REVISED ANNOUNCEMENT/NOTICE
BOARD OF EDUCATION WORK SESSION
March 27, 2019
6:00 p.m.
Education Service Center – Board Room

Fantastic 49
- **Sky is the Limit for Middle School Staff Member**
- **Falcon High Jr ROTC Cadets Soar to Earn Flight Training Scholarships**

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1. Transportation Job Descriptions (10 minutes) Pietraallo
   a. Title Change: Transportation Fleet Mechanic
   b. New: Transportation Non-Certified Fleet Technician
   c. New & Position Exists/Filled: Transportation Driver/Router

2. Monthly Financial Update (10 minutes) Poulin

3. a. 2019-20 Budget and Financial Legislative Update (10 minutes) Sprinz
   b. Education Legislative Update (10 minutes) Hilts

4. Policy and Procedure Review (5 minutes) Garza
   a. AEA Standards Based Education
   b. CC Administrative Organization
   c. CH Policy Implementation
   d. CHD Administration in the Absence of Policy
   e. EB Environmental and Safety Program
   f. EBAB, EBAB-R Hazardous Materials
   g. EBBA, EBBA-R Prevention of Disease/Infection
   h. GBJD Staff Positions and Job Descriptions
   i. JFC, JFC-R Student Withdrawal from School/Dropouts
   j. JIC Student Conduct
   k. JICDA Code of Conduct
   l. KBBA, KBBA-R Custodian and Noncustodial Parent Rights and Responsibilities
   m. KDEB, KDEB-E Controversial Communications

5. Individualized Education Job Descriptions (10 minutes) Lemmond
   a. New & Position Exists/Filled: Assistive Technology (AT) Specialist
   b. New: Braillist
   c. Updated: Individualized Education Programs Specialist
   d. Updated: English Language Development Technician
   e. Updated: Dean of Early Childhood Education

6. Alternative Education Campus Application Renewal and Selection of Measures (5 minutes) Whetstine/Franko

7. Unified Improvement Planning/School Action Plans
   a. iConnect Zone (5 minutes) Franko
   b. Falcon Zone (5 minutes) Holmes

8. Land Dedication Transfer Request (5 minutes) Ridgway

9. Monthly Chief Officer Reports (10 minutes) Chief Officer Team

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The Best Choice to Learn, Work and Lead

DATE OF POSTING: March 25, 2019

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Donna Garza
Executive Assistant to the Board of Education

BOARD OF EDUCATION ITEM 1
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:	March 27, 2019
PREPARED BY:	Jack Pietraallo, Director of Transportation
TITLE OF AGENDA ITEM:	Transportation Positions
ACTION/INFORMATION/DISCUSSION:	Change job title of Transportation Fleet Mechanic to Transportation Certified Technician with no monetary or responsibility changes. Create Transportation Non-Certified Technician position. Create Transportation Driver/Router position.

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Concerning the Non-Certified Technician position: During the 4th quarter of the 17-18 school year transportation participated with Bob Gemignani and his team to introduce students to transportation and its fleet maintenance operations. We had a student applicant who proved himself very useful and willing to fill a need within our maintenance program. He graduated from GOAL Academy and continues to work for us as a substitute. There is a shortage of qualified automotive and diesel technicians across the country, creating this positions gives us the opportunity to train and grow our own personnel, while filling a needed position in our maintenance shop.

Concerning the Driver/Router position: For many years transportation has employed our drivers and paras to help fill gaps for full time positions that get overwhelmed at certain times of the year. Our routing timeline is one of those processes where this occurs. From January to April our routing team is focused on creating our routes for the upcoming school year. Our full time routers also plan our ESY during the months of April and May. At the start of every school year there are hundreds of bus stop requests and route changes that need updating, these updates are also needed throughout the year at a lesser pace. We have been filling this need with router assistants and paying them at a range 10 when they route. This gives our drivers the opportunity to advance their careers and our department the opportunity to grow our employees while filling this routing need.

RATIONALE:

Transportation Fleet Mechanic title change; our technicians must hold many certifications and are held legally responsible for the condition of our buses. The inspector has to sign an affidavit certifying every bus they put on the road is safe. The CDE inspector certification has to be updated through testing every 3 years. They must be certified in air brake repair for a minimum of two years before being able to apply to be a CDE inspector. Their ASE certifications must be retested every 5 years, their diesel opacity licenses have to be recertified every 2 years, while their CPR and first aid certifications must be updated every two years. These are the minimum requirements to be a certified bus technician along with the CDL requirements. With all the mandated certifications required to hold this position the title of the position along with the pay should reflect those responsibilities.

Creating the new Non-Certified Technician gives us the opportunity and time needed to train a technician efficiently and effectively while filling the need of non-certified duties. We currently have a fleet mechanic position open but have not sought to fill the position mostly due to the lack of space, not the volume of work. This position has no legal or regulatory obligation which frees up time for the certified technicians. This position will allow our certified technicians to perform less duties that do not require certified work. The community will receive more value from their certified technicians while the non-certified technician performs those non-certified duties.

Creating the Driver/Router position is titling a duty that has been performed here for many years. It is cumbersome to set up two pay differentials for one person. They receive range 5 while performing driver duties and receive range 10 while performing routing duties. Much like our Driver Trainer positions we are requesting this new position be set at a range 7. This position allows us to train a driver to be a router and helps the routers complete their daily duties.

RELEVANT DATA AND EXPECTED OUTCOMES:

Currently a certified technician's starting pay range is 13 step 1 at $16.29/hr., the proposed pay range for the new non-certified technician is range 8 step 1 at $14.17/hr. The expected outcome of this position is to allow the certified technicians to spend more time repairing equipment that requires a certified technician. The non-certified technician duties will be more focused on overall shop, maintenance and parts operations that do not require certification to perform. Over time the non-certified technician will be able to get certified and fill a future need for this department.

A driver/router requires a minimum of 3 months of training to use our routing programs, to route efficiently and effectively. We have had 2 full time general education routers start and resign in the last 2 years. We have also had 5 different routing assistants during the same time period. We are proposing to create the Driver/Router position which will increase the wage of a driver approximately $5,000/year and bring stability to the position. We also use this position as a gateway for hard to fill transportation operations positions.

INNOVATION AND INTELLIGENT RISK:

The proposal to update the title of the fleet mechanic and create a non-certified technician position shows supporting, growing and promoting our own employees to help them meet their goals, personally and professionally. It will also help this department fill employment needs. It fills a need for skilled labor in the maintenance shop at a lower cost to the community while still meeting our service and safety requirements. After a few years of training and certification the employee could achieve the goal of becoming a certified technician. The risk of internally training and promoting current employees could be that other employers would seek them or that once they were certified they could seek employment elsewhere for better pay.

The proposal to create the Driver/Router position shows support, growth and promoting to our employees which helps them meet their personal and professional goals. It also helps this department fill employment needs. It fills a needed skill at a lower cost to the community while still meeting our service and safety requirements. After a few months of training and experience the employee could achieve the goal of becoming a full time general education router. The risk of internally training and promoting current employees is that it could vacate a permanent driver position.

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

Changing the title of the fleet mechanic to transportation certified technician shows respect and value to the position without changing any monetary implications. It also reflects the certifications that the technicians must keep up to date.

Creating the non-certified technician position supports our current personnel to grow personally and professionally. It supports the mission of this department to transport students safely, on time and efficiently. It will free up certified technician hours spent doing things that are not required to be done by a certified technician.

Creating the Driver/Router position supports our current personnel and aligns with our mission. It also helps expedite customer bus stop and route requests. It will also help refine a cumbersome payroll process of paying one employee two different pay rates for two different positions.

	Inner Ring—How we treat each other	By creating and updating these positions it shows that we respect and care for our employee's personal growth.

Strategy	**Outer Ring**—How we treat our work	By creating these positions it purposely helps our employee's learn and reach professional goals while enhancing our transportation team.
	Rock #1—Establish enduring <u>trust</u> throughout our community	By creating these positions it allows us to complete our mission more efficiently.
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	The non-certified technician position originated from the PPBEA community program which transportation continues to support. The Driver/Router position directly expedites bus stop requests and routing questions.
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	The Driver/Router position creates and updates all school bus parking and traffic maps.
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	These positions show investment and support to our employees.
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	More efficient routing and maintained buses keep our learners safe and on time.

BUDGET IMPACT: The non-certified technician position will cost about $37,000/year while our current certified technician positions cost an average of $49,500/year, rather than fill the open certified technician position this position will be approximately $12,500 more efficient.

The Driver/Router position will cost approximately $5,000 more annually to a regular route driver position. It will save us training costs by filling the position rather than continually training drivers how to route.

AMOUNT BUDGETED: We have added these updates and positions to our 19-20 school year budget proposal and want to start them at the beginning of next school year. The increase to the annual budget for both positions is approximately $42,000.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: We request the board move these positions and updates to be voted on and approved at the next board meeting.
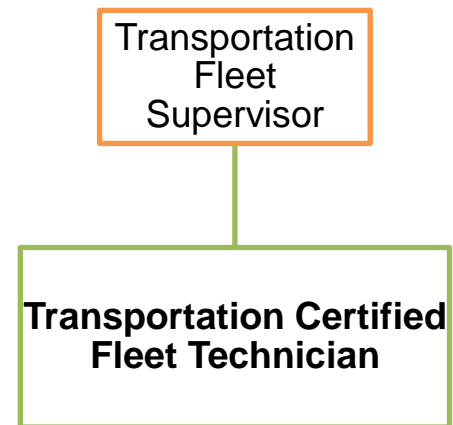
APPROVED BY: Pedro Almeida, Chief Operations Officer; Brett Ridgway, Chief Business Officer

DATE: March 20, 2019

TRANSPORTATION CERTIFIED FLEET ~~MECHANIC~~TECHNICIAN

Job Title:	Transportation Certified Fleet ~~Mechanic~~Technician	**Related Organization Chart**
Initial:	February 1, 2008	
Revised:	April 11, 2019	
Work Year:	~~261~~Full Year	
Office:	Operations	
Department:	Transportation	
Reports To:	Transportation Fleet Supervisor	
FLSA Status:	Non-~~e~~Exempt	
Pay Range:	Educational Support Personnel Range 13	

Related Organization Chart

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┌─────────────────┐
│ Transportation  │
│     Fleet       │
│   Supervisor    │
└─────────────────┘
         │
┌─────────────────────────┐
│ Transportation Certified│
│    Fleet Technician     │
└─────────────────────────┘
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POSITION SUMMARY: The Certified Fleet Technician is responsible for diagnosing and repairing all types of vehicles and equipment, completing maintenance and inspection, responding to roadside repairs, assisting drivers and certifying equipment is safe for use.

NOTE: This position is designated as "essential". On district delayed opening or closure days this position may be required to report for work due to operational necessity. This position has periodic required "on call" duties, including weekend on call duty as scheduled.

In addition, this position is subject to alcohol and drug testing prior to hire, post-accident, for reasonable suspicion and random testing.

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.

- Certif~~y~~ies pupil transportation vehicles per Colorado Department of Education (CDE) regulations for use.
- Perform~~s~~ preventive maintenance; review~~s~~, record~~s~~ and ~~certify~~ certifies state inspections.
- Diagnose~~s~~ and repair~~s~~ all types of vehicles and equipment correctly.
- Diagnose~~s~~ electrical and mechanical faults.
- Fabricate~~s~~ and repair~~s~~ with all types of welding equipment.
- Record~~s~~ repairs, specifications, usage of parts and fluids.
- Respond~~s~~ to roadside repairs and service calls.

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.

- Assists drivers with vehicle operations and concerns.
- Attends classes to learn and improve.
- Performs other duties as assigned.

Supervision & Technical Responsibilities:
- ~~This position reports to the Fleet Supervisor.~~
- This position may 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:
- High school diploma or equivalent.
- Specialized courses in vehicle repair.

Experience:
- Minimum of two years of experience in vehicle maintenance and repairs, required.
- Heavy duty vehicle or school bus repair experience, preferred.

Knowledge Skills & Abilities:
- Excellent oral and written communication and interpersonal relation skills.
- Basic math and accounting skills.
- Ability to read and understand wiring schematic drawings, and specifications.
- 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 work harmonious with others and communicate effectively with various stakeholders.
- Ability and willingness to be on call and/or respond to calls 24/7.
- Ability to maintain excellent attendance.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point.

Certificates, Licenses, & Registrations:
- Criminal background check required for hire.
- Valid Colorado driver's license required for hire.
- Commercial driver's license (CDL) with S endorsement required within one month of hire.
- Air brake certification required within 3 months of hire.
- CDE bus inspector certificate required within 5 months of hire.
- A.S.E. Master school bus technician preferred.

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.

- [Diesel opacity certification preferred.](#)

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.

TRANSPORTATION NON-CERTIFIED FLEET TECHNICIAN

Job Title:	Transportation Non-Certified Fleet Technician
Initial:	April 11, 2019
Revised:	
Work Year:	Full Year
Office:	Operations
Department:	Transportation
Reports To:	Transportation Fleet Supervisor
FLSA Status:	Non-Exempt
Pay Range:	Educational Support Personnel Range 8

Related Organization Chart

Transportation Fleet Supervisor

Transportation Non-Certified Fleet Technician
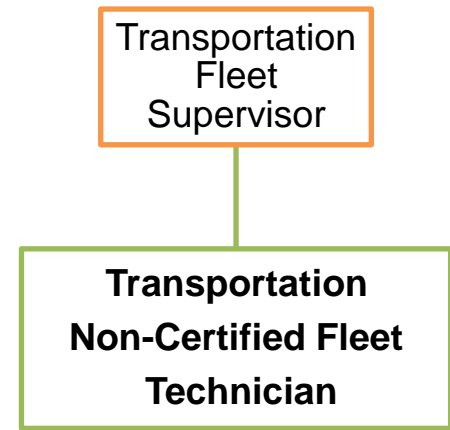
POSITION SUMMARY: The Non-Certified Fleet Technician is responsible to inspect, maintain and perform minor mechanical repairs on district vehicles and related equipment.

NOTE: This position is designated as "essential". On district delayed opening or closure days this position may be required to report for work due to operational necessity. This position has periodic required "on call" duties, including weekend on call duty as scheduled.

In addition, this position is subject to alcohol and drug testing prior to hire, post-accident, for reasonable suspicion and random testing.

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.

- Repairs bus seat damage.
- Checks battery connections, heaters, wiring, lights and replaces bulbs as necessary.
- Performs oil changes, charges and changes batteries, repairs coolant leaks.
- Ensures all work performed in the shop facility or in the field is completed on schedule, in an efficient manner, and is of high quality.
- Maintains records related to the repair, parts and labor cost, inventory and work orders.
- Performs road test of vehicle, if necessary.
- Performs other duties as assigned.

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.

Supervision & Technical Responsibilities:
- 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:
- High school diploma or equivalent.
- College courses preferred.

Experience:
- No experience required.

Knowledge Skills & Abilities:
- 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 work harmonious with others and communicate effectively with various stakeholders.
- Knowledge of gasoline and diesel engines.
- Knowledge of standard practices, methods, tools and equipment of the trade.
- Ability to maintain excellent attendance.
- Ability and willingness to be on call and/or respond to calls 24/7.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point.

Certificates, Licenses, & Registrations:
- Criminal background check required for hire.
- Valid Colorado driver's license required for hire.
- Commercial driver's license (CDL) with S endorsement required within one month of 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.

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.

TRANSPORTATION DRIVER/ ROUTER

Job Title:	Transportation Driver/Router
Initial:	April 11, 2019
Revised:	
Work Year:	School Year
Office:	Operations
Department:	Transportation
Reports To:	Transportation Manager
FLSA Status:	Non-Exempt
Pay Range:	Educational Support Personnel Range 7

Related Organization Chart

Transportation Manager

Transportation Driver/ Router
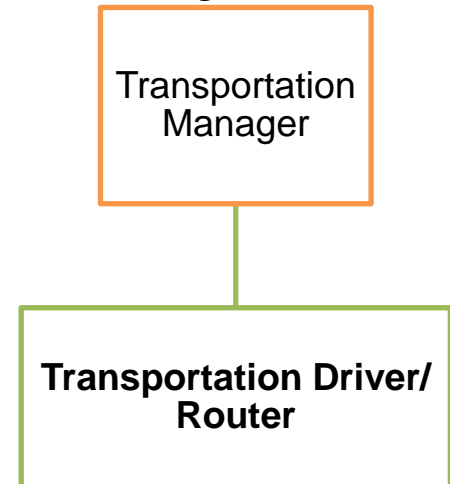
POSITION SUMMARY: The Driver/ Router is responsible for assisting the special needs and general education routers with developing and maintaining bus routes; coordinating transportation for students attending out of district schools, programs and activities; evaluating effectiveness and efficiency of routes and developing and promoting community relationships. This position will drive an assigned route, assist in driving routes, dispatch and fee for service.

NOTE: This position is subject to alcohol and drug testing prior to hire, post-accident, for reasonable suspicion and random testing.

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.

- Acts as liaison to community with regard to bus routes and stops. Provides customer service for special needs students in accordance with state and federal laws and regulations.
- Monitors and assists in route changes. Distributes information to drivers, schools and parents. Collaborates routing information with time keeping system.
- Prepares directions, maps and other information needed to assist drivers and paraprofessionals transporting students. Verifies new roads and ensures new routes have been driven prior to implementation.
- Works closely and collaboratively with Transportation Routers.
- Evaluates effectiveness and efficiency of routes by monitoring stop locations; talking to parents, building administrator, and drivers; rides with drivers and responds to concerns. Performs bus stop evaluations.

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.

- Uses and trains individuals on specialized software programs to computerize departmental forms, detailed maps, graphics and other operational paperwork.
- Attends meetings, collaborates on individual parking and traffic plans at schools, conferences and seminars as needed.
- Maintains reports, department records and files for developing statistics for analysis of growth and state reports.
- Researches school times, boundaries, walking distances, services and cost. Assists in developing alternate methods of transportation for out of district and non-required programs.
- Assists in preparing routes for bid by coordinating bus drivers and paraprofessionals coverage, evaluating times for each route, calculating weekly time match-up of paraprofessional and driver to best meet needs of students and coordinate any special assignments that coincide with routes.
- Performs duties of a bus driver and bus paraprofessional on any route as needed.
- Performs other duties as assigned.

Supervision & Technical Responsibilities:
- 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:
- High school diploma or equivalent.

Experience:
- No experience required; experience in bus driving and transportation routing and scheduling including computerized routing preferred.

Knowledge Skills & Abilities:
- Excellent oral and written communication and interpersonal relation 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 manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to diffuse and manage volatile and stressful situations.
- Ability to maintain excellent attendance.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.

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.

- Must be proficient in the use of personal computers and common software applications including Microsoft Word, and Excel

Certificates, Licenses, & Registrations:
- Criminal background check required for hire.
- Valid Colorado driver's license required at hire. CDL preferred upon hire; required within 90 days of hire.
- CPR and First Aid certifications required 3 months after hire.
- Mountain Training Certification within 6 months after 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, use hands to finger, handle, or feel, reach with hands and arms, to talk and hear. The employee frequently is required to walk. The employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, crawl, and/or smell. The employee must regularly lift and/or move up to 50 pounds frequently. The employee will occasionally lift and/or move up to 100 pounds. Employee must have the ability to and physically be able to perform bus evacuations in an emergency. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and ability to adjust focus

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.

BOARD OF EDUCATION ITEM 2
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	March 27, 2019
PREPARED BY:	Brett Ridgway, Chief Business Officer
	Jodi Poulin, Accounting Group Manager
TITLE OF AGENDA ITEM:	Monthly Financial Update
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND OR RATIONALE

Report to the Board of Education the performance of actual revenues and expenditures versus budgeted revenues and expenditures in all funds with comparison to prior year. Reference the first attached spreadsheet: the first column is the list of each fund the District has. The 2016-2017 columns start with the approved budget for the entire year compared to revenues and expenditures through May. Percentages over 100% on a revenue line are good in that we received more revenue than was anticipated. If any of the expenditure lines were higher than the percentage of year concluded, that fund could be an area of possible concern depending upon why it was high. The 2016-2017 year-end fund balance columns are required by statute. This is showing you the budgeted and anticipated end-of-year fund balance. The 2015-2016 columns are the prior year's total budget and the actual through May 2016. These amounts are provided for comparison to the current year amounts.

RELEVANT DATA AND EXPECTED OUTCOMES:

This report is to keep the BOE informed of spending. It is required quarterly by law, however, it is being provided monthly in D49 in keeping with the Board's goal of financial transparency and fiscal responsibility. It is expected that the monitoring of expenditures will result in keeping spending in line with the Board's goals and direction as budgeted.

IMPACTS ON THE DISTRICT'S 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>	*Clarity and transparency in financial management strategy and decisions.*

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: No specific action necessary beyond recognizing the receipt of these reports and this information.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: March 15, 2019

Monthly Financial Report

As of February 28, 2019

(Unaudited)

Brett Ridgway, Chief Business Officer

Jodi L. Poulin, Accounting Group Manager

Date: March 19, 2019

To the Citizens and Members of the Board of Education of School District 49:

State law requires that the Board of Education shall review the financial condition of the school district at least quarterly (C.R.S 22-45-102(1)(b)). In an effort to be more transparent, the District provides a financial report to the public monthly. The following is the unaudited Monthly Financial Report for the period ending February 28, 2019.

The report includes details reports for revenues and expenditures for all funds of the District. There are also detailed expenditure reports for each zone and school. Other analysis has also been included to help in the understanding of expenditures.

Interim financial statements are unaudited and will occasionally contain immaterial coding or reclassification errors that do not materially affect the results of each fund. These items will be corrected in subsequent reports.

Sincerely,

Brett Ridgway, Chief Financial Officer

Profile of the District

The District was organized in 1888 and spans approximately 133 square miles of eastern Colorado Springs and an unincorporated area of El Paso Country know as Falcon. The District is the third largest district in El Paso County and the 14th largest in Colorado. The District has a population of 80,008 based on the latest survey from the Department of Local Affairs (2014).

The District operates ten elementary schools, three middle schools, three high schools, seven charter schools (five K-8 and two high school), two online programs, one alternative school program, one home school program and three student support facilities. These schools service over 22,500 students. They provide a full range of programs and services authorized by Colorado statute. This includes: pre-kindergarten, elementary, and secondary curriculum at the general, college preparatory and vocational levels. The District also provides the chance for high school students to take college classes and receive college credit during the high school years.

The District has seven charter schools plus the Colorado Digital BOCES (dba Education reINVISIONED). Each charter school has been approved by the Board and authorized by the State of Colorado to provide alternatives for students and parents. These schools have separate governing boards and are funded by the State of Colorado and local property tax funds which passes through the district. The District also provides some support services to the charter schools.

The charter schools are:

- Banning Lewis Ranch Academy and Prep with D49 in
- GOAL Academy established with D49 in 2014
- Imagine Classical Academy established with D49 in 2010
- Liberty Tree Academy established with D49 in 2018
- Pikes Peak School of Expeditionary Learning established with D49 in 2008
- Rocky Mountain Classical Academy established with D49 in 2015
- Power Technical Early College established with D49 in 2016

The District is governed by a five member Board of Education (the Board). Board members are elected to four year terms by registered voters of the District. The District is divided into five representative areas. Board members must live in the area they represent and are limited to two (2) terms. Biennial school district elections are held in November of odd-numbered years. The Board elects its officers following each election. The Board is a policy making body whose primary functions are to establish policies for the District, provide for the general operation and personnel of the District and oversee the property, facilities and financial affairs of the District. Members of the Board serve without receiving compensation.

The Board employs a Chief Education Officer, a Chief Business Officer and a Chief Operations Officer to run day to day operations of the District. This structure deviates from the traditional Superintendent model. Each chief focuses on their area of expertise to make this District the best place to learn, work and lead.

The District is divided into four zones. Each zone is led by a zone leader and is similar to an assistant superintendent at other school districts. Three zones cover a geographic area and one covers alternative schools and charter schools. Each of the geographic zones contains three or four elementary schools, one middle, and one high school.

The sections below are to give the reader a more detailed view of the school district at the zone and school level.

Falcon Zone

The Falcon Zone covers the eastern part of the district with approximately 116 square miles. Falcon Zone has a strong tradition that dates back to 1900. That tradition carries on today with six highly successful schools. Falcon Zone offers the following programs: Academy of Health Sciences, Academy of Finance, Academy of Information and Technology, Air Force JROTC, FBLA, Distributive Education Clubs of America, Link Crew, National Honor Society, Student-to-Student program and many others. The zone offers more than 20 advanced placement and CU Succeed classes. Its schools have performed well on CMAS and SAT.

While the Falcon Zone greatly honors tradition, we also embrace that our learners today deserve a different learning experience from yesteryear—one that will prepare them to be successful in our ever-changing world.

Sand Creek Zone

The Sand Creek Zone, located in the southwest corner of the district, covers about 7 square miles. Three of the schools, Evans International Elementary School, Horizon Middle School and Sand Creek High School, encompass the only K-12 International Baccalaureate feeder system in eastern Colorado Springs. As an internationally accredited, rigorous and engaging educational program, the International Baccalaureate is a large part of the zone's identity. All of its schools, including Springs Ranch Elementary School and Remington Elementary School, offer a first class education for students with diverse interests and needs, and each extends sound, research-based educational services to each learner. Academic supports are also provided in each building to be inclusive of all students and their current capabilities.

The Sand Creek Zone focuses on the pursuit of excellence, meeting students where they are and putting them on a personalized path to success. The zone's commitment to technology and the latest classroom innovations allow for the development and mastery of 21st century skills at all levels of a child's education.   All Sand Creek Zone staff learn, work and lead with a growth mindset, benefitting students by utilizing the newest structures and strategies daily. As a result, educators value and expect beneficial engagement among all students. They offer gifted and talented services, performing and visual arts, engineering and business pathways, workplace learning opportunities, full-day kindergarten at no cost to families, and a wealth of extra-curricular activities for students at all levels. The Sand Creek Zone is dedicated to its stakeholders, service in the community, growth and innovation and above all, student success.

Power Zone

The Power zone covers the northwest part of the district and covers about 8 square miles. Odyssey Elementary School, Skyview Middle School, and Vista Ridge High School are designated by District 49 as a "STEM schools." STEM stands for science, technology, engineering, and math. The STEM designation's purpose is to get students engaged in STEM-related careers, but not at the expense of other content areas. The root of a STEM education is inquiry-based learning, which is teaching students how to think critically and problem solve.

Schools are implementing this type of learning through various units, which requires the integration of other content areas. Students begin to see the relationships between various subject areas and use major skills learned in each area in multiple classrooms. Our goal is to help our students become well-rounded thinkers and problem solvers in this digital age.

iConnect Zone

The fourth zone in the District is the iConnect Zone. This zone does not cover a specific geographical area within the district. Instead, the zone focuses on non-traditional learning including blending learning, home school and charter schools. Costs associated with helping manage the charter schools is paid for by the charter schools in the form of administration fees charged on a monthly basis based on the charter schools student numbers.

The student capacity at Springs Studio for Academic Excellence, Pikes Peak Early College and the Falcon Home School differ from other schools as not all students are at the facility at the same time. Similar, Patriot High School serves a population of students who are at-risk. Under the State definition of an Alternative Education Center, Patriot High School is limited to enrolling students who meet a risk factor. Because of this limitation, Patriot High School tends to have smaller enrollment numbers.

Business Office Team

Statement of Purpose & Intent

The District 49 Business Office creates a firm foundation for our district as good stewards of stakeholder trust and taxpayer investments in this community. We accomplish this through exceptional customer service, efficient and effective processes, with comprehensive strategic planning. Working as a team, we commit to communicating effectively and treating each other respectfully in all our interactions.

Executive Summary

Following our cultural compass and in an effort to be more transparent, we are providing more details of revenue and expenditures than is required by Colorado law. The following discussion of the revenue and expenditures is offered to give the Board of Education and our Community a better view of the district's financial situation on a monthly basis. The District has no debt, as the last bond payment was in December 2017.

Notes on the Governmental (General) Fund:

The **Per Pupil Revenue (PPR)** from the state is currently $7,873.36 for in-school students and $7,451.56 for online students. This results in a blended PPR of $7,779.60.

District 49's portion of the **Budget Stabilization Factor or Negative Factor** is $17,476,302.67 for fiscal year 2018/19. The negative factor is the amount that our school funding is reduced in order to balance the budget at the state level. The district has no input for this reduction in funding.

The student full time equivalent (FTE) number that is used is based on actuals at the October count.

As of February 28, 2019 General Fund net revenue is $63,369,877 and expenditures total $80,510,728. The majority of revenue related to property taxes are collected within the March to June time frame and are expected to be within budget.

Notes on Other Funds:

MLO **2016 3B projects** are wrapping up with all expected to be completed in July 2019 with Inspiration View Elementary School (IVES). The majority of activity is held in fund 49, with the expenses for the refresh and refurbish (priority 2), the high school additions and remodels (priority 3), and the two new elementary schools (priority 4).

The **Capital Reserve Fund** has a purpose to support expenses related to aging buildings such as water heaters that may break down and need replacement. This fund also houses capital leases on three (3) buildings as well as capital leases on School buses for the District.

The **Transportation Fund** is currently being supplemented by the general fund as planned.

For the current fiscal year to date, the Accounting Team has produced over 2,825 checks totaling over $27,111,007 and almost 1,076 Electronic Payments to vendors for over $20,581,134. The Payroll Team has successfully paid over 2,100 employees in February 2019 for a district gross total of $6,559,654,

Conclusion

In total, the district is in good financial condition. We are closely watching the state budget to determine the impact to our budget in future planning cycles.

Fund 10-18 - General Funds (plural)

For the period ending February 28, 2019, total net revenue is $54,142,844 or 49.21% of total budget. The majority of revenue related to property taxes are collected within the March to June time frame and is expected to be on track at fiscal year-end.

Total expenditures are $66,028,490 or 59.99% of total budget and are in line with expectations.

Revenue transfers from the General Fund 10 to General Fund 15 are done monthly and on a straight line basis for Capital Projects. Fund 17 holds activity for future Stetson Kitchen remodeling and a future Central Office building.

Expenditures are $3,160,946 or 67.95% of the total budget. These funds are mainly used to covered unexpected building repairs, bus leases, computer leases, and a few capital leases on buildings. Expected to be within budget at the end of the school year.

