchmarks

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	80% of English Students in 9th grade will meet raw score benchmark of 16 on ACT Aspire 80% of English Students in 10th grade will meet raw score benchmark of 17 on ACT Aspire
	2017-2018:	90% of English Students in 9th grade will meet Summative benchmark score of 16 on ACT Aspire 426 90% of English Students in 10th grade will meet Summative benchmark score of 16 on ACT Aspire 428
Interim Measures for 2016-2017:		ACT ASPIRE Interim I, II, III Benchmarks

Planning Form

Major Improvement Strategy Name:

Identify processes for student outcomes that ensure college readiness

Major Improvement Strategy Description:

Students are assessed and a personalized learning path is developed so that college readiness is attained by 11th grade.

Associated Root Causes:

Depth of Knowledge Focus on Campus: Instructional strategies on campus do not emphasize DOK 3 and 4 consistently. This limits a students access to challenging and deeper learning.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Create and manage a flowchart of Process Library	Establish flowcharted library of MTSS processes aligned to mastery.	08/01/2016 08/01/2017	Lucid Chart	Principal and Instructional Coach	In Progress	Next School Year
Implement walkthrough tool	Principal evaluate and analyze walkthrough data to gauge implementation of current strategies being used	08/01/2016 05/31/2018	Jot Form	Principal and Instructional Coach	In Progress	Next School Year
Facilitate	Realign	08/15/2016	CDE Standards	All staff	In Progress	Next School Year

Standards Alignment	standards to ensure that all necessary standards are aligned to scope and sequence directly aligned to mastery expectations	10/06/2017				
Refine Math Placement Assessment	Refine math placement exam to ensure that students master algebra skills are addressed prior to moving forward	01/03/2017 05/31/2018	Aleks Math	Math Teacher	In Progress	Next School Year
Develop Standards acquisition tool for studentns	Develop process to visualize mastery of standards.	08/01/2017 05/18/2018	Google Sheets	Content Staff	Not Started	Next School Year
Implementation Benchmark Associated with MIS						
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Facilitate Standards Alignment, Develop Standards acquisition tool for studentns,	Standards aligned course	100% of Standards based coourse are aligned for mastery	04/10/2017 05/18/2018	Principal, Teachers and Instructional Coach	Not Met	Next School Year
Create and manage a flowchart of Process Library, Facilitate	Best Practices for MTSS support	Math and English will demonstrate a research based and process for supporting	04/10/2017 05/24/2018	Instructional Coach and Principal	Partially Met	Next School Year

Standards Alignment,		students who are academically deficient.				
Refine Math Placement Assessment,	Accuplacer Scores of College Readiness	75% of students who complete Algebra 2 demonstrate college readiness measured by Accuplacer Cut Scores	08/01/2017 05/04/2018 Monthly	Counsleor and Principal	Not Met	Next School Year
Implement walkthrough tool,	Observable High Yield Instructional Practices	60% of walkthrough data will identify primary instruction focus is aligned to high effect size practices	08/07/2017 05/24/2019	Principal and Instructional Coach	Not Met	Next School Year

Major Improvement Strategy Name:

Implement instructional strategies focused on Critical Thinking

Major Improvement Strategy Description:

Teachers will deliver high yield instruction aligned to effect size according of Visible Learning by John Hattie and Classroom Instruction that Works by Marzano.

Associated Root Causes:

Depth of Knowledge Focus on Campus: Instructional strategies on campus do not emphasize DOK 3 and 4 consistently. This limits a students access to challenging and deeper learning.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Professional Development Focus aligned to DOK 3 and 4 and high yield instruction	Facilitate book study with Visible Learning by John Hattie. Internal Training as well	08/03/2017 12/15/2017	Visible Learning by John Hattie	All teaching staff	Not Started	Next School Year
Professional Development emphasis on Effective Lesson Planning	Develop EXCEL model lessons integrating the high yield instructional strategies for face to face and digital lessons. Greater emphasis will be placed on the lesson planning process in blended learning classrooms.	08/03/2017 05/18/2017	CKH and C3 Tools	All teaching staff	In Progress	Next School Year
Professsional Development focused on inquiry based instructional PD	Lead year long focus on inquiry based thinking stratgeies aligned to instructional strategies.	08/03/2017 05/18/2018	Buck Institute	Teaching Staff	Not Started	Next School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Professsional Development focused on	DOK 3 and 4 Instructional Focus	30% of instruction observed in Classrooms will	08/02/2017 05/19/2017 Weekly	Instructioanl Coach and Principal	Partially Met	Next School Year

inquiry based instructional PD,		be DOK 3 and DOK 4				
Professional Development Focus aligned to DOK 3 and 4 and high yield instruction, Professsional Development focused on inquiry based instructional PD,	Critical Thinking Professional Development	All staff will particpate in a minimum of two 4 hour PD days focused one Developing cirtical thinking skills and effective questioning techniques	08/02/2017 03/24/2017	Instructional Coach and Principal	Not Met	Next School Year
Professional Development emphasis on Effective Lesson Planning,	EXCEL Lesson Planning	90% of walkthoug data will reveal evidence of EXCEL lesson Planning	08/02/2017 03/24/2017 Weekly	Principal and Instruction Coach	Partially Met	Next School Year

Major Improvement Strategy Name:

Integration of 4C's in all subject areas

Major Improvement Strategy Description:

Students will be able to master and demonstrate the 4C's through and ePortfolio. Rubrics will be used to evaluate the mastery of 21st century sills which will align to academic college readiness

Associated Root Causes:

Limited amount of 4C's training opportunities: A lack of a fully developed and implemented comprehensive implementation of 4C's development has diminished student's ability to be autonomous and self-directed learners.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Implement an Academic Fitness Pathways Cours	Counselor and Principal will define and facilitate implementation of skills development to ensure college readiness beyond academic readiness	01/03/2017 05/25/2018	CIC, Campus Toolkit, Focus on College Succes by Constance Staley	Counselor and Principal	In Progress	Next School Year
Implement E-Portfolio	All students will create an e-portfolio that will illustrate their mastery demonstration of all content required for graduation. Aligned to capstones and 4C development.	08/01/2017 05/17/2018	Google Sites	All Staff	In Progress	Next School Year
Facilitate PBL integration in all course work with 4C's Rubrics	Developing intentional PBL projects that span across the content areas to encourage creativity, innovation, design, problem solving tasks, and emphasize critical thinking. Effective expectations laid out in 4C rubrics	08/01/2017 05/03/2018	Buck Institute	All teaching staff	Not Started	Next School Year

Implementation Benchmark Associated with MIS

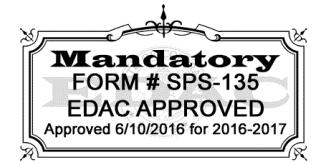
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Implement an Academic Fitness Pathways Cours, Implement E-Portfolio, Facilitate PBL integration in all course work with 4C's Rubrics,	4Cs College Readiness	PPEC will have college success rate of 92% as measured by college transcripts.	08/02/2017 05/24/2018 Quarterly	All staff	Not Met	Next School Year

Addenda

Attachments List



COLORADO
Department of Education



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**PIKES PEAK
SCHOOL
EXPEDITIONARY
LEARNING UIP
2016-17**

District: **FALCON 49** | Org ID: **1110** | School ID: **6935** | Framework: **Pending** | **Draft UIP**

Colorado's Unified Improvement Plan for School (2015-2016)

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Executive Summary

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Name: Writing for Male Students

Description: Male students generally achieve lower, especially in writing, when compared to their female counterparts.

Name: Math Standard 1

Description: Students were generally low at Math Standard 1, specifically Number sense.

Why is the education system continuing to have these challenges?

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

Name: Instruction

Description: Instruction was focused on the ways that females learn and did not account for instructional methods needed for males to find success.

Name: Number Sense

Description: Students did not have enough practice to become proficient in number sense, including conversations, explanations and critical thinking.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Institute a systematic, school-wide approach to teaching Math Standard 1

Description: We will create and implement tools and strategies for students to interact with, master and talk about numbers and their relationships in numeric systems. Professional development and accountability will be in place to support teachers with successful implementation.

Name: Implement strategies to improve male writing based on research done in 2015-2016

Description: PPSEL staff will build on the research done during the 2015-2016 school year to implement best practices around writing and males and then implementing these school-wide.

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school 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.

School Support Team or Expedited Review

Has (or will) the school participated in an 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 by the Colorado League of Charter Schools
During the 2016-2017 school year, the school is partnering with Charter School Solutions for a 2 day external evaluation to use for its charter renewal application.*

Improvement Plan Information

The school/district 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 (CGP)
- ☐ School Improvement Support Grant
- ☐ Other

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

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.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Prior Year Target: Using NWEA MAP scores for targets:
Increase students at or above average RIT score by 5%.

ES Math target 78%

MS Math target 81%

Performance: The school did not meet the target for ES, but did meet the target for MS.

Prior Year Target: 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%

Performance: The school met target for both ES and MS.

Academic Achievement (Status) 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.

Performance Indicator: Academic Growth

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.

Performance Indicator: Academic Growth Gaps

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.

Postsecondary & Workforce Readiness Reflection

Current Performance

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.

PPSEL looks at both Local and State assessment data, which includes the NWEA MAP assessments for students 2nd-8th 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, other sources of classroom data as applicable along with the PARCC assessment. Data from the Colorado Growth Model was also considered in the process of data analysis. The data were analyzed by members of the School Accountability Committee which includes the school principal. 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. The trend indicates that the school understands how to implement effective strategies and improve upon weakness and overcome obstacles. PPSEL received a "performance" rating again for the 2015-2016 school year with the Performance Frameworks for 1-year data (3-year data is not available).

Challenges were that minority students and students who qualify for Free/Reduced Lunch underperform as compared to peers who are not in those categories. Elementary growth was another obstacle overall.

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.

Besides PARCC data, NWEA MAP data was looked at most closely 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

	<i>2nd Grade</i>	<i>3rd Grade</i>	<i>4th Grade</i>	<i>5th Grade</i>	<i>6th Grade</i>	<i>7th Grade</i>	<i>8th Grade</i>
<i>Total Students With Valid Growth Test Scores</i>	44	45	44	44	46	33	42
<i>Mean RIT</i>	176.9	192.5	201.6	208.4	214.9	221.5	230.6
<i>Standard Deviation</i>	12.3	10.2	13.4	11.6	16.1	12.5	15.3
<i>Norm Grade Level Mean RIT</i>	176.9	190.4	201.9	211.4	217.6	222.6	226.3
<i>Students At or Above Norm Grade Level Mean RIT</i>	23	26	22	17	20	15	19

Language

	<i>2nd Grade</i>	<i>3rd Grade</i>	<i>4th Grade</i>	<i>5th Grade</i>	<i>6th Grade</i>	<i>7th Grade</i>	<i>8th Grade</i>
<i>Total Students With Valid Growth Test Scores</i>	46	46	44	44	43	45	42
<i>Mean RIT</i>	179.6	194.8	202.3	206.7	211.4	218.3	222.9
<i>Standard Deviation</i>	14.8	12.1	13.2	12.6	14.6	9.6	10.3
<i>Norm Grade Level Mean RIT</i>	174.5	189.5	198.8	205.6	210.7	214	216.2
<i>Students At or Above Norm Grade Level Mean RIT</i>	29	34	31	23	26	30	32

Reading

	<i>2nd Grade</i>	<i>3rd Grade</i>	<i>4th Grade</i>	<i>5th Grade</i>	<i>6th Grade</i>	<i>7th Grade</i>	<i>8th Grade</i>
<i>Total Students With Valid Growth Test Scores</i>	43	45	44	43	43	45	42
<i>Mean RIT</i>	173.8	193.6	205.5	208.8	210.2	216.8	220.7
<i>Standard Deviation</i>	16.2	13.9	11.9	11.4	17.1	13.9	16.5
<i>Norm Grade Level Mean RIT</i>	174.7	188.3	199	205.7	211.0	214.4	217.2

<i>Students At or Above Norm</i>	23	31	24	26	23	25	26
<i>Grade Level Mean RIT</i>							

A review of the data sets above demonstrate that overall PPSEL students are performing above previous year's scores in all three subjects. An area of particular concern is 5th and 6th grade math scores, which remain low.

A review of other sources of data confirms the results of NWEA MAP.

PARCC results were released and the school saw a drop in achievement at the elementary level, both in achievement data from year to year and with the cohort data. The opposite effect was seen at the 6th-8th grade level. As a school, the elementary slightly underperformed and the middle school over performed as compared to district and state scores. While NWEA MAP scores were more favorable for the beginning of year scores, the committee sees that Math is still something that needs to be addressed aggressively by the school at the elementary level and ELA needs to be addressed at the elementary level as well.

Trend Analysis

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

Performance Indicator: Academic Achievement (Status)



Elementary students are trending higher in math from 2015-2016, but still are lower than district and state average levels. They are up 7% over 2015. After a dip going into PARCC from TCAP, students are improving and making gains. Middle School students are also trending higher in math from 2015-2016 and are above district and state average. They are 6% higher than the previous year. After a dip going into PARCC from TCAP, students are improving and making gains.

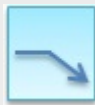
*Trend Direction: **Increasing** - Notable Trend: **Yes***



Students were steady in ELA testing from 2013-2015. For 2016, elementary students trended lower by 8% while middle school students trended higher by 9%. The trend shows a decline for elementary while the middle school has an increase.

*Trend Direction: **Stable** - Notable Trend: **Yes***

Performance Indicator: Academic Growth



Overall, elementary students were "approaching" growth for elementary students in both ELA and Math after meeting growth targets previously. Middle school students met growth targets for all students in ELA and Math.

*Trend Direction: **Stable then decreasing** - Notable Trend: **Yes***

Performance Indicator: Academic Growth Gaps

Performance Indicator: Postsecondary & Workforce Readiness



This area does not apply to a K-8 School.

Trend Direction: - Notable Trend:

Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

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

Relationship of UIP Elements

Priority Performance Challenges

Writing for Male Students

Math Standard 1

Root Cause

Instruction

Number Sense





Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Upon consideration of several years of data, overall PPSEL students have met the standards for achievement as a whole. Achievement scores are generally trending higher for the 3 years in math. Achievement scores dipped for elementary students in ELA, with male students achieving lower, especially in writing, when compared to their female counterparts.

In Math, both elementary and middle school students made gains in achievement. While the trajectory is good for middle school students, math students need to continue these gains to stay at or above district and state averages. In addition, number sense is an area that students more frequently performed lower on when looking at what is trending in math, according to PARCC and Saxon assessments. 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 PARCC. NWEA Map testing, in particular, is used as a compass for PARCC results. 2015-2016 results demonstrated similar academic trends, and the school had a verification of this analysis through a independent research study.

Provide a rationale for how these Root Causes were selected and verified:

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.

Additional Narrative / 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.

Action Plans

School Target Setting

Directions: Schools are expected to set their own annual targets for 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 are not met; targets should also be connected to prioritized performance challenges. 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.

Academic Achievement (Status)

Measures / Metrics:	M
Priority Performance Challenge:	Math Standard 1 Students were generally low at Math Standard 1, specifically Number sense.

Annual Performance Targets	2016-2017:	Using NWEA MAP scores for targets: Increase students at or above average RIT score by 5%. ES Math 83% MS Math 86%
	2017-2018:	Increase elementary students' percentile rank in Math from 43% to 48%.
Interim Measures for 2016-2017:		Using NWEA MAP scores for targets: Increase students at or above average RIT score by 5%.

Academic Growth

Measures / Metrics:		ELA
Priority Performance Challenge:		Writing for Male Students Male students generally achieve lower, especially in writing, when compared to their female counterparts.
Annual Performance Targets	2016-2017:	Increase elementary students' median growth percentile in ELA from 49% to 54%.
	2017-2018:	Increase elementary students' median growth percentile in ELA from 54% to 59%.
Interim Measures for 2016-2017:		Using NWEA MAP scores for targets: Increase students at or above average RIT score by 5%.

Measures / Metrics:		M
Priority Performance Challenge:		Math Standard 1 Students were generally low at Math Standard 1, specifically Number sense.
Annual Performance Targets	2016-2017:	Increase elementary students' median growth percentile in ELA from 35% to 40%.
	2017-2018:	Increase elementary students' median growth percentile in ELA from 40% to 45%.
Interim Measures for 2016-2017:		Using NWEA MAP scores for targets: Increase students at or above average RIT score

by 5%.

Academic Growth Gaps

Postsecondary & Workforce Readiness

Planning Form

Major Improvement Strategy Name:

Institute a systematic, school-wide approach to teaching Math Standard 1

Major Improvement Strategy Description:

We will create and implement tools and strategies for students to interact with, master and talk about numbers and their relationships in numeric systems. Professional development and accountability will be in place to support teachers with successful implementation.

Associated Root Causes:

Number Sense: Students did not have enough practice to become proficient in number sense, including conversations, explanations and critical thinking.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Mathematical Arguments, Professional Development,						
Supplemental Tools, Creation of data boards, Vertically Aligned Skills, Focused Data Analysis, Authentic Experiences,						
Supplemental Tools, Mathematical Arguments, Authentic Experiences, Writing and Math Connection,						

Major Improvement Strategy Name:

Implement strategies to improve male writing based on research done in 2015-2016

Major Improvement Strategy
Description:

PPSEL staff will build on the research done during the 2015-2016 school year to implement best practices around writing and males and then implementing these school-wide.

Associated Root Causes:

Instruction: Instruction was focused on the ways that females learn and did not account for instructional methods needed for males to find success.

Action Steps Associated with MIS

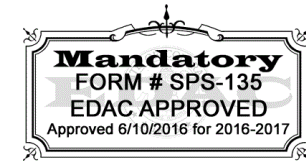
Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year	

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Workshop 2.0, Documentation of Instructional Decisions, Scaffolded Literacy Calendar, High Quality Work Protocol,						
Workshop 2.0, Book Study, 2nd Book Study, High Quality Work Protocol,						

Addenda

Attachments List



**POWER TECHNICAL EARLY COLLEGE
UIP 2016-17**

District: **FALCON 49** | Org ID: **1110** | School ID: **6653** | Framework:
Performance Plan | Draft UIP

Colorado's Unified Improvement Plan for School (2016-2017)

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Executive Summary
Improvement Plan Information
Narrative on Data Analysis and Root Cause Identification
Action Plans
Addenda

Executive Summary

How are students performing? Where will the school focus 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, PWR), where the School did not meet federal, state and/or local expectations.

Name: Behavior

Description: The second performance challenge we face is in the amount of behavior incidents faced on a daily basis. Our students come from diverse locations from various school types and are now being asked to fit into one behavior and character model. We show that from September 6th until February 14, 2017, 64.6% of the student body have been involved in 265 negative behavioral events classified into 24 different types.

Name: New School, New Staff

Description: The third performance challenge we face is in regards to our school being brand new and hiring a staff that is relatively new to teaching and the PTEC performance model. The school being new means that the culture we are trying to build has never been done before and everyone from administration to students and parents are trying to fit into and learn a new model as best they can. No staff member has been a part of this school and are also learning the culture as we go. Out of 13 staff members, 5 have worked in education for 6 or more years in various roles. The remaining 8 are in their first year to 4th year of teaching, and yet, all are in their first year at PTEC.

Name: Reading and Math Scores

Description: The first performance challenge we face is in our students reading and math scores. Although our students' average scores were within 2-3 points of national norms in all areas, we want to increase the overall percentage of students scoring at or above average in mathematics and reading. The data indicates the greatest opportunity for growth in both mathematics and reading lies with 6th, 7th, and 8th grade students. In math, we need to focus on improvement in data analysis and probability in the middle school grades. The high school grades need focus on the same area, as well as geometric relationships. In reading, grades 6 and 7 need to focus on comprehending literary texts, while grades 8, 9 and 10 need to focus on comprehending informational texts.

Why is the education system continuing to have these challenges?

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

Name: Behavior root cause

Description: In regards to the root causes behind our behavior issues we find that teachers and staff are not always consistent in classroom management. Inconsistent discipline issues, and teachers do not have effective policies and procedures, and expectations for the students to follow on a regular basis.

Name: New School, New Staff

Description: Finally, the root causes behind staff issues is that there is a lack consistent professional development given to new staff and seasoned teachers. The staff is completely new to the PTEC model and have not been able to fully embrace its ideals and philosophies.

Name: Reading and Math Scores

Description: The root causes of our performance challenges are that in reading and math teachers and administration have not identified underlying problems and gaps of knowledge in each student. We have not implemented reading and math strategies to put students on the right path. There has not been enough training for staff to be able to identify and remediate with underperforming students.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Root Cause - Behavior

Description: Success will look like a cooperative learning environment. You will come to this school and see students sitting in the commons collaborating with each other on ideas and concepts because teachers took the time to teach students how to collaborate and work together through character lessons. You will see students planning and designing in the computer and drafting rooms. Our students will be referred to as polite by outsiders. We will see few behavior write-ups every year as our culture becomes more and more embedded in our student body and staff because of the continued support and training of their teachers.

Name: New School, New Staff

Description: Success here will look like teachers collaborating with each other to design truly seamless cross-curricular lessons because they will have similar planning periods and time during professional development. Teachers' scores in their classrooms and on the State level will rise every year because they will become stronger in their content area due to coaching and training through conferences and professional development. We will see very little turn over if any here at PTEC because of the culture being developed every day. Students will be engaged, participating, and learning in every class thanks to the coaching and training our teachers will receive.

Name: Reading and Math Scores

Description: Success here will look like our school raising our scores to equal too and then higher than state averages because of consistency in teaching based on continued training and best practices. We will track data in school publicly on the walls and privately in personal portfolios, there by putting ownership of their grades onto the students. You will see a rise in confidence in our student body because we have helped them get to grade level in these areas and then surpass their grade level.

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

PTEC has received a Federal Start-up grant but no other grant that supports school improvement efforts.

School Support Team or Expedited Review

Has (or will) the school participated in an SST or Expedited Review? If so, when?

PTEC 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.

PTEC has not had an external evaluator come in to evaluate us.

Improvement Plan Information

The school/district 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 (CGP)

☐ School Improvement Support Grant

☐ Other

School Contact Information

Rob Daugherty
Principal
2525 Canada Dr.
Colorado Springs Colorado 80922
Phone: (719) 301-6200
Email: rob.daugherty@jamesirwin.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

The mission of Power Technical Early College is to prepare students to enter the workforce with the skills necessary to be successful in a trade while also having the character and work ethic to become the most valuable members in their chosen trade. PTEC was established in the fall of 2016 in Colorado Springs, Colorado; therefore, there is no SPF (School Performance Framework) yet for PTEC.

Description of school setting and process for data analysis

Power Technical Early College (PTEC), a grades 6-14 trade school, is James Irwin Charter Schools' fifth school. Opened in September of 2016, PTEC has 160 students in grades 6-10 at the PTEC campus, which is located one block east of Constitution Blvd. and Peterson Road at 2525 Canada Drive. The school will grow one grade each year until it serves students through grade 14 (an Associate's Degree from Pikes Peak Community College in a skilled trade). PTEC offers strong academics, character development and 90 minutes of shop classes per day.

PTEC is a population of 150 students. Of the 150 students, 64.6% are White, 21.3% are Hispanic/Latino, 5.3 are Black/African American, 2% are Asian, 5.3% are two or more races, and 1.3% are Hawaiian, or other Pacific Islander. Our population is mostly comprised of males with 80%

being male leaving only 20% females. We do have free and reduced students that make up around 20.3% of our student body.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Academic Achievement (Status) Reflection

The data available in this pilot year are NWEA results of assessments administered in the fall of 2016 in mathematics, reading, language usage, and science. Data was analyzed by administrators and consultants, with teachers being involved incrementally as the school progresses. We focused on mathematics and reading scores primarily.

Performance Indicator: Academic Growth

Academic Growth Reflection

The data available in this pilot year are NWEA results of assessments administered in the fall of 2016 in mathematics, reading, language usage, and science. Data was analyzed by administrators and consultants, with teachers being involved incrementally as the school progresses. We focused on mathematics and reading scores primarily.

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

- The data available in this pilot year are NWEA results of assessments administered in the fall of 2016 in mathematics, reading, language usage, and science. Data was analyzed by administrators and consultants, with teachers being involved incrementally as the school progresses. We focused on mathematics and reading scores primarily.*

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

The data available in this pilot year are NWEA results of assessments administered in the fall of 2016 in mathematics, reading, language usage, and science. Data was analyzed by administrators and consultants, with teachers being involved incrementally as the school progresses. We focused on mathematics and reading scores primarily.

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

The data available in this pilot year are NWEA results of assessments administered in the fall of 2016 in mathematics, reading, language usage, and science. Data was analyzed by administrators and consultants, with teachers being involved incrementally as the school progresses. We focused on mathematics and reading scores primarily.

Performance Indicator: Other

Other Reflection

- *The data available in this pilot year are NWEA results of assessments administered in the fall of 2016 in mathematics, reading, language usage, and science. Data was analyzed by administrators and consultants, with teachers being involved incrementally as the school progresses. We focused on mathematics and reading scores primarily.*

Performance Indicator: Postsecondary & Workforce Readiness

Postsecondary & Workforce Readiness Reflection

The data available in this pilot year are NWEA results of assessments administered in the fall of 2016 in mathematics, reading, language usage, and science. Data was analyzed by administrators and consultants, with teachers being involved incrementally as the school progresses. We focused on mathematics and reading scores primarily.

Performance Indicator: Student Behavior

Student Behavior Reflection

- *The data available in this pilot year are NWEA results of assessments administered in the fall of 2016 in mathematics, reading, language usage, and science. Data was analyzed by administrators and consultants, with teachers being involved incrementally as the school progresses. We focused on mathematics and reading scores primarily.*

Performance Indicator: Student Engagement

Student Engagement Reflection

The data available in this pilot year are NWEA results of assessments administered in the fall of 2016 in mathematics, reading, language usage, and science. Data was analyzed by administrators and consultants, with teachers being involved incrementally as the school progresses. We focused on mathematics and reading scores primarily.

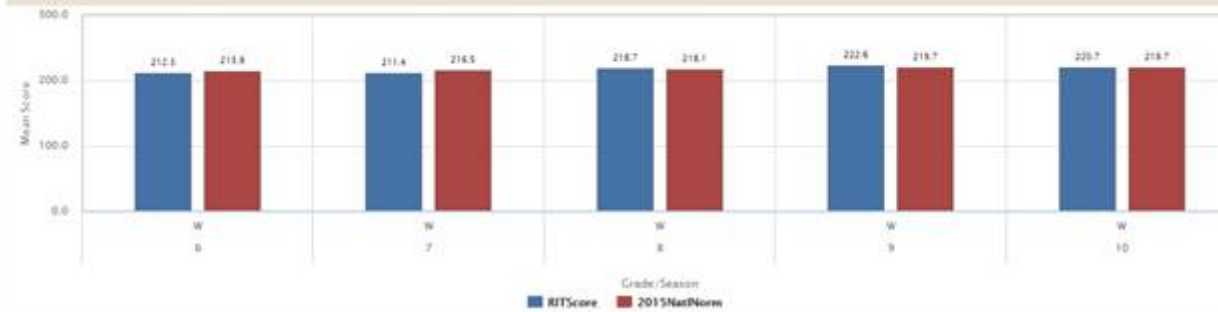
Current Performance

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.

The data available in this pilot year are NWEA results of assessments administered in the fall of 2016 in mathematics, reading, language usage, and science. Data was analyzed by administrators and consultants, with teachers being involved incrementally as the school progresses. We focused on mathematics and reading scores primarily, see below. Additionally we are dealing with behavioral issues from students, and the fact that every staff member is new to PTEC.

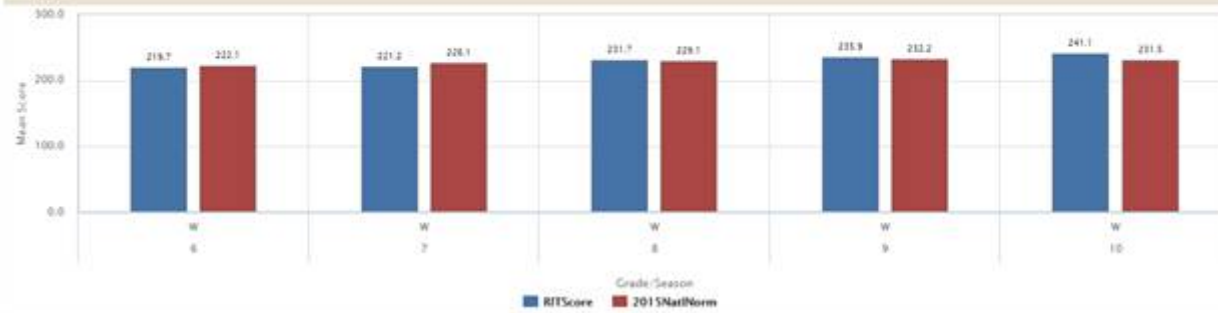
Mean RIT Score with Norms by Grade/Season

★ Survey with Goals Power Technical Early College Long -- Test --



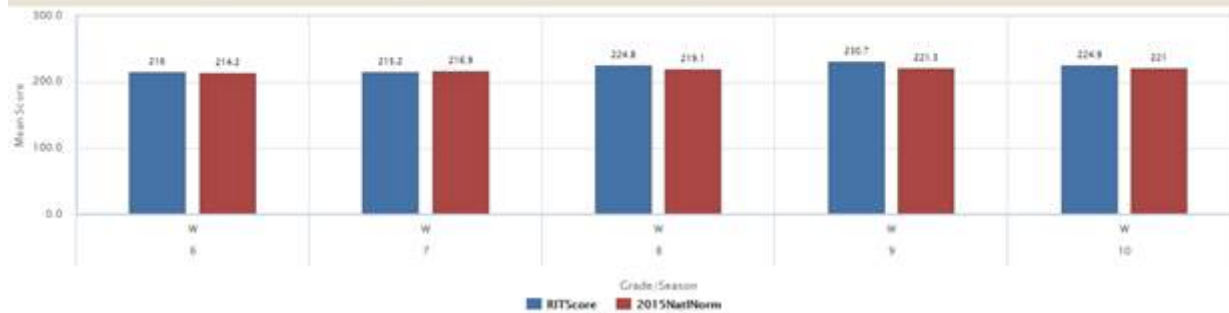
Mean RIT Score with Norms by Grade/Season

★ Survey with Goals Power Technical Early College Math -- Test --



Mean RIT Score with Norms by Grade/Season

★ Survey with Goals Power Technical Early College Rag -- Test --





Trend Analysis

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

Additional Trend Information:

There are only single data points available at this time, so there is not a way yet to measure growth trends. The data that follows is a breakdown of the only data collected this year from NWEA/Maps testing, and it is broken down by grade and content area. In 6th grade mathematics, 60% of students scored average or hi (above 41st percentile.) The goal are of most challenge (52% of students below the 40th percentile) was data analysis probability. In 6th grade reading, 70% of students scored average or hi (above 41st percentile.) The goal are of most challenge (38% of students below the 40th percentile) was reading strategies, and comprehending literary texts.

In 7th grade mathematics, 46% of students scored average or hi (above 41st percentile.) The goal area of most challenge (54% of students below the 40th

percentile) was data analysis and probability. In 7th grade reading, 60% of student scored average or hi (above 41st percentile.) The goal area of most challenge (46% of students below the 40th percentile) was reading strategies, and comprehending literary texts.

In 8th grade mathematics, 69% of students scored average or hi (above 41st percentile.) The goal area of most challenge (36% of students below the 40th percentile) was algebraic structures. In reading, 84% of students scored average or hi (above 41st percentile.) The goal area of most challenge (30% of students below the 40th percentile) was comprehending informative and persuasive texts.

In 9th grade mathematics, 70% of students scored average or hi (above 41st percentile.) the goal area of most challenge (40% of students below the 40th percentile) was geometric relationships. In reading, 90% of students scored average or hi (above 41st percentile.) the goal area of most challenge (20% of students below the 40th percentile) was comprehending informative and persuasive texts.

In 10th grade mathematics, 87% of students scored average or hi (above 41st percentile.) The goal area of most challenge (20% of students below the 40th percentile) was data analysis and probability and geometric relationships. In reading, 67% of students scored average or hi (above 41st percentile.) The goal area of most challenge (40% of students below the 40th percentile) was comprehending informative and persuasive texts.

Priority Performance Challenges and Root Cause Analysis

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

Relationship of UIP Elements

Priority Performance Challenges

Root Cause

Behavior



Behavior root cause

New School, New Staff



New School, New Staff

Reading and Math Scores



Reading and Math Scores





Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

The first performance challenge we face is in our students reading and math scores. Although our students' average scores were within 2-3 points of national norms in all areas, we want to increase the overall percentage of students scoring at or above average in mathematics and reading. The data indicates the greatest opportunity for growth in both mathematics and reading lies with 6th, 7th, and 8th grade students. In math, we need to focus on improvement in data analysis and probability in the middle school grades. The high school grades need focus on the same area, as well as geometric relationships. In reading, grades 6 and 7 need to focus on comprehending literary texts, while grades 8, 9 and 10 need to focus on comprehending informational texts.

Provide a rationale for how these Root Causes were selected and verified:

The root causes of our performance challenges are that in reading and math teachers and administration have not identified underlying problems and gaps of knowledge in each student. We have not implemented reading and math strategies to put students on the right path. There has not been enough training for staff to be able to identify and remediate with underperforming students.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Behavior

Performance Indicator:		Student Behavior
Measures / Metrics:		
Annual Performance Targets	2016-2017:	Performance Challenge - Behavior Target Goal The second performance challenge we face is in the amount of behavior incidents faced on a daily basis. Our students come from diverse locations from various school types and are now being asked to fit into one behavior and character model. We show that from September 6th until February 14, 2017, 64.6% of the student body have been involved in 265 negative behavioral events classified into 24 different types. Our goal is to decrease this amount by 10% by the end of the year. We will do this through specific character lessons and continued classroom management training for teachers.
	2017-2018:	At the start of this school year PTEC will have begun its second year. We would have spent an entire year building our culture with our students and staff. Year two will focus fine tuning our culture and bringing our new students into the fold. Year two will be a challenge because we are doubling our student body and will have to training even more students but the first year students will already have experience and we will use them to support the culture. The first year staff will have a better understanding of our school

culture and will also be a driving force in continuing to build the PTEC model. Next year we will continue with character lessons on a daily basis in character class but teachers will also take time in class to build the students character. Teachers will also be given additional training on classroom management and techniques on how to better run their classroom. We will also have a large staff which will require training but will also increase the amount of teachers available in the hallways to help thwart possible behavior issues. Our goal next year will be to not increase from the final percentage of behavior issues at the end of the year. We will be doubling our student body and will most likely face the same issues as of next year.

Interim Measures for 2016-2017:

The second performance challenge we face is in the amount of behavior incidents faced on a daily basis. Our students come from diverse locations from various school types and are now being asked to fit into one behavior and character model. We show that from September 6th until February 14, 2017, 64.6% of the student body have been involved in 265 negative behavioral events classified into 24 different types. Our goal is to decrease this amount by 10% by the end of the year. We will do this through specific character lessons and continued classroom management training for teachers. We will look specifically at each grade and each teacher to look for patterns in order to target the most significant areas. The 6th grade class has 105 events in 17 types done by 33 students. The 7th grade class has 65 events in 13 types with 26 students. The 8th grade class has 93 events in 20 types with 27 students. The 9th grade class has 19 events in 6 types with 6 students. The 10th grade class has 19 events in 8 types with 6 students. We will focus our attention on teachers that have written over 35 write-ups this year so far and work on classroom management techniques. We will also focus on the 6th and 8th grade class to work on their character.

Priority Performance Challenge : New School, New Staff

Performance Indicator:

Other

Measures / Metrics:

2016-2017:

Performance Challenge - New School & New Staff The next performance challenge was about the new school, new staff. The school didn't open its doors in our building. We had to wait a month and a half to move into PTEC. This year has been about 165 students and staff learning to navigate multiple facilities and creating multiple sets of expectations

Annual Performance Targets		for all. No staff member has been a part of this school and are also learning the culture as we go. Out of 13 staff members, 5 have worked in education for 5 or more years in various roles. The remaining 8 are in their first year to 4th year of teaching, and yet, all are in their first year at PTEC. We have professional development periodically, Terry Dodds of Novel Ideas a direct instruction expertise and comes in twice a year to coach. We have onsite coaching and will send teachers to seminars as the funds and seminars are available.
	2017-2018:	This will be our second year in existence and we will have a staff that have gone through a year of PTEC and her culture. These teachers will have a better understanding of how things will run. As the new staff come on board the old staff will move into lead teacher roles guiding the new staff in our way of life. Professional Development will become more frequent and target driven. Teacher coaching will become more focused and readily available. Our teacher coaches will continue to go to training as available and staff will be evaluated by their coaches on a regular basis. Terry Dodds will return next year as an outside consultant as well.
Interim Measures for 2016-2017:		The next performance challenge was about the new school, new staff. The school didn't open its doors in our building. We had to wait a month and a half to move into PTEC. This year has been about 165 students and staff learning to navigate multiple facilities and creating multiple sets of expectations for all. No staff member has been a part of this school and are also learning the culture as we go. Out of 13 staff members, 5 have worked in education for 5 or more years in various roles. The remaining 8 are in their first year to 4th year of teaching, and yet, all are in their first year at PTEC. We have professional development periodically, Terry Dodds of Novel Ideas a direct instruction expertise and comes in twice a year to coach. We have onsite coaching and will send teachers to seminars as the funds and seminars are available. Teachers and students will be given surveys at the end of the year this year to see if they are getting the culture. We will continue this on next year with a beginning, middle, and end of year culture survey.

Priority Performance Challenge : Reading and Math Scores

Performance Indicator:	Academic Growth
Measures / Metrics:	

**Annual
Performance
Targets**

2016-2017:

Performance Challenge – Reading and Math scores Our target goal for reading and math is to improve the overall percentage of each cohort of students scoring average or high in mathematics and reading by at least 5%. We will focus on the cohort of students in the 6th, 7th, and 8th grade for mathematics and reading, and increase the percentage of those students scoring average or high by at least 8%. We will accomplish this by target in-service training, and revising the curriculum order/presentation/implementation as we go, and focus more attention on remediation practices, decrease feedback response time, and increase teacher pacing. Performance Challenge – Reading and Math scores Target Goal Our target goal for reading and math is to improve the overall percentage of each cohort of students scoring average or hi in mathematics and reading by at least 5%. We will focus on the cohort of students in the 6th, 7th, and 8th grade for mathematics and reading, and increase the percentage of those students scoring average or hi by at least 8%. We will accomplish this by target in-service training, and revising the curriculum order/presentation/implementation as we go, and focus more attention on remediation practices, decrease feedback time, and increase teacher pacing.

2017-2018:

Performance Challenge – Reading and Math scores Target Goal Our target goal for reading and math is to improve the overall percentage of each cohort of students scoring average or hi in mathematics and reading by at least 5%. We will focus on the cohort of students in the 6th, 7th, and 8th grade for mathematics and reading, and increase the percentage of those students scoring average or hi by at least 8%. We will accomplish this by target in-service training, and revising the curriculum order/presentation/implementation as we go, and focus more attention on remediation practices, decrease feedback time, and increase teacher pacing.

Interim Measures for 2016-2017:

Seeing as how PTEC is so new, we will continue to use the techniques noted above until we can have additional data points to draw conclusions from. Teachers will look at curriculum based measures and student mastery to see where students are and how they are progressing. Student mastery means 85% of students hit 85% or higher on quizzes and tests. If they do not hit mastery teachers will go back to reteach the material.

Planning Form

Major Improvement Strategy Name:

Root Cause - Behavior

Major Improvement Strategy Description:

Success will look like a cooperative learning environment. You will come to this school and see students sitting in the commons collaborating with each other on ideas and concepts because teachers took the time to teach students how to collaborate and work together through character lessons. You will see students planning and designing in the computer and drafting rooms. Our students will be referred to as polite by outsiders. We will see few behavior write-ups every year as our culture becomes more and more embedded in our student body and staff because of the continued support and training of their teachers.

Associated Root Causes:

Behavior root cause: In regards to the root causes behind our behavior issues we find that teachers and staff are not always consistent in classroom management. Inconsistent discipline issues, and teachers do not have effective policies and procedures, and expectations for the students to follow on a regular basis.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Character Lessons	Character classes at each grade level will refine their lessons to meet the needs of the grade level. Teachers will take time out of class to address behavior issues	09/06/2016 05/31/2017	character material, and personal experience	All Staff and students	In Progress	This School Year

with character topics.

Classroom Management	Teachers will implement best practice strategies that will aid teachers in managing classrooms and having students engaged	09/06/2016 05/31/2017	Anita Archer, Harry Wong, Jim Knight reading, training	all staff	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Character Lesson	100% of students will have a character class every day.	09/06/2016 05/31/2017	All staff	Met	This School Year
	Coaching	Teacher coach will observe and co-teach with teachers to guide them in their development	09/06/2016 05/31/2017 Weekly	Teacher Coaches	Partially Met	This School Year

Major Improvement Strategy Name:

New School, New Staff

Success here will look like teachers collaborating with each other to design truly seamless cross-curricular lessons because they will have similar planning periods and time during professional development. Teachers' scores in their classrooms and on the State level will rise every year because they will become stronger in their content area due to coaching and training

**Major Improvement Strategy
Description:**

through conferences and professional development. We will see very little turn over if any here at PTEC because of the culture being developed every day. Students will be engaged, participating, and learning in every class thanks to the coaching and training our teachers will receive.

Associated Root Causes:

New School, New Staff: Finally, the root causes behind staff issues is that there is a lack consistent professional development given to new staff and seasoned teachers. The staff is completely new to the PTEC model and have not been able to fully embrace its ideals and philosophies.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
New Staff	No matter the years of service all of the teachers and staff at PTEC are new to PTEC. Building Culture is a huge deal.	09/06/2016 05/31/2017		all staff	In Progress	This School Year
New Teachers	The majority of our staff have less than 4 years of service as a teacher	09/06/2016 05/31/2017		all staff	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Training	we will train our staff through professional	07/28/2016 05/31/2017 Monthly	all staff	Partially Met	This School Year

development, and conferences as available, as well as offer detailed professional development

Coaching

Teachers will be coached in style and methodology of Direct Instruction, positive feedback, and a praise around style

09/06/2016
05/31/2017
Monthly

coach, teachers

Partially Met

This School Year

Major Improvement Strategy Name:

Reading and Math Scores

Major Improvement Strategy Description:

Success here will look like our school raising our scores to equal too and then higher than state averages because of consistency in teaching based on continued training and best practices. We will track data in school publicly on the walls and privately in personal portfolios, there by putting ownership of their grades onto the students. You will see a rise in confidence in our student body because we have helped them get to grade level in these areas and then surpass their grade level.

Associated Root Causes:

Reading and Math Scores: The root causes of our performance challenges are that in reading and math teachers and administration have not identified underlying problems and gaps of knowledge in each student. We have not implemented reading and math strategies to put students on the right path. There has not been enough training for staff to be able to identify and remediate with underperforming students.

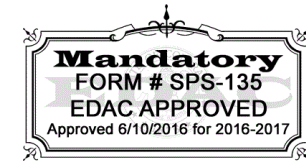
Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Data Tracking	We will track data publicly on a board. Students will be grouped, no names will be used, and we will see how well students are progressing. We will also track data privately. Students should know what their grades are at all times	09/06/2016 05/31/2017		all staff, admin	Not Started	This School Year
Consistent Teaching	Teachers will teach consistently through an entire year. They will reteach material as needed in order to ensure mastery of their content	09/06/2016 05/31/2017		Teachers	In Progress	This School Year
Implementation Benchmark Associated with MIS						
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Remediation Practices	Teachers will implement remediation to ensure that students are going over their work/tests to see	02/16/2017 05/31/2017 Weekly	teachers	Partially Met	This School Year

	what they do and do not know.					
Feedback	Students will receive faster feedback on their work/tests in order to improve understanding	02/16/2017 05/31/2017 Weekly	teachers	Partially Met	This School Year	
Data Boards	We will build board to put on a wall to track the data. This wall is intended to encourage groups of students to support each other and race to a victory	04/04/2017 05/31/2017 Weekly	admin staff	Not Met	This School Year	

Addenda

Attachments List



**REMINGTON ELEMENTARY SCHOOL UIP
2016-17**

District: **FALCON 49** | Org ID: **1110** | School ID: **7317** | Framework:
Performance Plan | Draft UIP

Colorado's Unified Improvement Plan for School (2016-2017)

Table of Contents

Executive Summary
Improvement Plan Information
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Executive Summary

How are students performing? Where will the school focus 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, PWR), where the School did not meet federal, state and/or local expectations.

Name: Academic Achievement in ELA

Description: Our students scored in the 58thile rank on state assessments in ELA. Our challenge is to ensure that each student achieves grade level proficiency in reading by increasing percentile ranks in subgroups: Students with Disabilities, English Learners, FRD. These subgroups have a median growth percentiles below 42 in ELA, which is below the minimum state expectations.

Name: Academic Achievement in Math

Description: Our students scored in the 71st %ile rank on math state assessments. Our challenge to ensure that each student achieves grade level proficiency by increasing student growth in math. Our subgroup, Students with Disabilities, was the only group that did not meet state expectations. This group scored in the 1st percentile rank.

Name: Academic Achievement in Literacy

Description: Our students overall scored in the 58th percentile rank on state assessments in ELA. Our challenge is to ensure all students reach academic proficiency the Literacy. To address this challenge we need to ensure our CKLA program is delivered with fidelity and rigor to increase student achievement. Remington's Literacy curriculum is beginning the 2nd year of implementation. Our previous Literacy curriculum did not provide the rigorous instruction needed to prepare our students for proficiency nor did it align with the standards.

Why is the education system continuing to have these challenges?

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

Name: Limited Reading Intervention Programs

Description: 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.

Name: Limited Math Intervention Programs

Description: 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.

Name: Data Analysis aligned to determine Programs and Student Needs

Description: Remington did not have a protocol/process for data dialogues and data analysis to identify specific skill deficiencies. Nor did we

have targeted, appropriate aligned interventions to address the individual needs of our students (SRD/ IEPs). 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 perform below their peer group.

Name: Skill Assessment/Progress Monitoring Tools

Description: Remington had limited math specific skill assessments and progress monitoring tools available. We selected this performance challenge as one of our priorities to monitor student math progress and align targeted interventions to address our subgroup (Students with Disabilities). Our past data documents that this subgroup continues to perform below state expectations.

Name: TIER I Core Literacy Instruction

Description: Remington's Literacy curriculum is still in the initial implementation phase and teachers need to continue to receive PD, feedback on instructional delivery, and analysis of formative assessment to ensure fidelity and rigor of CKLA.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Targeted Skills Reading Intervention Programs

Description: In addition to our Burst Reading Intervention Program, Read Naturally and Sondays, we will explore and select additional CDE approved intervention programs along with increasing the intensity of these program.

Name: DIBELS Math Assessments with Progress Monitoring

Description: We will implement DIBELS math assessments/progress monitoring to students identified with skill deficits to align interventions and instruction.

Name: TIER I CORE LITERACY INSTRUCTION

Description: TIER I Literacy instruction (CKLA) will be implemented with fidelity and rigor into all K-5 grade levels to increase student achievement.

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

Remington was awarded an Early Literacy Grant beginning Fall 2016.

School Support Team or Expedited Review

Has (or will) the school participated in an 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

Improvement Plan Information

The school/district 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 (CGP)

☐ School Improvement Support Grant

☐ Other

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

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 559 students ranging from Preschool age through 5th grade. Our grade levels each have four sections with the exception of the 4th grade which has 3 sections currently. 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, Literacy Coach, 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.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Prior Year Target: *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 61stile rank on state assessments in ELA.

Our students will meet the expectations of the Level 4/5 category (Met or Exceeded) 750+ points

Performance:

Prior Year Target: *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.

Performance:

Prior Year Target: 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. This would be an increased of 7% over the previous year. (75.2%)

Our students will score in the 61stile rank on state assessments in ELA.

Our students will meet the expectations of the Level 4/5 category (Met or Exceeded) 750+ points
Performance:

Prior Year Target: 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%

Performance:

Academic Achievement (Status) Reflection

Performance Indicator: Academic Growth

Academic Growth Reflection

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

•

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

For the year of 15-16, we did meet the rigorous target set School Unified Plan with students K-3rd. We reduced the percentage of students identified as having Significant Reading Deficiencies. (RED DIBELS SCORES) from 26% BOY to 13% EOY. A reduction of 13% for students scoring well below Benchmark.

For students scoring at Benchmark or above, we did not meet the target of 5% increase, nor the goal of 80%. We ended the year K-3 at 76%, which was 1 %age point below the target.

PARCC scores targets were set for the 50th growth percentile for all grade levels for ELA and Math.

We met growth expectations when comparing overall data : 51.5%

4th grade fell into the 46th percentile which is below the target

5th grade met growth expectations with 58th percentile.

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

-

Performance Indicator: Postsecondary & Workforce Readiness

Postsecondary & Workforce Readiness Reflection

Performance Indicator: Student Behavior

Student Behavior Reflection

-

Performance Indicator: Student Engagement

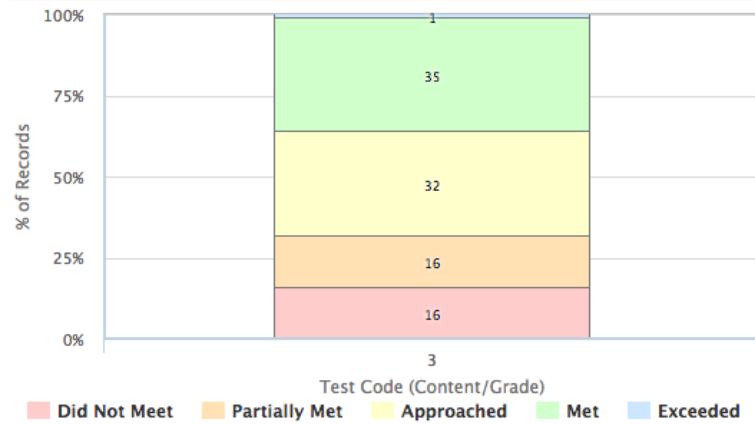
Student Engagement Reflection

Current Performance

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.

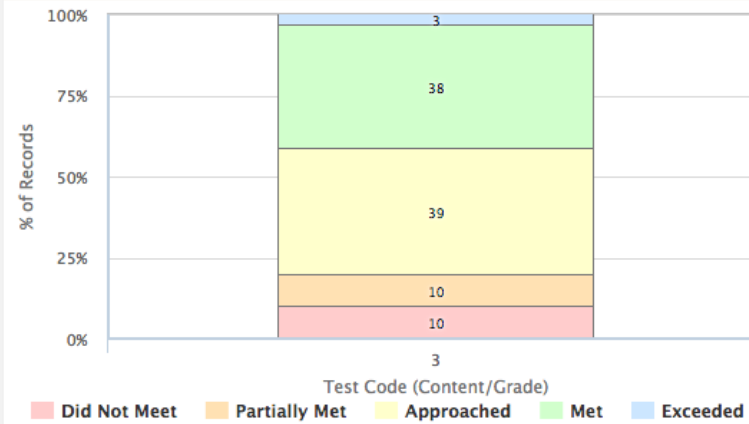
ELA Proficiency Levels by Grade - % of Records

Remington Elementary School Grade 3



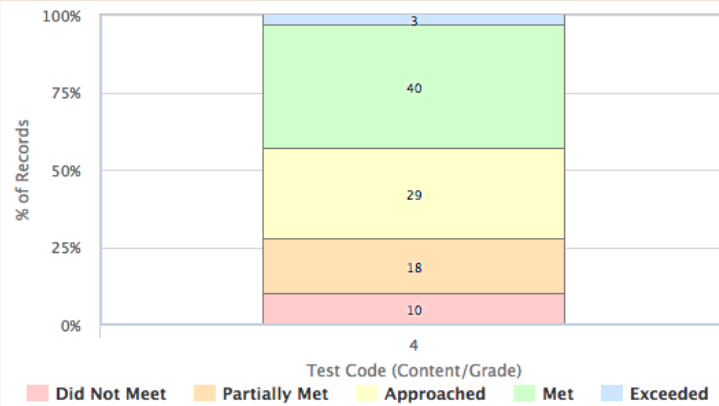
Math Proficiency Levels by Grade - % of Records

Remington Elementary School Grade 3



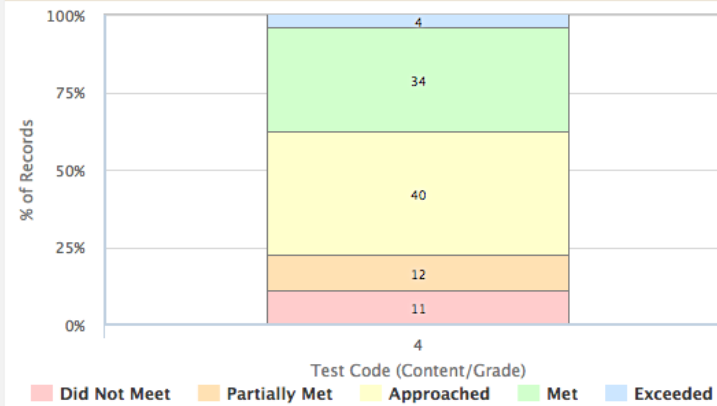
ELA Proficiency Levels by Grade - % of Records

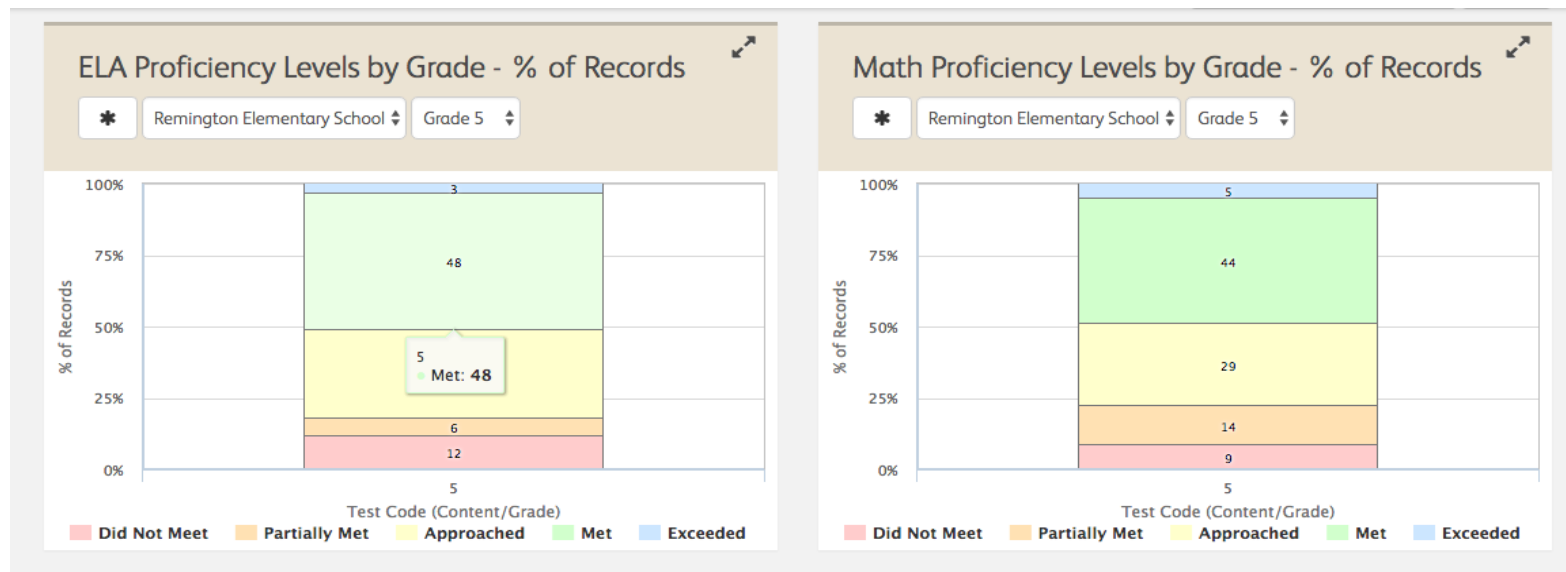
Remington Elementary School Grade 4



Math Proficiency Levels by Grade - % of Records

Remington Elementary School Grade 4





Spring 2016 PARCC scores show increases in 3rd and 5th grades from year ago; yet still lag behind state and zone averages in some areas.
Proficiency Levels

Scores shown: met & exceeds %/ approaching & below %/ did not meet %

ELA	3 rd 2015	3 rd 2016	4 th 2015	4 th 2016	5 th 2015	5 th 2016
Met & exceeds	27%	36%	45%	43%	40%	51%
Approaching & below	57%	48%	44%	47%	49%	37%
Did not meet	16%	16%	11%	10%	11%	12%

Proficiency Levels

Scores shown: met & exceeds %/ approaching & below %/ did not meet %

Math	3 rd 2015	3 rd 2016	4 th 2015	4 th 2016	5 th 2015	5 th 2016
Met & exceeds	32%	41%	57%	38%	33%	49%
Approaching & below	58%	49%	33%	52%	54%	43%
Did not meet	10%	16%	9%	11%	12%	9%

Longitudinal growth (2015 vs. 2016) shows solid increases:

<i>Student group ELA</i>	<i>2015 % met, exceed/ % approach, below/ % did not meet</i>	<i>2016 % met, exceed/ % approach, below/ % did not meet</i>	<i>Net percent gain/loss</i>
<i>3rd to 4th</i>	<i>27/57/16</i>	<i>36/48/16</i>	<i>+9/-9/-0</i>
<i>4th to 5th</i>	<i>45/44/11</i>	<i>43/47/10</i>	<i>-2/+3/-1</i>

2016 EOY DIBELS scores compliment notable growth:

	Total K 87	Total 1st 76	Total 2nd 80	Total 3rd 64	Total K-3 307
<i>BOY G/L</i>	<i>29 (33%)</i>	<i>49 (66%)</i>	<i>61 (76%)</i>	<i>47 (73%)</i>	<i>199 (65%)</i>
<i>EOY G/L</i>	<i>77 (87%)</i>	<i>67 (91%)</i>	<i>57 (71%)</i>	<i>51 (80%)</i>	<i>254 (88%)</i>
<i>BOY SRD</i>	<i>29 (33%)</i>	<i>7 (9%)</i>	<i>13 (16%)</i>	<i>9 (14%)</i>	<i>58 (19%)</i>
<i>EOY SRD</i>	<i>1 (1%)</i>	<i>5 (8%)</i>	<i>9 (11%)</i>	<i>8 (8%)</i>	<i>23 (7%)</i>

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=46% EOY=85%

Grade 1 BOY= 59% EOY= 84%

Grade 2 BOY= 67% EOY= 63%

Grade 3 BOY= 67% EOY= 76%

Grade 4 BOY= 56% EOY= 61%

Grade 5 BOY= 58% EOY= 64%

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%

Academic Achievement:

Our students with Disabilities continue to score in the DOES NOT MEET category for state expectation in both ELA and Math.

Our students classified in the FREE AND REDUCED LUNCH category are APPROACHING state expectations in ELA. This population has not met state expectations for the past 2 years. However, this population did MEET expectations in math for 2016.

Our English Learner students MET state expectations in Math, but are approaching state expectations in ELA.

Academic Growth:

All students within these populations MET state expectations as a whole with 51.5% median Growth Percentile.

In ELA, Students with Disabilities, Free and Reduced, and EL student are all APPROACHING state expectations.

In Math, our students MET state expectations in all reportable categories for median growth percentiles.

Although we met Academic Growth in most categories, we noted a significant need to increase Academic Achievement with STUDENTS WITH DISABILITIES in ELA and Math

Remington Elementary School's test participation rates met state expectations for the year 2016 at 95%. in all 3 grade levels.