Fund 39, 43 & 49 - COP Repayment Fund & Cash in Lieu of Land

For the period ending February 28, 2019, total revenue to date is $4,910,865. The majority of revenue related to property taxes are collected within the March to June time frame and are expected to be within budget. Fund 43, revenue is generated from cell tower revenue and fees in lieu of land dedication. Mill Levy override monies are received via monthly El Paso County Treasurer's monthly payments. Certificates of Participation (COP's) were used to fund these projects and repayments to Zion's National Bank are paid on a semi-annual basis in December and June each year. This activity resides in Fund 39.

Expenditures are $28,234,946 or 69.94% of budget to date. Expenditures for district spending must be endorsed by the MLO committee and should be approved prior to spending of any funds. Charter schools are reimbursed after the funds are expensed. Readers of the financials are asked to look at spending in total, instead of by category. The timing of expenditures depends on schools identifying projects that meet specific criteria and are reviewed by the MLO committee.

The 3A MLO was approved in 2014 and is to be spent on: (funding revised Nov 2018 with 4C)

1. attracting and retaining highly effective teachers,
2. offering classes for students to receive college credits,
3. securing the ground, traffic flow, main entries, and classrooms at the district and
4. provide students with technology

The 3B MLO was voted on in 2016 and is to be used for four (4) specific categories.

1. teacher compensation
2. refresh and refurbish schools
3. additions and remodels at the three high schools
4. Two new elementary schools

Fund 22 and 26 - Federal, State & Local Grant Funds

For the period ending February 28, 2019, total revenue is $1,094,406 or 10.75% of total budget. Expenditures equal revenue as revenue cannot be greater than expenses for grant funds. The exception is for the Laptop buy back sales.

All expenditures are in line within the guidelines of each grant.

Fund 23 & 74 - Student Activity Fiduciary Funds

Fund 23 Activity Fees - For the period ending February 28, 2019, total revenue is $1,222,931. Fees are based on participation in extracurricular activities and may fluctuate from year to year or even semester to semester. Expenditures year to date total $597,678. For those that qualify for free or reduced food services, the BOE supports those students with transfers that are done on their behalf to cover Transportation services as well as Board Approved Activity fees.

Fund 74 Fundraising - For the period ending February 28, 2019, total revenue is $1,943,772. Expenditures year to date total $1,960,002.

Funds 23 and 74 are similar in nature with a few differences in the type of money received. Fund 23 revenue comes in the form of fees charges for participation of activities and are Board Approved. Fund 74 revenue come from school sponsored pupil organization fundraising and gate income. For each fund the revenue raised for a specific program can only be spent on that program.

Fund 19 - Colorado Preschool Fund

For the period ending February 28, 2019, total revenue is $333,270 or 66.67% of total budget. All revenue comes in the form of revenue transfers from the General Fund.

Expenses total $412,710 or 82.56% of total budget. All zone expenses are higher than expected budget, but will be in line with Amended budget.

Fund 27 - Before & After School Care (BASE49) Fund

For the period ending February 28, 2019 total revenue is $753,269 or 68.48% of budget and expenses year to date are $658,047 or 57.39% of budget to date.

Seven Elementary locations within District 49 offer Before and After School Expeditions. BASE49 reimburses each school for facility costs, which in turn supports schools with additional funds at the school level.

Fund 21 – Food Services Fund

For the period ending February 28, 2019, total revenue is $2,549,499 or 72.95%% of total budget. The majority of revenue comes from student purchases and reimbursement from the School Lunch Program.

Total expenditures are $2,246,126 or 70.42% of total budget. Overall expenses are higher than original budget, but will fall in line with Amended Budget.

The Food Services fund has been a self-sufficient fund, meaning it requires no support from the general fund. For several years this fund has helped support the general fund. The indirect cost has helped offset services shared by both departments of the district, such as the Business Office which processes all payments to vendors.

Fund 25 - Fee for Service Transportation Fund

For the period ending February 28, 2019, total revenue is $715,645 or 55.28% of total budget. The transportation fund is not a self-sufficient fund, meaning it requires revenue from the general fund in order to break even on a yearly basis. For those that qualify for free or reduced food services, the BOE supports those students with transfers that are done on their behalf to cover Transportation services as well as Board Approved Activity fees.

Expenses total $1,574,318 or 74.11% of budget. Expenses will fall in line with Amended budget.

Fund 64 – District Funded Health Insurance

For the period ending February 28, 2019, total revenue is $21,949,121 or 20% of total budget. Expenses to date are $2,625,968 or 26.94% of budget.

Fund 64 revenue is a combination of employees that sign up for health care benefits and the district's portion of the insurance premium. Expenses are in the form of heath care claims paid by the District. The District operates a self-funded plan through Anthem.

Fund 73 - Dane Balcon Scholarship Fund

This fund serves as a place holder as the District is the Fiscal Agent for this scholarship fund. For the period ending February 28, 2019, total revenue from interest income is $40. For the current fiscal year, no scholarships have been awarded and thus no expenses.

School Spending within General Fund

Falcon Zone as of February 28, 2019

Overall Falcon Zone total expenses are $17,045,205 or 66.00% of their anticipated budget.

Total Falcon zone level general fund expenditures are $442,929 or 59.86% of the total budget.

Bennett Ranch Elementary School

Total Membership count per CDE is 286. Free and/or reduced is 29% of total membership. General fund expenditures were $1,132,358 or 70.38% of their total budget. Expenses are expected to be in line with budget at fiscal yearend.

Falcon Elementary School of Technology

Total Membership count per CDE is 299. Free and/or reduced is 42% of total membership. General fund expenditures were $2,266,985 or 67.64% of their total budget. Expenses are expected to be in line with budget at fiscal yearend.

Meridian Ranch Elementary School

Total Membership count per CDE is 655. Free and/or reduced is 17% of total membership. General fund expenditures were $2,430,160 or 66.07% of their total budget.

Woodmen Hills Elementary School

Total Membership count per CDE is 552. Free and/or reduced is 21% of total membership. General fund expenditures were $2,741,960 or 65.81% of their total budget.

Falcon Middle School

Total Membership count per CDE is 986. Free and/or reduced is 27% of total membership. General fund expenditures were $3,931,212 or 68.27% of their total budget. Expenses are expected to be in line with budget at fiscal yearend.

Falcon High School

Total Membership count per CDE is 1,286. Free and/or reduced is 21% of total membership. General fund expenditures were $4,833,099 or 63.53% of their total budget.

Sand Creek Zone as of February 28, 2019

Sand Creek Zone total expenses are $16,018,816 or 63.25% of their anticipated budget.

Total Sand Creek zone level general fund expenditures are $677,871 or 41.92% of the total budget.

Evans International Elementary School

Total Membership count per CDE is 658. Free and/or reduced is 60% of total membership. General fund expenditures were $2,315,079 or 66.25% of their total budget.

Remington Elementary School

Total Membership count per CDE is 593. Free and/or reduced is 44% of total membership. General fund expenditures were $2,427,184 or 64.60% of their total budget.

Springs Ranch Elementary School

Total Membership count per CDE is 549. Free and/or reduced is 25% of total membership. General fund expenditures were $2,331,794 or 64.96% of their total budget.

Horizon Middle School

Total Membership count per CDE is 745. Free and/or reduced is 47% of total membership. General fund expenditures were $3,335,635 or 66.26% of their total budget.

Sand Creek High School

Total Membership count per CDE is 1,191. Free and/or reduced is 38% of total membership. General fund expenditures were $4,931,254 or 62.93% of their total budget.

Power Zone as of February 28, 2019

Overall Power Zone total expenses are $19,425,960 or 69.09% of anticipated budget.

The Power zone level general fund expenditures are $644,143 or 52.10% of their total budget.

Ridgeview Elementary School

Total Membership count per CDE is 816. Free and/or reduced is 20% of total membership. General fund expenditures were $2,740,532 or 67.83% of their total budget. Expenses are expected to be in line with budget at fiscal yearend.

Stetson Elementary School

Total Membership count per CDE is 541. Free and/or reduced is 37% of total membership. General fund expenditures were $2,473,254 or 72.48% of their total budget. Expenses are expected to be in line with budget at fiscal yearend.

Odyssey Elementary School

Total Membership count per CDE is 453. Free and/or reduced is 42% of total membership. General fund expenditures were $2,025,089 or 67.35% of their total budget. Expenses are expected to be in line with budget at fiscal yearend.

ALLIES

Total Membership count per CDE is 114. Free and/or reduced is 27% of total membership. General fund expenditures were $1,504,502 or 64.48% of their total budget. Expenses are expected to be in line with budget at fiscal yearend.

Skyview Middle School

Total Membership count per CDE is 1,135. Free and/or reduced is 32% of total membership. General fund expenditures were $4,225,984 or 69.78% of their total budget. Expenses are expected to be in line with budget at fiscal yearend.

Vista Ridge High School

Total Membership count per CDE is 1,678. Free and/or reduced is 25% of total membership. General fund expenditures were $5,812,456 or 72.37% of their total budget. Expenses are expected to be in line with budget at fiscal yearend.

iConnect Zone as of February 28, 2019
iConnect Zone total expenses are $4,359,905 or 65.04% of their anticipated budget.

This zone does not cover any specific geographical area within the district. Instead, it focuses on non-traditional learning including blended learning, home school and charter schools. Costs associated with helping manage the charter schools are paid for by the charter schools in the form of administration fees charged on a monthly basis based on the charter schools student numbers. iConnect zone level expenses are $662,844 or 90.55% of their total budget.

Patriot High School

Total Membership count per CDE is 91. General fund expenditures were $1,127,274 or 56.90% of their total budget.

Pikes Peak Early College

Total Membership count per CDE is 175. General fund expenditures were $713,494 or 69.32% of their total budget.

Springs Studio for Academic Excellence

Total Membership count per CDE is 410. Free and/or reduced is 11% of total membership. General fund expenditures were $1,416,475 or 62.75% of their total budget.

Falcon Home School Program

General fund expenditures were $439,818 or 62.50% of their total budget.

Internal Vendor Group
District 49's Internal Vendor Group includes Transportation, Facilities, Food Services and Information Technology and Security. Expenses within the General Fund to date are $7,848,607 or 79.60% of their total budget.

Internal Service Group
District 49's Internal Service Group includes the Business Office, Board of Education, Education Office, and Communications. These all support the schools in the education of students. Expenses within the General Fund $13,010,007 or 45.15% of their total budget.

ASSETS

	Cash	Accounts Receivable	Due From Other Funds	Inventory	**Total Assets**
Governmental					
General Funds					
Fund 10 General School Managed	$ 12,842,907	$ 29,603	$ 7,457,147	$ -	$ 20,329,657
Fund 12 General Grant Related	-	(47,043)	1,883	-	(45,160)
Fund 13 General Contingency	-	-	-	-	-
Fund 14 Mill Levy Override (MLO) old	2,898,606	-	-	-	2,898,606
Fund 15 Short Term Capital	(2,000,000)	318,757	-	-	(1,681,243)
Fund 16 Mill Levy Override MLO18C	2,531,005	-	3,049,266	-	5,580,271
Fund 17 Long Term Capital	2,023,502	-	139,026	-	2,162,529
Fund 18 District Mandated Insurance	-	-	203,090	-	203,090
Sub Total General Funds	*18,296,020*	*301,316*	*10,850,413*	*-*	*29,447,749*
Fund 19 Preschool	-	-	88,720	-	88,720
Special Revenue					
Fund 23 Student Fees	-	-	673,263	-	673,263
Fund 25 Transportation Fee For Service	49,609	158,204	-	-	207,813
Fund 22 State & Federal Grants	-	1,063,340	-	-	1,063,340
Fund 26 Local Grants	-	-	322,650	-	322,650
Fund 27 BASE 49	143,778	-	17,824	-	161,602
Sub Total Special Revenue	*193,387*	*1,221,544*	*1,013,738*	*-*	*2,428,668*
Fund 21 Food Service	*707,193*	*627,879*	*464,711*	*-*	*1,799,783*
Proprietary					
Fund 39 COP Repayments	3,657,118	-	-	-	3,657,118
Fund 43 Cash In Lieu of Land	-	-	1,383,161	-	1,383,161
Fund 49 Mill Levy Override P2 P3 P4	13,978,655	-	-	-	13,978,655
Fund 64 Self Funded Health Insurance	852,963	-	-	-	852,963
Fiduciary					
Fund 73 Dane Balcon Scholarships	2,691	-	2,071	-	4,762
Fund 74 Student Fundraising	913,839	27,387	52,786	-	994,013
	$ 57,091,273	$ 3,700,988	$ 25,719,749	$ -	$ 86,512,010

Less LIABILITIES

	Accounts Payable	Accrued Salaries	Due To Other Funds	Patron Balances	Unearned Revenue	Total Liabilities
Governmental						
General Funds						
Fund 10 General School Managed	$ 351,819	$ 11,543,389	$ 10,640,147	$ -	$ 108,289	**$ 22,643,644**
Fund 12 General Grant Related	22,244	21,787	590,326	-	-	**634,357**
Fund 13 General Contingency	-	-	201,972	-	-	**201,972**
Fund 14 Mill Levy Override (MLO) old	2,980	-	165,033	-	-	**168,013**
Fund 15 Short Term Capital	-	-	618,087	-	-	**618,087**
Fund 16 Mill Levy Override MLO18C	-	-	-	-	-	**-**
Fund 17 Long Term Capital	-	-	-	-	-	**-**
Fund 18 District Mandated Insurance	-	-	-	-	-	**-**
Sub Total General Funds	*377,043*	*11,565,176*	*12,215,565*	*-*	*108,289*	**24,266,073**
Fund 19 Preschool	*19,404*	*72,879*	*794*	*-*	*-*	**93,076**
Special Revenue						
Fund 23 Student Fees	7,823	-	46,567	-	(340,974)	**(286,583)**
Fund 25 Transportation Fee For Service	-	83,071	267,860	-	-	**350,932**
Fund 22 State & Federal Grants	73,361	31,557	552,589	-	4,142,639	**4,800,146**
Fund 26 Local Grants	799	-	-	-	375,195	**375,993**
Fund 27 BASE 49	-	66,381	-	-	-	**66,381**
Sub Total Special Revenue	*81,983*	*181,009*	*867,017*	*-*	*4,176,860*	**5,306,869**
Fund 21 Food Service	*47,401*	*161,926*	*35,478*	*235,926*	*-*	**480,731**
Proprietary						
Fund 39 COP Repayments	-	-	5,000	-	-	**5,000**
Fund 43 Cash In Lieu of Land	-	-	-	-	-	**-**
Fund 49 Mill Levy Override P2 P3 P4	111,606	-	328,904	-	-	**440,509**
Fund 64 Self Funded Health Insurance	207,523	-	368,377	-	-	**575,900**
Fiduciary						
Fund 73 Dane Balcon Scholarships	-	-	-	-	-	**-**
Fund 74 Student Fundraising	5,472	-	57,200	-	(929,175)	**(866,503)**
	$ 1,309,458	$ 23,727,174	$ 26,960,917	$ 235,926	$ 7,641,122	$ 59,874,598

	Net FUND BALANCE		
	Non Spendable / Committed at 6/30/2019	Tabor / Restricted Reserve at 6/30/2019	Assigned / Unrestricted at 6/30/2019
Governmental			
General Funds			
Fund 10 General School Managed	$ 5,847,934	$ 3,455,000	$ 940,624
Fund 12 General Grant Related	-	-	(812,041)
Fund 13 General Contingency	-	-	(128,580)
Fund 14 Mill Levy Override (MLO) old	-	7,025,614	-
Fund 15 Short Term Capital	-	-	-
Fund 16 Mill Levy Override MLO18C	-	4,764,956	-
Fund 17 Long Term Capital	-	-	754,162
Fund 18 District Mandated Insurance	474,849	-	-
Sub Total General Funds	**6,322,782**	**15,245,570**	**754,165**
Fund 19 Preschool	-	75,083	-
Special Revenue			
Fund 23 Student Fees	421,412	-	-
Fund 25 Transportation Fee For Service	-	-	-
Fund 22 State & Federal Grants	-	-	-
Fund 26 Local Grants	-	-	-
Fund 27 BASE 49	-	-	(0)
Sub Total Special Revenue	**421,412**	**-**	**(0)**
Fund 21 Food Service	110,857	1,142,256	-
Proprietary			
Fund 39 COP Repayments	-	7,568,784	-
Fund 43 Cash In Lieu of Land	-	-	1,080,205
Fund 49 Mill Levy Override P2 P3 P4	33,248,517	-	-
Fund 64 Self Funded Health Insurance	-	-	953,910
Fiduciary			
Fund 73 Dane Balcon Scholarships	-	-	4,722
Fund 74 Student Fundraising	-	-	872,470
	$ 46,847,762	$ 39,277,262	$ 4,419,636

GOVERNMENTAL

General Funds

	Fund 10 General School Managed	Fund 12 General Grant Related	Fund 13 General Contingency
ASSETS			
Cash	$ 12,842,907	$ -	$ -
Accounts Receivable	$ 29,603	$ (47,043)	$ -
Due From Other Funds	$ 7,457,147	$ 1,883	$ -
Inventory	$ -	$ -	$ -
Total Assets	$ 20,329,657	$ (45,160)	$ -
Less LIABILITIES			
Accounts Payable	$ 351,819	$ 22,244	$ -
Accrued Salaries	$ 11,543,389	$ 21,787	$ -
Due To Other Funds	$ 10,640,147	$ 590,326	$ 201,972
Patron Balances	$ -	$ -	$ -
Unearned Revenue	$ 108,289	$ -	$ -
Total Liabilities	$ 22,643,644	$ 634,357	$ 201,972
Net FUND BALANCE			
Non Spendable / Committed at 6/30/2018	$ 5,847,934	$ -	$ -
Tabor / Restricted Reserve at 6/30/2018	$ 3,455,000	$ -	$ -
Assigned / Unrestricted at 6/30/2018	$ 940,624	$ (812,041)	$ (128,580)
Fund Balance	$ 10,243,558	$ (812,041)	$ (128,580)
2018-2019 Estimated Change in Fund Balance	$ (12,557,545)	$ 132,524	$ (73,391)

	GOVERNMENTAL		
	General Funds		
	Fund 14 Mill Levy Override (MLO) old	Fund 15 Short Term Capital	Fund 16 Mill Levy Override MLO18C
ASSETS			
Cash	$ 2,898,606	$ (2,000,000)	$ 2,531,005
Accounts Receivable	$ -	$ 318,757	$ -
Due From Other Funds	$ -	$ -	$ 3,049,266
Inventory	$ -	$ -	$ -
Total Assets	*$ 2,898,606*	*$ (1,681,243)*	*$ 5,580,271*
Less LIABILITIES			
Accounts Payable	$ 2,980	$ -	$ -
Accrued Salaries	$ -	$ -	$ -
Due To Other Funds	$ 165,033	$ 618,087	$ -
Patron Balances	$ -	$ -	$ -
Unearned Revenue	$ -	$ -	$ -
Total Liabilities	*$ 168,013*	*$ 618,087*	*$ -*
Net FUND BALANCE			
Non Spendable / Committed at 6/30/2018	$ -	$ -	$ -
Tabor / Restricted Reserve at 6/30/2018	$ 7,025,614	$ -	$ 4,764,956
Assigned / Unrestricted at 6/30/2018	$ -	$ -	$ -
Fund Balance	*$ 7,025,614*	*$ -*	*$ 4,764,956*
2018-2019 Estimated Change in Fund Balance	$ (4,295,021)	$ (2,299,331)	$ 815,315

	GOVERNMENTAL				
	General Funds			*Special Revenue*	
	Fund 17 Long Term Capital	Fund 18 District Mandated Insurance	Fund 19 Preschool	Fund 23 Student Fees	Fund 25 Transportation Fee For Service
ASSETS					
Cash	$ 2,023,502	$ -	$ -	$ -	$ 49,609
Accounts Receivable	$ -	$ -	$ -	$ -	$ 158,204
Due From Other Funds	$ 139,026	$ 203,090	$ 88,720	$ 673,263	$ -
Inventory	$ -	$ -	$ -	$ -	$ -
Total Assets	*$ 2,162,529*	*$ 203,090*	*$ 88,720*	*$ 673,263*	*$ 207,813*
Less LIABILITIES					
Accounts Payable	$ -	$ -	$ 19,404	$ 7,823	$ -
Accrued Salaries	$ -	$ -	$ 72,879	$ -	$ 83,071
Due To Other Funds	$ -	$ -	$ 794	$ 46,567	$ 267,860
Patron Balances	$ -	$ -	$ -	$ -	$ -
Unearned Revenue	$ -	$ -	$ -	$ (340,974)	$ -
Total Liabilities	*$ -*	*$ -*	*$ 93,076*	*$ (286,583)*	*$ 350,932*
Net FUND BALANCE					
Non Spendable / Committed at 6/30/2018	$ -	$ 474,849	$ -	$ 421,412	$ -
Tabor / Restricted Reserve at 6/30/2018	$ -	$ -	$ 75,083	$ -	$ -
Assigned / Unrestricted at 6/30/2018	$ 754,162	$ -	$ -	$ -	$ -
Fund Balance	*$ 754,162*	*$ 474,849*	*$ 75,083*	*$ 421,412*	*$ -*
2018-2019 Estimated Change in Fund Balance	$ 1,408,367	$ (271,758)	$ (79,440)	$ 538,434	$ (143,119)

	GOVERNMENTAL			
	Special Revenue			
	Fund 22 State & Federal Grants	Fund 26 Local Grants	Fund 27 BASE 49	Fund 21 Food Service

ASSETS

Cash	$ -	$ -	$ 143,778	$ 707,193
Accounts Receivable	$ 1,063,340	$ -	$ -	$ 627,879
Due From Other Funds	$ -	$ 322,650	$ 17,824	$ 464,711
Inventory	$ -	$ -	$ -	$ -
Total Assets	*$ 1,063,340*	*$ 322,650*	*$ 161,602*	*$ 1,799,783*

Less LIABILITIES

Accounts Payable	$ 73,361	$ 799	$ -	$ 47,401
Accrued Salaries	$ 31,557	$ -	$ 66,381	$ 161,926
Due To Other Funds	$ 552,589	$ -	$ -	$ 35,478
Patron Balances	$ -	$ -	$ -	$ 235,926
Unearned Revenue	$ 4,142,639	$ 375,195	$ -	$ -
Total Liabilities	*$ 4,800,146*	*$ 375,993*	*$ 66,381*	*$ 480,731*

Net FUND BALANCE

Non Spendable / Committed at 6/30/2018	$ -	$ -	$ -	$ 110,857
Tabor / Restricted Reserve at 6/30/2018	$ -	$ -	$ -	$ 1,142,256
Assigned / Unrestricted at 6/30/2018	$ -	$ -	$ (0)	$ -
Fund Balance	*$ -*	*$ -*	*$ (0)*	*$ 1,253,113*
2018-2019 Estimated Change in Fund Balance	$ (3,736,806)	$ (53,343)	$ 95,222	$ 65,939

District 49

	PROPIETARY			

	Fund 39 COP Repayments	Fund 43 Cash In Lieu of Land	Fund 49 Mill Levy Override P2 P3 P4	Fund 64 Self Funded Health Insurance
ASSETS				
Cash	$ 3,657,118	$ -	$ 13,978,655	$ 852,963
Accounts Receivable	$ -	$ -	$ -	$ -
Due From Other Funds	$ -	$ 1,383,161	$ -	$ -
Inventory	$ -	$ -	$ -	$ -
Total Assets	*$ 3,657,118*	*$ 1,383,161*	*$ 13,978,655*	*$ 852,963*
Less LIABILITIES				
Accounts Payable	$ -	$ -	$ 111,606	$ 207,523
Accrued Salaries	$ -	$ -	$ -	$ -
Due To Other Funds	$ 5,000	$ -	$ 328,904	$ 368,377
Patron Balances	$ -	$ -	$ -	$ -
Unearned Revenue	$ -	$ -	$ -	$ -
Total Liabilities	*$ 5,000*	*$ -*	*$ 440,509*	*$ 575,900*
Net FUND BALANCE				
Non Spendable / Committed at 6/30/2018	$ -	$ -	$ 33,248,517	$ -
Tabor / Restricted Reserve at 6/30/2018	$ 7,568,784	$ -	$ -	$ -
Assigned / Unrestricted at 6/30/2018	$ -	$ 1,080,205	$ -	$ 953,910
Fund Balance	*$ 7,568,784*	*$ 1,080,205*	*$ 33,248,517*	*$ 953,910*
2018-2019 Estimated Change in Fund Balance	$ (3,916,666)	$ 302,957	$ (19,710,371)	$ (676,846)

	FIDUCIARY	

	Fund 73 Dane Balcon Scholarships	Fund 74 Student Fundraising
ASSETS		
Cash	$ 2,691	$ 913,839
Accounts Receivable	$ -	$ 27,387
Due From Other Funds	$ 2,071	$ 52,786
Inventory	$ -	$ -
Total Assets	*$ 4,762*	*$ 994,013*
Less LIABILITIES		
Accounts Payable	$ -	$ 5,472
Accrued Salaries	$ -	$ -
Due To Other Funds	$ -	$ 57,200
Patron Balances	$ -	$ -
Unearned Revenue	$ -	$ (929,175)
Total Liabilities	*$ -*	*$ (866,503)*
Net FUND BALANCE		
Non Spendable / Committed at 6/30/2018	$ -	$ -
Tabor / Restricted Reserve at 6/30/2018	$ -	$ -
Assigned / Unrestricted at 6/30/2018	$ 4,722	$ 872,470
Fund Balance	*$ 4,722*	*$ 872,470*
2018-2019 Estimated Change in Fund Balance	$ 40	$ 988,046

Falcon Zone

General Fund - School Managed F10

School	Membership Count per CDE F18-19	Free Reduced % FY18-19	Per Pupil Spend FY18-19	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	% used
Falcon Elementary School of Technology	299	42%	$ 4,992	$ 2,206,168	$ 1,492,742	$ 1,391,127	67.66%
Meridian Ranch Elementary	655	17%	$ 3,598	3,563,914	2,356,677	2,289,077	66.13%
Woodman Hills Elementary	552	21%	$ 4,861	4,105,290	2,683,102	2,902,136	65.36%
Bennett Ranch Elementary	286	29%	$ 3,943	1,606,892	1,127,749	-	70.18%
Falcon Middle School	986	27%	$ 3,928	5,526,643	3,872,993	3,601,630	70.08%
Falcon High School	1,286	21%	$ 3,659	7,209,174	4,705,486	4,626,108	65.27%
Falcon Zone Administration	-	-	-	491,380	395,254	214,127	80.44%
Falcon Zone Totals	**4,064**	**26%**		**$ 24,709,461**	**$ 16,634,002**	**$ 15,024,206**	**67.32%**

	Falcon Elementary School of Technology	Meridian Ranch Elementary	Woodman Hills Elementary	Bennett Ranch Elementary	Falcon Middle School	Falcon High School	Falcon Zone Administration	
General Fund Expenditures								
Salaries	$ 1,046,352	$ 1,685,770	$ 1,910,978	$ 780,929	$ 2,671,632	$ 3,096,542	$ 241,799	
Employee Benefits	331,747	533,871	613,823	258,315	884,749	1,007,230	69,866	
Purchased Prof & Tech Services	104	291	-	-	575	70,654	50,145	
Purchased Property Services	33,307	43,599	41,990	17,358	96,901	155,997	-	
Other Purchased Services	10,804	15,847	19,715	8,161	31,967	87,026	23,101	
Supplies	62,014	66,082	90,965	59,866	172,559	271,827	9,180	
Property	4,012	2,510	5,399	879	5,920	5,306	483	
Miscellaneous	4,403	5,324	232	2,241	8,690	10,903	680	
Other Use of Funds	-	3,384	-	-	-	-	-	
Total General Fund Expenditures	**$ 1,492,742**	**$ 2,356,677**	**$ 2,683,102**	**$ 1,127,749**	**$ 3,872,993**	**$ 4,705,486**	**$ 395,254**	**$ 16,634,002**
Personnel Expenditures	92.32%	94.19%	94.10%	92.15%	91.83%	87.21%	78.85%	
Implementation Expenditures	7.68%	5.81%	5.90%	7.85%	8.17%	12.79%	21.15%	
Other Fund Expenditures by School								
Capital Funds (F15, F17)	1,854.75	25,914.24	7,374.00	-	-	-	-	
Preschool (F19)	-	19,371.99	37,670.31	18,453.84	-	-	-	
Food Services (F21)	52,639	52,842	56,377	32,755	124,963	150,463	32,031	
Mill Levy Override Funds (F14, F16, F39, F49)	167,895	59,509	108,772	4,019,382	780,758	167,895	47,675	
Grant Funds (F22, F26)	116,078	76,382	59,452	40,485	84,695	235,165	-	
Pupil Activities (F23)	-	5,365	10,896	2,137	75,845	124,499	318	
Pupil Fundraising (F74)	4,853	47,195	42,634	11,062	41,066	196,218	6,534	
BASE 49 (F27)	30,336	64,476	45,066	23,804	-	-	-	
Total Fund Expenditures	**$ 1,866,398**	**$ 2,707,733**	**$ 3,051,344**	**$ 5,275,828**	**$ 4,980,319**	**$ 5,579,726**	**$ 481,812**	

Sand Creek Zone

District 49

General Fund - School Managed F10

School	Membership Count per CDE F18-19	Free Reduced % FY18-19	Per Pupil Spend FY18-19	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	% used
Evans International Elementary	658	60%	$ 3,488	$ 3,462,904	$ 2,295,056	$ 2,228,967	66.28%
Remington Elementary	593	44%	$ 3,996	3,693,848	2,369,839	2,255,645	64.16%
Springs Ranch Elementary	549	25%	$ 4,176	3,542,564	2,292,520	2,229,902	64.71%
Horizon Middle School	745	47%	$ 4,447	4,909,729	3,312,940	3,069,946	67.48%
Sand Creek High	1,191	38%	$ 4,103	7,621,091	4,887,044	4,628,009	64.13%
Sand Creek Zone Administration	-	-	-	1,310,321	641,115	609,763	48.93%
Sand Creek Zone Totals	**3,736**	**36%**		**$ 24,540,458**	**$ 15,798,515**	**$ 15,022,232**	**64.38%**

	Evans International Elementary	Remington Elementary	Springs Ranch Elementary	Horizon Middle School	Sand Creek High	Sand Creek Zone Administration	
General Fund Expenditures							
Salaries	$ 1,602,152	$ 1,698,609	$ 1,619,369	$ 2,293,101	$ 3,294,878	$ 359,530	
Employee Benefits	529,744	528,546	529,755	769,374	1,037,972	106,970	
Purchased Prof & Tech Services	(16)	-	-	8,025	111,930	119,834	
Purchased Property Services	22,244	27,081	33,232	70,046	118,114	748	
Other Purchased Services	25,564	18,764	17,578	28,057	48,203	9,905	
Supplies	100,874	92,932	88,680	125,991	258,081	43,178	
Property	6,339	2,707	3,552	16,114	2,284	-	
Miscellaneous	8,154	1,201	355	2,231	15,584	950	
Other Use of Funds	-	-	-	-	-	-	
Total General Fund Expenditures	**$ 2,295,056**	**$ 2,369,839**	**$ 2,292,520**	**$ 3,312,940**	**$ 4,887,044**	**$ 641,115**	**$ 15,798,515**
Personnel Expenditures	92.89%	93.98%	93.75%	92.44%	88.66%	72.76%	
Implementation Expenditures	7.11%	6.02%	6.25%	7.56%	11.34%	27.24%	
Other Fund Expenditures by School							
Preschool (F19)	$ -	$ 64,116	$ 53,119	$ -	$ -	$ -	
Food Services (F21)	55,640	53,352	44,665	126,331	116,885	30,193	
Mill Levy Override Funds (F14, F16, F39, F49)	205,773	74,255	285,931	197,510	167,895	36,756	
Grant Funds (F22, F26)	244,014	264,085	83,464	260,340	192,750	-	
Pupil Activities (F23)	27,272	7,218	13,324	55,800	149,260	-	
Pupil Fundraising (F74)	22,043	26,311	16,195	32,612	77,253	12,762	
BASE 49 (F27)	57,711	49,272	67,161	-	-	-	
Total Fund Expenditures	**$ 2,907,509**	**$ 2,908,449**	**$ 2,856,377**	**$ 3,985,533**	**$ 5,591,087**	**$ 720,826**	

Power Zone

District 49

	General Funds - School Managed F10	
		Monthly Target: 66.67%

School	Membership Count per CDE F18-19	Free Reduced % FY18-19	Per Pupil Spend FY18-19	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	% used
Ridgeview Elementary	816	20%	$ 3,338	$ 3,991,359	$ 2,723,962	$ 2,637,358	68.25%
Stetson Elementary	541	37%	$ 4,366	3,329,726	2,361,826	2,292,186	70.93%
Odyssey Elementary	453	42%	$ 4,331	2,911,743	1,962,157	1,896,856	67.39%
IVES	-	-	-	-	-	-	#DIV/0!
ALLIES	114	27%		1,204,591	801,847	495,866	66.57%
Skyview Middle	1,135	32%	$ 3,667	5,919,890	4,162,070	3,946,986	70.31%
Vista Ridge High	1,678	25%	$ 3,359	7,934,564	5,637,232	5,123,891	71.05%
Power Zone Administration	-	-	-	1,082,240	619,285	526,922	57.22%
Power Zone Totals	**4,737**	**23%**		**$ 26,374,113**	**$ 18,268,378**	**$ 16,920,065**	**69.27%**

	Ridgeview Elementary	Stetson Elementary	Odyssey Elementary	ALLIES	IVES	Skyview Middle	Vista Ridge High	Power Zone Administration	
General Fund Expenditures									
Salaries	$ 1,955,072	$ 1,655,115	$ 1,346,675	$ 579,236	$ -	$ 2,892,452	$ 3,868,540	$ 339,828	
Employee Benefits	599,812	546,099	454,693	168,026	-	984,482	1,225,464	98,540	
Purchased Prof & Tech Services	-	-	-	-	-	6,190	68,521	46,933	
Purchased Property Services	27,756	27,852	48,204	3,716	-	72,434	90,754	4,601	
Other Purchased Services	27,334	18,068	14,517	4,815	-	41,145	63,051	9,789	
Supplies	102,899	107,721	90,661	45,626	-	150,857	263,041	109,949	
Property	10,244	3,743	4,875	309	-	12,069	31,174	1,007	
Miscellaneous	845	3,227	2,533	119	-	2,442	26,687	55	
Other Use of Funds	-	-	-	-	-	-	-	8,582	
Total General Fund Expenditures	**$ 2,723,962**	**$ 2,361,826**	**$ 1,962,157**	**$ 801,847**	**$ -**	**$ 4,162,070**	**$ 5,637,232**	**$ 619,285**	**$ 18,268,378**
Personnel Expenditures	93.79%	93.20%	91.81%	93.19%	-	93.15%	90.36%	70.79%	
Implementation Expenditures	6.21%	6.80%	8.19%	6.81%	-	6.85%	9.64%	29.21%	
Other Fund Expenditures by School									
Capital Funds (F15, F17)	$ -	$ 62,895	$ -	$ 695,926	$ -	$ -	$ -	$ -	
District Insurance (F18)	-	-	-	-	-	-	-	-	
Preschool (F19)	33,042.57	56,168.80	48,567.37	-	-	-	-	-	
Food Services (F21)	55,680	59,927	51,832	-	-	183,810	163,501	29,912	
Transportation (F25)	-	-	-	-	-	-	-	-	
Mill Levy Override Funds (F14, F16, F39, F49)	166,328	238,217	359,868	6,728	9,610,853	246,314	167,895	24,858	
Grant Funds (F22, F26)	79,480	31,600	155,543	2,985	-	156,931	60,860	-	
Pupil Activities (F23)	16,551	7,380	(393)	2,938	-	21,380	156,777	-	
Pupil Fundraising (F74)	42,195	13,851	24,291	1,159	-	38,820	232,695	17,279	
BASE 49 (F27)	63,413	43,233	45,562	-	-	-	-	-	
Self Funded Health Insurances (F64)	-	-	-	-	-	-	-	-	
Dane Balcon Scholarships (73)	-	-	-	-	-	-	-	-	
Total Fund Expenditures	**$ 3,180,653**	**$ 2,875,098**	**$ 2,647,428**	**$ 1,511,584**	**$ 9,610,853**	**$ 4,809,325**	**$ 6,418,960**	**$ 691,335**	

iConnect Zone

District 49

					General Funds - School Managed F10			Monthly Target: 66.67%

School / Program	Membership Count per CDE F18-19	Free Reduced % FY18-19	Per Pupil Spend FY18-19	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	% used
Pikes Peak Early College	175	-	$ 4,051	$ 1,020,035	$ 708,931	$ 551,717	69.50%
Springs Studio for Academic Excellence	410	11%	$ 3,151	2,257,212	1,292,074	1,285,316	57.24%
Patriot High School	91	-	$ 11,233	1,808,917	1,022,198	1,016,064	56.51%
Falcon Home School	-	-	-	699,111	438,661	407,238	62.75%
iConnect Zone Totals	-	-	-	736,185	581,467	440,685	78.98%
CHARTERED SCHOOLS							
PPSEL	415	14%					
PTEC	267	21%					
BLRA	1,376	11%					
RMCA	1,632	15%					
ICA	705	14%					
LTA	318	-					
GOAL	4,153	60%					
iConnect Zone Totals	**9,542**			$ 6,521,460	$ 4,043,331	$ 3,701,021	62.00%

	Pikes Peak Early College	Springs Studio for Academic Excellence	Patriot High School	Falcon Home School	iConnect Zone Totals	
General Fund Expenditures						
Salaries	$ 313,219	$ 751,520	$ 607,827	$ 273,175	$ 344,704	
Employee Benefits	106,061	234,938	188,928	77,201	95,261	
Purchased Prof & Tech Services	952	1,960	(996)	-	105,211	
Purchased Property Services	3,034	12,290	25,604	69,053	2,428	
Other Purchased Services	227,635	61,261	12,373	3,955	9,278	
Supplies	48,372	147,310	98,349	13,929	22,130	
Property	9,581	27,403	86,443	(200)	300	
Miscellaneous	76	1,132	1,670	1,548	2,155	
Other Use of Funds	-	54,259	2,000	-	-	
Total Expenditures	**$ 708,931**	**$ 1,292,074**	**$ 1,022,198**	**$ 438,661**	**$ 581,467**	**$ 4,043,331**
Personnel Expenditures	59.14%	76.35%	77.95%	79.87%	75.66%	
Implementation Expenditures	40.86%	23.65%	22.05%	20.13%	24.34%	
Other Fund Expenditures by School						
Capital Funds (F15, F17)	$ -	$ 91,994	$ 33,005	$ -	$ -	
Food Services (F21)	-	-	16,821	-	-	
Mill Levy Override Funds (F14, F16, F39, F49)	4,563	167,895	167,895	1,156	81,377	
Grant Funds (F22, F26)	1,500	81,625	161,312	-	-	
Pupil Activities (F23)	656	4,392	-	2,879	-	
Pupil Fundraising (F74)	327	8,857	2,955	93	448	
Total Fund Expenditures	**$ 715,977**	**$ 1,646,838**	**$ 1,404,186**	**$ 442,790**	**$ 663,292**	

Internal Vendor Group

Department	Membership Count per CDE F18-19		Per Pupil Spend FY18-19		Total Budget FY19	Actuals to Date FY19	Previous Year to Date	% used
			General Funds - School Managed F10					Monthly Target: 66.67%
Facilities		$	117.20	$	2,267,949 $	1,548,618 $	1,599,890	68.28%
Transportation		$	138.83		2,389,239	1,834,316	1,217,564	76.77%
Warehouse / Food Services		$	2.90		49,558	38,372	36,883	77.43%
IT		$	192.51		3,281,412	2,543,619	2,295,727	77.52%
Security		$	17.12		314,023	226,145	181,694	72.02%
Miscellaneous		$	0.14		-	1,825	640	#DIV/0!
Internal Vendor Group Totals	**13,213**			**$**	**8,302,181 $**	**6,192,894 $**	**5,332,397**	**74.59%**

General Fund Expenditures	Facilities		Transportation		Food Services Warehouse		IT		Security		Miscellaneous	
Salaries	$	1,002,026	$	1,298,487	$	23,770	$	44,538	$	117,909	$	-
Employee Benefits		338,282		485,250		9,866		14,182		72,268		-
Purchased Prof & Tech Services		3,044		18,526		40		1,545,612		261		-
Purchased Property Services		30,576		17,671		266		5,103		-		-
Other Purchased Services		47,964		57,750		4,169		317,675		3,351		-
Supplies		108,621		433,760		11		128,367		26,761		-
Property		11,616		-		250		7,396		325		-
Miscellaneous		6,488		(477,127)		-		1,299		5,270		1,825
Other Use of Funds		-		-		-		479,448		-		-
Total Expenditures	**$**	**1,548,618**	**$**	**1,834,316**	**$**	**38,372**	**$**	**2,543,619**	**$**	**226,145**	**$**	**1,825**	**$ 6,192,894**
Personnel Expenditures		86.55%		97.24%		87.66%		2.31%		84.10%		0.00%
Implementation Expenditures		13.45%		2.76%		12.34%		97.69%		15.90%		100.00%
Other Fund Expenditures by School												
Capital Funds (F15, F17)	$	134,834	$	1,314,835	$	-	$	-	$	-	$	-
Food Services (F21)		-		-		835,528		-		-		-
Transportation (F25)		-		897,240		-		-		-		-
Mill Levy Override Funds (F14, F16, F39, F49)		127,868		-		-		-		127,188		-
Grant Funds (F22, F26)		-		246,027		-		-		-		-
Pupil Fundraising (F74)		-		10,189		-		-		-		-
Total Fund Expenditures	**$**	**1,811,319**	**$**	**4,302,607**	**$**	**835,528**	**$**	**2,543,619**	**$**	**353,333**	**$**	**1,825**

Internal Services Group

		General Funds - School Managed F10					Monthly Target: 66.67%

School	Membership Count per CDE F18-19	Free Reduced % FY18-19	Per Pupil Spend FY18-19	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	% used
Creekside			$ 8.49	$ 190,133	$ 112,224	$ 107,764	59.02%
Central Offices			$ 602.90	10,695,996	7,966,071	8,274,659	74.48%
Board of Education			$ 28.28	563,519	373,622	418,381	66.30%
Human Resources			$ 52.82	1,030,487	697,927	649,602	67.73%
Community Relations			$ 41.96	759,213	554,408	509,331	73.02%
Business Office			$ 98.80	1,841,674	1,305,489	1,212,009	70.89%
District Wide			$ 2.16	539,568	28,574	55,693	5.30%
Internal Services Group	**13,213**	**-**		**$ 15,620,589**	**$ 11,038,316**	**$ 11,227,438**	**70.67%**

		Creekside	Central Offices	Board of Education	Human Resources	Community Relations	Business Office	District Wide
General Fund Expenditures								
Salaries	$	51,355	$ 3,864,343	$ 262,941	$ 440,034	$ 268,512	$ 878,437	$ -
Employee Benefits		19,881	1,236,133	72,318	133,552	83,014	264,707	-
Purchased Prof & Tech Services		-	1,202,288	-	69,042	108,980	137,598	-
Purchased Property Services		11,694	53,032	3,278	2,918	-	3,747	-
Other Purchased Services		2,639	1,165,961	3,901	13,423	55,721	17,965	28,574
Supplies		23,262	348,012	30,403	30,698	35,890	7,605	-
Property		2,568	46,492	728	1,490	2,023	2,958	-
Miscellaneous		826	49,808	53	6,770	268	(7,528)	-
Other Use of Funds		-	-	-	-	-	-	-
Total Expenditures	**$**	**112,224**	**$ 7,966,071**	**$ 373,622**	**$ 697,927**	**$ 554,408**	**$ 1,305,489**	**$ 28,574**	**$ 11,038,316**
Personnel Expenditures		63.48%	64.03%	89.73%	82.18%	63.41%	87.56%	0.00%
Implementation Expenditures		36.52%	35.97%	10.27%	17.82%	36.59%	12.44%	100.00%
Other Fund Expenditures by School								
Capital Funds (F15, F17)	$	203,895	$ 30,544	$ -	$ 19,334	$ 81,122	$ 9,601	$ 613,542
District Insurance (F18)		-	-	-	-	-	-	871,758
Preschool (F19)		-	82,200	-	-	-	-	-
Mill Levy Override Funds (F14, F16, F39, F49)		-	68,488	47,821	-	-	-	8,174,628
Grant Funds (F22, F26)		-	1,801,057	23,255	165	-	52,064	-
Pupil Fundraising (F74)		-	25,265	-	-	-	562	-
BASE 49 (F27)		-	168,013	-	-	-	-	-
Self Funded Health Insurances (F64)		-	-	-	-	-	-	2,625,968
Total Fund Expenditures	**$**	**316,119**	**$ 10,141,637**	**$ 444,698**	**$ 717,427**	**$ 635,530**	**$ 1,367,715**	**$ 12,314,471**

Revenues	Total Budget FY19	General Funds 10-18 (plural) Actuals to Date FY19	Previous Year to Date	Monthly Target 66.67%
Local Revenue	$ 30,528,993	$ 10,916,575	$ 12,686,997	
State Revenue	167,949,028	111,805,554	100,106,220	
Federal Revenue	544,556	656,879	404,963	
Revenue Transfers	(83,988,334)	(60,009,130)	(47,786,556)	
Total Revenues	**$ 115,034,244**	**$ 63,369,877**	**$ 65,411,624**	**55.09%**
		-	-	
Expenditures by CDE Program				
Instructional Spend				
General Education	19,976,512	14,349,504	13,593,847	
Other Instructional	30,671,583	20,056,614	17,277,514	
Special Education	11,544,670	8,854,391	7,588,793	
Athletic Extracurricular	1,095,628	705,648	621,125	
Academic Extracurricular	255,970	219,896	176,852	
Support Services				
Student Support Services	8,163,279	5,300,489	4,791,666	
Instructional Staff Support	5,710,094	3,387,218	3,580,207	
Board Administration	1,327,565	842,021	596,343	
School Administration	10,631,676	6,880,942	6,178,684	
Business Services	2,198,361	1,688,192	1,972,020	
Operations & Maintenance	12,240,689	7,570,711	6,611,654	
Student Transportation	3,328,137	3,049,323	1,694,167	
Central Support Services	6,060,552	4,019,119	3,906,396	
Risk Management	1,525,865	984,338	2,099,554	
	-	-	-	
Food Services	1,700	11	-	
Facilities Acquisition & Construction	1,665,863	1,092,254	1,856,966	
Other Use of Funds	8,622,152	1,509,853	6,199,455	
Operating RESERVES	5,249,862	203	(14,615)	
Total Expenditures	**$ 130,270,160**	**$ 80,510,728**	**$ 78,730,626**	**61.80%**
Net Change in Fund Balance	**$ (15,235,916)**	**$ (17,140,851)**		
Fund Balances, beginning at 7/1/18	22,397,775	22,397,775		
Fund balances, ending (estimated)	**$ 7,161,859**	**$ 5,256,924**	**$ 22,397,775**	
Fund Balance in Relation to Expenses	**5.50%**	**6.53%**		

Revenues	Total Budget FY19	Food Service Fund 21 Actuals to Date FY19	Previous Year to Date	Monthly Target 70.00%
Local Revenue	$ 1,650,460	$ 1,175,834	$ 1,216,830	
State Revenue	29,756	68,144	58,223	
Federal Revenue	1,814,416	1,305,521	1,280,322	
Revenue Transfers	-	-	-	
Total Revenues	**$ 3,494,632**	**$ 2,549,499**	**$ 2,555,375**	**72.95%**

Expenditures by CDE Program

Instructional Spend

General Education	-	-	-	
Other Instructional	-	-	-	
Special Education	-	-	-	
Athletic Extracurricular	-	-	-	
Academic Extracurricular	-	-	-	

Support Services

Student Support Services	-	-	-	
Instructional Staff Support	-	-	-	
Board Administration	-	-	-	
School Administration	-	-	-	
Business Services	-	-	-	
Operations & Maintenance	-	-	-	
Student Transportation	8,100	5,080	3,674	
Central Support Services	-	-	-	
Risk Management	-	-	38,213	
	-	-	-	
Food Services	3,181,468	2,478,520	2,204,239	
Facilities Acquisition & Construction	-	-	-	
Other Use of Funds	-	-	-	
Operating RESERVES	337,245	-	-	
Total Expenditures	**$ 3,526,813**	**$ 2,483,599**	**$ 2,246,126**	**70.42%**

Net Change in Fund Balance	**$ (32,181)**	**$ 65,899**		
Fund Balances, beginning at 7/1/18	1,253,113	1,253,113		
Fund balances, ending (estimated)	**$ 1,220,932**	**$ 1,319,012**	**$ 1,253,113**	
Fund Balance in Relation to Expenses	**34.62%**	**53.11%**		

Revenues	Total Budget FY19	Grant Funds 22, 26 Actuals to Date FY19	Previous Year to Date	Monthly Target 66.67%
Local Revenue	$ 1,382,161	$ 166,967	$ 169,753	
State Revenue	905,917	362,130	233,878	
Federal Revenue	7,887,929	565,309	3,158,292	
Revenue Transfers	-	-	-	
Total Revenues	**$ 10,176,007**	**$ 1,094,406**	**$ 3,561,923**	**10.75%**

Expenditures by CDE Program

Instructional Spend

	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	
General Education	1,052,205	392,173	205,178	
Other Instructional	1,534,286	742,431	392,797	
Special Education	3,174,321	1,780,004	1,539,918	
Athletic Extracurricular	-	-	-	
Academic Extracurricular	6,124	2,126	3,198	
Support Services				
Student Support Services	1,013,602	1,168,286	717,181	
Instructional Staff Support	1,949,938	771,224	503,916	
Board Administration	180,854	97,806	94,377	
School Administration	229,250	45,286	138,909	
Business Services	131,359	198	3,169	
Operations & Maintenance	172,668	-	-	
Student Transportation	-	-	-	
Central Support Services	9,471	10,924	9,991	
Risk Management	24,392	-	-	
	-	-	-	
Food Services	1,845	1,836	-	
Facilities Acquisition & Construction	575,072	-	-	
Other Use of Funds	-	-	-	
Operating RESERVES	-	-	-	
Total Expenditures	**$ 10,055,386**	**$ 5,012,294**	**$ 3,608,633**	**49.85%**

Net Change in Fund Balance	**$ 120,622**	**$ (3,917,888)**		
Fund Balances, beginning at 7/1/18	-	-		
Fund balances, ending (estimated)	**$ 120,622**	**$ (3,917,888)**	**$ -**	
Fund Balance in Relation to Expenses	**1.20%**	**-78.17%**		

	Total Budget FY19	Pupil Activities Fund 23 Actuals to Date FY19	Previous Year to Date	Monthly Target 66.67%
Revenues				
Local Revenue	$ -	$ 1,222,931	$ 1,159,078	
State Revenue	-	-	-	
Federal Revenue	-	-	-	
Revenue Transfers	-	-	-	
Total Revenues	**$ -**	**$ 1,222,931**	**$ 1,159,078**	**#DIV/0!**

Expenditures by CDE Program

Instructional Spend

General Education	285,434	523,061	453,844	
Other Instructional	424,340	322,849	371,341	
Special Education	2,783	4,867	2,873	
Athletic Extracurricular	321,763	637,537	538,889	
Academic Extracurricular	76,445	86,170	109,954	

Support Services

Student Support Services	1,879	1,942	9,129	
Instructional Staff Support	24,302	16,769	35,532	
Board Administration	-	-	-	
School Administration	-	-	-	
Business Services	-	-	-	
Operations & Maintenance	-	-	-	
Student Transportation	-	-	-	
Central Support Services	-	-	-	
Risk Management	-	-	-	
	(15,722)	(26,742)	(496)	
Food Services	-	-	-	
Facilities Acquisition & Construction	-	-	-	
Other Use of Funds	-	-	-	
Operating RESERVES	-	-	-	
Total Expenditures	**$ 1,121,223**	**$ 1,566,454**	**$ 1,521,066**	**139.71%**

Net Change in Fund Balance	**$ (1,121,223)**	**$ (343,523)**		
Fund Balances, beginning at 7/1/18	421,412	421,412		
Fund balances, ending (estimated)	**$ (699,811)**	**$ 77,889**	**$ 421,412**	
Fund Balance in Relation to Expenses	**-62.41%**	**4.97%**		

Revenues	Total Budget FY19	Transportation Fund 25 Actuals to Date FY19	Previous Year to Date	Monthly Target 66.67%
Local Revenue	$ 824,618	$ 242,330	$ 191,409	
State Revenue	470,000	473,315	500,154	
Federal Revenue	-	-	-	
Revenue Transfers	-	-	-	
Total Revenues	**$ 1,294,618**	**$ 715,645**	**$ 691,563**	**55.28%**

Expenditures by CDE Program

Instructional Spend

General Education	-	-	-	
Other Instructional	-	-	-	
Special Education	-	-	-	
Athletic Extracurricular	-	-	-	
Academic Extracurricular	-	-	-	

Support Services

Student Support Services	-	-	-	
Instructional Staff Support	-	-	-	
Board Administration	-	-	-	
School Administration	-	-	-	
Business Services	310	922	-	
Operations & Maintenance	-	-	-	
Student Transportation	2,094,926	1,573,395	1,765,100	
Central Support Services	-	-	-	
Risk Management	29,000	-	41,809	
Food Services	-	-	-	
Facilities Acquisition & Construction	-	-	-	
Other Use of Funds	-	-	-	
Operating RESERVES	-	-	-	
Total Expenditures	**$ 2,124,236**	**$ 1,574,318**	**$ 1,806,909**	**74.11%**

Net Change in Fund Balance	**$ (829,618)**	**$ (858,672)**		
Fund Balances, beginning at 7/1/18	-	-		
Fund balances, ending (estimated)	**$ (829,618)**	**$ (858,672)**	**$ -**	
Fund Balance in Relation to Expenses	**-39.05%**			

Revenues	Total Budget FY19	BASE49 Fund 27 Actuals to Date FY19	Previous Year to Date	Monthly Target 66.67%
Local Revenue	$ 1,100,000	$ 753,269	$ 674,095	
State Revenue	-	-	-	
Federal Revenue	-	-	-	
Revenue Transfers	-	-	-	
Total Revenues	**$ 1,100,000**	**$ 753,269**	**$ 674,095**	**68.48%**

Expenditures by CDE Program

<u>Instructional Spend</u>

General Education	-	-	-	
Other Instructional	-	-	-	
Special Education	-	-	-	
Athletic Extracurricular	-	-	-	
Academic Extracurricular	677,865	521,069	443,122	

<u>Support Services</u>

Student Support Services	-	-	-	
Instructional Staff Support	-	-	-	
Board Administration	-	-	-	
School Administration	74,860	23,921	-	
Business Services	1,520	-	1,600	
Operations & Maintenance	102,240	27,590	79,708	
Student Transportation	-	-	-	
Central Support Services	-	-	-	
Risk Management	7,415	-	2,119	
	-	-	-	
Food Services	142,162	85,467	101,294	
Facilities Acquisition & Construction	-	-	-	
Other Use of Funds	-	-	-	
Operating RESERVES	140,548	-	-	
Total Expenditures	**$ 1,146,610**	**$ 658,047**	**$ 627,842**	**57.39%**

Net Change in Fund Balance	**$ (46,610)**	**$ 95,222**		
Fund Balances, beginning at 7/1/18	-	-		
Fund balances, ending (estimated)	**$ (46,610)**	**$ 95,222**	**$ -**	
Fund Balance in Relation to Expenses	**-4.07%**			

Revenues		Total Budget FY19		COP and Cash in Lieu of Funds 39, 43, 49 Actuals to Date FY19		Previous Year to Date
Local Revenue	$	100,000	$	910,865	$	490,067
State Revenue		-		-		-
Federal Revenue		-		-		-
Revenue Transfers		-		4,000,000		-
Total Revenues	**$**	**100,000**	**$**	**4,910,865**	**$**	**490,067**

Expenditures by CDE Program

Instructional Spend

General Education		-		-		-
Other Instructional		-		-		-
Special Education		-		-		-
Athletic Extracurricular		-		-		-
Academic Extracurricular		-		-		-

Support Services

Student Support Services		-		-		-
Instructional Staff Support		-		-		-
Board Administration		-		-		-
School Administration		-		-		-
Business Services		-		(177)		-
Operations & Maintenance		-		-		-
Student Transportation		-		-		-
Central Support Services		-		-		-
Risk Management		-		-		-
		-		-		-
Food Services		-		-		-
Facilities Acquisition & Construction		38,340,583		20,103,229		21,179,272
Other Use of Funds		3,000		8,131,894		4,996,947
Operating RESERVES		2,027,758		-		-
Total Expenditures	**$**	**40,371,341**	**$**	**28,234,946**	**$ 26,176,219**	**69.94%**

Net Change in Fund Balance	**$**	**(40,271,341)**	**$**	**(23,324,081)**		
Fund Balances, beginning at 7/1/18		41,897,506		41,897,506		
Fund balances, ending (estimated)	**$**	**1,626,165**	**$**	**18,573,425**	**$ 41,897,506**	
Fund Balance in Relation to Expenses		**4.03%**				

		Preschool Fund 19		**Monthly Target**
Revenues	**Total Budget FY19**	**Actuals to Date FY19**	**Previous Year to Date**	**66.67%**
Local Revenue	$ -	$ -	$ -	
State Revenue	-	-	-	
Federal Revenue	-	-	-	
Revenue Transfers	499,905	333,270	314,548	
Total Revenues	**$ 499,905**	**$ 333,270**	**$ 314,548**	**66.67%**
Expenditures by CDE Program				
Instructional Spend				
General Education	-	-	-	
Other Instructional	499,006	412,710	286,850	
Special Education	-	-	-	
Athletic Extracurricular	-	-	-	
Academic Extracurricular	-	-	-	
Support Services				
Student Support Services	-	-	-	
Instructional Staff Support	-	-	-	
Board Administration	-	-	-	
School Administration	-	-	-	
Business Services	-	-	-	
Operations & Maintenance	-	-	-	
Student Transportation	-	-	-	
Central Support Services	-	-	-	
Risk Management	900	-	1,007	
	-	-	-	
Food Services	-	-	-	
Facilities Acquisition & Construction	-	-	-	
Other Use of Funds	-	-	-	
Operating RESERVES	-	-	-	
Total Expenditures	**$ 499,906**	**$ 412,710**	**$ 287,857**	**82.56%**
Net Change in Fund Balance	**$ (1)**	**$ (79,440)**		
Fund Balances, beginning at 7/1/18	75,083	75,083		
Fund balances, ending (estimated)	**$ 75,082**	**$ (4,357)**	**$ 75,083**	
Fund Balance in Relation to Expenses	**15.02%**			

Pupil Fundraising Fund 74

Revenues	Total Budget FY19	Actuals to Date FY19	Previous Year to Date
Local Revenue	$ (639)	$ 1,943,772	$ 1,996,002
State Revenue	-	-	-
Federal Revenue	-	-	-
Revenue Transfers	-	-	-
Total Revenues	**$ (639)**	**$ 1,943,772**	**$ 1,996,002**

Expenditures by CDE Program

Instructional Spend

	Total Budget FY19	Actuals to Date FY19	Previous Year to Date
General Education	32,510	55,827	57,887
Other Instructional	348,899	351,222	359,582
Special Education	3,666	4,725	4,432
Athletic Extracurricular	421,364	594,271	865,375
Academic Extracurricular	1,118,524	877,980	945,939
Support Services			
Student Support Services	10,335	4,055	(6,058)
Instructional Staff Support	4,702	15,899	14,871
Board Administration	-	-	-
School Administration	-	-	-
Business Services	-	4,109	15,546
Operations & Maintenance	-	-	-
Student Transportation	-	-	-
Central Support Services	-	-	-
Risk Management	-	-	-
	43,546	51,915	44,016
Food Services	-	-	-
Facilities Acquisition & Construction	-	-	-
Other Use of Funds	-	-	-
Operating RESERVES	-	-	-
Total Expenditures	**$ 1,983,545**	**$ 1,960,002**	**$ 2,301,591** 98.81%

Net Change in Fund Balance	**$ (1,984,184)**	**$ (16,230)**	
Fund Balances, beginning at 7/1/18	872,470	872,470	
Fund balances, ending (estimated)	**$ (1,111,714)**	**$ 856,240**	**$ 872,470**
Fund Balance in Relation to Expenses	**-56.05%**		

Revenues		Total Budget FY19		Actuals to Date FY19		Previous Year to Date	Monthly Target 66.67%
District Health Insurance Fund 64							
Local Revenue	$	9,747,321	$	1,949,121	$	1,454,426	
State Revenue		-		-		-	
Federal Revenue		-		-		-	
Revenue Transfers		-		-		-	
Total Revenues	**$**	**9,747,321**	**$**	**1,949,121**	**$**	**1,454,426**	**20.00%**
Expenditures by CDE Program							
<u>Instructional Spend</u>							
General Education		-		-		-	
Other Instructional		-		-		-	
Special Education		-		-		-	
Athletic Extracurricular		-		-		-	
Academic Extracurricular		-		-		-	
<u>Support Services</u>							
Student Support Services		-		-		-	
Instructional Staff Support		-		-		-	
Board Administration		-		-		-	
School Administration		-		-		-	
Business Services		-		-		-	
Operations & Maintenance		-		-		-	
Student Transportation		-		-		-	
Central Support Services		9,597,321		2,625,968		2,866,820	
Risk Management		-		-		-	
Food Services		-		-		-	
Facilities Acquisition & Construction		-		-		-	
Other Use of Funds		-		-		-	
Operating RESERVES		150,000		-		-	
Total Expenditures	**$**	**9,747,321**	**$**	**2,625,968**	**$**	**2,866,820**	**26.94%**
Net Change in Fund Balance	**$**	**-**	**$**	**(676,846)**			
Fund Balances, beginning at 7/1/18		953,910		953,910			
Fund balances, ending (estimated)	**$**	**953,910**	**$**	**277,064**	**$**	**953,910**	
Fund Balance in Relation to Expenses		**9.79%**					

Dane Balcon
Schoolarships Fund 73

Revenues	Total Budget FY19	Actuals to Date FY19	Previous Year to Date
Local Revenue	$ -	$ 40	$ 32
State Revenue	-	-	-
Federal Revenue	-	-	-
Revenue Transfers	-	-	-
Total Revenues	**$ -**	**$ 40**	**$ 32**

Expenditures by CDE Program

Instructional Spend

General Education	-	-	-
Other Instructional	-	40	32
Special Education	-	-	-
Athletic Extracurricular	-	-	-
Academic Extracurricular	-	-	-

Support Services

Student Support Services	-	-	-
Instructional Staff Support	-	-	-
Board Administration	-	-	-
School Administration	-	-	-
Business Services	-	-	-
Operations & Maintenance	-	-	-
Student Transportation	-	-	-
Central Support Services	-	-	-
Risk Management	-	-	-
Food Services	-	-	-
Facilities Acquisition & Construction	-	-	-
Other Use of Funds	-	-	-
Operating RESERVES	-	-	-
Total Expenditures	**$ -**	**$ 40**	**$ 32** #DIV/0!