Trend Analysis

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



Over the past 5 years, Remington has shown a slight upward trend in reading when reviewing the 3 Year SPF data. (72.5%, 72.7%, 73.04%, 73.57%, 73.91%) We are APPROACHING state expectations on our 3 Year SPF, however our 1 Year SPF MEETS state expectations. Reviewing the same data, Remington's results in math have declined in prior years but has made a large increase this past year. (71.4%, 67.6%, 64.79%, 64.81% 68.28%) We are now APPROACHING state expectations on our 3 Year SPF, however our 1 Year SPF MEETS state expectations. In the area of writing, Remington achievement scores have shown a small decrease when reviewing the past 5 years of data. It was noted that the writing scores have shown a decrease. (58.4%, 59.2%, 55.15%, 56.06%, 54.35%) We are APPROACHING state expectations on our 3 Year Plan, but Remington is MEETING state expectations on the 1 Year SPF. The 1 Year SPF data shows that we are MEETING state expectations in all academic areas. Reading 75.68 Math 73.79 Writing 57.24 Current Data Reflected from the PARCC assessment is as follows (2015 and 2016) ELA Meets and Exceeded 2015 2016 3rd 27% 36% 4th 45% 43% 5th 40% 51% Math Meets and Exceeded 2015 2016 3rd 32% 41% 4th 57% 38% 5th 33% 49% When comparing PARCC data, we identified significant increases with 3rd and 5th grade scores in both ELA and Math. However, 4th grade students dropped slightly in ELA and significantly in Math.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



ACADEMIC GROWTH Our 3 year SPF indicates that we are APPROACHING expectations in Reading and Writing and MEETING expectations is Math. 3 Year SPF 2012-2013-2014 Reading- (51, 47, 44) Math- (55, 54, 56) Writing- (45, 45, 43) Remington has met state expectations in Median Student Growth Percentile with a rating of MEETS (1 Year SPF) and has made adequate growth in all academic areas. Our growth percentiles fell within the expectation range of 45\55 in all areas. 1 Year SPF 2014 Reading- 48 Math- 56 Writing- 49 2016 Academic Growth (Median Growth Percentile) report for ELA Expectations for growth were 50% or higher: All students MET state expectations of growth with 51.5% 4th grade students were below 50%, landing at 46% this is 4%age point below State expectation 5th grade students were above state expectations with 58% growth Percentile We were above state expectations of 50% growth in all subgroups with the exceptions of : Males 48% FRL 40.5% IEP 49% Minority 48% Hispanic 46.5% Reading Data: 2013-2014 Growth on mCLASS:DIBELS By Grade for Remington Overall, Remington recorded 28% of students scoring Well Below the Benchmark (RED) when reviewing the Populations Data at the beginning of the year (BOY). It was noted that Remington had a reduction of 10% by the end of the year (BOY) with students scoring Well Below Benchmark (RED) or 18% Overall, 53% of students in k-3 scored at Benchmark at the BOY testing and 69% were at Benchmark by the end of the year. (16% increase) Grade level Breakdown (% of students at Benchmark) Grade BOY EOY Kdg 50% 84% 1st 53% 74% 2nd 58% 70% 3rd 66% 80% Reading Data: 2014-2015 Growth on mCLASS:DIBELS By Grade for Remington Remington recorded 24% of students scoring Well Below the Benchmark (RED) when reviewing the Populations Data at the beginning of the year (BOY). Grade level Breakdown % of students at Benchmark Grade BOY Kdg 54% 1st 63% 2nd 58% 3rd 62% Reading Data: 2015-2016 Growth on mCLASS:DIBELS By Grade for Remington All students BOY 62% were at Benchmark and EOY 73% Increase of 11% points Remington recorded 20% of students scoring Well Below the Benchmark (RED) when reviewing the Populations Data at the beginning of the year (BOY) and EOY was 11%. A reduction of 9%age points. Grade level Breakdown % of students at Benchmark Grade BOY EOY Kdg 49% 87% 1st 67% 88% 2nd 76% 67% 3rd 73% 80% 4th 57% 61% 5th 60% 64%

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Math Growth 2016 Academic Growth (Median Growth Percentile) report for Math Expectations for growth were 50% or higher: All students MET state expectations of growth with 61% 4th grade students were above 50%, landing at 68% this is 18%age points above



State expectations 5th grade students were above state expectations with 51% growth Percentile. We were above state expectations of 50% growth percentile in all subgroups. A range of 55%ile points (minority students) to 63.5 (Non Minority)

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Disaggregated Achievement***

Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

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

Relationship of UIP Elements

Priority Performance Challenges

Academic Achievement in ELA



Root Cause

Limited Reading Intervention Programs
Data Analysis aligned to determine Programs and Student Needs

Academic Achivement in Math



Limited Math Intervention Programs
Skill Assessment/Progress Monitoring Tools

Academic Achievement in Literacy



TIER I Core Literacy Instruction



Provide a rationale for why these challenges have been selected and address the magnitude of the overall 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 Core Instruction K-5:

A priority for this year is to ensure our CKLA literacy program is delivered with fidelity and rigor to increase student achievement. Remington's Literacy curriculum is beginning the 2nd year of implementation. This is Kindergarten's first year of implementation.

Math:

Remington students identified in the subgroup of Student with Disabilities continue to perform below their peers in math academic achievement. We have math interventions in place at each grade level but did not have a program to monitor progress.

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) (IEP), 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:

==>

Provide a rationale for how these Root Causes were selected and verified:

Our leadership team reviewed formal and informal assessments, reviewed prior trends in performance, and determined that Academic Achievement in Reading/Writing (ELA) and Math to be our Priority Challenges. Our students are not making adequate achievement in these areas.

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)(IEP), and Students with Disabilities who are not demonstrating proficiency in math. Through Leadership Team meetings, data dialogues, curriculum alignment meetings, observations, and grade level PLC meetings.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Academic Achievement in ELA

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	The number of students (K-5) scoring well below benchmark category (Reds) 17% (91 students) at beginning of the year will be reduced to 10% (53 students) by the end of the year (EOY) benchmark. The number of students reaching or exceeding grade level expectations (Benchmark) on DIBELS Next will be at 80% or higher. (BOY 67% K-5). Students will score in the 65th percentile rank on state PARCC assessments. (2016 results were 58th percentile rank) Our students will meet the state expectations by scoring at least 755.9 (mean scaled score) (2016 we scored 743.2 mean scaled score)
	2017-2018:	The number of students (K-5) scoring well below benchmark category (Reds) at beginning of the year will be reduced to 10% by the end of the year (EOY) benchmark. The number of students reaching or exceeding grade level expectations (Benchmark) on DIBELS Next will be at 85% or higher. Students will score in the 70th percentile rank on state PARCC assessments. (2016 results were 58th percentile rank) Our students will meet the state expectations by scoring at least 775.0 (mean scaled score)
		DIBELS BENCHMARK ASSESSMENTS 3x per year, DIBELS progress monitoring

Interim Measures for 2016-2017:

weekly and bi weekly depending on need, Classroom Assessments, Fluence Assessment.

Priority Performance Challenge : Academic Achivement in Math

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	The students identified in the subgroup "Students with Disabilities" will increase their academic achievement scores to a mean scale score of 725.0 from the previous year's score of 705.0
	2017-2018:	The students identified in the subgroup "Students with Disabilities" will increase their academic achievement scores to a mean scale score of 740.0 from the previous year's projected score of 725.0
Interim Measures for 2016-2017:		DIBELS math assessments and Progress Monitoring Probes to identify skill deficits, 3x (per year), Benchmark and Bi-Monthly Progress monitoring.

Priority Performance Challenge : Academic Achievement in Literacy

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		ELA
	2016-2017:	Implementation school wide of the Literacy Program CKLA will be implemented with fidelity and rigor in 90% of all classes. Teachers will be observed/provided feedback on fidelity and rigor "look fors" during lessons. Data will be collected to determine implementation accuracy. Students will score in the 65th percentile rank on state PARCC assessments. (2016 results were 58th percentile rank) Our students will meet the

**Annual
Performance
Targets**

2017-2018:

expectations of 755.9 mean scale score (2016 we scored 743.2 mean scaled score) Our students not meeting state expectations (FRL, Students with Disabilities, and EL) will increase their mean scaled scores to that of 750.0 or higher.

Implementation school wide of the Literacy Program CKLA will be implemented with fidelity and rigor in 100% of all classes. Teachers will be observed/provided feedback on fidelity and rigor "look fors" during lessons. Data will be collected to determine implementation accuracy. Students will score in the 70th percentile rank on state PARCC assessments. Our students will meet the expectations of 775 mean scale score (2016 we scored 743.2 mean scaled score) Our students not meeting state expectations (FRL, Students with Disabilities, and EL) will increase their mean scaled scores to that of 755.9 or higher

Interim Measures for 2016-2017:

Observation/Feedback and Data Collection of fidelity and rigor monthly, DIBELS assessment 3x per year, DIBELS progress monitoring monthly, bi- monthly and weekly based on need.

Planning Form

Major Improvement Strategy Name:

Targeted Skills Reading Intervention Programs

Major Improvement Strategy Description:

In addition to our Burst Reading Intervention Program, Read Naturally and Sundays, we will explore and select additional CDE approved intervention programs along with increasing the intensity of these program.

Associated Root Causes:

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.

Data Analysis aligned to determine Programs and Student Needs: Remington did not have a protocol/process for data dialogues and data analysis to identify specific skill deficiencies. Nor did we have targeted, appropriate aligned interventions to address the individual needs of our students (SRD/ IEPs). 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 perform below their peer group.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
SIPPS	CDE approved Orton Gillingham Remediation Program	01/11/2016 05/26/2017	READ funds	Principal, Literacy Interventionist, Literacy Coach, SPED team	In Progress	This School Year

SIPPs Training	PD	12/12/2016 12/12/2016	no cost	Literacy Interventionist	Complete	This School Year
Intensity of Intervention	Intervention will be provided 5 days per week for our (Yellow) students (Increased by 2 days)	08/01/2017 05/31/2018	building	Grade Level Teachers, Literacy Coach	Not Started	Next School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	SIPPS materials	Order Placed for SIPPS program	12/05/2016 12/05/2016	Admin Sec	Met	This School Year

Major Improvement Strategy Name:

DIBELS Math Assessments with Progress Monitoring

Major Improvement Strategy Description:

We will implement DIBELS math assessments/progress monitoring to students identified with skill deficits to align interventions and instruction.

Associated Root Causes:

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.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
DATA wall	Implement a Math DATA wall to identify student need	09/28/2016 05/31/2016	Building	Grade Level Teachers, Math Interventionist	Complete	This School Year
DIBELS Math	Implementation of DIBELS math assessment and PM	11/01/2016 05/24/2017	Building	Grade Level Teachers, Math Interventionists,	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	MOY update	Data wall updated with MOY scores and PM	12/05/2016 01/08/2016	GL teachers, Math Interventionist	Met	This School Year

Major Improvement Strategy Name:

TIER I CORE LITERACY INSTRUCTION

Major Improvement Strategy Description:

TIER I Literacy instruction (CKLA) will be implemented with fidelity and rigor into all K-5 grade levels to increase student achievement.

Associated Root Causes:

TIER I Core Literacy Instruction: Remington's Literacy curriculum is still in the initial implementation phase and teachers need to continue to receive PD, feedback on instructional delivery, and analysis of formative assessment to ensure fidelity and rigor of CKLA.

Action Steps Associated with MIS

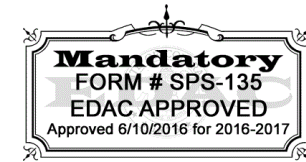
Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
PD	Kdg. teachers will receive PD on CKLA implementation	07/28/2016 07/28/2016	Building	GL teachers	Complete	This School Year
Fidelity Observation	Walk Through Obs. to check for CKLA fidelity	08/08/2016 05/31/2017	Building	Principal, AP, Literacy Coach	In Progress	This School Year
Rigor/Pacing Observations	Observation "look fors" to address higher level Qs and engagement strategies	09/12/2016 05/31/2017	Building	Principal, AP, Literacy Coach	In Progress	This School Year
PD /writing	Teachers will participate in CKLA Prof. Dev. to address Writing/Literacy	01/02/2017 01/02/2017	Building	GL teachers, Literacy Coach, Interventionists	Complete	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Fidelity Observations/ Rigor and Pacing	Walk Through Obs.	08/08/2016 05/31/2017	Principal, Assistant Principal	Partially Met	This School Year

Addenda

Attachments List



**ROCKY MOUNTAIN CLASSICAL
ACADEMY UIP 2016-17**

District: **FALCON 49** | Org ID: **1110** | School ID: **7463** | Framework:
Performance Plan: Low Participation | Draft UIP

Colorado's Unified Improvement Plan for School (2016-2017)

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Improvement Plan Information
Narrative on Data Analysis and Root Cause Identification
Action Plans
Addenda

Executive Summary

How are students performing? Where will the school focus 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, PWR), where the School did not meet federal, state and/or local expectations.

Name: Academic Growth in Elementary Math and Reading

Description: At the elementary level, our students did not make adequate growth on the reading assessment as indicated by the median growth percentile of 49.0. The subgroup Free/Reduced-Price Lunch Eligible had the lowest growth with a median growth percentile of 45.0. In addition, our elementary students did not make adequate growth on the math assessment as indicated by the median growth percentile of 46.0. The subgroup Free/Reduced-Price Lunch Eligible had the lowest growth with a median growth percentile of 44.0. Improving student growth at the elementary level has been an on-going improvement effort for the past three years.

Name: Academic Growth in Middle Math

Description: At middle school level, our students did not make adequate growth on the math assessment as indicated by the median growth percentile of 44.0. The subgroup Free/Reduced-Price Lunch Eligible had the lowest growth with a median growth percentile of 45.0. Improving student growth in math for middle school students has been an on-going improvement effort for the past three years.

Name: Participation Rate for State Assessments

Description: At the middle school level, our school did not meet the 95% participation rate. The ELA, math, and science assessments all fell below the 95% participation rate with 88.1%, 88.1% and 79.7% respectively. Our school will improve the participation rate through a variety of informational materials and workshops.

Why is the education system continuing to have these challenges?

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

Name: Data-Driven Instruction

Description: Leaders and teachers lack an understanding of how to use data to increase student achievement and growth.

Name: Communication with Parents

Description: RMCA did not adequately inform parents of the importance of the state assessment to our school. Parents were not educated on the format and content of the PARCC and CMAS assessments which could have created uncertainty regarding the quality of the test.

Name: Differentiated Instruction

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

Name: Professional Development

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

Name: MTSS/RTI Structure and Processes

Description: Leaders and teachers have not ensured that MTSS/RTI structures and processes are uniform and consistently implemented from grade to grade.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: MTSS/RTI Structure

Description: Improve the current MTSS/RTI systems to provide a clear and defined structure and set of procedures for leaders and teachers to ensure that data analysis, differentiated instruction, assessment, and appropriate and effective interventions are occurring.

Name: Primary Literacy

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

Name: Participation Rate for State Assessments

Description: Ensure that 95% or more of our student population participates in the state assessments.

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

Rocky Mountain Classical Academy participates in the Early Literacy Assessment Tool Project. This is the second year of participation. By participating in the Early Literacy Assessment Tool Project, our school will be supplied with the online assessment of DIBELS Next, an approved interim measure, and Dibels DEEP, an approved diagnostic reading assessment. We became part of the ELAT grant in August of 2015 and provides assessments and diagnostic tools to students in K-3 to include students who have significant reading disabilities and are on READ Plans.

School Support Team or Expedited Review

Has (or will) the school participated in an 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

Improvement Plan Information

The school/district 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 (CGP)
- ☐ School Improvement Support Grant
- ☐ Other

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

Description of School Setting:

Rocky Mountain Classical Academy is a K-8 school that utilizes the Core Knowledge Scope and Sequence as well as the Classical Education approach. RMCA serves 1,137 students and is located at 4620 Antelope Ridge of Colorado Springs. RMCA 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, music, science, math, geography and history. In addition, student learn the best 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:

The school's local and state data was reviewed by administrative team. Two school administrators attended a district and CDE sponsored training to learn more about the UIP process. The current data points were presented and reviewed by school leadership UIP team (principals, dean of instruction, testing coordinator, RTI/MTSS coordinator, interventionist, team leads). After the 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 and the SAC, revised, and reviewed and accepted by the SAC. Upon acceptance, the Unified Improvement Plan will be accepted by the local board and presented to Falcon School District's DAAC.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Prior Year Target: K-3 Literacy.

Increase the number of students reading at the grade level in grades K-3 by 50%.

Performance:

Prior Year Target: Increase 10% points on Percentile rankings.
Increase Mean Scale scores for all grades to "Met or Exceeded expectations" category.
Performance:

Prior Year Target: Increase 10% points on Percentile rankings.
Increase Mean Scale scores for all grades to "Met or Exceeded expectations" category.
Performance:

Prior Year Target: Increase 10% points on Percentile rankings.
Increase Mean Scale scores for all grades to "Met or Exceeded expectations" category.
Performance:

Academic Achievement (Status) Reflection

These targets were based on PARCC achievement data as well as Scantron data. No growth data was available last year due to the first year of PARCC implementation.

Performance Indicator: Academic Growth

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:

Academic Growth Reflection

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

-

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

•

Performance Indicator: Postsecondary & Workforce Readiness

Postsecondary & Workforce Readiness Reflection

Performance Indicator: Student Behavior

Student Behavior Reflection

•

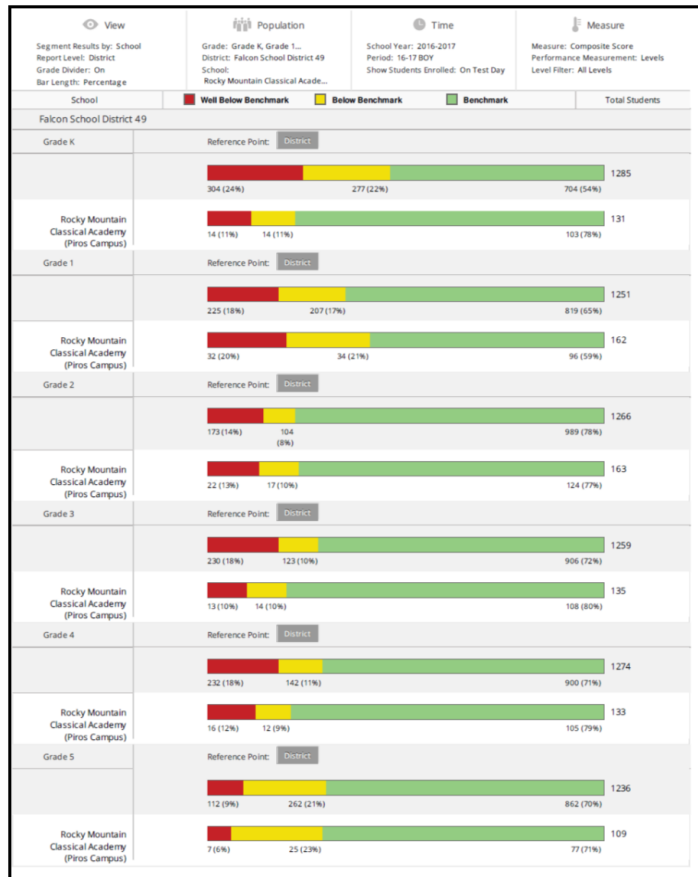
Performance Indicator: Student Engagement

Student Engagement Reflection

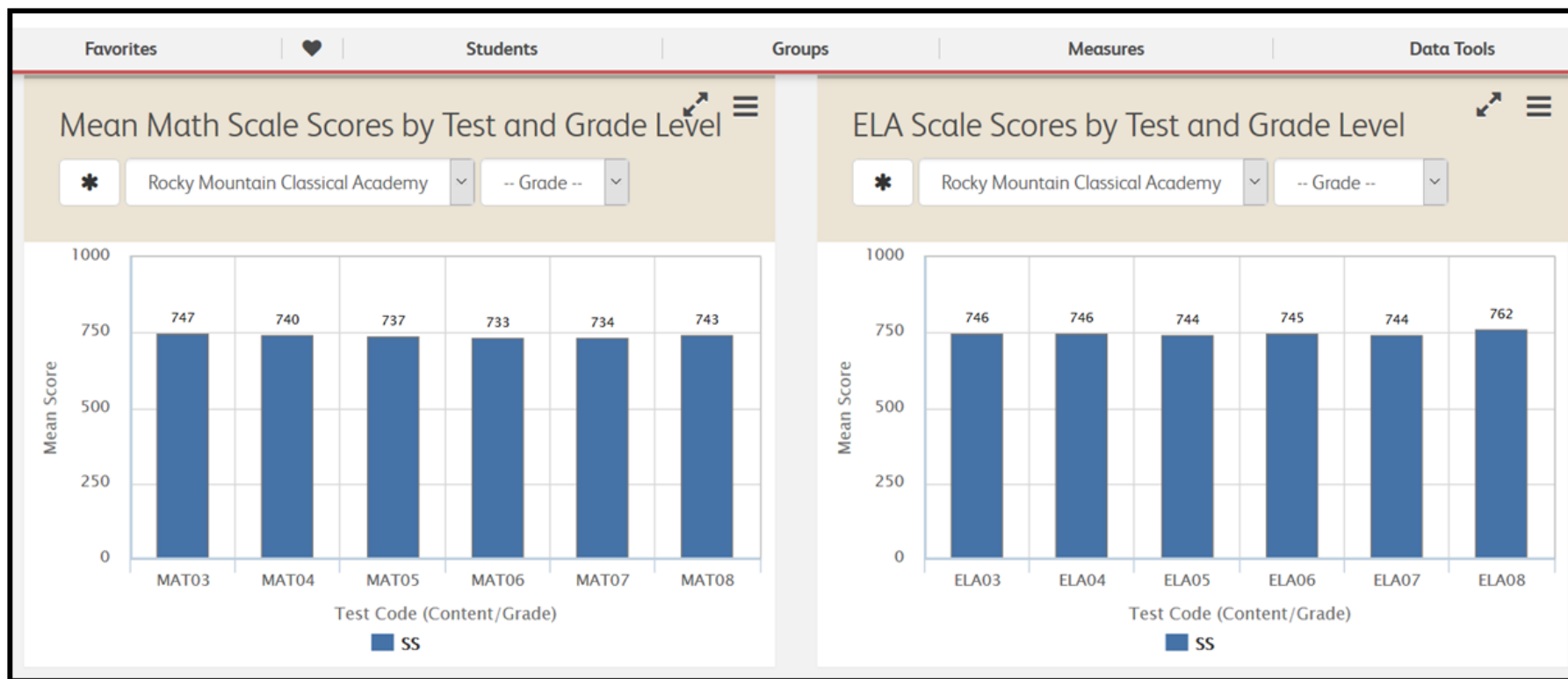
Current Performance

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.

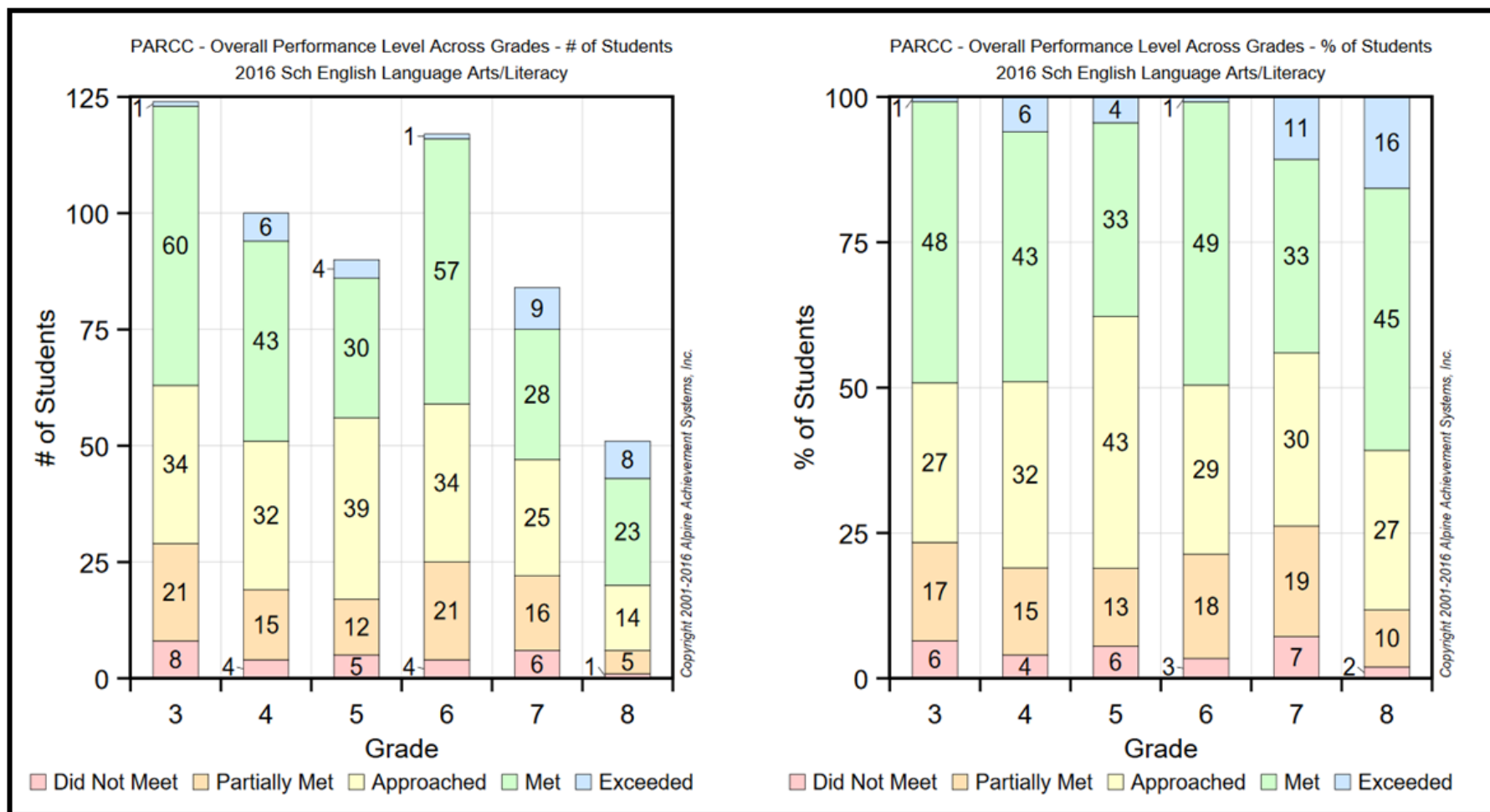
RMCA BOY K-5 DIBELS Benchmark Data



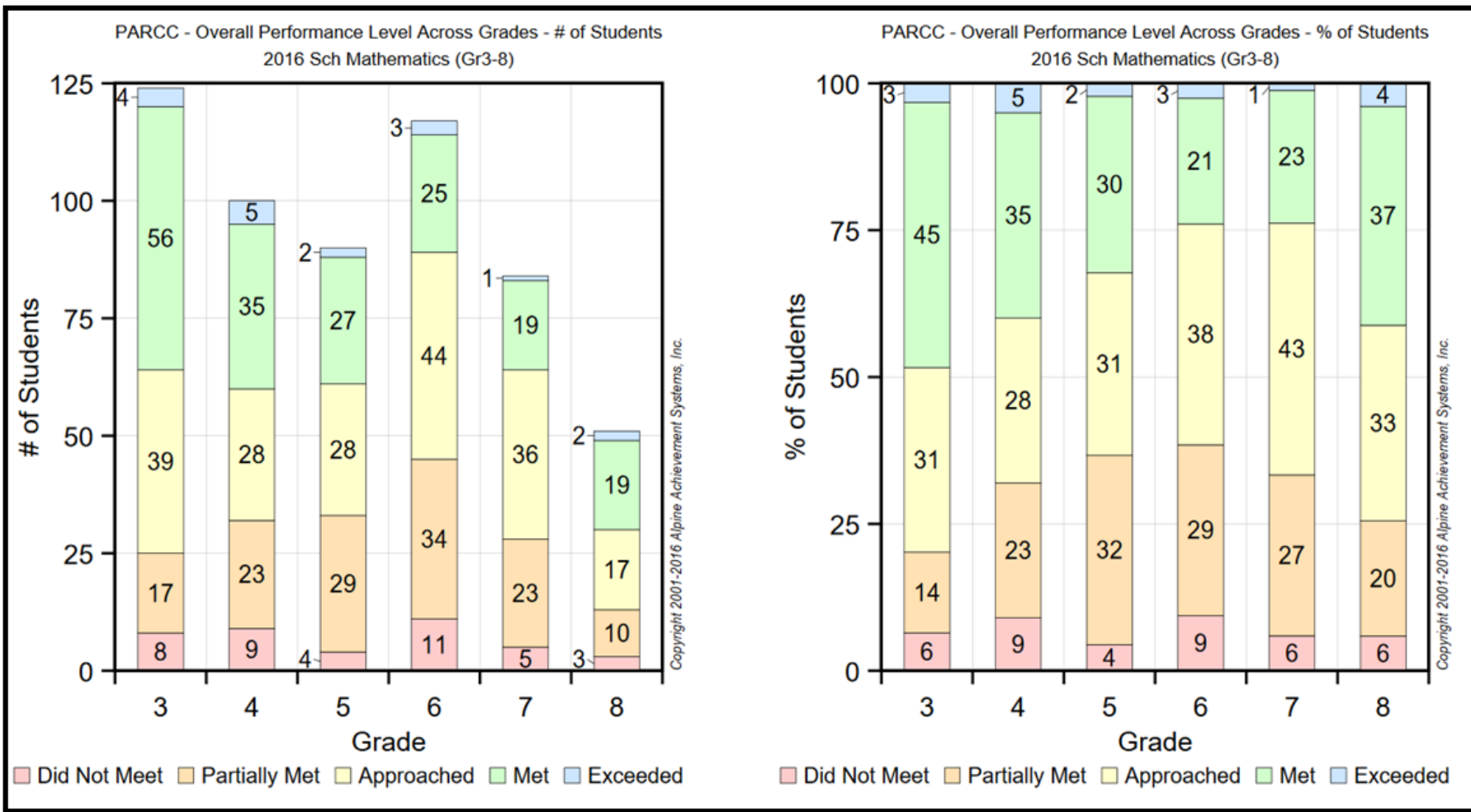
RMCA PARCC ELA Mean Scale Scores



RMCA PARCC ELA Overall Performance

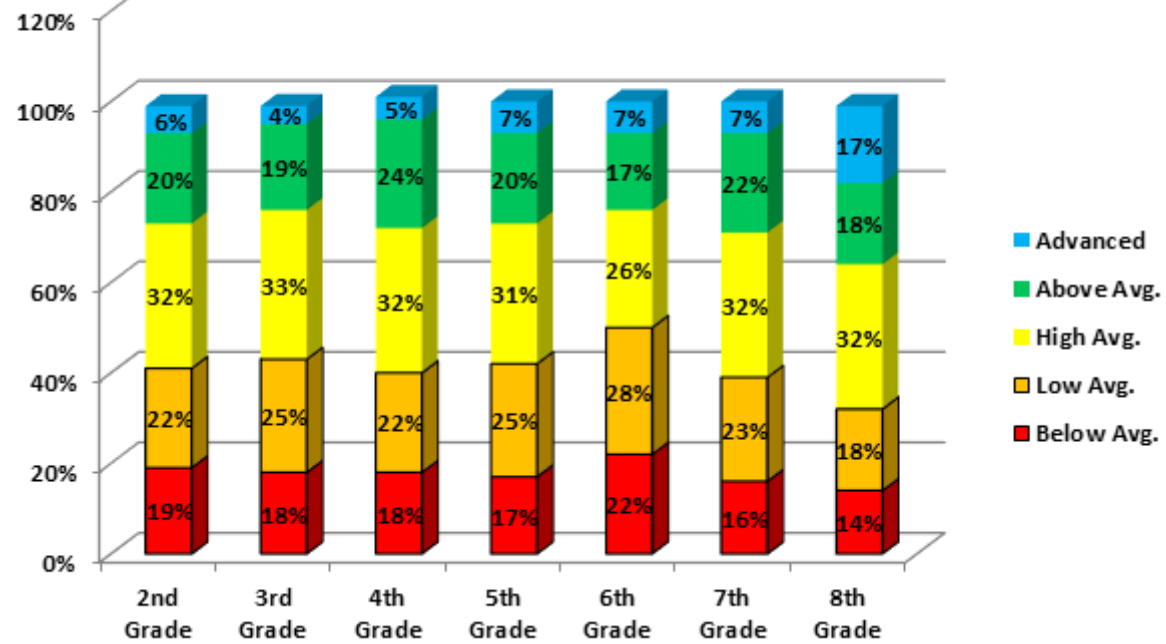


RMCA PARCC Math Overall Performance

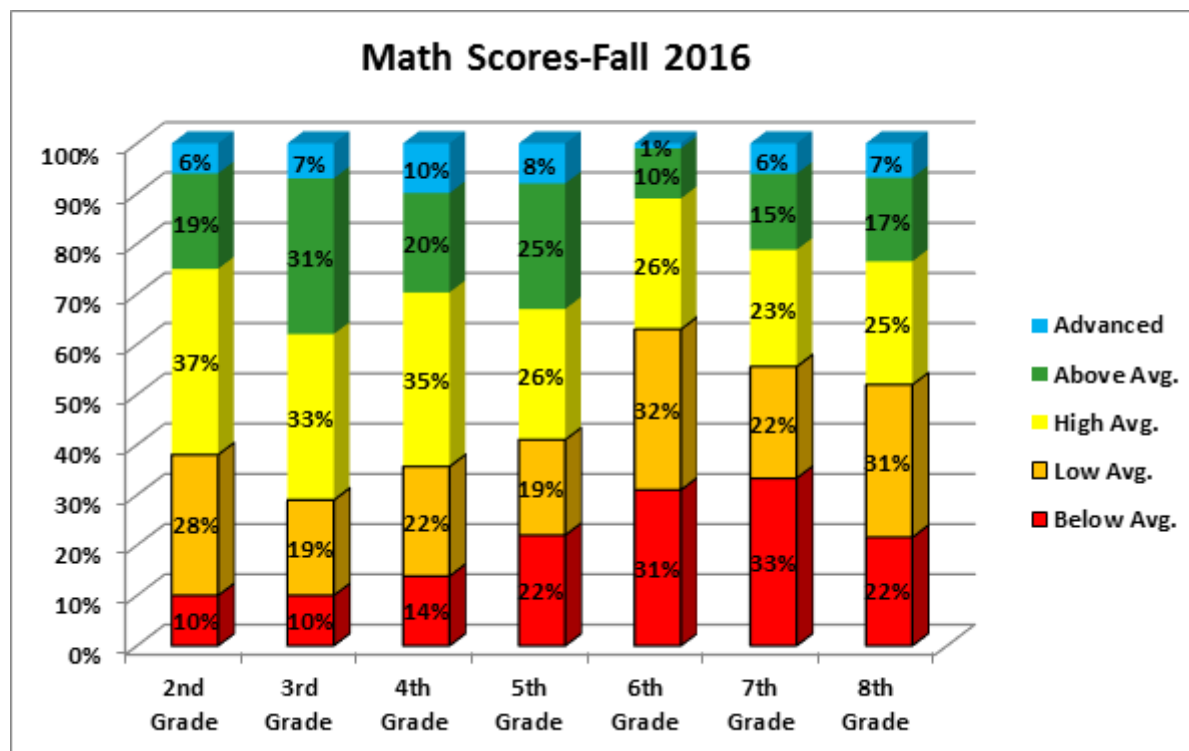


RMCA Scantron Reading Performance Bands (2nd-8th grade)

Reading Scores-Fall 2016



RMCA Scantron Math Performance Bands (2nd-8th grade)



Trend Analysis

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



RMCA received an overall rating of "Meets" state expectations for academic achievement in ELA and math at all levels (elementary and middle). Over the past three years achievement scores on the state assessment have increased and then remained relatively consistent with slight increases at various grade levels and content areas. We continue to generally perform above district and state averages in most content areas.

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



RMCA received an overall rating of "Meets" state expectations for middle grades. For the elementary grades, RMCA received an overall rating of "Approaching" state expectations. For the year 2015, there was no growth data available as it was the first year of PARCC implementation. The 2014 TCAP assessments determined that the both middle and elementary school met adequate academic growth and growth gaps based on median growth percentile. When comparing the growth data from 2014 to current data, the elementary grades

are showing a decrease in growth. Overall, the elementary grades were 1 point away away from a "Meets" rating, however the subgroups of Free/Reduced-Price Lunch Eligible and Minority Students fell into the "Approaching" category for ELA, while the subgroup Free/Reduced-Price Lunch Eligible fell into the "Approaching" category for Math causing an overall rating of "Approaching."

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

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

Relationship of UIP Elements

Priority Performance Challenges

Academic Growth in Elementary Math and Reading



Root Cause

Data-Driven Instruction
MTSS/RTI Structure and Processes
Differentiated Instruction
Professional Development

Academic Growth in Middle Math



Data-Driven Instruction
MTSS/RTI Structure and Processes
Differentiated Instruction
Professional Development

Participation Rate for State Assessments



Communication with Parents





Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Academic growth has been a continual challenge for both our elementary and middle school students. The data from the past three years of state assessments demonstrates our elementary students show low growth in both reading and math. The data also demonstrates that our middle school students show low growth in math. These performance challenges continue to be the focus of our school improvement efforts. Though we meet state guidelines for academic achievement, we must continue to refine our processes and programming to improve student learning and reduce skill gaps in order to effectively increase growth.

Provide a rationale for how these Root Causes were selected and verified:

Elementary Reading and Math:

RMCA's MTSS/RTI structure and processes are unclear and are not uniform and consistent from grade to grade. A lack of professional development in the areas of data analysis, data-driven instruction, and differentiation has reduced the effectiveness of intervention. The elementary teachers adequately collect data via benchmark and progress monitoring assessments, but struggle to use the data to correctly identify skill gaps and determine student goals. It was determined that the math progress monitoring tools were also lacking in that they did not align with the Saxon curriculum and provided inaccurate data. RMCA did not provide the teachers adequate ongoing professional development to adequately analyze data and develop intervention plans that met the needs of each student. The state assessment data revealed that we did not make adequate growth in both reading and math. At this time, the MTSS/RTI classes are being re-evaluated to determine if it is effective to continue leveling the reading classes at the elementary level for next school year.

Middle Math:

A lack of professional development in the areas of data analysis, data-driven instruction, and differentiation has reduced the effectiveness of instruction and intervention. The math teachers adequately collect data via benchmark and progress monitoring assessments, but struggle to use the data to correctly identify skill gaps and determine student goals. Quality math progressing monitoring tools were not readily available to all students, rather just those in the lowest leveled math class. RMCA did not provide the teachers adequate ongoing professional development to adequately analyze data and develop intervention plans that met the needs of each student. The state assessment data revealed that we did not

make adequate growth in math.

Participation Rate:

RMCA did not meet the 95% participation rate required by the state by middle school students in all content areas. Parents were not educated on the format and content of the PARCC and CMAS assessments which could have created uncertainty regarding the quality of the test. RMCA did not adequately communicate our testing structures with stakeholders.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Academic Growth in Elementary Math and Reading

Performance Indicator:		Academic Growth
Measures / Metrics:		R
Annual Performance Targets	2016-2017:	Increase median growth percentile to a 55 or higher in elementary grades annually in English language arts.
	2017-2018:	Increase median growth percentile to a 55 or higher in elementary grades annually in English language arts.
Interim Measures for 2016-2017:		DIBELS Next benchmark and Scantron benchmark three times annually; BURST, DIBELS Deep, Aimsweb, and EasyCBM interim assessments.

Performance Indicator:		Academic Growth
Measures / Metrics:		M

Annual Performance Targets	2016-2017:	Increase median growth percentile to a 55 or higher in elementary grades annually in math.
	2017-2018:	Increase median growth percentile to a 55 or higher in elementary grades annually in math.
Interim Measures for 2016-2017:		Scantron benchmark three times annually; BURST, DIBELS Deep and EasyCBM interim assessments.

Priority Performance Challenge : Academic Growth in Middle Math

Performance Indicator:		Academic Growth
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	Increase median growth percentile to a 50 or higher in middle grades annually in math.
	2017-2018:	Increase median growth percentile to a 50 or higher in middle grades annually in math.
Interim Measures for 2016-2017:		Scantron benchmark three times annually; BURST, DIBELS Deep and EasyCBM interim assessments.

Priority Performance Challenge : Participation Rate for State Assessments

Performance Indicator:		Other
Measures / Metrics:		
Annual Performance Targets	2016-2017:	Increase participation rate to 95% or higher school-wide.
	2017-2018:	Increase participation rate to 95% or higher school-wide.

Interim Measures for 2016-2017: Parent survey feedback and parental attendance to informational presentations.

Planning Form

Major Improvement Strategy Name:

MTSS/RTI Structure

Major Improvement Strategy Description:

Improve the current MTSS/RTI systems to provide a clear and defined structure and set of procedures for leaders and teachers to ensure that data analysis, differentiated instruction, assessment, and appropriate and effective interventions are occurring.

Associated Root Causes:

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

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

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

MTSS/RTI Structure and Processes: Leaders and teachers have not ensured that MTSS/RTI structures and processes are uniform and consistently implemented from grade to grade.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
MTSS/Intervention PD	Improve teacher capacity and effectiveness through MTSS/RTI training which can include data	08/01/2016 07/31/2018	Local Funds	Principal, Assistant Principal, RTI Coordinator, teachers and	In Progress	This School Year

	analysis, skill gap identification, action steps, intervention strategies, differentiation and scaffolding			interventionists, iConnect Zone personnel		
MTSS Structure	Evaluate current structure's strengths and areas of improvement to create a more effective and user friendly system to ensure that all students will be successful	08/01/2016 07/31/2018	Local Funds	Principal, Assistant Principal, RTI Coordinator, iConnect Zone personnel	In Progress	This School Year
IXL Intervention	Continue the implementation of the IXL Program as an online intervention and progress monitoring tool for students in grades 6-8 in the areas of grammar and math	08/01/2016 07/31/2018	Local Funds	Principal, Assistant Principal, Dean of Instruction, RTI Coordinator, Testing Coordinator	In Progress	This School Year
EasyCBM	Implement EasyCBM system to better progress monitor math in grades K-5 and math and reading in the lowest MTSS classes in grades 6-8	08/01/2016 07/31/2018	Local Funds	Principal, Assistant Principal, Testing Coordinator, Dean of Instruction, RTI Coordinator	In Progress	This School Year
Evaluate Leveled	Evaluate the	08/01/2016	Local Funds	Principal,	In Progress	This School Year

Groups	effectiveness of leveling reading for grades 2-5 by collecting and analyzing data as well as interviewing teachers	07/31/2018		Assistant Principal, RTI Coordinator, iConnect Zone personnel		
SIOP/ELL PD	Improve teacher capacity through ELL PD in the form of SIOP online based courses	08/01/2016 07/31/2018	Title III Funds	District ELD Coordinator, Principal, Assistant Principal	In Progress	This School Year
IT Upgrades	Continue purchasing technology in the form of chrome books and touch screen computers to assist with the implementation of online instruction and assessment	01/04/2017 07/31/2018	MLO Funds, Local Funds	Headmaster, Principal, Assistant Principal, IT Coordinator, Testing Coordinator, RTI Coordinator	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name: Primary Literacy

**Major Improvement Strategy
Description:**

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

Associated Root Causes:

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

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

MTSS/RTI Structure and Processes: Leaders and teachers have not ensured that MTSS/RTI structures and processes are uniform and consistently implemented from grade to grade.

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

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
ELAT Project	Continue the use of DIBELS Next data to make programmatic and instructional decisions as a part of the ELAT Project	07/01/2016 06/29/2018	ELAT Grant, READ Funds	Principal, Assistant Principal, Testing Coordinator, RTI Coordinator	In Progress	This School Year
Literacy PD	Improve teacher capacity through literacy based professional development	08/01/2016 07/31/2018	Local Funds	Principal, Assistant Principal, RTI Coordinator	In Progress	This School Year
Differentiation PD	Improve teacher capacity through	08/01/2016 07/27/2018	Local Funds, ELPA Funds	Principal, Assistant	In Progress	This School Year

	differentiated instruction professional development			Principal		
CKLA Curriculum PD	Improve teacher capacity through curriculum and content professional development	08/01/2016 07/31/2018	Local Funds	Principal, Assistant Principal	Complete	This School Year
Interventionists	Increase the number of interventionists from 2.5 to 6.5	08/01/2016 07/31/2018	READ Funds, Local Funds	Principal, Assistant Principal, RTI Coordinator	Complete	This School Year
BURST Intervention	Continue the implementation of the BURST Intervention Program for SRD students	08/01/2016 07/31/2018	READ Funds, Local Funds	Principal, Assistant Principal, Testing Coordinator, RTI Coordinator, Interventionists	In Progress	This School Year
SONDAY Intervention	Implement system K-8 for students who are not responding to the BURST Program	01/04/2017 07/31/2018	Local Funds	Principal, Assistant Principal, Testing Coordinator, RTI Coordinator	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Participation Rate for State Assessments

Major Improvement Strategy Name:

Major Improvement Strategy Description:

Ensure that 95% or more of our student population participates in the state assessments.

Associated Root Causes:

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Email Communication	Email parents blasts of information regarding testing procedures, the importance of testing, and goals for student participation. The district will also provide us guidance and support in the form of effective information regarding state assessments.	08/01/2016 07/31/2018	Local Funds	Principal, Assistant Principal, Testing Coordinator	In Progress	This School Year
Townhall Meeting	Provide information nights for parents to better explain the state assessment process and to	08/01/2016 07/31/2018	Local Funds	Principal, Assistant Principal, Testing Coordinator,	In Progress	This School Year

respond to any stakeholder questions or concerns. The district will provide us with guided responses to a number of frequently asked questions.

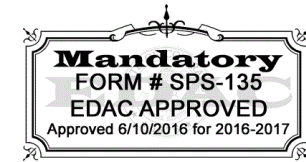
District
Assessment
Coordinator

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Addenda

Attachments List



RIDGEVIEW ELEMENTARY SCHOOL UIP 2016-17

District: **FALCON 49** | Org ID: **1110** | School ID: **7339** | Framework:
Performance Plan | **Draft UIP**

Colorado's Unified Improvement Plan for School (2016-2017)

Table of Contents

Executive Summary
Improvement Plan Information
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Executive Summary

How are students performing? Where will the school focus 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, PWR), where the School did not meet federal, state and/or local expectations.

Name: Reading Percentile Rank, 3rd-5th, PARCC

Description: Ridgeview is performing at the 57th percentile rank for all tested 3rd-5th graders in English Language Arts, as indicated by mean scale scores on PARCC.

Name: Reading Proficiency, K-5th, Dibels Next

Description: At the beginning of the academic year, 2016-17, 32% of K-5th grade students are performing below benchmark. 18% of our students are rated as "intensive" (most risk) and 14% are rated as "strategic".

Name: Reading Proficiency, K-5th, Dibels Next

Description: At the beginning of the academic year, 2016-17, 68% of K-5th grade students are performing at benchmark according to Dibels Next Composite scores.

Why is the education system continuing to have these challenges?

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

Name: Alignment with Colorado Academic Standards & the Marzano Instructional Framework

Description: Leaders and teachers have not consistently ensured that utilized resources and instructional strategies 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. Progress has been made, but adjustments are needed. The Marzano framework includes the rigorous academic elements, as well as the student engagement and social-emotional elements, needed for successful outcomes.

Name: Data-Driven Differentiated Instruction

Description: Leaders and teachers are still learning how to best use data to determine intervention needs and how to best differentiate instruction for all learners. For leaders and teachers there are gaps in knowledge, training, resources and assessments in core content areas.

Name: Relationships, Motivation, Engagement

Description: Student motivation and engagement, which are highly dependent upon positive and strong relationships with staff and peers, are areas of ongoing need in a large and growing school. Strong relationships amongst all school community members is an important component of positive achievement outcomes.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: POWER Zone Focus #1: Marzano Instructional Framework & Educator Evaluation Model

Description: Teaching staff will effectively use Marzano's Instructional Framework to guide instructional practices. Feedback received

through the evaluation process, aligned with Marzano's framework, will support overall educator effectiveness, instructional improvement, and increased achievement for our students.

Name: POWER Zone Focus #3: Positive Relationships & Culture

Description: Members of our school community will 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. CKH will be in place in all interactions: between staff and students, between staff and parents, and staff to staff.

Name: POWER Zone Focus #2: PLC Process- Curriculum, Assessment, & Differentiation

Description: Educators will use a collaborative PLC process and proper planning/preparation to ensure successful delivery and assessment of instructional units/lessons that are aligned with Colorado Academic Standards, while addressing the differentiated needs of all learners.

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

Yes, District 49 is a part of the ELAT (Early Literacy Assessment Tool project) grant. This is our third year participating in the ELAT grant. By participating in the Early Literacy Assessment Tool Project, local education agencies are supplied with the online assessment of DIBELS Next, an approved interim measure, and Dibels DEEP, an approved diagnostic reading assessment, in the mCLASS system. The value of each Amplify student license is \$21.50. So the grant is a \$113,606 value to the district.

School Support Team or Expedited Review

Has (or will) the school participated in an SST or Expedited Review? If so, when?

Yes, Ridgeview participated in a review by the Flippen Group regarding our school and zone-wide implementation of Capturing Kids' Hearts. This was during the 2015-16 school year.

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.

Yes, our school has most recently experienced the HRS (High Reliability Schools) level 1 certification process through the Marzano Research Institute. We achieved level 1 certification after months of data analysis and improvements on level 1 criteria. Level 1 is mainly about a "safe, orderly, and collaborative learning environment". We formally started the process early in the 2015-16 school year, although we had been utilizing the Marzano instructional framework for about two years previously, and we achieved certification in June of 2016.

The school/district 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 (CGP)
- ☐ School Improvement Support Grant
- ☐ Other

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

Description of School Setting-

Ridgeview Elementary School is located in Northeast Colorado Springs in District 49. Our staff is comprised of mainly experienced teachers, but many are within their first 3-5 years at RVES. We do not have any brand new teachers on staff currently, but we do have many who are in their first year at our school. In fact, this year we have an exceptionally high number of new licensed staff hires. All teaching teams have at least some experienced team members, thus a strong support system exists within each team. Ridgeview is a Pre-K - 5th grade school, serving approximately 760 students (this number does not include the preschool count). Our enrollment fluctuates some, but overall is on the rise.

Student attendance rates tend to be slightly higher than the state's average, and our mobility rates are higher than the state's average as well. 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--- approximately 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 26% of our students eligible for free/reduced lunch, which is about the same as last school year.

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. This year we added the Lexia RAPID reading assessment for 3rd-5th grades, so we have a larger body of evidence to guide our instructional decisions. 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.

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 or benchmark 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.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Prior Year Target: *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.*

Performance:

Prior Year Target: *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.*

Performance:

Prior Year Target: *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.*

Performance:

Academic Achievement (Status) Reflection

Based on information currently available to me, we met or surpassed all of our prior year targets.

Performance Indicator: Academic Growth

Academic Growth Reflection

N/A

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

-

Performance Indicator: Disaggregated Growth

Disaggregated Growth 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.

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

-

Performance Indicator: Postsecondary & Workforce Readiness

Postsecondary & Workforce Readiness Reflection

N/A

Performance Indicator: Student Behavior

Student Behavior Reflection

•

Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

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.

2016 School Performance Framework

Ridgeview Elementary School is on a "Performance Plan" with a score of 67.2 out of 100 possible points. We achieved 26.8/40 points for Academic Achievement which rates as MEETS, and we achieved 40.4/60 points for Academic Growth which also rates as MEETS.

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 8 points, moving from the 49th percentile to the 57th percentile. This is a celebration for our school, and we plan to continue our intensive work in reading to maintain and even improve along this path.

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 4 points, moving from the 57th percentile to the 61st percentile. This is a celebration for our school, and we plan to

continue implementing best practices in mathematics and aligning ourselves to the Colorado Academic Standards.

PARRC ELA (English Language Arts)

The Median Growth Percentile score for our school is 55.0, which is higher than the district and state averages. Median Growth Percentile scores for 4th and 5th grade ELA are 32.0 and 78.0 respectively. 4th grade's score of 32.0 is lower than both the district and the state. This is a highly impacted group of students at RVES, who we have worked with diligently across several years. Nonetheless, we are not pleased with this score, and we will intervene as much as possible with this group, who are now in 5th grade. 5th grade's score of 78.0 is significantly higher than both the district and the state, and this is a point of celebration.

With subgroups, we are outperforming both the district and the state averages in these categories: Non-English Learners, Free-Reduced Lunch Eligible, Female, and Male. We are outperforming the state average and just below the district with our IEP students. We are slightly below the district and the state averages with minority students.

3rd grade ELA PAARC scores were comparable to, but slightly lower than, the district and state averages. We scored 37% met/exceeded; the district and state both scored 40%. Our best strength was with "Conventions" and our largest deficit was in "Written Expression". 4th grade ELA PAARC scores were lower than both the district and the state. We scored 29% met/exceeded. The district scored 42% and the state scored 44%. The best strength for 4th grade was "Literary Text" and the largest deficit was in "Written Expression". 5th grade scores far exceeded both the district and state. We scored 60% met/exceeded compared to 44% for the district and 41% for the state. Our best strengths were "Written Expression" and "Conventions". The lowest areas were "Literary Text" and "Information Text".

Writing stands out as an area of most urgent need, based on PARCC data. 3rd & 4th grade may benefit from collaboration with 5th grade regarding writing. Additional professional development needed.

DIBELS NEXT DATA

For the 2015-16 school year, as a school we made a 17 percentage point increase across the school year in benchmark students; moving from 72% of students in the green (benchmark) at BOY to 81% at MOY and then to 89% at EOY. As a school, we made "well above average" progress in increasing 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) or decreasing intensive students. All of our grade level teams made "well above average" progress in increasing benchmark, and all but one team made "well above average" progress in decreasing intensive students. The one team who did not achieve "well above" for decreasing intensive, achieved "above average". This data is a huge point of celebration for our school community and reflects the hard work that our staff dedicated to literacy instruction for RVES students.

In digging deeper into Dibels Next sub-tests from 2014-15, we identified DORF (Fluency), DORF (Accuracy), and DORF (Retell) as areas for focus, along with DAZE (Comprehension). Thus in 2015-16 we saw strong improvements in these subskills for all grade levels, with the exception of 4th grade who saw slight decreases. Our 4th grade students are a highly impacted group of kids with higher than usual numbers of students with special learning needs.

2015-16 Dibels Next data indicates that we had strong growth across both semester 1 and semester 2. In previous years we have had significantly lower growth across semester 2.

PARCC MATH

The Median Growth Percentile score for our school is 58.5, which is higher than the district and state averages. Median Growth Percentile scores for 4th and 5th grade Math are 35.0 and 84.0 respectively. 4th grade's score of 35.0 is lower than both the district and the state. This is a highly impacted group of students at RVES, who we have worked with diligently across several years. Nonetheless, we are not pleased with this score, and we will intervene as much as possible with this group, who are now in 5th grade. 5th grade's score of 84.0 is significantly higher than both the district and the state, and this is a point of celebration.

With subgroups, we are outperforming both the district and the state averages in these categories: Non-English Learners, Free-Reduced Lunch Eligible, Female, Male, and Minority students. We are below the state average and the district with our IEP math students. This is an area of need.

3rd grade Math PAARC scores were comparable to, but slightly lower than, the district and state averages. We scored 37% met/exceeded; the district scored 41% and the state scored 39%. Our best strength was with "AddSup" and our largest deficit was in "Major Content". 4th grade Math PAARC scores were lower than both the district and the state. We scored 23% met/exceeded. The district scored 35% and the state scored 37%. The best strength for 4th grade was "AddSup" and the largest deficit was in "Major Content". 5th grade scores far exceeded both the district and state. We scored 55% met/exceeded compared to 38% for the district and 34% for the state. Our best strength was "AddSup". The lowest areas was "ModelApp".

Math stands out as an area of need, based on PARCC data, especially with IEP Math students. 3rd & 4th grade may benefit from collaboration with 5th grade regarding math instruction. Additional professional development and/or resources may be needed.

Trend Analysis

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



READING (ELA): 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 was stagnant. From 2015 to 2016, however, our achievement is on the rise ranking us at the 57th percentile for 3rd-5th ELA in comparison to schools across the state.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



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 was stagnant. From 2015 to 2016, however, our achievement is on the rise ranking us at the 61st percentile for 3rd-5th grade math in comparison to

schools across the state.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



READING: According to Dibels Next data, our movement of students into the "no risk" or green category was previously stagnant but now increasing. In 2013-14, we increased our benchmark students by 11%, and for 2014-15 it was also at 11%. For the 2015-16 school year, as a school we made a 17 percentage point increase across the school year in benchmark students; moving from 72% of students in the green (benchmark) at BOY to 81% at MOY and then to 89% at EOY. As a school, we made "well above average" progress in increasing 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) or decreasing intensive students. All of our grade level teams made "well above average" progress in increasing benchmark, and all but one team made "well above average" progress in decreasing intensive students. The one team who did not achieve "well above" for decreasing intensive, achieved "above average".

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

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

Relationship of UIP Elements

Priority Performance Challenges

Root Cause

Reading Percentile Rank, 3rd-5th, PARCC



Relationships, Motivation, Engagement
Data-Driven Differentiated Instruction
Alignment with Colorado Academic Standards & the Marzano
Instructional Framework

Reading Proficiency, K-5th, Dibels Next



Relationships, Motivation, Engagement
Data-Driven Differentiated Instruction
Alignment with Colorado Academic Standards & the Marzano
Instructional Framework

Reading Proficiency, K-5th, Dibels Next



Relationships, Motivation, Engagement
Data-Driven Differentiated Instruction
Alignment with Colorado Academic Standards & the Marzano
Instructional Framework





Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

These performance challenges were selected based on Ridgeview's overall data.

Primary literacy 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 laying a solid foundation for our students to succeed in secondary education. This is our goal.

Provide a rationale for how these Root Causes were selected and verified:

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.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Reading Percentile Rank, 3rd-5th, PARCC

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	Ridgeview will perform at the 60th percentile rank for all tested 3rd-5th graders in English Language Arts, as indicated by mean scale scores on PARCC.
	2017-2018:	Ridgeview will perform at the 63rd percentile rank for all tested 3rd-5th graders in English Language Arts, as indicated by mean scale scores on PARCC.
Interim Measures for 2016-2017:		Common, standards-based, formative classroom assessments; Lexia Core 5; Lexia RAPID; Dibels Next benchmarking and progress monitoring

Priority Performance Challenge : Reading Proficiency, K-5th, Dibels Next

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		R
Annual Performance Targets	2016-2017:	At the beginning of the academic year, 2016-17, 32% of K-5th grade students are performing below benchmark according to Dibels Next Composite scores. 18% of our students are rated as "intensive" (most risk) and 14% are rated as "strategic". By the end of the 2016-17 school year, 8% or fewer students will be in the intensive category.
	2017-2018:	By the end of the 2017-18 school year, 5% or fewer of students will be in the intensive category, according to Dibels Next benchmarking.
Interim Measures for 2016-2017:		Dibels Next benchmark assessing and progress monitoring; Dibels Subtest/Subskill measures; Composite prediction template; Lexia Core 5; Lexia RAPID 3rd-5th; Classroom assessments

Priority Performance Challenge : Reading Proficiency, K-5th, Dibels Next

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		R
Annual Performance Targets	2016-2017:	At the beginning of the academic year, 2016-17, 68% of K-5th grade students are performing at benchmark according to Dibels Next Composite scores. By the end of the 2016-17 school year, 85% of K-5th grade students will perform at benchmark according to Composite scores.
	2017-2018:	By the end of the 2017-18 school year, 90% of K-5th grade students will perform at benchmark according to Dibels Next Composite scores.
Interim Measures for 2016-2017:		Dibels Next benchmark assessing and progress monitoring; Dibels Subtest/Subskill measures; Composite prediction template; Lexia Core 5; Lexia RAPID 3rd-5th; Classroom assessments

Planning Form

Major Improvement Strategy Name:

POWER Zone Focus #1: Marzano Instructional Framework & Educator Evaluation Model

Major Improvement Strategy Description:

Teaching staff will effectively use Marzano's Instructional Framework to guide instructional practices. Feedback received through the evaluation process, aligned with Marzano's framework, will support overall educator effectiveness, instructional improvement, and increased achievement for our students.

Associated Root Causes:

Alignment with Colorado Academic Standards & the Marzano Instructional Framework: Leaders and teachers have not consistently ensured that utilized resources and instructional strategies 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. Progress has been made, but adjustments are needed. 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 are still learning how to best use data to determine intervention needs and how to best differentiate instruction for all learners. For leaders and teachers there are gaps in knowledge, training, resources and assessments in core content areas.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Marzano's High Reliability School (HRS) Level 1 Certification	After a year's work, RVES administration presented to Marzano Research to achieve level 1	05/23/2016 06/20/2016	Marzano Research	RV HRS team, zone administration, teacher interviewees	Complete	This School Year

	HRS certification, based on the Marzano framework.					
ELA Scale Work	Grade level representatives from all POWER Zone elementary schools received a brief training from the Marzano staff regarding scale writing. Then they spent two full days creating ELA scales.	06/01/2016 06/02/2016	Marzano Research	PZ grade level reps & administration	Complete	This School Year
New Hire Check-ins	With many new hires this year, there will be frequent check-ins focused on a number of support topics, but to include effective instruction and the Marzano framework. These will occur about every 4-5 weeks.	07/15/2016 05/26/2017		RVES new hires & administration	In Progress	This School Year
Kagan Training-day 1	RVES teaching staff participated in day 1 Kagan professional development. Kagan supports with Marzano's Design Question	07/28/2016 07/28/2016	Kagan Publishing	RVES teaching staff & administration	Complete	This School Year

	5 (student engagement) and with various Marzano instructional elements.					
Marzano Instructional Framework Discussions	RVES educators will engage in deeper conversations this year regarding the criteria for meeting various elements within the Marzano framework. These discussions will take place in PLC meetings, via Schoology, and in 1-1 evaluation or support meetings.	08/01/2016 05/26/2017	Marzano Research, iObservation	RVES teachers and administration	In Progress	This School Year
Kagan Resources	Using MLO funds, Kagan structure flipbooks and Kagan apps are being purchased for each teacher. In addition, each teacher will receive \$200 worth of self-selected Kagan products.	08/01/2016 10/25/2016	MLO funds, Kagan Publishing	RVES and zone administration, RVES teachers	Complete	This School Year
Frequent Walk-through Evaluative Feedback	RVES administration's goal is to dedicate several hours per week,	08/05/2016 05/26/2017	iObservation	RVES administration & teachers	In Progress	This School Year

per each administrator, to informal classroom walk-throughs. In addition to informal walk-throughs, RVES administration will enter formal walk-through data at a minimum of once per quarter for each teacher. Feedback will be provided to teachers regarding progress with Marzano elements.

Marzano Art & Science Training Part 1	All RVES new hires will complete parts 1 and 2 of The Art and Science of Teaching book study so that they have a general understanding of the Marzano framework.	09/01/2016 12/16/2016	The Art & Science books and handbooks, district Schoology course	RVES new hires & administration	Complete	This School Year
Kagan- days 2 & 3	The district is offering days 2 & 3 during Fall Break. Any RVES teacher who attends both days	10/13/2016 10/14/2016	Kagan Publishing	District personnel, RVES teachers & administration	Complete	This School Year

has the option of receiving a \$100 building stipend or they can use the credits for salary advancement. It's optional, but many are attending.

Formal/Pre-arranged Observations & Discussions	Probationary teachers will receive at least one formal observation with feedback, as per usual. In addition, all other teachers will receive at least one extended pre-arranged observation with feedback.	10/24/2016 03/13/2017	iObservation	RVES administration & teachers	Complete	This School Year
Mid-point Evaluation Support Meetings	Teachers will receive feedback from their primary evaluator mid-year to check-in regarding progress with the Marzano framework and student data.	12/01/2016 01/20/2017	iObservation	RVES administration & teachers	Complete	This School Year
Marzano Art & Science Training Part 2	The second half of the book study will be completed.	01/02/2017 05/05/2017	The Art & Science books	RVES new hires & administration	In Progress	This School Year

and handbooks,
district Schoology
course

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	RV Admin Verification	Admin verifies completion		RVES Principal, Asst. Principal, Dean		

Major Improvement Strategy Name:

POWER Zone Focus #3: Positive Relationships & Culture

Major Improvement Strategy Description:

Members of our school community will 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. CKH will be in place in all interactions: between staff and students, between staff and parents, and staff to staff.

Associated Root Causes:

Relationships, Motivation, Engagement: Student motivation and engagement, which are highly dependent upon positive and strong relationships with staff and peers, are areas of ongoing need in a large and growing school. Strong relationships amongst all school community members is an important component of positive achievement outcomes.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
CKH New Hire Training	All new teaching staff trained in	06/01/2016 08/31/2016	Flippen Group-CKH	New hires, zone & school	Complete	This School Year

	CKH. Some trained in June, some in August.			administration		
CKH Expectations Review	Capturing Kids' Hearts zone and school expectations are reviewed at the beginning of every year and then reviewed as needed.	08/01/2016 08/26/2016	CKH manuals	CKH Process Champions, RVES teachers/ staff, & administration	Complete	This School Year
Classroom Social Contracts	Classroom social contracts created collaboratively and revisited regularly.	08/03/2016 08/10/2016		RVES teachers & students	Complete	This School Year
Me Bags	Every classroom member shared a ME BAG within the first two weeks of school so that peers get to know one another personally.	08/03/2016 08/17/2016		RVES staff & students	Complete	This School Year
Culture & Climate Team Meetings	This committee meets approximately every 5 weeks to focus on the general culture & climate of our building-- PBiS and CKH are included.	08/05/2016 05/26/2017	Schoology	Team reps & administration	In Progress	This School Year
Staff Social Contract	Staff Social Contract created	08/08/2016 08/08/2016		Process Champions,	Complete	This School Year

	collaboratively to establish our norms for the school year.			RVES staff		
CKH in Daily Schedules	CKH elements written in teacher daily schedules and implemented accordingly--- Good Things, Launch, revisiting Social Contracts (class meetings).	08/10/2016 09/23/2016	Schoology	RVES teachers & administrators	Complete	This School Year
Boosterthon- Character Ed & Teamwork	Our annual fundraising event focuses on character education, being a good citizen, teamwork, and general wellness.	08/18/2016 08/29/2016		RVES staff, students, and parents	Complete	This School Year
CKH Process Champions training	12 RVES staff members were sent to CKH Process Champions training in order to better support implementation for their teams and our school.	12/05/2016 12/08/2016	Flippen Group-- CKH	Admin, Culture/Climate team members, already trained Process Champions leaders	Complete	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name:

POWER Zone Focus #2: PLC Process- Curriculum, Assessment, & Differentiation

Major Improvement Strategy Description:

Educators will use a collaborative PLC process and proper planning/preparation to ensure successful delivery and assessment of instructional units/lessons that are aligned with Colorado Academic Standards, while addressing the differentiated needs of all learners.

Associated Root Causes:

Alignment with Colorado Academic Standards & the Marzano Instructional Framework: Leaders and teachers have not consistently ensured that utilized resources and instructional strategies 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. Progress has been made, but adjustments are needed. 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 are still learning how to best use data to determine intervention needs and how to best differentiate instruction for all learners. For leaders and teachers there are gaps in knowledge, training, resources and assessments in core content areas.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Eureka Math Resources	MLO funds used to purchase Eureka Math resources in order to increase our rigor in math and to best achieve the Colorado Academic math Standards.	06/01/2016 09/01/2016	Eureka Math, MLO funds	Zone Curriculum Leader, Zone administrative secretary, RVES administration	Complete	This School Year

PLC Leadership Team Training	Annual training of team leaders regarding the PLC process and expectations, and also regarding various beginning-of-year topics. The PLC process supports planning, preparation, and differentiation.	07/22/2016 07/22/2016	Schoology	Leadership Team	Complete	This School Year
Team PLC Meetings	Schedule established for weekly team PLC meetings, 45-50 minutes in length, every week. PLC topics support successful delivery and assessment of instructional units and lessons, and also differentiation for all learners.	08/01/2016 05/26/2017	Schoology, various instructional resources	RVES teachers & Leadership Team	In Progress	This School Year
Reading & Data Team Meetings	This committee meets about every 5 weeks, with reps from every grade level. Reps are trained in various data analysis, and data conversations are modeled. The	08/01/2016 05/26/2017	Schoology	Reading & Data Team members	In Progress	This School Year

focus is on literacy. Meeting agendas & minutes are housed on Schoology. The reps then take the information back to share in their team PLC's.

PLC Leadership Team Meetings	The Leadership Team (PLC team leaders) will meet approximately once every 4-6 weeks throughout the school year to check-in regarding the PLC process and various school topics. Agendas & minutes are documented on Schoology.	08/01/2016 05/26/2017	Schoology	Leadership Team	In Progress	This School Year
Stand Out Math Training	New hires have participated or will participate in SOM vocabulary training. SOM supports us in accomplishing the Colorado Academic Standards.	09/15/2016 11/25/2016	Stand Out Math	RVES new hires, Instructional Coach	Complete	This School Year
CKLA Writing Training	Writing is a need, so reps attended a writing training to better support	09/28/2016 10/28/2016	CKLA	RVES teachers, Instructional Coach, & administration	Complete	This School Year

our use of CKLA (core reading program). Reps have until the week after Fall Break to share the info with their team members.

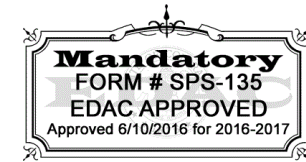
Reading Intervention Block Plans	Every grade level teacher has a documented plan outlining how they are differentiating for every reader. The interventionists also have a documented plan for each group. Plans will be updated every 4-6 weeks and as needed.	09/30/2016 05/13/2017	Schoology	RVES teachers, Instructional Coach, intervention team, & administration	In Progress	This School Year
Eureka Training	Offered during Fall Break through district courses, many RVES teachers are choosing to participate.	10/10/2016 10/11/2016	Eureka Math	District personnel, RVES teachers & administration	Complete	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Addenda

Attachments List



SAND CREEK HIGH SCHOOL UIP 2016-17 District: **FALCON 49** | Org ID: **1110** | School ID: **7613** | Framework:
Performance Plan: Low Participation | **Draft UIP**

Colorado's Unified Improvement Plan for School (2016-2017)

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Improvement Plan Information
Narrative on Data Analysis and Root Cause Identification
Action Plans
Addenda

Executive Summary

How are students performing? Where will the school focus 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, PWR), where the School did not meet federal, state and/or local expectations.

Name: Academic Achievement

Description: Based on the 2015-2016 SPF, SCHS 9th and 10th grade subgroup populations are falling behind the overall population in reading as measured by the CMAS PARCC.

Name: Academic Growth

Description: Based on the 2015-2016 SPF, SCHS 9th and 10th grade subgroup populations are falling behind the overall population in math as measured by the CMAS PARCC.

Name: Post-Secondary and Work-Force Readiness

Description: Based on the 2015-2016 SPF, SCHS 11th grade students score below the Colorado state average on the state ACT assessment.

Why is the education system continuing to have these challenges?

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

Name: Guaranteed and Viable Curriculum

Description: Guaranteed and viable curriculum: SCHS has not implemented its curriculum maps, common assessments and interventions with full fidelity in order to generate, analyze and act upon student performance data in ELA and math.

Name: Assessment and Program Alignment

Description: SCHS has not aligned assessments to curriculum and programs, nor have results been analyzed in order identify and address content gaps and skill deficiencies.

Name: Assessment and Program Alignment

Description: SCHS has not efficiently prepared students for the ACT or the SAT.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: SAT Readiness

Description: Ensure 11th grade students are SAT ready by implementing assessment-specific lessons in core classes.

Name: Assessment and Program Alignment

Description: Through properly structured program alignment, students acquire the skills and knowledge necessary to perform at grade level as demonstrated through the implementation of formative assessments.

Name: Math Interventions

Description: Implementation of various math interventions, to include, but not limited to, GradPoint in Algebra I courses and Math 180 curriculum.

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

No.

School Support Team or Expedited Review

Has (or will) the school participated in an 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.

Yes. The Sand Creek Zone has partnered with the StuderK group to provide school leadership support and training for the 2016-2017 school year.

Improvement Plan Information

The school/district 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 (CGP)
- ☐ School Improvement Support Grant
- ☐ Other

School Contact Information

Jared Felice
Associate Principal
7005 N. Carefree Circle
Colorado Springs Colorado 80922
Phone: (719) 495-1178
Email: jfelice@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

Description of School:

Sand Creek High School is located on the eastern edge of Colorado Springs and serves approximately 1260 students of Falcon School District #49. Sand Creek High School is an authorized International Baccalaureate school. Our 9th and 10th graders may choose to enroll in the Middle Years Programme (MYP) and take classes covering all areas of IB curriculum. Our 11th and 12th graders may choose from the IB Diploma Program, concurrent enrollment courses, and/or general education courses. Sand Creek High School has a strong English Language Development program that serves approximately 4% of our students. Students with an Individualized Education Plan make up 15% of our population. Our student sub-populations include 12% African-American, 24% Hispanic, 5% Asian, and 8% multiple races.

Notable Changes:

As of July 2016, Sand Creek High School revised its leadership structure to waive (via School District #49 Board of Education) the position of a traditional building principal. The current leadership structure consists of the following positions: three associate principals, four teacher leaders, and two deans. Administrative duties were redistributed among the nine leadership positions.

Process Utilized for UIP Development:

The school's leadership team and faculty analyzed IB, DP, and ACT data during professional development days and PLC (Professional Learning Community) meetings beginning in August.

Campus Council (participating faculty members), teacher leaders, and administration and the School Accountability Committee members (teacher representatives, parent representatives, and administration representatives) analyzed the three-year School Performance Frameworks to identify and discuss trends, propose and analyze root causes, and to propose and revise previous strategies aimed at addressing root causes.

The UIP leadership team compiled the results and continued the focus on three improvement strategies.

All stakeholders were presented with and provided the opportunity to provide input into the proposed strategies.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Prior Year Target: *No academic achievement target for 2015-2016*

Performance:

Academic Achievement (Status) Reflection

Performance Indicator: Academic Growth

Prior Year Target: *Prior Year Target: The percentile ranking on CMAS PARCC for academic growth in 2016 for students scoring proficient and advanced was at the 40th percentile for reading.*

Performance: *Performance on Target: Sand Creek High School met the target for academic growth with a score in the 41st percentile.*

Prior Year Target: Prior Year Target: The percentile ranking on CMAS PARCC for academic growth in 2016 for student scoring proficient and advanced will be at the 35th percentile for math.

Performance: Performance on Target: Sand Creek High School met the target for academic growth with a score in the 43rd percentile.

Prior Year Target: Prior Year Target: The percentile ranking on CMAS PARCC for academic growth in 2016 for students scoring proficient and advanced will be at the 35th percentile for writing.

Performance: Performance on Target: Sand Creek High School has met the target for academic growth with a score in the 41st percentile.

Academic Growth Reflection

Performance Indicator: Disaggregated Achievement

Prior Year Target: No target for disaggregated achievement.

Performance:

Disaggregated Achievement Reflection

-

Performance Indicator: Disaggregated Growth

Prior Year Target: No target for disaggregated growth.

Performance:

Disaggregated Growth Reflection

Performance Indicator: English Language Development and Attainment

Prior Year Target: No target for English Language Development and Attainment.

Performance:

English Language Development and Attainment Reflection

Performance Indicator: Other

Prior Year Target: Not applicable.

Performance:

Other Reflection

-

Performance Indicator: Postsecondary & Workforce Readiness

Prior Year Target: SCHS juniors will score on average an ACT composite score of 20.3. SCHS will continue to work toward increasing the average ACT composite score to meet or exceed the district goal of 22.

Performance: In 2016, SCHS juniors scored an average composite of 19.5 on the ACT.

Postsecondary & Workforce Readiness Reflection

Performance Indicator: Student Behavior

Prior Year Target: No target on student behavior.

Performance:

Student Behavior Reflection

-

Performance Indicator: Student Engagement

Prior Year Target: No target on student engagement.

Performance:

Student Engagement Reflection

Current Performance

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.

Preliminary results from the 2016 CMAS 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 2016 CMAS 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 2016 CMAS 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 did meet the federally required 95% student participation rate in English Language Arts, Math of the CMAS PARCC as well as in the COACT, administered assessments during the 2015-2016 school year, but did not meet the 95% student participation rate in Science (86%).

- *SCHS will communicate with students and parents the importance of student participation in CMAS PARCC assessments and the reporting of the scores and data.*

Trend Analysis

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



Sand Creek High School achievement status as measured by PARCC last spring is "Approaching" in ELA and Math. 9th and 10th grade ELA scores exhibit a declining trend over the last three years, as do 9th and 10th grade Math scores. The three year trend is notable in that SCHS is not trending upward in either math or ELA. Moreover, academic achievement is pulling down the total percentage of SPF points earned by SCHS. SCHS is .6% above the threshold for an overall "Performance" rating. (Source: SPF)

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



Sand Creek High School academic growth status as measured by PARCC last spring is "Approaching" in ELA and Math. SCHS is not meeting the 50th MGP in ELA and math. Specifically, 9th and 10 grade ELA scores exhibit a declining trend over the last years, as do 9th and 10th grade math scores. The three year trend is notable in that SCHS is not trending upward in either math or ELA. Academic growth is pulling down the total percentage of SPF points earned by SCHS. SCHS is .6% above the threshold for an overall "Performance" rating. (Source: SPF).

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***



Sand Creek High School postsecondary and workforce readiness status as measured by COACT and the graduation rate, rates as "meets." The overall graduation rate of 96.6% is well-above the state average graduation rate, which strongly influences an upward trend in postsecondary and workforce readiness. However, the COACT average of 19.8 still remains below the state average. The Postsecondary & Workforce Readiness status for the SPF 2016 rates as "meets."

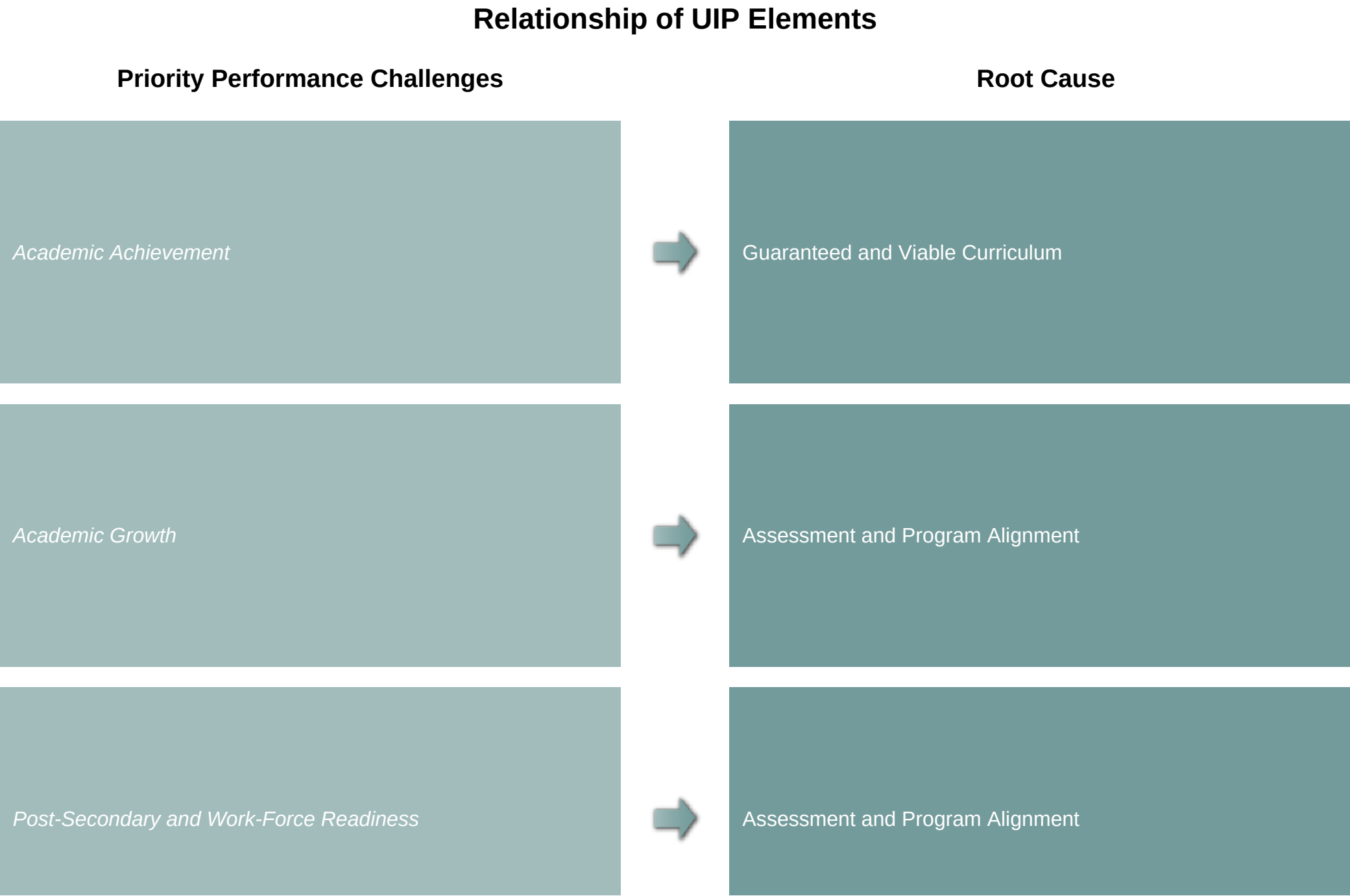
*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Postsecondary & Workforce Readiness***

Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

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





Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Preliminary results for the 2015 CMAS PARCC assessment and the 2016 ACT indicate on-going deficits in the indicated growth gaps areas and in post-secondary workforce readiness.

Although 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.

Provide a rationale for how these Root Causes were selected and verified:

The Root Causes were selected from the 2015-2016 SPF report. The Root Causes were established from internal and external reviews (International Baccalaureate, SchoolWorks, and faculty, student, and community survey(s) who provided data on school climate and performance.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Academic Achievement

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		
Annual Performance Targets	2016-2017:	Per the 2017 SPF, academic achievement is targeted for the 50th percentile for a rating of "meets."
	2017-2018:	
Interim Measures for 2016-2017:		-ACT Aspire data for interims 1-3.

Priority Performance Challenge : Academic Growth

Performance Indicator:	Academic Growth

Measures / Metrics:		
Annual Performance Targets	2016-2017:	Per the 2017 SPF, academic growth is targeted for the 50th percentile for a rating of "meets."
	2017-2018:	
Interim Measures for 2016-2017:		-ACT Aspire data for interims 1-3.

Priority Performance Challenge : Post-Secondary and Work-Force Readiness

Performance Indicator:		
Postsecondary & Workforce Readiness		
Measures / Metrics:		
Annual Performance Targets	2016-2017:	Based on 2015-2016 PSAT results, SCHS will target a score of 915 or above on the SAT.
	2017-2018:	
Interim Measures for 2016-2017:		-Practice PSAT that will be administered on January 10, 2017.

Planning Form

Major Improvement Strategy Name: SAT Readiness

Major Improvement Strategy Description: Ensure 11th grade students are SAT ready by implementing assessment-specific lessons in core classes.

Associated Root Causes:

Assessment and Program Alignment: SCHS has not aligned assessments to curriculum and programs, nor have results been analyzed in order identify and address content gaps and skill deficiencies.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Kahn Academy	Personalized playlist through Kahn Academy based on PSAT scores.	09/05/2016 04/07/2017	Kahn Academy	SCHS administration	In Progress	This School Year
Study Sessions	12, 45 minute study sessions on Kahn Academy prior to test in April, 2017	09/05/2016 04/07/2016	Kahn Academy	SCHS teaching staff	In Progress	This School Year
SAT Practice	All juniors will take practice SAT test in January.	12/12/2016 01/20/2017	SAT Preparation Materials	SCHS leadership team	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Kahn Academy	SCHS will examine the rate of participation on Kahn Academy every two weeks.	09/05/2016 04/07/2017	SCHS Admin and Teacher Leaders	Partially Met	This School Year
	Study Sessions	SCHS Leadership will monitor the number of study sessions completed by juniors on a monthly basis.	09/05/2016 04/07/2017	SCHS Admin and Teacher Leaders	Partially Met	This School Year
	SAT Practice	SCHS Leadership will receive permission to schedule an SAT practice test.	12/12/2016 01/20/2017	SCHS Admin	Not Met	This School Year

Major Improvement Strategy Name:

Assessment and Program Alignment

Major Improvement Strategy Description:

Through properly structured program alignment, students acquire the skills and knowledge necessary to perform at grade level as demonstrated through the implementation of formative assessments.

Associated Root Causes:

Assessment and Program Alignment: SCHS has not aligned assessments to curriculum and programs, nor have results been analyzed in order identify and address content gaps and skill deficiencies.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Success Criteria	Students will understand and be able to articulate success criteria for units of instruction.	08/01/2016 05/26/2017	Success criteria rubric(s)	SCHS administration, teaching staff	Not Started	Next School Year
Formative Assessments	Students will be formatively assessed within ELA and math	08/01/2016 05/26/2017	Formative assessments	SCHS teaching staff	In Progress	This School Year
Common Assessment	9th and 10th grade teachers will develop common quarterly assessments in math and ELA	01/09/2017 05/26/2017	Curriculum maps, instructional resources	SCHS core teaching staff	Not Started	This School Year
Visible Learning	Teachers will be provided specific training (Visible Learning) in providing feedback to students on performance.	08/01/2017 05/26/2017	V.L. academic materials	SCHS administration, teaching staff	Not Started	Next School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Formative Assessments	Math and ELA teaching staff will collaboratively develop aligned assessments to further gauge student understanding and skill application.	08/01/2016 05/26/2017	SCHS teaching staff	Partially Met	This School Year
	Common Assessment	Through PLC sessions and professional development opportunities, 9th and 10th grade math and ELA teachers will collaboratively develop assessments quarterly assessments. Completed assessments will be pre-approved by SCHS admin.	01/09/2017 05/26/2017	SCHS math and ELA teachers	Not Met	This School Year
	Visible Learning	Following Visible Learning training, teachers will be required to develop measures feedback for students	08/01/2017 05/25/2018	SCHS admin and teaching staff	Not Met	Next School Year

regarding their performance, specifically in math and ELA.

Success Criteria	Teaching staff will collaboratively develop elements of a success criteria.	08/01/2017 05/25/2018	SCHS admin and teaching staff	Not Met	Next School Year

Major Improvement Strategy Name:

Math Interventions

Major Improvement Strategy Description:

Implementation of various math interventions, to include, but not limited to, GradPoint in Algebra I courses and Math 180 curriculum.

Associated Root Causes:

Guaranteed and Viable Curriculum: Math: SCHS lacks math interventions to address student gaps in understanding and content application.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Math 180	Implement Math 180 for 9th graders performing below grade level	08/02/2016 05/26/2017	Inventory data, 180 curriculum	SCHS math teaching staff	In Progress	This School Year

	expectations as measured by math inventory.					
Grouping	Utilize flexible grouping to provide interventions during the school day for students performing below expectations.	08/02/2016 05/26/2017	Instructional support, curriculum	SCHS math teaching staff	In Progress	This School Year
Math Inventory	Utilize Math Inventory as a universal screener to identify students performing grade level and appropriate interventions.	08/02/2016 05/26/2017	Inventory data	SCHS administration, counseling	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Math 180	All 9th grade students were probed with math inventory and if they were significantly below grade level, they were concurrently in a math lab as math intervention.	08/02/2016 05/26/2017	SCHS administration, counseling	Met	This School Year
	Grouping	Through	08/02/2016	SCHS math	Partially Met	This School Year

personalized learning, teachers are able to pull students with similar content skill gaps and provide individualized support.

05/26/2017

teaching staff

Math Inventory

Ensure 8th graders are probed with math inventory prior to 2017-2018 registration.

08/02/2016
05/26/2017

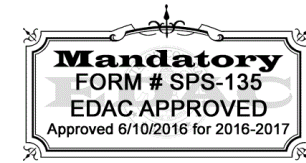
SCHS
administration,
counseling

Partially Met

This School Year

Addenda

Attachments List



**STETSON ELEMENTARY SCHOOL UIP
2016-17**

District: **FALCON 49** | Org ID: **1110** | School ID: **8266** | Framework:
Performance Plan | Draft UIP

Colorado's Unified Improvement Plan for School (2016-2017)

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Executive Summary

How are students performing? Where will the school focus 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, PWR), where the School did not meet federal, state and/or local expectations.

Name: Reading Proficiency K-5

Description: Reading Proficiency: The end of the 2016-17 school year data indicated that a three year slide in reading achievement had been halted. At EOY 83% of our students were reading at benchmark. Primary Literacy is a priority improvement area for the district and the state so our challenge will be to continue our current positive trend in reading proficiency.

Name: Math Proficiency

Description: Math Proficiency: Stetson students currently score at the 60th percentile in Math, but data indicates only 39% of our students met or exceeded on PARCC and growth data suggests students are not making much progress on a year to year basis.

Why is the education system continuing to have these challenges?

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

Name: CAS Alignment

Description: 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.

Name: Differentiated Instruction

Description: Continue to provide, training, resources and common assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.

Name: Data Driven Instruction

Description: Data-Driven Instruction: Teachers lack an advanced understanding of how to use data to increase student achievement and growth.

Name: Math Curriculum

Description: Current curriculum is not totally aligned with CAS.

Name: Scientifically Researched Interventions

Description: Provide, and ensure teachers are implementing, scientifically researched interventions during in class intervention time.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Establish Collaborative Examination of CAS and Student Progress Towards Goals

Description: 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. Teachers will regularly analyze student progress data and adjust interventions and instruction to ensure every child succeeds.

Name: Support Educator Effectiveness

Description: -Teachers will regularly come together to examine data and discuss student progress toward learning goals. During this process instruct teachers in proper analysis of data, tools available to identify areas of weakness, and resources to help improve student performance.
-Continue to refine the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement

Name: Teachers maintain a positive learning environment

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

No

School Support Team or Expedited Review

Has (or will) the school participated in an 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.

Improvement Plan Information

The school/district 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 (CGP)

☐ School Improvement Support Grant

☐ Other

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

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 500 students enrolled with a teaching staff of 36 teachers. Our students come from a wide cultural background and 31% of our students are eligible for free and reduced lunch.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Prior Year Target: 82% of students will achieve benchmark on the DIBELS Next assessment

Performance: 83% of students achieved benchmark on DIBELS Next assessment at the EOY 2016.

Prior Year Target: Math performance in 5th grade will increase from the 49th percentile to the 60th percentile.

Performance: Overall math performance at Stetson declined to the 48th percentile indicating suboptimal performance.

Prior Year Target: Increase ELA percentile rank from 61 to 65.

Performance: Stetson exceeded its target by three percentile points. Overall ELA was the 68th percentile

Academic Achievement (Status) Reflection

Stetson's improvement in both ELA and Math PARCC percentiles indicates that the school is moving in the correct direction with regards to academic achievement. This improvement is also reflected in our DIBELS Benchmark percentages which have grown significantly since December of 2015.

Performance Indicator: Academic Growth

Prior Year Target: Stetson did not have Academic Growth Targets last year.

Performance:

Academic Growth Reflection

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

•

Performance Indicator: Postsecondary & Workforce Readiness

Postsecondary & Workforce Readiness Reflection

Performance Indicator: Student Behavior

Student Behavior Reflection

•

Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

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.

Our current academic performance can best be described as improving. 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 PARCC assessment, we scored in the 68th percentile in achievement with an MGP at the 49th percentile.

MATH PARCC

On the state PARCC assessment our percentile ranking improved to the 60th percentile.

DIBELS Next

The school made a substantial turnaround in DIBELS Next Composite scores last year. Students meeting benchmark last year increased to 83% of the student body as a whole and up to 87% in the critical K-3 grade levels..

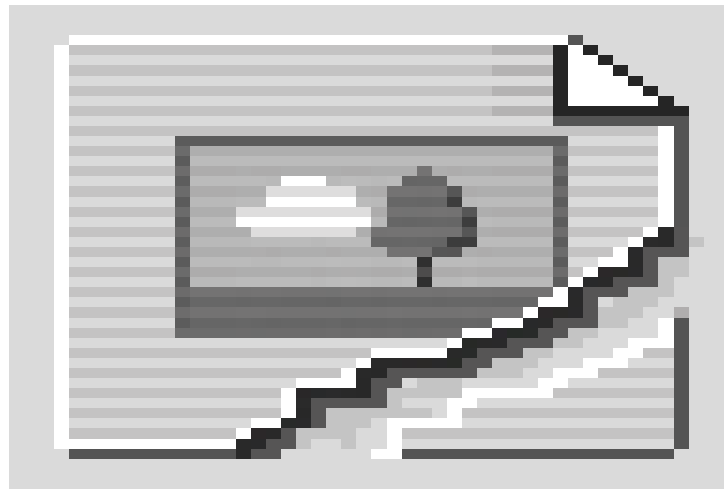
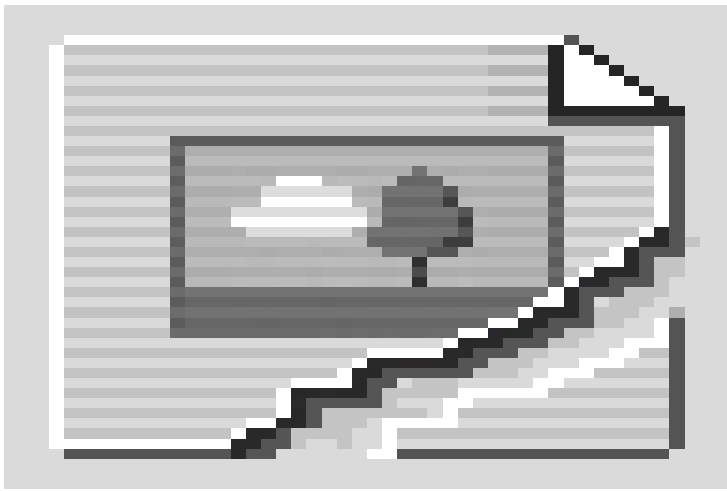
The schools achievement and growth both trended up at the EOY 2016, arresting a three year trend in the negative direction. We increased both achievement and growth.

2014 - 79% of students achieved benchmark at EOY

2015 - 75% of students achieved benchmark at EOY

2016 - 83% of students were achieving benchmark EOY

School growth of students to Benchmark as continued to decline.



DISAGGREGATED DATA:

Achievement:

Students with Disabilities did not meet state expectations in ELA and math achievement, scoring in the 1st and 2nd percentiles respectively. Minority students and Free/Reduced Lunch Students Meet ELA Achievement expectations with 58th and 61st percentiles. Both of these groups are approaching expectations in Math.

Growth:

Minority students and Free/Reduced Lunch Students Meet ELA Growth expectations with a MGP of 52 and 64. Students with Disabilities did not meet expectations in ELA, 29th percentile.

In Math, Minority students met expectations with an MGP of 52. Free/Reduced Lunch Students and Students with Disabilities were approaching expectations with MGPs of 43 and 49.5.

Trend Analysis

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



The school made a substantial turnaround in DIBELS Next Composite scores last year. Students meeting benchmark last year increased to 83% of the student body as a whole and up to 87% in the critical K-3 grade levels.

*Trend Direction: **Decreasing then increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***



Stetson continues to make incremental improvements in overall math achievement obtaining a 60th percentile rating this year. Our percentages of P/A students continues to climb and our school continues to perform above the state averages.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



While ELA Growth for the whole school is approaching expectations at the 49th percentile, Free and reduced lunch students and minority students met expectations at 54th and 53rd percentiles.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Disaggregated Growth***

Additional Trend Information:

The trend for student growth in reading 2012 - 2015 was declining at a fairly alarming rate, falling from 83% of our students reading at benchmark, to a low of 75% of students at benchmark as measured by DIBELS Next. This trend has been reversed and the school achieved 83% at benchmark with an 18% increase in benchmark readers when comparing BOY and EOY data. This positive trend continues in the 2016-17 school year.

Priority Performance Challenges and Root Cause Analysis

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

Relationship of UIP Elements

Priority Performance Challenges



Root Cause



Reading Proficiency K-5



Differentiated Instruction
Data Driven Instruction
Scientifically Researched Interventions

Math Proficiency



Math Curriculum
Differentiated Instruction





Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Primary literacy continues to be a top priority for Falcon School District 49 and Stetson Elementary. Our intense focus on improving literacy has begun to pay off. DIBELS scores are making marked improvement. Our PARCC scores show positive growth in achievement. Teachers recognize the absolute importance of reading to the success of a student's academic career, and raising student achievement in this area is an absolute priority.

In Math, we continue to see a growth in overall achievement data, but it is minor. An increase in urgency, better use of resources to meet curriculum needs as well as establishing small group interventions will be necessary to make the modest growth we would like to see. This must all be done without disrupting the positive momentum we've developed in improving ELA.

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.

Provide a rationale for how these Root Causes were selected and verified:

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. Much progress has been made in this area but it remains a root cause.

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. In 2016, a much more intense and focused intervention program was adopted and embraced by teachers.

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.

Additional Narrative / Conclusion

After considering all aspects of school performance

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Reading Proficiency K-5

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		R
Annual Performance Targets	2016-2017:	86% of students will achieve benchmark on the DIBELS Next Assessment
	2017-2018:	88% of students will achieve benchmark on the DIBELS Next Assessment
Interim Measures for 2016-2017:		DIBELS Benchmark and progress monitoring. Lexia Core 5. Sonday Systems. SIPPS.

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		R
Annual Performance Targets	2016-2017:	Increase ELA performance on the PARCC Assessment to the 69th percentile.

Targets	2017-2018:	
Interim Measures for 2016-2017:		CKLA Unit assessments. DIBELS Next Benchmark Assessments DIBELS Progress Monitoring

Priority Performance Challenge : Math Proficiency

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	Increase Math performance on the PARCC Assessment to the 63rd percentile.
	2017-2018:	
Interim Measures for 2016-2017:		Grade level formative assessments.

Planning Form

Major Improvement Strategy
Name:

Establish Collaborative Examination of CAS and Student Progress Towards Goals

Major Improvement Strategy
Description:

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. Teachers will regularly analyze student progress data and adjust interventions and instruction to ensure every child succeeds.

Associated Root Causes:

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.

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

Differentiated Instruction: Continue to provide, training, resources and common assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Create ELA Targets	Have teacher teams develop priority outcomes for ELA based on CAS. Teachers will also develop scales that grade			Teachers Administrators	In Progress	Next School Year

	levels will use to inform students of what it means to be successful a given area.					
Progress Monitoring Tool	Provide all classroom teachers with access to an on-line assessment and progress-monitoring tool that supports the Rtl process and helps teachers to determine gaps in student learning and drive instructional decision-making.	08/04/2014 05/26/2018	\$3500 local funding	All teachers and administration.	In Progress	This School Year
Proper use of CAS	Train staff to use CAS to create lesson learning objectives that accurately reflect the spirit of the state requirements.	08/01/2015 05/26/2017	N/A	Admin and classroom teachers	In Progress	This School Year
Identify and Implement CAS aligned math curriculum	Examine and pilot potential math curriculum to determine its alignment with CAS and usability in classrooms.	04/04/2016 05/26/2017	Local resources to purchase materials for pilot program	Teachers and administrators.	In Progress	Next School Year
Implementation Benchmark Associated with MIS						

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name:

Support Educator Effectivness

Major Improvement Strategy Description:

-Teachers will regularly come together to examine data and discuss student progress toward learning goals. During this process instruct teachers in proper analysis of data, tools available to identify areas of weakness, and resources to help improve student performance. -Continue to refine the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement

Associated Root Causes:

Differentiated Instruction: Continue to provide, 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 advanced understanding of how to use data to increase student achievement and growth.

Scientifically Researched Interventions: Provide, and ensure teachers are implementing, scientifically researched interventions during in class intervention time.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Develop Common Learning Goals and Scales	Have teacher teams develop common learning	05/30/2016 01/02/2017	None	Administration. Teachers.	Not Started	This School Year

objectives and
scales for use
school wide.

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name:

Teachers maintain a positive learning environment

Major Improvement Strategy Description:

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

Associated Root Causes:

Differentiated Instruction: Continue to provide, 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 advanced understanding of how to use data to increase student achievement and growth.

Action Steps Associated with MIS

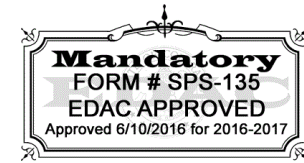
Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Addenda

Attachments List



SKYVIEW MIDDLE SCHOOL UIP 2016-17 District: **FALCON 49** | Org ID: **1110** | School ID: **7960** | Framework:
Performance Plan | **Draft UIP**

Colorado's Unified Improvement Plan for School (2016-2017)

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Name: Students with Disabilities

Description: For the past four years, on TCAP and CMAS PARCC Students With Disabilities have been scoring in the 1st percentile rank

(Does Not Meet Rating on the SPF). Our IEP students in math scored at the 38 percentile which is lower than the state expectation of being in the 50th percentile.

Name: CMAS Science Achievement

Description: The percent of student that are at the met or exceeded level on the CMAS Science assessment is 30% of our 8th grade population.

Name: Math Achievement

Description: Although we met the state expectation for academic achievement (Mean Scale Score) in math for our school, individual grade levels achievement scores were not that high. In 6th grade only 29% of the student were at the met or exceeded level, only 25% of the students in 7th grade were at the meet and exceeded level and in 8th grade math 24% of the students were at the met and exceeded level.

Why is the education system continuing to have these challenges?

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

Name: Differentiated Instruction

Description: Teachers are struggling overall with the expectation and follow through with general differentiation in the classroom. We need to continue to seek strategies in the general education classroom that promotes growth for all students, especially those student that are at risk. Our teachers' substitute accommodations for instructional differentiation which does not promote genuine achievement or growth.

Name: Pace of Learning

Description: 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 find that IEP students need more time than what is currently scheduled for gap filling intervention, practice time, and one on one targeted support. 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?).

Name: Data-Driven Instruction

Description: Use formative and summative data to drive curriculum decision making and to address gaps in knowledge.

Name: Alignment with Colorado Academic Standards

Description: Work needs to be continued in analyzing the Prepared Graduate Competencies and grade level expectations for 6th-8th grade science curriculum.

Name: Vertical Alignments

Description: Teachers are in need of meeting with grade level vertical teams to align curriculum. This will minimize overlapping content and free up time to go deeper with content. We also need to include feeder elementary schools and high school in vertical content meetings.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Focused Curriculum Alignment

Description: 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.

Name: Effective Instruction

Description: Teachers will be able to meet the needs of all students in their classroom by using a variety of different instructional strategies and progress monitor to support the differentiated needs of all learners.

Name: Relational Framework

Description: 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, Path 2 Empathy Relational Frameworks and other positive culture building programs.

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

This school has not received any grants connected to school improvement efforts.

School Support Team or Expedited Review

Has (or will) the school participated in an 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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The school/district 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 (CGP)

☐ School Improvement Support Grant

☐ Other

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

Skyview Middle School has been open for 17 years and at the end of the '15-'16 school year housed a population of 1135 students in 6th, 7th and 8th grade. Due to a final boundary change with a neighboring middle school, our population has decreased by approximately 60 students thus leaving us with a middle population of 1085. Our largest group is 7th grade at 385 students.

Our neighborhood is rapidly expanding with new housing developments opening continuously which we anticipate will bring us additional students. Our staff consists of 61 licensed teachers, 3 licensed counselor, 4 licensed administrator and 37 classified staff. Of those mentioned 12 are new to the building this year. We also have 9 licensed teachers with under three years of experience and 32 have taught for 10 or more years. We actively host student teachers throughout the year and we currently support 10 different student teachers in one capacity or another this school year. Our staff currently consists of 8% minority and 78% female and 22% are male.

Approximately 34.39% of our total population in 2015 is Free and Reduced Lunch students and this year (2016) we have remained steady at 34.63% classified as FRL status. Our ELD population is currently around 7% 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 44% Minority students with the current break out of 22% Hispanic, .08% American Indian, 4% Asian, 9% Black, 0.3% Native Hawaiian, and 8% two or more races. 56% of our population is white. 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 (120 students) has an active IEP. 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 included 8th grade Algebra I, Gifted students, and 8th grade ELA. In 2016, we had great growth specifically in language arts across all three grade levels. For the second year in a row, Algebra 1 had 100% met or exceeded in performance.

To begin the 2016-2017 school year, we implemented a data committee to analyze a wide range of data including PARCC, CMAS, ACT Aspire, SMI/SRI, reading and local survey data. In addition 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 through content meetings 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 Aspire. We are in an initial year of understanding how that data relates to our curriculum and student growth. 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. We have also spent time analyzing local data, specifically ACT Aspire, SMI, SRI, Reading Plus, Insight, AIMS web, and other in house measures. Our plan will be 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 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.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Academic Achievement (Status) Reflection

Performance Indicator: Academic Growth

Prior Year Target: 2015-2016 Skyview Middle School students will increase the schools growth percentile in math to the 68th percentile.
Performance: Target partially met.

Academic Growth Reflection

We scored at the 52nd percentile in math overall for the building. We did not meet the 68th percentile, but we did get a rating of meets on our school SPF.

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

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Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

-

Performance Indicator: Postsecondary & Workforce Readiness

Postsecondary & Workforce Readiness Reflection

Performance Indicator: Student Behavior

Student Behavior Reflection

-

Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

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.

Review of Current Performance

To begin the 2016-2017 School Year, we implemented a school data committee and utilized our school data team which consists 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. 2016-2017 was the first year for our school to participate in the ACT Aspire Assessment (as a replacement for Scantron/Beacon) 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. In 2015, our overall participation rate declined to 94.7% , but in 2016 we again met the state requirement of 95%. Our content level break outs are ELA 99%, Math 99% and 8th grade Science 97% (Accountability Participation Rate). 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

Disaggregated Data:

Overall our Multi-Race, Black and Hispanic students all perform within 10% of our white students (58% Met/Exceeded). Our Asian Students score at 75% Met/Exceeded. Asian students overall, score high with 91% of our 8th grade Asian students scoring Met/Exceeds.

Females did better than males in all grade level and performed at a higher percentile rank.

Minority Gap for 6th grade ELA is smaller

ELL student in ELA showed almost as much growth as the Non ELL kids; beat the district and State by over 20 points.

Gifted students had higher growth than their peers and scored 20 points higher than the district/state.

IEP students scored at the 58th growth percentile in ELA, higher than the district and state. Non-IEP students performed in the 81st percentile for growth.

Minority scored 20 or more points higher than the state and the district in ELA.

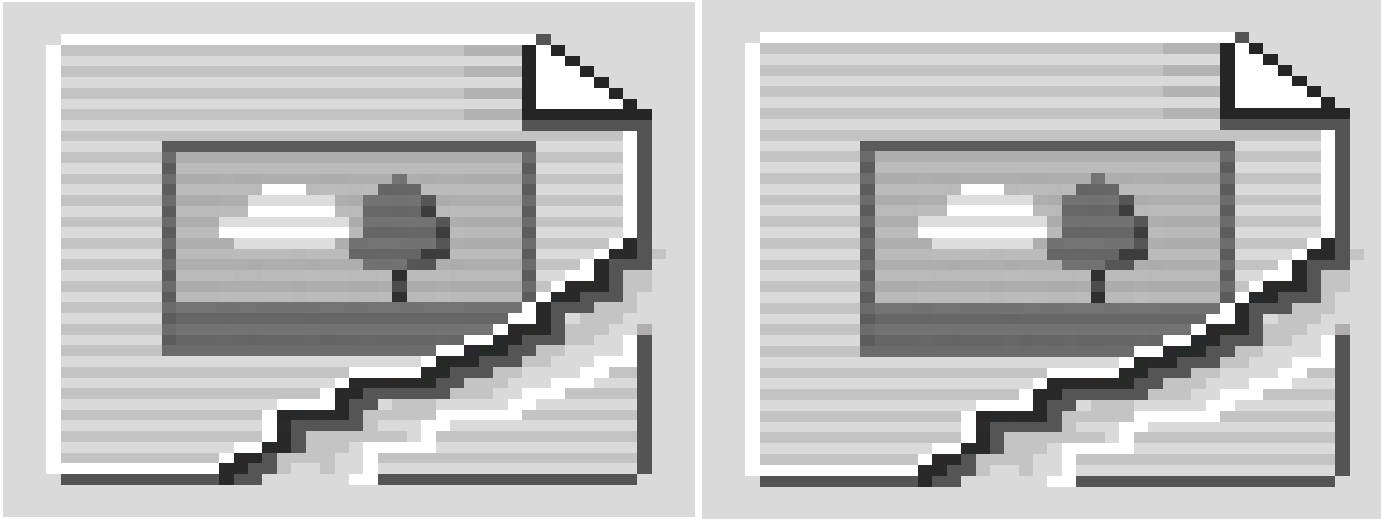
Overall Observations:

We are above the state, district and almost all surrounding schools in regards to total percent in the Met/Exceeded category, and in growth as well. All three grade levels increased the number of total students in the Met/Exceeded category by 15% or more compared to the previous year. This is a huge celebration for our building.

In 8th grade the #'s for Met/Exceeded almost doubled in each category from the previous year. In 7th grade the #'s for Exceeded doubled from the previous year.

In all grades, writing appears to be a strength. (Written Expressions and Conventions). Vocabulary continues to be an area of focus.

Overall Growth for the whole school is at the 79th percentile (6th grade at the 73.5 percentile, 7th grade at the 78th percentile and 8th grade at the 85 percentile), beating the district and state by more than 20 percentile points.



PARCC Math

Disaggregated Data:

Girls scored equal to the number of boys in the Met/Exceeded category while Girls in 6th and 7th grade did better. In addition, Girls are in a higher percentile group.

Many more black students in the partially met category than the other demo groups.

The number of kids that did not meet is highest for our black population.

Higher gap between demographic groups, with Asian scoring the highest.

ELL students are in the 49th percentile, very close to the state requirement of 50th percentile, while remaining above the state and district.

Gifted students had higher growth than their peers in Math, as well as, higher growth than the district and state

IEP students scored at the 38th growth percentile in Math which was almost the same for the district and state. Non-IEP students scored in the 53rd percentile in math.

In Math, Minority are within 2% points of their non peers and beat the state and district.

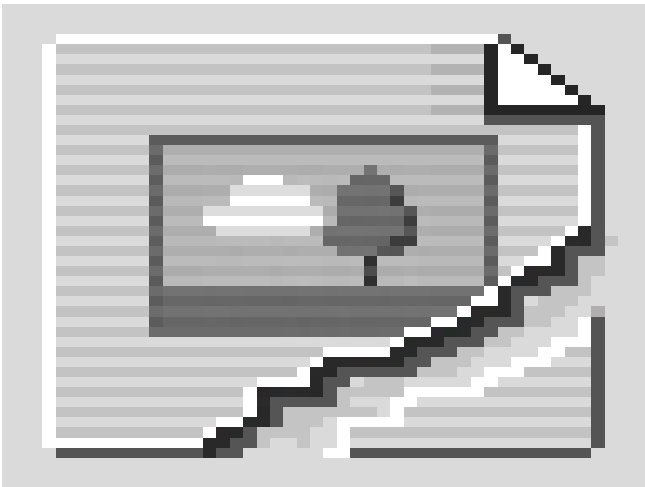
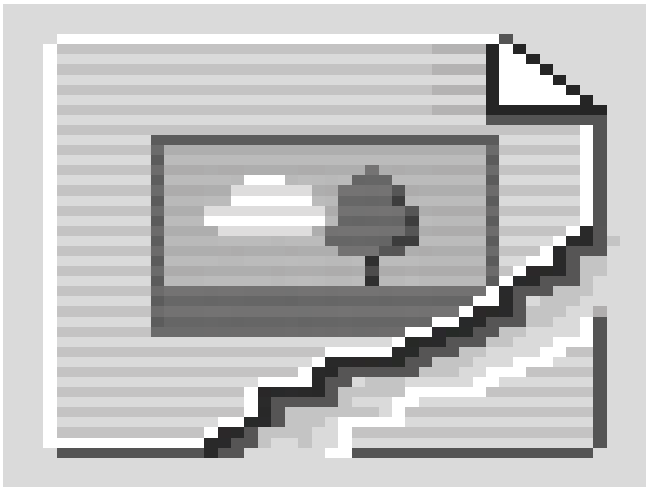
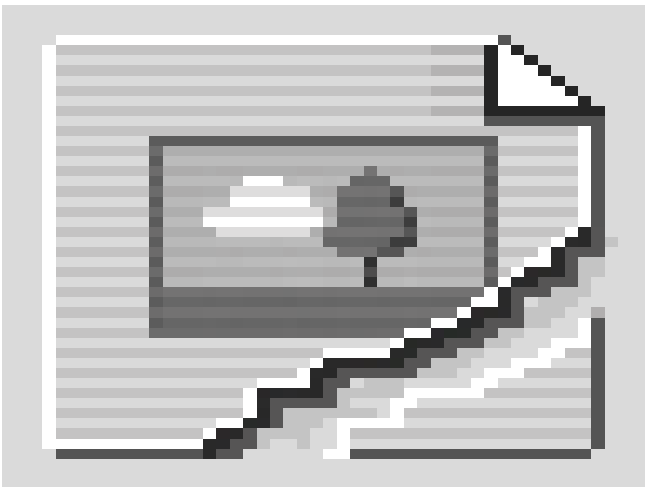
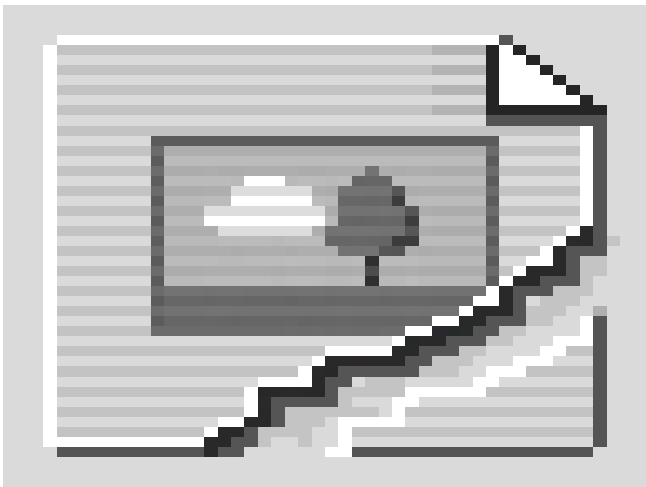
Overall Observations:

All grade level math performances are generally the same as the previous year's performance. We performed slightly above the district schools and generally in line with the state performance.

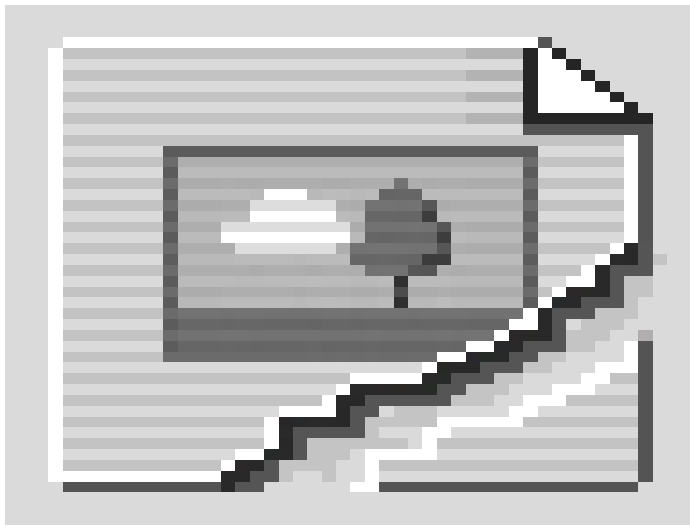
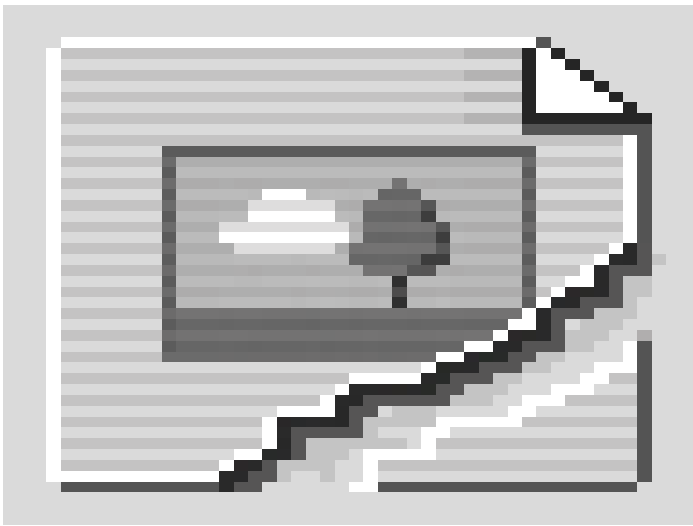
Every subcategory for all grade levels is well below 50% Meets/Exceeds. All performance categories in the 8th grade are generally even in percentage numbers.

100% of our Algebra students scored at the Met/Exceeded category for the second year in a row. These students are outperforming our district, the state and most local comparison schools.

Overall Growth for the whole school is at the 52nd percentile (6th grade at the 43rd percentile, 7th grade at the 56th percentile and 8th grade at the 85 percentile)



Growth Data



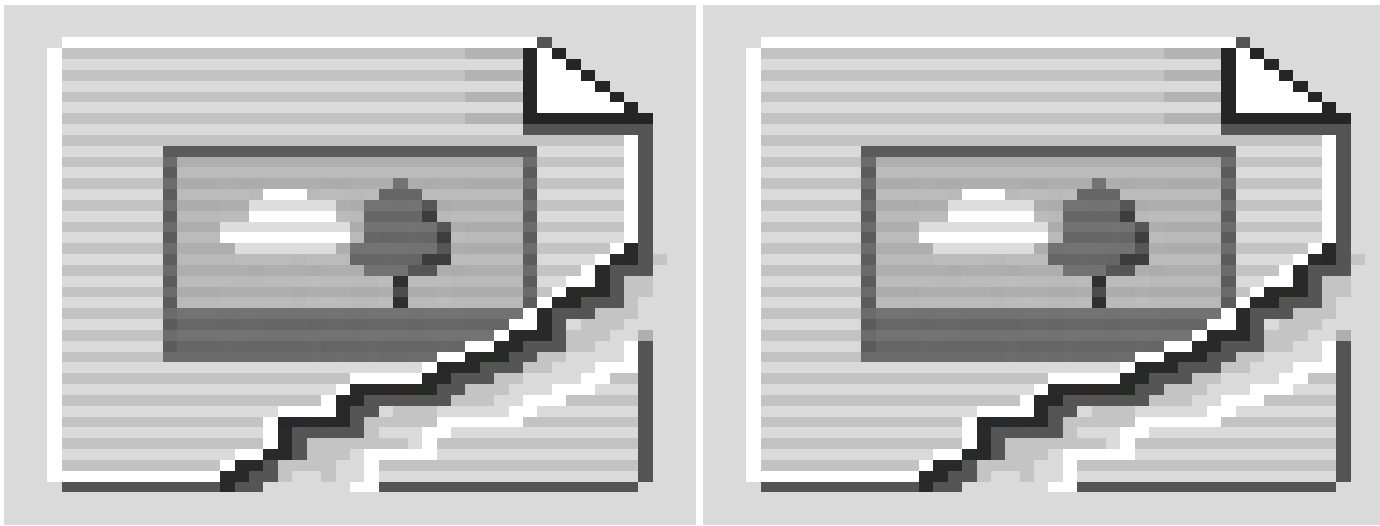
CMAS Science (8th grade)

Overall achievement is the same from last year

Scores are in line with the state and district

Girls scored higher than boys

Asian students out performing white and other race students



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 give quick placement and growth data. 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 data below for 2016-2017 is the beginning of the year data for students at all grade levels. When teachers give the mid year assessment, the data will be updated. The data from the 2015-2106 school year includes numbers at the beginning of the year and then where each of those students scored at the end of the school year.

Data: SMI/SRI finding from 2016-2017

SRI

Beginning of the year data for 6th grade over (57%) half of the kids are either at basic or below in reading.

Beginning of the year data for 7th grade over (52%) half of the kids are either at basic or below in reading. 48% are advanced or proficient. 33% is at the basic, 19% are below.

Beginning of the year data for 8th grade over (50%) half of the kids are either at basic or below in reading. 50% are advanced or proficient.

Things to remember: this is only a reading test as PARCC has a combination of reading and writing.

SMI

Beginning of the year data for 6th grade 61.5% of the kids are either at basic or below in math. 38.5% are advanced or proficient.

Beginning of the year data for 6th grade 78% of the kids are either at basic or below in math. 22.2% are proficient. No students are advanced.

Beginning of the year data for 8th grade 76.5% of the kids are either at basic or below in math. 23.4% are advanced or proficient.

Data: SMI/SRI finding from 2015-2016

More students scored in the proficient and advanced in reading at all three grade levels than they did in math.

Although students grew throughout the year, some did not grow enough to get them out of the below basic or basic category.