Net Change in Fund Balance	**$ -**	**$ 0**	
Fund Balances, beginning at 7/1/18	4,722	4,722	
Fund balances, ending (estimated)	**$ 4,722**	**$ 4,722**	**$ 4,722**
Fund Balance in Relation to Expenses	#DIV/0!		

	Falcon Elementary			Meridian Ranch Elementary		
Student Fees by Program	Revenue	Expenses	Balance	Revenue	Expenses	Balance
1st Grade - 0011	$ 420	$ -	$ 420	$ 2,418	$ 710	$ 1,707
2nd Grade - 0012	421	-	$ 421	1,493	469	$ 1,023
3rd Grade - 0013	519	-	$ 519	1,445	403	$ 1,042
4th Grade - 0014	226	-	$ 226	2,090	1,206	$ 884
5th Grade - 0015	35	-	$ 35	1,929	-	$ 1,929
Kidgergarten - 0019	-	-	$ -	3,190	2,095	$ 1,095
Library - 0080	8	-	$ 8	40	7	$ 33
Field Trips - 0089	-	-	$ -	-	-	$ -
Art - 0210	-	-	$ -	-	-	$ -
PE - 0800	14	-	$ 14	5	-	$ 5
Music - 0212	-	-	$ -	-	-	$ -
Music - 1210	4	-	$ 4	100	474	$ (374)
Choir - 1241	-	-	$ -	4,223	-	$ 4,223
XX - 0250	-	-	$ -	-	-	$ -
Band - 1251	-	-	$ -	5,057	-	$ 5,057
Technology - 1610	930	-	$ 930	13	-	$ 13
Yearbook - 1903	-	-	$ -	240	-	$ 240
xx - 1969	-	-	$ -	-	-	$ -
xx - 0843	-	-	$ -	-	-	$ -
xx - 1845	-	-	$ -	-	-	$ -
Grant - 2001	-	-	$ -	-	-	$ -
Grant - 2003	-	-	$ -	-	-	$ -
Grant - 2004	-	-	$ -	-	-	$ -
	$ 2,576	$ -	$ 2,576	$ 22,242	$ 5,365	$ 16,877

Student Fees by Program	Woodmen Hills Elementary			Bennett Ranch Elementary		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance
1st Grade - 0011	$ 1,340	$ 286	$ 1,054	$ 1,126	$ 534	$ 591
2nd Grade - 0012	1,188	1,540	$ (352)	690	63	$ 628
3rd Grade - 0013	3,162	1,795	$ 1,366	780	123	$ 658
4th Grade - 0014	2,429	982	$ 1,448	705	143	$ 562
5th Grade - 0015	2,030	982	$ 1,048	713	350	$ 363
Kidgergarten - 0019	2,935	1,838	$ 1,097	884	245	$ 639
Library - 0080	550	-	$ 550	73	-	$ 73
Field Trips - 0089	5,480	1,345	$ 4,135	-	-	$ -
Art - 0210	996	-	$ 996	480	-	$ 480
PE - 0800	11	-	$ 11	-	-	$ -
Music - 0212	-	-	$ -	165	479	$ (314)
Music - 1210	28	-	$ 28	-	-	$ -
Choir - 1241	4,814	1,564	$ 3,251	310	202	$ 108
XX - 0250	-	-	$ -	-	-	$ -
Band - 1251	3,546	566	$ 2,980	-	-	$ -
Technology - 1610	457	-	$ 457	-	-	$ -
Yearbook - 1903	1,157	-	$ 1,157	-	-	$ -
xx - 1969	-	-	$ -	-	-	$ -
xx - 0843	-	-	$ -	-	-	$ -
xx - 1845	-	-	$ -	-	-	$ -
Grant - 2001	-	-	$ -	-	-	$ -
Grant - 2003	(1,157)	-	$ (1,157)	-	-	$ -
Grant - 2004	-	-	$ -	-	-	$ -
	$ 28,965	$ 10,896	$ 18,068	$ 5,925	$ 2,137	$ 3,788

Student Fees by Program	Evans Elementary		
	Revenue	Expenses	Balance
1st Grade - 0011	$ 3,747	$ 3,922	$ (175)
2nd Grade - 0012	5,187	4,103	$ 1,084
3rd Grade - 0013	6,350	3,863	$ 2,487
4th Grade - 0014	10,371	4,508	$ 5,863
5th Grade - 0015	45,968	18,617	$ 27,351
Kidgergarten - 0019	4,855	3,279	$ 1,576
Library - 0080	2,139	-	$ 2,139
Field Trips - 0089	-	-	$ -
Art - 0210	-	-	$ -
PE - 0800	465	-	$ 465
Music - 0212	-	-	$ -
Music - 1210	26	-	$ 26
Choir - 1241	(296)	-	$ (296)
XX - 0250	-	-	$ -
Band - 1251	-	-	$ -
Technology - 1610	-	-	$ -
Yearbook - 1903	-	-	$ -
xx - 1969	-	-	$ -
xx - 0843	-	-	$ -
xx - 1845	-	-	$ -
Grant - 2001	(11,020)	(11,020)	$ -
Grant - 2003	-	-	$ -
Grant - 2004	-	-	$ -
	$ 67,792	$ 27,272	$ 40,519

Student Fees by Program	Remington Elementary			Springs Ranch Elementary			Ridg
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue
1st Grade - 0011	$ 3,868	$ 1,775	$ 2,092	$ 2,068	$ 1,382	$ 686	$ 3,845
2nd Grade - 0012	1,336	-	$ 1,336	2,797	1,829	$ 969	2,642
3rd Grade - 0013	1,456	60	$ 1,396	4,061	1,956	$ 2,105	3,221
4th Grade - 0014	2,107	503	$ 1,603	2,226	1,667	$ 558	3,261
5th Grade - 0015	2,555	1,468	$ 1,087	4,620	1,183	$ 3,437	2,899
Kidgergarten - 0019	2,943	-	$ 2,943	3,083	3,001	$ 83	2,617
Library - 0080	-	-	$ -	142	-	$ 142	88
Field Trips - 0089	-	-	$ -	-	-	$ -	-
Art - 0210	2,475	236	$ 2,239	-	-	$ -	383
PE - 0800	-	-	$ -	(92)	-	$ (92)	190
Music - 0212	3,074	924	$ 2,150	-	-	$ -	-
Music - 1210	-	-	$ -	-	-	$ -	746
Choir - 1241	-	-	$ -	2,357	575	$ 1,782	6,381
XX - 0250	-	-	$ -	-	-	$ -	1,260
Band - 1251	-	-	$ -	-	-	$ -	-
Technology - 1610	-	-	$ -	-	-	$ -	1,134
Yearbook - 1903	664	-	$ 664	414	-	$ 414	-
xx - 1969	1,258	1,258	$ -	-	-	$ -	-
xx - 0843	-	385	$ (385)	1,701	-	$ 1,701	-
xx - 1845	1,747	609	$ 1,138	30	1,732	$ (1,702)	-
Grant - 2001	17	-	$ 17	-	-	$ -	-
Grant - 2003	-	-	$ -	-	-	$ -	-
Grant - 2004	-	-	$ -	-	-	$ -	-
	$ 23,499	$ 7,218	$ 16,281	$ 23,408	$ 13,324	$ 10,084	$ 28,667

Student Fees by Program	eview Elementary Expenses	Balance
1st Grade - 0011	$ 2,590	$ 1,255
2nd Grade - 0012	1,462	$ 1,180
3rd Grade - 0013	1,495	$ 1,726
4th Grade - 0014	2,639	$ 623
5th Grade - 0015	2,543	$ 356
Kidgergarten - 0019	1,463	$ 1,155
Library - 0080	49	$ 39
Field Trips - 0089	-	$ -
Art - 0210	257	$ 126
PE - 0800	27	$ 162
Music - 0212	-	$ -
Music - 1210	1,236	$ (490)
Choir - 1241	2,080	$ 4,301
XX - 0250	515	$ 745
Band - 1251	-	$ -
Technology - 1610	194	$ 940
Yearbook - 1903	-	$ -
xx - 1969	-	$ -
xx - 0843	-	$ -
xx - 1845	-	$ -
Grant - 2001	-	$ -
Grant - 2003	-	$ -
Grant - 2004	-	$ -
	$ 16,551	$ 12,116

Student Fees by Program	Stetson Elementary			Odyssey Elementary			
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue
1st Grade - 0011	$ 781	$ 1,142	$ (361)	2,643	$ (1,135)	$ 3,778	$ -
2nd Grade - 0012	1,597	1,368	$ 228	1,441	242	$ 1,199	433
3rd Grade - 0013	1,842	635	$ 1,207	2,047	679	$ 1,368	1,475
4th Grade - 0014	1,019	1,749	$ (730)	3,142	306	$ 2,836	1,497
5th Grade - 0015	1,941	485	$ 1,456	2,668	(382)	$ 3,050	748
Kidgergarten - 0019	1,627	1,119	$ 508	1,350	(103)	$ 1,453	7
Library - 0080	551	721	$ (170)	-	-	$ -	-
Field Trips - 0089	-	-	$ -	-	-	$ -	-
Art - 0210	2	-	$ 2	-	-	$ -	-
PE - 0800	-	-	$ -	-	-	$ -	-
Music - 0212	-	-	$ -	-	-	$ -	-
Music - 1210	-	-	$ -	-	-	$ -	400
Choir - 1241	326	162	$ 164	-	-	$ -	-
XX - 0250	-	-	$ -	-	-	$ -	-
Band - 1251	-	-	$ -	-	-	$ -	-
Technology - 1610	-	-	$ -	-	-	$ -	145
Yearbook - 1903	70	-	$ 70	127	-	$ 127	-
xx - 1969	-	-	$ -	-	-	$ -	-
xx - 0843	-	-	$ -	-	-	$ -	-
xx - 1845	-	-	$ -	-	-	$ -	-
Grant - 2001	-	-	$ -	-	-	$ -	-
Grant - 2003	-	-	$ -	-	-	$ -	-
Grant - 2004	-	-	$ -	-	-	$ -	-
	$ 9,755	$ 7,380	$ 2,374	$ 13,418	$ (393)	$ 13,811	$ 4,705

Student Fees by Program	ALLIES Expenses	Balance
1st Grade - 0011	$ -	$ -
2nd Grade - 0012	346	$ 87
3rd Grade - 0013	889	$ 586
4th Grade - 0014	681	$ 815
5th Grade - 0015	1,022	$ (274)
Kidgergarten - 0019	-	$ 7
Library - 0080	-	$ -
Field Trips - 0089	-	$ -
Art - 0210	-	$ -
PE - 0800	-	$ -
Music - 0212	-	$ -
Music - 1210	-	$ 400
Choir - 1241	-	$ -
XX - 0250	-	$ -
Band - 1251	-	$ -
Technology - 1610	-	$ 145
Yearbook - 1903	-	$ -
xx - 1969	-	$ -
xx - 0843	-	$ -
xx - 1845	-	$ -
Grant - 2001	-	$ -
Grant - 2003	-	$ -
Grant - 2004	-	$ -
	$ 2,938	$ 1,766

Student Fees by Program	Falcon Middle Revenue	Expenses	Balance	Horizon Middle Revenue	Expenses	Balance	Skyview Middle Revenue	Expenses	Balance
6th Grade - 0016	$ -	$ -	$ -	$ 13,073	$ 11,086	$ 1,988	$ -	$ -	$ -
7th Grade - 0017	-	-	$ -	11,863	9,185	$ 2,679	-	-	$ -
8th Grade - 0018	-	-	$ -	12,422	8,430	$ 3,993	-	-	$ -
Mini Course - 0020	18,733	19,148	$ (414)	-	-	$ -	-	-	$ -
6th Grade - 0026	36,602	29,415	$ 7,187	2,679	771	$ 1,908	5,696	2,680	$ 3,015
7th Grade - 0027	5,418	2,077	$ 3,341	4,760	566	$ 4,194	6,000	3,215	$ 2,786
8th Grade - 0028	3,716	394	$ 3,322	3,081	129	$ 2,952	7,182	3,365	$ 3,817
G/T - 0070	-	-	$ -	-	-	$ -	243	-	$ 243
Library - 0080	526	145	$ 381	75	-	$ 75	996	-	$ 996
ELL - 0091	-	-	$ -	-	-	$ -	243	106	$ 137
xx - 0096	-	-	$ -	-	-	$ -	5	-	$ 5
Textbook Fee - 0099	1,266	-	$ 1,266	9	-	$ 9	-	-	$ -
Art - 0210	4,076	2,866	$ 1,209	-	-	$ -	4,622	157	$ 4,465
Reading - 0500	-	-	$ -	-	-	$ -	501	39	$ 461
Communications - 0553	-	-	$ -	-	-	$ -	243	-	$ 243
Broadcasting - 0554	-	-	$ -	-	-	$ -	250	-	$ 250
Drama - 0560	849	646	$ 203	-	-	$ -	988	433	$ 555
Foreign Language - 0600	-	-	$ -	-	-	$ -	243	-	$ 243
PE - 0800	-	-	$ -	14,888	3,757	$ 11,131	4,336	-	$ 4,336
Intramural PE - 0801	-	-	$ -	-	-	$ -	243	-	$ 243
xx - 0819	-	-	$ -	-	-	$ -	50	995	$ (945)
Family/Consumer Science - 0900	3,048	969	$ 2,079	-	-	$ -	3,505	734	$ 2,770
Engineering/Robitics - 1032	-	-	$ -	-	-	$ -	133	80	$ 53
Woodshop - 1060	-	-	$ -	5	-	$ 5	-	-	$ -
Math - 1100	-	-	$ -	-	-	$ -	876	-	$ 876
Choir - 1241	110	-	$ 110	55	-	$ 55	2,880	1,381	$ 1,499
Show Choir - 1242	32	-	$ 32	-	-	$ -	-	-	$ -
Solo/Ensemble - 1243	232	480	$ (248)	-	-	$ -	-	-	$ -
Band - 1251	1,823	1,229	$ 594	2,442	1,701	$ 741	960	704	$ 256
Orchestra - 1255	-	-	$ -	1,292	1,963	$ (671)	-	-	$ -
Science - 1310	135	1,323	$ (1,188)	-	-	$ -	-	-	$ -
Technology - 1610	2,996	1,829	$ 1,167	290	-	$ 290	1,860	-	$ 1,860
SPED -1700	-	-	$ -	-	-	$ -	2,783	2,085	$ 698
General Athletic - 1805	-	-	$ -	-	-	$ -	-	-	$ -
Girls Basketball - 1815	2,542	2,179	$ 363	1,800	2,055	$ (255)	3,096	966	$ 2,131

Student Fees by Program	Falcon Middle			Horizon Middle			Skyview Middle		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
Spirit Club - 1817	-	-	$ -	-	-	$ -	261	20	$ 241
Softball - 1827	(16)	-	$ (16)	(8)	99	$ (107)	204	-	$ 204
Volleyball - 1832	1,950	2,023	$ (73)	1,025	1,663	$ (638)	2,081	790	$ 1,291
Boys Basketball - 1845	1,804	2,840	$ (1,036)	1,800	3,102	$ (1,302)	2,819	687	$ 2,133
Football - 1850	4,630	3,905	$ 724	4,223	4,181	$ 42	6,078	1,080	$ 4,998
Wrestling - 1863	2,414	945	$ 1,469	2,025	376	$ 1,649	3,434	372	$ 3,062
Cross Country - 1878	3,116	3,075	$ 41	708	1,242	$ (535)	3,552	1,051	$ 2,500
Track - 1890	(6)	-	$ (6)	2,951	5,494	$ (2,543)	3,797	-	$ 3,797
Principal Discretionary - 1900	692	287	$ 405	-	-	$ -	111	-	$ 111
Yearbook - 1903	-	-	$ -	440	-	$ 440	8,005	-	$ 8,005
Student Council - 1953	-	-	$ -	-	-	$ -	173	-	$ 173
NJHS - 1954	215	-	$ 215	510	-	$ 510	551	-	$ 551
FCCLA - 1961	-	-	$ -	-	-	$ -	628	441	$ 187
Art Honor Society - 1965	259	68	$ 191	-	-	$ -	-	-	$ -
Lego Club - 1966	33	-	$ 33	-	-	$ -	-	-	$ -
Grant 1 - 2001	-	-	$ -	-	-	$ -	-	-	$ -
Grant 2 - 2002	(4,233)	-	$ (4,233)	-	-	$ -	-	-	$ -
	$ 92,962	$ 75,845	$ 17,117	$ 82,406	$ 55,800	$ 26,606	$ 79,625	$ 21,380	$ 58,245

Student Fees by Program	Falcon High Revenue	Expenses	Balance	Sand Creek High Revenue	Expenses	Balance	Vista Ridge High Revenue	Expenses	Balance
PSAT -0030	$ -	$ -	$ -	$ 1,039	$ 360	$ 679	$ -	$ -	$ -
Class fees - 0031	-	-	$ -	79	19	$ 60	-	-	$ -
9th Grade - 0032	-	-	$ -	3,248	1,362	$ 1,886	-	-	$ -
10th Grade - 0033	-	-	$ -	4,286	1,521	$ 2,764	-	-	$ -
11th Grade - 0034	-	-	$ -	5,528	1,999	$ 3,529	-	-	$ -
11th Grade - 0034	-	-	$ -	5,113	2,203	$ 2,910	-	-	$ -
Library - 0080	1,270	1,000	$ 270	379	-	$ 379	-	-	$ -
Summer School - 0096	2,600	1,840	$ 760	175	-	$ 175	4,100	3,519	$ 581
AP Exams - 0098	1,102	1,761	$ (659)	8,342	-	$ 8,342	1,129	-	$ 1,129
Textbook Fee - 0099	149	-	$ 149	4,283	2,155	$ 2,128	-	-	$ -
AP Art - 0200	-	-	$ -	15	-	$ 15	706	17	$ 689
Art - 0210	3,582	-	$ 3,582	169	164	$ 5	122	-	$ 122
Graphic Desgn - 0220	2,138	796	$ 1,342	3,101	1,856	$ 1,245	1,993	381	$ 1,612
49 Design Fee - 0222	209	-	$ 209	558	-	$ 558	-	-	$ -
3D Art - 0225	11,384	1,015	$ 10,369	4,705	2,720	$ 1,985	3,993	1,783	$ 2,210
3D Art - 0226	7,978	2,905	$ 5,073	4,803	1,709	$ 3,093	2,158	911	$ 1,247
AMDED Printing - 0229	-	-	$ -	20	-	$ 20	-	-	$ -
Art II - 0230	-	-	$ -	315	284	$ 31	534	-	$ 534
Ceramics - 0232	173	-	$ 173	4,228	1,466	$ 2,761	4,276	4,566	$ (290)
Ceramics II - 0233	-	-	$ -	1,905	831	$ 1,074	-	-	$ -
Beginning Drawing - 0240	49	-	$ 49	22	-	$ 22	-	-	$ -
Diploma Project - 0249	-	-	$ -	277	-	$ 277	-	-	$ -
Painting - 0250	-	-	$ -	56	48	$ 8	840	1,417	$ (577)
Digital Photo - 0260	4,365	-	$ 4,365	7,686	4,071	$ 3,614	3,927	1,725	$ 2,202
AP Art - 0290	1,323	50	$ 1,273	5	-	$ 5	221	38	$ 183
2D Art - 0292	940	-	$ 940	1,895	154	$ 1,741	626	886	$ (259)
3D Art - 0293	-	-	$ -	420	7	$ 413	-	-	$ -
Visual Art - 0294	-	-	$ -	835	159	$ 676	-	-	$ -
English - 0500	24	-	$ 24	528	-	$ 528	18	-	$ 18
AP English - 0519	-	-	$ -	-	-	$ -	1,807	262	$ 1,546
AP Lit. - 0531	-	-	$ -	-	-	$ -	1,380	129	$ 1,251
English Lit - 0532	-	-	$ -	-	-	$ -	260	71	$ 189
American Lit. - 0539	-	-	$ -	-	-	$ -	1,011	88	$ 923
AP Lang & Comp - 0549	-	-	$ -	-	-	$ -	4,515	44	$ 4,471
One Act Play - 0560	681	240	$ 441	67	-	$ 67	1,250	49	$ 1,201
Drama - 0564	4,082	-	$ 4,082	-	-	$ -	-	-	$ -
Tech Theater - 0566	4,739	-	$ 4,739	-	-	$ -	1,251	1,954	$ (703)
Foreign Lan - 0600	-	-	$ -	-	-	$ -	4,021	897	$ 3,124
American Sign Lang - 0629	-	-	$ -	-	-	$ -	1,979	2,040	$ (62)
PE - 0800	14,855	6,133	$ 8,722	-	-	$ -	-	-	$ -
Adventrure PE - 0801	-	-	$ -	-	-	$ -	1,765	2,155	$ (390)
Interior Design - 0927	-	-	$ -	-	-	$ -	2	-	$ 2
Landscape Design - 1011	750	-	$ 750	-	-	$ -	-	-	$ -
Film making - 1023	-	-	$ -	-	-	$ -	1,640	-	$ 1,640
Engineering/Robitics - 1032	-	-	$ -	5,195	112	$ 5,083	20	-	$ 20
Woodshop - 1060	-	-	$ -	2,724	2,092	$ 632	-	-	$ -
IB Design Tech - 1090	-	-	$ -	404	-	$ 404	-	-	$ -

Student Fees by Program	Falcon High			Sand Creek High			Vista Ridge High		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
Math - 1100	-	-	$ -	-	-	$ -	3,398	-	$ 3,398
Music Theory - 1211	-	-	$ -	-	-	$ -	381	-	$ 381
Choir - 1241	60	112	$ (52)	73	15	$ 58	2,352	4,038	$ (1,686)
Womens Select -1242	-	-	$ -	1,246	603	$ 643	30	-	$ 30
Solo/Ensemble - 1243	350	182	$ 168	180	80	$ 100	-	-	$ -
Concert Choir - 1244	1,940	956	$ 984	1,194	494	$ 700	30	-	$ 30
Women's Ensemble - 1245	138	-	$ 138	3,442	1,209	$ 2,234	13	-	$ 13
Chamber Choir - 1246	382	-	$ 382	443	190	$ 253	-	-	$ -
Mens Ensemble - 1247	-	-	$ -	575	494	$ 81	-	-	$ -
All State - 1249	-	-	$ -	(100)	-	$ (100)	-	-	$ -
Concert Band - 1251	2,025	-	$ 2,025	4,017	3,217	$ 800	3,742	510	$ 3,232
Marching Band - 1252	4,007	2,132	$ 1,875	5,991	4,645	$ 1,346	4,150	6,826	$ (2,676)
Symphonic Band - 1253	1,060	-	$ 1,060	-	-	$ -	-	-	$ -
Wind Ensemble - 1254	1,406	816	$ 590	-	-	$ -	-	-	$ -
Women's Ensemble - 1255	1,470	591	$ 879	-	-	$ -	-	-	$ -
Strings -1256	1,359	-	$ 1,359	-	-	$ -	-	-	$ -
Jazz Band - 1257	479	-	$ 479	-	-	$ -	-	-	$ -
Guitar - 1258	869	103	$ 766	600	420	$ 180	-	-	$ -
Other Instrument - 1259	912	-	$ 912	90	-	$ 90	-	-	$ -
Musical - 1270	-	-	$ -	1,234	-	$ 1,234	-	-	$ -
Science - 1310	4,412	1,285	$ 3,127	36	-	$ 36	301	76	$ 225
Environmental Science - 1324	-	-	$ -	-	-	$ -	243	-	$ 243
Anatomy - 1325	628	-	$ 628	-	-	$ -	2,007	368	$ 1,639
Biology - 1328	-	-	$ -	-	-	$ -	7,707	353	$ 7,353
AP Biology - 1329	2,392	1,429	$ 964	-	-	$ -	1,250	70	$ 1,180
Phys Sci - 1330	-	-	$ -	-	-	$ -	2,150	-	$ 2,150
AP Chemisty - 1331	1,788	-	$ 1,788	-	-	$ -	2,706	149	$ 2,557
Physics - 1332	-	-	$ -	-	-	$ -	102	-	$ 102
AP Physics - 1333	-	-	$ -	-	-	$ -	63	-	$ 63
Linear Physics - 1334	-	-	$ -	-	-	$ -	-	(61)	$ 61
Astrophysics - 1335	-	-	$ -	-	-	$ -	-	-	$ -
Other Physical Science - 1339	6,241	-	$ 6,241	-	-	$ -	22	-	$ 22
Astronomy - 1341	-	-	$ -	-	-	$ -	8	1,050	$ (1,043)
Geology - 1342	(210)	-	$ (210)	-	-	$ -	-	-	$ -
Aerospace Aviation- 1345	-	-	$ -	-	-	$ -	300	-	$ 300
Forensics - 1390	2,115	-	$ 2,115	64	149	$ (85)	724	771	$ (47)
Bio med Science - 1392	863	-	$ 863	-	-	$ -	4,476	785	$ 3,691
Bio Med Innovation - 1393	347	15	$ 332	-	-	$ -	-	-	$ -
Human Body Systems - 1394	345	-	$ 345	-	-	$ -	-	-	$ -
Social Studies - 1500	-	-	$ -	-	-	$ -	12,884	85	$ 12,799
Tech Insurance - 1640	17,513	11,333	$ 6,180	-	-	$ -	-	-	$ -

Student Fees by Program	Falcon High			Sand Creek High			Vista Ridge High		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
General Athletic - 1805	4,136	2,240	$ 1,895	16,916	145	$ 16,771	4,026	250	$ 3,776
Concessions - 1809	-	-	$ -	-	-	$ -	-	-	$ -
Girls Basketball - 1815	6,463	7,931	$ (1,468)	9,397	6,318	$ 3,079	4,998	7,945	$ (2,946)
Cheerleading - 1817	17,734	18,928	$ (1,194)	36,630	28,897	$ 7,733	7,323	4,009	$ 3,314
Girls Golf - 1821	388	149	$ 239	1,061	511	$ 550	(1,260)	725	$ (1,985)
Girls Soccer - 1826	836	2,173	$ (1,337)	1,869	424	$ 1,445	1,358	2,760	$ (1,402)
Softball - 1827	15,500	6,644	$ 8,856	3,649	5,388	$ (1,739)	(427)	8,217	$ (8,644)
Girls Tennis - 1829	150	430	$ (280)	1,298	424	$ 874	-	-	$ -
Dance Team - 1831	-	-	$ -	675	-	$ 675	-	-	$ -
Volleyball - 1832	11,879	9,419	$ 2,460	12,620	7,196	$ 5,424	6,501	6,176	$ 325
Baseball - 1844	470	2,677	$ (2,207)	649	2,729	$ (2,080)	2,987	2,550	$ 437
Boys Basketball - 1845	13,459	7,561	$ 5,898	14,960	8,459	$ 6,501	9,027	10,310	$ (1,283)
Football - 1850	12,164	8,862	$ 3,301	22,615	12,030	$ 10,585	19,355	28,773	$ (9,417)
Boys Golf - 1851	1,778	834	$ 944	4,031	2,427	$ 1,604	567	3,311	$ (2,743)
Boys Soccer - 1856	3,388	5,266	$ (1,878)	25,757	4,444	$ 21,312	7,214	10,865	$ (3,652)
Boys Tennis - 1859	-	-	$ -	3,473	1,556	$ 1,918	-	-	$ -
Wrestling - 1863	6,584	9,184	$ (2,600)	5,610	3,373	$ 2,238	(12,423)	11,158	$ (23,581)
Dance - 1870	-	-	$ -	-	-	$ -	-	-	$ -
Cross Country - 1878	5,921	3,535	$ 2,386	2,871	3,755	$ (884)	2,639	3,823	$ (1,184)
Track - 1890	555	428	$ 127	2,564	748	$ 1,816	(4,945)	3,000	$ (7,945)
Athletic Training - 1895	19	-	$ 19	-	-	$ -	1,218	747	$ 471
Sports Medicine - 1898	805	-	$ 805	-	-	$ -	-	-	$ -
ID Replacement - 1901	3,938	-	$ 3,938	5,995	314	$ 5,681	-	-	$ -
Parking/Security - 1902	2,334	1,133	$ 1,202	4,740	1,369	$ 3,371	12,921	13,703	$ (782)
Yearbook - 1903	340	-	$ 340	13,026	15,111	$ (2,085)	29	-	$ 29
Link - 1906	1,803	779	$ 1,024	-	-	$ -	-	-	$ -
Class of 2017 - 1917	-	-	$ -	-	-	$ -	(16)	-	$ (16)
Colorgaurd - 1942	-	-	$ -	-	-	$ -	85	-	$ 85
FBLA - 1950	475	502	$ (27)	3,230	2,930	$ 300	-	502	$ (502)
DECA - 1951	248	139	$ 110	-	-	$ -	-	-	$ -
Knowledge Bowl - 1952	-	-	$ -	56	-	$ 56	-	-	$ -
Student Council - 1953	448	249	$ 199	1,130	2,269	$ (1,139)	-	-	$ -
NHS - 1954	225	-	$ 225	873	905	$ (32)	-	-	$ -
Mock Trial - 1956	777	-	$ 777	1,299	275	$ 1,024	-	-	$ -
Key Club - 1960	142	-	$ 142	-	-	$ -	-	-	$ -
Forensic Club - 1965	-	-	$ -	240	-	$ 240	-	-	$ -
NAHS - 1967	-	-	$ -	1,394	108	$ 1,286	-	-	$ -
Environmental Club - 1973	-	-	$ -	-	-	$ -	13	-	$ 13
Key Club - 1981	-	-	$ -	-	-	$ -	15	-	$ 15
School Store - 1982	1	-	$ 1	275	126	$ 149	-	-	$ -
Grant 1 Fees - 2001	-	-	$ -	-	-	$ -	470	-	$ 470
Grant 2 Fees - 2002	90	-	$ 90	-	-	$ -	-	-	$ -
Counseling - 2122	1,383	742	$ 641	470	28	$ 442	16	-	$ 16
IB - 2213	-	-	$ -	24,096	192	$ 23,904	-	-	$ -
	$ 229,717	$ 124,499	$ 105,217	$ 314,956	$ 149,260	$ 165,696	$ 156,275	$ 156,777	$ (502)

BOARD OF EDUCATION ITEM 3.A
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	March 27, 2019
PREPARED BY:	Brett Ridgway, Chief Business Officer
	Ron Sprinz, Director of Finance
TITLE OF AGENDA ITEM:	2019-20 Budget and Legislative Update
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND OR RATIONALE: In the third quarter of each fiscal year, it is appropriate for the District to begin considering budget priorities for the following fiscal year. 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 in mid-March and provides some flavor to Governor Hickenlooper's original forecast for 2019/20 that was first released in November 2018 and then revised by Governor Polis in January 2019.