SMI/SRI Data for 2015-2016

6th Grade Reading SRI 15-16 data

Total #'s at Beg 15-16	Categories	Below Basic	Basic	Proficient	Advanced	NA
101	Below Basic	53	41	2	2	3
159	Basic	5	66	56	26	6
75	Proficient	0	7	29	32	7
60	Advanced	0	0	10	49	1
37	NA	0	0	0	0	37
432	Total # at then end 15-16	58	114	97	109	54

6th grade Math SMI 15-16 data

Total #'s at Beg 15-16	Categories	Below Basic	Basic	Proficient	Advanced	NA
197	Below Basic	130	27	16	0	23
124	Basic	23	38	46	0	16
73	Proficient	4	11	49	5	4

1	Advanced	0	0	0	1	0
38	NA	0	0	0	0	38
433	Total # at then end 15-16	157	76	111	6	81

7th Grade Reading SRI 15-16 data

Total #'s at Beg 15-16	Categories	Below Basic	Basic	Proficient	Advanced	NA
78	Below Basic	38	26	5	1	8
112	Basic	6	53	36	8	9
97	Proficient	2	7	33	52	3
73	Advanced	0	0	11	55	7
20	NA	0	0	0	0	20
380	Total # at then end 15-16	46	86	85	116	47

7th Grade Math SMI 15-16 data

Total #'s at Beg 15-16 Categories		Below Basic	Basic	Proficient	Advanced	NA
177	Below Basic	98	43	12	0	24
92	Basic	25	29	23	1	14
72	Proficient	6	8	35	7	16
5	Advanced	1	0	0	1	3
32	NA	0	0	0	0	32
376	Total # at then end 15-16	130	80	70	9	89

8th Grade Reading SRI 15-16 data

Total #'s at Beg 15-16 Categories		Below Basic	Basic	Proficient	Advanced	NA
110	Below Basic	66	32	0	0	12
124	Basic	6	72	37	1	8

99	<i>Proficient</i>	0	7	48	33	11
72	<i>Advanced</i>	0	0	12	52	8
19	<i>NA</i>	0	0	0	0	19
424	<i>Total # at then end 15-16</i>	72	111	97	86	58

8th Grade Math SMI 15-15 data

<i>Total #'s at Beg 15-16 Categories</i>		<i>Below Basic</i>	<i>Basic</i>	<i>Proficient</i>	<i>Advanced</i>	<i>NA</i>
219	<i>Below Basic</i>	143	51	11	0	14
98	<i>Basic</i>	25	40	27	3	3
75	<i>Proficient</i>	6	15	32	15	7
17	<i>Advanced</i>	0	2	1	14	0
14	<i>NA</i>	0	0	0	0	14
423	<i>Total # at then end 15-16</i>	174	108	97	109	54

Reading Plus Data

Reading Plus is a reading intervention program that we use to support growth in fluency and comprehension. We have IEP 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

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.

ACT Aspire Data

ACT Aspire is a new assessment that we are using this year as a district assessment to measure how well our students are doing on the College and Career Readiness standards. We have chosen to take the Interim 1 and 4 assessments and the summative assessment at the end of the year. According to the first Interim assessment, 51% of our students are in 7th are proficient in English; 62% of our 6th graders and 58% of our 8th graders are proficient at reading. In Science, the over all proficiency average for our school was 53% with a grade level breakdown of 55% proficient in 6th grade, 55% proficient in 7th grade and 50% proficient in 8th grade. In Math, the over all proficiency average for our school was 34% with a grade level breakdown of 33% proficient in 6th grade, 33% proficient in 7th grade and 37% proficient in 8th grade. Our next interim

assessment will be completed in the Spring of 2017 as well as the summative assessment.

Survey Data

Cultural Capacity Survey- By state law, our district has created a Cultural Compass Survey that is administered two times per year to parent and students. Significant data pulled from that report helps us understand our school climate, the safety and security of our building in terms of student to student relationships and student to adult relationships. We also use this data in our High Reliability School Level 1 certification which focuses on the safety and security of our building in terms student learning. The significant data that will allow us to effect change in our building is the following:

11% of our students have been bullied physically while 27% have seen other students be bullied physically. Only 1% of our students will admit to bullying others physically

23% of our students have been verbally bullied, while 37% have seen other students be verbally bullied. Only 3% of our students will admit to verbally bullying others.

14% of our students have been socially bullied, while 31% have seen other students be socially bullied. Only 3% of our students admit to socially bullying others.

8% of our students have been cyber-bullied, while 21% have seen other students be cyber-bullied. Only 1% of our students admit to cyber bullying.

59% of our students would report unsafe or dangerous behavior anonymously using Safe to Tell and 39% of the students say they would report seeing something dangerous to an adult in the building

52% of our students say that if they saw another students being bullied, they wold try to stop it.

54% of our students except peers if the are different, while 49% see differences as a positive thing

53% of our students feel safe at school regularly, and 59% agree that staff members care about students

32% of the students feel comfortable asking the staff for help and 48% agree that school is a friendly and welcoming environment

40% of the students feel that the staff is fair when disciplining students

68% of the students feel that staff members model character traits that are expected in students

25% of the students believe that students act the same way toward staff as they would in front of their parents and 25% of the students believe that other students follow the rules

39% of the students believe that students make Skyview a better place while 41% agree that they can make a positive difference

In summary, much of the data corresponds to the typical cognitive and social development of a middle school student. However, this gives us good information about students feel about our school. It identifies a couple of areas of concern, one of which is the positive relationships (or lack of) between students and teacher. This information has also inspired to look into other character development programs. We are piloting for the 2106-2017 school year the Path 2 Empathy program with all students. It is an empathy based, positive relationship building program that include real life challenges for our students each quarter.

Health Survey In the 2015-2016 school year our students had the opportunity to participate in the 2015 Healthy Kids Colorado Survey (HKCS). We had 139 students grade 6th -8th grade participate in the survey. The health and the well being of our students is important and the infromation that was provided helps us focus on the physical ad mental well being of your students. Significant data pulled from that report that helps us understand our student body is the following:

38% have daily physical activity (60 minutes per day)

49% have breakfast daily

2.7% have used Marijuana in the 30 days (compared to the states' 4.4%)

3.5% of these students have smoked cigarettes and 13.8 % have used an electronic vapor product

16.7% have tried alcohol

48.4% have been bullied on school property

19.1% have been bullied electronically

36.7% have carried a weapon such as a gun, knife or club

53.1% participate in extra curricular activities

89.1% know an adult who they can talk to with help with a problem

The data indicates to us that we have enough significant issues with the smoking, bullying and student carrying a weapon that we will need to address these issues.

Our participation in extra curricular activities is low in comparison to the state. We sponsor 13 different clubs and offer 9 inter scholastic sports for our students to participate in. The high number of students that can talk to an adult in our building is encouraging and may be an indication that our program implementation of Capturing Kids Hearts is effective.

Trend Analysis

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



Students in the disabilities category has had a "Does Not Meet" rating for the last three years in both Language Arts, Math and the first time in 2016 for Science. This is a notable trend because IEP student achievement is well below the state expectations and is in the 1st or 2nd percentile rank.

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



In 2013, ELL students were in the "Exceeded" category (65th percentile), in 2014, ELL students were in the "Does Not Meet" category (35th percentile) and in 2016 we increased to the "Approaching" category (49th percentile). This is a notable trend because we continue to fluctuate around the 50th growth percentile without consistency.

*Trend Direction: **Decreasing then increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Disaggregated Growth***



As a school, the language arts achievement has shown consistent growth from 2013 to 2106 in percentile rank. In 2013, we were at the 43rd percentile; in 2014, we were at the 42nd percentile; in 2015, we were at the 54th percentile and in 2016 we were at the 78th percentile. This is a notable trend that we are seeing an increase every year.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***

Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

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

Relationship of UIP Elements

Priority Performance Challenges

Students with Disabilities



Root Cause

Differentiated Instruction
Pace of Learning
Data-Driven Instruction

CMAS Science Achievement



Alignment with Colorado Academic Standards
Data-Driven Instruction

Math Achievement



Data-Driven Instruction
Differentiated Instruction
Vertical Alignments





Provide a rationale for why these challenges have been selected and address the magnitude of the overall 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 has not been as effective in supporting these students and we have provided some "double dose" courses, where students fill the gap in math and reading/writing. This is a work in progress as we are making decisions as we are making decisions on curriculum and make the least 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. Over the past couple of years, we are seeing an increase in the percentage of students with IEP's.

As science is a newer area of testing for us, we are focusing on reviewing the science curriculum at all levels to ensure that our students are being exposed to not only the content that is required for them to meet the 50th percentile but also the rigor of meeting the state science standards. Our greatest curriculum concern for science is making sure that we have incorporated the Prepared Graduate Competencies and Grade Level Expectations. The reporting of science on the state level reports is something new for us and we are working at assessing students knowledge of science concepts at the non tested grade levels this includes that the knowledge that they gained at 6th and 7th grade is retained through 8th grade.

Over the past four 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 three different elementary schools, each with its own curriculum and emphasis on math time. However, all three elementary schools are piloting a similar math curriculum this year and we should see a more stable situation of incoming 6th graders. 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.

Provide a rationale for how these Root Causes were selected and verified:

These Root Causes are a result of 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 initiated a school wide data committee whose function is to analyze data into condensed statements. These statements are then shared with the school for further analysis. Our UIP data was specifically analyzed to drive the root cause and target setting process. 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. These Root Causes were determined from the following data sources: PARCC, CMAS, SMI/SRI, Reading Plus, ACT Aspire, Building Cultural and Health Data.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Students with Disabilities

Performance Indicator:		Disaggregated Achievement
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	Increase the mean scale score percentile rank in academic achievement for Students with Disabilities by 5 points annually in English Language Arts.
	2017-2018:	Increase the mean scale score percentile rank in academic achievement for Students with Disabilities by 5 points annually in English Language Arts.
Interim Measures for 2016-2017:		ACT Aspire Interim Assessment 1 and 4, ACT Aspire Summative, SRI, AIMS Web Probes weekly, Moby Max assessments for Reading

Performance Indicator:		Disaggregated Achievement
Measures / Metrics:		M

Annual Performance Targets	2016-2017:	Increase the mean scale score percentile rank in academic achievement for Students with Disabilities by 5 points annually in Math.
	2017-2018:	Increase the mean scale score percentile rank in academic achievement for Students with Disabilities by 5 points annually in Math.
Interim Measures for 2016-2017:		ACT Aspire Interim Assessment 1 and 4, ACT Aspire Summative, SMI, AIMS Web Probes weekly, Moby Max assessments for Math

Performance Indicator:		Disaggregated Achievement
Measures / Metrics:		S
Annual Performance Targets	2016-2017:	Increase the mean scale score percentile rank in academic achievement for Students with Disabilities by 5 points annually in 8th grade Science.
	2017-2018:	Increase the mean scale score percentile rank in academic achievement for Students with Disabilities by 5 points annually in 8th grade Science.
Interim Measures for 2016-2017:		ACT Aspire Interim Assessment 1 and 4, ACT Aspire Summative, classroom assessment.

Priority Performance Challenge : CMAS Science Achievement

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		S
Annual Performance Targets	2016-2017:	Increase the number of students that are in the meet and exceeds category in science achievement at the 8th grade level to 40%.
	2017-2018:	Increase the number of students that are in the meet and exceeds category in science achievement at the 8th grade level to 45%.
Interim Measures for 2016-2017:		ACT Aspire Interim Assessment 1 and 4, ACT Aspire Summative, classroom

assessment.

Priority Performance Challenge : Math Achievement

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	Increase the number of students that are in the meet and exceeds category in math achievement at every grade level by 5% or higher.
	2017-2018:	Increase the number of students that are in the meet and exceeds category in math achievement at every grade level by 5% or higher.
Interim Measures for 2016-2017:		ACT Aspire Interim Assessment 1 and 4, ACT Aspire Summative, SMI, AIMS Web Probes weekly, Moby Max assessments for Math.

Planning Form

Major Improvement Strategy Name:

Focused Curriculum Alignment

Major Improvement Strategy Description:

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.

Associated Root Causes:

Vertical Alignments: Teachers are in need of meeting with grade level vertical teams to align curriculum. This will minimize overlapping content and free up time to go deeper with content. We also need to include feeder elementary schools and high school in vertical content meetings.

Pace of Learning: 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 find that IEP students need more time than what is currently scheduled for gap filling intervention, practice time, and one on one targeted support. 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?).

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Curriculum Guides	Continue to the curriculum cycle process of developing curriculum guides	08/01/2014 05/31/2018	Building and Zone Funding	Principal, assistant principals, instructional coach, teachers, Zone CIA Director	In Progress	This School Year

	for every content area based on CAS.					
Internal School Curriculum Alignment	Vertical alignment 6th - 8th grade to include pacing, units, vocabulary, and scales.	08/01/2014 05/31/2018	Building and Zone Funding	Principal, assistant principals, instructional coach, teachers, Zone CIA Director	In Progress	This School Year
D49 Pathways	Implement ICAP/CIC activities in 6th-8th grade. STEM/CTE initiatives, industry speaker and field experiences.	08/03/2015 05/31/2018	Building and Zone Funding, CTE funds	Principal, assistant principals, teachers, CTE Director, STEM committee, counselors, D49 Pathways personnel.	In Progress	This School Year
Student Support	Maintain opportunities for additional student support (Homework Help, Co-Teaching, Reading Intervention, Saturday School, etc.).	08/03/2015 05/31/2018	Building and Zone Funding	Principal, assistant principals, teachers.	In Progress	This School Year
Vertical Alignment	Vertical alignment with 5th and 6th grade and 8th and high school to include pacing, units, vocabulary, and scales.	08/01/2016 05/31/2018	Building and Zone Funding	Principal, assistant principals, instructional coach, teachers, Zone CIA Director	In Progress	This School Year
Implementation Benchmark Associated with MIS						

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Curriculum Guides	Reestablish curriculum cycle to include unit planning, vocabulary, essential questions, and pacing.	08/01/2016 05/31/2017	Principal, assistant principals, instructional coach, teachers	Partially Met	This School Year
	College in Colorado (CIC)	Meet all CIC benchmarks in grades 6th-8th.	08/01/2016 05/31/2017	Principal, assistant principals, instructional coach, teachers	Partially Met	This School Year
	BEST Robotics	A robotics competition.	08/01/2016 05/31/2017	Gifted and Talented teacher	Met	This School Year
	CTE	Addition of Media Productions as a new course in CTE.	08/01/2016 05/31/2017	Broadcasting teacher, principal	Met	This School Year
	Technology Plan	Implementation building wide of a technology plan.	08/01/2016 05/31/2017	Principal, technology committee	Partially Met	This School Year

Major Improvement Strategy Name:

Effective Instruction

Major Improvement Strategy Description:

Teachers will be able to meet the needs of all students in their classroom by using a variety of different instructional strategies and progress monitor to support the differentiated needs of all learners.

Associated Root Causes:

Differentiated Instruction: Teachers are struggling overall with the expectation and follow through with general differentiation in the classroom. We need to continue to seek strategies in the general education classroom that promotes growth for all students, especially those students that are at risk. Our teachers' substitute accommodations for instructional differentiation which does not promote genuine achievement or growth.

Data-Driven Instruction: Use formative and summative data to drive curriculum decision making and to address gaps in knowledge.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Marzano Instructional Model	Teachers will utilize Marzano Frameworks for classroom instruction.	08/01/2013 05/31/2018	Building and Zone Funding	Principal, assistant principals, instructional coach, teachers, Zone Admin	In Progress	This School Year
Kagan Training	Teachers will attend one or more Kagan Strategies Training throughout the school year.	08/03/2015 05/31/2018	Building and Zone Funding	Principal, assistant principals, instructional coach, teachers, Zone Admin	In Progress	This School Year
Rtl Process	Utilize Rtl process to analyze data and drive instructional practice through effective instructional strategies, increased parent notification and	08/03/2015 05/31/2017	Building and Zone Funding	Principal, assistant principals, instructional coach, teachers	In Progress	This School Year

	curriculum driven by individual needs.					
Differentiation	Teachers will utilize instructional practices that appropriately differentiate for student needs.	08/03/2015 05/31/2017	Building and Zone Funding	Principal, assistant principals, instructional coach, teachers	In Progress	This School Year
Data Driven Instruction	Teachers will implement the use of data into instructional decisions making and progress monitoring of students on a regular basis.	08/01/2016 05/31/2018	Building and Zone Funding	Principal, assistant principals, instructional coach, teachers	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Kagan Training	Teachers will attend the Kagan Cooperative Training and implement strategies in their classroom.	08/01/2016 12/16/2016	Principal, assistant principals, instructional coach, teachers	Partially Met	This School Year
	Rtl Forms	Implementation of Rtl reporting forms, documentation	08/01/2016 05/31/2017	Principal, assistant principals, instructional	Partially Met	This School Year

		forms, IEP testing process, and IEP exit supports.		coach, teachers, school psychologist		
	Professional Development	PD embedded into weekly PLC structure to present instructional strategies.	08/01/2016 05/31/2017	Principal and Instructional Coach	Partially Met	This School Year
	DIBELS Math	Utilize the DIBELS Math progress monitoring tool for co-taught classes.	01/03/2017	Principal, assistant principals, instructional coach, teachers	Not Met	This School Year

Major Improvement Strategy Name:

Relational Framework

Major Improvement Strategy Description:

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, Path 2 Empathy Relational Frameworks and other positive culture building programs.

Associated Root Causes:

Differentiated Instruction: Teachers are struggling overall with the expectation and follow through with general differentiation in the classroom. We need to continue to seek strategies in the general education classroom that promotes growth for all students, especially those students that are at risk. Our teachers' substitute accommodations for instructional differentiation which does not promote genuine achievement or growth.

Action Steps Associated with MIS

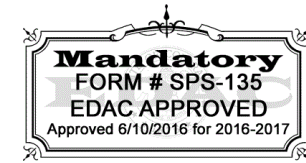
Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Capturing Kids Hearts	Implementation and Training of Capturing Kids Hearts techniques to certified staff.	07/29/2013 05/31/2018	Building and Zone Funding	Principal, assistant principals, instructional coach, teachers	In Progress	This School Year
Health Committee	Collaboration with school to provide a healthy breakfast program and other activities that support student and staff general health and well being as indicated on our school health improvement plan.	08/03/2015 05/31/2018	Building Funding and Healthy School Grant	Principal, assistant principals, instructional coach, teachers, Health Committee	In Progress	This School Year
Teen Leadership	Continue to offer teen leadership class for students at risk.	01/05/2016 05/31/2018	Building Funding	Principal, assistant principals, instructional coach, teachers	In Progress	This School Year
Path 2 Empathy	Implementation of positive relational framework.	07/25/2016 05/31/2018	Building Funding	Principal, assistant principals, instructional coach, teachers	In Progress	This School Year
Cultural Capacity Training	All new teachers will be trained on our Cultural Capacity Framework.	08/01/2016 12/16/2016	Building Funding	New Teachers, principal, Zone Leader	Complete	This School Year

Implementation Benchmark Associated with MIS Action Step						
Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	HKCS	Healthy Kids Colorado Survey given to a random sample of students to determine overall healthy attitudes and practices.	03/01/2016 05/31/2017	Students and teachers	Partially Met	This School Year
	Teen Leadership Training	Teacher Training to support 2 leadership classes	06/01/2016 06/30/2016	Classroom Teacher	Met	This School Year
	Web Leader Training	To train new sponsor and student leadership training.	06/01/2016	Teachers	Met	This School Year
	Path 2 Empathy	Teacher training on the implementation of Path 2 Empathy	07/25/2016 01/04/2017	Principal, assistant principals, instructional coach, teachers	Partially Met	This School Year
	Path 2 Empathy	Students surveys on the effectiveness of program.	08/01/2016 05/31/2017	Students and teachers	Partially Met	This School Year
	Capturing Kids Hearts	CKH Training	08/15/2016 09/01/2016	New Teachers	Met	This School Year
	Bottle Water Stations	Installation of 2 water bottle filling	12/01/2016 05/31/2017	Health Committee, Medicaid Funding	Partially Met	This School Year

stations to
support healthy
lifestyles.

Addenda

Attachments List



**SPRINGS RANCH ELEMENTARY
SCHOOL UIP 2016-17**

District: **FALCON 49** | Org ID: **1110** | School ID: **8010** | Framework:
Performance Plan | Draft UIP

Colorado's Unified Improvement Plan for School (2016-2017)

Table of Contents

Executive Summary
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Executive Summary

How are students performing? Where will the school focus 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, PWR), where the School did not meet federal, state and/or local expectations.

Name: Significant Reading Deficiency

Description: 7% of our students have been identified with a Significant Reading Deficiency

Name: ELA Adequate Growth

Description: Overall Academic growth was not met in English Language Arts, earning a percentile ranking of 46%, falling in the category of "Approaching" according to state expectations.

Why is the education system continuing to have these challenges?

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

Name: Professional Development

Description: The Partnership Assessment of Readiness for College and Careers has been recently implemented to replace previous standardized assessments and to evaluate the Common Core standards, therefore, the learning curve for teachers, students, and parents is present in regards to expectations, skills, concepts, and structure.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Professional Learning Communities

Description: Instructional teams will meet as a Professional Learning Community (PLC), focusing on data analysis and interventions.

Name: Instructional Rigor

Description: Focus on a higher level of rigor during instruction across all subject areas. Several teachers will participate in the Foundations to Literacy course. Teachers and administration attend Visible Learning Conference.

Name: Primary Literacy

Description: 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.

Name: School Culture

Description: Build and strengthen a safe and positive culture through school, student, parent, family and community programs. STAR Initiative is implemented to motivate students in reading and having them view themselves as readers. A parent community connection is fostered through reading logs signed by the parent. School wide reading events hosted by the school (Reading Night). Reading contests over school breaks. Watch Dog Dads participation during the school day.

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

N/A

School Support Team or Expedited Review

Has (or will) the school participated in an SST or Expedited Review? If so, when?

N/A

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

Improvement Plan Information

The school/district 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 (CGP)

☐ School Improvement Support Grant

☐ Other

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

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 2016-17 school year: White 59%, Hispanic 22%, Black 6%, Asian 3%, American Indian .3%, Mixed 11%, SpEd 16%, ELD 7.5%.

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, PARCC & CMAS results, DIBELS data, 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 2016-17 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 2014-15 School Performance Framework. We will continue with our current improvement strategies.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Prior Year Target: We will decrease the number of students scoring below benchmark as measured by DIBELS Next by 10%, from 19% to 9%.
Performance:

Prior Year Target: Increase school percentile ranking in ELA to the 71st percentile.
Performance:

Prior Year Target: Increase our mean scale score to 750.
Performance:

Academic Achievement (Status) Reflection

Performance Indicator: Academic Growth

Academic Growth Reflection

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

•

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

•

Performance Indicator: Postsecondary & Workforce Readiness

Postsecondary & Workforce Readiness Reflection

Performance Indicator: Student Behavior

Student Behavior Reflection

Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

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.

Review of current performance:

Data from DIBELS, CMAS, and PARCC - 2015-16

The three assessment measures that we analyzed for academic achievement and growth included DIBELS composite scores 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 5th grade composite scores. Our 2015-16 overall achievements of students attaining the End of Year Benchmark were 86%. Overall benchmark composite score growth during the 2015-2016 school year, showed a 19% increase from beginning to end of the year.

In comparing school year 2015-16 to 2014-15, we attained an increased percentage of students falling into the benchmark category at the end of the year, showing a 19% increase at the end of 2015-16 in comparison to a 12% increase from 2014-15.

In reference to students who were performing "well below" benchmark in their DIBELS composite scores, school year 2015-16 showed a decrease from 16% of our students falling into the well below benchmark category from beginning of the year to 5% of students falling into WB benchmark category at the end of school year 2015-16. The change in percentage points decreased by 11% of our students falling into the well below benchmark category. In comparison to the previous school year, 2014-15, our decrease increased from 8% to 11% of students moving out of the well below benchmark category.

The PARCC Performance Based and End of Year assessment results arrived at the school level in August of 2016. Our 3rd 4th, and 5th graders scored at or above both the district and state level averages in both content areas of Math and ELA. The scaled score of 750 and above indicates the student has "met" or exceeded" the content assessment expectations. The scale score of 750 equals to 88% on the PARCC cut scores.

Our ELA scaled scores from spring 2016 PARCC in 3rd grade was 747, which increased from 743 in 2015 spring PARCC, in 4th grade 749, which increased from 742 in spring 2015 PARCC, and in 5th grade 742, which decreased from 745 in 2015.

Our Math scaled scores from the spring of 2016 PARCC in 3rd grade was 755, which increased from 750 in 2015 PARCC, 4th grade was 749, which increased from 745 in 2015 PARCC, and 5th grade was 748, which increased from 734 in 2015 PARCC. In

reference to the scaled score for both ELA and Math PARCC results, Springs Ranch performed within 10 points of achieving a 750 scaled score in both content areas of each tested grade level during the 2016 PARCC assessment. Furthermore, our 3rd and 4th graders achieved a scale score of 750 or higher from the 2016 PARCC assessment.

In conclusion, the data at Springs Ranch Elementary shows positive progress in Dibels and PARCC. Both academic achievement and growth data provide our school with insights to our overall instructional delivery.

Percentile Ranking 2015-16

For Reading, in reviewing the Percentile Rank Report, our percentile rank increased from 61 in 2015 English Language Arts to 63 in 2016 PARCC (ELA). For Math, in reviewing the Percentile Rank Report, our percentile rank increased from 74 in Math, to 82 in 2016 PARCC Math.

Participation Percent 2016

Our participation percent was 97% in PARCC ELA in 2016. This showed an increase from the previous year (2015) of 94.5% in PARCC ELA. Reviewing rates by subgroups, our students with disabilities was the only group that did not meet the PARCC ELA participation rate, which was 85.7% for 2016.

Our participation rate was 97% in PARCC Math in 2016, which showed slight decrease from 2015, being 97.3%. Additionally, our sub group of students with disabilities did not meet the PARCC rate in 2016, being 85.7%.

We feel the increase of participation was supported by having results from the previous year, increased familiarity of what the assessment involves by the teachers and parent community, and the decrease in testing sessions from the initial year of implementation.

School Performance Framework (SPF) from 2015-2016

Student Academic Achievement - the past two years SPFs show that we "Meet" in English Language Arts and Math, according to PARCC data. Sub groups who did not earn a "Meets" rating in academic achievement include "Students with disabilities" in both ELA and Math and "English Learners" and "Free/Reduced-price lunch eligible" in ELA only.

Student Academic Growth - We made adequate growth in Math from 2015 to 2016 in PARCC. Our rating in **Math** is "Meets", to indicate adequate growth. We earned a median growth percentile of 61.0 in Math. All of the sub groups received a rating of "Meets" in academic growth in the area of Math.

Academic growth in **English Language Arts** shows that we are "Approaching", and we did not make adequate growth. Our median growth percentile in ELA was 46.0 and the sub group of "Free/Reduced-price lunch eligible" received an "Approaching" rating with a median growth percentile of 43 in the ELA content area.

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.

Student Academic Achievement/PARCC trends from 2015-16 - Reading and Math achievement meets state expectations. Our ELA scores had a decrease in 5th grade percentage performing in the "met" and "exceed" categories from 44% in 2015 to 43% in 2016. Our Math scores in all three test grade levels increased from 2015 to 2016.

Science Achievement meets state expectations using the Colorado Measures of Academic Success data.

Priority Performance Challenges: Based on data analysis and feedback from the Colorado Department of Education (School Performance Framework for Academic Achievement and Academic Growth from 2015-16, the identified Priority Performance Challenges for Springs Ranch Elementary were: (based on the 1 year SPF):

1. Overall adequate growth was not made in English Language Arts which includes the sub group, "Free/Reduced-price lunch eligible".

2. 7% of our students have been identified with a Significant Reading Deficiency

Trend Analysis

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

English Language Arts achievement in 2016 overall, the rating is "Meets". "Free/Reduced-price lunch eligible", "Students with Disabilities", and English Learners" were the three subgroups that did not rate in the "Meets" category on the 2016 SPF (1 year). The trend is notable due to the percentile ranks being below the state expectations of "meets", 62.5-82.5%. The "F/R-price lunch eligible" had a PR of 31% in ELA, the EL group had a PR of 44% in ELA, and the "Students with disabilities" had a PR of 1% in ELA.

*Trend Direction: - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***

English Language Academic Growth does not indicate a percentile ranking between 62.5-87.5% on the PARCC assessment from spring of 2015 to spring of 2016, earning a PR of 46%. The "Approaching" rating is notable because the ELA academic growth percentile ranking is significantly less than the state's expectations of the PR ranking range between 62.5-87.5%.

*Trend Direction: - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth Gaps***

The subgroup noted in our 2016 SPF that did not make academic growth in ELA includes "Free/Reduced-price lunch eligible, which earned a 43% ranking, being notable because it is significantly less than the state's growth percentile ranking expectations.

*Trend Direction: - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth Gaps***

Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

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

Relationship of UIP Elements

Priority Performance Challenges

Root Cause

Significant Reading Deficiency



ELA Adequate Growth



Professional Development





Provide a rationale for why these challenges have been selected and address the magnitude of the overall 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. We are in our second year of implementing the Soliday reading intervention system. Our master schedule continues to have an intervention time embedded in grade level literacy blocks. During the intervention block, grade levels receive support from several interventionists including our instructional paraprofessional, reading interventionist, resource teachers, librarian, and gifted and talented teacher to allow for small intensive intervention groups for explicit instruction. The Master Schedule reflects reading blocks that consist of 120 minutes or more in each grade level. We have implemented a scheduled "Read Aloud" time per grade level for students to interact with a higher level text complexity. We have also implemented an on-site tutoring program, where students in primary grade levels are receiving an additional pull out intervention group during the school day in addition to the tutoring sessions we have implemented outside of school hours for both primary and intermediate students who are on a READ Plan.

Our teachers have been provided with additional resources to fully understand the PARCC assessment structure and skills that students need to be consecutively successful making adequate growth on the standardized assessment. Newly released resources are provided to the assessed grade levels during Professional Learning community discussions for their instructional approach. 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.

Provide a rationale for how these Root Causes were selected and verified:

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. Teachers reflect on the interventions they are providing to the students, the literacy growth students have made, and whether they are in the process or need to be taken to the RtI process. We have begun using a visual data pyramid to separate students in the categories of green, yellow, and red to represent the tier of instruction students are receiving. The professional learning communities serve as a time to discuss parent support, behavioral needs, outside school factors that could be an impact on learning and what steps we can put in place to support the whole child. We want to ensure that all of our students are proficient in literacy while making adequate growth 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.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Significant Reading Deficiency

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		R
Annual Performance Targets	2016-2017:	By the end of the school year less than 5% of students will score in the below or well below levels on Dibels. Based on Dibels-Next BOY Data, a significant number of students are performing below or well below levels. Composite scores of percentage of students performing below or well below are as follows: Kindergarten – 46%, First – 37%, Second – 16%, Third – 25%, Fourth – 26%, Fifth – 33% We will implement a systematic plan to address the needs of students in developing literacy skills. • STAR (Students, Teacher, Authors, Readers) Initiative that motivates students to a greater love of reading. • Regular checkpoints with teachers to review data, plan strategic instruction, and provide explicit literacy instruction. • Implement after school and before school tutoring for students who are on read plans • Implement intervention during the day in combination with reading specialist, paraprofessional, sped teachers, and classroom teachers to meet the needs of all students. • Using Read funds hire additional hourly support for early literacy instruction.
	2017-2018:	

Interim Measures for 2016-2017:

Beginning, Middle, and End of Year Benchmark Dibels assessment Progress Monitoring for students falling below and well below benchmark

Priority Performance Challenge : ELA Adequate Growth

Performance Indicator:		Academic Growth
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	• On the PARCC test The Median Growth Percentile will increase 10% and the mean scale score will increase by 10 points. PARCC data indicates a need for higher rates of growth in students' literacy scores. The median growth percentile of all students in ELA was 46.0 with a mean scale score of 745.4. We will implement a systematic plan to address the needs of students in developing literacy skills. • STAR (Students, Teacher, Authors, Readers) Initiative that motivates students to a greater love of reading. • Regular checkpoints with teachers to review data, plan strategic instruction, and provide explicit literacy instruction. • Implement after school and before school tutoring for students who are on read plans • Implement intervention during the day in combination with reading specialist, paraprofessional, sped teachers, and classroom teachers to meet the needs of all students. • Using Read funds hire additional hourly support for early literacy instruction.
	2017-2018:	
	Interim Measures for 2016-2017:	Quarterly Fluence assessments

Planning Form

Major Improvement Strategy Name: Professional Learning Communities

Major Improvement Strategy Description: Instructional teams will meet as a Professional Learning Community (PLC), focusing on data analysis and interventions.

Associated Root Causes:

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
PLC Schedule	Create a schedule that allows for coming planning and time for meeting to discuss students achievement.	08/02/2016 05/31/2016	local funding	Admin/Teachers	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name: Instructional Rigor

Major Improvement Strategy Description: Focus on a higher level of rigor during instruction across all subject areas. Several teachers will participate in the Foundations to Literacy course. Teachers and administration attend Visible Learning Conference.

Associated Root Causes:

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Technology Integration	Classrooms incorporate more technology into lessons using google classroom and projects	08/02/2016 05/26/2017	local funding	classroom teachers, technology teacher	In Progress	This School Year
Literacy Integration	Reading and writing across content areas	08/08/2016 05/26/2017	local funding	teachers, support staff	In Progress	This School Year
Interventions	Interventions include Sonday, BURST, small groups, Read plan tutoring	09/01/2016 05/26/2017	Local funding	teachers, support staff, admin	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name: Primary Literacy

Major Improvement Strategy Description: 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.

Associated Root Causes:

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Progress Monitoring	Monitor progress of students through data collection	08/02/2016 05/26/2017	local funding	teachers and admin	In Progress	This School Year
Intervention	After school tutoring and during the day intervention	10/03/2016 05/26/2017	read funds	teachers, tutors, admin	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name: School Culture

**Major Improvement Strategy
Description:**

Build and strengthen a safe and positive culture through school, student, parent, family and community programs. STAR Initiative is implemented to motivate students in reading and having them view themselves as readers. A parent community connection is fostered through reading logs signed by the parent. School wide reading events hosted by the school (Reading Night). Reading contests over school breaks. Watch Dog Dads participation during the school day.

Associated Root Causes:

Action Steps Associated with MIS

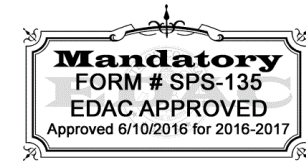
Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Community events	Provide families with opportunities to participate in special events	08/02/2016 05/26/2017	local funding	school community	In Progress	This School Year
Watch Dog Dads	Volunteer Dads come to school to support students and teachers	09/01/2016 05/26/2017	local funding	Counselor, admin, dads	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Addenda

Attachments List



SPRINGS STUDIO FOR ACADEMIC EXCELLENCE UIP 2016-17

District: **FALCON 49** | Org ID: **1110** | School ID: **2877** | Framework:
Performance Plan | **Draft UIP**

Colorado's Unified Improvement Plan for School (2016-2017)

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Executive Summary
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Executive Summary

How are students performing? Where will the school focus 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, PWR), where the School did not meet federal, state and/or local expectations.

Name: Elementary Literacy

Description: Our K-5 literacy scores were well below state and district averages

Name: Post Secondary Readiness/College Entrance Exams

Description: SSAE students consistently come to our school with learning gaps that are reflected on the ACT/SAT college entrance exams.

Name: Overall Academic Achievement

Description: Springs Studio students are only approaching in academic achievement as assessed on PARCC

Why is the education system continuing to have these challenges?

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

Name: Lack of Rigor in instructional practice- DOK 3 and 4 Instruction

Description: 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. Additionally, with PARCC being the new assessment, we are expected to teach more to the CC standards.

Name: Time spent in school with teachers

Description: In prior years, K-5 students only had one day of enrichment activities in building with their teachers. This year we have moved to a 2 day a week, mandatory in-building model in order to provide direct instruction in ELA, Math, Science and History.

Name: Lack of teacher understanding of college entrance standards

Description: There has been very little focus on ACT/SAT prep in the past. We implemented ACT Aspire to focus on college and career readiness standards and readiness.

Name: Lack of Fidelity in delivery of Barton Intervention for Dyslexic Students

Description: For three years we used the Susan Barton Reading and Spelling program with our dyslexic students. While the program is research based, our delivery was based on parent involvement. Without teacher intervention, the program was not delivered to fidelity and students were not showing growth

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: MTSS Interventions must be aligned to standards to ensure fidelity

Description: Refine and fully implement the MTSS process for focused intentional data driven decision-making with stricter alignment to standards.

Name: Implementation of Project-Based Learning model emphasizing higher order thinking

Description: Implementation of Project-Based Learning model emphasizing the application of higher level thinking skills and high return instructional practices.

Name: Development and maintenance of personalized post secondary plans for all 6-12

Description: 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

Name: 3rd Grade Reading Proficiency

Description: 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.

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

No

School Support Team or Expedited Review

Has (or will) the school participated in an 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

Improvement Plan Information

The school/district 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 (CGP)

☐ School Improvement Support Grant

☐ Other

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

Springs Studio for Academic Excellence (formerly Falcon Virtual Academy) is in its 7th year of existence. SSAE utilizes a full-virtual and 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 our Family Engagement Council(SAC). This is designed to be a working document to guide the future direction of the school.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Prior Year Target: *In grades K-5 the goal will be to have 70% of all students reading at benchmark on EOY assessment.*
Performance:

Prior Year Target: *In grades 6-8 we will have 70% of our students demonstrating proficiency according to ACT ASPIRE*
Performance:

Prior Year Target: *In grades 3-5 the goal will be to have 70% of all students writing at benchmark as measured by ACT ASPIRE*
Performance:

Academic Achievement (Status) Reflection

DIBELs is the only source of trend data we have due to changes with the state level assessment model and implementation of new learning programs.

Performance Indicator: Academic Growth

Academic Growth Reflection

School-wide PARCC Median Percentile Growth will increase by a minimum of 10 points at all levels and contents, including subgroups.

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

-

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

•

Performance Indicator: Postsecondary & Workforce Readiness

***Prior Year Target:** Since FVA did not meet the goal of 22 for 13-14, we are keeping the 15-16 goal at 22.*

Performance:

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.

Performance Indicator: Student Behavior

Student Behavior Reflection

•

Performance Indicator: Student Engagement

Current Performance

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.

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 use 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 CMAS (7-8, 11), PARCC (6-10), ACT Aspire (6-10), class grades (6-12), transcripts and FuelEd progress monitoring tools for student evaluation. The 2015-16 one-year executive summary report showed that SSAE elementary level do not meet either academic achievement or academic growth targets. At the middle and high school levels SSAE was approaching in academic achievement and meeting for academic growth. At the high school level SSAE met in Postsecondary & Workforce Readiness.

2016 CMAS results indicated Springs Studio for Academic Excellence students were well below district and state averages in Science for grades 5 and 8, and well above district and state averages for 11th grade Science. For Social Studies, both 4th and 7th grade outperformed the district and state by at least 8% in grade 4 and at least 5% for 7th grade.

2016 PARCC ELA/MATH DATA

3-5: *The PARCC ELA data suggests that we exceed the District, State and Consortium in fourth grade, but are well below in 3rd and 5th grade. PARCC math data shows that our 3rd and 4th graders scored well above the district, state and consortium for students meeting and exceeding benchmark, while our 5th graders 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, it appears that specific cohorts require more direct instruction and potential interventions.*

6-8: *SSAE 7th graders performed well above S, C and D in ELA and Math while 6th and 8th graders scored well below all others on both tests.*

9-: *In grade 9, SSAE performed well above the district, state and consortium in ELA, but fell below in 9th grade Algebra at all levels. In Geometry, we outperformed the district and consortium but fell below state average.*

2016 DIBELs Testing

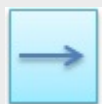
SSAE DIBELS tests all K-5 students.

	EOY 2016	BOY 2016	MOY 2016
	Green 74%	69%	71%
	Yellow 12%	10%	11%
	Red 14%	21%	18%

With the implementation of Burst and Reading Horizons, our goal is to reduce our red composite students to less than 10% by EOY 16/17.

Trend Analysis

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



Our High School students continue to outperform our middle and elementary students in both ELA and Math although we are at Approaching status for all three levels as measured by PARCC 2015/16 results. HS earned 58.3% of possible points on the SPF, MS earning 49.1% and ES earned 50%.

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***

HS demonstrated 75% of the possible points for academic growth while MS scored 63.9% and ES was well below at 37.5% as measured by PARCC 2015/16 results. As a notable trend, HS is increasing, MS is stable and ES is decreasing.

*Trend Direction: - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

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

Relationship of UIP Elements

Priority Performance Challenges

Elementary Literacy



Root Cause

Time spent in school with teachers
Lack of Fidelity in delivery of Barton Intervention for Dyslexic Students

Post Secondary Readiness/College Entrance Exams



Lack of teacher understanding of college entrance standards

Overall Academic Achievement



Lack of Rigor in instructional practice- DOK 3 and 4 Instruction



Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

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

Provide a rationale for how these Root Causes were selected and verified:

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.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Elementary Literacy

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		R
Annual Performance Targets	2016-2017:	Increase the percentage of students scoring at benchmark from 67% to 82% by EOY
	2017-2018:	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 for 2016-2017:		Benchmark testing with DIBELS Next 3 times per year w/ progress monitoring Full implementation of BURST and myOn! reader at K-5 Implementation of Secret Stories K-3 Implementation of Reading Horizons curriculum K-5 Required in building attendance for all students considered SRD ACT Aspire testing

Priority Performance Challenge : Post Secondary Readiness/College Entrance Exams

Performance Indicator:		Postsecondary & Workforce Readiness
Measures / Metrics:		Other PWR Measures
Annual Performance Targets	2016-2017:	Score at or above the state average composite score on the SAT.
	2017-2018:	Score at or above the state average composite score on the SAT.
Interim Measures for 2016-2017:		Implementation of ACT Aspire at grades 3-10 to prepare students for rigor and format of ACT/SAT exam. SAT prep classes for high school students

Priority Performance Challenge : Overall Academic Achievement

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		W
Annual Performance Targets	2016-2017:	Increase the School Mean Scale Score Percentile Rank by 10 points at each level (elementary, middle, high)
	2017-2018:	Increase the School Mean Scale Score Percentile Rank by 10 points at each level (elementary, middle, high)
Interim Measures for 2016-2017:		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/SAT exam to post secondary readiness should provide us with beneficial data to drive instruction.

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M
		Our goals for elementary PARCC Math scores will be to achieve a schoolwide mean

Annual Performance Targets	2016-2017:	scale score of 750 or higher to meet or exceed epectations
	2017-2018:	
Interim Measures for 2016-2017:		Implementation of Dreambox K-5 for math intervention.

Planning Form

Major Improvement Strategy
Name:

MTSS Interventions must be aligned to standards to ensure fidelity

Major Improvement Strategy
Description:

Refine and fully implement the MTSS process for focused intentional data driven decision-making with stricter alignment to standards.

Associated Root Causes:

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
MTSS			School Documents	AP/Counselors/SPED	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy
Name:

Implementation of Project-Based Learning model emphasizing higher order thinking

**Major Improvement Strategy
Description:**

Implementation of Project-Based Learning model emphasizing the application of higher level thinking skills and high return instructional practices.

Associated Root Causes:

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

**Major Improvement Strategy
Name:**

Development and maintenance of personalized post secondary plans for all 6-12

**Major Improvement Strategy
Description:**

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

Associated Root Causes:

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name:

3rd Grade Reading Proficiency

Major Improvement Strategy Description:

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.

Associated Root Causes:

Action Steps Associated with MIS

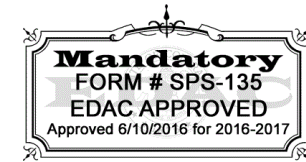
Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Addenda

Attachments List



VISTA RIDGE HIGH SCHOOL UIP 2016-17 District: **FALCON 49** | Org ID: **1110** | School ID: **8791** | Framework:
Improvement Plan: Decreased due to Participation | Draft UIP

Colorado's Unified Improvement Plan for School (2016-2017)

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Why is the education system continuing to have these challenges?

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

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: 49 Pathways

Description: Ensure all students are career and workforce ready by implementing individual pathways for students.

Name: Major Improvement Strategy: Improving Quality Instruction

Description: Increasing student achievement via data collection and analysis using ASPIRE ACT data (both interim and summative) in order to create a better cycle of curricular development, instruction, assessment and accountability leading to the success of all students.

Name: Major Improvement Strategy: Capturing Kids Hearts/Kagan Training

Description: 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 and Kagan Training.

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

N/A

School Support Team or Expedited Review

Has (or will) the school participated in an SST or Expedited Review? If so, when?

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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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The school/district 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 (CGP)

☐ School Improvement Support Grant

☐ Other

School Contact Information

Bruce Grose
Principal
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Elaine Schoen
Assistant Principal
6888 Black Forrest Rd
Colorado Springs CO 80923
Phone: (719) 494-8806
Email: eschoen@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

Team Members: The Vista Ridge High School Improvement Team consists of Campus Administration, 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 25, 2016 and formally presented to the Vista Ridge School Accountability Committee on November 4, 2016. 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

2015-2016 school year, the total student population was 1452. The ethnic breakdown was: Caucasian 57%, Hispanic 22%, Asian 3.6%, African American 8.9%, two or more races 7.2%, Pacific Islander .6% and Native American .4%.

Graduation Rates: Total 12th grade students: 287, Total Graduated: 277, Total percentage graduated:96.8%.

Relevant Data Analysis:

Data Used: ACT Aspire, CDE Accountability Website, Alpine Achievement and ACT profile report.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Prior Year Target: There were no goals set for this area as it was met the previous year.

Performance:

Academic Achievement (Status) Reflection

Performance Indicator: Academic Growth

Prior Year Target: In Reading, all students will achieve at least a Median Growth Percentile of 50- Free and Reduced Lunch: 50, Minority: 55, Students with Disabilities: 48.

In Math, all students will achieve at least a Median Growth Percentile of 40-Free and Reduced Lunch:40, Minority: 40 and Students with Disabilities: 40.

Performance: In the area of Reading, many of our targets came close to achieving the desired Median Growth Percentile. Our Free and Reduced Lunch Eligible scored 47, our Minority students scored 49, our Students with Disabilities scored 42, English Learners 64 and Students Needing to Catch Up scored 51. In Reading, the overall goal was met in only two areas: English Language Learners and Students Needing to Catch Up.

In the area of Math, many of our targets did not come close to achieving the desired the Median Growth Percentile. Our Free and Reduced Lunch

scored 34, our Minority scored 42, Students with Disabilities scored 42 and Students Needing to Catch Up scored 39. In Math, the overall goals were not meet expectations in the area of Minorities and Students with Disabilities. In Free and Reduced Lunch, English Language Learners and Students Needing to Catch Up the percentile dropped from the previous year.

Academic Growth Reflection

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

-

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Overall, Vista Ridge saw a drop in scores due to the participation rate in the CMAS and PARCC. The previous year our scores were as follows: Academic Achievement: 66% Meets, Academic Growth: 66%, and Postsecondary and Workforce Readiness: 85%. In the 2015-2016 school year our performance was as follows: Academic Achievement: 46.4%, Academic Growth: 37.5% and Postsecondary and Workforce Readiness: 80.5%.

In Math, the median growth fell due to the lack of participation of PARCC and CMAS from Meets to Approaching under Academic Achievement, however under Academic Growth it remained at Approaching. The department continues to develop new curriculum and to work at raising scores in Alpine Achievement for all grade levels.

In English, the median growth also dropped due to the lack of participation of PARCC and CMAS from Approaching to Does Not Meet under Academic Achievement and Meets to Does Not Meet under Academic Growth. The department has been working intensively together to restructure the course offerings to better meet our students needs. After seeing that writing scores have gone down, the department split the semesters into a writing semester (Comp) and a literature semester. This allows them to focus on the writing needs.

In Science, there was no data under Academic Achievement, and in the 2015-2016 Science scored a Meets rating. The Science department continues to move forward into matching classes with College Pathways.

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

•

Performance Indicator: Postsecondary & Workforce Readiness

***Prior Year Target:** Improving the average composite ACT score 2 points to match the state average.*
Performance:

Postsecondary & Workforce Readiness Reflection

Performance Indicator: Student Behavior

Student Behavior Reflection

•

Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

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.

Vista Ridge High School had an overall Achievement rating of Approaching with one or more achievement ratings not meeting the states expectations. The area where Vista Ridge did not meet the state expectations in the area of ELA: all areas including English Learner, Free and Reduced Lunch Eligible, Minority Students and Students with Disabilities score a Does Not Meet rating. Under Math, Vista Ridge achieved a Does Not Meet rating with Students with Disabilities. In the area of Science, Vista Ridge did not meet the states expectations by achieving a Does Not Meet also in the area of Students with Disabilities. In reviewing the data from the current Performance Framework, it has been found that the current trend of not meeting the state requirements was due to having less than 95% student participation in the state testing models. Vista Ridge did have over 95% participation in the three interim ACT Aspire tests and the summative ACT Aspire test.

Vista Ridge High School had an overall Academic Growth rating of Approaching with one or more growth ratings not meeting the states expectations. The area where Vista Ridge did not meet the states expectations was in the area of ELA: all areas including Free and Reduced Lunch Eligible and Minority Students. In reviewing the data from the current Performance Framework, it has been found that the current trend of not meeting the state requirements was due to having less than 95% student participation in the state testing models. Vista Ridge did have over 95% participation in the three interim ACT Aspire tests and the summative ACT Aspire test.

Vista Ridge High School had an overall Postsecondary and Workforce Readiness rating of Meets with one or more PWR sub indicators ratings not meeting state expectations. The area that did not meet the state expectations was the overall rating in matriculation. Vista Ridge received this rating due to scoring a 56.4%.

Trend Analysis

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

Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

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

Relationship of UIP Elements

Priority Performance Challenges

Root Cause





Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

The following have been picked as challenges because Vista Ridge would like to raise to a Meets level in both Math and ELA under both Academic Achievement and Academic Growth.

In English, Vista Ridge has placed a higher priority on writing. At all levels, the English curriculum was split into semester long focuses: one semester of literature and one semester of 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. The teachers in the Math Department will use PLC time to analyze student data, common assessments, and collaborate towards building and refining the math curriculum.

Provide a rationale for how these Root Causes were selected and verified:

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 writing and math:

In ELA, 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.

Vista Ridge High School has not maintained focus on ensuring effective data collection and evaluation as part of a cycle of curricular development, assessment, evaluation and accountability for all students.

Additional Narrative / Conclusion

Not one of our groups met the 95% threshold in CMAS and PARCC percent participation. We plan to increase the communication with parents about the importance of testing. Due to this, our scores dropped in all areas. Vista Ridge will continue to use ACT Aspire as a main test to analyze data through interim and summative scores analyzed during PLC.

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Planning Form

Major Improvement Strategy Name:

49 Pathways

Major Improvement Strategy Description:

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

Associated Root Causes:

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
a050G00001Knp2h	All Vista Ridge students will complete their ICAP grade level milestones during the 2016-2017 school year.	08/01/2016 05/26/2017	Local	ICAP Specialist Counseling Advisory Teachers	In Progress	This School Year
Capstone Project	The Capstone Committee will develop a pilot Capstone Project to be presented to the zone and district. Students at Vista Ridge will have an opportunity to complete a	08/01/2016 05/26/2017	Local	Capstone Committee Administration Counseling	In Progress	This School Year

Capstone Project
in order to show
mastery and a
pathway to
graduation.

a050G00001Knp2w	All student will have an opportunity to take CE courses either at the school site or at the PPCC campus.	08/01/2016 05/26/2017	Local	Dean of Concurrent Enrollment	In Progress	This School Year
Articulate Pathways	Develop relationships and articulate pathways with post-secondary educational programs and area industries.	08/01/2016 05/26/2017	Local	Dean of Concurrent Enrollment Administration Counseling	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name:

Major Improvement Strategy: Improving Quality Instruction

Major Improvement Strategy Description:

Increasing student achievement via data collection and analysis using ASPIRE ACT data (both interim and summative) in order to create a better cycle of curricular development, instruction, assessment and accountability leading to the success of all students.

Associated Root Causes:**Action Steps Associated with MIS**

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Essential Evidence Outcome	Vista Ridge will vertically align all departments and across the curriculum through Essential Evidence Outcomes.	08/01/2016 04/28/2017	PLC worktime	All certified teachers Administration	In Progress	This School Year
Learning Goals and Scales	All departments will create and use learning goals and scales per subject area or grade level.	08/01/2016 05/27/2016	PLC worktime	All certified teachers Administration	In Progress	This School Year
a050G00001Knozz	Develop a process of analyzing Aspire data for use in the SLO, action planning and supporting student achievement.	08/01/2016 04/28/2017	PLC worktime	All certified teachers Administration	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy Name:

Major Improvement Strategy: Capturing Kids Hearts/Kagan Training

Major Improvement Strategy Description:

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 and Kagan Training.

Associated Root Causes:

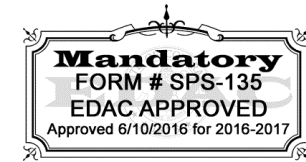
Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Student Greeting	Per Capturing Kid's Hearts, all teachers and administrators will greet students in order to build key relationships with students.	08/01/2016 05/26/2017	local	All certified teachers Administration	In Progress	This School Year
Social Contracts	All teachers will create a social contract using the CKH model and is followed by students and teachers in the classroom.	08/01/2016 05/26/2017	local	All certified teachers	In Progress	This School Year
a050G00001Knp0G	All new teachers will attend a 3 day CKH training.	08/24/2016 08/26/2016	Zone funding	All new certified	Complete	This School Year
Kagan Training	All certified staff will attend a	09/09/2016 09/09/2016	Zone funding	All certified teachers	Complete	This School Year

		Kagan Training PD day.		Administration		
Use of Kagan Strategies	All teachers will show use of Kagan strategies in order to grow student achievement in the classroom.	09/12/2016 05/26/2017	local	All certified teachers	In Progress	This School Year
Implementation Benchmark Associated with MIS						
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Addenda

Attachments List



**WOODMEN HILLS ELEMENTARY
SCHOOL UIP 2016-17**

District: **FALCON 49** | Org ID: **1110** | School ID: **9706** | Framework:
Performance Plan | **Draft UIP**

Colorado's Unified Improvement Plan for School (2016-2017)

Table of Contents

Executive Summary
Improvement Plan Information
Narrative on Data Analysis and Root Cause Identification
Action Plans
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Executive Summary

How are students performing? Where will the school focus 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, PWR), where the School did not meet federal, state and/or local expectations.

Name: Students with Disabilities

Description: Students with disabilities have not demonstrated adequate performance or growth in ELA or Math.

Name: Academic Growth in ELA

Description: All students are not making adequate growth in ELA.

Name: Academic Growth in Math

Description: All students are not making adequate growth in Math.

Why is the education system continuing to have these challenges?

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

Name: Math Intervention

Description: Lack of research based targeted intervention program, progress monitoring tools, and scheduled intervention block in math.

Name: Math PD

Description: Lack of professional development in mathematical practices, math shifts, and supporting individual student needs.

Name: ELA Intervention

Description: Lack of research-based targeted intervention program in ELA

Name: ELA PD

Description: Lack of professional development in ELA shifts and supporting specific individual student needs.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Quality Core Instruction

Description: Full implementation of Classroom Instruction that Works Strategies, implementation of new ELA curriculum, revised schedule to support first instruction, strengthened PLC process

Name: Interventions

Description: 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.

Name: Professional Development- Reading

Description: Increase knowledge of effective instructional practices in reading. Increased ability to use diagnostic data to inform instruction and interventions.

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

School Support Team or Expedited Review

Has (or will) the school participated in an 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.

Improvement Plan Information

The school/district 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 (CGP)
- ☐ School Improvement Support Grant
- ☐ Other

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

Woodmen Hills Elementary school is located in Eastern El Paso County in Falcon School District 49. We are a public elementary school servicing approximately 770 students in grades PreK-5. Woodmen Hills Elementary, a neighborhood school, educates and empowers the whole child to thrive through quality instruction, meaningful relationships and high expectations. Students are inspired to collaborate and use their unique traits to positively impact our community. 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 is a "Performance" school. We "meet" in Academic Achievement and are "approaching" in Academic Growth. Our school improvement team looked at 3 years of performance data as we evaluated trends. These trends were then validated using local data.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Academic Achievement (Status) Reflection

Performance Indicator: Academic Growth

Prior Year Target: *Our goal is to increase our mean scale score in mathematics by 10% to 825 for all students for the 2015-2016 school year.*
Performance:

Academic Growth Reflection

This target was not met. In 2016, students had a scale score of 746.3 which translated into a percentile rank of 75.

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

-

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

The 2016 one-year SPF shows that students at Woodmen Hills Elementary meet state expectations for academic performance in ELA, Math, and Science and are approaching academic growth on ELA and Math.

Expectations for academic performance are not met for students with disabilities in ELA, students with disabilities in Math, and are approaching for free/reduced lunch students and students with disabilities in Science.

Expectations for academic growth are approaching for free/reduced lunch eligible students and students with disabilities in ELA. In Math, minority students and students with disabilities are approaching expectations.

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

-

Performance Indicator: Postsecondary & Workforce Readiness

Postsecondary & Workforce Readiness Reflection

Performance Indicator: Student Behavior

Student Behavior Reflection

-

Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

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 Summary

Based on the 2016 one-year SPF, Woodmen Hills Elementary School meets state expectations in academic achievement in ELA, Math, and Science.

The tables below display longitudinal results by grade level for ELA, Math, and Science.

ELA

PARCC Results

	3rd Grade		4th Grade		5th Grade	
	2015	2016	2015	2016	2015	2016
% Did Not Meet	6	11	6	6	6	5
% Partially Met	9	18	9	11	17	10
% Approached	14	27	27	32	33	32
% Met	59	40	48	45	43	51
% Exceeded	12	4	10	6	1	3

PARCC 2016 Met/Exceeded Compared to District and State

	WHES	D49	State
3ELA	44%	40%	37%
4ELA	51%	42%	44%
5ELA	54%	43%	41%

Math

PARCC Results

3rd Grade

4th Grade

5th Grade

	2015	2016	2015	2016	2015	2016
% Did Not Meet	4	8	3	4	7	8
% Partially Met	10	16	10	9	18	15
% Approached	26	31	34	36	30	34
% Met	50	39	48	47	42	39
% Exceeded	10	7	5	4	3	4

PARCC 2016 Met/Exceeded Compared to District and State

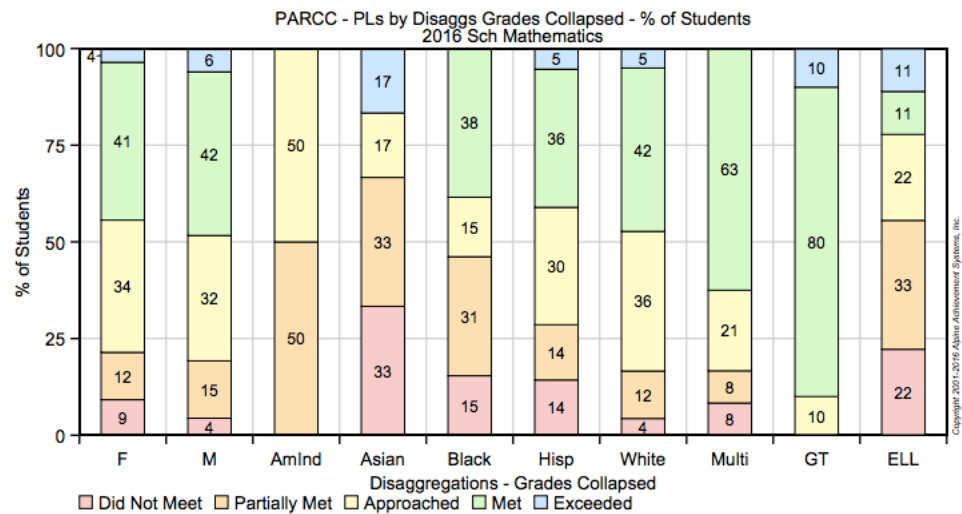
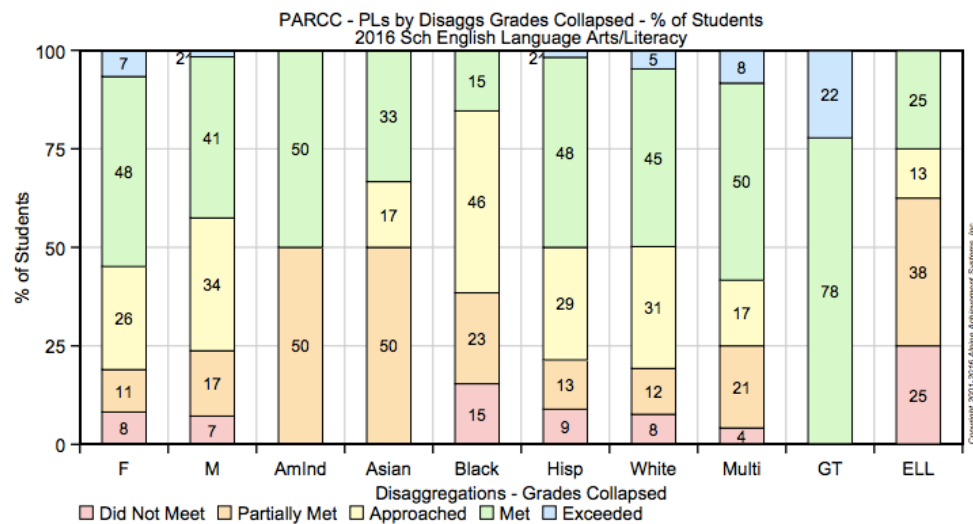
	WHES	D49	State
3MATH	48%	41%	39%
4MATH	51%	35%	33%
5MATH	43%	38%	34%

Science

CMAS Results	5th Grade		
	2014	2015	2016
% Partially Met	23	20	16
% Approached	53	39	52
% Met	24	38	30
% Exceeded	1	3	3

Academic Achievement Disaggregated by Student Group

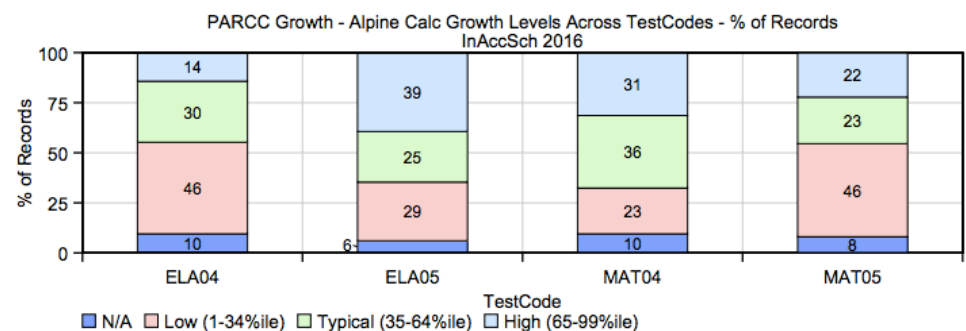
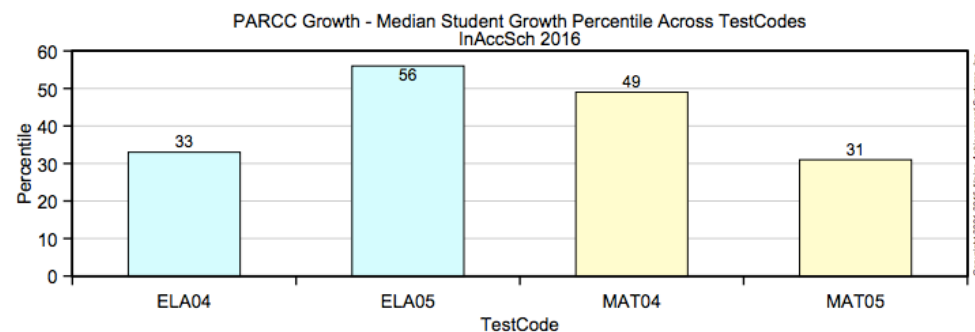
Expectations for academic performance are not met for students with disabilities in ELA, students with disabilities in Math, and are approaching for free/reduced lunch students and students with disabilities in Science. In ELA, the percentile rank for all students was 70 while students with disabilities had a percentile rank of 4. Similar trends were seen in mathematics with an overall percentile rank of 75 while students with disabilities had a percentile rank of 13. Subgroup data for both ELA and Math were analyzed and are included in the graph below.



Academic Growth Summary

The 2016 one-year SPF indicates that Woodmen Hills Elementary approaches overall academic growth expectations.

We are rated as "approaching" in academic growth in ELA and Math on the 1-year SPF. The median growth percentile in 2016 was 42 in ELA and 46 in Math. The following graphs further break down median growth perceives for both ELA and Math.



Academic Growth Disaggregated by Student Group

Expectations for academic growth are approaching for free/reduced lunch eligible students and students with disabilities in ELA. In ELA, the median growth percentile for all students was 42. Free/reduced lunch students had an MGP of 45.5, minority students had an MGP of 56, and students with disabilities had an MGP of 41.5. In Math, minority students and students with disabilities are approaching expectations. In Math, the MGP for all students was 46. Free/reduced lunch eligible had an MGP of 51.5, minority students had an MGP of 37.5, and students with disabilities had an MGP of 48.5.

Trend Analysis

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



Students with disabilities are not demonstrating adequate growth as indicated by the 2016 and 2014 SPF in ELA. In 2014 students with disabilities approached academic growth in reading (MGP 43) and writing (MGP 40). In 2016, students with disabilities continued to approach expectations for growth in ELA (MGP 41.5).

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Disaggregated Growth***



Students with disabilities are not demonstrating adequate growth as indicated by the 2016 and 2014 SPF in Math. In 2014, students with disabilities did not meet growth expectations with a MGP of 31. In 2016, students with disabilities were approaching math growth expectations with a MPG of 48.5.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Disaggregated Growth***

Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

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

Relationship of UIP Elements

Priority Performance Challenges



Root Cause



Math Intervention

Students with Disabilities



ELA Intervention
ELA PD
Math PD

Academic Growth in ELA



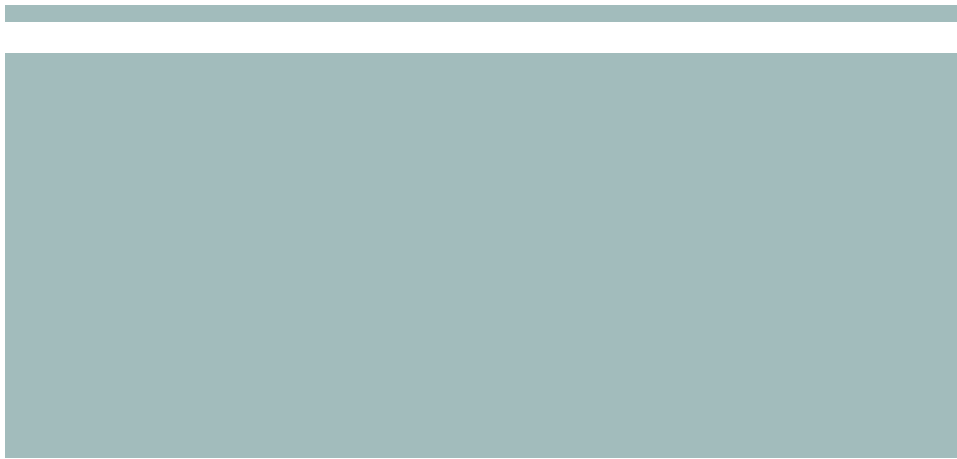
ELA PD
ELA Intervention

Academic Growth in Math



Math PD
Math Intervention





Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Academic Growth in ELA

The 2016 one-year SPF indicates that Woodmen Hills Elementary approached overall academic growth expectations in ELA. Free/reduced lunch students and students with disabilities were approaching expectations while minority students met growth expectations.

Academic Growth in Math

The 2016 one-year SPF indicates that Woodmen Hills Elementary approached overall academic growth expectations in Math. Free/reduced lunch students met growth expectations while minority students and students with disabilities approached growth expectations.

Students with Disabilities- Gap in Achievement and Growth

The 2016 one-year SPF shows that students with disabilities do not meet state expectations for academic performance in ELA and Math and are approaching in academic growth.

Provide a rationale for how these Root Causes were selected and verified:

Once priority performance challenges were established, the leadership team brainstormed explanations for performance challenges. The team sought 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 the foundations of reading and effective intervention strategies. While our students benefit from Burst intervention, teachers lack a deep understanding of the literacy continuum and how to effectively intervene. In mathematics, a lack of professional development in mathematical shifts and practices were identified as a root cause. While curriculum is now aligned to standards and there is a lack of targeted intervention support in mathematics. Root causes are validated with local data.

Additional Narrative / 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: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Students with Disabilities

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	Increase the percentile rank for students with disabilities in the area of ELA by 5 points annually for a percentile rank of 9 for the 2016-2017 school year.
	2017-2018:	Increase the percentile rank for students with disabilities in the area of ELA by 5 points annually for a percentile rank of 14 for the 2017-2018 school year.
Interim Measures for 2016-2017:		DIBELS Next Benchmark, BURST Benchmark, AIMSweb

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M
		Increase the percentile rank for students with disabilities in the area of Math by 5 points

Annual Performance Targets	2016-2017:	annually for a percentile rank of 18 for the 2016-2017 school year.
	2017-2018:	Increase the percentile rank for students with disabilities in the area of Math by 5 points annually for a percentile rank of 23 for the 2017-2018 school year.
Interim Measures for 2016-2017:		ACT Aspire, AIMSweb

Priority Performance Challenge : Academic Growth in ELA

Performance Indicator:		Academic Growth
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	Increase the median growth percentile by 5 points annually for an MGP of 47 for the 2016-2017 school year.
	2017-2018:	Increase the median growth percentile by 5 points annually for an MGP of 52 for the 2016-2017 school year.
Interim Measures for 2016-2017:		ACT Aspire, DIBELS Next Benchmark, BURST Benchmark, AIMSweb

Priority Performance Challenge : Academic Growth in Math

Performance Indicator:		Academic Growth
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	Increase the median growth percentile by 5 points annually for an MGP of 51 for the 2016-2017 school year.
	2017-2018:	ncrease the median growth percentile by 5 points annually for an MGP of 56 for the 2017-2018 school year.

Interim Measures for 2016-2017:

Planning Form

Major Improvement Strategy Name:

Quality Core Instruction

Major Improvement Strategy Description:

Full implementation of Classroom Instruction that Works Strategies, implementation of new ELA curriculum, revised schedule to support first instruction, strengthened PLC process

Associated Root Causes:

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
CITW	Increase the use of research-based instruction strategies to strengthen the effectiveness of core instruction.	09/01/2015 05/26/2017		Administration, Instructional Coach, Lead Mentors, Classroom Teachers	In Progress	This School Year
Core Curriculum	Full implementation of new core curriculum, Wonders.	08/04/2016 05/26/2017	McGraw Hill Wonders 1st-5th Grade- \$130,000	Administration, Instructional Coach, Lead Mentors, Classroom Teachers	In Progress	This School Year
PLC Process	Strengthen PLC process for collaborative	09/01/2016 05/26/2017	Adaptive Schools Training	Administration, Team Leads	In Progress	This School Year

instructional
planning and
using data to
inform instruction

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Core Curriculum,	Wonders Professional Development	100% of teachers will be trained on implementation of new core curriculum by September 2nd 16. Teachers will receive job-emebeded support from the instructional coach and building administration.	07/28/2016 05/27/2016	Instructional Coach, Administration	Partially Met	This School Year
CITW,	Continued job-embedded professional development CITW	Staff will continue to learn about the use of CITW strategies through modeling and coaching provided by the instructional coach and support from quality instruction committee members	08/25/2016	Administration, Instructional Coach, Quality Instruction Committee Members	Partially Met	This School Year
PLC Process,	Adaptive School	All team leaders	09/01/2016	Administration,	Partially Met	This School Year

	Training	will take 4-day Adaptive Schools professional development.	10/21/2016	Team Leads		
CITW,	Feedback on Implementation of CITW strategies	Administration will use CITW focused walkthrough form to provided specific feedback to teachers	09/16/2016 05/26/2017	Administration	Partially Met	This School Year

Major Improvement Strategy Name:

Interventions

Major Improvement Strategy Description:

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.

Associated Root Causes:

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
MTSS Process	Review and revise Rtl process and move to full implementation of MTSS	04/01/2015 05/27/2016		Administration, Intervention personnel, SPED personnel.	In Progress	This School Year
ELL Support	Develop program of support for English Language	07/15/2016 05/27/2016	McGraw Hill Wonders ELL Program	Administration, ELL personnel	In Progress	This School Year

Learners that includes front loading curriculum

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
MTSS Process,	MTSS Procedures	Current intervention practices will be reviewed and revised to develop a intervention data analysis protocol, intervention protocol, and parent communication process.	07/08/2016 08/12/2016	Administration, Intervention Personnel	Met	This School Year
ELL Support,	Professional Development-Wonders ELL	ELL teacher will be trained in ELL component of the Wonders program and will fronted curriculum for English Language Learners	07/15/2016 05/27/2016	Administration, ELL Teacher	Partially Met	This School Year
MTSS Process,	Professional Development MTSS	Initial professional development on new MTSS process will be provided to staff by the beginning of the school year	07/27/2016 05/27/2016	Administration, MTSS Personnel	Partially Met	This School Year

and ongoing training in data analysis and interventions.

Major Improvement Strategy Name:

Professional Development- Reading

Major Improvement Strategy Description:

Increase knowledge of effective instructional practices in reading. Increased ability to use diagnostic data to inform instruction and interventions.

Associated Root Causes:

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
LETRS	All classroom teachers will take Language Essentials for Teachers of Reading and Spelling	12/16/2016	Voyager-Sopris	Administration	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	LETRS Training	All teachers will take LETRS	12/16/2016 05/27/2016	Administration	Not Met	This School Year

training- Modules
1-3 by the end of
the school year.

Addenda

Attachments List

BOARD OF EDUCATION AGENDA ITEM 7.05

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Amber Whetstine, Executive Director of Learning Services
TITLE OF AGENDA ITEM:	Policy and Procedure Review Graduation Requirements IKF, IKF – R, IKF –R-1, IKF-R-2
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Policy revisions are recommended by the administration to align to ensure compliance with current laws and regulations and to ensure policies align with practices that best serve the district.

RATIONALE: To continue to align our District graduation requirements with those of the New Colorado Graduation Requirements for the graduating class of 2021 and beyond, it is necessary to revise the following policies.

RELEVANT DATA AND EXPECTED OUTCOMES:

IKF Proposed revision, specified that IKF-R-2 describes requirements for the graduating classes prior to 2021

IKF –R Proposed repeal

IKF – R-1 Proposed new regulation; noted students seeking admission to Colorado four year colleges and universities should reference at minimum the Higher Education Admissions Requirements (HEAR) in collaboration with the preferred institution of higher education

IKF – R-2 Proposed revisions (replaces previous IKF-R)

IMPACTS ON THE DISTRICT’S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring —How we treat each other	The proposed policy revisions were developed transparently with input from all four innovation zone leaders and high school principals with a commitment to accountability in implementation.
	Outer Ring —How we treat our work	The proposed policies provide minimum expectations for graduation consistent among all high schools, allowing for creative and innovative practices in each zone.
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	By incorporating the work of each school in the recommended revisions, we value the input of our many stakeholders across the D49 community.
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	The proposed Graduation Requirements policies and regulations provide consistent minimum expectations for mastery demonstration at each of our portfolio schools.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Graduation Requirements policies rely on the firm foundations built in earlier grades.
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	The proposed Graduation Requirements policies and procedures directly support the implementation of individualized student pathways at the secondary level.

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

BOE Regular Meeting April 13, 2017
Item 7.05 continued

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve recommended revisions to policies in item 7.05 as recommended by the administration.

APPROVED BY: Peter Hilts, CEO

DATE: March 31, 2017



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Graduation Requirements
Designation	IKF
Office/Custodian	Education/Executive Director of Learning Services

[Graduation](#) from District 49 is based upon demonstrated mastery of Colorado Academic Standards. Students ~~may~~ demonstrate mastery by completing [their Pathway Plan and a sequence of courses](#), by attaining specified levels of achievement on designated ~~assessments~~[examinations](#), or by [completing a Capstone project, successfully completing college-level course work, or by earning a workforce certificate. combination of coursework, assessments, and other rigorous demonstrations.](#)

To facilitate the transition from the traditional credit-based method of granting diplomas to the competency-based model required by Colorado's graduation guidelines, the legacy standards of District 49 are incorporated in a new regulation, IKF-R [2. IKF-2 Specifies requirements for all graduates prior to 2021. Specific requirements beginning with the graduating class of 2021 are incorporated in IKF-R1](#)

In order to grant a diploma, zones and schools must verify that a student has demonstrated mastery in the following content areas:

- [Success Skills](#) ~~21st Century Skills and Technology~~
- English/Language Arts
- Fine Arts
- Foreign Language / [Practical Arts](#)
- Health and Physical Education
- Mathematics
- Science
- Social Studies

The Chief Education Officer and Zone Leaders shall collaborate with secondary school administrators and teachers to develop a menu of methods by which students may demonstrate mastery of the Colorado Academic Standards. Where applicable, district leaders may collaborate with other districts or BOCES to submit rigorous and standards-based assessments for endorsement by the Colorado Department of Education. The approved course of study and methods to demonstrate mastery shall be incorporated into each student's ~~Individual Career and Academic Plan (ICAP)~~ [Pathway Plan](#) and, where appropriate referenced in any Individualized Education ~~Plan~~ [Program](#) (IEP) or other individualized learning plans.

- Current practice codified: 1980
- Adopted: Date of manual adoption
- Revised: December 3, 1987
- Revised: April 18, 1991
- Revised: August 10, 2000
- Revised: March 7, 2002
- Revised: July 12, 2007
- Revised: January 10, 2008
- Revised: July 8, 2010
- Revised: September 8, 2011

- Revised: March 8, 2012
- Revised: February 13, 2014
- Revised: March 12, 2015
- Revised: April 13, 2017

LEGAL REFS:

- C.R.S. 22-2-106 (State board – duties)
- C.R.S. 22-1-104 (*teaching history, culture and civil government*)
- C.R.S. 22-32-109(1)(kk) (*board to establish graduation requirements*)
- C.R.S. 22-32-132 (*discretion to award diploma to honorably discharged veterans*)
- C.R.S. 22-33-104.5 (*home-based education law*)

CROSS REFS:

- AE, Accountability/Commitment to Accomplishment
- AEA, Standards Based Education
- IHBG, Home Schooling
- IHCDA, Concurrent Enrollment
- IK, Academic Achievement
- ILBC, Literacy and Reading Comprehension Assessments



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Graduation Requirements, Courses, and Credits
Designation	IKF-R
Office/Custodian	Education/Executive Director of Learning Services

Policy IKF specifies that graduation from District 49 must be based on demonstrated mastery of Colorado Academic Standards. One method of demonstrating mastery is successful completion of a sequence of courses. In the traditional model of earning credits toward graduation, each course is associated with an academic content area as well as a number of credits earned. The following tables establish the baseline expectations for credit-based demonstration of mastery toward high school graduation. In this model, one credit denotes the successful mastery of content that has traditionally been incorporated in a full year of study. Credit is awarded on a semester basis only and requires a passing grade of "D" or higher.

The Falcon Zone grants a diploma to students who demonstrate mastery by completing the following credits:

English	4.0 credits
Social Studies	3.0 credits
Science	3.0 credits
Mathematics (at High School)	3.0 credits
Practical Arts or Foreign Language	2.0 credits
Fine Arts	1.0 credit
Physical Education	1.0 credit
Health	0.5 credit
Elective Credits	7.5 credits
Total	25.0 credits

The POWER Zone grants a diploma to students who demonstrate mastery by completing the following credits:

English	4.0 credits
Social Studies	3.0 credits
Science	3.0 credits
Mathematics (at High School)	3.0 credits
Practical Arts or Foreign Language	1.0 credits
Fine Arts	1.0 credit
Physical Education	1.0 credit
Health	0.5 credit
Elective Credits	7.5 credits
Total	24.0 credits

The Sand Creek Zone grants a diploma to students who demonstrate mastery by completing the following credits:

English	4.0 credits
Social Studies	3.5 credits
Science	3.0 credits
Mathematics (at High School)	3.0 credits
Foreign Language	2.0 credits

Technology	1.0 credit
Fine Arts	1.0 credit
Physical Education	1.0 credit
Health	0.5 credit
Elective Credits	6 credits
Total	25.0 credits

The iConnect Zone grants a diploma to students who demonstrate mastery by completing the following credits:

English	4.0 credits
Social Studies	3.0 credits
Science	3.0 credits
Mathematics (at High School)	3.0 credits
Practical Arts or Foreign Language	1.0 credits
Fine Arts	1.0 credit
Physical Education	1.0 credit
Health	0.5 credit
Elective Credits	7.5 credits
Total	24.0 credits

COLLEGE ENDORSEMENT

Diplomas of students attending the Sand Creek and Falcon Innovation Zones who meet the following requirements will include a college endorsement:

English (American Literature and English Literature required)	4.0 credits
Social Studies	4.0 credits
Science (Chemistry required)	4.0 credits
Mathematics (Geometry and Algebra II required)	4.0 credits
Foreign Language (Two years of the same language required)	2.0 credits
Fine Arts	1.0 credit
Physical Education	1.0 credit
Health	0.5 credit
Elective Credits	6.0 credits
Total	26.5 credits

Diplomas of students attending the Vista Ridge (Power Zone) and iConnect Zone who meet the following requirements will include a college endorsement:

English (American Literature and English Literature required)	4.0 credits
Social Studies	3.0 credits

Science (Chemistry required)	~~4.0 credits~~
Mathematics (Geometry and Algebra II required)	~~4.0 credits~~
Foreign Language (Two years of the same language required)	~~2.0 credits~~
Fine Arts	~~1.0 credit~~
Physical Education	~~1.0 credit~~
Health	~~0.5 credit~~
Elective Credits	~~7.0 credits~~
Total	~~26.5 credits~~

One-half Physical Education credit can be earned per semester by:

- ~~Successfully completing an athletic season~~
- ~~Participating in a school sponsored activity, such as, JROTC drill, Civil Air Patrol, etc.~~
- ~~Participating in marching band and successfully completing the required number of after school events~~

Two (2) .5 credits can be applied toward the 1.0 PE graduation requirement or 1.0 credit (elective) throughout a student's high school career.

The transcript posting will actually indicate the activity participated in during the semester.

Any student participating in a qualifying activity who due to unforeseen injury or circumstance is unable to complete the season may earn the attempted credit.

Final decisions will be determined by the building principal.

Contingent upon the approval of a counselor and the principal, college courses, correspondence courses, and night school courses may be accepted for high school credit. Independent study, work experience, and experience-based programs approved by a counselor and the principal may be taken for high school credit upon presentation of an instructional outline and objectives to be monitored by a faculty member.

- ~~Current practice codified: 1980~~
- ~~Adopted: Date of manual adoption~~
- ~~Revised: December 3, 1987~~
- ~~Revised: April 18, 1991~~
- ~~Revised: August 10, 2000~~
- ~~Revised: March 7, 2002~~
- ~~Revised: July 12, 2007~~
- ~~Revised: January 10, 2008~~
- ~~Revised: July 8, 2010~~
- ~~Revised: September 8, 2011~~
- ~~Revised: March 8, 2012~~
- ~~Revised: February 13, 2014~~
- ~~Revised: March 12, 2015~~

LEGAL REFS:

- ~~C.R.S. 22-2-106 (State board duties)~~
- ~~C.R.S. 22-1-104 (teaching history, culture and civil government)~~
- ~~C.R.S. 22-32-109(1)(kk) (board to establish graduation requirements)~~
- ~~C.R.S. 22-32-132 (discretion to award diploma to honorably discharged veterans)~~
- ~~C.R.S. 22-33-104.5 (home-based education law)~~

CROSS REFS:

- ~~AE, Accountability/Commitment to Accomplishment~~
- ~~AEA, Standards Based Education~~
- ~~IHA, Basic Instructional Program~~
- ~~IHBC, Home Schooling~~
- ~~IHCDA, Concurrent Enrollment~~
- ~~IK, Academic Achievement~~
- ~~ILBC, Literacy and Reading Comprehension Assessments~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Graduation Requirements, Courses, and Credits
Designation	IKF-R-1
Office/Custodian	Education/Executive Director of Learning Services

Policy IKF specifies that graduation from District 49, beginning with the graduating class of 2021, must be based on demonstrated mastery of Colorado Academic Standards. Students demonstrate mastery and earn credits through successful final course exam outcomes, or by demonstrating success on other designated examinations, successful completion of college-level course work or by earning an approved workforce certification. Students may also earn credits by demonstrating mastery of standards through completion of an approved Capstone project. The following tables establish the baseline expectations for demonstrations of mastery toward high school graduation. In this model, one credit signifies the successful mastery of standards that have traditionally been incorporated in a full year of study.

District 49 grants a diploma to students who earn the equivalent of a minimum of 24.5 credits, demonstrate mastery in each content area, and complete their Pathway Plan.

[Please note: Students seeking admission to Colorado four year colleges and universities should reference at minimum the Higher Education Admissions Requirements \(HEAR\) in collaboration with the preferred institution of higher education.](#)

Approved Mastery Demonstrations:

English

Examinations	Capstones	College-Level Course Work	Workforce Certification
Accuplacer Reading Comprehension 62	Approved Capstone Project	Completion of English (100 level or higher) course work with passing grade of C or higher	Approved Workforce Certificate
ACT English 18			
AP Exams 2 or higher			
ACT WorkKeys English Bronze or higher			
SAT 430			
IB Exams 4 or higher			
ASVAB English 31			

Math

Examinations	Capstones	College-Level Course Work	Workforce Certification
Accuplacer Elementary Algebra 61	Approved Capstone Project	Completion of Mathematics (100 level or higher) course with passing grade of C or higher	Approved Workforce Certificate
ACT Math 19			
AP Exams 2 or higher			
ACT WorkKeys Math Bronze or higher			
SAT Math 460			
IB Exams 4 or higher			

ASVAB Math 31			

Science

Examinations	Capstones	College-Level Course Work	Workforce Certification
ACT Science 20	Approved Capstone Project	Completion of Science (100 level or higher) course work with passing grade of C or higher	Approved Workforce Certificate
SAT 1030			
AP Exams 2 or higher			
IB Exams 4 or higher			
End of course exams grade of C or higher			

Social Studies

Examinations	Capstones	College-Level Course Work	Workforce Certification
Successful Completion of National Citizenship Exam (Civics)	Approved Capstone Project	Completion of Social / Behavioral Sciences, History, or Political Science (100 level or higher) course work with passing grade of C or higher	Approved Workforce Certificate
AP Exams 2 or higher			
IB Exams 4 or higher			
End of course exams grade of C or higher			

Foreign Language / Practical Arts

Examinations	Capstones	College-Level Course Work	Workforce Certification
AP Examines 2 or higher	Approved Capstone Project	Completion of Foreign Language course work (100 level or higher) with passing grade of C or higher	Approved Workforce Certificate
IB Exams 4 or higher			
End of course exams grade of C or higher			

Fine Arts

Examinations	Capstones	College-Level Course Work	Workforce Certification
AP Exams 2 or higher			

IB Exams 4 or higher	Approved Capstone Project	Completion of Arts (100 level or higher) course work with passing grade of C or higher	Approved Workforce Certificate
Solo / Ensemble Competition 1			
End of course exams / performance assessments grade of C or higher			

Health

Examinations	Capstones	College-Level Course Work	Workforce Certification
End of course exams grade of C or higher	Approved Capstone Project	Completion of Health (100 level or higher) with passing grade of C or higher	Approved Workforce Certificate

Physical Education

Examinations	Capstones	College-Level Course Work	Workforce Certification
Successful completion of an athletic season	Approved Capstone Project	Completion of Physical Education (100 level or higher) course work with passing grade of C or higher	Approved Workforce Certificate
Participation in a school sponsored / approved activity (i.e. JROTC Drill, Civil Air Patrol, Marching Band, etc.)			
End of course exams / performance assessments grade of C or higher			

Success Skills (21st Century / Technology)

Examinations	Capstones	College-Level Course Work	Workforce Certification

Successful completion of Pathway Plan milestones	Approved Capstone Project	Completion of (100 level or higher) coursework with passing grade of C or higher	Approved Workforce Certificate
End of course exams / performance assessments grade of C or higher			

Any student participating in a qualifying activity who due to unforeseen injury or circumstance is unable to complete the season may earn the attempted credit.

Contingent upon the approval of a counselor and the principal, independent study, work experience, and other experience-based programs that include an outline of academic standards to be monitored by a faculty member, may qualify for credit through completion of a Capstone presentation, or Workforce Certificate.

The transcript posting will indicate the actual activity participated in during the semester / trimester (ie. Academic Coursework, Capstone Project, College-Level Coursework or Workforce Certification.)

Final decisions will be determined by the building principal.

- Current practice codified: 1980
- Adopted: Date of manual adoption
- Revised: December 3, 1987
- Revised: April 18, 1991
- Revised: August 10, 2000
- Revised: March 7, 2002
- Revised: July 12, 2007
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- Revised: March 12, 2015
- Revised: April 13, 2017

LEGAL REFS:

- C.R.S. 22-2-106 (State board – duties)
- C.R.S. 22-1-104 (*teaching history, culture and civil government*)
- C.R.S. 22-32-109(1)(kk) (*board to establish graduation requirements*)
- C.R.S. 22-32-132 (*discretion to award diploma to honorably discharged veterans*)
- C.R.S. 22-33-104.5 (*home-based education law*)

CROSS REFS:

- AE, Accountability/Commitment to Accomplishment
- AEA, Standards Based Education

- IHA, Basic Instructional Program
- IHBG, Home Schooling
- IHCD, Concurrent Enrollment
- IK, Academic Achievement
- ILBC, Literacy and Reading Comprehension Assessments



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Graduation Requirements, Courses, and Credits
Designation	<u>IKF-R-2</u>
Office/Custodian	Education/Executive Director of Learning Services

Policy IKF specifies that graduation from District 49 must be based on demonstrated mastery of Colorado Academic Standards. One method of demonstrating mastery is successful completion of a sequence of courses. In the traditional model of earning credits toward graduation, each course is associated with an academic content area as well as a number of credits earned. The following tables establish the baseline expectations for credit-based demonstration of mastery toward high school graduation. In this model, one credit denotes the successful mastery of content that has traditionally been incorporated in a full year of study. Credit is awarded on a semester basis only and requires a passing grade of "D" or higher.

The Falcon Zone grants a diploma to students who demonstrate mastery by completing the following credits:

English	4.0 credits
Social Studies	3.0 credits
Science	3.0 credits
Mathematics (at High School)	3.0 credits
Practical Arts or Foreign Language	2.0 credits
Fine Arts	1.0 credit
Physical Education	1.0 credit
Health	0.5 credit
Elective Credits	7.5 credits
Total	25.0 credits

The POWER Zone grants a diploma to students who demonstrate mastery by completing the following credits:

English	4.0 credits
Social Studies	3.0 credits
Science	3.0 credits
Mathematics (at High School)	3.0 credits
Practical Arts or Foreign Language	1.0 credits
Fine Arts	1.0 credit
Physical Education	1.0 credit
Health	0.5 credit
Elective Credits	7.5 credits
Total	24.0 credits

The Sand Creek Zone grants a diploma to students who demonstrate mastery by completing the following credits:

English	4.0 credits
Social Studies	3.5 credits
Science	3.0 credits
Mathematics (at High School)	3.0 credits
Foreign Language	2.0 credits
Technology	1.0 credit

Fine Arts	1.0 credit
Physical Education	1.0 credit
Health	0.5 credit
Elective Credits	6 credits
Total	25.0 credits

The iConnect Zone grants a diploma to students who demonstrate mastery by completing the following credits:

English	4.0 credits
Social Studies	3.0 credits
Science	3.0 credits
Mathematics (at High School)	3.0 credits
Practical Arts or Foreign Language	1.0 credits
Fine Arts	1.0 credit
Physical Education	1.0 credit
Health	0.5 credit
Elective Credits	7.5 credits
Total	24.0 credits

COLLEGE ENDORSEMENT

Diplomas of students attending the Sand Creek and Falcon Innovation Zones who meet the following requirements will include a college endorsement:

English (American Literature and English Literature required)	4.0 credits
Social Studies	4.0 credits
Science (Chemistry required)	4.0 credits
Mathematics (Geometry and Algebra II required)	4.0 credits
Foreign Language (Two years of the same language required)	2.0 credits
Fine Arts	1.0 credit
Physical Education	1.0 credit
Health	0.5 credit
Elective Credits	6.0 credits
Total	26.5 credits

Diplomas of students attending the Vista Ridge (Power Zone) and iConnect Zone who meet the following requirements will include a college endorsement:

English (American Literature and English Literature required)	4.0 credits
Social Studies	3.0 credits

Science (Chemistry required)	4.0 credits
Mathematics (Geometry and Algebra II required)	4.0 credits
Foreign Language (Two years of the same language required)	2.0 credits
Fine Arts	1.0 credit
Physical Education	1.0 credit
Health	0.5 credit
Elective Credits	7.0 credits
Total	26.5 credits

One-half Physical Education credit can be earned per semester by:

- Successfully completing an athletic season
- Participating in a school sponsored activity, such as, JROTC drill, Civil Air Patrol, etc.
- Participating in marching band and successfully completing the required number of after school events

Two (2) .5 credits can be applied toward the 1.0 PE graduation requirement or 1.0 credit (elective) throughout a student's high school career.

The transcript posting will actually indicate the activity participated in during the semester.

Any student participating in a qualifying activity who due to unforeseen injury or circumstance is unable to complete the season may earn the attempted credit.

Final decisions will be determined by the building principal.

Contingent upon the approval of a counselor and the principal, college courses, correspondence courses, and night school courses may be accepted for high school credit. Independent study, work experience, and experience-based programs approved by a counselor and the principal may be taken for high school credit upon presentation of an instructional outline and objectives to be monitored by a faculty member.

- Current practice codified: 1980
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- Revised: August 10, 2000
- Revised: March 7, 2002
- Revised: July 12, 2007
- Revised: January 10, 2008
- Revised: July 8, 2010
- Revised: September 8, 2011
- Revised: March 8, 2012
- Revised: February 13, 2014
- Revised: March 12, 2015

- Revised: April 13, 2017

LEGAL REFS:

- C.R.S. 22-2-106 (State board – duties)
- C.R.S. 22-1-104 (*teaching history, culture and civil government*)
- C.R.S. 22-32-109(1)(kk) (*board to establish graduation requirements*)
- C.R.S. 22-32-132 (*discretion to award diploma to honorably discharged veterans*)
- C.R.S. 22-33-104.5 (*home-based education law*)

CROSS REFS:

- AE, Accountability/Commitment to Accomplishment
- AEA, Standards Based Education
- IHA, Basic Instructional Program
- IHBG, Home Schooling
- IHCD, Concurrent Enrollment
- IK, Academic Achievement
- ILC, Literacy and Reading Comprehension Assessments

BOARD OF EDUCATION AGENDA ITEM 7.06a

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Ryan Johanson, Accounting Group Manager
TITLE OF AGENDA ITEM:	Job Description Update
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: When this job description was updated an incorrect pay range was used.

RATIONALE: The pay range recently approved is not consistent with current educational support personnel positions.

RELEVANT DATA AND EXPECTED OUTCOMES: The current educational support personnel salary range title page classifies an Accounting Technician as a pay range 12.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	Impact
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: None

AMOUNT BUDGETED: \$567.00

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve revisions to the Accounting Technician job description as recommended by the administration.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: 3/31/2017

ACCOUNTING TECHNICIAN

Job Title:	Accounting Technician
Initial:	November 1, 2006
Revised:	~~November 2016~~ April 13, 2017
Work Year:	261 Days
Office:	Business
Department:	Finance
Reports To:	Accounting Group Manager
FSLA Status:	Non-Exempt
Pay Range:	Educational Support Personnel Range ~~126~~

Related Organization Chart



SUMMARY: At the direction of the Accounting Group Manager, the Accounting Technician performs general accounts payable duties including day-to-day processing of accounts payable transactions to ensure that district finances are maintained in an effective, up-to-date, and accurate manner.

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.

- Process accounts payable including the following tasks: verify receipt of all merchandise, analyze and verify internal consistency, completeness, account codes, and mathematical accuracy of accounting documents; and perform adjustments in an accurate and timely manner.
- Process and verify all payments for goods and services, check settlements to see if all invoices have been paid, perform all payables data entry, match check copies to paid invoices and mail out all payable checks.
- Process purchase requisitions.
- Prepare, verify and enter checks and cash for daily receivables to include verification of bank reconciliations and deposit slips for all accounts, delivering deposits to bank as needed.
- Enter and update W-9's that have been received; maintain report of outstanding W-9 vendors; send out 1099's.
- Provide back up for receptionist as needed.
- Provide support for district purchasing cards including answering questions, auditing of purchases, and other administrative duties as needed.
- Process, prepare and distribute monthly reports.

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.

-
- Perform filing as needed.
 - Perform other duties as assigned.

Supervision & Technical Responsibilities:

- This position has no supervisory responsibilities ~~at this time.~~

Budget Responsibility:

- This position has no direct budget responsibility.

QUALIFICATIONS

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

Education & Training:

- High school diploma or equivalent.
- Specialized courses in accounting, or vocational classes, business classes in typing, 10 key preferred.

Experience:

- Over two years and up to and including three years of experience in finance and office skills.

Knowledge Skills & Abilities:

- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Basic math and accounting skills.
- Personal computer, keyboarding and word processing skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to defuse and manage volatile and stressful situations.
- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with general office equipment, including telephones, copier, fax machine, 10 key, etc.

Certificates, Licenses, & Registrations:

- 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 must be met by an employee to successfully perform the essential functions of this job.

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.

Physical Demands: While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel; reach with hands and arms. The employee is occasionally required to stand; walk; climb or balance; stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 25 pounds.

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment. The noise level in the work environment is usually moderate.

Mental Functions: While performing the duties of this job, the employee is regularly required to compare, analyze, communicate, copy, coordinate, instruct, compute, synthesize, evaluate, use interpersonal skills, compile 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 7.06b

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Nancy Lemmond, PhD – Executive Director of Individualized Education
TITLE OF AGENDA ITEM:	Dean of At-Risk/Expelled & PEAK Programs
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The At-Risk/Expelled Program Manager retires at the end of the 16-17 school year. During the 16-17 school year, D49 returned one special education program to the district from Pikes Peak BOCES. If possible, the plan is to return a second PP BOCES special education program in the 17-18 school year. The three programs require administrative oversight. This is not a new position but rather a modified position. This job description also eliminates the position of District Athletic Director, which is now handled by school-based Athletic Directors.

RATIONALE: For better efficiency and improved programming, the at-risk/expelled program manger's job description is being updated and modified to meet the combined needs of the at-risk/expelled and PEAK programs.

RELEVANT DATA AND EXPECTED OUTCOMES: The expected outcome is to improve administrative oversight for all at-risk/expelled and PEAK students and collaboration between the programs and the building administration.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	Improve administrative oversight for our at-risk/expelled students and specific special education students.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Although at-risk/expelled and PEAK are not schools, the programs are accessed by all D49 schools to meet the needs of specific students.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	For a variety of reasons, students may require a behavior intervention program, an alternative education program, or a more specialized special education program in order to find success in school.

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: Administrative Salary Schedule - Dean

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the revised job description in item 7.06b.

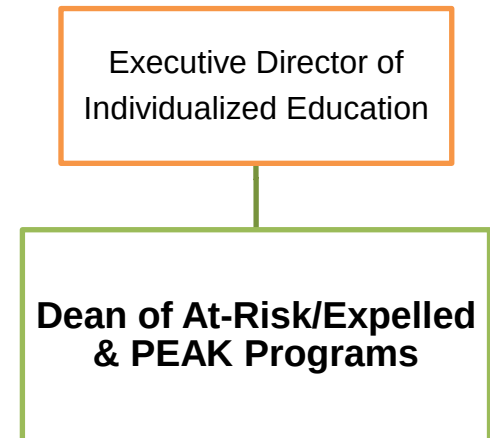
APPROVED BY: Peter Hilts, Chief Education Officer,
Brett Ridgway, Chief Business Officer

DATE: March 31, 2017

DEAN OF AT-RISK/EXPELLED & PEAK PROGRAMS

Job Title:	Dean of At-Risk/Expelled & PEAK Programs
Initial:	March 6, 2017
Revised:	
Work Year:	210
Office:	Education
Department:	Individualized Education
Reports To:	Executive Director of Individualized Education
FLSA Status:	Exempt
Pay Range:	Licensed Salary Schedule + 15%

Related Organization Chart



POSITION SUMMARY: The Dean of At-Risk/Expelled & PEAK Programs will supervise and manage the at-risk and expelled student programs (Excel and Excel Plus) and the Personal Excellence and Academic Knowledge (PEAK) special education programs. The Dean will be responsible for providing effective student learning opportunities and initiatives that support student success for all programs. This position provides leadership, systems administration, online course placement and promotion, and school advisor services to designated student populations. The Dean is responsible for the administration of the total school programs and is the primary liaison and coordinator of all day-to-day educational curricular support, student management and attendance matters, as well as all grade level concerns for the programs.

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 zone assignment and other factors.

- Develop and assist in delivery of the educational and behavioral program for a designated at-risk and expelled student education program to include online needs and issues in the program of study.
- Provide administrative oversight of the PEAK programs to include advertising, hiring, and evaluation of program staff.
- Implement instructional and assessment strategies by collecting and analyzing student achievement data in providing a purpose and direction for the programs.
- Collaborate with online curriculum provider and system administrator to ensure consistency throughout the program.
- Interface with district administrators, teachers, and online site coordinators of record as necessary.
- Develop online learning opportunities to address student needs.

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.

-
- Address student disciplinary actions or behavioral needs as well as communication with parents.
 - Communicate, collaborate, and cooperate with colleagues, supervisors, students, and families.
 - Serve as a resource person to students and families regarding the programs, procedure, and special situations.
 - Suggest alternative means, new ideas, and different approaches to aid in achieving students' success and improved educational goals.
 - Attend all grade level pupil personnel and multi-disciplinary staffing for student placement in appropriate programs to meet the individual needs of the students.
 - Collaborate with campus teams to determine appropriate referrals, both to and from, for all programs
 - Other duties as assigned.

Supervision & Technical Responsibilities:

- Supervises at-risk/expelled program staff and PEAK staff. Additional responsibilities determined by the Executive Director of Individualized Education and may vary year to year.

Budget Responsibility:

- Direct budget responsibilities determined by the Executive Director of Individualized Education and may vary year to year.

QUALIFICATIONS

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

Education & Training:

- Undergraduate or graduate degree in education required
- Undergraduate or graduate degree in special education beneficial
- Candidates with graduate degree in educational administration or leadership beneficial

Experience:

- Minimum of three years of teaching experience required
- Two years special education experience required
- Two years of administrative experience in district or school setting preferred

Knowledge Skills & Abilities:

- Demonstrated skills in conflict management, problem solving, resource allocation, prioritization, data analysis, collaborative decision making, relationship building, and group facilitation
- Knowledge of child and adolescent development
- Knowledge of general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current
- Knowledge of data collection and the ability to interpret data
- Knowledge of research supported interventions related to academic, social and behavioral concerns
- Ability to be flexible in order to meet the unique needs of the assignment

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.

Certificates, Licenses, & Registrations:

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

OTHER WORK FACTORS

The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee 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.

BOARD OF EDUCATION AGENDA ITEM 7.06c-e

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Amber Whetstone, Executive Director of Learning Services
TITLE OF AGENDA ITEM:	Learning Services Job Description Revisions
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Job Descriptions have been revised in order to more accurately reflect the actual responsibilities of positions within the Learning Services department. Although position titles have been changed, no new positions will be added.

RATIONALE: Accurate job descriptions provide employees clarity regarding job responsibilities and help us perform more effectively and efficiently as an organization.

RELEVANT DATA AND EXPECTED OUTCOMES: The proposed changes will not add to our current personnel count within the Learning Services Department or the District.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring —How we treat each other	Accurate job descriptions help us perform our jobs with transparency and accountability.
	Outer Ring —How we treat our work	Accurate job descriptions allow us to work strategically to fulfill the work of the organization.
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	Accurate job descriptions provide employees clarity regarding job responsibilities and help us perform more effectively and efficiently as an organization.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Accurately describing responsibilities for supporting schools with educational technology helps support our portfolio of schools.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Education technology positions provide support for schools to ensure students have access to tools that support foundational skills and knowledge.
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Education technology positions provide support for our secondary schools and individualized education programs to help launch every student toward success.

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the 3 revised job descriptions in item 7.06c-e as recommended by the administration.

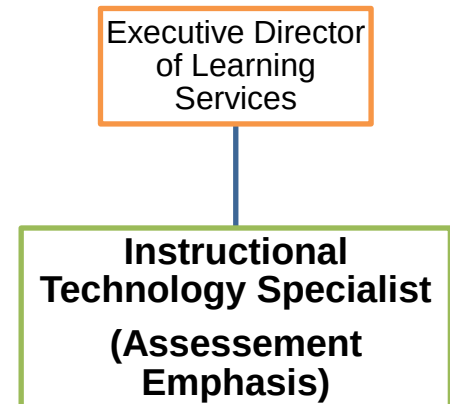
APPROVED BY: Peter Hilts, CEO

DATE: March 31, 2017

EDUCATION TECHNOLOGY SPECIALIST

Job Title:	Education Technology Specialist (Assessment Emphasis)
Initial:	January 2013
Revised:	April 2017
Work Year:	261 Days
Office:	Education Office
Department:	<u>Learning Services</u>
Reports To:	Executive Director of Learning Services
FLSA Status:	Exempt
Pay Range:	Professional/Technical Salary Schedule <u>Range III</u>

Related Organization Chart



POSITION SUMMARY: ~~The Instructional Technology Coordinator—Legacy Specialist (ITC—L) is the Education Office’s primary advisor for planning and supporting legacy technologies, including assessment systems. The Educational Technology Specialist (Assessment Emphasis) (ETSA) provides leadership and support for all educational technology systems. The ITC—L provides leadership and support for all educational and administrative uses of legacy systems, hardware, and applications. The ITC—L exercises direct oversight for the configuration, distribution and support of network servers, desktop and laptop computers, and other technologies using legacy (primarily older versions of Windows) operating systems. The ITC—L investigates researches, evaluates, and recommends instructional technology tools to support assessment practices to improve student learning.~~

~~effective and innovative uses of specific technology as a mechanism for improving instruction and assessment.~~

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.

Planning—To provide leadership for instructional technology planning, the ETSA will:

- Create and implement short and long term goals to improve the effectiveness of assessment technology support.
- Participate as an active and influential member on technology, assessment and data integration planning teams.

Participate as a key member of all technology planning teams.

- Advocate for technology enhanced assessment tools. ~~supported instruction~~
- Serve as the district’s primary liaison to vendor representatives for the review, and purchase of assessment technology tools.

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.

~~legacy and assessment systems:~~

- ~~• Recommend purchase and deployment of technology tools to support the administration and implementation of student assessment.~~
- ~~• Participate in educational technology strategic planning efforts including providing input into the IT master plan, knowledge management and data privacy.~~
- ~~• Advise building-level, zone and district leaders in planning for the purchase, deployment and implementation of technology to support assessment of and for student learning.~~

User Support—To provide support for users of instructional technology, the ETSA will:

- ~~• Act as a first-level help desk for users of legacy technologies.~~
- ~~• Provides expert-level support for the implementation of formative and summative technology-enhanced assessment tools.~~
- ~~• Provides ad hoc training to help empower users at all levels of proficiency to become self-sufficient problem-solvers.~~
- ~~• Designs and delivers training-quality professional development for end users of all legacy and assessment technologies.~~
- ~~• Refers trouble-shooting tasks to Senior Coordinator of Educational Technology Specialist (Instruction Emphasis), Coordinator of Academic Performance or other IT colleagues and contractors as appropriate.~~
- ~~• Participates in professional organizations, conferences and trainings to stay abreast of current trends and research in assessment technology best practices.~~

Oversight—To provide ~~oversight~~ APEX leadership, the ETSA will:

- ~~• Serves as a liaison to the Colorado Department of Education as the District Technology Coordinator (DCT) for the administration of all state-required assessments. The ETS-e Coordinates with the District Assessment Coordinator (DAC) to ensure thorough training is delivered to all school Assessment Coordinators (SACs).~~
- ~~• Reviews assessment hardware and software purchases proposed at the building, zone and district-levels to ensure quality support and functionality.~~
- ~~• Serves as a collaborating member of the IT oversight and implementation team, advocating for assessment technology resources and support.~~
- ~~• Assists the District contract facilitator and department leaders in developing vendor bids and requests for proposals (RFPs) concerning assessment technology needs.~~
- ~~• Assists in annual E-Rate application process.~~
- ~~• Supports the education office in preparing reports, research and Board of Education updates and agenda items related to assessment technology.~~
- ~~• Collaborates with the Educational Technology Specialist (Instruction Emphasis) to ensure data integrity in knowledge management and student-data privacy.~~

~~Consult with leaders and users about hardware and software purchases.~~

~~Collaborate with colleagues in the education, business and operations office to ensure appropriate support for instructional technology.~~

~~Monitor services provided by external contracted providers.~~

~~Monitor services provided by zone and site level support staff, including program facilitators in each building.~~

- ~~• Reports any conflicts or deficits in data integrity, assessment technology support and performance to colleagues and supervisor.~~
- ~~• Performs other duties as assigned.~~

- ~~• Responsible for participating in planning and budget planning processes district-wide.~~

Supervision & Technical Responsibilities:

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.

- This position does not supervise other employees.

Budget Responsibility:

- This position does not have any direct budget responsibility.

QUALIFICATIONS

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

Education & Training:

- ~~The ITC—LETS must~~Must hold a bachelor's degree or equivalent advanced training in computer information systems or management information systems.

Experience:

- ~~The ITC—LETS must~~Must have a minimum of five (5) years of experience in designing and implementing complex educational technology systems. Experience with educational assessment systems preferred.
- Must have a minimum five years experience in an educational setting.

Knowledge Skills & Abilities:

- Must have an ability to work well and communicate with faculty, parents and administration.
- Must draw on experience with and knowledge of networking.
- Excellent oral and written communication and interpersonal relation skills including the ability to effectively communicate technical information to a non-technical audience
- In-depth technical knowledge of Microsoft Windows Operating Systems, SQL Server, and at least one accounting or enterprise resource planning application appropriate for a medium to large organization
- Knowledge of information security theories and practices
- The ability to perform, track, and provide the current status of multiple simultaneous tasks
- The ability to keep sensitive information confidential

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire
- Candidate should hold or be able to obtain formal Windows or relevant technical certification.

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is frequently required to communicate. The employee is occasionally required to stand; walk or sit. The employee must occasionally lift and/or move up to 25 pounds. The employee must be able to interact with precise, technical data displayed on a variety of screens and documents.

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment. The noise level in the work environment is usually moderate.

Mental Functions: While performing the duties of this job, the employee is regularly required to communicate,

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.

DISTRICT #49 BOARD APPROVED JOB DESCRIPTION



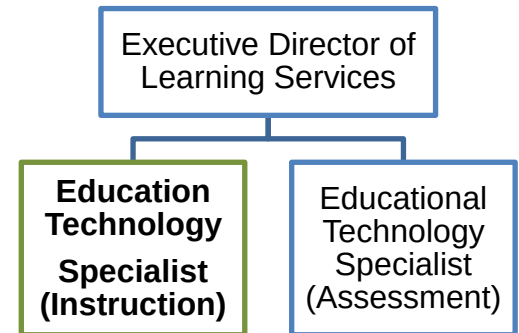
compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.

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.

EDUCATION TECHNOLOGY SPECIALIST

Job Title:	<u>Education Technology Specialist (Instruction Emphasis)</u>
Initial:	January 2013
Revised:	<u>April 2017</u>
Work Year:	261 days
Office:	Education
Department:	<u>Learning Services</u>
Reports To:	~~Chief Education Officer~~ <u>Executive Director of Learning Services</u>
FLSA Status:	Exempt
Pay Range:	Professional/Technical Salary Schedule <u>Range III</u>

Related Organization Chart



POSITION SUMMARY: The ~~Instructional Technology Coordinator~~ Educational Technology—Apple Specialist (ETC—A) Specialist (Instruction Emphasis) (ETSI) is the Education Office’s primary advisor for the planning and implementation of educational technology for instructional purposes. The ETSI provides leadership to district staff for all educational uses of Apple systems and applications. ~~The ETC—A exercises direct oversight for the configuration, distribution and support of portable computers, tablets, mobile phones, and other technologies using Apple operating systems.~~ The SETS investigates researches, evaluates, and recommends effective and innovative uses of educational technology as a mechanism for improving instruction and assessment student learning.

ESSENTIAL DUTIES AND 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.

Planning—To provide leadership for ~~instructional~~ educational technology planning, the ~~SETS~~ ETSI will:

- Create and implement short and long term goals to improve student learning outcomes through instructional technology support.
- Participate as an active and influential key member of all on technology, data integration and instructional planning teams.
- Participate in educational technology strategic planning efforts including providing input into the IT master plan, knowledge management and data privacy.
- Advocate for technology enhanced instructional tools.
- Serve as the district’s primary liaison to Apple and Google vendor representatives for the purchase and implementation of educational technology tools and training services.
- Advise building-level, zone and district leaders in planning for the purchase, deployment and implementation of technology to support student learning.
- Revise processes in response to policy and legislative changes related to educational technology.

User Support—To provide support for users of instructional technology, the ~~ETC~~ ETSI—A will:

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.

- Provide expert-level support for educators in the implementation of educational technology tools to improve learning.
- Provide on-going ad hoc training to help-empower users at all levels of proficiency to become self-sufficient problem-solvers.
- Design and deliver quality professional development to improve the use of instructional technology for educators and leaders (EdCamps, Aha! Network Courses, Future Classroom Cohort).
- Participate in professional organizations, conferences and trainings to stay abreast of current trends and research in educational technology best-practices.
- Collaborate with District leaders to ensure quality support for educational technology.
- Refer trouble-shooting tasks to the Education Technology Specialist (Assessment Emphasis) Coordinator of Academic Performance or other instruction /IT colleagues and partners as appropriate.

Oversight—To provide ~~oversight~~ APEX leadership, the ~~ITCETSI~~ —A will:

- Serve as the District’s representative liaison at regional and statewide instructional technology meetings to collaborate with other leaders in the implementation of policies and best-practices.
- Review instructional hardware and software purchases proposed at the building, zone and district-levels to ensure quality support and functionality.
- Serve as a collaborating member of the IT oversight and implementation team, advocating for instructional technology resources and support for educators.
- Assist the District contract and department leaders in developing vendor bids and requests for proposals (RFPs) concerning assessment technology needs.
- Assist in annual E-Rate application process.
- Lead the District’s efforts to ensure data integrity in knowledge management and student-data privacy.
- Serve as the District’s Google Administrator for Education (plans and implements on-going Google training and support, GAFE Summits).
- ~~Consult with leaders and users about hardware and software purchases.~~
- ~~Collaborate with colleagues in the education, business and operations office to ensure appropriate support for instructional technology.~~
- ~~Monitor services provided by external contracted providers.~~
- ~~Monitor services provided by zone and site level support staff, including program facilitators in each building.~~
- Report conflicts or deficits in data integrity, or educational technology support and performance to colleagues and supervisor.
- ~~Support the education office in reviewing, writing and revising policies, preparing reports, research, Board of Education updates and agenda items related to educational technology.~~
- ~~Responsible for participating in planning and budget planning processes district-wide.~~
- ~~Other Required Duties and Responsibilities:~~
- ~~Refer troubleshooting tasks to other ITC’s or outside contracted providers.~~
- ~~Participate in professional organizations, attend conferences/workshops and meetings to keep abreast of current research and best practices~~
- ~~Create and implement short and long term goals to improve the effectiveness of instructional technology support.~~
- ~~Assist the district contract officer in developing vendor bids or Requests for Proposals (RFPs) concerning the department.~~
- ~~Assist in the yearly E-Rate application process.~~

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.

- ~~Prepare Board of Education agenda items and presentations related to instructional technology.~~
- ~~Recommend purchase and deployment of technology to support learning and administration.~~
- ~~Assist curriculum leaders in setting goals related to the use of technology in instruction and selecting compatible systems when new texts, resources, or devices are purchased.~~
- Perform other duties as assigned.

Supervision & Technical Responsibilities:

- This position ~~does not supervise other employees~~ supervises the Education Technology Technician.

Budget Responsibility:

- This position does not have any direct budget responsibility.

QUALIFICATIONS

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

Education & Training: The ~~ETSETSI~~ —A must hold a ~~bachelor's master's~~ degree or equivalent advanced training in ~~computer information systems educational technology or management information systems.~~

Experience:

- Must have a minimum of five (5) years of experience in designing and implementing complex educational technology systems.
- Must have a minimum five years educational experience.

Knowledge Skills & Abilities:

- Must have an aAbility to work well and communicate with faculty, parents and administration.
- Ability to ~~Must~~ advocate for technology-supported instruction.
- Ability to ~~Must~~ draw on experience with and knowledge of networking.
- Excellent oral and written communication and interpersonal relation skills including the ability to effectively communicate technical information to a non-technical audience
- In-depth technical knowledge of Apple OSX and iOS operating systems, ~~Volume Purchase Program,~~ and Apple Volume licensing agreements
- Knowledge of information security theories and practices
- Ability to perform, track, and provide the current status of multiple simultaneous tasks
- Ability to keep sensitive information confidential
- Knowledge of best practices for training adults

Certificates, Licenses, & Registrations:

- The ETSI should hold or be able to obtain formal Apple technical certification
- Colorado Teacher License Required
- Colorado Principal License Preferred
- 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
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.

that must be met by an employee to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is frequently required to communicate. The employee is occasionally required to stand; walk or sit. The employee must occasionally lift and/or move up to 25 pounds. The employee must be able to interact with precise, technical data displayed on a variety of screens and documents.

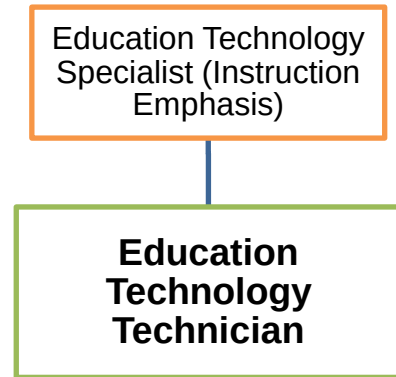
Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment.

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.

INSTRUCTIONAL EDUCATION TECHNOLOGY ANALYST TECHNICIAN

Job Title:	<u>Instructional Education</u> Technology <u>Analyst Technician</u>
Initial:	June 16, 2015
Revised:	<u>April 2017</u>
Work Year:	220 Days
Office:	Education
Department:	<u>Education Office</u> Learning Services
Reports To:	<u>Education Technology Specialist (Instruction Emphasis) Specialist</u>
FLSA Status:	Non-exempt
Pay Range:	Educational Support Personnel Range 20

Related Organization Chart



POSITION SUMMARY: The Education Technology Technician (ETT) supports Performs a variety of educational computer systems support tasks, and supports technology responsible for training for educators users on including the use and -management of software for mobile devices in each building. In addition, The ETT will provides act as the front-end manager expertise for all iPad and Chromebook related issues. educational use.

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.

- Supports advanced Apple OSX, iOS and Chrome hardware, operating systems, software applications, and peripherals to include analysis, documentation, testing, maintenance, training, and troubleshooting, and imaging throughout the District to support educators in utilizing technology to enhance instruction.
- Acts as the front end manager for all iPad and Chromebook issues, to encompass repairs, scheduling, tracking, accounting and payment of invoices in collaboration with building and department personnel.
- Performs Provides diagnosis and resolution of computer hardware and software problems. support to educators to improve implementation of technology in instruction.
- Acts Serves as technical expert with for regard to Apple and Chrome hardware, providing on-going training, support and demonstration with educators at all levels to maximize the impact of technology in instruction.
- Conducts training for users on the management of software for mobile devices in each building (i.e.; currently JAMF, Google, and Meraki, etc.)
- Supports buildings schools in their deployment of mobile device management.

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.

-
- Provides support in all aspects of educational technology by assisting Education Technology Specialists.
 - Performs other related duties as assigned

Supervision & Technical Responsibilities:

- This position has no supervisory responsibilities at this time.

Budget Responsibility:

- This position has no budgetary responsibility at this time.

QUALIFICATIONS

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

Education & Training:

- High School Diploma or equivalent required
- Associate's degree in computer science or related field. Two (2) years additional relevant experience may be substituted for this educational requirement.