RELEVANT DATA AND EXPECTED OUTCOMES: Full day Kindergarten funding is a high priority for the governor, so we expect that to come through in some form or fashion. In addition to that increase, we are currently expecting a fairly good increase in PPR rate. Those two items together should provide some increased funding for D49 next year. As for funded student count (beyond the conversion of KG from 0.58 to 1.00 sFTE), we are expecting to predict very modest growth as we continue to adjust to new charter schools, new grades in charter schools, and the opening of Inspiration View Elementary School in our Operated Portfolio.

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	*Budget development is a team effort with purposeful intentions for changes from prior years.*
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>	*Having conversations about budget development is a major contributor to maintaining an enduring trust with our community.*

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Receive this and other information as it comes available, ask questions, provide guidance for priority preferences.

APPROVED BY: Brett Ridgway, Chief Business Officer   **DATE:** March 20, 2019

El Paso County Colo School District 49

Proposed Budget Walkforward - 19/20
High-Level Parameters
District General Funds

Program Formula Funding

2018/19 Amended Budget	District Portfolio	Chartered Portfolio	Operated Portfolio				Full Day Kinder
Funded Student Count:	23,664.10	10,835.12	12,828.98	Falcon Zone	128		
				Sand Creek Zone	126		
Per Pupil Rate	$ 7,745.99	$ 7,706.62	$ 7,779.25	Power Zone	121		
				iConnect Zone	0		
Total Program Revenue	$ 183,301,936.08	$ 83,502,152.49	$ 99,799,805.21	Total	375		

Revenue Allocations:			Student Count Inc	2.50%
Charter Schools	$ (83,502,152.49)		Per Pupil Rate (PPR)	4.17%
Capital Reserve	$ (4,000,000.00)			
Insurance Reserve	$ (900,000.00)			
Colo Preschool Prgm	$ (486,202.94)			

Net General Program Formula Revenue	$ 94,413,580.64

2019/20 Proposed Budget	District Portfolio		Chartered Portfolio		Operated Portfolio
Funded Student Count	24,255.80	2.5%	11,051.82	2.0%	13,203.98
Per Pupil Rate (PPR)	$ 322.98 $ 8,068.97		$ 8,027.95		$ 8,103.30
Total Program Revenue	$ 195,719,297.94		$ 88,723,524.49		$ 106,995,773.45
Charter Schools	$ (88,723,524.49)				
Capital Reserve	$ 4,250,000.00				
Insurance Reserve	$ (950,000.00)				
Colo PreSchool Prgm	$ (506,227.45)				
Net General Program Formula Revenue	$ 109,789,546.01				

Total 'New' Money	$ 12,417,361.86
Chrterd Portfolio Rev Allo	$ (5,221,371.99)
Net 'New' $$$ to Oper Po	$ 7,195,989.87
Fund Balance 19/20 - 9%	$ (326,683.99)
	$ (250,000.00)
	$ (50,000.00)
	$ (20,024.51)
Net 'New' Money	$ 6,549,281.37

El Paso County School District 49
2019/20 Budget Planning

Launch Point	Program Formula Funding Revenue	All Other Revenue	Total Revenue	District Wide Personnel Expense	District Wide Implementation Expense	District Wide Total Expense	Net Rev / (Exp)
2017/18 Amend	99,799,805	10,234,439	110,034,244	91,312,402	18,721,842	110,034,244	-
% of Category	90.70%	9.30%		**82.99%**	**17.01%**		

(Program Formula Funding)

PFF Budget Drivers	sFTE	PPR	PFF Rev		Rate	Volume
2017/18	12,828.98	7,779.25	99,799,805.21			
2018/19	13,203.98	8,103.30	106,995,795.08			
Projected Change	375.00	324.05	7,195,989.87	→	4,157,252.83	3,038,737.04
	2.92%	4.17%	7.21%		**57.77%**	**42.23%**

'First Take' Adjustments				
Balance the launch point (DAA Targets), redistribute	(326,683.99)		(188,731.22)	(137,952.77)
Maintain Capital Maint & Improvements	(250,000.00)		(144,429.50)	(105,570.50)
increase Prop & Liab Insurance	(50,000.00)		(28,885.90)	(21,114.10)
CPP rate change	(20,024.51)		(20,024.51)	-
Net New Money	**6,549,281.37**		**3,775,181.70**	**2,774,099.67**
	5.95%			
Consistent Distributions: Personnel Costs	5,434,949.99 82.99%		3,139,868.40	2,295,081.59
% of Launch Pt.	5.95%		3.44%	2.51%
		Mix Adj	-	-
Implementation Costs	1,114,331.38 17.01%		643,769.29	470,562.09
% of Launch Pt.	5.95%		3.44%	2.51%
Rates Changes for the 'Usual Suspects'	(150,000.00)		(150,000.00)	
	964,331.38		493,769.29	470,562.09
Total Available after 'Usual Suspects'	6,399,281.37			

2018/19 Launch Pt.	Personnel Breakout		
	Gross Pay	Benefits	Total
	68,999,606.25	22,312,796.03	91,312,402.28
		32.34%	

2019/20 Scenarios

21.60% *ben. gross up*

Launch Pt.	Gross Pay	Benefits	Total	
2.50%	1,724,990.16	372,597.87	2,097,588.03	
3.00%	2,069,988.19	447,117.45	2,517,105.64	
3.50%	2,414,986.22	521,637.02	2,936,623.24	
3.65%	2,518,485.63	543,992.90	3,062,478.52	
3.74%	2,582,128.62	557,739.78	3,139,868.40	3.44%
4.00%	2,759,984.25	596,156.60	3,356,140.85	
4.50%	3,104,982.28	670,676.17	3,775,658.45	
5.00%	3,449,980.31	745,195.75	4,195,176.06	
6.48%	4,469,531.24	965,418.75	5,434,949.99	5.95%
7.00%	4,829,972.44	1,043,274.05	5,873,246.48	
7.63%	5,262,566.92	1,136,714.45	6,399,281.37	7.01%

$$$ Available Current Person	$$$ Available New Person	$$$ Available Current Imp	$$$ Available New Imp
3,139,868.40	2,295,081.59	643,769.29	470,562.09
5,434,949.99	0.00	643,769.29	470,562.09
6,399,281.37	0.00	150,000.00	0.00

The Best Choice to Learn, Work and Lead

BOARD OF EDUCATION ITEM 3.b
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	March 27, 2019
PREPARED BY:	Peter Hilts, Chief Education Officer
TITLE OF AGENDA ITEM:	Education Legislative Update
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND OR RATIONALE

The associated legislation tracking matrix identifies current or anticipated legislation that may be pertinent to pK-12 education and therefore to District 49.

RELEVANT DATA AND EXPECTED OUTCOMES:

The board may provide additional guidance or request additional information about the proposed legislation. District 49, either through direct testimony or via representatives and conversations has expressed support or provided clarifying comments for the following bills:

Support—HB19-1008: Include Career And Technical Education In Building Excellent Schools Today Program
Testimony—HB19-1134: Identification And Interventions For Students With Dyslexia
Clarifications—SB19-129: Regulation Of Online Schools
Support—SB19-176: Expanding Concurrent Enrollment Opportunities
Support—SB19-199: READ Act Implementation Measures

In addition, although it was introduced since the tracker was printed, we will take a support position on the legislation to fully fund full-day kindergarten.

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>	Staying current with active legislation fulfills the board's commitment to effective and informed governance, which supports the first rock of establishing enduring trust.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: No action—information only.

APPROVED BY: Peter Hilts   **DATE:** March 25, 2019

Bill #	Title	Status	House Sponsors	Senate Sponsors
HB19-1008	Include Career And Technical Education In Building Excellent Schools Today Program	Governor Signed (03/07/2019)	T. Kraft-Tharp (D), C. Larson (R)	N. Todd (D), P. Lundeen (R)
HB19-1017	Kindergarten Through Fifth Grade Social And Emotional Health Act	House Committee on Education Refer Amended to Appropriations (02/14/2019)	D. Michaelson Jenet (D)	R. Fields (D)
HB19-1032	Comprehensive Human Sexuality Education	Senate Committee on Health & Human Services Refer Amended to Appropriations (02/28/2019)	S. Lontine (D), Y. Caraveo (D)	N. Todd (D), D. Coram (R)
HB19-1053	Computer Science Courses Offered In Schools	House Committee on Education Postpone Indefinitely (02/05/2019)	D. Valdez (D), M. Catlin (R)	D. Coram (R), R. Rodriguez (D)
HB19-1055	Public School Cap Construction Financial Assistance	House Committee on Finance Refer Amended to Appropriations (03/04/2019)	S. Bird (D)	R. Zenzinger (D)
HB19-1066	Counting Special Education In Graduation Rates	Governor Signed (03/07/2019)	B. Buentello (D), C. Kipp (D)	M. Foote (D)
HB19-1134	Identification And Interventions For Students With Dyslexia	House Committee on Education Refer Amended to Appropriations (02/28/2019)	J. Buckner (D), J. Wilson (R)	N. Todd (D)
HB19-1190	Repeal Of Mill Levy Equalization Fund	House Committee on Education Postpone Indefinitely (03/05/2019)	C. Kipp (D)	
HB19-1194	School Discipline For Preschool Through Second Grade	House Second Reading Passed with Amendments - Committee, Floor (03/19/2019)	S. Lontine (D), C. Larson (R)	K. Priola (R), R. Fields (D)
HB19-1249	Safety And Accountability In School Contracts	Introduced In House - Assigned to Education (03/15/2019)	R. Galindo (D), E. Sirota (D)	J. Danielson (D)
SB19-010	Professional Behavioral Health Services For Schools	Senate Committee on Appropriations Refer Amended to Senate Committee of the Whole (03/19/2019)	B. McLachlan (D), D. Valdez (D)	R. Fields (D)
SB19-039	Interdistrict Transportation Of Students	Governor Signed (03/07/2019)	D. Michaelson Jenet (D)	R. Zenzinger (D), T. Story (D)
SB19-049	Statute Of Limitation Failure Report Child Abuse	Sent to the Governor (03/19/2019)	D. Michaelson Jenet (D)	R. Fields (D)
SB19-066	High-cost Special Education Trust Fund Grants	Senate Committee on Finance Refer Amended to Appropriations (01/31/2019)	B. Buentello (D)	N. Todd (D)
SB19-094	Extend School Finance Interim Committee	Introduced In House - Assigned to Education (03/14/2019)	A. Garnett (D)	N. Todd (D), P. Lundeen (R)
SB19-129	Regulation Of Online Schools	Introduced In House - Assigned to Education (03/15/2019)	M. Froelich (D)	T. Story (D)
SB19-176	Expanding Concurrent Enrollment Opportunities	Introduced In Senate - Assigned to Education (03/01/2019)	J. McCluskie (D), T. Geitner (R)	P. Lundeen (R), J. Bridges (D)
SB19-183	Alternate Procedure To Reorganize School Districts	Senate Second Reading Passed - No Amendments (03/19/2019)	D. Michaelson Jenet (D), J. Wilson (R)	K. Priola (R), N. Todd (D)
SB19-188	FAMLI Family Medical Leave Insurance Program	Senate Committee on Business, Labor, & Technology Refer Amended to Finance (03/13/2019)	M. Gray (D), M. Duran (D)	F. Winter (D), A. Williams (D)
SB19-199	READ Act Implementation Measures	Introduced In Senate - Assigned to Education (03/18/2019)	J. McCluskie (D), J. Wilson (R)	N. Todd (D), B. Rankin (R)

Bill #	Hearing Time	Hearing Date	House Committee	Senate Committee	Fiscal Notes	Full Text
HB19-1008			Education	Education	Fiscal Notes (01/09/2019)	Full Text of Bill
HB19-1017			Education		Fiscal Notes (01/25/2019)	Full Text of Bill
HB19-1032			Health and Insurance	Health and Human Services	Fiscal Notes (02/08/2019)	Full Text of Bill
HB19-1053			Education		Fiscal Notes (01/09/2019)	Full Text of Bill
HB19-1055			Education		Fiscal Notes (03/14/2019)	Full Text of Bill
HB19-1066			Education	Education	Fiscal Notes (01/17/2019)	Full Text of Bill
HB19-1134			Education		Fiscal Notes (02/14/2019)	Full Text of Bill
HB19-1190			Education		Fiscal Notes (02/26/2019)	Full Text of Bill
HB19-1194	9:00 AM	3/20/2019	Education		Fiscal Notes (03/11/2019)	Full Text of Bill
HB19-1249	1:30 PM	3/28/2019	Education		Fiscal Notes (00/00/0000)	Full Text of Bill
SB19-010	9:00 AM	3/21/2019		Health and Human Services	Fiscal Notes (02/15/2019)	Full Text of Bill
SB19-039			Education	Education	Fiscal Notes (01/09/2019)	Full Text of Bill
SB19-049			Judiciary	Judiciary	Fiscal Notes (02/25/2019)	Full Text of Bill
SB19-066				Finance	Fiscal Notes (01/25/2019)	Full Text of Bill
SB19-094	1:30 PM	3/21/2019	Education	Education	Fiscal Notes (01/28/2019)	Full Text of Bill
SB19-129	1:30 PM	3/21/2019	Education	Education	Fiscal Notes (02/14/2019)	Full Text of Bill
SB19-176				Education	Fiscal Notes (00/00/0000)	Full Text of Bill
SB19-183	9:00 AM	3/20/2019		Education	Fiscal Notes (03/13/2019)	Full Text of Bill
SB19-188				Business, Labor and Technology	Fiscal Notes (03/12/2019)	Full Text of Bill
SB19-199				Education	Fiscal Notes (00/00/0000)	Full Text of Bill

BOARD OF EDUCATION ITEM 4
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	March 27, 2019
PREPARED BY:	D. Garza, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Policy and Procedure Review
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND OR RATIONALE
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.

RELEVANT DATA AND EXPECTED OUTCOMES:
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.

No.	Designation	Title	Reviewed by	Recommendations
4.a	AEA	Standards Based Education	A Whetstine	Reviewed; no revisions recommended
4.b	CC	Administrative Organization	D Garza	Reviewed; no revisions recommended
4.c	CH	Policy Implementation	D Garza	Minor revisions
4.d	CHD	Administration in the Absence of Policy	D Garza	Reviewed; no revisions recommended
4.e	EB	Environmental and Safety Program	T Carey	Minor revision
4.f	EBAB, EBAB-R	Hazardous Materials	T Carey	Minor revisions
4.g	EBBA, EBBA-R	Prevention of Disease/ Infection Transmission	T Carey	Updated to reflect CASB/legal recommendations
4.h	GBJD	Staff Positions and Job Descriptions	P Andersen	Revise to reflect Board direction
4.i	JFC, JFC-R	Student Withdrawal from School/Dropouts	L Fletcher	Reviewed; no revisions recommended
4.j	JIC	Student Conduct	L Fletcher	Reviewed; no revisions recommended
4.k	JICDA	Code of Conduct	L Fletcher	Reviewed; no revisions recommended
4.l	KBBA, KBBA-R	Custodian and Noncustodial Parent Rights and Responsibilities	L Fletcher	Minor revision to regulation Reviewed policy; no revisions recommended
4.m	KDEB, KDEB-R	Controversial Communications	L Fletcher D Watson	Reviewed; no revisions recommended

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 #7**— Customize our educational systems to <u>launch each student toward success</u>	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After board review, move thirteen policies for action at the next regular board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer; Pedro Almeida, Chief Operations Officer

DATE: March 15, 2019

Title	**Standards Based Education**
Designation	**AEA**
Office/Custodian	**Education/Executive Director of Learning Services**

The Board of Education supports a system of education that develops and teaches standards that enable students to achieve the highest level of knowledge and skills. Academic standards will clearly identify what students should know and be able to do at key points in their school careers.

In accordance with state law, the Board has adopted a standards-based education system which focuses on student learning of the Colorado Academic Standards. It is the intent of the Board that the District's program of instruction and assessments be aligned with the Colorado Academic Standards. In standards-based education, courses and units of study are clearly defined, understood by teachers and students, and communicated to staff members, families, and the community. The District's standards-based education system will advance equity, promote student learning, and reinforce accountability.

The Chief Education Officer or designee shall be responsible for supporting schools with the development of Unified Improvement Plans to implement state academic standards and revise curriculum and programs of instruction to provide students with the educational experiences necessary to achieve mastery of the standards. The plans shall also address the professional development of teachers and administrators to enable successful implementation of standards-based education. The plans shall ensure that the educational programs of the District actively address the needs of exceptional students and consciously avoid gender or cultural bias and address the different learning styles and needs of students of various backgrounds and abilities and eliminate barriers to equity. The plans shall conform to all timelines established by law.

The District shall work with educators, parents, students, business persons, members of the community, and the District Accountability Advisory Committee to review and revise the district's academic standards as necessary to ensure maximum effectiveness and develop assessments that will adequately measure each student's progress. Parents shall be kept informed of student progress in achieving mastery of academic standards and how such progress will be measured. This information shall also be provided to the District Accountability Advisory Committee and School Accountability Committees.

- Adopted: August 13, 1998
- Revised: April 28, 2010
- Revised: May 5, 2011
- Revised: May 12, 2016
- Reviewed: April 11, 2019

LEGAL REFS:
- C.R.S. 22-1-104(6)(a) *(financial assistance to develop and promote programs that address state content standards for civics)*
- C.R.S. 22-7-1013(1)*(adoption of academic standards)*
- C.R.S. 22-11-101 et seq. *(Education Accountability Act of 2009)*
- C.*R.S. 22-32-109*(1)(r)(t)*(duty to comply with state regulations and determine programs)*

CROSS REFS:
- AE, Accountability/Commitment to Accomplishment

Title	**Administrative Organization**
Designation	**CC**
Office/Custodian	**Board of Education/Executive Assistant to the BOE**

The legal authority of the Board shall be transmitted through the Chief Officer Team to the administration in accordance with applicable law.

The Chief Education Officer, Chief Business Officer and Chief Operations Officer working together as a unit shall have freedom to create an administrative structure in line with the needs for supervision and accountability throughout the district.

- Current practice codified: 1992
- Revised: September 3, 1998
- Reviewed: December 10, 2009
- Revised: January 10, 2013
- Revised: April 14, 2016
- Reviewed: April 11, 2019

Title	**Policy Implementation**
Designation	**CH**
Office/Custodian	**Board of Education/Executive Assistant to the BOE**

The Chief Education Officer, Chief Business Officer and Chief Operations Officer have the responsibility for carrying out the policies established by the Board. The Chief Officers shall develop additional administrative regulations consistent with Board policies.

In the development of administrative regulations, the Chief Officers shall involve at the planning stage those who would be affected by such rules including staff members, students, parents, and the public. The Chief Officers shall weigh with care the counsel given by representatives of staff, student, and community organizations. The Chief Officers shall inform the Board of such counsel in presenting reports of administrative regulations and in presenting any regulations for Board approval.

The Board itself shall approve regulations when specific state or federal laws require the Board to do so or when the Board considers such approval desirable.

The policies developed by the Board and the administrative regulations developed to implement policy are designed to increase the probability of an effective and efficient school system. Consequently, it is assumed that all district employees and students will carry them out willingly.

District policies and regulations shall be placed on the District web-site by the Executive Assistant to the Board after approval, revision or adoption.

Disregard for Board policy and administrative regulations by employees may be interpreted as insubordination and/or willful neglect of duty.

- Adopted: September 3, 1998
- Reviewed: December 10, 2009
- Revised: May 12, 2011
- Revised: January 10, 2013
- Revised: April 14, 2016
- Revised: April 11, 2019

CROSS REF:
- BG, School Board Policy Process

Title	**Administration in the Absence of Policy**
Designation	**CHD**
Office/Custodian	**Board of Education/Executive Assistant to the BOE**

In cases when action must be taken and the Board has provided no guides in policy for such action, the Chief Education Officer in conjunction with the Chief Business Officer and Chief Operations Officer shall have the power to act.

The Chief Officers' decisions, however, shall be subject to review by the Board at its next regular meeting. It shall be the duty of the Chief Officers to inform the Board promptly of such action and of the need for policy.

- Current practice codified: 1980
- Revised: September 3, 1998
- Reviewed: January 27, 2010
- Revised: May 12, 2011
- Revised: January 10, 2013
- Revised: April 14, 2016
- Reviewed: April 11, 2019

Title	**Environmental and Safety Program**
Designation	**EB**
Office/Custodian	**Operations/Environmental Safety Coordinator**

It shall be the policy of the Board to guard against accidents by taking reasonable precautions to protect the safety of all students, employees, visitors, and others present on District property or at school-sponsored events.

The Board shall insist that its staff adhere to recommended safety practices as these pertain to the school planst, special areas of instruction, student transportation, school sports, occupational safety, etc.

The practice of safety also shall be considered a facet of the instructional program of the District schools, and instruction in accident prevention as well as fire prevention; emergency procedures; and traffic, bicycle, and pedestrian shall be provided in the appropriate grades and classes.

Every principal shall be responsible for the supervision of a safety program for his/her school. The Chief Operations Officer's designee shall have overall responsibility for the safety program of the District. It shall be the responsibility of the Chief Operations Officer's designee to see that appropriate staff members are kept informed of current state and local requirements relating to fire prevention, civil defense, sanitation, public health, and occupational safety.

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised: May 11, 2000
- Revised: March 11, 2010
- Revised: January 10, 2013
- Revised: February 11, 2016
- Revised: April 11, 2019

LEGAL REFS:
- C. R. S. 22-1-101 through 9-1-106 *(construction requirements, fire escapes, etc.)*
- C.R.S. 22-3-101 through 22-3-104 *(eye protective devices)*
- C.R.S. 22-32-110(1)(w)*(Board of education-specific powers)*
- C.R.S. 22-32-124(2)(3) *(building inspection)*
- C.R.S. 24-10-106.5 *(duty of care)*

Title	**Hazardous Materials**
Designation	**EBAB**
Office/Custodian	**Operations/Environmental Safety Coordinator**

The Board of Education recognizes its responsibility for providing an environment which is reasonably secure from known hazards. There are many areas of the school operation, from science laboratories and art departments to custodial services and vehicle maintenance, which use a variety of materials that are hazardous.

Environmental and Safety
The Chief Operations Officer shall appoint an environmental and safety coordinator (hereinafter the "coordinator") who shall: (1) be responsible for the District's compliance with federal, state and local laws concerning hazardous substances; (2) be responsible for the District's compliance with the District 49 Crisis Response and Management Manual as it relates to hazardous substances; (3) be responsible for the education and training of District employees and students to ensure compliance with federal, state and local laws concerning hazardous substances, and to ensure compliance with the Crisis Response and Management Manual as it relates to hazardous substances; and (4) serve as the District's liaison with federal, state and local regulators in matters concerning hazardous substance.

Hazardous materials include any substance or mixture of substances that poses a fire, explosive, reactive, or health hazard as more fully defined by law.

The Chief Operations Oﬀfficer or designee shall cause to be be createdd procedures which address the purchase, storage, handling, transportation, and disposal of hazardous materials for all school facilities and operations, including instructional areas. Emergency response actions and evacuation plans also shall be coordinated with the procedures.

The procedures shall comply with all local, state, and federal laws and regulations which pertain to the safe and proper storage, transportation, and disposal of hazardous materials.

The goal of the procedures shall be to set into place an ongoing process by which each location in the District must maintain a program of identifying and managing potentially hazardous materials. District personnel shall submit chemical requests to the coordinator for approval prior to purchasing. District personnel shall be encouraged to make less dangerous substitutions for hazardous substances to the extent possible and to minimize the quantities of such substances stored on school property. Proper disposal shall be coordinated through the coordinator.

Appropriate school personnel shall be trained to take precautions to prevent accidents and to handle them in the event they do occur.

It is not the intent of the Board to expand or modify the District's potential liability exposure through the adoption of this policy. The District's voluntary compliance with any statute or regulation to which it is not otherwise subject shall not be construed to create or assume any potential liability under any local, state, or federal law or regulation.

- Adopted: May 18, 1989
- Revised: February 4, 1999
- Revised: March 11, 2010

- Revised: November 10, 2011
- Revised: February 11, 2016
- Revised: April 11, 2019

LEGAL REFS:
- 42 U.S.C. §6901 (1982 & Supp. III 1985) *(Resource Conservation and Recovery Act [RCRA] and accompanying regulations)*
- 42 U.S.C. §9601 (1982 & Supp. IV 1986) *(Comprehensive Environmental Response Compensation and Liability Act [CERCLA] and accompanying regulations)*
- 49 U.S.C. 1801 *(Hazardous Materials Transportation Act)*
- C.R.S. 13-21-108.5 *(persons rendering assistance relating to discharge of hazardous materials immune from civil liability)*
- C. R. S. 24-10-106.5 *(duty of care in Colorado Governmental Immunity Act)*
- C.R.S. 25-15-101 *et seq. (State Hazardous Waste Management Program)*
- C.R.S. 29-22-101 *et seq. (Hazardous Substance Incidents)*
- C.R.S. 42-4-228 *(vehicles transporting explosive or hazardous materials)*
- C.R.S. 42-4-234 (3)
- C.R.S. 43-6-101 *et seq. (Hazardous Materials Transportation Act of 1987)*
- 6 CCR 1007-3, Part 261 *(identification and listing of hazardous waste)*
- *6 CCR 1010-6 (department of public health and environment rules governing schools)*
- 8 CCR 1507-1 *(operation of commercial vehicles and transportation of hazardous materials)*

Title	**Hazardous Materials**
Designation	**EBAB-R**
Office/Custodian	**Operations/Environmental Safety Coordinator**

1. Hazardous Materials Program Supervisor

Overall supervision of the operation of all hazardous materials policies and procedures within the District will be the responsibility of the Environmental Safety Coordinator, who will serve as the hazardous materials program coordinator, referred to throughout these procedures as the coordinator.

The coordinator will be responsible for all aspects of dealing with hazardous materials at the location and will comply with all District policies and procedures and local, state, and federal laws and regulations dealing with hazardous materials. The coordinator also will be responsible for reporting any violations in the District's hazardous materials policy or procedures simultaneously to the Chief Education Officer, Zone Innovation Leader, Chief Operations Officer and the building administrator.

2. Initial Inventory and Material Identification

The coordinator will cause an initial inventory of all hazardous materials to be completed throughout the District to identify potentially hazardous substances. The coordinator will designate a qualified District employee to conduct the inventory of hazardous materials at each location with the assistance of the building administrator or designee.

The coordinator will work with and provide training in the proper process of identifying hazardous materials to at least one designated District employee at each location.

At the direction of the coordinator, these trained employees will conduct all future inventories.

The coordinator will arrange for the identification of any unknown suspected hazardous substance through the supervisor.