Experience:

- Minimum of three (3) years desktop technical support experience
- iOS Mobile Device Management experience required
- Experience in Mac OS X and Google Dashboard required
- Mac OS X shell scripting experience desirable

Knowledge Skills & Abilities:

- Ability to solve problems without direction to meet the needs of a diverse organization
- Ability to work collaboratively in a team-oriented environment
- Ability to maintain confidentiality in all aspects of the job
- Advanced operating knowledge of personal computers and peripherals
- Operating knowledge of network test and diagnostic equipment
- Skilled in productivity software suites such as Google Drive and Microsoft Office
- Expert knowledge in network imaging Mac OS X and Google Chrome computers
- Strong knowledge of network applications
- Excellent oral and written communication and interpersonal relation skills
- Basic math and accounting skills
- Customer service and public relations 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 adapt in a quickly changing technology environment
- Ability to perform responsibilities without the necessity of close supervision
- Must be proficient in the use of personal computers and common software applications including Google Apps, Adobe Creative Suite, Microsoft Word, Excel, Outlook, and Power Point

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.

Certificates, Licenses, & Registrations:

- JAMF CMA or equivalent within one year of hire
- 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 must be met by an employee 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 7.07

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Nikki Lester & Peter Hiltz
TITLE OF AGENDA ITEM:	New Job Description: Workplace Learning Manager
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

As our district continues to offer a robust portfolio of schools, we are increasing our emphasis on high-quality options for all students. In addition, our new graduation guidelines allow students to demonstrate mastery in multiple ways, including through capstone experiences and industrial certifications—both of which may be supported by workplace learning. To support the quality and compliance of workplace learning, it would be efficient to have a dedicated professional who ensures that our students can access safe and productive learning experiences in our community.

At a previous discussion of this position, members of the board asked the following questions, for which we have provided the following answers.

How will the position be funded?	The position will be funded from a combination of normalized general fund revenues and CTE reimbursement. The description is written and the work will be accomplished so that the position is reimbursable according to CTE guidelines.
Should it be a part-time or full-time position to start?	According to the most recent CTE performance report presented to the board on April 14, 2016, CTE programs and participation have grown dramatically since the 2010-11 school year. Adding new programs and school, has created overall growth of more than 100% in that timeframe, without increasing the CTE leadership staff (which is still at a single director). In order to meet our commitment to enhance CTE programming with rigorous and safe workplace learning experiences, we need to attract a high-performing leader who will build relationships with businesses and industries in the community. The workload will be especially significant as we bring this program to fruition. We have demonstrated that there is more than enough work to support the position, and we increase our hiring potential significantly if this is a full time position. Conversely, it is difficult to imagine a part time position attracting a quality pool of candidates.
How many students are in the CTE program?	Per the CTE report and our compliance reporting to CDE, 96% of all high school students access a CTE course, and 31% of all students K-12. That equals over 6,000 students accessing CTE through our schools and programs. Remember also, the way that Colorado tracks and audits CTE programs, we are accountable for the compliance of GOAL Academy and our other charter schools.
Non-exempt position, should the pay range and title be adjusted?	This position is exempt, based on the significant judgment and experience required to assess potential sites as safe and productive educational partners for our students. The Workplace Learning Manager will also facilitate or negotiate for donations and in-kind services, which requires significant judgment and could involve an exchange of value through a contract.

RATIONALE:

As District 49 has grown, and our commitment to *49 Pathways* has increased, we have maintained a steady level of administrative and leadership staffing for CTE. This new leadership position reflects the need for an additional team member to support the significant expansions in programs and especially in relationships and student placements with community businesses.

BOE Regular Meeting April 13, 2017
Item 7.07 continued

RELEVANT DATA AND EXPECTED OUTCOMES:

Adding the Workplace Learning Manager will increase the numbers of students who access learning and demonstrate mastery through site-based learning and work. Growing the workplace learning services in District 49 fulfills our mission to learn, work, and lead.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	Designating a professional to manage our workplace learning enhances the quality and consistency of our presence in the community—earning the trust of our business partners.
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Workplace learning will enhance our existing high schools and provide another dimension to our district portfolio of options.
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Workplace learning experiences will include orientation and practice in basic safety, production, and service across multiple industries.
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	Students who choose workplace learning will benefit from individualized and customized learning that sets them up for future success in college, careers, and service.

FUNDING REQUIRED: Per the Pro-Tech Salary Schedule Range 2

AMOUNT BUDGETED: \$45,600 \$58,250

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the new job description in item 7.07 as recommended by the administration.

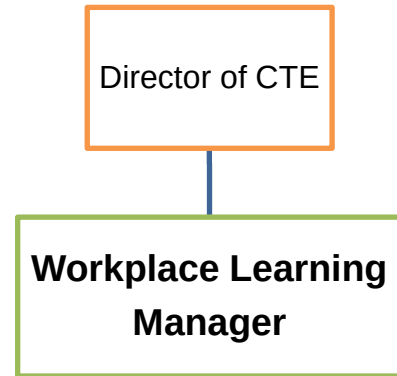
APPROVED BY: Peter Hilts, CEO and Brett Ridgway, CBO

DATE: March 31, 2017

WORKPLACE LEARNING MANAGER

Job Title:	Workplace Learning Manager
Initial:	April 13, 2017
Revised:	
Work Year:	261
Office:	Education
Department:	Career and Technical Education
Reports To:	Director of Career and Technical Education
FLSA Status:	Exempt
Pay Range:	Professional-Technical Schedule Range 2

Related Organization Chart



SUMMARY: The Workplace Learning Manager develops and manages programs that enable students to become successful members in professional, technical and industrial occupations. The Workplace Learning Manager serves as a liaison between District 49 and area businesses or organizations that host our workplace learning programs. In addition, the Workplace Learning Manager develops and maintains effective business relationships with external work sites while demonstrating professionalism, respect, integrity, and compassion in all that they do. This position will also assist the CTE Director in securing funding, equipment, training, and support from industry partners to help expand and grow current and new district CTE programs.

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 zone assignment and other factors.

- Evaluate and approve host sites and potential host sites for workplace learning experiences.
- Inspect potential host sites for safe working conditions and accessibility for students to demonstrate competencies and prescribed tasks.
- Review requirements of the Workplace Learning Program with the owner/supervisor of the host site. Ensure host site will provide appropriate training and oversight of the student.
- Coordinate placement of students at facilities to complete extended training through hands-on learning. Manage monthly visits with students at their designated site.
- Establish and maintain systems to ensure all workplace learning agreements are completed accurately and kept securely.
- Design and maintain employer hosting materials.

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.

- Orient students to the workplace learning experience and ensure that the student understands his/her responsibilities and what to expect during the workplace learning.
- Utilize student software to document all issues pertaining to the student(s). This may include but is not limited to behavior issues, absenteeism, tardiness, inability to perform tasks/skills, lack of participation, or inability or unwillingness to work with others.
- Provide support to complementary Career and Technical Education programs.
- Ensure that all updated/approved documents are signed by the appropriate parties.
- Ensure that the appropriate Release of Insurance and agreements are provided to participants (employers) - providing employers and students with the most current, up-to-date workplace learning documents.
- Maintain the records of all students who participate in workplace learning experiences including attendance.
- Ensure all workplace learning agreements are renewed on an annual basis (fiscal year).
- Assist in compiling, maintaining, and presenting all reports, records, and other documents required. Provide weekly updates to the Director of CTE.
- Foster collaborative relationships with schools, industry, community, the Colorado Department of Education, higher education (UCCS & PPCC), and major stakeholders.
- Actively seek training and information to enhance skills and knowledge, related to responsibilities.
- Perform other work related duties as assigned.

Supervision & Technical Responsibilities:

- This position will not have supervisory responsibilities.

Budget Responsibility:

- This position will have no direct budget responsibilities.

QUALIFICATIONS

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

Education & Training:

The Workplace Learning Manager must be or be eligible to become a CTE Specialist. This includes:

1. Hold a valid Colorado secondary (7-12) teaching license, valid CTE Authorization or valid Special Services Provider license as a School Counselor, School Psychologist or School Social Worker; and
2. Complete 6 total semester hours of related postsecondary coursework from a regionally accredited institution verified on an official transcript is required, with 3 semester hours in each of the areas below.
 - a. Career planning and development
 - b. Foundations of school counseling or the equivalent; and
3. Complete 2,000 hours of verified occupational experience in the content area within the last seven years. Verified hours may include work as a CTE instructor, secondary educator, school counselor, school social worker, school psychologist, career/academic advisor, career pathway counselor, job placement specialist or administrator.

Experience:

- Three to five years working as a CTE teacher, administrator, or general K-12 administrator

Knowledge Skills & Abilities:

- Ability to assess workplace safety, efficiency, and desirability as a workplace learning host.
- Excellent verbal and written communications skills

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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- Must be able to build relationships within the business, technical, and industrial communities
 - Ability to meet deadlines
 - Proficient with Microsoft Office, email, web-based systems
 - Ability to communicate effectively and resolve conflict with students, parents, and community groups

Certificates, Licenses, & Registrations:

- 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 must be met by an employee to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is regularly required to sit, drive, and walk. The employee frequently is required to use hands to finger, handle or feel; reach with hands and arms. The employee is occasionally required to stand; walk, climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 25 pounds.

Work Environment: The noise level in the work environments will vary from office environments to outdoor and indoor industrial settings.

Mental Functions: While performing the duties of this job, the employee is frequently required to compare, analyze, communicate, coordinate, instruct, compute, synthesize, evaluate, use interpersonal skills and compile. Occasionally required to dialogue 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 7.08a

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Bruce Grose, Principal, Vista Ridge High School
TITLE OF AGENDA ITEM:	Master Teacher Job Description
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: We are in the process of considering an innovation at Vista Ridge High School that focuses on providing more targeted and quality instructional support for all teachers. We will be conducting an innovation vote the week of April 10, 2017, and want to ensure the structure in place to support this initiative, providing it passes the innovation vote. We also desire BOE feedback on this job description. The Master Teacher position will help address the current issue of new teachers that lack the depth of instructional practices in their student teaching experience, as well as the lack of coaching support currently provided. Through increased coaching and training opportunities, and collaboration time with their master teacher, each candidate will develop better instructional skill to fundamentally transform their educational practices, which will lead to improving student achievement. This will be accomplished by changing the culture of how teachers are supported.

RATIONALE: This position will systematically meet the needs of incoming teachers to better support them, create accountability and provide resources for new and existing teaching staff. **(See Supplement)**

RELEVANT DATA AND EXPECTED OUTCOMES: Teachers will be better prepared for their profession and will have the security of being part of a community of support.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

C u l t u r e	Inner Ring —How we treat each other	This position will help create a caring relationship between teacher and master teacher during the mentorship process. The resources and check in accountability will produce more successful teachers who want to remain in the teaching profession and who will be better prepared to assist and teach students as well as support their fellow teachers.
	Outer Ring —How we treat our work	This position will help provide support and ensure knowledgeable resources are available to help new teachers grow as a professional as well as providing a proper outlet for them to ask questions. This will ensure they are on the path to success and will create accountability and transparency with systematic check ins between teacher and master teacher.
S t r a t e g y	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	This position will help provide support and ensure knowledgeable resources are available to help new teachers grow as a professional as well as providing a

BOE Regular Meeting April 13, 2017
Item 7.08a continued

	proper outlet for them to ask questions. This will ensure they are on the path to success. By having a better foundation, the teachers will be better suited to assist and teach students.
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: None

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the new job description for a master teacher at Vista Ridge High School as recommended by the administration.

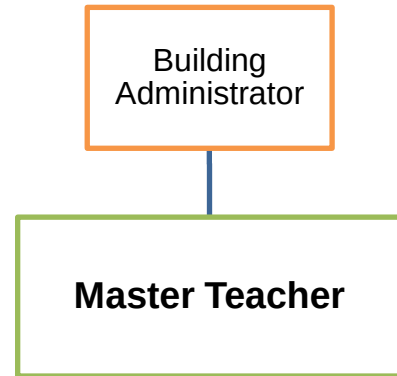
APPROVED BY: Peter Hilts, Chief Education Officer
Brett Ridgway, Chief Business Officer

DATE: March 31, 2017

MASTER TEACHER

Job Title:	Master Teacher
Initial:	April 13, 2017
Revised:	
Work Year:	182 days
Office:	Education
Department:	Zone
Reports To:	Building Administrator
FLSA Status:	Exempt
Pay Range:	Licensed Salary Schedule (Additional compensation is earned for coaching resident teachers.)

Related Organization Chart



POSITION SUMMARY: The Master Teacher creates a flexible high school age program based on subject matter of endorsement area and a class and school environment favorable to learning and personal growth; establishes effective rapport with students, other teachers and administrators; motivates students and teachers to develop skills, attitudes and knowledge needed to provide a good foundation for career and college readiness in accordance with student's ability, or teaching in the 21st century; and establishes good relationships with parents, other staff, and the community. Having demonstrated mastery in these areas, the Master Teacher provides direct coaching to Resident Teachers.

ESSENTIAL DUTIES AND 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.

- Teaches courses in area of certification to high school students, using zone approved curriculum, the standards and benchmarks identified for each course, and other curriculum publications as guidelines in teaching individual course content.
- Instructs students in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
- Develops lesson plans and appropriate instructional aides stressing discovery and laboratory learning as necessary depending on subject taught.
- Demonstrates subject matter concepts and examples using models, varieties of technology or any other standard or approved teacher-prepared instructional aids.
- Explains learning objectives and student expectations.

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.

-
- Provides opportunities when needed for personalized learning, student-driven learning, and blended learning that may include; varieties of rotational models, flex model, a-la-carte model, and enriched virtual model instruction to adapt the curriculum to the needs of the student learner. Differentiated instruction and curriculum to meet individual student needs.
 - Provides opportunities for student goal setting, reflection, and self-assessment.
 - Uses assessment to improve learning and instruction.
 - Sets behavior expectations and consequences that are clear and consistently enforced. (Based on Capturing Kids' Hearts Relational Framework)
 - Establishes and maintains positive relationships with students, staff, and other school stakeholders.
 - Participates in functional behavior assessments and in the development of intervention and support plans of individual students as necessary and required.
 - Assumes responsibility for instruction, duties, supervision of students, and required meetings at designated times.
 - Utilizes grading patterns that are fairly administered and based on identified criteria.
 - Evaluates students' academic growth, keeps appropriate records that are consistently updated, and prepares progress reports.
 - Selects and requisitions books or other resources, instructional aids, and instructional supplies; maintains required inventory reports.
 - Communicates with parents through conferences and other means to discuss students' progress and interpret the school program. Interacts with students, staff and parents in a positive and professional manner.
 - Identifies student needs and cooperates with other professional staff members in assessing and helping students solve health, attitude, and learning problems.
 - Provides a pleasant, safe, and orderly climate conducive to learning.
 - Actively participates in full implementation of the School Improvement Plan.
 - Maintains professional competence through in-service education activities provided by the district and self-selected professional growth activities.
 - Administers assessments in accordance with the zone, and school program.
 - Participates in curriculum development programs as required.
 - Participates in faculty committees and the sponsorship of student activities.
 - Enforces school board policies and regulations.
 - Supervises students in out-of-classroom activities during the assigned working day.
 - Provides daily coaching for up to three resident teachers.
 - Attends summer training as requested.
 - Attends training in order to serve in a trainer of trainer capacity that include, but are not limited to, teacher coaching, national board certification, advanced placement training, co-teaching, blended teaching, project based learning, KAGAN, Capturing Kids Hearts, Google for Education.
 - Performs other work related duties as assigned.

Supervision & Technical Responsibilities:

- This position does not directly supervise or evaluate other employees.

Budget Responsibility:

- This position does not have any budget responsibilities.

QUALIFICATIONS

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.

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

Education & Training:

- Required: Bachelor's degree plus additional coursework required for certification or licensure
- Preferred: National Board Certification, Instructional Coaching Training/or certification, Blended Certification

Experience:

- Minimum of five years of teaching experience required
- Instructional coaching experience preferred

Knowledge Skills & Abilities:

- Excellent verbal and written communications skills
- Strong interpersonal relations skills
- Ability to coach and mentor other professionals toward growth and achievement
- Understanding of and ability to demonstrate classroom management/instructional strategies to support student achievement
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards-based education
- Knowledge of the general organization and functions of a public school system
- Proficiency with common software and web-based applications

Certificates, Licenses, & Registrations:

- Colorado Department of Education Teacher License or endorsement
- Criminal background check 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 frequently required to talk or hear. The employee is occasionally required to stand; walk or sit. The employee must occasionally lift and/or move up to 25 pounds. There are no specific vision abilities required by this job.

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 use interpersonal skills. Frequently required to compare, analyze, communicate, coordinate, instruct, compute, synthesize, evaluate and negotiate. Occasionally required to copy and compile.

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 7.08b

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Bruce Grose, Principal, Vista Ridge High School
TITLE OF AGENDA ITEM:	Resident Teacher Job Description
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: We are in the process of considering an innovation at Vista Ridge High School that focuses on providing more targeted and quality instructional support for all teachers. We will be conducting an innovation vote the week of April 10, 2017, and want to ensure the structure in place to support this initiative, providing it passes the innovation vote. We also desire BOE feedback on this job description. The resident teacher position will provide the opportunity to support and address the current issue of new teachers that lack the depth of instructional practices in their student teaching experience, as well as the lack of coaching support currently provided to new teachers. Through increased coaching and training opportunities, and collaboration time with their master teacher, each candidate will develop better instructional skill to fundamentally transform their educational practices, which will lead to improving student achievement. This will be accomplished by changing the culture of how teachers are supported.

RATIONALE: This position will be implemented into a systematic plan that provides support for them as resident teachers. (See Supplement)

RELEVANT DATA AND EXPECTED OUTCOMES: Teachers will be better prepared for their profession and will have the security of being part of a community of support.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

C u l t u r e	Inner Ring —How we treat each other	This position will be provided with the advantage of a master teacher that will support and mentor them during their transition from student teacher to full-time teacher. Supportive larger caring relationship between teacher and master teacher during the mentorship process. The training and support they will be provided will prepare them to develop their instructional and relational skills at an accelerated speed.
	Outer Ring —How we treat our work	This position will be receiving resources and support to assure their growth as a professional.
S t r a t e g y	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	This position will be provided with the support to ensure that they develop strong instructional strategies. This foundation will help them achieve their goals of providing the best instruction for our students.

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Item 7.08b continued

Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: None

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the new job description in item 7.08b as recommended by the administration.

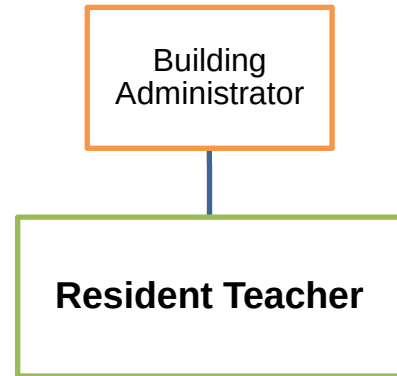
APPROVED BY: Peter Hilts, Chief Education Officer
Brett Ridgway, Chief Business Officer

DATE: March 31, 2017

RESIDENT TEACHER

Job Title:	Resident Teacher
Initial:	April 13, 2017
Revised:	
Work Year:	182
Office:	Education
Department:	Zone
Reports To:	Building Administrator
FLSA Status:	Exempt
Pay Range:	Licensed Salary Schedule (Compensation is frozen during residency.)

Related Organization Chart



POSITION SUMMARY: The Resident Teacher creates a flexible high school age program based on subject matter of endorsement area and a class and school environment favorable to learning and personal growth; establishes effective rapport with students, other teachers and administrators; motivating students and teachers to develop skills, attitudes and knowledge needed to provide a good foundation for career and college readiness in accordance with student's ability, or teaching in the 21st century; and establishing good relationships with parents, other staff, and the community. The Resident Teacher will receive direct coaching from a Master Teacher.

ESSENTIAL DUTIES AND 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.

- Teaches courses in area of certification to high school students, using zone approved curriculum, the standards and benchmarks identified for each course, and other curriculum publications as guidelines in teaching individual course content.
- Instruct students in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
- Develops lesson plans and appropriate instructional aides stressing discovery and laboratory learning as necessary depending on subject taught.
- Demonstrate subject matter concepts and examples using models, varieties of technology or any other standard or approved teacher-prepared instructional aids.
- Explains learning objectives and student expectations.
- Provides opportunities when needed for personalized learning, student-driven learning, and blended learning

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.

that may include; varieties of rotational models, flex model, a-la-carte model, and enriched virtual model instruction to adapt the curriculum to the needs of the student learner. Differentiated instruction and curriculum to meet individual student needs.

- Provides opportunities for student goal setting, reflection, and self-assessment.
- Uses assessment to improve learning and instruction.
- Sets behavior expectations and consequences that are clear and consistently enforced. (Based on Capturing Kids' Hearts Relational Framework)
- Establishes and maintains positive relationships with students, staff, and other school stakeholders.
- Participates in functional behavior assessments and in the development of intervention and support plans of individual students as necessary and required.
- Assumes responsibility for instruction, duties, supervision of students, and required meetings at designated times.
- Utilizes grading patterns that are fairly administered and based on identified criteria.
- Evaluates students' academic growth, keeps appropriate records that are consistently updated, and prepares progress reports.
- Selects and requisitions book or other resources, instructional aids, and instructional supplies; maintains required inventory reports.
- Communicates with parents through conferences and other means to discuss student's progress and interpret the school program. Interacts with students, staff and parents in a positive and professional manner.
- Identifies student needs and cooperates with other professional staff members in assessing and helping students solve health, attitude, and learning problems.
- Establish rapport with students and provides a pleasant, safe, and orderly climate conducive to learning.
- Provides a pleasant, safe, and orderly climate conducive to learning.
- Actively participate in full implementation of the School Improvement Plan.
- Maintains professional competence through in-service education activities provided by the district and self-selected professional growth activities.
- Administers assessments in accordance with the District, zone, and school assessment program.
- Participates in curriculum development programs as required.
- Participates in faculty committees and the sponsorship of student activities.
- Enforces school board policies and regulations.
- Supervises students in out-of-classroom activities during the assigned working day.
- Agrees to be coached each of the first four years under a Master Teacher in subject area.
- Agrees to communicating and receiving daily feedback from Master Teacher.
- Attends summer training as requested.
- Attends training in the following areas that includes, but not limited to the following areas but are not limited to; teacher coaching, national board certification, AP training, co-teaching, blended teaching, project based learning, KAGAN, CKH, Google for Education.
- Performs other work related duties as assigned.

Supervision & Technical Responsibilities:

- This position does not directly supervise or evaluate other employees.

Budget Responsibility:

- This position does not have any budget responsibilities.

QUALIFICATIONS

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.

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

Education & Training:

- Bachelor's degree plus additional coursework required for certification or licensure

Experience:

- Minimum of five years of teaching experience required
- Instructional coaching experience preferred

Knowledge Skills & Abilities:

- Understanding of and ability to demonstrate classroom management/instructional strategies to support student achievement
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards-based education
- Knowledge of the general organization and functions of a public school system
- Proficiency with common software and web-based applications

Certificates, Licenses, & Registrations:

- Colorado Department of Education Teacher License or endorsement
- Criminal background check 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 frequently required to talk or hear. The employee is occasionally required to stand; walk or sit. The employee must occasionally lift and/or move up to 25 pounds. There are no specific vision abilities required by this job.

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 use interpersonal skills. Frequently required to compare, analyze, communicate, coordinate, instruct, compute, synthesize, evaluate and negotiate. Occasionally required to copy and compile.

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 7.09

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	D. Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Policy and Procedure Review
ACTION/INFORMATION/DISCUSSION:	Action

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
7.09a	CBF	Chief Officers' Conduct	D. Richer B. Miller	CASB's recommended revision with updates by legal counsel.
7.09b	GBEE-1	Participatory Media Use	M. Meister	Minor revisions
7.09c	GBG	Liability of School Personnel/Staff Protection	D. Watson P. Andersen	Minor revisions
7.09d	GCA	Professional Staff Positions	P. Andersen	Recommended revisions to this policy provide updates to reflect current practice and district language.
7.09e	GCG	Part-Time and Substitute Professional Staff Employment	P. Andersen	Recommend repeal of this regulation. Most of its content is either not current or not relevant. Any relevant content is incorporated in revisions to policy GCG.
7.09f	JFBA	Intra-District Choice/Transfers	K. Steeves L. Fletcher	Clarify policy language to amplify the law and link D49 culture to school of choice.
7.09g	JFBB	Inter-District Choice	K. Steeves L. Fletcher	Clarify policy language to amplify the law and link D49 culture to school of choice.
7.09h	KD	Public Information and Communication	M. Meister	Minor revisions
7.09i	KDEA	Crisis Management Communications	M. Meister	Minor revisions
7.09j	KHC	Distribution/Posting of Non-curricular Materials	M. Meister	Minor revisions

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Str	Rock #1—Establish enduring <u>trust</u> throughout our community	

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Item 7.09 continued

Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
Rock #5 — 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 at the prior work session, I move to approve the 10 policies in item 7.09.

REVIEWED BY: Chief Officers

DATE: March 31, 2017

Title	Chief Officer's Conduct
Designation	CBF
Office/Custodian	Board of Education/Executive Assistant to the BOE/Legal Counsel

The chief officers shall observe rules of conduct established in law which specify that a school employee shall not:

1. Disclose or use confidential information acquired in the course of employment to further substantially personal financial interests.
2. Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the position or which a chief officer knows or should know is primarily for the purpose of a reward for action taken in which discretionary authority was exercised.
3. Engage in a substantial financial transaction for private business purposes with a person whom a chief officer supervises.
4. Perform any action in which a chief officer has discretionary authority which directly and substantially confers an economic benefit on a business or other undertaking in which there is substantial financial interest or in which a chief officer is engaged as a counsel, consultant, representative, or agent.

The phrase "economic benefit tantamount to a gift of substantial value" includes, but is not limited to, a loan at a rate of interest substantially lower than the prevailing commercial rate and compensation received for private services rendered at a rate substantially exceeding the fair market value.

It is permissible for a chief officer to receive:

1. An occasional unsolicited nonpecuniary gift, which is insignificant in value (currently less than \$59, subject to adjustment every four years).
2. A nonpecuniary award publicly presented by a nonprofit organization in recognition of public service.
3. Payment or reimbursement for actual and necessary expenditures for travel and subsistence for attendance at a convention or other meeting at which a chief officer is scheduled to participate.
4. Reimbursement for the cost of food or beverages consumed at or acceptance of an opportunity/admission to participate in a social function or meeting which is not extraordinary when viewed in light of the position where the chief officer appears to speak or answer questions as part of a scheduled program.
- ~~5. Items of perishable or nonpermanent value including but not limited to meals, lodging, travel expenses or tickets to sporting, recreational, educational or cultural events.~~
- 6.5. Payment for speeches, appearances, or publications reported as honorariums.

It shall not be considered a breach of conduct for a chief officer to:

1. Use school facilities and equipment to communicate or correspond with constituents, family members, or business associates on an occasional basis.
2. Accept or receive a benefit as an indirect consequence of transacting school district business.

~~A chief officer may request an advisory opinion from the secretary of state concerning issues relating to conduct that is proscribed by state law.~~

BOARD-APPROVED POLICY OF DISTRICT 49

- Adopted: September 3, 1998
- Reviewed: December 10, 2009
- Revised: April 10, 2014
- Revised: April 13, 2017

LEGAL REFS:

- C.R.S. 18-8-308 (*disclosure of pecuniary conflicts of interest*)
- C.R.S. 22-32-110 (1)(k) (*power to adopt conduct rules*)
- C.R.S. 24-18-104 (*government employee rules of conduct*)
- C.R.S. 24-18-109 (*local government employee rules of conduct*)
- ~~C.R.S. 24-18-111 (*secretary of state advisory opinions*)~~
- Colo. Const. Art. XXIX, § 3

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Participatory Media Use
Designation	GBEE-1
Office/Custodian	Education/Director of Communications

The purpose of this policy is to govern official contributions and engagement in social media, ~~distributed reporting services~~ and other online communication platforms.

~~As expressed in the initiatives of the strategic plan, the ‘Big Rocks’, Faleon School~~ District 49 will use the community’s online input to affect policy-making decisions. ~~The district’s digital~~ Digital communications efforts will provide students, parents, ~~s and staff~~ and the larger community with informative online discourse. Online news stories, imagery, videos and other resources are shared to inform ~~people~~ about board decisions and actions, as well as individual innovation zone, school and department meetings, policies and activities.

District 49 ~~innovation leaders~~ staff members, ~~staff, principals and teachers~~ are ~~encouraged~~ expected to share current and credible research and events involving child development and education. ~~Their data~~ Data must originate from well-cited media outlets, peer-reviewed journals and other government agencies. Participatory media is a venue for district leaders to present information and share stories, allowing others to discuss it and share it. District employees, ~~such as school key communicators and innovation leaders~~, will listen to online discourse and assess understandings.

This policy ~~will apply~~ applies to social media accounts created by District 49 employees for official purposes, including faculty, groups, departments, programs, entities, etc. It governs the online activities of students, parents, and staff using participatory media while representing District 49. Some examples of the various communication media included under this policy are Facebook, Twitter, Pinterest, LinkedIn, Flickr, Vimeo, YouTube, blogs and podcasts. It is understood that the participatory media landscape is in constant flux; new platforms are added every day. This policy covers existing participatory platforms and those yet to be created or embraced. Student and parent organizations interested in creating social media accounts that are officially recognized by the district must seek approval through the ~~c~~Communications ~~d~~Department. Officially recognized social media accounts will be publicly listed ~~by the district~~ in a directory on D49.org.

Exemptions

This policy will only apply to participatory media accounts created for the express purpose of officially representing District 49 groups, departments, programs, entities, etc. ~~However, d~~ District employees acting in an individual capacity should exercise caution to clearly communicate that they are not acting in a representative capacity, or expressing the views of the district. If necessary, an example disclaimer may state: “This website is not an official representation of District 49, nor are the contributions meant to express official positions of the district.”

Definitions

- *Digital Communications ~~Manager~~ Specialist*: ~~This e purpose of this position is to~~ assist District 49 in creating, managing and succeeding in participatory media ~~outlets~~, as a means to support ~~boost~~ district initiatives and improve stakeholder understandings. The digital communications specialist identifies individuals and groups managing social media accounts for District 49 entities, and then advises them on best practices, and encourages those who have not done so to apply for official recognition status.
- *Digital Influencer*: A person who routinely submits content to social media websites and regularly posts to sites of interest to District 49’s digital communications efforts. ~~Digital influencers are appropriately~~

~~measured using algorithms administered by Klout.com.~~

- Director of Communications: One of the key purposes of this position is to provide oversight and authority of District 49's contributions to participatory media outlets.
- *District's Best Interest:* To represent the school district with maximum disclosure, accuracy, timeliness and lawfulness while protecting the brand and reputation of the district, its schools and programs of the institution.
- ~~*Distributed Reporting Services:* The Internet contains numerous distributed reporting services for citizen journalism, as an integral part of participatory media. Numerous online projects offer real-time solutions for distributed on-site media reporting and collaborative event coverage. The Web-based services provide a highly scalable and localizing infrastructure to inform hometown, national, international and niche markets. Types of distributed reporting services include CNN iReport, Yahoo! Contributor, YourHub and FreshInk.~~
- *Officially Recognized Participatory Media Account:* Accounts branded or funded by District 49 after being reviewed and approved by the cCommunications dDepartment.
- *Participatory Media:* Participatory media is software designed to disseminate information through social interactions using highly accessible and scalable publishing techniques. Types of Web-based participatory media include ~~distributed reporting services~~, social media platforms, community- and topic-centric forums, blogs, wikis, RSS, tagging and social bookmarking, music-photo-video sharing, podcasts and crowdsourcing projects.
- *Participatory Media Administrator:* A person who officially manages participatory media accounts and posts, curates and moderates information while under an organizational title, rather than their real name.
- *Participatory Media Best Practices:* Best practices are widely recognized guidelines, ethical considerations and conventions for successful participatory media accounts and campaigns ~~and accounts.~~
- *Poster or User:* A person submitting content to social media sites or other online commentaries.
- ~~*Public Information Officer:* The public information officer is a position approved in February 2012 for the Communications Department. As the manager of the expanding Communications Department, one of the key purposes of this position is to provide oversight and authority of District 49's contributions to participatory media outlets.~~
- *Social Media:* Social media software uses Internet and web-based technologies to decentralize and democratize information. Social media has transformed people from content consumers to content producers. Types of social media include networks like Facebook, Twitter, Pinterest, Flickr, Vimeo and YouTube, as well as blogs and podcasts.

- Adopted: July 11, 2013

LEGAL REFS:

- *Public Law PL 107-110, (No Child Left Behind Act of 2001)*
- *C.R.S. 24-72-204.5 (Adoption of Electronic Mail Policy)*

CROSS REFS:

- EGAEA (Public Electronic Mail Records)

- GBJ (Personnel Records and Files)
- JS/JS-R/JS-E (Student Use of the Internet and Electronic Communications)

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Liability of School Personnel/Staff Protection
Designation	GBG
Office/Custodian	Business and Operations/Director of Human Resources and Director of Safety & Security

Protection from lawsuits

In order to provide teachers, principals and other school professionals the tools they need to maintain order, discipline and an appropriate environment, state and federal law provide certain liability protections. The federal liability protections preempt state law to the extent state law is inconsistent, but do not preempt state law that is consistent and provides additional protection from liability. Applicability of state and federal liability protections to specific circumstances shall be made on a case-by-case basis.

Exceptions stated in state and federal law may reduce or preclude liability protection.

Immunity for enforcement of discipline code and other actions

An act of a teacher or other employee shall not be considered child abuse if the act was performed in good faith and in compliance with Board of Education policy and procedures.

A teacher or any other person acting in good faith and in compliance with state and federal law and regulation, the discipline code adopted by the Board and other policies, regulations, rules and procedures of the [District](#) shall be immune from criminal prosecution or civil liability, unless the person acted willfully or wantonly, for:

1. taking action regarding the supervision, grading, suspension, expulsion or discipline of a student
2. making a report consistent with federal law to the appropriate law enforcement authorities or officials of a school or school [District](#) if the employee had reasonable grounds to suspect that the student was:
 - under the influence or in possession of alcohol or a controlled substance not lawfully prescribed to the student
 - in possession of a firearm
 - involved in the illegal solicitation, sale or distribution of alcohol, a controlled substance not lawfully prescribed to the student or a firearm

A teacher or any other person claiming immunity from criminal prosecution may file a motion with the court prior to trial. If immunity is not granted and a criminal action is brought, it is an affirmative defense that a person is acting in good faith and in compliance with the discipline code.

A teacher shall not be subject to any disciplinary proceeding including dismissal for actions that were in good faith and in compliance with the [District's](#) discipline code, nor shall a contract nonrenewal be based on such lawful actions.

Disciplinary information to school personnel

In accordance with state law, the principal or designee is required to communicate disciplinary information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. The purpose of this requirement is to keep school personnel apprised of situations that could pose a risk to the safety and welfare of others.

Any teacher or counselor to whom disciplinary information is reported shall maintain the confidentiality of the information and shall not communicate it to any other person. The principal or designee is required to inform the student and the student's parent/guardian when disciplinary information is communicated and to provide a copy of the disciplinary information. The student and/or the student's parent/ guardian may challenge the accuracy of disciplinary information through the process outlined in JK-R, Student Discipline.

False reports against employees

State law provides criminal penalties for certain persons, including students at least ten years of age, who intentionally make false accusations of criminal activity against [d](#)District employees.

- Adopted: November 11, 2010
- Revised: April 13, 2017

LEGAL REFS:

- C.R.S. [22-12-101](#) et seq. (*Teacher and School Administrator Protection Act*)
- C.R.S. [22-32-109.1](#)(9) (*immunity provisions in safe schools law*)
- C.R.S. [22-32-126](#)(5) (*disciplinary information to staff*)
- C.R.S. [24-10-102](#) et seq. (*governmental immunity*)
- 20 U.S.C. 6731 through 6738 (*Coverdell Teacher Protection Act contained in No Child Left Behind Act of 2001 limits the liability of school personnel*)

CROSS REFS:

- GCQF, Discipline, Suspension and Dismissal of Professional Staff
- JK, Student Discipline and subcodes



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Professional Staff Positions
Designation	GCA
Office/Custodian	Business/Director of Human Resources

All ~~certificated~~instructional, administrative, and supervisory positions in the ~~d~~District shall be established initially by the Board of Education. All changes in the titles, salary and/or significant changes in responsibilities of administrative and supervisory positions shall be approved by the Board.

In each case, the Board shall approve the broad purpose and function of the position in harmony with state laws and regulations and approve a statement of job requirements as recommended by the chief officer or designee. ~~Chief Education Officer, Innovation Zone Leader, Chief Business Officer or Chief Operation Officer.~~

The Board delegates to the chief officers ~~Chief Education Officer, Innovation Zone Leader, Chief Business Officer, Chief Operation Officer~~ or their designee the task of writing job descriptions, which must include the essential functions ~~any physical capabilities~~ required for specific positions.

Any administrative contract of employment with the ~~d~~District shall be effective only after it has been authorized by the Board of Education in appropriate action, recorded in its minutes, and executed by the parties, subject only to the conditions and limitations prescribed by Colorado law. ~~Further, each proposed administrative contract of employment with the District shall include the following statement. "This Contract shall not be effective until approved by the Board of Education by means of a recorded vote."~~

- Current practice codified: 1980
- Adopted: date of manual adoption
- Reviewed: May 11, 2000
- Revised: October 8, 2009
- Revised: September 8, 2011
- Revised: January 10, 2013
- Revised: April 13, 2017

LEGAL REFS:

- C.R.S. 22-32-110 (1)(h)
- C.R.S. 22-60.5-101 et seq.
- ~~C.R.S. 22-63-101 et seq. C.R.S. 22-32-110(1)(h)~~
- ~~C.R.S. 22-60-101 through 22-60-105~~
- ~~C.R.S. 22-63-103~~

Note: Job descriptions for all personnel are housed on the district website at www.d49.org, filed in the district's job description manual, available in the personnel office.



BOARD-APPROVED POLICY OF DISTRICT 49

Title	~~Part-Time and Substitute~~ <u>and Part-Time</u> Professional Staff Employment
Designation	GCG
Office/Custodian	Business/Director of Human Resources/Finance

The Human Resource Department (HR) shall establish and maintain ~~an authorized list~~ a pool of personnel to serve in substitute or part-time employment positions. Prior to adding a person to the substitute pool, ~~'s name to the list,~~ HR shall perform a background check in accordance with state law. HR shall maintain a system for assigning substitute personnel to fill vacancies resulting from staff absences. HR shall train regular and substitute teachers on the absence management system and procedures.

Substitutes may be removed from a building and/or the approved substitute pool ~~list~~ based on poor performance reports or specific reported infractions. A pattern of inappropriate behavior and/or complaints may cause the district to remove a substitute from the ~~rosters~~ pool permanently.

~~Every person placed on the authorized list shall be given a copy of this policy prior to performing services pursuant to this policy.~~

Substitute teachers

The Board authorizes the Chief Education Officer or his/her designee to notify and direct substitute teachers ~~persons on the list~~ to perform such service for the ~~D~~istrict as may be required on a temporary basis.

Substitute teachers shall be paid at a rate established by the Board. Authorization by the Board of Education to pay personnel performing services on a temporary basis shall constitute employment by the Board for services provided during the period of time covered by such payment.

Such payment shall not constitute any assurance or offer of continuing employment without specific Board action.

~~The Board directs the Human Resource Administration to take any necessary steps to increase the available pool of substitute teachers by encouraging qualified persons to seek the appropriate license or authorization as provided by state law and regulation.~~

Part-time teachers

A part-time teacher shall be defined as a teacher with less than a full-time assignment and shall include assignments for less than a full teaching day or less than a full teaching week.

Part-time teachers shall receive a prorated amount of the salary schedule commensurate with the amount of teaching time assigned. Benefits shall be paid in accordance with Board policy.

- Adopted: April 21, 1977
- Revised to conform with practice: date of manual adoption
- Revised: March 17, 1988
- Revised to conform with practice: date of manual revision
- Reviewed: May 11, 2000
- Revised: November 11, 2010

- Revised: August 11, 2011
- Revised: October 8, 2015
- Revised: September 8, 2016
- Revised: April 13, 2017

LEGAL REFS:

- C.R.S. 22-9-106(1)(b) (*Local boards of education-duties*)
- C.R.S. 22-32-109.7 (*Board of education-specific duties-employment of personnel*)
- C.R.S. 22-32-109.8 (*Applicants selected for non-licensed positions-submittal of form and fingerprints-prohibition against employing persons failing to comply-department database*)
- C.R.S. 22-63-103(6),(10) (*Definitions*)

CROSS REFS:

- GCF/GCF-R, Professional Staff Recruiting/Hiring
- GCO/GCO-R, Evaluation of Licensed Personnel
- GDF/GDF-R, Support Staff Recruiting/Hiring
- GBDD, Staff Fringe Benefits



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Intra-District Choice/Transfers
Designation	JFBA
Office/Custodian	Education/Director of Culture & Services

District 49 is pleased to offer a robust portfolio of schools and educational opportunities to empower students and their families with the ability to seek out, define and pursue their best pathway.

The culture of District 49 acknowledges that students may find their educational pathway outside of the school that is traditionally assigned to them based on where they reside. School of Choice allows students to seek out alternative schools or programs based on their interests and foreseeable outcomes for their post-secondary and/or career objectives.

The Board of Education endorses the neighborhood school concept and makes many decisions based on student population within the attendance areas of residence. The Board recognizes, however, that resident students may wish to attend a school or participate in a program located in an area other than that of their assigned school. Therefore, students shall be allowed to attend any school or participate in any program of their choice on a space available, first-come, first-served basis.

Students may apply for School of Choice in a school outside their attendance area and such applications shall be approved, if there is space available and none of the reasons for denying admission apply.

Students within a designated attendance area shall have priority in registering at their neighborhood school.

Those students exercising choice under the federal No Child Left Behind Act (NCLB) (when school is on improvement status or designated as persistently dangerous or when student is a victim of a violent crime at school) have priority over other students in the exercise of open enrollment under this policy.

Nonresident students from other school districts within the state who are accepted pursuant to the regulations approved by the Board may enroll in particular programs or schools within this district on a space available basis, utilizing the School of Choice application process, without payment of tuition, except as otherwise provided by law.

In implementing the School of Choice program, the district is not required to:

1. Make alterations in the structure of the requested school or make alterations to the arrangement or function of rooms within a requested school.
2. Establish and offer any particular program in a school if such program is not currently offered in such school.
3. Alter or waive any established eligibility criteria for participation in a particular program, including age requirements, course prerequisites, and required levels of performance.
4. Add additional staff.
5. Add a modular or classroom.
6. Enroll any nonresident student in any program or school after October 1.

Notwithstanding the provisions of this policy, a student may be assigned outside the attendance area by mutual agreement of the principals in the special interest of the student and/or school.

School of Choice Enrollment

Students, including home-schooled students desiring to take classes on a part-time basis, within designated attendance areas shall have priority in registering in that school. Students may apply for School of Choice in a school outside their attendance area. The Principal or designee will review such applications to determine if there is space available in the requested school and whether the school or program can meet the student's needs.

Students who were expelled from another school district during the preceding twelve (12) months or whose behavior in another school district during the preceding twelve (12) months was detrimental to the welfare or safety of other students or school personnel may be denied admission.

The Board reserves the right to rescind and/or amend any enrollment of resident or nonresident students if, in its opinion, overcrowding of facilities or other undesirable conditions develop.

Transportation

Transportation for nonresident students who enroll in the district or students granted permission to attend school outside their attendance area shall be furnished by the parents/guardians unless space is available in district buses without disruption of regular routes and loading areas. Homeless students and students with disabilities shall be transported, as necessary, in accordance with state and federal law. See policy JFABD, Homeless Students. Students attending under the NCLB choice option shall be provided transportation at district expense to the extent required by law.

Nondiscrimination

The Board, the Chief Education Officer, other administrators and district employees shall not unlawfully discriminate based on a student's race, color, national origin, ancestry, creed, sex, sexual orientation, religion, marital status, disability or need for special education services in the determination or recommendation for action under this policy.

Employee School of Choice Enrollment

If a student's parent or legal guardian is an employee of the district, the student may attend a district school regardless of his or her legal address with the yearly completion of the School of Choice Form. Children of out of district employees, once enrolled in District 49 schools, will be allowed to attend that school for the duration of the academic year as determined by district administration. Employees of the district whose child(ren) enroll under School of Choice into D49 schools will be required to follow "Maintenance of student(s) in good standing" policy. (JFBA-R)

School of Choice/Closed Enrollment schools

Prior to the beginning of each school year and prior to the beginning of second semester, the Zone Leader along with the Principals in their zone shall determine which schools are open to School of Choice enrollment by students who do not reside within district boundaries or who wish to transfer between District 49 schools. Issues to be considered in determining open or closed- to-enrollment schools are staffing levels, current enrollment, facilities, and anticipated growth.

Students desiring to attend a closed-to-enrollment school may be placed on a waiting list for an opening.

Assignment of Students/Choice/ Enrollment

Resident students and nonresident students from other Colorado school districts may, upon submission and approval of the proper application, choice enroll in a district program or school outside of their assigned area of attendance. Approved applications for School of Choice enrollment shall be valid for the duration of the academic level as determined by district administration. No student will be accepted for transfer or School of Choice enrollment after October 1st without the consent of the Zone Leader or designee.

Students will be considered residents of the district if:

1. They live with parents or legal guardians who are residents of the district.
2. They reside within a foster home within the district.
3. They are foreign exchange students or emancipated juveniles living within the district.

Students who do not belong to a category listed above will be considered out-of- district students and must follow the enrollment procedures in this document.

The Board reserves the right to rescind and/or amend any or all choice enrollments, or transfers if in its opinion overcrowding of facilities or other undesirable conditions develop.

Transfers

Students, who wish to change schools because of special or unusual circumstances, may apply for a transfer. When a parent or guardian feels that a transfer to another school is in the best interest of the student, he or she must submit the transfer request form, stating the reasons to the principal of the school in which the student is currently enrolled, and the principal of the requested school. Transfer requests may be approved for the remainder of the school year with consent of both school principals and Zone Leaders or designee. Only one transfer per level is permitted and students should transfer at semester to ensure grades and credits are recorded properly.

Changes in residence

Students whose place of residence changes within the district or who becomes a nonresident may remain at the school they are currently attending until the end of the current school year for elementary students and until the end of the semester for secondary students, but must fill out a choice form. Students in the 12th grade may finish the school year at the current school. District 49 reserves the right to refuse out-of-district School of Choice enrollment to any student whose past behavior indicates a potential risk to the safety and well-being of District 49 students or staff.

Revocation of School of Choice Privileges

Overview

There may be times when a school of choice request may be denied. It is the aim of District 49 to ensure that a student who resides in District is immediately transferred to their neighborhood with no lapse in educational services. For students who reside out of District, every effort will be made to notify the school district of residence based on the student's most current address in the student information system (SIS) to effectuate a quick transfer of records. When determined that the district of residence must be the party to initiate a records request, once received records will be sent to the requesting district within five (5) business days.

Revocation

If a student fails to maintain student in good standing status and/or the parent/guardian fails to communicate, respond or otherwise engage in their student's educational experience to the detriment of the student, a student's School of

Choice privileges may be revoked. If this occurs, and if the student's most current address in the student information system (SIS) reflects an address within the District boundaries, the student will be disenrolled from the choice school and transferred to their neighborhood school based on residence. The neighborhood school will accept the student based on the most current residency in the SIS but will have the right to request an updated acceptable proof of residency document from the parent.

The parents will be notified of the choice revocation by, at a minimum, an attempted phone call or email and a letter via certified mail return receipt requested. The times and dates of the phone call or email will be notated by school administration. The certified mail receipt and copy of the letter will be kept in the student's hard-copy file or will be electronically scanned, front and back sides, and uploaded to the student's permanent electronic file along with a copy of the letter.

The registrar at the choice school will work with the registrar at the neighborhood school to transfer the enrollment immediately upon parent notification. The choice school will send the receiving school the most recent transcript and grades, when needed, to enable the receiving school to build a schedule and track attendance.

If after enrollment and proof of residency is provided it is determined that the student no longer resides within District 49 boundaries, continued enrollment will be based on Board Policy JFAB Continuing Enrollment of Students Who Become Nonresidents.

For students for whom it is determined that their residence is in fact within District 49 boundaries but not within the boundaries of the school that their enrollment was transferred to based on the address within the Student Information System., the parent/guardian may request a School of Choice subject to Principal/Administrator approval. It will be up to the building administration to determine if a School of Choice request will be approved or if the student will be transferred to the school that they are zoned to attend based on residence.

Special Education Students

Requests from the parents of special education students for School of Choice enrollment, or transfer to another school or program shall be considered in accordance with applicable state and federal laws. The student's current Individualized Education Program (IEP) shall be used to determine if the requested school or program can meet the student's needs. Once the student is admitted, the district shall conduct a staffing to update the IEP.

Athletics

Athletic/activities eligibility of students who are granted choice, open enrollment or transfers at the high school level will be determined in accordance with the rules and regulations of the district, Colorado High School Activities Association, and state law.

Appeal procedure

Should a request for School of Choice or transfer be denied, the parent/guardian will be advised that he/she may appeal the denial by contacting the Zone Leader. The receiving principal will be asked to submit the reason for denial of the request. The Zone Leader considering the appeal will review the parent/guardian request and the principal's decision, and then make a determination of a school assignment.

When necessary and upon request, the Chief Education Officer will review the decision of the Zone Leader. Upon request, the Board of Education will review the decision of the Chief Education Officer.

- Adopted: November 3, 1977
- Revised: October 20, 1988
- Revised: November 8, 1990
- Revised: November 6, 1997
- Revised: August 10, 2000

- Revised: July 19, 2004 (*emergency approval*)
- Revised: September 2, 2004
- Revised: January 10, 2008
- Revised: July 8, 2010
- Revised: June 30, 2011
- [Revised: October 13, 2016](#)
- [Revised: April 13, 2017](#)

LEGAL REFS:

- 20 U.S.C. 1116 (*choice options when school in on improvement status under the No Child Left Behind Act of 2001*)
- 20 U.S.C. 7912 (*students who attend a school designated by state as persistently dangerous or who have been victim of a violent crime at school have the option to transfer to a safe school within the district pursuant to the No Child Left Behind Act of 2001*)
- C.R.S. 22-1-102 (*definition of district resident*)
- C.R.S. 22-32-109(1)(II) (*Board duty to adopt policies requiring enrollment decisions to be made in a nondiscriminatory manner*)
- C.R.S. 22-32-110 (1)(m) (*power to fix boundaries*)
- C.R.S. 22-36-101 et seq. (*open enrollment*)

CROSS REFS:

- EEA, Student Transportation
- IHBG, Home Schooling
- JFBB, Inter-District Choice
- JC, School Attendance Areas
- JF-R, Admission and Denial of Admission
- JJJ, Extracurricular Activity Eligibility
- [JFABD, Enrollment of Homeless Students](#)
- [JFAB Continuing Enrollment of Students Who Become Nonresidents](#)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Inter-District Choice
Designation	JFBB
Office/Custodian	Education/Director of Culture & Services

District 49 is pleased to offer a robust portfolio of schools and educational opportunities to empower students and their families with the ability to seek out, define and pursue their best pathway.

The culture of District 49 acknowledges that students may find their educational pathway outside of the school that is traditionally assigned to them based on where they reside. School of Choice allows students to seek out alternative schools or programs based on their interests and foreseeable outcomes for their post-secondary and/or career objectives.

The Board of Education recognizes that students may benefit from having a choice of schools to attend within the public school system that is not limited by district boundaries.

Nonresident students from other school districts within the state who apply pursuant to the regulations approved by the Board may enroll in particular programs or schools within this district on a space-available basis without payment of tuition, except as otherwise provided by law.

In providing for admission of nonresident students, the district shall not:

1. Make alterations in the structure of the requested school or to the arrangement or function of rooms within a requested school to accommodate the enrollment request.
2. Establish and offer any particular program in a school if such program is not currently offered in such school.
3. Alter or waive any established eligibility criteria for participation in a particular program, including age requirements, course prerequisites, and required levels of performance.
4. Enroll any nonresident student in any program or school after the pupil enrollment count day.

Before considering requests for admission from nonresidents, priority shall be given to resident students who apply under the district's School of Choice or transfer plan.

Students granted permission to attend a school pursuant to this policy shall have the same curricular and extracurricular status as all other students attending the school, as determined by applicable law, bylaws of the Colorado High School Activities Association and the district's eligibility requirements.

Students who were expelled from another school district during the preceding twelve (12) months or whose behavior in another school district during the preceding twelve (12) months was detrimental to the welfare or safety of other students or school personnel may be denied admission.

An elementary student who becomes a nonresident after enrollment or between school years shall be allowed to remain enrolled in or to re-enroll in elementary school in the district in accordance with state law and Board regulations. Secondary students who become nonresidents during the school year may complete the

semester or other term for credit. Seniors who become nonresidents during the school year shall be allowed to finish the school year as residents.

The Board reserves the right to rescind and/or amend any enrollment of nonresident students if, in its opinion, overcrowding of facilities or other undesirable conditions develop.

Transportation

Transportation for nonresident students who enroll in the district shall be furnished by the parents/guardians unless it is determined that transportation is necessary for the district to comply with state and federal law requirements for homeless and disabled students.

Nondiscrimination

The Board, the Chief Education Officer, other administrators, and district employees shall not unlawfully discriminate based on a student's race, color, sex, sexual orientation (which includes transgender), national origin, ancestry, creed, religion, marital status, disability, or need for special education services in the determination or recommendation of action under this policy.

However, the Board reserves the right to restrict enrollment requests if such requests begin to significantly affect the ethnic balance of a school.

Special education

Requests from the parents/guardians of special education students for admission shall be considered in accordance with applicable state and federal laws. The student's current Individualized Education Program (IEP) shall be used to determine if the requested school or program can meet the student's needs. Once the student is admitted, the district shall conduct a staffing to update the IEP.

Revocation of School of Choice

When a student's School of Choice privileges are revoked an attempt will be made to notify the district of residence based on the student's most current address in the student information system (SIS).

The primary goal in these instances is to ensure that the student has an active enrollment as quickly as possible.

As Colorado is a choice state, it is not entirely within the powers of District 49 to ensure that a student not residing within our boundaries has an immediate transfer of enrollment. The parent/guardians will have the power to enroll within their neighborhood District, or any of multiple avenues of education within the state. In some instances, District 49 staff may be required to wait for a records request from the new school or District. When this occurs, records will be sent on a priority basis to the new school/District within five (5) business days.

- Adopted: May 16, 1996
- Revised: September 2, 1999
- Revised: November 11, 2010
- Revised: October 27, 2011
- Revised: October 13, 2016
- Revised: April 13, 2017

LEGAL REFS:

- C.R.S. 15-14-104 (*delegation of custodial power*)

- C.R.S. 19-1-115.5 *child in foster care placement is considered resident of the school district in which foster home is located*)
- C.R.S. 22-1-102 (2) *(definition of resident of district)*
- C.R.S. 22-20-106 *(designation of general and special education responsibilities for students with disabilities)*
- C.R.S. 22-20-107.5 *(defining district of residence for students with disabilities)*
- C.R.S. 22-20-109 *(tuition for special education services)*
- C.R.S. 22-32-109 (1)(II) *(board duty to adopt policies requiring enrollment decisions to be made in a nondiscriminatory manner)*
- C.R.S. 22-32-113 (1)(c) *(transportation of students residing in another district)*
- C.R.S. 22-32-115 *(district may pay tuition for student to attend in another district not to exceed 120% of per pupil general fund cost)*
- C.R.S. 22-32-115 (2) (b) *(subject to 22-36-101 district must permit any student whose parents are residents of Colorado to attend w/o payment of tuition)*
- C.R.S. 22-32-115 (4) (a) *(district is not liable for tuition except pursuant to written agreement)*
- C.R.S. 22-32-116 *(if become non-resident may finish semester, if in 12th grade or may finish year, special rules for elementary students)*
- C.R.S. 22-33-103 *(any resident may attend district school w/o payment of tuition, tuition can be paid by district of resident pursuant to written agreement, parents may pay tuition if non-Colorado resident)*
- C.R.S. 22-33-106 (3) *(grounds to deny admission)*
- C.R.S. 22-36-101 et seq. *(open enrollment policy must have time line and reasons to deny enrollment)*
- C.R.S. 22-54-103 (10.5) *(definition of pupil enrollment count day)*

CROSS REFS:

- JF-R Admission and Denial of Admission
- JFAB, Continuing Enrollment of Students Who Become Nonresidents
- JFABA, Non-resident Tuition Charges
- JFABD, Homeless Students
- JFBA, Intra-District Choice/Transfers
- JJJ, Extracurricular Activity Eligibility



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Public Information and Communications
Designation	KD
Office/Custodian	Education/Director of Communications

District 49 is an extension of the community. The residents of this District areOur residents are interested in their schools as an extension of their homes, an extension that which exists to perform a special function in the development of their children. Therefore, in accordance with the strategic plan and the cultural compass, the Board shall make every attempt to:

1. Use the community's input to affect policy-making decisions by providing opportunities to collaborate and share viewpoints.

1.2. Keep the public informed about policies, administrative operations, and educational programs of the schools.

2.3. Provide the means for furnishing full and accurate information, favorable and unfavorable, together with interpretation and explanation of school plans and programs.

In meeting these goals, the Board ~~shall~~ places great importance upon the role of the teacher as communicator and interpreter of the school program to parents and the general public.

~~Further, it~~The Board recognizes ~~that~~ there are times when direct communication between school officials and the community is necessary. At such times, the Board shall encourage and provide these opportunities in person and online.

The chief officers and Chief Education Officer and Innovation Leadersdirector of communications shall develop processes and procedures ~~and techniques~~ for insuring a continuous and free-flowing line of communication between the staff and the ~~d~~District's residents using a variety of communication channels.

- Adopted: September 19, 1996
- Reviewed: December 10, 2009
- Revised: November 10, 2011
- Revised: April 13, 2017

LEGAL REF:

- C.R.S. 22-2-117 (*Additional power-state-board-waiver of requirements-rules*)
- C.R.S. 22-35-109 (*Institution of higher education-enrollment-limitations*)

CROSS REFS:

- BEC, Executive Sessions/Open Meetings



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Crisis Management Communications
Designation	KDEA
Office/Custodian	Education/Director of Communications

The Board of Education recognizes the importance of developing and implementing a written plan for communicating with the media and public in the event of a crisis. The director of communications~~Chief Education Officer~~ ~~is or designee is~~ directed to develop and implement the crisis communications plan as expressed in policy KDEA-R.

- Adopted: September 7, 2000
- Reviewed: March 24, 2010
- Revised: October 27, 2011
- Revised: April 13, 2017

LEGAL REFS:

- C.R.S. 22-32-109.1 (4) (*crisis communications policy is required part of safe schools plan*)

CROSS REF:

- GBGAA, Staff Training in Crisis Prevention and Management
- JLDBG, Peer Mediation
- JLDBH, Suicide or Other Traumatic Loss of Life
- JLIA, Security and Supervision of Students

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Distribution/Posting of Non-curricular Materials
Designation	KHC
Office/Custodian	Education/Director of Communications

The purpose of this policy is to define the parameters applicable to the distribution or posting of non-curricular materials on district property in a manner that does not disrupt the district's educational programs nor interfere with the district's mission and vision. Requests from the general public to distribute printed non-curricular materials in ~~the Falcon School~~ District 49 public schools shall be allowed subject to the following policy and accompanying regulations unless the material is "unacceptable" as described below.

The following shall be considered "unacceptable" material:

1. So-called "hate" literature that scurrilously attacks ethnic, religious or any racial groups.
2. Material that promotes hostility, disorder or violence.
3. Material that promotes or favorably portrays unlawful conduct or conduct that violates Board policy, including but not limited to the Board's policies prohibiting unlawful discrimination, harassment and bullying.
- 3.4. Material designed for commercial purposes—advertising a product or service for sale or rent—unless the material itself has educational value that makes the commercial message a secondary consideration.
- 4.5. Material that is libelous, invades the rights of others or inhibits the functioning of the school, or advocates interference with the rights of any individual or with the normal operation of the school.
- 5.6. Material which in any way promotes, favors or opposes the candidacy of any candidate for election, or the adoption of any bond issues proposal, or any public question submitted at any general, municipal or school election. The prohibition shall not apply on any Election Day or special election when the school is being used as a polling place.
7. Material that is obscene or pornographic as defined by prevailing community standards throughout the District.
- 6.8. Material that is inconsistent with or unrelated to the district's mission and educational values.

This policy governs non-curricular material and is not intended and shall not be interpreted to interfere with the prerogative of teachers to supplement and enrich text and reference book materials used in their courses with materials which are timely and up to date. However, no teacher shall distribute non-curricular materials in his or her class without complying with the procedures which follow.

The Chief Education Officers/Innovation Leader or designee shall present to any person or persons wishing to distribute printed non-curricular materials a copy of this policy and the accompanying regulation.