3. Tracking, Inventory, and Safety Data Sheets (SDS).

The School designee will be responsible for logging in the receipt of all hazardous materials received at that location. The school designee will track and keep complete written records of the storage, use, and ultimate disposition of the hazardous materials. On or before October 1 of each year, the school designee will provide a copy of the current inventory log and recommend the disposition of all hazardous materials to the coordinator. The coordinator will maintain a copy of each location's inventory and documentation of all hazardous materials. This information may be released to appropriate police, fire, and emergency service authorities.

The coordinator will be responsible for establishing and maintaining the Safety Data Sheets system for the District.

Each operation and location will maintain a set of SDSs in the front office and each area where the hazardous material is stored and has contact. The SDSs will be available for inspection by anyone including appropriate police, fire, health, and emergency service authorities.

The coordinator will maintain a set of SDSs for all hazardous materials with which they have had contact.

4.   Purchase of Hazardous Materials

In addition to following the District's regular purchasing procedures, an employee may purchase hazardous materials only with the approval of the coordinator for use at a specific location. The purchasing department will not process any purchase order which does not include the appropriate approval.

The coordinator, the purchasing department, and the warehouse will maintain a list of prohibited and restricted hazardous materials which will be reviewedupdated at least once a year.

Hazardous materials will not be purchased through any mechanism other than a purchase order through the purchasing department unless the following conditions are fulfilled:

a. The requester secures the prior written approval of the coordinator.

b. The requester provides written notice of the purchase along with copies of all supporting documents including SDS and the reason for the purchase to the coordinator, the building administrator and the district purchasing agent.

All purchase orders for hazardous materials will include a requirement that the shipment of any such materials includes the SDS with any order or portion of the order. Purchase orders also will note that failure to provide an SDS with the shipment may result in either the district's refusing to accept the shipment or the district's conditionally accepting the shipment and refusing to pay for it until the SDSs are provided.

Any unapproved purchase of hazardous materials is beyond the course and scope of the district employee's authority and is forbidden. Such a purchase may be grounds for termination.

The acceptance of donated hazardous materials is prohibited.

5.   Storage, Recycling, or Transfer of Hazardous Materials

The coordinator will designate an area or areas for storage of:

a. Materials which might become or are hazardous materials.

b. Hazardous materials which have been declared waste and are being held for disposal.

The coordinator may designate storage areas at each location. if appropriate as well as a central district storage site.

When a coordinator has a material which qualifies as hazardous material at a location and which may require disposal, the coordinator will contact the vendor for appropriate disposal.

When materials are not needed by a district location, operation, or program, the materials may be declared as waste. Only the coordinator will be authorized to declare a hazardous material as waste.

Storage of hazardous materials will be in compliance with federal, state, and local law. All hazardous materials will be separated according to physical properties and stored safely in storage areas appropriate to the risk posed by the materials. For example, volatile substances such as petroleum distillates will be stored in approved safety cabinets. Where appropriate, storage cabinets must be locked and access to students or non-authorized staff limited.

All containers for hazardous materials will be labeled to show date of receipt by the district, shelf life, and expiration date. Where space permits, materials will be stored so that the oldest materials are used first (first in-first out).

Transfer of hazardous materials within the district will be accomplished in compliance with Section 7 of these procedures.

6.   Disposal of Hazardous Materials

When a building administrator believes that the location has materials which may qualify as hazardous for which there is no immediate need for program or operation requirements or which may need to be disposed of, the coordinator will be contacted. Only the coordinator will be authorized to declare materials to be waste.

When materials are determined to be ready for disposal, the coordinator will arrange for disposal in a manner that complies with all local, state and federal laws and regulations.

Federal and state laws and regulations provide exemptions from certain regulatory requirements for small quantity generators, i.e., those entities or locations that generate waste in amounts below statutory or regulatory threshold amounts. Disposal determinations should preserve small quantity generator status for each location and for any central storage area.

The coordinator will maintain written documentation of the disposal of hazardous materials from all locations in the district. This documentation will be retained in permanent form at one additional location.

7.   Transportation of Hazardous Materials

Transportation of hazardous materials will meet all local, state, and federal requirements and will be coordinated by the coordinator.

Once a hazardous material is under district control, each location controlling the material will be responsible for the material until it is passed to the control of another district location. The coordinator will verify that the transportation used meets all district, local, state, and federal transportation, financial responsibility, and insurance requirements.

Unless specific written approval is received by a district employee from the coordinator, no district employee or volunteer will transport hazardous materials owned by or attributed to the district in a personal automobile.

Subject to the same requirement, no student will be permitted by any district employee or volunteer to transport hazardous materials owned by or attributed to the district in any vehicle, including district vehicles.

Any unauthorized transportation of hazardous materials is beyond the course and scope of the district employee's or volunteer's authority and is forbidden.

8.   Emergency Spill Plan

The coordinator will develop an Chemical Hygiene Plan which will include an Emergency Spill Plan within it that will enable any district employee aware of any incident involving hazardous material to take appropriate action to protect students, staff, the general public, and district property.

This plan will comply with all applicable laws and regulations and will be coordinated with the district and the location evacuation plans.

All information regarding a hazardous materials incident will be released to the media or the public only by the district's communication officer, the superintendent, or their designee. No other district employee is authorized to release information regarding any such incident.

The coordinator through the Director of Facilities will coordinate with the district's legal counsel and the superintendent's office any notification or reports to local, state, and federal authorities as well as the district's appropriate insurance/risk management representative.

9.   Evacuation Plan

An evacuation plan will be developed and implemented for each location. In developing the evacuation plan, consideration will be given to the location and the types of hazardous materials present at the location.
An evacuation drill will be held at least once each calendar year at each location. Where possible, this plan will be coordinated with existing fire drills, bomb threat evacuation plans, and tornado drills and may be conducted in conjunction with any of these other drills. Written records of the drill will be maintained by each location.

As appropriate for the location, copies of the evacuation plan will be posted within the buildings. Copies of the evacuation plan will be maintained by the coordinator, the location/building administrator, the supervisor, and any other designated person approved by any of the above-named persons.

Where practical, the evacuation plan will be coordinated with the fire department, police department, and the district's transportation department.

10.   Training of Staff and Students

The administrators, staff members handling hazardous materials, and school nurses/health paraprofessionals will receive training in responding to hazardous materials emergency incidents.

When hazardous materials are used in the classroom, both staff and students will be trained in the handling, storage, and use techniques appropriate to the materials used as part of the curriculum. The staff also will be instructed in emergency procedures, including evacuation, appropriate to the materials.

11. Hazardous Materials Reduction and Substitution Program

Each location and operation shall begin a program of identifying the quantity of hazardous materials which it uses over the course of the year. Once those quantity requirements have been established, each program or operation will strive to eliminate any excess of those requirements.

12. Asbestos Containing Building Materials

In 1986, the Asbestos Hazard Emergency Response Act (AHERA) was signed into law requiring all non-profit Public and Private schools (K-12) to inspect for the presence of asbestos containing building material (ACBM). The district has completed the initial inspection on all buildings and continues to monitor the status of any materials found during the inspections. A copy of the inspection, subsequent re-inspections, and the Management plan devised to keep in compliance with applicable regulations is to be kept on file at the main office of the school and also in the Facilities Management Office.

- Adopted: May 18, 1989
- Revised: February 4, 1999
- Revised: March 11, 2010
- Revised: January 10, 2013
- Revised: February 11, 2016
- Revised: April 11, 2019

CROSS REFS:
- DJB, Purchasing Procedures
- EBCA, Disaster Plans
- EBCB, Safety Drills

Title	**Prevention of Disease/Infection Transmission (Handling Body Fluids)**
Designation	**EBBA**
Office/Custodian	**Operations/Environmental Safety Coordinator**

All schools shall provide a sanitary environment and shall establish routines for handling body fluids that are recommended by appropriate health professionals. All school district personnel shall be advised of routine procedures to follow in handling body fluids. These procedures shall provide simple and effective precautions against transmission of diseases to persons potentially exposed to the blood or body fluids of another. These procedures shall be standard health and safety practices. No distinction shall be made between body fluids from individuals with a known disease and individuals without symptoms or with an undiagnosed disease.

The administration shall develop in consultation with medical personnel regulations to be distributed to all staff on a regular basis. Training and appropriate supplies shall be available to all personnel including those involved in transportation, ~~and~~ custodial services and the districts before and after care program personnel.

In addition to ensuring that these health and safety practices are carried out on a district wide basis, special emphasis shall be placed in those areas of school district operation that potentially present a greater need for these precautions.

- Adopted: date of manual revision
- Revised: March 4, 1999
- Reviewed: February 11, 2010
- Revised: April 11, 2019

CROSS REFS:
- JLCE, First Aid and Emergency Medical Care
- GBGA, Staff Health
- JLCC/JLCCA, Communicable Infectious Diseases/Students with HIV/AIDS

NOTE: See "Procedure Guidelines for Health Care of Special Needs Students in the School Setting," published by the Colorado Department of Education and the Colorado Department of Health.

Title	**Prevention of Disease/Infection Transmission (Handling Body Fluids and Substances)**
Designation	**EBBA-R**
Office/Custodian	**Operations/Environmental Safety Coordinator**

The body fluids and substances of all persons should be considered to contain potentially infectious agents. No distinction may be made between body fluids and substances from individuals with a known disease or infection and those from asymptomatic or undiagnosed individuals. Body fluids and substances include blood, semen, drainage from scrapes and cuts, feces, urine, vomit, respiratory secretions (e.g., nasal discharge), and saliva.

The following infection control practices should be followed in all situations involving potential contact with any body fluids and substances:

1. Wear gloves when it is likely that hands will be in contact with body fluids or substances (blood, urine, feces, wound drainage, oral secretions, sputum, or vomit). ~~When possible,~~Always wear gloves while holding bloody noses and dealing with cuts that are bleeding heavily. Gloves should be kept in emergency response kits and be readily accessible at sites where students seek assistance for bloody noses or injuries.

   a. If gloves are not available, the use of towels or some other clean material as a barrier may provide some protection.
   b. Cuts and sores on *your skin* should be routinely covered to avoid infection.
   c. When possible, have students wash off their own cuts and abrasions. After cuts are washed with soap and water, they should be covered with Band-Aids or bandages of the appropriate size. Where possible, students should be taught to hold their own bloody noses.

2. ~~When possible, p~~Pocket face masks should be used for mouth-to-mouth resuscitation.

3. Wash hands often and well, paying particular attention to areas around and under fingernails and between fingers.

4. Clean up as soon as possible after any skin contact with any body fluid or substance.

   a. Wash skin with soap and water
   b. Wash contaminated surfaces and non-disposable items with approved District disinfectant.
   c. Contaminated clothing will be double bagged and sent home with the student to be washed at home.
   ~~c. Wash contaminated clothing and linen in detergent with hot water.~~
   d. Contaminated tissues, paper towels and other disposable items should be placed in plastic bags before being discarded.

Use individual judgment in determining when barriers are needed for unpredictable situations. It is strongly recommended that barriers be used when contact with body fluids or substances is anticipated.

Although HIV (Human Immune-deficiency Virus)/AIDS (Acquired Immune Deficiency Syndrome) has received a great deal of attention, there are other diseases more communicable than HIV/AIDS of which staff members also should be aware. The following page includes a table listing communicable diseases and body substance sources of infection.

1. It is extremely difficult to be infected with HIV/AIDS. Exposure of blood to intact skin is a highly unlikely way of being infected with HIV/AIDS.
2. HIV/AIDS is transmitted by getting blood, semen or vaginal secretions into the blood stream of a non-infected person.
3. Other body substances (saliva, tears, urine or feces) have extremely small, if any, levels of virus.
4. There have been no documented cases of HIV/AIDS transmitted by mouth-to-mouth resuscitation.
5. HIV is easily destroyed by common disinfectants.

TRANSMISSION CONCERNS-BODY SUBSTANCE SOURCES OF INFECTIUOS AGENTS

Body Substance Source	Organism of Concern	Transmission
Blood -Cuts/abrasions -Nose bleeds -Menses -Contaminated Needle	Hepatitis B virus HIV/AIDS Cytomegalovirus	Bloodstream inoculation through cuts and abrasions on hands Direct blood stream inoculation
* Feces -incontinence	Hepatitis A virus Salmonella bacteria Shigella bacteria C. difficile	**Oral inoculation from contaminated hands
*Respiratory secretions -saliva -nasal discharge	Common cold virus Influenza virus ***Epstein-Barr virus	**Oral inoculation form contaminated hands
*Vomitus	Gastrointestinal viruses (e.g., Norwalk Virus	**Oral inoculation from contaminated hands
*Urine -incontinence	***Cytomegalovius	Bloodstream inoculation through cuts and abrasions on hands
Semen/vaginal fluids	Hepatitis B virus HIV/AIDS Gonococcus bacteria	Sexual contact (intercourse)

*There are no reported cases of HIV/AIDS suspected of having been transmitted by these sources. Wear gloves when exposed to body secretions, especially blood, urine or feces.

**HAND WASHING IS VERY IMPORTANT!

***These agents cause mononucleosis-like illness.

- Adopted: March 4, 1999
- Revised: August 12, 2010
- Reviewed: February 11, 2016
- Revised: April 11, 2019

Title	**Staff Positions and Job Descriptions**
Designation	**GBJD**
Office/Custodian	**Business/Director of Human Resources**

Establishment of new positions

All positions in the district shall be established initially by the Board of Education. The Board delegates to the chief officers or designee(s) the task of writing job descriptions, which will include a ~~statement of purpose~~position summary, the essential functions of the position, requisite knowledge, skills and abilities, along with the physical demands and work environment factors required. The Board shall approve all job descriptions for new positions recommended by the chief officers.

A new position shall be defined as one for which an existing job description is not at least a 90% match in purpose or essential functions.

Only the Board may abolish a position that it has created.

Modification of existing positions

From time to time, the administration will identify the need to modify an existing job description. The Board delegates to the chief officers or designee(s) the authority to approve certain modifications to job descriptions. Other modifications require approval of the Board. Approval requirements for job description changes are as follows:

Changes Requiring Board Approval	**Changes Within Administrative Discretion**
– Change in job title – Change in FLSA status (exempt vs non-exempt) – Move from one pay range to another pay range – Move from one salary schedule to another – Change in reporting relationships – Change in budgeted calendar days – Major modifications to essential duties and responsibilities, qualifications or other work factors	– Formatting and template modifications – Minor modifications to essential duties and responsibilities, qualifications, or other work factors – Revisions to reflect shifts in the district's lexicon

All administrative revisions must be approved by the Director of Human Resources. The administrative revision date will be noted in the board-approved job description and will be notated as an "Administrative Revision". Job descriptions for all positions shall be housed on the district website at www.d49.org.

Unless otherwise designated by contract or Board policy, employees of the district shall be considered "at will" employees.   At will employment allows the employee or administration the right to terminate the employment relationship at any time, for any reason. Where an employment contract exists, the term of employment and termination provisions will be stated therein.

- Adopted: December 14, 2017
- Revised: April 11, 2019

LEGAL REFS:

- 20 U.S.C. 6312 (c)(6) (teacher licensure requirements under Every Student Succeeds Act)
- C.R.S. 22-32-110 (1)(h) (Board power to terminate employment)
- C.R.S. 22-60.5-101 et seq. (teacher licensure law)
- C.R.S. 22-63-101 et seq. (teacher employment law)

Title	**Student Withdrawal from School/Dropouts**
Designation	**JFC**
Office/Custodian	**Education/Director of ~~Culture & Services~~Community Care**

The Board of Education recognizes and promotes the importance of obtaining a high school diploma, as a diploma assists students to lead healthy and productive lives after graduation. Those youth who withdraw from school and prepare to face life with less than a high school education will have a much more difficult time entering the workforce or pursuing other goals. Therefore, the Board strongly urges every teacher, guidance counselor, principal, parent and citizen to exert all the influence which he/she can command to keep all District students in school through high school graduation.

Principals, teachers and guidance counselors are encouraged to make dropout prevention a priority through personal contacts with students and making specialized programs available. The goal is to enable those students who are considering dropping out or have dropped out of school to return and resume their programs with a minimum degree of disruption.

To emphasize the importance of a high school diploma and to encourage students to reconsider their decision to withdraw from school, the district shall notify the student's parent/guardian in writing, when the district has knowledge that a student has dropped out of school. Such written notification shall be in accordance with this policy's accompanying regulation. For purposes of this policy, "dropout" shall mean any student included in the district's "student dropout rate," as defined by the rules of the State Board of Education.

- Adopted: November 10, 2005
- Reviewed: April 28, 2010
- Revised: June 9, 2016
- Reviewed: April 11, 2019

LEGAL REFS:
- C.R.S. 22-2-114.1 *(dropout rate reporting)*
- C.R.S. 22-14-108 *(written notice of dropout status)*
- C.R.S. 22-32-118.5 *(intervention strategies for students in grades 6-9 at risk of dropping out)*
- C.R.S. 22-33-104 *(compulsory school attendance)*
- C.R.S. 22-33-203 and 204 *(services for expelled and at-risk students)*
- C.R.S. 22-35-109.5 *(dropout recovery programs)*
- 1 CCR 301-1, Rule 13.01 *(definition of "student dropout rate")*

CROSS REF:
- IKF, Graduation Requirements

Title	**Student Withdrawal from School/Dropouts**
Designation	**JFC-R**
Office/Custodian	**Education/Director of ~~Culture & Services~~Community Care**

When a student is identified by the staff as a potential or immediate dropout, the following procedure is to be implemented:

1. The student and a school counselor will meet for the purpose of discussing the reason(s) for leaving school and the student's plans for the future.

2. The counselor and the student's teachers will meet to discuss the student's present scholastic standing.

3. The student, his/her parents, guardian or legal custodian, the counselor and the principal or designee will review all pertinent information and give their recommendations.

If, after the above procedure has been followed, the student remains firm on his/her intention to leave school, a final meeting will be scheduled between the student and the counselor to discuss those educational and occupational alternatives available to the student. The discussion will include, but not be necessarily limited to, the following subjects: (1) equivalency diploma; (2) adult education classes; (3) correspondence courses; and (4) available skill training programs. In addition, work-study programs will be explored.

When the student has been a dropout for 10 school days, an attempt shall be made by the school counselor to meet with the student and the student's parent(s)/legal guardian/custodian for a re-evaluation of the student's decision to leave school, with the option offered to return to school at this time as a student in good standing, depending upon the student's willingness to make up missed scholastic assignments.

When a student has been a dropout for 15 school days, the principal or designee shall send a written notice to the student's parent(s)/legal guardian/custodian. At a minimum, the written notice shall include notification of the student's dropout status and an explanation of the educational alternatives available to assist the student in re-engaging in school. Such written notice shall be sent even if the student is not subject to the compulsory attendance laws, i.e. those students 17 years of age or older. The written notice may also include, but not be limited to, an encouragement that the student return to school; an explanation of the long-term ramifications to the student of dropping out of school; and the availability of services for at-risk students, such as counseling services, drug or alcohol addiction treatment programs, and family preservation services. The written notice shall be sent within five school days after the student has been a dropout for 15 school days.

All efforts possible will be extended in an attempt to retain students in school and assist them in earning a high school diploma.

- Adopted: November 10, 2005
- Revised: November 8, 2007
- Revised: May 13, 2010
- Revised: June 9, 2016
- Reviewed: April 11, 2019

Title	**Student Conduct**
Designation	**JIC**
Office/Custodian	**Education/Director of Culture & Services**

It is the intention of the Board of Education that district schools help students achieve maximum development of individual knowledge, skills, and competence through experiencing a behavioral environment that works with the student and family to allow them to understand the harm caused by the student's actions, with the goal of using accountability and caring to foster lasting behavioral change.

The Board in accordance with applicable law has adopted a written student conduct and discipline code based upon the principle that every student has both rights and responsibilities. The district has high expectations for student conduct; therefore, an accounble environment that includes social-emotional support will be used to proactively communicate conduct and discipline expectations using restorative practices as a framework. It is expected that students will demonstrate respect for persons in authority, not cause harm to themselves or peers, and not tolerate the actions of those who disregard the latter expectations. The code emphasizes that certain behavior, especially behavior that disrupts learning environments, is harmful and may result in restorative discipline. The code shall be enforced uniformly, fairly, and consistently for all students through a strict adherence to due process, standardized documentation procedures, and consistent application of restorative practices. The parent(s) and/or guardian(s) will be apprised of the facilitation process and asked to participate in restorative circles or family conferences, if deemed necessary.

All Board-adopted policies and Board-approved regulations containing the letters "JIC" in the file name constitute the conduct section of the legally-required code.

The Board shall consult with parent(s) and/or guardian(s), students, teachers, administrators, and other community members in the development and review of the conduct and discipline code.

Upon enrollment in elementary, middle, and high school, students and their families will be made aware of the student rights and responsibilities document located on the disctrict's website (www.D49.org) and the Board code of conduct policy contained therein. The Chief Education Officer/Zone Leaders shall ensure reasonable measures are taken to verify each student is familiar with the code. In addition, any significant change to the code shall be posted on the district's website and included in publicly accessible Board policy update communications.

In all instances, students shall be expected to conduct themselves in keeping with their level of maturity, acting with due regard for the supervisory authority vested by the Board in all district employees, the educational purpose underlying all school activities, the widely shared use of district property, and the right of other students and staff to learn, work, and lead in a safe environment that is free from the fear of intentional harm. All employees of the District shall be expected to share the responsibility for shaping the behavior of students and for seeing that they honor the conduct and discipline code. Additionally, all employees will model respectful behaviors toward students and families, and will discontinue any practices that deny the student's voice or constitutes zero-tolerance when addressing student conduct and discipline incidents.

- Adopted: May 19, 1994
- Revised: August 10, 2000
- Revised: August 12, 2010
- Revised: October 27, 2011
- Revised: July 27, 2012

- Revised: September 12, 2013
- Revised: June 9, 2016
- Reviewed: April 11, 2019

LEGAL REFS:
- C.R.S. 22-11-302 (1)(f) *(district accountability committee shall provide input to the board regarding the creation and enforcement of the conduct and discipline code)*
- C.R.S. 22-32-109.1 (2) *(policy required as part of safe schools plan)*
- C.R.S. 22-32-109.1 (2)(a) *(school district shall take reasonable measures to familiarize students with the conduct and discipline code)*
- C.R.S. 22-33-106 (1)(a-g) *(grounds for suspension, expulsion, and denial of admission)*

CROSS REFS:
- GBGB, Staff Personal Security and Safety
- JIC subcodes (all pertain to student conduct)
- JK, Student Discipline, and subcodes

Title	**Code of Conduct**
Designation	**JICDA**
Office/Custodian	**Education/Director of Culture & Services**

In accordance with applicable law and Board policy concerning student suspensions, expulsions and other disciplinary interventions, the principal or designee may suspend or recommend an expulsion hearing for a student who engages in one or more of the following specific activities while in school buildings, on school grounds, in school vehicles, or during a school-sponsored or district-sponsored activity or event and off district property when the conduct has nexus to school or any district curricular or non-curricular event. However; the principal or designee should also consider appropriate and consistent consequences that hold students accountable, while minimizing their time away from instruction. Restorative interventions (e.g., circles, conferences, etc.) may be used in conjunction with the restorative discipline matrix's consequences to allow students to verbalize the harm they caused, as a mechanism to mitigate future behavior. Restorative practices (RP) are not a panacea for every student's disruptive behavior, but should be considered strongly when addressing student conduct and discipline incidents. Finally, the principal or designee should address the support needs of the harmed party(ies); avoid the temptation to overfocus on the intended consequences for the student who caused harm.

1. Causing or attempting to cause damage to district property or stealing or attempting to steal district property of value.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Willful destruction or defacing of district property.
4. Commission of any act which if committed by an adult would be robbery or assault as defined by state law.
5. Committing extortion, coercion, or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, either orally or in writing or derogatory statements addressed publicly to an individual or a group that precipitate disruption of the school program or incite violence.
7. Engaging in "hazing" activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
8. Violation of the district's policy on bullying prevention and education.
9. Violation of criminal law which has an effect on the district or on the general safety or welfare of students or staff.
10. Violation of any Board policy or building regulations.
11. Violation of the district's policy on weapons in the schools. Expulsion shall be mandatory for using or possessing a firearm in accordance with state law.
12. Violation of the Board's policy on student conduct involving drugs and alcohol.
13. Violation of the Board's violent and aggressive behavior policy.
14. Violation of the Board's tobacco-free schools policy.
15. Violation of the Board's policies prohibiting sexual or other harassment.
16. Violation of the Board's policy on nondiscrimination.
17. Violation of the Board's dress code policy.
18. Violation of the Board's policy on gangs and gang-like activity.
19. Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or damage to property.
20. Directing profanity, vulgar language, or obscene gestures toward other students, school personnel, or others.

21. Lying or giving false information, either verbally or in writing, to a district employee.
22. Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism, or unauthorized collaboration with another person in preparing written work.
23. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
24. Behavior on or off school property that is detrimental to the welfare, safety, or morals of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.
25. Repeated interference with the district's ability to provide educational opportunities to other students.
26. Continued willful disobedience or open and persistent defiance of proper authority, including refusal to obey a member of the district staff.

This is not an exhaustive list of activities that could result in consequences (suspension, expulsion, restorative intervention, etc.) for students. Following any period of suspension or expulsion, the principal or designee will ensure that a restorative approach is employed to reintegrate students into the school environment. The student, parent(s), and/or guardian(s) should conference to discuss behavioral expectations (codified in a signed behavior conract) and the student should be made aware of social-emotional support resources; any harmed party(ies) should also be made aware of the student's return.

- Adopted: May 19, 1994
- Revised: August 3, 1998
- Revised: September 3, 1998
- Revised: September 2, 1999
- Revised: August 14, 2003 (emergency)
- Revised: September 4, 2003
- Revised: July 8, 2010
- Revised: July 21, 2011
- Revised: July 27, 2012
- Revised: September 12, 2013
- Revised: June 9, 2016
- Reviewed: April 11, 2019

LEGAL REFS:
- C.R.S. 18-3-202 *et seq. (offenses against person)*
- C.R.S. 18-4-301 *et seq. (offenses against property)*
- C.R.S. 18-9-124 *(2)(a) (prohibition of hazing)*
- C.R.S. 22-12-105 *(3) (authority to suspend or expel for false accusations)*
- C.R.S. 22-32-109.1*(2)(a)(I)(A)(duty to adopt policies on student conduct, safety and welfare)*
- C.R.S. 22-32-109.1*(2)(a)(I) (policy required as part of safe schools plan)*
- C.R.S. 22-32-109.1*(9) (immunity provisions in safe schools law)*
- C.R.S. 22-33-106 *(1)(a-g) (grounds for suspension, expulsion, denial of admission)*

CROSS REFS:
- AC, Nondiscrimination/Equal Opportunity
- ADC, Tobacco-Free Schools
- ADD, Safe Schools
- ECAC, Vandalism
- GBGB, Staff Personal Security and Safety
- JBB, Sexual Harassment

- JIC, Student Conduct, and subcodes
- JICA, Student Dress Code
- JICC, Student Conduct on School Buses
- JICDD, Violent and Aggressive Behavior
- JICDE, Bullying Prevention and Restorative Interventions
- JICF, Secret Societies/Gang Activity
- JICH, Drug and Alcohol Involvement by Students
- JICI, Weapons in School
- JK, Student Discipline, and subcodes
- JKD/JKE, Suspension/Expulsion of Students

Title	Custodial and Noncustodial Parent Rights and Responsibilities (Allocation of Parental Responsibilities)
Designation	KBBA
Office/Custodian	Education/Director of Culture & Services

School officials shall presume that the person who enrolls a student in school is the student's primary custodial parent. Unless a currently effective court order specifies otherwise, the primary custodial parent shall be the one with whom the district communicates and holds responsible for the education and welfare of the student. Where the court order specifies that the parents shall share custody and jointly make decisions relative to the care and education of their child, school officials shall consult with both parents regarding educational matters affecting the child.

If the rights of either parent are restricted by a court order, the non-restricted parent shall provide the school with a certified copy of the currently effective court order curtailing these rights. Unless informed through the submission of such a court order, the school district assumes there are no restrictions regarding either parents' rights, including the right to access the student's educational records.

If a parent has been granted sole-custody under a currently effective court order, and the school has been directed under that order to enforce sole-custody, then the student shall not be permitted to visit with or be released to anyone, including the noncustodial parent, without the approval of the custodial parent.

- Adopted: July 12, 2001
- Revised: April 14, 2016
- Reviewed: April 11, 2019

LEGAL REFS:
- 20 U.S.C. §1232g (Family Educational Rights and Privacy Act of 1974)(FERPA)
- 20 U.S.C. §1401 et. Seq. (Individuals with Disabilities Education Improvement Act of 2004)(IDEIA)
- 34 C.F.R. §99.1 et seq. (FERPA regulations)
- 34 C.F.R. §300.30(b)(2) (IDEIA regulation)
- C.R.S. 14-10-123.8 (access to school records)

CROSS REFS:
- JLIB, Student Dismissal Precautions
- JRA/JRC, Student Records/Release of Information on Students

Title	Custodial and Noncustodial Parent Rights and Responsibilities (Allocation of Parental Responsibilities)
Designation	KBBA-R
Office/Custodian	Education/Director of Culture & Services

The following procedures have been developed for situations involving child custody, allocation of decision-making, visitation, and release of records of a child enrolled in District 49:

1. The enrollment records of the District will include information regarding the marital status of a student's parents. Such status will be reviewed each year.

2. The school shall flag the files of students whose parents are divorced or legally separated or have other special custody arrangements. The school shall maintain a file of these students that is easily accessible to the principal or designee.

3. If a person whom the principal or designee does not recognize appears at school requesting dismissal of a student, the principal or designee shall ask for identification such as a driver's license.

4. Students will not be released to unauthorized individuals.

Children of divorced/separated parents

1. Both parents have the right to access the student's educational records, unless one parent provides the district with a currently effective court order that specifically indicates otherwise with regards to the student's educational records

2. If a student's parents are divorced, legally separated, or have other special custody arrangements, district personnel shall request a copy of any and all legal documents pertaining to child custody, including restraining orders.

3. The district will presume that both parents have equal access to a child when that student is registered in school unless one parent provides the district with a currently effective court order indicating otherwise. In some instances, two opposing court orders may be presented to the school. In such an event, the most current order will govern.