The Board of Education shall proceed through the courts of law to obtain injunctive relief and damages, where applicable, for any unauthorized distribution of printed non- curricular materials.

- Adopted: January 14, 2010
- Revised: October 27, 2011
- Revised: September 13, 2012
- Revised: April 13, 2017

LEGAL REF:

- C.R.S.22-32-110(1)(r) (*Board of education – specific powers*)

CROSS REFS:

- JICEA, School-Related Student Publications
- JICEC, Student Distribution of Non-curricular Materials

BOARD OF EDUCATION AGENDA ITEM 7.10

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Peter Hilts, Chief Education Officer
TITLE OF AGENDA ITEM:	Statement of Reduction in Program
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Due to low student interest in the German Language Program, the administration recommends a cancellation of the German Language Program at Falcon High School for the 2017-2018 school year. The program cancellation will result in the elimination of one full time teaching position at Falcon High School.

RATIONALE: Pursuant to Board Policy GCKAA, in the event that a programmatic change will result in the elimination of one or more staff positions, the Board of Education must direct the Chief Education Officer to take appropriate steps to comply with the policy.

RELEVANT DATA AND EXPECTED OUTCOMES: Student enrollment in the German Language courses has decreased significantly during the past three years. Space will be open in the master schedule to provide different choices to students.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	We have an obligation (accountability) to use personnel resources to best address the overall needs and interest of students.
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Eliminating this offering opens possibilities for additional World Languages programming with higher student interest.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Allows the offering of other programs students are requesting

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached statement of reduction in program as recommended by the administration.

APPROVED BY: Marie LaVere-Wright, Board President

DATE: March 31, 2017

Statement of Reduction in Program

1. The Board of Education has determined that a reduction in program at Falcon High School is necessary due to a decline in student enrollment in German as a World language.
2. The reduction in program requires the cancellation of the German program and the displacement of one teacher.
3. The Board of Education directs the Secretary of the Board to transmit this statement to the Chief Education Officer to transmit to District faculty.
4. The Board of Education further directs the Chief Education Officer to cause written notice of displacement to be provided in accordance with District Policies GCKAA and GCKAA-R.

El Paso County School District 49

Marie LaVere-Wright, Board President

Date

ATTEST:

Tammy Harold, Board Secretary

Date

BOARD OF EDUCATION AGENDA ITEM 7.11

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Brett Ridgway, Chief Business Officer Ron Sprinz, Finance Group Manager
TITLE OF AGENDA ITEM:	2016/17 Supplemental Budget for Fund 46
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Colorado Revised Statute 22-44-110(5) indicates that “...where money for a specific purpose from other than ad valorem taxes subsequently becomes available to meet a contingency, the board may adopt a supplemental budget for expenditures not to exceed the amount of said money and may appropriate said money therefrom.” This action item is presented to satisfy that legal requirement.

RATIONALE: The recently completed financing of projects authorized by the passage of 2016-3B provides revenue that will fund the expenses required to complete the projects stated in the ballot language. The financing did not complete until February 2017, after the statutory deadline for the amended budget.

RELEVANT DATA AND EXPECTED OUTCOMES: As was presented during the election campaign, \$83.5mm was obtained through Certificate of Participation financing to provide funds to complete the projects according to ballot language that was presented and approved by voters. These funds will be separately accounted for in fund 46 in the district accounting system and will be housed in a unique Colotrust bank account.

IMPACTS ON THE DISTRICT’S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	<i>Presenting such information in an open and transparent manner validates the importance placed on community trust</i>
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	<i>Informed decision making and organizational agility are key strategies we continue to pursue.</i>
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	<i>Informed decision making and organizational agility are key strategies we continue to pursue.</i>

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: 83,500,000

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the supplemental budget presented for fund 46.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: March 31, 2017

EL PASO COUNTY SCHOOL DISTRICT 49
2016 - 2017 AMENDED BUDGET - 5 Year Trend

FUND: 46 Mill Levy Override 3b Building Fund

DESCRIPTION: This fund is used to account for mill levy override revenue and expenditures for priorities 2 (Refresh & Refurbish) 3 (High School Equalization) and 4 (two elementary schools).

Fund 46 - Capital Reserve Building Fund															
Summary of 16/17 Expenses		12/13 Actual		13/14 Actual		14/15 Actual		15/16 Actual		16/17 Proposed		Diff	16/17 Amended		
Beginning Fund Balance		\$	-	\$	-	\$	-	\$	-			\$	-	\$	-
Revenue															
Allocation from Fund 16		\$	-	\$	-	\$	-	\$	-	\$	-	\$	83,500,000	\$	83,500,000
Total Revenue		\$	-	\$	-	\$	-	\$	-	\$	-	\$	83,500,000	\$	83,500,000
Total Funds Available		\$	-	\$	-	\$	-	\$	-	\$	-	\$	83,500,000	\$	83,500,000
Expenditures:															
Priority 2 (Refresh & Refurbish)		\$	-	\$	-	\$	-	\$	-	\$	-	\$	20,000,000	\$	20,000,000
Priority 3 (High School Equalization)		\$	-	\$	-	\$	-	\$	-	\$	-	\$	17,500,000	\$	17,500,000
Priority 4 (Elementary Schools)		\$	-	\$	-	\$	-	\$	-	\$	-	\$	46,000,000	\$	46,000,000
Total Expense Grant Funds		\$	-	\$	-	\$	-	\$	-	\$	-	\$	83,500,000	\$	83,500,000
Ending Fund Balance		\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-

BOARD OF EDUCATION AGENDA ITEM 8.01

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	D. Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Process Improvement Update
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: We seek to continuously improve our processes in the district.

RATIONALE: Administrative regulation development and revision and systematic review of district policies are designed to increase the probability of an effective and efficient school system.

RELEVANT DATA AND EXPECTED OUTCOMES:

No.	Designation	Title	Reviewed by	Recommendations
8.01a	GBEE-1-R	Participatory Media Use	M. Meister	Minor revisions
8.01b	GCG-R/ GCGA-R	Part-Time and Substitute Professional Staff Employment	P. Andersen	Recommend repeal of this regulation. Most of its content is either not current or not relevant. Any relevant content is incorporated in revisions to policy GCG.
8.01c	JFBA-R	Intra-District Choice/ Transfers	K. Steeves L. Fletcher	Clarify policy language to amplify the law and link D49 culture to school of choice.
8.01d	KDEA-R	Crisis Management Communications	M. Meister	Minor revisions
8.01e	KHC-R	Distribution/Posting of Non-curricular Materials	M. Meister	Minor revisions

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the District.
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

BOE Regular Meeting April 13, 2017
Item 8.01 continued

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

REVIEWED BY: Chief Officers

DATE: March 31, 2017

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Participatory Media Use
Designation	GBEE-1-R
Office/Custodian	Education/Director of Communications

It is important to provide district-wide guidance for leveraging participatory media, while facilitating brand engagement and reputation management.

This regulation expects that:

- Participatory media accounts branded or funded by District 49 or its schools are reviewed and approved through an application process.
- Responsible administrators, ~~individuals~~ officially assigned to safeguard the district's best interest, back each officially recognized participatory media account.
- Participatory media best practices are considered.
- Inappropriate, offensive, injurious and illegal content is removed by District 49 account administrators or moderators, or by the request of the ~~district public information officer~~ director of communications.
- District 49 participatory media activity demonstrates as much interest in responding to unfavorable comments as it does favorable.
- District 49 participatory media accounts include a prescribed disclaimer statement, regarding content and opinions contained on the site.
- District 49 employees tactfully and factually engage their communities without dramatizing posts.
- District 49 employees recognize that participatory media can often be a customer service portal and provide the same excellent service digitally that they would in person.
- The community's voice is important – the district's voice helps to spark discussions.
- Every District 49 online presence upholds the district's strategy and culture. ~~Communication Department's core values: accountability, transparency and trustworthy.~~

A. Use of social media sites for general business, marketing and communications

1. The District 49 ~~public information officer~~ director of communications is responsible for administering this policy. This person may delegate responsibilities to ensure compliance.
2. A digital communications specialist position will provide input, assistance and training for this policy and its best practices.
3. The digital communications specialist conducts day-to-day digital media monitoring services and updates the district website as needed.
4. Timely communication about the central office and Board of Education must be published by the ~~c~~Communications ~~d~~Department using an objective and transparent voice that avoids sensationalism.
5. Officially recognized participatory media accounts will not release statements on behalf of the district, unless documented (email) approval from the ~~public information officer~~ director of communications is obtained.
6. Applicants for officially recognized participatory media accounts must submit their profile name, description, purpose and associated profile images for approval. The ~~c~~Communications ~~d~~Department will provide guidance to ensure branding standards are maintained.

7. All social media accounts officially recognized by District 49 must have at least two district employees as administrators at all times to ensure adherence to this policy.
8. Regular attempts will be made to recognize and support digital influencers, as efforts to leverage their routine and persuasive participation for the productive development of online communities.
9. Should an employee administrator of an account leave the district for any reason, or otherwise lose interest in acting as an account administrator, it is the responsibility of the school or department's responsibility to designate another district employee as an account administrator and remove the former employee's administrative permissions. Whenever possible, two individuals should be appointed to act concurrently as account administrators for a social media site representing District 49.
 - a) If two employees aren't available to serve as account administrators, a member of the cCommunications dDepartment may serve in that capacity.
 - b) Facebook and Twitter best practices compel routine updates. If the associated activity is an organization within the district is no longer capable of consistent updates, the silence may be perceived as unfavorable. Social media administrators should contact the cCommunications dDepartment to determine if deleting the account is in the district's best interest.
10. District 49 employees identified as administrators of accounts are responsible for managing and monitoring content of their social media accounts. Administrators are responsible to remove content that may violate the district's Social Media Policy's Procedures and Responsibilities, Guidelines for Content and Guidelines for Conduct.

B. Guidelines for Content:

1. District 49 employees are expected to adhere to same standards of conduct online as they would in the workplace. Laws and policies respecting contracting and conflict of interest, as well as applicable policies and guidelines for interacting with students, parents, alumni, donors, media and other district constituents apply online just as they do in personal interactions. District employees are responsible for what they post to participatory media sites.
2. Use good judgment about content and respect privacy laws. Do not publish confidential information about the district, its staff or its students.
3. A media release form, signed by a parent or legal guardian, must be obtained Research must be done regarding a media release denial form before publishing content that identifies a minor student, such as a name or photograph. Each school's registrar is required to maintain a record of signed forms. These forms are to be maintained in the student information system.
4. Post only Only post content that is not threatening, obscene, a violation of intellectual property rights or privacy laws, or otherwise injurious or illegal.
5. Remove user-generated content that promotes, fosters or perpetuates discrimination, sexual harassment, solicitations unrelated to academia, encouragement of illegal activities or information that may compromise a school's safety or security.
6. Posting or hosting information that is purposefully inaccurate and posted with malice is subject to defamation laws. However, do not delete adverse opinions about district activities and programs. Flaunting favorable commentaries through stakeholder censorship is prohibited, as a violation of the District 49's commitment to building trust through transparency and accountability as established in the

'Big Rocks' and cultural compass. ~~Communication Department's core values.~~

7. District 49 must demonstrate as much interest in responding to unfavorable comments as it does favorable. ~~The~~^{its} community must feel encouraged to openly communicate within district-approved and administered social media. Attention must be paid to providing accurate and timely information for immediate reviewing and commenting, so as to minimize hasty reactions to ambiguity. The district appreciates that enormous resources are often required to “set the record straight” after people have reacted to vague, misleading or false reports – action is a powerful force in public opinion. It’s important to deliver timely, accurate information, before misinformation affects actions. Considerable resources are required to repair a reputation, far more than the amount to maintain it.
8. Representation of your personal opinions as being endorsed by the district or any of its organizations is strictly prohibited. District 49’s name or marks may not be used to imply endorsement of any opinion, product, private business, cause or political candidate. District-approved social media accounts must include this disclaimer statement: “Content posted on this page and opinions expressed through user interactions do not represent the district’s official positions. For an official statement, contact the District 49 ~~public information officer~~^{director of communications}. For more information about District 49 schools and programs, visit <http://www.d49.org>.”
9. If ~~an employee administrator of an account~~^{you} also maintains ~~your own~~ personal social media accounts, ~~you measures should be taken to~~ avoid creating confusion over whether or not the account is associated with District 49. If ~~an employee~~^{you} identifies ~~yourself~~ as a District 49 faculty or staff member online, it should be clear that the views expressed on ~~theyour~~ site are not those of the district ~~and you are not acting in your capacity as a district employee~~. While not a requirement, district employees may consider adding the following disclaimer to personal social media accounts. “While I am an employee at ~~Falcon School~~ District 49, comments made on this account are my own and not that of the district.”
10. District 49 is obligated to explain its activities using widespread distribution methods. Content that is produced as a paid district employee is entered into the public domain, without charge or reservations. People are allowed to lawfully republish ~~that~~ content posted in officially recognized participatory media. Rights for reproduction of social media commentaries are permitted by fair use. Administrators of officially recognized participatory media accounts must never knowingly provide misleading or false information, and they will not hold the district responsible for any claims resulting from their contributions.
11. Official photography will not be edited (“Photoshopped”) to misrepresent a situation or otherwise violate the public’s trust. Imagery should be limited to standard darkroom edits (brightness, contrast, sharpness, color, cropping), unless it’s clearly an illustrative work or captioned as such.
12. When using or posting online material with direct or paraphrased quotes, thoughts, ideas, photos or videos, always include attribution. Provide a link to the original material if applicable.
13. Photographs and videos should include a caption that answers who, what, when, where and why. Avoid posting content without providing a reason for sharing it.
14. Information posted online must not contain errors in accuracy, grammar or spelling.
15. Reports posted as district news should be written in compliance with the latest Associated Press Stylebook, which helps the district maximize reader understandings, avoid libelous statements and

accelerate external media exposure. Avoid the facade of self-serving and romanticizing reports – information consumers and curators have little interest in such content today, and it’s easily perceived as deceptive or disingenuous.

16. Avoid clichés, excessive capitalization (sometimes perceived as shouting) and fragmented sentences. For example, when possible, post complete thoughts with proper punctuation -- change “BOARD MEETING ROCKIN’ TONIGHT!!!” to “District 49 will conduct its board meeting tonight.” Micro blogs, like Twitter, compel an abridged sentence structure, such as “Board meets tonight.”
17. Attempt a 90 percent response rate to posts submitted by community members. Do not act merely as an information aggregator, but also a community collaborator.
18. Contribute on a regular basis. Instead of posting five bits of information on Monday, post them Monday-Friday. However, keep time sensitive details readily available, quickly and accurately.
19. Refrain from using information and conducting activities that may violate local, state or federal laws and regulations. If you are unsure whether certain content is protected underby privacy or intellectual property laws, contact the communications department.
20. Conversations about the ethical and progressive use of social media sites in academic settings are highly encouraged. Any district department, educator or administrator, can coordinate guided discussions with the communications department.

C. Guidelines for Conduct:

1. District 49 employees are expected to ~~represent a set of core values in their~~ District 49’s strategy and culture in all communication efforts. ~~communications efforts: accountability, transparency and trustworthy.~~
 - a) **Accountability to the public** – taking great care to expedite explanations of the district’s successes and immediate responses to its failures, including apologies when found at fault.
 - b) **Transparency in actions** – guaranteeing maximum disclosure is necessary for proving the district’s ability to educate its students; therefor only objective reports are permitted in the description of board action items, discussions, expenditures and changes in policy.
 - c) **Trustworthy source of information** – valuing the public’s trust and respecting its needs to be informed, inform others and collaborate during planning and execution phases; broadcast and participatory media must be supported as platforms for building public trust.
2. Full-time, part-time and substitute teachers are prohibited from privately communicating with a student using non-official social media sites during their course of instruction. Interactions with enrolled students are only appropriate through district-provided channels, such as d49.org emails, district telephones or officially recognized social media pages. Forbidding private online sessions is meant to protect students, teachers and learning environments.
3. Contribute knowing that individuals from other countries, cultures, languages and religions are reading your words. Everything published online has a global reach.
4. When in doubt, do not post. You may come across negative or disparaging posts about the district, or find users trying to spark negative conversations. Reject any urge to escalate these confrontations. Request subject matter experts respond to negative posts. If necessary, contact the communications

[dDepartment](#) for best practices in addressing difficult situations online.

5. Participatory media administrators are often perceived as online spokespersons. Posts should be optimistic and respectful of community relations and collaborations.
6. Consider all online discussions as permanently recorded dialogue.
7. District 49 retains the right to regularly review content posted to social media sites. With respect to any site maintained in the name of the district, the district may remove or cause the removal of any content for any lawful reason, including but not limited to, content deemed threatening, obscene, a violation of intellectual property rights or privacy laws, or otherwise injurious or illegal.
8. Administrators may contact District 49's digital communications specialist at any time for consultation.

D. Use of social media sites for the placement of advertising.

1. This policy does not authorize District 49 departments to enter into advertising agreements with participatory media sites. Any district activity wishing to purchase advertising services must follow all applicable rules and policies governing both the public relations considerations and the procurement and contracting considerations related to such services.
2. Departments that require frequent or recurring use of online advertising services should work with the [cCommunications dDepartment](#) to arrange for the efficient use of time and resources.
3. Remember that the ease of clicking "I accept" does not mean that the license agreement is without risk to District 49. If you are in doubt about your authority to accept an online agreement on behalf of the [dDistrict 49](#), or the content of an agreement that is within your authority, contact the [cCommunications dDepartment](#) for guidance.

- Adopted: July 11, 2013
- Revised: April 13, 2017

LEGAL REFS:

- *Public Law PL 107-110, (No Child Left Behind Act of 2001)*
- *C.R.S. 24-72-204.5 (Adoption of Electronic Mail Policy)*

CROSS REFS:

- EGAEA (Public Electronic Mail Records)
- GBJ (Personnel Records and Files)
- JS/JS-R/JS-E (Student Use of the Internet and Electronic Communications)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Part-Time and Substitute Instructional Staff Employment
Designation	GCG-R/GCGA-R
Office/Custodian	Business/Director of Human Resources

~~Teachers requesting a substitute for any reason shall enter the absence via the current attendance reporting system.~~

~~During working hours, teachers may enter the absence via the attendance reporting system or contact the school secretary if the absence is required immediately.~~

~~Teachers may request a specific substitute for continuity in the classroom via the attendance reporting system and expect that the substitute will be used if available.~~

~~If a principal/administrator requests that a specific substitute be removed from the building substitute roster, the principal/administrator must counsel the substitute regarding behavior/teaching concerns and forward a written request to the Human Resources Department for removal from the building substitute roster.~~

~~Requests for substitutes to cover absences for professional development must be submitted to the building secretary in accordance with building procedures for processing.~~

- ~~• Adopted: March 17, 1988~~
- ~~• Revised to conform with practice: date of manual adoption~~
- ~~• Reviewed: May 11, 2000~~
- ~~• Revised: November 11, 2010~~

Title	Intra-District Choice/Transfer
Designation	JFBA-R
Office/Custodian	Education/Director of Culture & Services

Definitions:

Academic Level- Academic Level refers to the level at which a student is currently enrolled. Levels are divided as follows: Elementary, Middle school and High School.

Administrative Transfer - An Administrative Transfer is a process whereby a student may transfer from one district school to another. Transportation may not be provided.

Attendance Areas - An Attendance Area is defined as a Board-designated geographical area within which the students attend a particular school (i.e. the neighborhood school).

Choice - Choice is defined as the process by which resident families may apply to have their children attend another district school. Nonresident families may apply for their children to attend a district school for the duration of an academic level. Transportation may not be provided.

Choice School - A Choice School is defined as the school currently attended by a resident student that is not the neighborhood school they would normally attend based on their address or is the school that has accepted a non-resident student.,.

Closed - A closed class, grade level, program, or school is defined as having reached a maximum number of students.

Neighborhood School - A Neighborhood School is defined as the school to which a student would attend because the student is a resident and resides within that school's attendance area.

Nonresident - A Nonresident is defined as a student living outside the District 49 boundaries (see policy JFBA).

Resident - A Resident is defined as living within the district boundaries when verified by a warranty deed, a bill of sale, a settlement statement from closing, a current formal lease agreement, a current El Paso County tax notice, current utility bill in the parent/guardian's name or a quarters assignment letter from Military Housing, plus Custody documentation if the student does not reside with both biological parents. If the student resides with one biological parent, the documentation must be a court order detailing custody arrangements. Absent of court orders to the contrary, if the person enrolling is listed on the birth certificate, they will be allowed to enroll the child. If the student resides with someone other than a biological parent, proof of legal guardianship is required. (C.R.S. 22-1-102) (see policy JFBA)

Attendance areas

Students will attend the district school determined by their residence unless a request to attend another school or program is approved. No student will be enrolled in a school or program outside the attendance area without prior approval in accordance with these regulations.

The Principal of each school will be responsible for checking student enrollment records to determine that each student is a legal resident of that school's attendance area or has an approved application for School of Choice.

Students must register in the school serving their attendance area even though a request is pending for School of Choice. Enrollment in the requested school will not be permitted until the student has received written approval for School of Choice.

To be considered for School of Choice, students:

1. Must be passing all subjects (subject to principal or designee's discretion).
2. Must not have been suspended from school for a major disciplinary infraction during the previous semester (subject to principal or designee's discretion).
3. Must not have been expelled from school during the previous calendar year.
4. Must provide attendance records from previous school year if requested.

School of Choice Application process

The School of Choice application process is ongoing with no end date. New in-district students as well as students not residing within District 49 boundaries may request School of Choice at any time throughout the year.

The Principal of the school where School of Choice has been requested will make the decision as to whether the School of Choice application is accepted or rejected based on criteria established in state law and Board policy. When a parent seeks to exercise the No Child Left Behind Act (NCLB) School of Choice option, this decision shall be made in consultation with central administration of the school district. The Principal will be responsible for notifying the parents/guardians and students of approval or disapproval of a choice request no later than the end of the academic year in which the request is made for the following year or as soon as possible when the request is made during the summer when the school is not in session.

School of Choice Applications are available at the district office and website and must be returned to the Principal of the school where School of Choice is being requested. The applicant will be informed by the Principal or designee regarding the request before the end of the current school year or within a reasonable time if the request is submitted during the summer when school is not in session.

When the number of eligible applicants exceeds the spaces available in a particular program or school to which admission is sought under School of Choice, the following priority system shall be used:

First Priority - Resident and Employee Children applicants seeking to renew their School of Choice placement. Siblings of students placed in a specific school based upon educational programming needs. Sibling placement must be renewed annually.

Second Priority - Other resident applicants including siblings of those already attending the same School of Choice school and students requesting to continue in a school or feeder pattern to maintain continuity of a program such as International Baccalaureate (IB) or Science Technology Engineering and Math (STEM).

Third Priority - Non-resident applicants currently enrolled in District 49 schools seeking to renew School of Choice placements.

Fourth Priority- Non-resident applicants new to the district.

The selection of one student from a family does not entitle other students from that family to enroll in the desired program or school.

Grounds for denying School of Choice

Reasons used by the Principal to accept or reject School of Choice requests shall be limited to any of the following:

1. There is a lack of space or teaching staff within a particular program or school requested.
2. The requested school does not offer appropriate programs or is not structured or equipped with the necessary facilities to meet the special needs of the student or does not offer the particular program requested.
3. The student does not meet the established eligibility criteria for participation in a particular program including age requirements, course prerequisites, and required levels of performance.
4. The student has been expelled or is in the process of being expelled from any district during the preceding twelve months because of habitually disruptive behavior or for committing a serious offense for which expulsion is mandatory.
5. The student exhibited behavior detrimental to the welfare and safety of other pupils or school personnel in another school or school district in the previous twelve months.
6. The student fails to comply with the district policy with regards to immunizations.
7. A desegregation plan is in effect for the school district, and such denial is necessary in order to enable compliance with the desegregation plan.

Upon enrollment at a school outside the attendance area, the student should plan to remain in that school for a full academic year. Once a student is accepted under the School of Choice enrollment plan, every effort will be made to permit the student to complete the highest grade in that building subject to the rights of residents of the attendance area and students exercising the NCLB School of Choice option.

Students who wish to return to their home school or to choice into a different school must submit a School of Choice request in accordance with these regulations.

Each principal will maintain a file of all School of Choice requests to that building. A copy will be forwarded to the central office for district-wide data collection purposes.

Those students who apply for School of Choice enrollment and cannot be accepted at the time of application will be placed on a waiting list in the order in which the applications are received and will be considered for approval at a later date if space becomes available. The waiting list will be maintained until the end of the 1st semester of each year, after which a new waiting list will be developed for the next 12 months.

Returning to Neighborhood School

If a student changes to a different school, his/her eligibility for transportation may be impacted. Students and parents are advised to review district transportation policies and procedures

Students will be permitted to return to their neighborhood school during the regular school year providing there are special or unusual circumstances dictating the need to return. The parent/guardians will contact the neighborhood school and present a current proof of residency document and their identification. The Registrar will then work to transfer the student's enrollment back to the neighborhood school.

Transportation

Transportation services shall become the responsibility of the resident and non- resident families who utilize the district's School of Choice option. Parents should review District 49 transportation policies.

Transfers

Students who wish to change district schools during the school year may apply for a transfer. When a parent or guardian feels that a transfer to another school is in the best interest of the student, he or she must submit the transfer request stating the reasons to the principal of the school in which the student is currently enrolled and the principal of the requested school. Transfer requests may be approved for the remainder of the school year. Only one transfer per level is permitted and students should transfer at semester to ensure grades and credits are recorded properly.

If a transfer request is initiated by the school, the principal of the school in which the student is currently enrolled will convene a conference that must include the principal, the parents or guardians of the student, and the principal of the school to which a transfer is requested. In addition, transfers may be initiated by the Chief Education Officer or designee. Both principals and Zone Leader must approve a transfer.

Transfers will be considered only when the move is educationally desirable. Transfers also may be denied for any reason which would justify denying School of Choice enrollment applications.

Maintenance of student in good standing status

Once a student transfer is approved to attend a School of Choice school or is transferred to another school within the district, he/she must continue to meet high standards both academically and behaviorally. They are expected to:

1. Have passing grades in all subjects.
2. Adhere to the district's attendance policy
3. Have not been suspended from school.

At the principal's discretion, a 9-week probationary period may be granted.

Revocation of School of Choice

When a student's School of Choice privileges are revoked and it is determined that the student resides within District 49 boundaries, the student's enrollment will be immediately transferred to the neighborhood school of residence. When residing outside of District 49 boundaries an attempt will be made to notify the district of residence based on the student's most current address in the student information system (SIS).

The primary goal in these instances is to ensure that the student has an active enrollment within District 49 or within their District of residence as quickly as possible.

As Colorado is a choice state, it is not entirely within the powers of District 49 to ensure that a student not residing within our boundaries has an immediate transfer of enrollment. The parent/guardians will have the power to enroll within their neighborhood District, or any of multiple avenues of education within the state. In some instances, District 49 staff may be required to wait for a records request from the new school or District. When this occurs, records will be sent on a priority basis to the new school/District within five (5) business days.

Criteria to determine availability of space or teaching staff

School of Choice enrollment and transfers within the district will be approved subject to space availability in the school requested contingent upon district class size guidelines and subject availability as determined by the receiving principal taking enrollment projections into consideration. Students whose School of Choice or transfer requests have been approved will be assigned to classrooms on the basis of available staff and support services as well as the best use of classroom space. Mobile units will not be taken into consideration when determining availability of classroom space.

Requests for enrollment in particular programs will take into consideration the applicant's qualifications for the program.

A School of Choice enrollment or transfer granted to one child in a family will not necessarily support an approved School of Choice enrollment or transfer of another child in the family.

Continuing enrollment criteria

Any student enrolled pursuant to this policy shall be allowed to remain enrolled in the school or program through the end of the school year unless:

1. The student is expelled from the school or program
2. The student's continued participation in the school or program requires the district to make alterations in the structure of the school or to the arrangement or function of rooms
3. There is a lack of space or teaching staff
4. The school does not offer appropriate programs or is not equipped to meet the special needs of the student
5. The school does not offer a program requested by the student
6. The student does not meet established eligibility criteria

Students whose place of residence changes within the school district during the school year must complete School of Choice forms for record-keeping purposes. Students will be required to attend the school of their new attendance area the following year unless application is made and approved for School of Choice.

Eligibility for activities

Eligibility for participation in extracurricular and interscholastic activities will be determined in accordance with applicable law, the bylaws of the Colorado High School Activities Association and the district's eligibility requirements.

Any student who enrolls in a school outside of the attendance area by falsifying the address forfeits eligibility to participate in the school's activities.

Appeal procedure

Should a request for School of Choice enrollment or transfer be denied, the parent/guardian will be advised by the Principal that they may appeal the denial by contacting the Zone Leader of the zone in which the school is located.

The Principal shall submit the reason for denial of the request, and the parent/guardian's request, to the Zone Leader considering the appeal. The Zone Leader will review the parent/guardian request and the principal's decision and then make a determination.

Upon request of either the Zone Leader or the parent/guardian, the Chief Education Officer will review the decision of the administrator. The Chief Education Officer's decision shall be final.

- Approved: November 8, 1990
- Revised: November 6, 1997
- Reviewed: August 10, 2000
- Revised: January 10, 2008
- Revised: July 8, 2010
- Revised: June 30, 2011
- Revised: October 13, 2016
- Revised: April 13, 2017

LEGAL REFS:

- Constitution of Colorado, Article IX, Sections 1,2,15
- C.R.S. 22-32-101 (*Corporate status of school districts*)
- C.R.S. 22-32-102 (*Corporate status-when questioned*)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Crisis Management Communications
Designation	KDEA-R
Office/Custodian	Education/Director of Communications

During a crisis, the ~~chief education officer or designee~~director of communications shall communicate with the media and public as follows:

1. ~~D~~Attempt to define the type and extent of the crisis as soon as possible.
2. Inform employees what is happening as soon as possible.
3. Designate a central source as the crisis communications center to coordinate information gathering and dissemination.
4. Instruct employees to refer all information and questions to the communications center.
5. Remind employees that only designated spokespersons are authorized to talk with news media.
6. Take initiative with news media, and let them know what is or is not known about the situation.
7. Contact the top administrator or designee to inform hims or her of the current situation, emerging developments, and to receive clearance for statements to the media and public.
8. Delay releasing information until facts are verified and the ~~d~~District's position regarding the crisis is clear.
9. Provide a uniform, concise, clear, and consistent message.
10. Assign sufficient staff members to handle phones and digital platforms.
- ~~10. — and to seek additional information.~~
11. Keep a complete log of all incoming and outgoing calls and personal contacts.
12. Have key people relieved from their normal duties so they may focus on the crisis.
13. Per Incident Command Model (ICS), assign a ~~L~~I Liaison to appropriate ~~e~~Emergency sService aAgencies.

- Adopted: September 7, 2000
- Revised: July 8, 2010
- Revised: October 27, 2011
- Revised: April 13, 2017

Title	Distribution/Posting of Non-curricular Materials
Designation	KHC-R
Office/Custodian	Education/Director of Communications

Purpose:

To provide guidelines for distribution or display of printed informational materials and announcements sent home with students, or displayed ~~in~~with the school.

Printed information materials and announcements from the following organizations shall be permitted to distribute ~~information~~ through take home folders, backpacks, or similar manner or displayed on tables, magazine racks or bulletin boards at any time during the school year:

- ~~School~~ District 49;
- Federal, state or local governmental entities;
- Nationally affiliated PTAs operating within District 49;
- Parent-teacher organizations for special education that operate in lieu of nationally affiliated PTAs.

Other Non-Profit Organizations

Other non-profit organizations shall be permitted to distribute directly to students through take home folders, backpacks, or similar manner once during each marking period.

1. Materials providing for distribution or display by organizations or businesses shall include this disclaimer. **“These materials are neither sponsored nor endorsed by the Board of Education of Falcon School District 49, the administration or this school”.**
2. Non-profit community organizations must provide a copy of any informational material or announcement for distribution or to be posted along with documentation verifying non-profit status to the district. **This documentation must be a copy of 501©3 status or a copy of a notarized letter on the organization’s letterhead stating the organization is a non-profit organization.**
3. Submit copy of printed informational material or announcement to the director of communications or designee for approval at least one week prior to distribution. The director of communications or designee will approve distribution subject to the regulations which follow unless it is determined that the material is “unacceptable” as defined in the accompanying policy. The director of communications or designee will explain in writing the reason the material was determined “unacceptable” under Board policy. **Please note: Each individual printed material or announcement needs to be approved.**

Other Organizations/for-profit businesses:

For-profit organizations that have a direct fundraising relationship with the school or District 49 shall be permitted to distribute directly to students through take home folders, backpacks, or similar manner once during each marking period. These materials will be sent home at the discretion of the principal, who will consider the total amount of papers going home in the folder.

Informational materials or announcements from all other for-profit community organizations and businesses may not be sent home in folders. Community organizations or businesses shall be permitted to display, at any time during the school year, printed informational materials and announcements on tables, magazine racks, or similar areas as may be designated by the school once approved by the director of communications or designee.

Materials may be removed from display areas periodically ~~y~~at the discretion of school staff.

1. Materials providing for distribution or display by organizations or businesses shall include this disclaimer. **“These materials are neither sponsored nor endorsed by the Board of Education of Falcon School District 49, the administration or this school”.**
2. For-profit businesses must provide a copy of any informational material or announcement for distribution along with documentation showing a direct fundraising relationship with the district or school.
3. Submit copy of printed informational material or announcement to the director of communications or designee for approval at least one week prior to distribution. The director of communications or designee will approve distribution subject to the regulations which follow unless it is determined that the material is “unacceptable” as defined in the accompanying policy. The director of communications or designee will explain in writing the reason the material was determined “unacceptable” under Board policy. **Please note: Each individual printed material or announcement needs to be approved.**

Appeal

Any person or persons that are denied approval for distribution of printed non-curricular materials will have the right to appeal the decision to the Board of Education. The appeal will be prosecuted as follows:

1. Written notice requesting a hearing before the District 49 Board of Education must be delivered by the aggrieved party or parties to the director of communications within ten (10) days of a denial decision.
2. The director of communications will schedule the hearing on the agenda of the next regularly scheduled meeting of the Board, which generally will be held within thirty (30) days of the filing of a request for a hearing.
3. The aggrieved party or parties must attend the meeting. The director of communications will have the burden of establishing to the Board's satisfaction, by clear and convincing evidence, that the material to be distributed is "unacceptable" as defined in policy. The aggrieved party will be allowed to defend distribution of the material.
4. The Board will issue a decision in writing within five working days following the hearing. The Board's decision to support or reject the director of communications' action will be final.

School Implementation Process

1. The director of communications will designate four weeks of the school year for the distribution of printed informational materials and announcements from non-profit community organizations and businesses that have a direct fundraising relationship with District 49.
 2. Staff at each school will designate one day within each of the weeks selected by the director of communications, for the distribution of printed informational materials and announcements from non-profit community organizations and businesses with a direct fundraising relationship.
 3. The director of communications and staff at each school will complete tasks 1 and 2 before July 15 of each school calendar year.
 4. Staff at each school will retain for the school's records one digital copy of each piece of printed informational material submitted for display or distribution.
 5. If the principal finds informational materials or announcements offensive, the director of communications or designee will be contacted immediately.
- Adopted: January 14, 2010

- Revised: October 27, 2011
- Revised: September 13, 2012
- Revised: July 8, 2015
- Revised: April 13, 2017

BOARD OF EDUCATION AGENDA ITEM 8.02

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Nancy Lemmond, Executive Director of Individualized Education
TITLE OF AGENDA ITEM:	Expulsion Information
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

See attached confidential sheet for list of expulsions in March 2017.

RATIONALE: Board Policy

RELEVANT DATA AND EXPECTED OUTCOMES: See attachment

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

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	Ensures compliance with all Colorado Revised Statutes
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Provide alternative pathways to students that align with 49 Pathways Initiative

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, CEO

DATE: March 31, 2017

BOARD OF EDUCATION AGENDA ITEM 8.03

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Barbara Austin-Seeley, Executive Assistant to CEO
TITLE OF AGENDA ITEM:	Travel Study Trips
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

FHS

HOSA International Leadership Conference in Orlando, FL

Departing-6/20/17 Returning-6/25/17

6 Students will attend this trip.

Cost of trip is \$500 per student and includes transportation, meals, lodging, tours and insurance.

Students compete in healthcare events on an international level as Colorado delegates. They gain knowledge of healthcare careers, current topics in their chosen fields, and network with other students, advisors, post-secondary programs, employers, and leaders in healthcare and government.

Fundraising will be part of this trip.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Travel study is an important component of an appealing education, and participation in student leadership is central to our commitment to be the best district for leaders.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — 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: N/A

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: April 5, 2017

BOARD OF EDUCATION AGENDA ITEM 9.01

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Sean Dorsey-Sand Creek Zone Leader
TITLE OF AGENDA ITEM:	Sand Creek Zone Performance Report
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The update is the 2nd semester performance update regarding the Sand Creek Zone.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES: The performance update will emphasize, but not be limited to, performance data aligned with district and zone goals.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Update the BOE with regard to how data is being utilized following performance excellence conversations in the fall and spring.
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Share an update on the blended learning initiative at Sand Creek High School.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Provide an overview of efforts to support primary proficiency, as well as improvement in math achievement at the secondary level.
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	The BOE will hear solutions currently implemented at the Sand Creek High School concerning SAT preparation.

FUNDING REQUIRED: NA

AMOUNT BUDGETED: NA

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 31, 2017



Performance Update

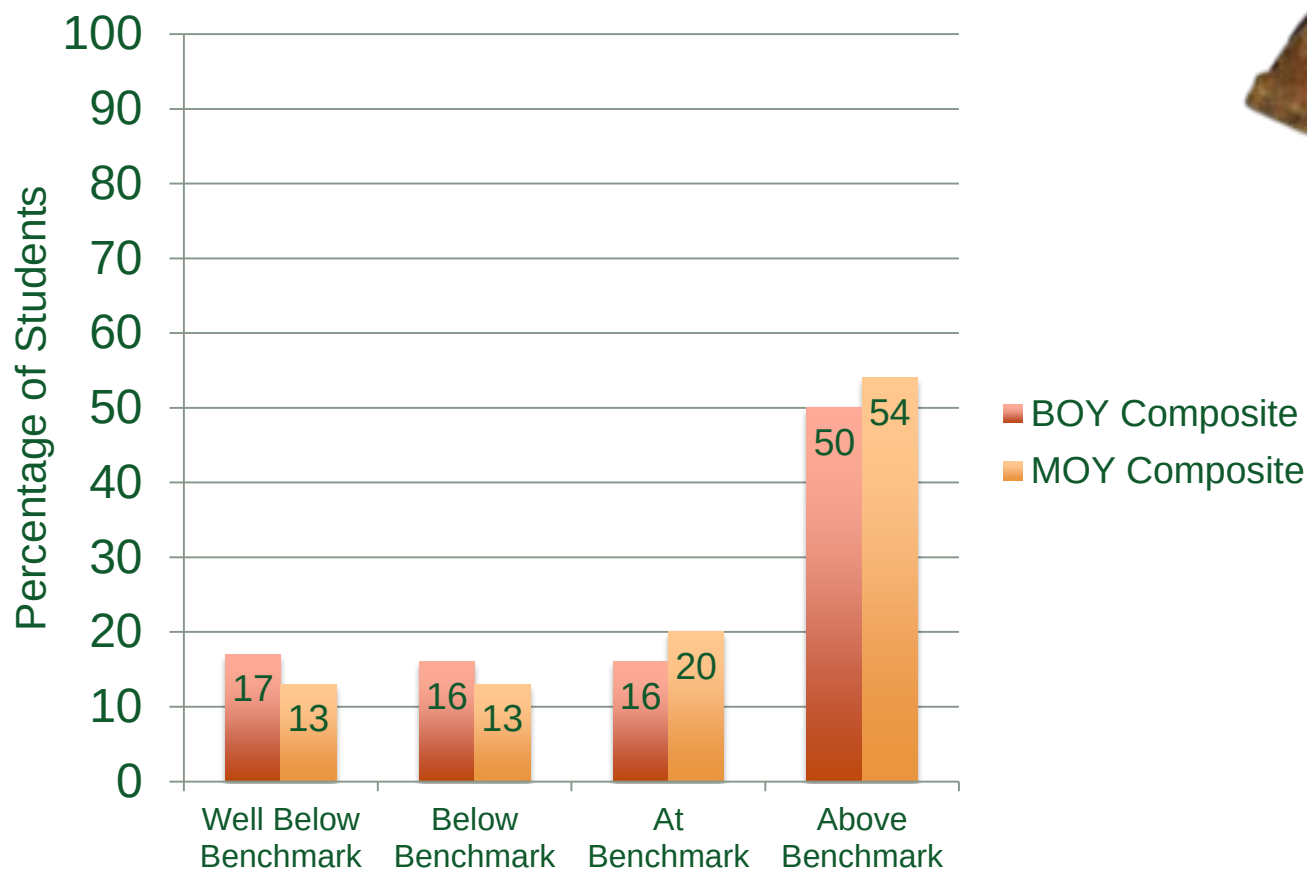
April 2017

Sean Dorsey

Mid-Year DIBELS Data



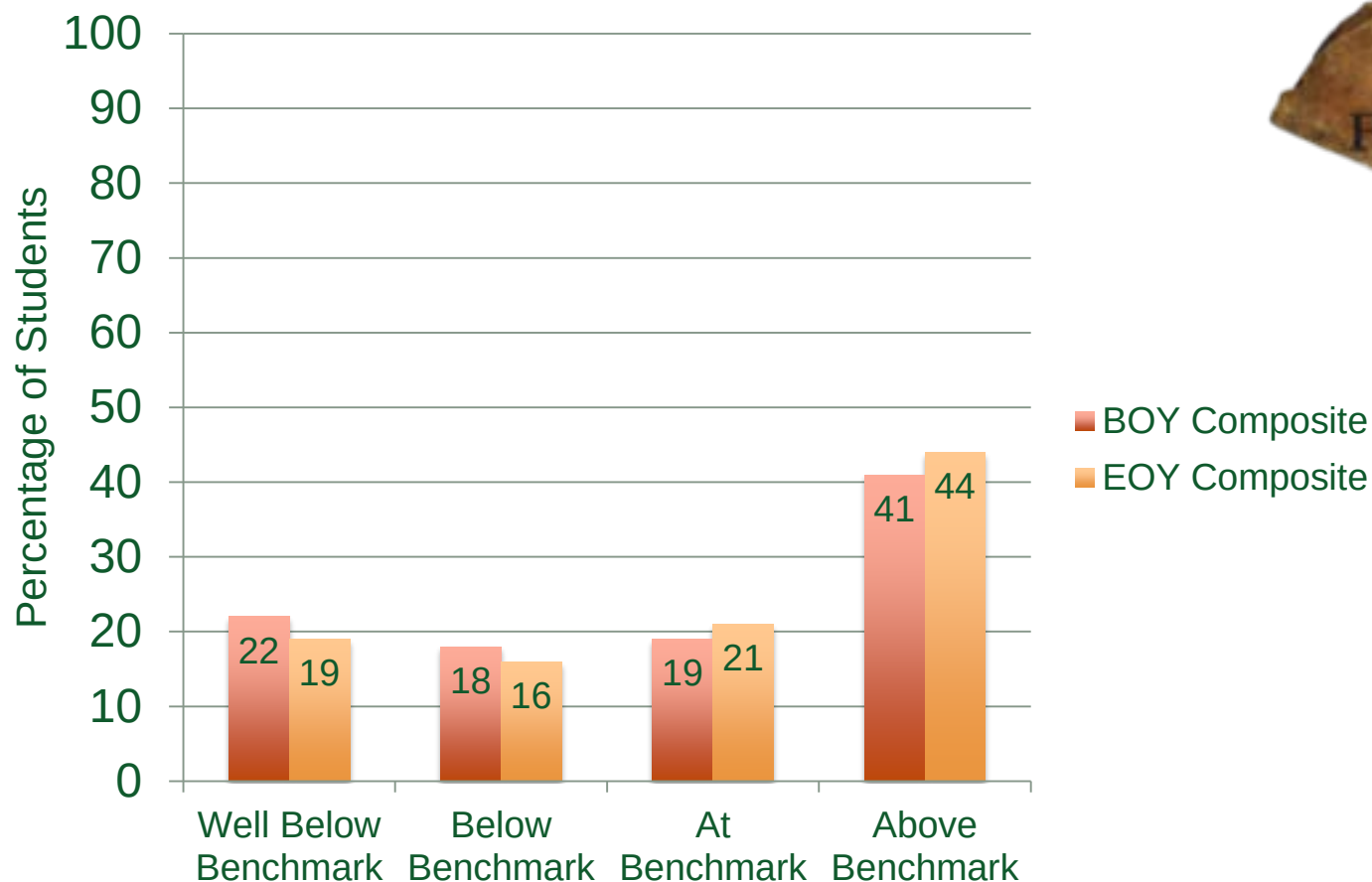
Remington Elementary



Mid-Year DIBELS Data

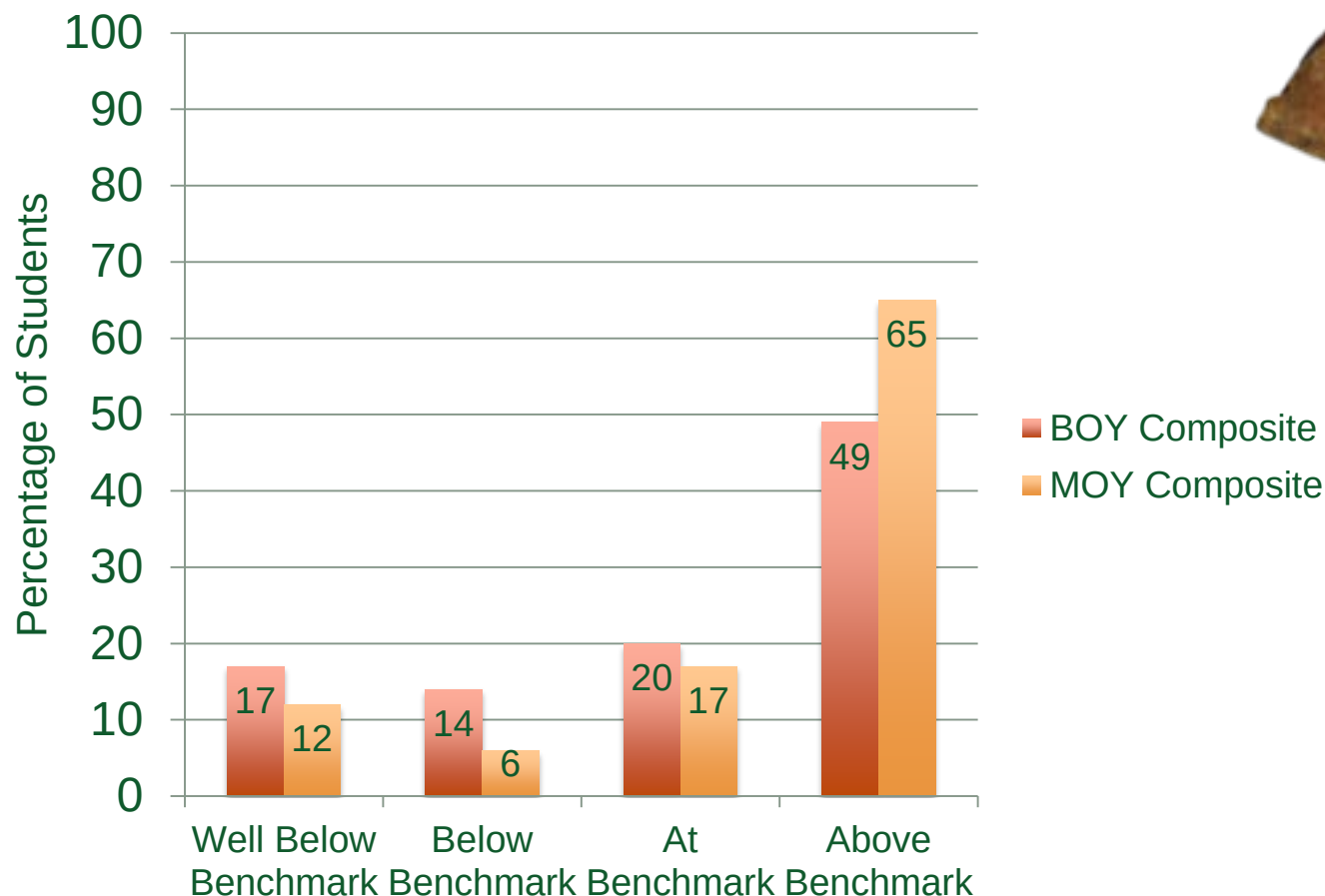


Evans International Elementary



Mid-Year DIBELS Data

Springs Ranch Elementary



Primary Proficiency-Math



Evans International Elementary

- ST Math school-wide
- Lunch Bunch tutoring

Remington Elementary

- Do The Math
- After school tutoring

Springs Ranch Elementary

- Do The Math

Dibels Math Pilot for Progress Monitoring



ST Math Highlights



- Evans International Elementary has the highest percent of syllabus progress in the state and was recognized by ST Math
- 70 students have completed their grade-level syllabus

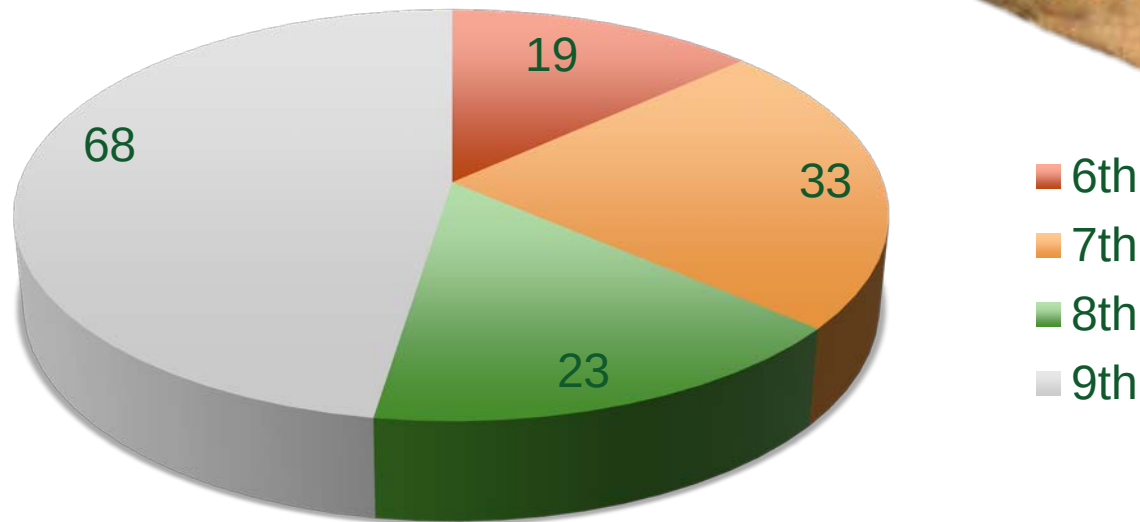
Syllabus Progress by Grade-Level

Kindergarten	72%
First Grade	67%
Second Grade	52%
Third Grade	55%
Fourth Grade	55%
Fifth Grade	52%

Secondary Math Support Math 180 Course I and Course II



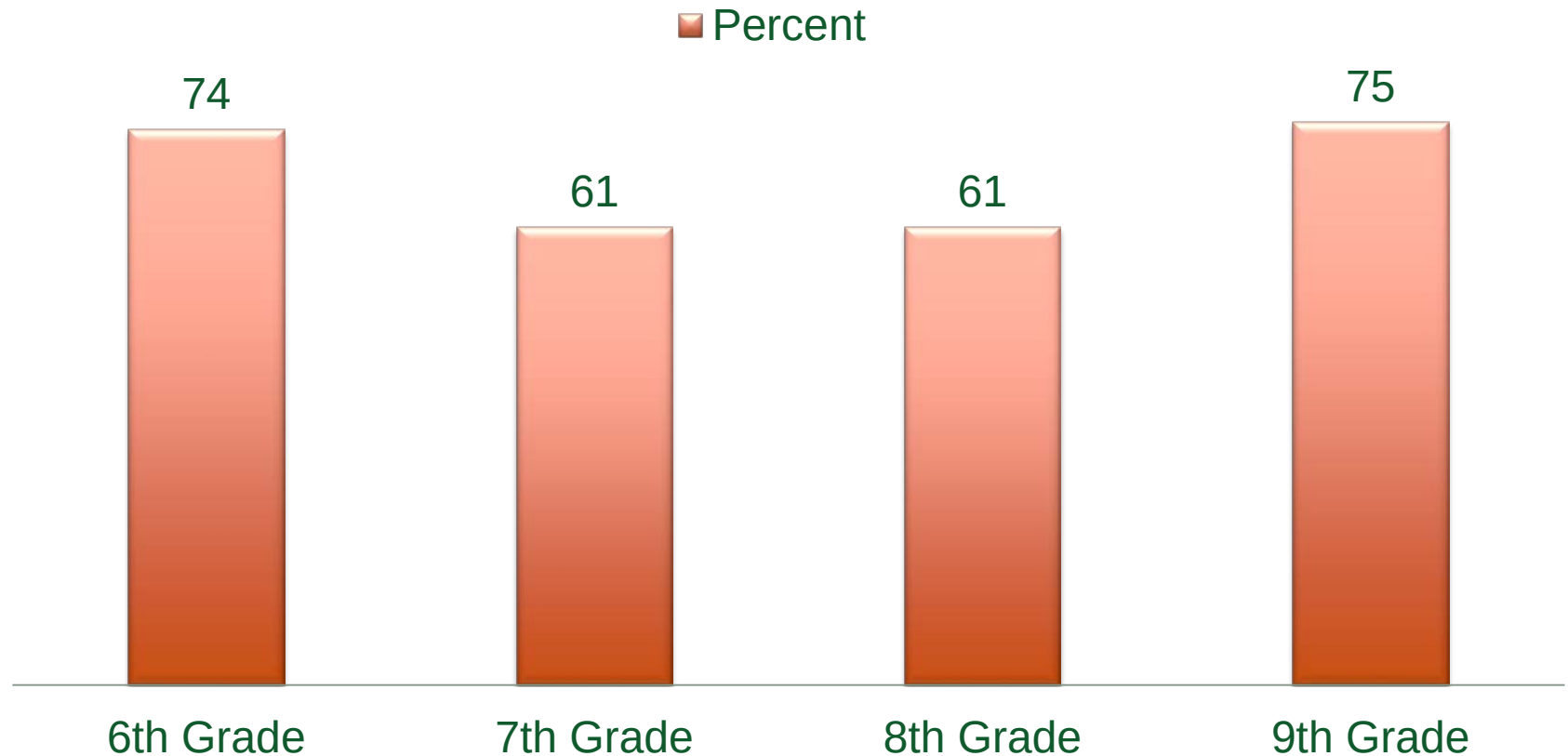
Total Enrolled (143 students)



Math 180 Progress Monitoring Math Inventory



MOY: Percent of Students Demonstrating Growth



Summer Opportunities



- Math Summer Bridge Transition
 - 5th Graders transitioning to Horizon Middle
 - 8th Graders transitioning to Sand Creek High
 - Rotation 1: July 10 – 13
 - Rotation 2: July 17 - 20

49 Pathways



ICAP Data

- Total Student Completion of Post Secondary & Workforce Goal
 - Freshman – 78.9%
 - Sophomores – 66.7%
 - Juniors – 61%
 - Seniors – 25.9%

Concurrent Enrollment Data

- Fall 2016
 - 38 Students – 67 Courses
 - 7 AVP Students
 - 1 ASCENT Student
- Spring 2017
 - 35 Students – 58 Courses
 - 6 AVP Students
 - 1 ASCENT Student
- Fall 2017
 - 34 Students – 44 Courses
 - 10 AVP Students
 - 7 ASCENT Students applied for the program



49 Pathways



CTE Course Student Enrollment 2016-2017

Art

- 846 Students (8 semester and 4 year-long courses)

Business

- 359 Students (2 semester courses)

Computer Science & Technology

- 389 Students (3 semester and 2 year-long courses)

Engineering

- 150 Students (5 year-long courses)

Manufacturing

- 131 Students (4 semester courses)



Performance Excellence



- Survey Results
 - Results Roll-Out
- Action Plans
- Highlights

Updates



- Scorpion Saturday Update
- Myon Usage
- Summer Math Program
- Evans IB Evaluation Visit

Scorpion Saturdays



Attendance Data

4 - February	11 - February	25 - February
Total - 42	Total - 56	Total - 68
Male - 23	Male - 30	Male - 34
Female - 19	Female - 26	Female - 34
9th - 21	9th - 27	9th - 23
10th - 16	10th - 25	10th - 38
11th - 4	11th - 3	11th - 6
12th - 1	12th - 1	12th - 1

BOARD OF EDUCATION AGENDA ITEM 9.02

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Andy Franko, iConnect Zone Leader and Peter Hiltz, CEO
TITLE OF AGENDA ITEM:	Individualized Education and iConnect Zone Consolidation and Relocation Plan
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: To secure cost savings by providing services to special populations within the district, rather than through the Pikes Peak BOCES, and to increase the marketability and efficiency of several iConnect Zone programs, we propose a series of consolidations and relocations.

RATIONALE: Consolidating programs such as EXCELL and the current PP BOCES services will increase efficiency and administrative oversight while also increasing program performance and decreasing costs.

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	This plan allows us to serve more students more effectively, which meets our commitment to operate a robust portfolio of schools.
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: This plan saves money

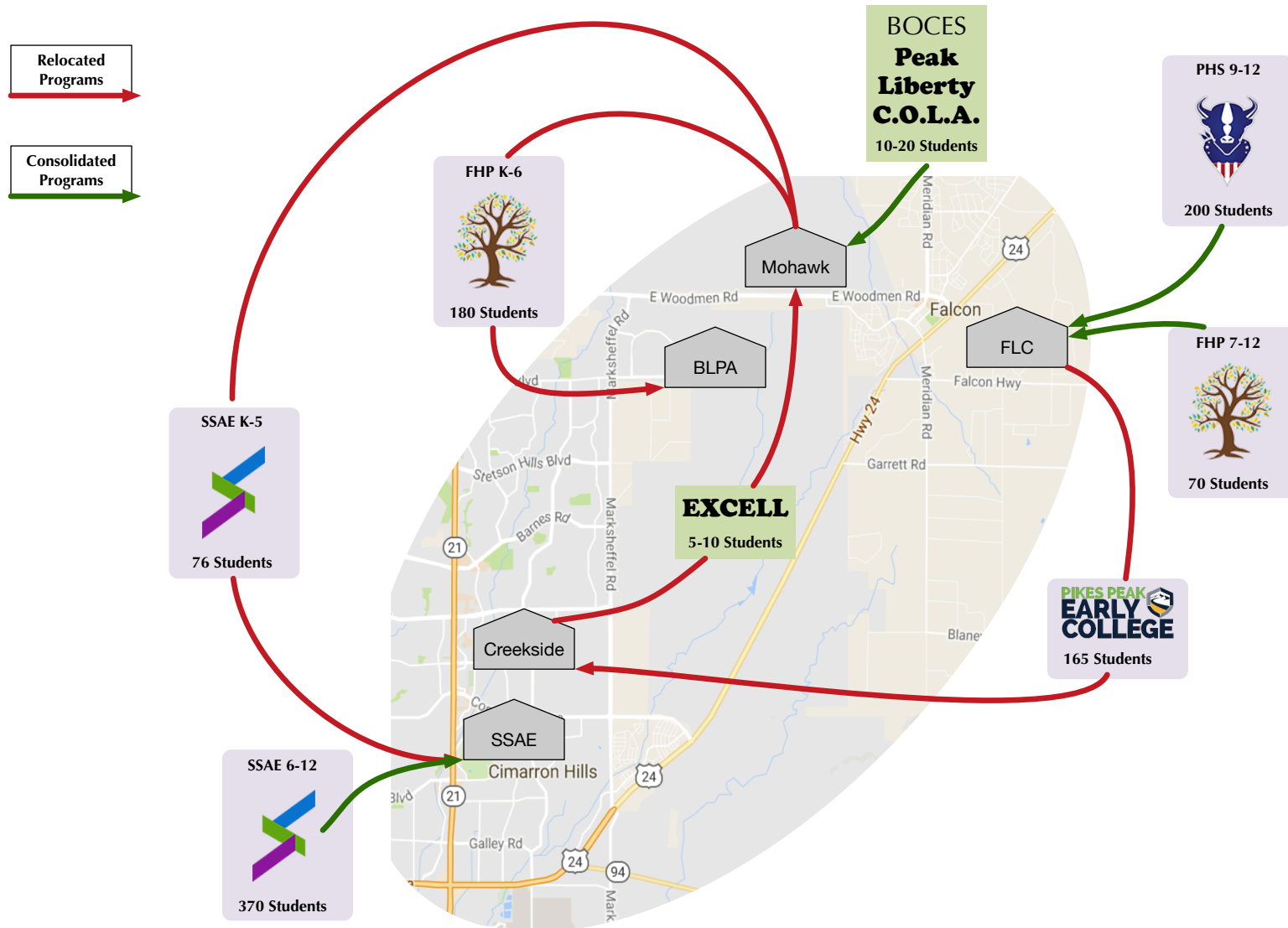
AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Direct the Zone Leader and Chief Education Officer to provide any additional clarifications or plan details such as timing or costs as an informational item at the April regular meeting.