4. A copy of the court order governing a divorce, separation, or delineation of parental rights will be provided by a parent and kept in the student's cumulative record as a temporary record.

5. If the school is aware that the student's parents are divorced or separated and a parent refuses to provide a copy of the court order to the district, the principal will be advised; and a statement of the refusal will be noted, including the date and situation. This statement will be filed in the student's cumulative record. The district will provide access to the student's educational records to both parents in this case.

6. A student will not be denied admission to school on the basis of refusing the request for documentation of a divorce, separation, or delineation of parental rights unless student residency is at issue.

7. If a parent has been granted sole-custody under a currently effective court order, and the school is

directed under that order to enforce sole-custody, the student will not be released to or visited by anyone, including the noncustodial parent, during the school day unless the parent with sole custody has approved the release or permission for visitation. Otherwise, the student may be released to or visited by either parent or any one approved by either parent.

8. If a school official is in doubt about the validity of a request or documentation presented, the official will contact the Chief Education Officer. The official shall request positive identification of any individual making a request for release or visitation of a student.

9. If a parent has been allocated sole decision-making authority over education related matters in a currently effective court order, and the school is directed under that order to enforce the sole decision-making, the school will make every effort to comply with such an order. Such an allocation will not affect the other parent's access to education records, parent-teacher conferences, or ability to visit or have the student released into his or her custody, unless such rights are specifically restricted in the court order.

10. Where the court order specifies that the parents shall jointly make decisions related to the education of their child, school officials shall consult with and seek agreement of both parents regarding educational decisions affecting the child. Where the parents disagree in such matters and the court order does not provide a mechanism for resolving their differences, then the status quo shall be maintained until such time that the dispute is resolved. In the rare instance that the matter requires an immediate decision, and maintaining the status quo will have a substantially adverse impact on the student, school officials shall attempt to induce the parents to reach an immediate agreement. If such efforts fail, then the school shall implement a temporary decision that it deems to be in the best interests of the student or the school official may use an unbiased, alternate means, including a coin flip or casting lots, to make an immediate, temporary decision until such time that the dispute is resolved.

11. If a parent making an unauthorized request for release or visitation refuses to leave the school premises at the principal's request, the principal may contact the appropriate law enforcement agency.

12. Contact from an attorney on behalf of a parent may be referred to the school attorney on advice of the Chief Education Officer.

- Adopted: July 12, 2001
- Revised: June 30, 2011
- Revised: April 14, 2016
- Revised: April 11, 2019

Title	**Controversial Communications**
Designation	**KDEB**
Office/Custodian	**Education/Director of Communications, Director of Culture & Services Operations/Director of Safety & Security**

The Board desires to enhance student learning by striving to provide an environment where students and staff feel safe and secure and take pride in their schools. To that end and to promote transparency within the district community, the Board adopts this policy.

Students and district staff are encouraged to report any graffiti or other iconography to the principal or designee for investigation.

When graffiti or other iconography is found on the district's physical or virtual property, the district shall conduct an investigation to determine its significance and the potential impact on the district's operations, as well as whether such graffiti or other iconography violates district policy and/or applicable law.

When the district finds unauthorized graffiti or iconography on the district's physical or virtual property, it will be documented for analysis. Photographs or other evidence of the graffiti or other iconography shall be preserved as necessary for investigation by the district or law enforcement and as evidence in any district disciplinary proceedings. Unless the district determines that a compelling reason exists to leave the graffiti or iconography in place, it will be removed to deny satisfaction to the perpetrator(s) and discourage 'copycat' incidents.

As appropriate, the Director of Safety and Security will interface with law enforcement to determine if the graffiti or iconography is associated with known gang or hate group activity. The Director of Culture and Services will use outside resources (e.g., Southern Poverty Law Center, Anti-Defamation League, etc.) to determine if the graffiti or iconography has national or international significance. The Director of Communications will determine the appropriateness of initial and subsequent communication to the public. The Director of Communications may facilitate a panel of students to evaluate new and emerging symbols, which may not have reached popular awareness. A threat assessment may be made as deemed necessary or appropriate by the district. If the district determines the outcome of the investigation warrants public communication, the district shall communicate such message and the district may provide an opportunity for public response. See KDEB-E for a more detailed process flow.

If the district determines that the graffiti or iconography represents a threat to an individual or group, contains incitements to violence, threats, or intimidation, and/or that the graffiti or iconography violates district policy, the district shall pursue disciplinary and/or other action against the perpetrator(s), if known, in accordance with applicable district policy, Human Resources sanction, and state and federal law. If the district determines that the perpetrator's or perpetrators' intent was to violate an individual's or group's protections under the Civil Rights Act of 1964 or Title IX a report maybe made to the Department of Justice (DOJ) and/or the Department of Education's Office of Civil Rights (OCR), as appropriate.

- Adopted: May 12, 2016
- Reviewed: April 11, 2019

LEGAL REFS:
- C.R.S. 22-32-110 (1)(r) (power to exclude materials that are immoral or pernicious)

- C.R.S. 18-9-110 (public buildings – trespass, interference)
- C.R.S. 18-9-117 (unlawful conduct on public property)

CROSS REFS:
- AC, Nondiscrimination/Equal Opportunity
- ADD, Safe Schools
- ECAC, Vandalism
- GBEB, Staff Conduct and Responsibilities
- GCQF, Discipline, Suspension and Dismissal of Professional Staff
- GDQD, Discipline, Suspension and Dismissal of Support Staff
- JICDA, Code of Conduct
- JICDF, Cyber Bullying
- JICDD, Violent and Aggressive Behavior
- JICEC, Student Distribution of Noncurricular Materials
- JICF, Secret Societies/Gang Activity
- JKD/JKE, Suspension/Expulsion of Students
- KFA, Public Conduct on District Property

KDEB-E - CONTROVERSIAL COMMUNICATIONS

District 49

Controversial Communication Event Occurs

Determine If Initial Communication Is Required
- Source of Report
- Length of Time
- Visbility

Removal

Broken Window Theory

No Gratification For Author

Investigation
- Law Enforcement
- Teaching Tolerance Hate Map
- Anti-Defamation League
- Youth (SBOR)

Is Public Communication Needed? — **No** → **Archive**

YES

Create public communication message

Publish public communication message - email, web, social, etc.

Threat Assessment
- Transient
- Substantive
- Very Substantive

Report to Department of Justice? — **YES** → **Send to Department of Justice**

No

Archive

End Process

Adopted: May 12, 2016
Revised: April 11, 2019

BOARD MEETING OF:	March 27, 2019
PREPARED BY:	Dr. Nancy Lemmond, Executive Director of Individualized Education
TITLE OF AGENDA ITEM:	Assistive Technology (AT) Specialist Job Description
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND OR RATIONALE

Support and service of assistive and alternative communication devices is required under IDEA and ECEA. This position currently exists within the district; however, it is without an appropriate job description that accurately describes the requirements of the position and the expectations.

RELEVANT DATA AND EXPECTED OUTCOMES:

It is best practice to have an accurate and detailed job description when selecting candidates and evaluating their performance. This job description provides needed information for applications to be fully aware of the scope and requirements of the position of Assistive Technology (AT) Specialist.

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	It is best practice to provide an accurate job description so current position holders and prospective applicants are fully informed of the duties and responsibilities of the position for which they are responsible or applying. It is best practice to remain compliant with state and federal law.
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>	Accurate job descriptions indicate to our stakeholders that we are committed to finding not only the best qualified candidate but also a candidate who fully understands the responsibilities of the positions.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move the job description forward to the April 11, 2019 regular session of the BOE meeting for final approval.

APPROVED BY: Peter Hilts, Chief Education Officer   **DATE:** March 18, 2019

ASSISTIVE TECHNOLOGY (AT) SPECIALIST

Job Title:	Assistive Technology (AT) Specialist
Initial:	April 11, 2019
Revised:	
Work Year:	182
Office:	Education
Department:	Individualized Education/Special Education
Reports To:	Director of Special Education
FLSA Status:	Exempt
Pay Range:	Teacher Salary Schedule + 10%

Related Organization Chart

Director of Special Education

Assistive Technology Specialist
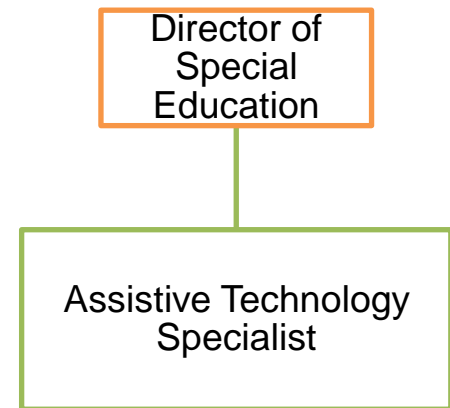
POSITION SUMMARY: The Assistive Technology (AT) Specialist serves as the team lead for the Assistive Technology support group. The team serves special education students (Preschool – 21) who require assistive technology devices and/or augmentative and alternative communication devices.

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.

- Provides district-wide consultation, coaching, and implementation of communication devices.
- Provides assessment for AT devices including written reports/documentation for a student's Individualized Education Program (IEP).
- Consults with school teams to plan communication interventions and associated data collection.
- Trains teachers and paraprofessionals on the use and upkeep of AT devices.
- Coordinates the delivery of services with general education teachers and special education staff.
- Utilizes available technology tools for effective case management by the entire AT team.
- Programs communication devices.
- Performs other clerical and technology duties to include loading, updating, and troubleshooting device software and applications.
- Learns new technologies as they evolve.
- Attends training, conferences, seminars, along with department and district meetings, to maintain and update knowledge and understanding of changing developments, trends, devices, and technologies.
- Performs other related duties as assigned.

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.

**Supervision & Technical Responsibilities:**
- This position supervises the Assistive 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:
- Bachelor's or Master's degree in special education or a related field.

Experience:
- 2-3 years' experience in PK-12 public education preferred
- 2-3 years' experience with communication devices preferred

Knowledge Skills & Abilities:
- Excellent oral and written communication and interpersonal relation 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 to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point.

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 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 ITEM 5.B-E
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:	March 27, 2019
PREPARED BY:	Dr. Nancy Lemmond, Executive Director of Individualized Education
TITLE OF AGENDA ITEM:	Braillist, Individualized Education Programs Specialist, Culturally and Linguistically Diverse Education (CLDE) Technician, and Dean of Early Childhood Education Job Descriptions
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

The job descriptions for Braillist is a new position based upon the retirement of our Teacher of the Visually Impaired (TVI). It is common practice today that the TVI provides direct service and instruction to students who are blind or visually impaired but no longer has the additional responsibility of transcribing materials into literary braille. While many textbooks and books are readily available from the Colorado Instructional Materials Center, many academic and school-related items require transcription. As our population of blind/visually impaired students grows, the need for direct services and braille transcription increases.

Individualized Education Programs Specialist is a position that currently exists but solely as support to special education and their IEP Plans. With the on-boarding of ALPs and ELPs through Frontline Education, the requirements and scope of this position is increasing to support the additional plans and increase the administration of the Frontline Education Enrich student plan database.

Culturally and Linguistically Diverse Education (CLDE) Technician position currently exists and is filled. This update is an update to the new nomenclature (CLDE) and an increase in work days to allow the technician to support the increasing registration of new CLD students into the district by timely screening, notification to schools, and planning and preparation by CLDE teachers.

The Dean of Early Childhood Education is reversal of a current TOSA position back to a Dean position. The continued increase of preschool children expands this position to oversee the regulatory requirements of the classrooms and teachers including professional learning required by both DHS and CDE for teachers and para-educators. This position also provides evaluation of preschool teachers in collaboration with building principals.

RATIONALE:

Braillist: With the selection of a new TVI, a braillist makes the position more appealing to newly licensed TVIs. It also allows us to split off the brailling from the TVI which in turn allows more time for the TVI to provide direct services and support to students.

Individualized Education Programs Specialist: The district has successfully migrated to Frontline Education Enrich for our IEP Plans. Our partnership will grow and utilizing the existing position that has the background knowledge and understanding of Enrich is fiscally responsible and acknowledges our desire to develop our own staff which benefits both the district and the staff member.

Culturally and Linguistically Diverse Education (CLDE) Technician: This is another position that has served our internal and external stakeholders and has flexed to meet the increasing needs. For the past 3 years, we've typically paid for an additional 3-4 weeks of time to allow the CLDE Technician to screen new students, support CLDE camps, and prepare information for CLDE teachers on new students. This additional time still creates a crunch at

the beginning of the year when all new CLDE students must be screened within 30 days of the start of school. Increasing time for the CLDE Technician recognizes the increasing population and needs.

Dean of Early Childhood Education: This action is the correction of a prior action that moved the previous Dean position to a TOSA. Recent changes to preschool require a more clearly-defined position to oversee the preschool programs and teachers. Recent numbers (204 families attended Preschool Round-Up – a jump of almost 50 from past years) indicate the need for a strong, continued focus on our Early Childhood Education programs.

RELEVANT DATA AND EXPECTED OUTCOMES:

All of the above positions are improving and our increasing the quality of our internal services and external support of families. Comments from the Voice of the Workforce, VoW Learning Tour, Voice of the Community, and individual department surveys will provide feedback on the position changes.

INNOVATION AND INTELLIGENT RISK:

Each job description is a small but measured change in an attempt to improve job satisfaction, utilize and grow existing staff, and meet the demands of growing populations.   Individualized Education desires to keep the focus on the student and families and remain mindful of a finite budget. All departments look to take small steps whenever possible and practical. As all of the positions except one (Braillist) are an increase to existing positions, there is minimal risk to over-staffing positions. We will continue to monitor growth and stakeholder need.

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

<table>
<tr><td rowspan="2">Culture</td><td>Inner Ring—How we treat each other</td><td>It is best practice to provide an accurate job description so current position holders and prospective applicants are fully informed of the duties and responsibilities of the position for which they are responsible or applying.</td></tr>
<tr><td>Outer Ring—How we treat our work</td><td>District 49 employees are always willing and able to go above and beyond in order to meet the needs of our students and families. While we embrace their willingness to "go the extra mile", it should not be a standard operating practice. Supervisors have an obligation to manage time and talent to the best balance for both staff and district.</td></tr>
<tr><td rowspan="4">Strategy</td><td>Rock #1—Establish enduring <u>trust</u> throughout our community</td><td>The addition and changes are measured, small steps to catch up to the increased student population and subsequent demands of our stakeholders.</td></tr>
<tr><td>Rock #2—Research, design and implement programs for intentional <u>community</u> participation</td><td></td></tr>
<tr><td>Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></td><td></td></tr>
<tr><td>Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</td><td></td></tr>
</table>

Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

BUDGET IMPACT: $60,192.16 for all four positions
Note: Preliminary discussions held with Ron Sprinz, Director of Finance, regarding the 4 positions so they may be integrated into 19-20 budget preparations.

AMOUNT BUDGETED:
Braillist: Approximately ESP Range 26 based on regional data $32,192.16 pending 19-20 final budget approval
Individualized Education Programs Specialist: Approximately $12,000 pending 19-20 final budget approval
CLDE Technician: Approximately $10,000 pending 19-20 final budget approval
Dean of Early Childhood Education: Approximately $6000 pending 19-20 final budget approval

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move the job description forward to the April 11, 2019 regular session of the BOE meeting for final approval but to remain pending until 19-20 budget finalized.

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

DATE: March 18, 2019

DRAFT BRAILLIST

Job Title:	Braillist
Initial:	April 11, 2019
Revised:	
Work Year:	School Year
Office:	Education
Department:	Individualized Education/Special Education
Reports To:	Director of Special Education
FLSA Status:	Non-Exempt
Pay Range:	Educational Support Personnel Range 26

Related Organization Chart

Director of Special Education
|
Braillist
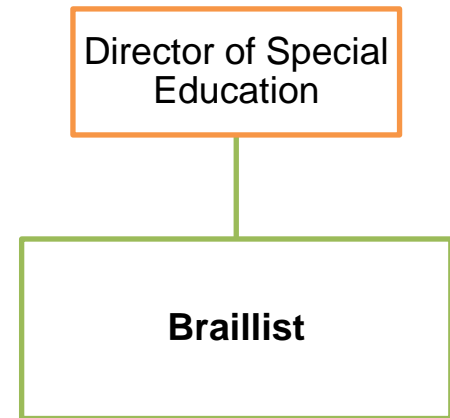
POSITION SUMMARY: The Braillist is responsible for transcribing educational materials into alternative formats for students who are blind or visually impaired. In addition, this position provides support to the district's program for students with visual impairments.

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.

- Transcribes print materials, including textbooks and other books not readily available from the Colorado Instructional Materials Center (CIMC) into literary braille.
- Uses computer software and technology required for transcription to braille.
- Produces adaptive instructional materials for students with visual impairments in accordance with the specifications from the Teacher of the Visually Impaired (TVI).
- Embosses, re-edits, and binds materials using various methods.
- Creates tactile graphics of maps, charts, pictures, routes, and other tactile displays using various tools, materials, and resources.
- Manages and maintains all braille, large print, and instructional material.
- Implements lessons and activities with students with visual impairments in classrooms, one-to-one, and/or small group setting while under the direction and guidance of the TVI.
- Demonstrates knowledge and skill of human guide and instructional technology/tools used by students with visual impairment, including low vision devices, abacus, screen readers, etc.
- Follows directions, manages times, and prioritizes work in order to assure instructional materials and

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.

prepared and available to students in a timely manner.
- Maintains current working knowledge and skill of Literary Braille Code with certification, UEB Math, other braille codes for chemistry, music, foreign languages, etc., braille embosser, braille translation software, tactile image enhancer, and thermoform.
- Performs other related duties as assigned.

Supervision & Technical Responsibilities:
- 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:
- High school diploma or equivalent.
- Completion and current certification in Literary Braille from the Library of Congress.

Experience:
- 2-3 years of experience preferred.
- 2-3 years of experience with children preferred.

Knowledge Skills & Abilities:
- General working knowledge of supporting students with visual impairment.
- Excellent oral and written communication and interpersonal relation 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 to maintain excellent attendance.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Must be proficient in the use of personal computers and common software applications.

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 occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell.

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 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.

~~SPECIAL~~ INDIVIDUALIZED EDUCATION PROGRAMS SPECIALIST

Job Title:	~~Special~~ Individualized Education Programs Specialist
Initial:	March 25, 2009
Revised:	~~June 8, 2017~~ April 11, 2019
Work Year:	260~~1~~ Days
Office:	Education
Department:	~~Special~~ Individualized Education ~~Department~~
Reports To:	Executive Director of Individualized Education or Designee~~Director of Special Education~~
FSLA Status:	~~Non-~~Exempt
Pay Range:	~~Educational Support Personnel Range 15~~Professional Technical Range 2

Related Organization Chart

Executive Director of Individualized Education or Designee

Individualized Education Programs Specialist
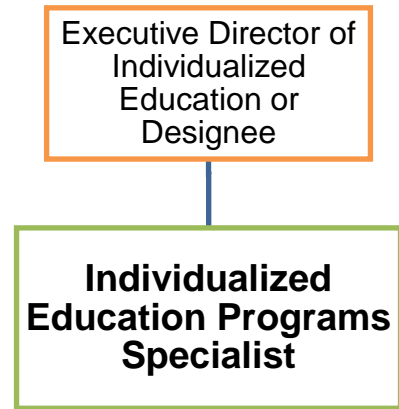
SUMMARY: The ~~Special~~ Individualized Education Programs Specialist supervises and maintains the district's ~~special~~ education support plans information system ~~software application~~ and the application ~~software~~ developments that relate to ~~special education~~exceptional (special and/or gifted) and Culturally and Linguistically Diverse Education (CLDE) students. The ~~Special~~ Individualized Education Programs Specialist provides technical support and training to staff on the ~~special~~ education support plans student information system database software and on state and federal ~~IEP~~ regulations and district policies.

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.

- Oversees and maintains the school district's ~~special~~ education support plans information system ~~software application~~ and the ~~software~~ application developments that relate to ~~special~~ exceptional and CLDE ~~education~~ students.
- Provides a single point for the Frontline Enrich application ~~special education~~ end user to receive support, maintenance, and developments on the ~~special education~~ information system.
- Maintains effective communication with ~~special education~~identified staff, other departments, vendors and community.
- Provides ongoing training and support to district employees on student plan ~~IEP~~ requirements per state and federal regulations and district policies.
- Consults with the ~~State~~ Colorado Department of Education to maintain up-to-date knowledge of education support plan ~~IEP~~ requirements.
- Provides ongoing training and support to end-user district employees on the ~~special services student database (IEP software program)~~Frontline Enrich database and technology needs as directed.

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.

- Maintains accurate ~~special services~~ student database ~~(IEP software program)~~ by updating, editing, and populating data.
- ~~Assist in~~ Rreviewsing ~~IEP's~~ student educational support plans for compliance, completeness and accuracy.
- Oversees student record filing.
- Writes and updates internal ~~special education~~ district guidelines and procedures as deemed appropriate ~~directed by special   education administration~~ and disseminate information to staff.
- ~~Assist~~ Partners with various departments in preparing results of state-level audits.
- Reviews and uploads electronic files for compliance audits, updates records and notifies~~y~~ staff of non-compliance issues.
- Creates guidelines and spreadsheets on internal department audits. Consolidates data from schools and generates reports ~~for special education administration~~as requested.
- Monitors and maintains ~~special education~~ documentation and Frontline Enrich information system with district's student information system.
- Notifies~~y~~ appropriate staff of errors and /or violations of state and federal guidelines.
- Maintains inactive student data.
- ~~Act~~ Serves as a liaison between the Colorado Department of Education's Exceptional Students Leadership Unit, CLDE, and the district regarding documentation, data, and reporting.
- Assists in compilation of information for state and federal reports.
- Maintains a high level of knowledge and skill using programs and software required by the Colorado Department of Education and used by the district's ~~special~~ Individualized Eeducation departments and personnel.
- Perform other duties as assigned.

Supervisory Responsibilities: This position~~-~~ supervises the Individualized Education Compliance Assistant~~has no supervisory responsibilities~~.

Budget Responsibilities: This position has 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:
- Bachelor's degree or equivalent advanced training in student data management systems or Associate's degree coupled with post-secondary training and experience in student data management.~~High school diploma or equivalent.~~
- Advanced training and knowledge of ~~special~~ education support plans documentation database systems

Experience:
- ~~No~~ 3-5 years of experience with Frontline/Enrich preferred.~~required; experience in Special Education record keeping preferred.~~
- Knowledge and understanding of federal, state, and district legal requirements for IEPs, ALPs, and ELPs

Knowledge Skills & Abilities:
- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Basic math and accounting 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.

- 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 <u>priorities and</u> tasks with frequent interruptions.
- Ability to defuse and manage volatile and stressful situations.
- Operating knowledge of and experience with various software applications including Microsoft Office Suite required for hire.
- Operating knowledge of and experience with general office equipment, including telephones, copier, fax machine, etc.
- Operating knowledge of current student information systems required within 3 months after hire.

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; use hands to finger, handle, or feel; reach with hands and arms. The employee is occasionally required to stand; walk; stoop, kneel, crouch or crawl. The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move 25 pounds. ~~Specific vision abilities required by this job include close vision, distance vision, color vision and ability to adjust focus.~~

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. Frequently required to compare, analyze, copy, coordinate, compute, use interpersonal skills, compile and negotiate. Occasionally required to instruct, evaluate.

CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION ~~ENGLISH LANGUAGE DEVELOPMENT~~ (C~~E~~LD~~E~~) TECHNICIAN

Job Title:	Culturally and Linguistically Diverse Education ~~English Language Development~~ (C~~E~~LD~~E~~) Technician	
Initial:	July 2013	**Related Organization Chart**
Revised:	~~September 2016~~ April 11, 2019	
Work Year:	~~203~~ 260~~1~~ days	
Office:	Education ~~English Language Development~~	
Department:	~~English Language Development~~Individualized Education/Culturally and Linguistically Diverse Education	
Reports To:	Coordinator of Culturally and Linguistically Diverse Education ~~English Language Development~~	
FLSA Status:	Non-Exempt	
Pay Range:	~~Support Staff Salary Schedule, Range 14~~Educational Support Personnel Range 10	

Related Organization Chart

Coordinator of Culturally and Linguistically Diverse Education

Culturally and Linguistically Diverse Education (CLDE) Technician
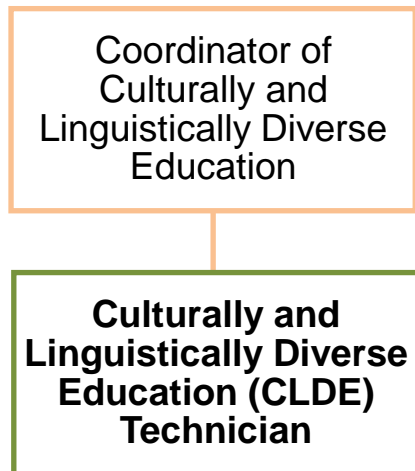
SUMMARY: The Culturally and Linguistically Diverse Education (CLDE) Technician S~~s~~upports the Culturally and Linguistically Diverse Education (CLDE) ~~ELD~~ staff to ensure effective and efficient operation of department. Provides administrative and clerical assistance to ~~ELD~~ CLDE department staff.

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. ~~The ELD Technician:~~

- Provides customer service to all s~~S~~econd ~~L~~language visiting guests, parents and students. Answers questions politely and appropriately while directing them to the correct department.
- Administers WIDA ACCESS Placement Test (W-APT), other ~~L~~language a~~A~~ssessments (WMLS) and other s~~S~~tandardized t~~T~~ests, as needed.
- Assists with p~~P~~arent ~~I~~involvement. Establishes a positive and supportive relationship with English Learning (EL) p~~P~~arents. Attends ~~ELD~~ CLDE Parent Advisory Committee meetings.

- Maintains ~~certain fields in~~ the student information systems for all English Learners (ELs). Ensures that all required documents have been uploaded.
- Assists the Coordinator of Culturally and Linguistically Diverse Education (CLDE) ~~English Language Development Coordinator~~ with reports and projects as assigned.
- Maintains a high level of ethical behavior and confidentiality with all student information.
- Promotes and follows Board of Education policies, building or department procedures, and any other rules and regulations as may be established by central, building, or department administration.
- Procures interpreting/translating services for EL parents as needed.
- Assists with coordination of WIDA ACCESS for ELs.
- ~~Have~~ Utilizes knowledge of administration, analyzing, and using the results of various student assessments.
- Assists in the development and submission to the Colorado Department of Education (CDE) a yearly count of all EL students assigned to the district and within state facilities for yearly funding.
- ~~Prepares o~~Orders ~~of~~ supplies for all areas of the department.
- ~~Responsible for~~Oversees department newsletter including publishing and distributing electronic and paper versions.
- Assists with the organization/registration of special events. Prepares mass mailing and coordinates available building space.
- Helps parents, students and other school registrars with transcripts, records and questions.
- Provides and sends all EL outgoing student records requests.
- Assists in creating guidelines and spreadsheets for internal department audits.
- Acts as a resource for the school as budget coordinator and training staff on phones, voicemail, fax, postage, purchase orders, mileage, and electronic attendance system.
-
- Performs other related duties as assigned.

Supervision & Technical Responsibilities:
- This position has no supervisory responsibilities.
- ~~Acts as a resource for the school as budget coordinator and training staff on phones, voicemail, fax, postage, purchase orders, mileage, electronic attendance system.~~
- Provides Spanish translation and/or interpretation, as needed, for the department or EL parents. This is a preferred job duty and not considered an essential function.

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 ~~s~~School ~~d~~Diploma or equivalent. ~~with some courses related to accounting or business.~~

Experience:
- One year of experience in an office or clerical setting.

- ~~Over two years, and up to and including three years of secretarial experience including some accounting in a~~

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.

Knowledge Skills & Abilities:
- Ability to communicate effectively with various stakeholders.
- Ability to understand and follow complex oral and written instructions.
- 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.
- Ability to work with adolescents.
- Must be proficient in the use of personal computers and common software applications including Microsoft Office Suite and web-based systems.
- Operating knowledge of and experience with general office equipment, including multi-line phone systems, copier, fax machine, postage machine equipment etc.
- Spanish language skills (preferred skill only). Not required.

Certificates, Licenses, & Registrations:
- Criminal background check required for hire.
- Valid Colorado driver's license required for hire.
- CPR and First Aid certifications preferred at 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. 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, 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.

~~TEACHER ON SPECIAL ASSIGNMENT FOR~~ DEAN OF EARLY CHILDHOOD EDUCATION

Job Title:	~~TOSA for~~ Dean of Early Childhood Education
Initial:	June 27, 2012
Revised:	~~May 11, 2017~~ ~~March 27~~April 11, 2019
Work Year:	197 days
Office:	Education
Department:	~~Special~~ Individualized Education
Reports To:	~~Assistant Director of Special~~ Executive Director of Individualized Education
FLSA Status:	Exempt
Pay Schedule:	Licensed +10%

Related Organization Chart

Executive Director of Individualized Education

Dean of Early Childhood Education
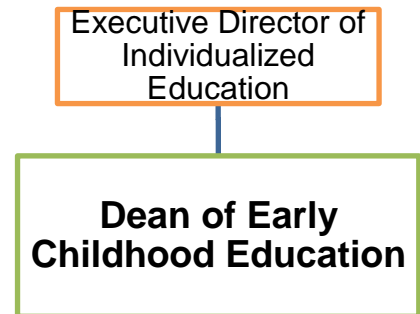
POSITION SUMMARY: The ~~TOSA for~~ Dean of Early Childhood Education works with staff to ensure implementation of effective programming that strives for inclusive excellence; serves as a resource for building ~~SPED~~ personnel, general education staff, special education staff, building administrators, district administrators and parents; identifies and provides professional development opportunities for teachers, administrators and parents. ~~and supports the overall goals and functions of the Special Education Department. The TOSA for Early Childhood Education is also responsible for Child Find expectations.~~

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.

- Promotes excellence and continuous improvement in student achievement by providing leadership and support at the district and school levels in effective instructional practices through implementation of the written, taught and tested curriculum for pre-school programs.
- Provides instructional coaching, modeling and effective feedback to teachers, providing professional development aligned with effective instructional practices which support district and school improvement initiatives, including professional learning communities and School Improvement Plans.
- Assists in the coordination of district professional development programs for ~~Pre-school teachers~~Early Childhood Educators and Child Find staff (when requested), including ~~(~~new teacher orientation, induction, and mentoring programs~~)~~.
- Leads the evaluation, interview, and selection of Early Childhood Education staff.
- Evaluates Early Childhood Education Teachers.