APPROVED BY: Marie LaVere-Wright, Board President

DATE: March 31, 2017

IE and IcZ Relocation and Consolidation Plan



- This plan consolidates and relocates programs from individualized education and the iConnect Zone. The purpose of the consolidation (returning programs from the PP BOCES and rejoining the SSAE programs) is greater administrative efficiency, costs savings compared to the BOCES, and better, local services for our students.
- The purpose of relocation is to make space for consolidation (relocating FHP from Mohawk to BLPA) and to improve marketing and coordination for PPEC.
- The long-term plan for FHP K-5 would be to locate in classrooms at the new elementary school facility once it is constructed near Dublin and Vista Del Pico.
- !! The plan creates undesirable pressure at the SSAC campus because we have limited capacity to serve K-5 students five days per week. We are exploring alternatives to refit or augment space at that campus.

BOARD OF EDUCATION AGENDA ITEM 9.03

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Dr. Louis L. Fletcher, Director of Culture and Services
TITLE OF AGENDA ITEM:	Cultural and Services Department of Justice (DOJ) Update
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Periodic update on the implementation milestones associated with the 2014 Department of Justice-District 49 agreement.

RATIONALE: Requested by the Board of Education to promote the district's transparency with our community.

RELEVANT DATA AND EXPECTED OUTCOMES: Creating awareness and engagement with respect to key milestones.

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

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	Directly addresses past harassment and discrimination incidents per the DOJ agreement and mitigates conditions for repeat behavior.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Creates an environment of transparency, which allows the community to observe the deliberate efforts of the District to move forward and expand relational capacity.
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	A cultural climate, which is equitable and inclusive, is the hallmark of the best district to learn, work and lead.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Students can build skills and thrive in an environment that does not encourage harassment and discrimination.
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	When students can concentrate on curricular and co-curricular activities because the environment is free from harassment and discrimination, every student has the opportunity to be launched toward success.

FUNDING REQUIRED: None

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: April 5, 2017



DOJ Compliance Action Plan 2016-2017 School Year

Dr. Lou Fletcher

 Director of
Culture and Services
Office: 719.495.1105
Cell: 719.229.2730

The Best Choice to Learn, Work and Lead

Action Plan



Task	Deadline	Responsible:	Resources	Resource Category	Communication	Success Measure	Results
<i>Specified or Implied Actionable Task</i>	<i>Milestone achievement date (Achieved or Projected)</i>	<i>Stakeholders and/or Process Champion</i>	<i>Resources Required</i>	<i>Example 1. Budget 2. Stakeholders 3. Team Members, Etc.</i>	<i>District's means, methodology, and medium to communicate progress, results, and interferences</i>	<i>What is the criteria for success or failure?</i>	<i>Fully, Partially, or Not Achieved (For Partially or Not Achieved add notes on what remains to be done)</i>
Title IX Training (4-16b)	4/13/-4/14/16	Region VII Equity Assistance Center, & D49 Stakeholders	Chief Officer Approval	Team members & Stakeholders	Train-the-Trainer	Increase district awareness of Title IX	Achieved
Restorative Practices Resolution (4-16c)	4/14/16	BOE & Chief Officers	BOE Approval	Team members & Stakeholders	Board Meeting	Board Adoption	Achieved
Restorative Practices Training (4-16d)	4/18/-4/21/16	International Institute for Restorative Practice (IIRP), & Dir. of Culture and Services	Chief Officer Approval	Team members & Stakeholders	Professional Development	Enhanced RP Body of Knowledge	Achieved
DODEA Grant Submission (Restorative Practices) (4-16e)	4/22/16	Military Child Education Coalition (MCEC) Technical Assistance Center & D49	MCEC & D49 Grant Team	Team members & Stakeholders	Board Meeting	Grant Application Submission	Achieved
Revised Policies Related to Restorative Practices presented to BOE(4-16f)	4/27/16	Chief Officers, Board, & Dir. of Culture & Services	BOE Approval	Team members & Stakeholders	Board Meeting	Board Adoption	Achieved
KCMJ Peace & Justice Hour Radio Program (Restorative Practices) (5-16a)	5/10/16	Dir. of Culture and Services	KCMJ Radio	Team members & Stakeholders	Colorado Springs Local Radio Broadcast	Community Transparency	Achieved
End of Year Verification – Building Cultural Capacity Course Completion (5-16b)	5/31/16	Chief Officers, Board, & Dir. of Culture & Services	Designated Administrators, & Dir. of Culture and Services	Team members & Stakeholders	Verification Letters	100% Compliance	Achieved
End of Year Verification – Perspectives for a Diverse America Intervention Completion (5-16c)	5/31/16	Chief Officers, Board, & Dir. of Culture & Services	Designated Administrators, & Dir. of Culture and Services	Team members & Stakeholders	Verification Letters	100% Compliance	Achieved
2 nd Annual Report to the DOJ (7-16a)	7/1/2016	Chief Officers, Board, & Dir. of Culture & Services	CEO Approval & DOJ Acceptance District 49	Team members & Stakeholders	Board Meeting	Documentation of Interventions	Achieved
DOJ Response to the 2 nd Annual Report to the DOJ (7-16b)	7/31/16	DOJ	DOJ Review	DOJ	Response Letter	Feedback and guidance	Achieved

The Best Choice to Learn, Work and Lead

Action Plan



Task	Deadline	Responsible:	Resources	Resource Category	Communication	Success Measure	Results
<i>Specified or Implied Actionable Task</i>	<i>Milestone achievement date (Achieved or Projected)</i>	<i>Stakeholders and/or Process Champion</i>	<i>Resources Required</i>	<i>Example 1. Budget 2. Stakeholders 3. Team Members, Etc.</i>	<i>District's means, methodology, and medium to communicate progress, results, and interferences</i>	<i>What is the criteria for success or failure?</i>	<i>Fully, Partially, or Not Achieved (For Partially or Not Achieved add notes on what remains to be done)</i>
Designated Administrator 2016-2017 Compliance Overview (8-16a)	8/1/16	Chief Officers, Board, & Dir. of Culture & Services	Dir. of Culture and Services, Zone Leaders, and DA's	Team members & Stakeholders	CEO, Zone Leaders, & Email	100% Compliance for DA's	Achieved
Appointment of New Designated Administrators (New Principals) (8-16b)	8/11/16	Chief Officers, Board, & Dir. of Culture & Services	Dir. of Culture and Services and Dir. of Human Resources	Team members & Stakeholders	Email	100% Compliance for New DA's	Achieved
DoDEA Restorative Practices Grant Award Implementation Begins (8-16c)	8/15/16	Dir. of Culture and Services	Dir. of Culture and Services	Team members & Stakeholders	CEO, RAMP Council, and Director of Human Resources	RP Plan Development	Ongoing
Search process for MSTC and BRIGHT PM (9-16a)	9/1/-9/30/16	Dir. of Culture and Services	Search team	Team members & Stakeholders	Dir. of Human Resources	Successful hiring of candidates for each position.	Achieved
Hiring and onboarding of the MSTC and BRIGHT PM (10-16a)	10/1/-10/31/16	Dir. of Culture and Services	Dir. of Culture and Services	Team members & Stakeholders	Dir. of Culture and Services	Successful onboarding of each position.	Achieved
Presented on restorative practices at Colorado School Counselor's Association (11-16a)	11/11/16	Dir. of Culture and Services	Dir. of Culture and Services and Dir. of Safety and Security	Team members & Stakeholders	External Presentation	Successful audience engagement	Achieved
Restorative Practices Train the Trainer course (1-17a)	1/31/-2/13/17	CEO and Dir. of Culture and Services	BRIGHT Implementation Team	Team members & Stakeholders	IIRP training	Successful certification of attendees	Achieved
Presented on restorative practices at National Youth At-Risk Conference (3-17a)	3/5/-3/8/17	CEO and Dir. of Culture and Services	CEO and Dir. of Culture and Services	Team members & Stakeholders	National Presentation	Successful audience engagement and follow on networking	Achieved
District RP Leadership team training (3-17b)	3/10/17	CEO and Dir. of Culture and Services	BRIGHT Implementation Team	Team members & Stakeholders	Basic RP Course delivery	Successful course delivery	Achieved
Visit by DOJ representative (4-17a)	4/17 Tentative	Chief Officers, Board, & Dir. of Culture & Services	Dir. of Culture and Services, Zone Leaders, and DA's	Team members & Stakeholders	C-3 and Email	Successful visit	Pending

The Best Choice to Learn, Work and Lead

Action Plan



Task	Deadline	Responsible:	Resources	Resource Category	Communication	Success Measure	Results
<i>Specified or Implied Actionable Task</i>	<i>Milestone achievement date (Achieved or Projected)</i>	<i>Stakeholders and/or Process Champion</i>	<i>Resources Required</i>	<i>Example 1. Budget 2. Stakeholders 3. Team Members, Etc.</i>	<i>District's means, methodology, and medium to communicate progress, results, and interferences</i>	<i>What is the criteria for success or failure?</i>	<i>Fully, Partially, or Not Achieved (For Partially or Not Achieved add notes on what remains to be done)</i>
End of Year Verification – Building Cultural Capacity Course Completion (5-17a)	5/31/17	Chief Officers, Board, & Dir. of Culture & Services	Designated Administrators, & Dir. of Culture and Services	Team members & Stakeholders	Verification Letters	100% Compliance	Pending
End of Year Verification – Perspectives for a Diverse America Intervention Completion (5-17b)	5/31/17	Chief Officers, Board, & Dir. of Culture & Services	Designated Administrators, & Dir. of Culture and Services	Team members & Stakeholders	Verification Letters	100% Compliance	Pending
3 rd Annual (Final) Report to the DOJ (7-17a)	7/1/17	Chief Officers, Board, & Dir. of Culture & Services	CEO Approval & DOJ Acceptance District 49	Team members & Stakeholders	Board Meeting	Documentation of Interventions	Pending
DOJ Response to the 3 rd Annual (Final) Report to the DOJ (7-17b)	7/31/17	DOJ	DOJ Review	Team members & Stakeholders	Response Letter	Feedback, guidance, and contract termination	Pending
District Internal Review and implementation of DOJ contract lessons learned	8/2/17	Chief Officers, Board, & Dir. of Culture & Services	Chief Officers, Board, & Dir. of Culture & Services	Team members & Stakeholders	RMPEX Continuous Improvement Process	Continued Proactive Strategies to address harassment and discrimination	Pending

BOARD OF EDUCATION AGENDA ITEM 9.04

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Martina Meadows – ELD Coordinator, Pattie Vail – GE Coordinator, Kathlynn Jackson – Director of Special Education, Nancy Lemmond, PhD – Executive Director of Individualized Education
TITLE OF AGENDA ITEM:	Individualized Education Performance Report
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Individualized Education houses programs for individualized instruction. The three primary programs – English Language Development, Gifted Education, and Special Education – will provide an overview of 16-17 performance.

RATIONALE: Informing the Board of Education and stakeholders holds the Coordinators, Director, and Executive Director accountable to both internal and external stakeholders along with staff within the IE department.

RELEVANT DATA AND EXPECTED OUTCOMES: Overview for informational purposes only.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring —How we treat each other	We are transparent and accountable as we serve our special populations students and the staff who education them
	Outer Ring —How we treat our work	We are strategic, creative, and innovative as we work to best serve our special populations students
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	Provide transparency of Individualized Education performance and actions
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Performance overview of individualized education programs

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 31, 2017



Individualized Education Performance Report

Martina Meadows – English Language Development Coordinator

Pattie Vail – Gifted Education Coordinator

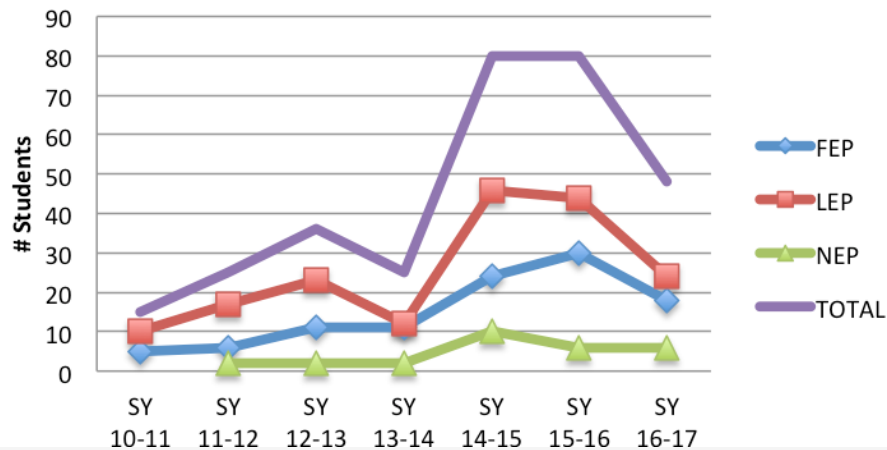
Kathlynn Jackson – Director of Special Education

Nancy Lemmond, PhD – Executive Director Individualized Education

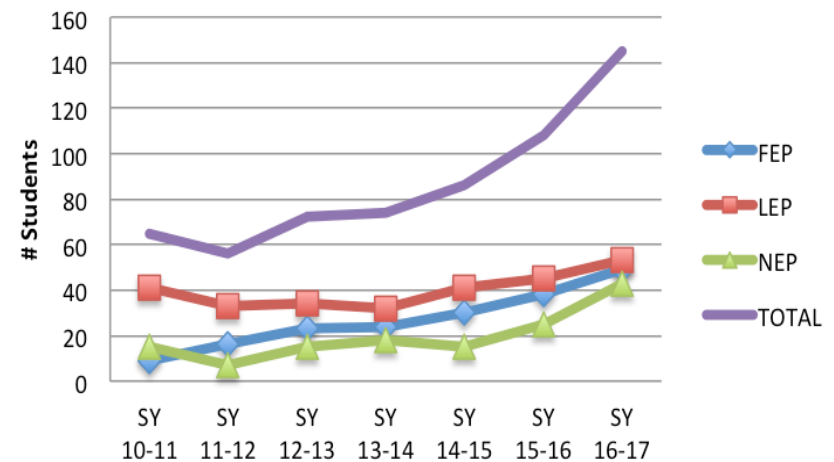
ELD Enrollment



iConnect



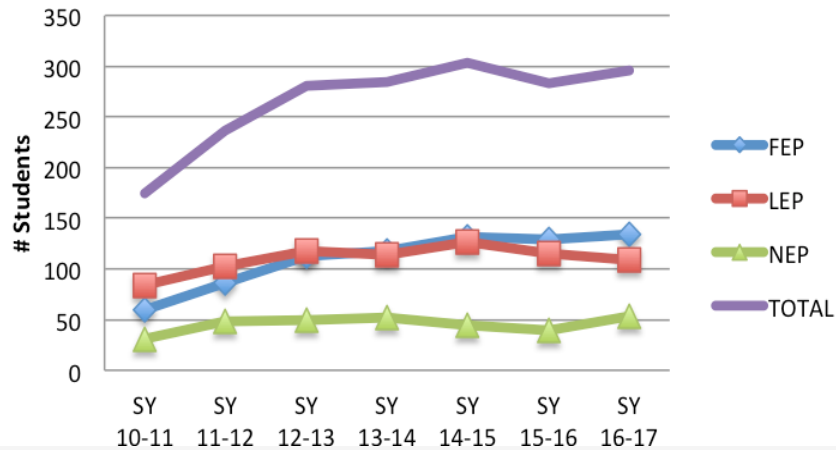
Falcon Zone



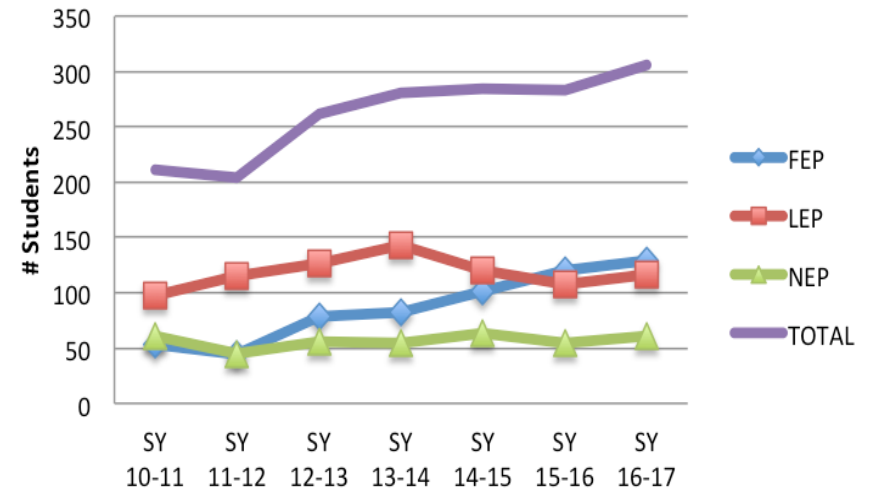
ELD Enrollment



Power Zone



Sand Creek Zone



ELD 16-17 Goals



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Strategic Action
Plan on a Page

IE – ELD Action Plan
2016-2107 SY

Strategic
Priority



LEARN/GOAL #1:

Work to ensure that all ELD Staff will deliver Effective Instruction.



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Strategic Action
Plan on a Page

IE – ELD Action Plan
2016-2107 SY

Strategic
Priority



LEARN/GOAL #2:

ELD Teachers will create Effective English Language Plans (ELPs), review at least twice a year and communicate with parents and students in a timely manner.



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Strategic Action
Plan on a Page

IE – ELD Action Plan
2016-2107 SY

Strategic
Priority



LEARN/GOAL #3:

Increase Parent/Community Involvement for EL Parents to include attendance at ELD Parent Advisory Committee (PAC) by 10%.

THE BEST DISTRICT TO LEARN, WORK & LEAD

ELD Next Steps...



- Effective Instruction to English Learners (ELs)
- Professional Development
- Parent Involvement

McKinney-Vento



- How does one become MV?
- MV numbers in D49

Gifted Education 16-17 Identification Totals



Falcon Zone – 314 students
Increase of 11% from '15-'16

I Connect Zone – 286 students
Increase of 17% from '15-'16

Power Zone – 241 students
Increase of 12% from '15-'16

Sand Creek Zone – 194 students
Increase of 3% from '15-'16

Gifted Education Strengths



- Identification based on CDE rules
- Identification in talent areas
- Advanced Learning Plans management
- Increased in staff endorsed in gifted education
- Increased student enrichment opportunities
- Increased parent opportunities
- Increased professional development participation
- Increased funding from sources outside of D49

Gifted Education Areas of Growth



- Meet the demands for increased parent activities
- Meet the demand for increased student enrichment activities
- Retain staff endorsed in gifted education
- Continue creating collaboration in decision making process
- Communication through webpage

Special Education



- Three Areas of Focus
 - A. Effective Instruction
 - B. Recruit and Retain
 - C. Collaborative Communication

Special Education



A. Effective Instruction

1. Outcome based
2. Compliance as it relates to effective IEP Goals and Standards Aligned IEP's

B. Recruit and Retain

1. Special Education Teachers
2. Itinerants

C. Collaborative Communication

1. Cultural Compass

“Given our time with D-49 and through the first IEP process for Dean and Luke Douglas, we are grateful to D-49 for what they have been able to do for the boys and we are looking forward to continued services with them moving forward. Thank you for your time and understand!” – Major Matthew Douglas, USAF

Special Note – students and families with exceptionally challenging situations. We embody being here for them.

Individualized Education



Questions?

BOARD OF EDUCATION AGENDA ITEM 9.05

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Brett Ridgway, Chief Business Office Ron Sprinz, Finance Group Manager
TITLE OF AGENDA ITEM:	2017/18 Budget Focus and Legislative Update
ACTION/INFORMATION/DISCUSSION:	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 2017/18 that was first released in November 2016 and then revised in January 2017.

RATIONALE: The assumption, at this point, is that funding will increase slightly at the state level for the 2017/18 fiscal year. Other factors that are typically defined and quantified early on, 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 only increase by ~0.6%. In addition, the district will likely show an increase in student count as is normal for District 49, but we will attempt to be conservative in that estimate.

Complicating this year's endeavor is Colorado's worsening state budget projection. Even though the economy in general is perceived as healthy and/or recovering from the Great Recession, The Taxpayer Bill of Rights (TABOR), passed in 1992 restricts revenue growth in the state budget to only match the level of inflation. TABOR does not provision for volume changes (other than student growth from Amendment 23, passed in 2000), nor does TABOR provision for revenue growth for a change in the mix of contributions to the K12 Education state funding formula. Since the local share of K12 funding continues to decrease, it places more responsibility on the state equalization portion of the formula. That increased responsibility is akin to a volume variance and so state revenue is not provisioned to meet that increasing responsibility.

The shrinking local share contribution to K12 education is directly tied to the impacts of the Gallagher Amendment, passed in 1982. Gallagher had the effect of freezing the ratio of property tax collections in Colorado between residential property and non-residential (e.g. commercial, industrial, mineral rights, etc.) at a 45% / 55% mix. As Colorado's aggregate residential property values have continued to grow over the years, the non-residential property value growth has not kept up with inflation. Therefore, residential assessment rates have had to decrease in order to maintain the 45/55 ratio. While this drop is nice to any individual homeowner, it is very detrimental, bordering on catastrophic, for the state budget since it now puts residential property taxes abnormally low and virtually robs K12 education of a key funding source that cannot be made up by State Equalization due to revenue growth limits established by TABOR.

For 2017/18, instead of seeing a 2.5%-3.0% increase in PPR rate, it will be reduced to the 0.6% increase previously mentioned. As the conflict of Gallagher and TABOR continues to worsen in the coming years, K12 education funding increases will continue to be muted and will likely even decrease, even in years where inflation would suggest that funding should increase. This is in addition to the existence of the 'Negative Factor' that already has reduced K12 education funding in Colorado by \$800mm - \$1B per year since the Great Recession.

Whatever PPR rate level is eventually determined, the combination of that rate change and volume (student count) change 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 2017-18 fiscal year.

IMPACTS ON THE DISTRICT’S STRATEGIC PRIORITIES—THE BIG ROCKS:

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: TBD

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: March 31, 2017

Proposed Budget Walkforward - 17/18
High-Level Parameters
District General Funds



2016/17 Amended Budget

2016/17 Amended Budget	Total District	Charter Schools	Coordinated Schools
Funded Student Count:	21,743.70	9,194.30	12,549.40
Per Pupil Rate	\$ 7,048.89	\$ 7,012.44	\$ 7,075.60
Total Program Revenue	\$ 153,268,949.49	\$ 64,474,457.78	\$ 88,794,491.86
Revenue Allocations:			
Charter Schools	\$ (64,474,457.78)		
Capital Reserve	\$ (3,500,000.00)		
Insurance Reserve	\$ (750,000.00)		
Colo Preschool Prgm	\$ (459,424.63)		
Net General Program Formula Revenue	\$ 84,085,067.08		

Student Count Inc 2.17%

Per Pupil Rate (PPR) 0.61%

2017/18 Proposed Budget

Proj Est Inc/(Dec) for 17/18	
Falcon Zone	89
Sand Creek Zone	-60
Power Zone	128
iConnect Zone	132
Total	289

2017/18 Proposed Budget	Total District	Charter Schools	Coordinated Schools	
Funded Student Count	22,216.45	9,378.19	12,838.26	new/update
		2.2%	2.0%	2.3%
Per Pupil Rate (PPR)	\$ 7,091.62	\$ 7,054.95	\$ 7,118.41	
Total Program Revenue	\$ 157,550,592.78	\$ 66,162,604.52	\$ 91,387,988.26	
Revenue Allocations				
Charter Schools	\$ (66,162,604.52)			
Capital Reserve	\$ (2,500,000.00)			
Insurance Reserve	\$ (900,000.00)			
Colo PreSchool Prgm	\$ (444,900.58)			
General Program Formula Revenue	\$ 87,543,087.68			
		Total 'New' Money	\$ 4,281,643.29	
		Balance 16/17	\$ (2,754,412.00)	
			\$ (1,688,146.74)	
			\$ 1,000,000.00	
			\$ (150,000.00)	
			\$ 14,524.05	new/update
		Net 'New' Money	\$ 703,608.60	

PPR Walkforward					
	\$	7,048.89	16/17 Amend Budget	\$	7,048.89
				0.000%	\$ -
0.6%			16/17 Current	\$	7,048.89
				0.606%	\$ 42.73
	\$	7,091.62	17/18 Projected Budget	\$	7,091.62

New Money to apply to:			
Compensation Changes (2.5% Base Chg, Non-Teach Repos., + 1% Bel		\$	1,887,000.00
Utility Increases		\$	150,000.00
Internal Svs / Vendor-Program Change:	\$ (166,673.92)	estimate (1/8)	
FZone / School-Program Changes	\$ 117,134.07	Estimates based on Rate & Volume Changes. Includes a 'repayment' from iConnect	
SCZone/ School-Prgm Changes	\$ (40,511.21)		
PZone / School-Program Changes	\$ 160,039.39		
iCZone / School-Prgm Changes	\$ (1,403,379.72)		
Other Changes		\$	(1,333,391.40)

BOARD OF EDUCATION AGENDA ITEM 9.06

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Brett Ridgway, Chief Business Officer Jack Bay, Chief Operations Officer
TITLE OF AGENDA ITEM:	2016 3B Projects Update
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Board of Education previously provided guidance to the Administration to conduct primary research for needs, options and financing vehicles for potential participation in the November 2016 election. That work resulted in the development of a plan dubbed “Building our Future Community” and requisite language that will be placed on the November 2016 general election ballot as a result of the Board’s decision at a special meeting held on August 24, 2016. That election question subsequently passed with a near 65/35 ratio on November 8, 2016.

With that success, another set of work processes and sequences begins. We must take the direction approved for us by the constituents and implement those plans with full integrity and appropriate urgency to allow students, staff, and constituents to realize the maximum benefit from the plan for the maximum duration.

RATIONALE: Some portions of the early steps may feel like a ‘hurry up and wait’ scenario where work will be done internally to get all necessary items set, presented, and executed before visible construction begins.

RELEVANT DATA AND EXPECTED OUTCOMES: We expect to execute a plan that is faithfully consistent with the plans presented for the election question, and for those plans to be fully compliant with the ballot language approved. We expect to move with intention and urgency to drive completion of stated projects in an optimal timeframe. During this update the COO will propose some facilities staffing changes requested to provide construction oversight for the 3B MLO capital construction projects. This requested organizational change is requested to ensure the successful completion and delivery of the 145 D49 capital projects that are encompassed in the 3B MLO priorities 2, 3 & 4 capital projects.

IMPACTS ON THE DISTRICT’S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<i>Clarity and transparency in revenue generation strategies and related decisions.</i>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	<i>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</i>
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	<i>The election proposal has clear connections to increasing our portfolio of distinct and exceptional schools</i>
Rock #4 — Build <u>firm foundations of</u> knowledge, skills and experience so all learners can thrive.	<i>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; building a firm foundation for the future..</i>
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	<i>A commitment to improving facilities and programs will have a positive contribution to ensuring each student has their best opportunity for success.</i>

FUNDING REQUIRED: No

AMOUNT BUDGETED: \$83.5mm capital projects
\$1mm teacher comp.



BOE Regular Meeting April 13, 2017
Item 9.06 continued

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

APPROVED BY: Brett Ridgway, Chief Business Officer,
Jack Bay, Chief Operations Officer

DATE: March 31, 2017



3B MLO Update

April 13, 2017

Jack Bay

Chief Operations Officer

3B MLO P-2 Update

Most all sites have completed the initial MLO Priority 2 process and have established approved priority lists which have been sanctioned by the MLO Oversight Committee. The list of requests have been compiled and categorized and is currently aggregated for vendor pricing. We are at the early stages of establishing approved vendors/contractors for these projects.

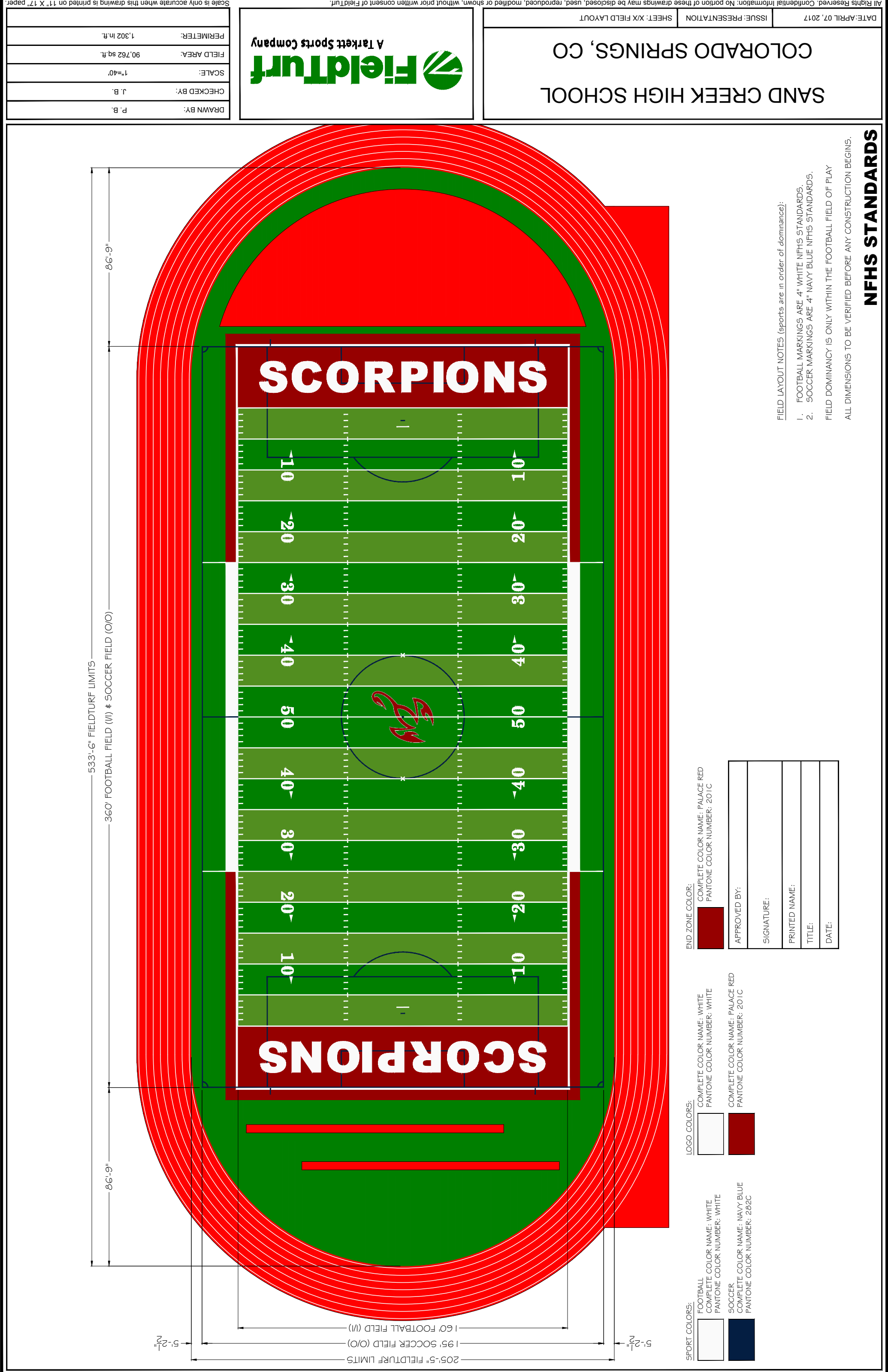
Safe Entries are nearing completion with design work and are anticipated to commence at the end of the school year. We are expecting the majority of this work to be completed in July. The Sand Creek Football field turf project has been released to the GC with the engineering and field concept being completed at this time. Attached is a copy of the preliminary layout. Plans are in place to have this complete for competition in August 2017.

Horizon Middle School and Falcon Middle School have remodeling requests which are currently being designed and will be priced out by pre-approved contractors.

There has been a very limited financial encumbrance at this point.

Ron Lee





DRAWN BY: P. B.		CHECKED BY: J. B.		SCALE: 1"=40'		FIELD AREA: 90,762 sq.ft.		PERIMETER: 1,302 in.ft.		Scale is only accurate when this drawing is printed on 11" X 17" paper.	

The diagram illustrates a football field layout. A red-shaded area represents the field turf, with a total width of 533'-6". The field is divided into two main sections: a 360' football field (O/O) and a 360' soccer field (O/O). The field is bounded by a 5'-2" strip on the left and a 5'-2" strip on the right. The field is divided into two main sections: a 360' football field (O/O) and a 360' soccer field (O/O). The field is bounded by a 5'-2" strip on the left and a 5'-2" strip on the right.



A Tarkett Sports Company

FieldTurf

SAND CREEK HIGH SCHOOL

COLORADO SPRINGS, CO

DATE: APRIL 07, 2017

ISSUE: PRESENTATION

SHEET: XX FIELD LAYOUT

533'-6" FIELDTURF LIMITS

360' FOOTBALL FIELD (1/1) & SOCCER FIELD (O/O)

86'-9"

86'-9"

5'-2 1/2"

205'-5" FIELDTURF LIMITS

195' SOCCER FIELD (O/O)

160' FOOTBALL FIELD (1/1)

5'-2 1/2"

SPORT COLORS:

FOOTBALL

COMPLETE COLOR NAME: WHITE

PANTONE COLOR NUMBER: WHITE

SOCCKER

COMPLETE COLOR NAME: NAVY BLUE

PANTONE COLOR NUMBER: 282C

LOGO COLORS:

COMPLETE COLOR NAME: WHITE

PANTONE COLOR NUMBER: WHITE

COMPLETE COLOR NAME: PALACE RED

PANTONE COLOR NUMBER: 201C

END ZONE COLOR:

COMPLETE COLOR NAME: PALACE RED

PANTONE COLOR NUMBER: 201C

APPROVED BY:

SIGNATURE:

PRINTED NAME:

TITLE:

DATE:

FIELD LAYOUT NOTES (sports are in order of dominance):

1. FOOTBALL MARKINGS ARE 4" WHITE NFHS STANDARDS.

2. SOCCER MARKINGS ARE 4" NAVY BLUE NFHS STANDARDS.

FIELD DOMINANCY IS ONLY WITHIN THE FOOTBALL FIELD OF PLAY

ALL DIMENSIONS TO BE VERIFIED BEFORE ANY CONSTRUCTION BEGINS.

NFHS STANDARDS

Project Update Report

Project Name:

Wember Inc. Project Number:

Issue Date:

District 49 Schools – P3 & P4 Projects

2016.63

April 7, 2017

The purpose of this update is to report on the current status of the District 49 School P3 & P4 Projects. This report is to serve as a summary of pertinent information related to the project at this point:

Summary

All projects are moving forward and are on schedule. Londonderry Elementary and Sand Creek High School have advanced the farthest and have been a majority of the focus as they both had very tight schedules to be able to start construction on both this summer. All projects are working towards being on budget. Londonderry and Vista Ridge has some challenges early on but have been brought back into budget by the design and construction teams and although still some minor tweaks to be made are working towards final design.

- o Project Milestones

- Londonderry should submit for the Development Plan review early next week (4/11/17). This is a critical path item for starting construction.

Progress

- Sand Creek High School is working towards Phase 1 CD's. They are to be completed in May to allow for construction to start right after school gets out. This will be a walkthrough permit.
- Falcon High School Design Development drawings were just submitted. Pricing will begin with sub input on this project.
- Vista Ridge scope and budget review has led to an alternate scheme that the project will be moving forward with. In this scheme the existing "black box" will be renovated to a theater as the original design called for and a new Multi-purpose space will be added on to the building. This scheme give them the same multi-use space as the previous but uses the infrastructure already installed in black box to keep costs down.
- Londonderry has chosen to go with an Air Cooled Chiller cooling option. Budget is increased by \$300K to afford this option.
- Still working through details of Londonderry budget. Many assumptions have been made thus far. The most recent estimate by GE Johnson showed the project approx. \$500K over budget. GE Johnson will review budget and make budget target savings recommendations to the District and design team next week to inform the Design team moving forward what steps will be required to bring project in on budget.
- Londonderry will have submitted all Site review packages to County in the coming two weeks. These reviews are critical to the overall schedule. Anything that can be done to expedite these reviews will be done as they need to be done in a timely matter to allow for the start of construction at a time that will allow us to finish in time for the start of School 2018.
- Meeting with OS Schools (FFE) has been scheduled and they have preliminarily looked at Sand Creek to start creating some design and recommendations.

Overall Budget

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Sand Creek High School	\$4,850,000	\$609,038	\$4,240,962	\$0	\$98,422
B	Vista Ridge High School	\$7,000,000	\$826,017	\$6,173,983	\$0	\$138,010
C	Falcon High School	\$5,650,000	\$689,163	\$4,960,837	\$0	\$115,650
D	Londonderry Elementary	\$23,000,000	\$3,019,654	\$19,980,346	\$0	\$425,731
E	Vista Del Pico Elementary	\$23,000,000	\$1,714,979	\$21,283,821	\$1,200	\$8,800
Total		\$63,500,000	\$6,858,851	\$56,514,949	\$1,200	\$786,613

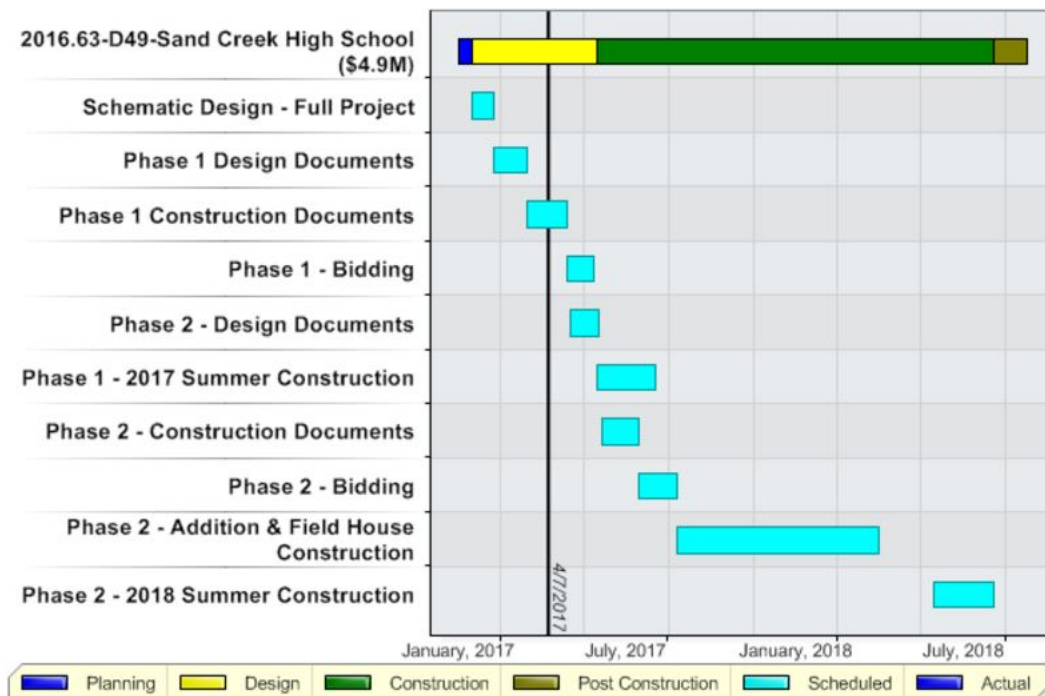
- Individual budgets for each project can be found on following pages.
- Committed Cost is only amounts under contract or PO. Project to Complete are costs estimated for project.

Next Steps

- Finalize budgets for the Londonderry Project. These include confirming budget for IT and Kitchen equipment as well as if budget needs to purchase first round of supplies for the building.
- Finalize contracts with GE Johnson and Nunn Construction (currently in their review)
- Sand Creek FFE selection – Need to finalize and purchase the furniture for the Phase 1 construction (Summer 2017)
- Finalize project / construction schedule for Falcon and Vista Ridge High Schools with GE Johnson
- Put out RFQ/P for Commissioning Agent for Londonderry with hope of having them under contract in May.
- Complete Land dedication of Londonderry Site.
- Finalize site conditions with Oakwood Homes and continue that land dedication. Will need to get Survey on this land as well.
- Confirm IT scope and meeting on Sand Creek High School and Londonderry with District IT Consultants and Architects.
- Finalize Sand Creek Phase 1 construction schedule and give Sand Creek High School the list of which rooms will be worked on this summer and when they need to be ready for the contractor.

Sand Creek High School Schedule

Project is on Schedule. Below are some of the key milestone dates. The more detailed master schedule and construction schedules can also be found on Owner Insite.



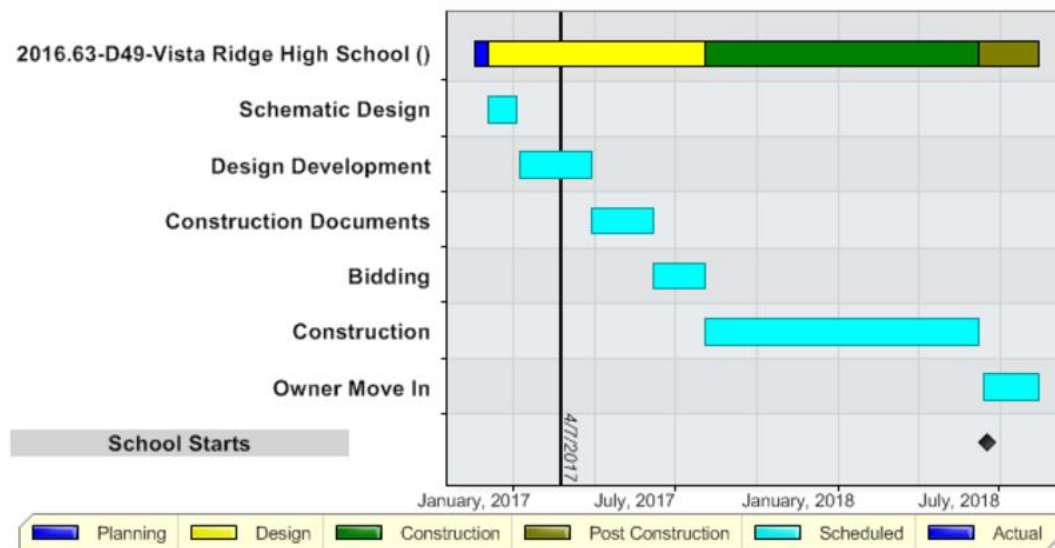
Sand Creek High School Financial

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Land & Lease Cost	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
B	Professional Services	\$664,038.00	\$609,038.00	\$55,000.00	\$0.00	\$98,422.12
C	Construction	\$3,575,000.00	\$0.00	\$3,575,000.00	\$0.00	\$0.00
D	Permits & Fees	\$47,500.00	\$0.00	\$47,500.00	\$0.00	\$0.00
E	Furniture, Fixtures & Equip	\$250,000.00	\$0.00	\$250,000.00	\$0.00	\$0.00
F	Technology	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00
G	Contingencies & Escalation	\$288,462.00	\$0.00	\$288,462.00	\$0.00	\$0.00
Total		\$4,850,000.00	\$609,038.00	\$4,240,962.00	\$0.00	\$98,422.12

- All contracts, invoices, and documents to date are available on Owner Insite
<http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8148>

Vista Ridge High School Schedule

Below are some of the key milestone dates. The master more detailed schedule is in progress and should be done before the end of the month.



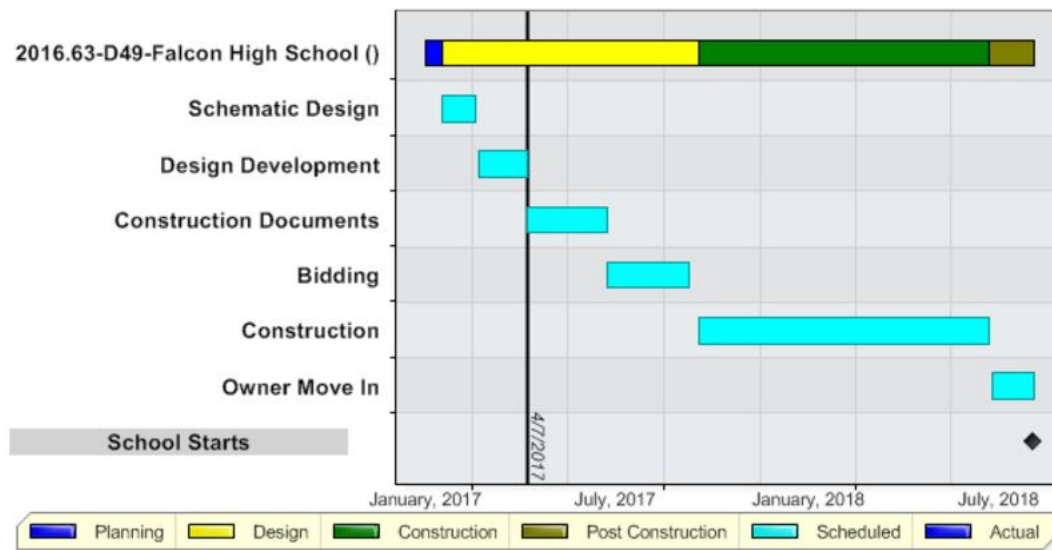
Vista Ridge High School Financial

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Land & Lease Cost	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
B	Professional Services	\$911,017.00	\$826,017.00	\$85,000.00	\$0.00	\$138,009.76
C	Construction	\$5,600,000.00	\$0.00	\$5,600,000.00	\$0.00	\$0.00
D	Permits & Fees	\$52,500.00	\$0.00	\$52,500.00	\$0.00	\$0.00
E	Furniture, Fixtures & Equip	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00
F	Technology	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
G	Contingencies & Escalation	\$411,483.00	\$0.00	\$411,483.00	\$0.00	\$0.00
	Total	\$7,000,000.00	\$826,017.00	\$6,173,983.00	\$0.00	\$138,009.76

- All contracts, invoices, and documents to date are available on Owner Insite
<http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8150>

Falcon High School Schedule

Below are some of the key milestone dates. The master more detailed schedule is in progress and should be done before the end of the month.



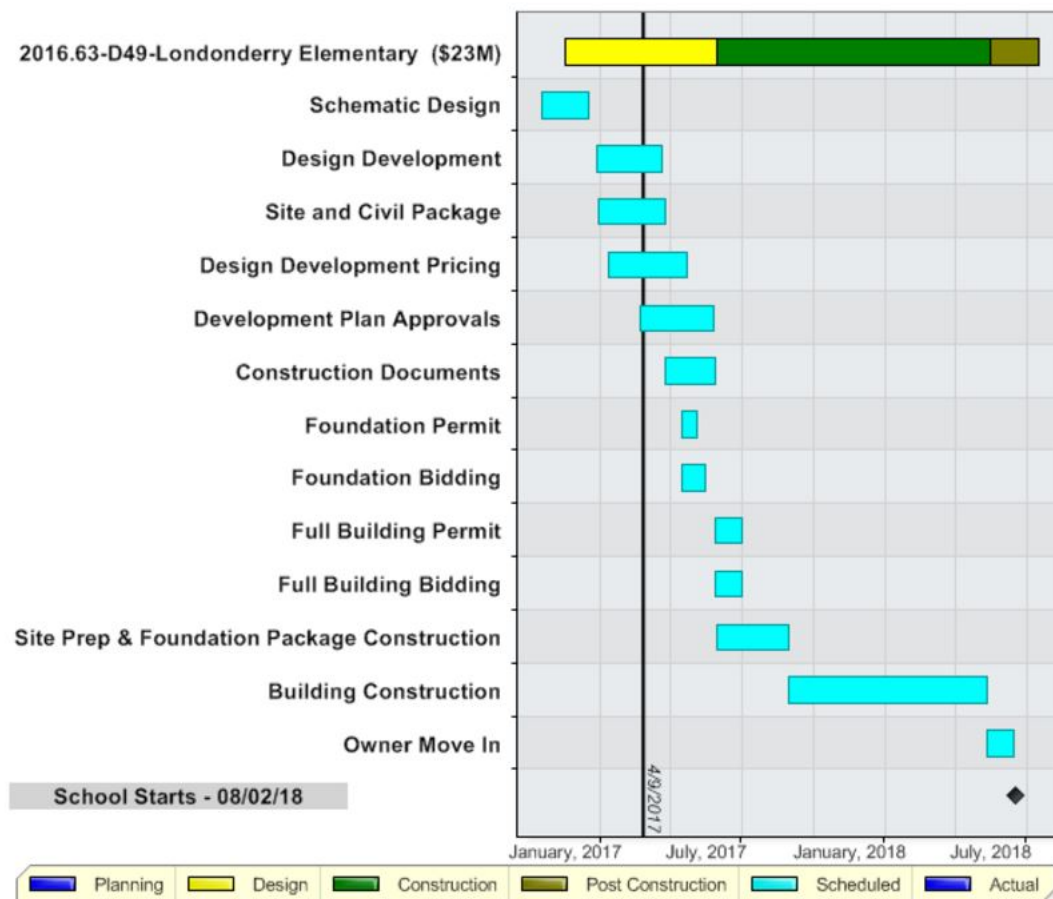
Falcon High School Financial

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Land & Lease Cost	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
B	Professional Services	\$738,736.00	\$688,736.00	\$50,000.00	\$0.00	\$115,223.39
C	Construction	\$4,400,000.00	\$0.00	\$4,400,000.00	\$0.00	\$0.00
D	Permits & Fees	\$46,000.00	\$427.00	\$45,573.00	\$0.00	\$427.00
E	Furniture, Fixtures & Equip	\$225,000.00	\$0.00	\$225,000.00	\$0.00	\$0.00
F	Technology	\$20,000.00	\$0.00	\$20,000.00	\$0.00	\$0.00
G	Contingencies & Escalation	\$220,264.00	\$0.00	\$220,264.00	\$0.00	\$0.00
	Total	\$5,650,000.00	\$689,163.00	\$4,960,837.00	\$0.00	\$115,650.39

- All contracts, invoices, and documents to date are available on Owner Insite
<http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8149>

Londonderry Elementary Schedule

Project is on Schedule. Below are some of the key milestone dates. The more detailed master schedule and construction schedules can also be found on Owner Insite.



Londonderry Elementary Financials

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Land & Lease Cost	\$290.00	\$290.00	\$0.00	\$0.00	\$290.00
B	Professional Services	\$3,179,364.00	\$3,019,364.00	\$160,000.00	\$0.00	\$425,440.58
C	Construction	\$17,200,000.00	\$0.00	\$17,200,000.00	\$0.00	\$0.00
D	Permits & Fees	\$470,210.00	\$0.00	\$470,210.00	\$0.00	\$0.00
E	Furniture, Fixtures & Equip	\$950,000.00	\$0.00	\$950,000.00	\$0.00	\$0.00
F	Technology	\$400,000.00	\$0.00	\$400,000.00	\$0.00	\$0.00
G	Contingencies & Escalation	\$800,136.00	\$0.00	\$800,136.00	\$0.00	\$0.00
	Total	\$23,000,000.00	\$3,019,654.00	\$19,980,346.00	\$0.00	\$425,730.58

- Still working on finalizing a few of the budget items and coordinating Contingency and other items to not have double ups between owner and contractors budgets.
- All contracts, invoices, and documents to date are available on Owner Insite
<http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8128>

BOARD OF EDUCATION AGENDA ITEM 9.07

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Marie La Vere-Wright, Donna Richer
TITLE OF AGENDA ITEM:	Board of Education Goals
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: In accordance with policy BAA, Board of Education Evaluation and Professional Development, the Board completed an annual self-evaluation instrument and sought feedback through an anonymous instrument administered by a third party aligned with the same criteria. This feedback was used during the Annual Peak Planning Workshop to develop annual goals for improvement

RATIONALE: The Board evaluation summative report and goals for improvement were discussed at a public meeting.

RELEVANT DATA AND EXPECTED OUTCOMES: At the Board's Annual Peak Planning Workshop the Board discussed the summative report and other relevant data, and identified 3 areas for improvement. Goals and plans for implementation were finalized in March. Progress has been noted and highlighted items are complete.

Board members are asked to review items from a recent conference for potential incorporation into plans.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	A high performing Board of Education will earn the trust and respect of our community, which will in turn increase community support for our district. This support is key to providing the resources needed to achieve rocks 2-5.
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

APPROVED BY: Marie LaVere-Wright, Board President

DATE: March 31, 2017

BOE GOAL #1

Implementation Plan

Pre-Service Opportunities

- Candidate briefing including introduction to strategic plan and cultural compass, review of chief officer roles, and zones
- Consider attending Peak Partners Leadership Academy

Post-Selection Activities

- Individual orientation with each chief – **SET UP WHEN SELECTED**
- Learning tour for each area of responsibility:
 - Explain big picture, what they do, why they do it and how they do it
- Structured/guided tour of select schools and facilities – **SET UP WHEN SELECTED-D. Richer to set up site visit plan for new directors**
 - Goal for some interaction in first few months
 - Visit to each over 4 year term
- Training module from CASB, role play for BOE
- Role of Board member in governance
- Develop written best practice resource to be used with mentor
 - Process for board work, how/when to submit questions, clarity of process for directives
 - Employee and stakeholder interaction best practices
- CASB Boot camp at annual conference during election years
- Policies specific to board members with plain language explanations
- Public districts' complexity in hiring and dismissal process – **Set up tutorial with P. Andersen and A. Whetstone – MOVE TO SCHOLOGY MODULE.**

Information Items (Google Docs)

- Cheat sheet of acronyms (CSOA) – **90% complete**
- Organizational chart including each entity with names of individuals and their positions
- Purpose/role/function of each district office – **Partially completed**
- District phone chart including locations – **ASSEMBLED AND AVAILABLE**
- Org chart of zones with short summary of innovation plans
- Summary of special committees and how they are organized– **ASSEMBLED AND AVAILABLE**
- Role of Board members (CASB guidelines) – **ASSEMBLED AND AVAILABLE**
- Governance of the Board (CASB guidelines) – **ASSEMBLED AND AVAILABLE**
- Best practices outline– **ASSEMBLED AND AVAILABLE**
- BOE Meeting Dates and Packet Deadlines– **ASSEMBLED AND AVAILABLE**
- Salary schedules– **ASSEMBLED AND AVAILABLE**
- Stakeholder Response – Board Boundaries
- Policy master list– **ASSEMBLED AND AVAILABLE**
- Policies directly related to BOE (section B) – **ASSEMBLED AND AVAILABLE**

BOE GOAL #1 Implementation Plan

- Procedures, how to address questions/concerns
- BOE Executive Assistant's role– **ASSEMBLED AND AVAILABLE**

Schoology Modules

- Unified Improvement Plans
- Budget
 - Where does funding come from?
 - How is it spent?
 - When is action required?
 - How does D49 prioritize funding?
 - MLO projects
 - How to read it?
- Testing
- Standards
- District Audit
- Chief officer evaluation process
- Roberts Rules of Order
- Grievance policy and implementation
- Interactions with district employees
- Where to find board resources
- Employment in Schools versus Industry

Training

- Role of Board members – CASB

The Role of the Board of Education Member

School board members are state officials. They are empowered by state law to perform a state function – governing the public schools at the local level. Their powers are derived from the legislature and not from the people of their community. They are representatives of their community to the state.

The role of a board of education is not to run the schools but to see that they are well run. In order to accomplish this, a board makes policies. Policies are the written expression of the board's desires for the district's students. A board of education is a policy-making body.

Board members have no legal status other than that of any citizen except when sitting with other board members in a legally constituted meeting. As individuals, board members cannot make decisions for the board, take actions for the board or speak for the board, unless the board has authorized them to do so.

Board members represent their entire community, not just the area in which they live or their particular supporters. Board members have a responsibility to listen to all citizens and to explain to those with a special point of view the needs of the school system as a whole. Above all, board members are responsible for and to the students in the schools. Every policy they approve, every action they take needs to be based on what is best for the education of those students.

Excerpts taken from *Board Members and Superintendents. Who Does What in Public School Governance*. New Jersey School Boards Association.



The most difficult thing to learn . . .

Experienced board members from across the nation were asked to identify the most difficult lesson they had to learn about board service. Here's what they said most often.

- Determining your function on the board and how to accomplish it effectively.
- That no matter what you think you know about board service when you first come on the board, you still have a lot to learn.
- Learning to acknowledge publicly that you have no power or authority as an individual board member; that only the full board can make policies and decisions for the district.
- Recognizing the difference between setting policy (the board's job) and administering the schools (the CSA's job).
- That you must think deeply and sometimes accept board decisions that are contrary to your own beliefs.
- That you must represent all the students. Your decisions must be made in the interest of the total school system and not made solely for special groups of interests.
- Learning how to respond appropriately to the complaints and concerns of citizens, school administrators and other staff.
- That change comes slowly.
- That you can't solve everyone's problems by yourself.
- That boardsmanship means being able to hold the minority viewpoint when voting on an issue, then openly supporting the majority vote in your community.
- Discovering how the schools are funded.



Tips for being a Successful New Board Member....

Think *STUDY* as your guide:

S Survey your surroundings - every district and board is unique with its own culture and climate. You are the “new kid on the block” and it will take some time to learn your role on the team.

T Take the time to analyze - learn the most important things; your district's strategic plan, annual goals, operating structure, policies and process, current initiatives and your key roles and responsibilities.

U Understand the people situation. Who are the key resources that can help you? Who's doing what? Why are they doing them? Be sure to introduce yourself widely to begin developing relationships to ensure your success.

D Do not make hasty decisions or judgments. Being new means you will not yet understand the current situation or have all of the facts... never a good time to make snap decisions.

Y Yes, you can! No matter how overwhelmed you may feel in this new role, take a deep breath, remain calm, stay focused, listen, learn and **call your Field Service Representative (FSR) for help!**



In-District Orientation for New Board Members

Your Town School District

Tour Facilities

- ☐ Provide tour/walk-through of all buildings, fields, etc. (available upon request)

Meeting with Board President

- ☐ Role of the Board Member
- ☐ Review agenda process
- ☐ Review board governance model (committee system/board of the whole)
- ☐ Review meeting protocol (getting an item onto the agenda, making motions, voting, open vs. executive session)
- ☐ Reorganization Meeting: what to expect
- ☐ Board Meetings: usual date, time, location
- ☐ Weekly Weekend Update
- ☐ Annual Board Retreat
- ☐ Board Annual Planning Calendar
- ☐ District & BoE Goals (last year)
- ☐ Provide Team Management Objectives
- ☐ Provide Mentor (to be provided by board president following reorganization)
- ☐ Provide info on NJSBA, County School Boards Assoc.
- ☐ Field Service Representative: name/phone #
- ☐ Legally Required Training for New Board Members
- ☐ Review the Chain-of-Command
- ☐ Professional Development opportunities for Board Members

Meeting with Administrators (Superintendent, School Business Administrator)

- ☐ Organizational Chart for Administration
- ☐ CSA (Chief School Administrator)/Superintendent: overview of district/CSA's role
- ☐ BA (Business Administrator): district's finances and budget process

Provide Documents

- ☐ District e-mail address/password
- ☐ Board Member Directory
- ☐ Policy Manual/Disk/On-line service
- ☐ Current Board Self-Evaluation
- ☐ Board Governance last evaluation (Committee System/Board of the Whole)
- ☐ Last six months of board minutes
- ☐ Strategic Plan and Mission Statement
- ☐ Recent student test scores
- ☐ State open-meeting laws
- ☐ NJ Code of Ethics for School Board Members
- ☐ Superintendent's Contract
- ☐ Teacher Contract (including salary guide)
- ☐ Administrator's Contract
- ☐ Financial Overview of District & Budget
- ☐ Strategic Plan
- ☐ School Calendar (current & for upcoming year)

Additional Information

- ☐
- ☐