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.

- Assists and supports in the evaluation of Early Childhood Education Para-Educators.
- Provides assistance to building pPrincipals in the ~~administration of the total pre- school program and is the primary contact for~~ coordinationng of all day-to-day Early Childhood Program events.
- Suggests alternative means and new ideas, different approaches to aid in achieving students' success and improved educational goals.
- Provides general oversight for regulatory requirements of CPP, DHS, Head-Start, and Child Find.
- Monitors referral system and multi-disciplinary staffings for student placement in appropriate programs to meet the individual needs of the students including Child Find and summer assessments.
- Communicates, collaborates, and cooperates with colleagues, supervisors, and students.
- Serves as a resource person to staff regarding policy, procedure, and special situations.
- Acts in an advisory capacity to the ~~principal~~ Executive Director of Individualized ~~Educaiton~~Education in matters relat~~ion~~ed to the formulation and execution of School policies.
- Collaborates with building administrators ~~and Special Education Department Administration~~ to promote the district in a positive manner.
- Works collaboratively with community-–based agencies to foster improved programming for early childhood students (CPP, Head Start) and Child Find students.
- Attends required trainings and disseminates information appropriately.
- Collaborates to create and/or support the long range and short range plans of the district's zones and schools.
- Facilitates or attends meetings that may include a range of issues. Assists in objectively evaluating situations, discussing recommendations, identifying appropriate actions, identifying key personnel to implement the actions, and supporting the overall implementation and monitoring of the actions to ensure effective results.
- Maintains general oversight of specific programs and services including recordkeeping and compliance with district policies, state and federal regulations.
- ~~Willingness to provide homebound tutoring to pre-school students who are out of school due to illness, injury, or other medical issues which prevents the child from attending school preferred~~
- Other duties as assigned.

Supervision & Technical Responsibilities:
- This position ~~does not directly supervise other employees~~directly supervises the Early Childhood Education Teachers and administrative support staff.

Budget Responsibility:
- This position~~s~~ has direct budget responsibility.~~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:
- Bachelor's~~s~~ degree plus additional coursework required for certification or licensure.
- Degree in Early Childhood Education and/or Early Childhood Special Education ~~Needs~~ or related areas with state license as a teacher ages 0-5 Early Childhood Education or Early Childhood Special Education.

Experience:
- Experience in programming for regular Early Childhood and Early Childhood Special Education ~~Needs~~ preferred.

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.

- Demonstrated evidence of Administrative coursework or willingness to take Administrative coursework pursuant to SB 191 preferred.

Knowledge Skills & Abilities:
- -Strong knowledge of Early Childhood Education including best practices, learning patterns, and specific needs of pre-school program.
- Knowledge of Special Education processes and procedures.
- 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 to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point.

Certificates, Licenses, & Registrations:
- Colorado Department of Education Teacher License
- Endorsement in Early Childhood Special Education required
- Administrator's License strongly preferred
- 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 life and/or move up to 25 pounds. There are no specific vision abilities required by this job.

Work Environment: The noise level in the work environment is usually moderate. 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 frequently required to compare, analyze, communicate, coordinate, instruct, compute, synthesize, evaluate, use interpersonal skills and compile. Occasionally required to copy 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 6

BOARD MEETING OF:	March 27, 2019
PREPARED BY:	Amber Whetstine, Executive Director of Learning Services
TITLE OF AGENDA ITEM:	Alternative Education Campus Applications and Selection of Measures
ACTION/INFORMATION/DISCUSSION:	Discussion

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 offering 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 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 action for April Regular Board Meeting.

APPROVED BY: Peter Hilts, CEO   **DATE:** March 15, 2019

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 26, 2019.

You renewal application will not be considered final until this document has been submitted for each relevant school in your district. You may submit this form by either emailing a completed PDF to B Sanders, sanders_b@cde.state.co.us, or by uploading a completed PDF to your district's CDE_Accountability_DISTRICT_AEC folder (where DISTRICT is your district's four-digit district code). PDF versions must be submitted because CDE is unable to accept e-signatures at this time.

If you need help with the secure Syncplicity file transfer system please contact Corey Kispert at 303-866-6928.

2019-2020 APPLICATION/RENEWAL FOR ALTERNATIVE EDUCATION CAMPUS DESIGNATION

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

GOAL Academy	#	3475	in	D49 - Falcon 49
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 2019-2020 school year.

We certify that this school meets the following criteria *(add an X where appropriate)*:

X	Has a specialized mission to serve special needs or at-risk populations
X	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
X	Has an administrator who is not under the supervision of an administrator at another school
X	Has a budget separate from any other public school
X	Has nontraditional methods of instruction delivery
X	Has a public process to ensure accountability

Serves one of the following student populations at the time of the 2018 October Count Administration *(add an X to whichever of the following populations best fits your school)*:

	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
X	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.

Dr. Constance Jones	*Constance Jones*	3/12/19
School Principal/Administrator Name (Type or Print)	School Principal/Administrator Signature	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

Colorado Department of Education

Percentage of At Risk Student Population Detail

District Code: 1110 - DISTRICT 49

2019-2020 School Year

School Code: 3475 - GOAL ACADEMY	Total % of high-risk students: 95%	
	Student Population	# of students
1	# of students who have Individualized Education Programs (IEPs)	396
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	83
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	3,605
4	# of students who have been expelled from school or who have engaged in behavior that would justify expulsion	496
5	# of students who are migrant, as defined in Section 22-23-103 (2), CRS	16
6	# of students who are homeless, as defined in Section 22-1-102.5 (2), CRS	42
7	# of students who are over traditional school age for their grade level and lack adequate credit hours for their grade level	198
8	Other High Risk Category*	2,812
9	Total # of high risk students (meeting at least one criteria 1–8)	3,961
10	School's total student population	4150
11	Total % of high-risk students (row 9 divided by row 10)	95%

Red = below 90% and Green = equal to or above 90%

SCHOOL MISSION

Statement of School Mission: GOAL Academy: Developing productive members of society.

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

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

ADDITIONAL SCHOOL INFORMATION

	Circle or highlight **Yes/No**	
Is your school a dropout-recovery 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 26, 2019.

You renewal application will not be considered final until this document has been submitted for each relevant school in your district. You may submit this form by either emailing a completed PDF to B Sanders, sanders_b@cde.state.co.us, or by uploading a completed PDF to your district's CDE_Accountability_DISTRICT_AEC folder (where DISTRICT is your district's four-digit district code). PDF versions must be submitted because CDE is unable to accept e-signatures at this time.

If you need help with the secure Syncplicity file transfer system please contact Corey Kispert at 303-866-6928.

2019-2020 APPLICATION/RENEWAL FOR ALTERNATIVE EDUCATION CAMPUS DESIGNATION

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

Patriot High School	**6810**	in	**School District 49**
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 2019-2020 school year.

We certify that this school meets the following criteria *(add an X where appropriate)*:

x	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
x	Has a budget separate from any other public school
x	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 2018 October Count Administration *(add an X to whichever of the following populations best fits your school)*:

	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
x	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.

Jim Bonavita

School Principal/Administrator Name (Type or Print)	School Principal/Administrator Signature	Date

Peter Hilts

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

Required
(To Obtain Security)
FORM # SMD 130
EDAC APPROVED
Approved 12/2019 to 2019-2019

CERTIFICATION OF STUDENT POPULATION
NOTE - THIS SECTION IS ONLY NEEDED IF YOUR DISTRICT IS NOT SUBMITTING STUDENT LEVEL DATA VIA DATA PIPELINE

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

		Student Population	# of students
1		**IEP:** # of students who have Individualized Education Programs (IEPs)	24
2		**Committed:** # of students who have been committed to the Department of Human Services following adjudication as juvenile delinquents	1
3	CDE determined	**Detained:** # of students who are in detention awaiting disposition of charges that may result in commitment to the Department of Human Services	0
4		**Dropout:** # of students who have dropped out of school	4
5		**Expelled:** # of students who have been expelled	0
6		**Migrant:** # of students who are migrant, as defined in Section 22-23-103 (2), CRS	0
7		**Homeless:** # of students who are homeless, as defined in Section 22-1-102.5 (2), CRS	2
8	District determined	**Habitually Truant:** # of students with four excused or unexcused absences from public school in any one month or ten excused or unexcused absences from public school during any school year. Absences due to suspension or expulsion of a student are considered absences.	42
9		**Overage and Under Credit:** # of students who are over traditional school age for their grade level and lack adequate credit hours for their grade level. *Only high school students are eligible for this category.*	22
10		**Other High Risk**: # of students who fall into other district defined high risk categories	69
9		Total # of students meeting any high risk category (unique count of high risk students)	110
10		School's total student population	120
11		Total % of high-risk students (row 9 divided by row 10)	92%

Required
(To Obtain Security)
FORM # SMD 130
EDAC APPROVED
Approved 12/2019 to 2019-2019

SCHOOL MISSION

Statement of School Mission: We foster a pathway-driven, non-traditional environment focused on positive relationships, instruction, and social skills, emphasizing mastery of relevant course-work so that every student is prepared for the workforce and continuing educaiton.

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

	Adult Education
	College Prep

x	Credit Recovery
	Detention Center
	Expulsion Center
x	IEP
	Migrants/ELL
x	On-line
x	Other High Risk (See Documentation Assurance Tab)
	Part-Time
x	Vocational/Technical
	Wrap-around to graduate

ADDITIONAL SCHOOL INFORMATION

	Circle or highlight Yes/No	
Is your school a dropout-recovery program?	Yes	No
Is your school intended to transition students back to their home school?	Yes	No
Does your school award diplomas?	Yes	No

Required
(To Obtain Benefits)
Form #2845100
EDAO APPROVED

BOARD OF EDUCATION ITEM 7
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:	March 27, 2019
PREPARED BY:	Amber Whetstine, Executive Director of Learning Services
TITLE OF AGENDA ITEM:	Unified Improvement Planning / School Action Plans
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:
The Unified Improvement Plan (UIP) is a required process for schools and districts to address the areas of academic achievement, academic growth and post-secondary readiness as indicated in the District and School Performance Frameworks. All districts and schools must create and submit UIPs to the Colorado Department of Education (CDE) by April 15th annually.

RATIONALE:
Boards of Education must approve district and school-level UIPs each year as part of the accreditation process. Our cultural and strategic priorities and initiatives guide the improvement work of the schools in each zone. UIPs include major improvement strategies and action steps aligned with identified areas of improvement. The UIP process also fulfills state-level compliance requirements related to the READ Act, Gifted and Talented programming and Title program allocation reporting.

RELEVANT DATA AND EXPECTED OUTCOMES:
Each year, Boards of Education are required to approve the district and each school's UIP prior to CDE's public posting.

INNOVATION AND INTELLIGENT RISK:
Approving the UIP for District 49 and each school, supports the Colorado school accreditation process. The District Accountability Advisory Committee provides input into the development and recommends approval of the District UIP to the Board, and each School Accountability Advisory Committee reviews and recommends each school's plan to the Board.

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

Culture	**Inner Ring—**How we treat each other	UIPs include strategies for supporting a culture of care with students and families.
	Outer Ring—How we treat our work	UIPs include purposeful and innovative actions to improve student achievement.
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	The DAAC and SAACs serve to provide community input into improvement process planning.
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Leaders have autonomy to develop improvement strategies aligned with district strategic priorities and zone / school needs.
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	UIPs include strategies to build firm foundations in literacy and math.

Rock #5— Customize our educational systems to <u>launch each student toward success</u>	UIPs include strategies to meet individual student needs and develop individualized pathways to support student success beyond high school.

BUDGET IMPACT: N/A   **AMOUNT BUDGETED:** N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to action for April Board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer   **DATE:** March 15, 2019

School Improvement Action Planning Update
Board of Education Work Session
March 27, 2019

Prepared By:

Amber Whetstine, Executive Director of Learning Services

Sue Holmes, Falcon Zone Leader

Andy Franko, iConnect Zone Leader

Dr. Mike Pickering, Power Zone Leader

Sean Dorsey, Sand Creek Zone Leader

The Best Choice to Learn, Work and Lead

CULTURE AND STRATEGY OF CONTINUOUS IMPROVEMENT

Learn
investigation

Examine status quo
Data review / analysis
Research best practices
Conduct site visits
Select an approach
Pursue professional learning

Learn
reflection

Review performance data
Capture customer voices
Generate progress reports
Affirm bright spots
Recognize effective strategies
Validate efficient practices

Work
preparation

Identify pilot opportunities
Develop action plans
Design measurement strategies
Commit resources
Train leaders
Evangelize the vision

Work
integration

Plan to expand the innovation
Replicate successful processes
Refine process tools
Script and model best practices
Train additional leaders
Implement innovation at scale

Lead
evaluation

Initiate implementation
Commence monitoring
Measure fidelity
Evaluate outcomes
End or extend the innovation
   or commit to transformation

Lead
consolidation

Verify and validate results
Celebrate innovation
Embed transformation
Report progress to community
Present results externally
Project future improvements
Launch new cycle

District-Level Performance Targets 18-19

- Increase the percentage of students scoring at benchmark on DIBELS Next from BOY to EOY by 17% points from 68% to 85% (by May 2019).

- Increase achievement percentile rank in ELA and math at the elementary and middle school levels by 5 points (by September 2019).

- Increase median growth percentiles in ELA and math at the elementary and high school levels to at least the 55th percentile (by September 2019).

- Increase college readiness average scale scores on SAT for non-AEC campus high schools to at least 509.2 in evidenced-based reading and writing and 491.7 in math to meet or exceed state accountability expectations (by September 2019).

The Best Choice to Learn, Work and Lead

Major Improvement Strategy
Firm Foundations

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

- Initiate a focus on Mathematics Proficiency to ensure students have **firm foundations** in math before entering middle school and high school.

Firm Foundations

Literacy

- UCCS Literacy Teacher Cohort
- Leaders in Literacy Summit
- myOn Training for Teachers
- DIBELs institute for leaders

Math

- UCCS Math Teacher Cohort
- Math Leadership Team of Teacher Experts
- Math Mind-Set Training for Building Leaders
- Google Apps for Math Training

Major Improvement Strategy
Every Student

- Ensure **every student** is career or college ready by implementing individualized pathways at the secondary-level.

- Effectively plan for and deliver core instruction and provide necessary supports and intervention to address achievement and growth gaps to meet the individual needs of **every student**.

Every Student

Supports

- Family Engagement
- English Language Development
- Interpreters
- Social Worker
- Family English Classes

Careers and College

- College-level text books
- Exam fees for students
- You Science
- Career and Technical Education Training

The Best Choice to Learn, Work and Lead

Major Improvement Strategy
High Quality Teachers and Leaders

- Raise student achievement by improving teacher and principal quality as a result of increasing the effectiveness of teachers and principals through **recruitment** and **retention** actions and high-quality, job-embedded, **professional development.**

High-Quality Teachers and Leaders

Professional Development

- Substitutes
- Technology Conferences
- Leadership Conferences
- Professional Associations
- Teacher Induction and Mentoring Program

Retain and Recruit

- Recruiting Events
- National Board Certification
- Alternative Licensure

The Best Choice to Learn, Work and Lead

Looking Forward

- New software, Envisio, will replace Cascade for strategic action planning.

- Key Performance Indicators (KPIs) in addition to state-level requirements are being considered by departments and schools to support a more local approach to school accountability. Proposed legislation is supporting this direction at the state level.

Falcon Zone Targets

- Attain Academic Growth at the 50th percentile or higher on all CMAS ELA and Math assessments.

- Increase CMAS percentile rank in ELA and math by 5 percentage points at each school.

- Increase PSAT scores in math from 439.5 to 448.4 to reach a percentile rank of at least 50 to meet state accountability requirements.

- Achieve SAT Average of 1060 for 11th Grade Students.

Falcon Zone Strategies

- Continue to implement strategies to improve math achievement K-12.
  - Achieve 3000
  - Focus on individual student goals
  - ST Math
- Continue to implement early literacy strategies to further raise literacy achievement.
  - Tier 1, Tier 2 and Tier 3 Interventions
- Implement strategies to reach IEP literacy and math goals.
- Implement Modern Teacher strategies to increase personalized learning for every student.

iConnect Zone Targets

- Increase the percentage of K-3 students on or above benchmark to 85% as measured by DIBELS.

- Meet or exceed the state achievement average on CMAS reading and math.

- Increase PSAT and SAT EBRW and Math scores to above the state average.

- Move AEC's from Improvement to Performance on the AEC Framework.

- Increase teacher effectiveness through professional learning and mentorship.

iConnect Zone Strategies

- Continue the work of Rigor, Relevance, and Relationships in classrooms as well as with administration.
- Continue to improve the practice of text based reading and writing instruction through ThinkCERCA implementation.
- Continue to improve the practice of math instruction through professional learning, classroom observations, and feedback.
- Support new teachers throughout the zone through mentorship and the new teacher cohort.
- Provide continuous support of interim assessment (STAR360) data analysis and data driven instruction strategies.
- Continue the work of the Turnaround Leadership Program to improve outcomes at AEC's.

Power Zone Targets

- Increase median growth percentile scores in ELA and math.

- Increasing achievement percentile ranks in ELA and math.

- Increase student achievement in math and reading as evidenced

  by 5 point increase in average student median scale score.

- Meet at least the 50th median growth percentile in ELA and math.

- Continue to progress through HRS certification levels.

Power Zone Strategies

- Aligning Curriculum and PD
  - Differentiated PD
- Effective Teaching In Every Classroom
  - High Reliability Schools Level 2 Certification
- Culture and Climate
  - 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 CKH.
- Personalized Learning
  - Creating more relevant and engaging learning opportunities for our students
- 49 Pathways
  - Ensure all students are career and workforce ready by implementing individual pathways for students.

Sand Creek Zone Targets

- Meet or exceed the state average for 11th grade English SAT.

- Meet or exceed the state average for 11th grade Math SAT.

- Increase percentage of students at or above reading benchmark from 73 to 83.

- Increase 4-year graduation rate from 85.5 to 87.

- Increase parent satisfaction survey mean from 3.86 to 3.96.

Sand Creek Zone Strategies

- Continue to implement strategies to improve math achievement K-12.
- Continue to train all teacher in visible learning instructional strategies to increase student achievement.
- Conduct zone math instructional rounds to review instructional practices in math.
- Develop formative and interim measures, particularly at the high school level, to ascertain students' academic growth.
- Zone Leader rounding with parents at SAC/PTO two times per year.

Discussion and Questions

Colorado's Unified Improvement Plan for Districts

FALCON 49 DISTRICT UIP 2018-19 | **District:** DISTRICT 49 | **Org ID:** 1110 | **Framework:** Accredited with Improvement Plan: Meets 95% Participation | **Draft UIP**

Table of Contents

Executive Summary

If we...

FIRM FOUNDATIONS

Description:

Commit to an intentional focus on building firm foundations through Primary Literacy Proficiency in grades K-3 with a goal of ensuring all students are proficient in reading by the end of 3rd grade. Initiate a focus on Primary Mathematics Proficiency to ensure students have a firm foundation in math before entering middle school and high school.

EVERY STUDENT

Description:

Ensure all students are career / college ready by implementing individualized pathways for students. Effectively plan for, and deliver instruction and provide intervention to address achievement and growth gaps to meet the individual needs of every student.

HIGHLY-QUALITY TEACHERS AND LEADERS

Description:

Raise student achievement by improving teacher and principal quality as a result of increasing the effectiveness of teachers and principals through research-based recruitment and retention actions and high-quality, job- embedded, professional development, as determined by the comprehensive needs assessment

Then we will address...

FIRM FOUNDATIONS

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, application and intervention support needed to ensure students master appropriate concepts and skills in reading and math.

EVERY STUDENT

Description:

Leaders and teachers need the knowledge, training, resources and assessments to effectively plan for, and deliver instruction and provide intervention to address achievement and growth gaps to meet the individual needs of every student.

PROFESSIONAL DEVELOPMENT

Description:

Teachers and leaders need on-going professional development to enhance instructional delivery to meet the needs of every student.

DATA-DRIVEN DECISION MAKING

Description:

Leaders and teachers need continuous support and training on how to use data to increase student achievement and growth.

Then we will change current trends for students

MATH PROFICIENCY

Description:

The district is underperforming in math achievement and growth.
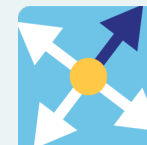
READING PROFICIENCY

Description:

Although we are making progress in primary literacy achievement, at end of year 2018, 19% of students district-wide were scoring below benchmark on the DIBELS Next Assessment. This is a slightly higher than the previous end-of-year result of 17% below benchmark. At the third grade level, 84% of students were on benchmark at end-of year (16% below benchmark).
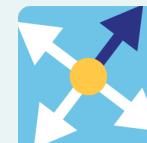
COLLEGE READINESS

Description:

Comprehensive High Schools are underperforming on college readiness exams. D49 schools rank below state averages for SAT achievement and growth.
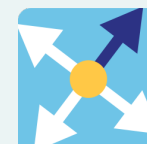
Access the District Performance Framework here:http://www.cde.state.co.us/schoolview/performance

Improvement Plan Information

Additional Information about the district

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 21 district operated schools and 7 authorized 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. Our strategic plan includes a vision for our District to be the "Best Choice," while our mission to Learn, Work and Lead is carried out through five strategic priorities:

1) Ensure District 49 is a trustworthy recipient of taxpayer investment 2) Research, design and implement programs for intentional community participation 3) Grow a robust portfolio of distinct and exceptional schools 4) Build a firm foundation of academic knowledge and skills that ensure a successful progression through school and beyond 5) Customize our educational systems to launch each student toward success. Our cultural priorities include 1) creating systems that promote a Community of Care 2) Systematically Equipping and Encouraging our staff

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 vision and mission, "Best Choice to Learn, Work and Lead." RMPEx also provided a feedback report which will drove further planning and improvement efforts in our quest toward excellence. D49 submitted its second annual application in September 2016 which resulted in recognition as a "Timberline Award" recipient. Our third annual self-study was submitted to RMPEX in August 2017 and a site visit was conducted in November 2017 resulting in D49's recognition as "Peak" award winner, the prestigious award within the RMPEx organization.

Improvement Plan Information

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

- ✓ State Accreditation
- ✓ Title IA
- ✓ Title IIA
- ✓ Title III
- ✓ Gifted Education

School Contact Information

Name: Amber Whetstine
Mailing Street: 10850 East Woodmen Road
Phone:(719) 494-8951

Title: Executive Director of Learning Services
Mailing City / State/ Zip Code: Falcon CO 80831
Email: awhetstine@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of district Setting and Process for Data Analysis

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 20 district operated schools and 7 authorized 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. Our strategic plan includes a vision for our District to be the "Best Choice," while our mission to Learn, Work and Lead is carried out through five strategic priorities:

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Process and Stakeholder Involvement

The District 49 improvement planning committee consists of members representing various schools, departments and stakeholders. Student achievement data including the District Performance Frameworks and school-level performance data are shared with the District Accountability Advisory Committee (DAAC) and a sub-committee of the DAAC meets regularly to review the UIP and discuss improvement strategies. Other stakeholders who provide input into the development of the UIP strategies and actions include: The Chief Education Officer, Executive Director of Learning Services, Executive Director of Individualized Education, Zone Superintendents, Coordinator of Academic Performance, Coordinator of Literacy Performance , Data Analysts, Director of Special Education, Coordinator of English Language Development, and Coordinator of Gifted and 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. 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 18 percentage points from 67% at beginning of year to 85% at end of year. Reduce the number of students well below benchmark by 18% points from 33% at the beginning of the year to 15% at the end of year.
Performance:	Goal Partially Met: Overall, students increased from 67% at benchmark at BOY to 81% at benchmark at EOY in 2017-2018. Kindergarten (51% to 89%) 1st Grade (69%-79%) 2nd Grade (75% to 79%) 3rd Grade (75% to 84%) A reduction in students scoring well-below benchmark was observed: (K- 27% to 3%) (1st-16% to 11%) (2nd-16% to 12%) (3rd-17% to 10%)
Prior Year Target:	Increase percentile rank in math by 5 points from 56 to 61 at the elementary level and 58 to 63 at the middle school level.
Performance:	Goal Not Met: Percentile results for math indicate a rank at the 56th percentile at the elementary level and the 58th percentile at the middle school level.
Prior Year Target:	Increase percentile rank in ELA at the elementary level from 62 to 67 and from 67 to 72 in middle school.
Performance:	Goal Not Met: At the elementary and middle school levels, this goal was not met for ELA. Results showed both elementary and middle school percentile ranks for ELA at the 62nd percentile.

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target:	Increase growth in reading at the elementary level and EBRW at the high school level to at least a median growth percentile of 50.
Performance:	Goal Not Met: Results indicate a MGP of 48 in ELA at the elementary level and 47 for EBRW at the high school level. Middle school results indicate a MGP of 50 in ELA.

Prior Year Target:	Increase growth in math at the elementary and high school levels to at least a median growth percentile of 50.
Performance:	Goal Not Met: Results indicate the a MGP of 48 in math at the elementary level and 44 at the high school level in math. Middle school results indicate a MGP of 50.

PERFORMANCE INDICATOR: POSTSECONDARY & WORKFORCE READINESS

Prior Year Target:	Increase college readiness scores on SAT for General Education Campus High Schools to at least 509.2 on EBRW and 491.7 on math to meet and exceed state expectations for accountability.
Performance:	Goal Not Met: Results indicate a mean scale score of 502.6 in EBRW and 474.9 in math as measured by the 11th grade SAT.

Trend Analysis

Trend Direction: Increasing then stable
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

At the elementary level, we are making progress in assuring all students have knowledge and skills in literacy. Our percentile rank in English Language Arts increased by 4 points since 2015 from 58 to 62, in 2017 and maintained the 62nd percentile rank in 2018.

Trend Direction: Decreasing then stable
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

Over the past four years, our percentile rank in elementary math decreased from 62 in 2015 to 56 in 2017 and remained at the 56th percentile rank in 2018.

Trend Direction: Increasing then decreasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

Middle school achievement improved English Language Arts with a percentile rank increase observed from 56 in 2015 to 67 in 2017. A notable decrease was observed in 2018 with a percentile rank of 62.

Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Middle school math achievement indicates stable achievement with a percentile rank of 56 in 2015 to 61 in 2016, a decrease in 2017 back to 56 and then back up to 58 in 2018.

Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Academic growth in ELA at the elementary level is stable, slightly below state expectations at a 48 median growth percentile for the past three years.

Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

The median growth percentiles in math declined from 2015 to 2016 at the elementary level from 56 to 42, with a recovery to the 56th percentile rank in 2018. This may be attributed to a renewed focus on math foundations.

Trend Direction: Increasing then stable

Notable Trend: Yes

Performance Indicator Target: Academic Growth

The median growth percentile has remained relatively stable in middle school math from 47 in 2016 to 51 in 2017 to 50 in 2018.

Root Causes

Priority Performance Challenge: Math Proficiency

The district is underperforming in math achievement and growth.

> **Root Cause: Firm Foundations**

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, application and intervention support needed to ensure students master appropriate concepts and skills in reading and math.

Root Cause: Every Student

Leaders and teachers need the knowledge, training, resources and assessments to effectively plan for, and deliver instruction and provide intervention to address achievement and growth gaps to meet the individual needs of every student.

Root Cause: Professional Development

Teachers and leaders need on-going professional development to enhance instructional delivery to meet the needs of every student.

Root Cause: Data-Driven Decision Making

Leaders and teachers need continuous support and training on how to use data to increase student achievement and growth.

Priority Performance Challenge: Reading Proficiency

Although we are making progress in primary literacy achievement, at end of year 2018, 19% of students district-wide were scoring below benchmark on the DIBELS Next Assessment. This is a slightly higher than the previous end-of-year result of 17% below benchmark. At the third grade level, 84% of students were on benchmark at end-of year (16% below benchmark).

Root Cause: Firm Foundations

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, application and intervention support needed to ensure students master appropriate concepts and skills in reading and math.

Root Cause: Every Student

Leaders and teachers need the knowledge, training, resources and assessments to effectively plan for, and deliver instruction and provide intervention to address achievement and growth gaps to meet the individual needs of every student.

Root Cause: Professional Development

Teachers and leaders need on-going professional development to enhance instructional delivery to meet the needs of every student.

Root Cause: Data-Driven Decision Making

Leaders and teachers need continuous support and training on how to use data to increase student achievement and growth.

Priority Performance Challenge: College Readiness

Comprehensive High Schools are underperforming on college readiness exams. D49 schools rank below state averages for SAT achievement and growth.

Root Cause: Firm Foundations

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, application and intervention support needed to ensure students master appropriate concepts and skills in reading and math.

Root Cause: Every Student

Leaders and teachers need the knowledge, training, resources and assessments to effectively plan for, and deliver instruction and provide intervention to address achievement and growth gaps to meet the individual needs of every student.

Root Cause: Professional Development

Teachers and leaders need on-going professional development to enhance instructional delivery to meet the needs of every student.

Root Cause: Data-Driven Decision Making

Leaders and teachers need continuous support and training on how to use data to increase student achievement and growth.

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

Reading Proficiency

Ensuring students have the foundational literacy 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.

Math Proficiency

Identifying "pathways" to mathematical success supports building firm foundations in numeracy and problem solving leading to higher levels of mathematical rigor.

College Readiness

High School scores on college readiness exams have historically been below the state average. The PSAT and SAT are indicators of student readiness for college. In support of our strategic 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, CMAS, SAT, PSAT, Graduation Rates, College Remediation and Drop-out Rates, and local data sources (DIBELS Next and DIBELS Math) 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 18-19 school-year, these root causes were again examined and verified by the District Performance Framework, with input from the principals, Zone Superintendents, the Math Foundations Team and reviewed by the District Accountability Advisory Committee (DAAC), UIP sub-committee and Board of Education.

Action Plans

Planning Form

Firm Foundations

What would success look like: Commit to an intentional focus on building firm foundations through Primary Literacy Proficiency in grades K-3 with a goal of ensuring all students are proficient in reading by the end of 3rd grade. Initiate a focus on Primary Mathematics Proficiency to ensure students have a firm foundation in math before entering middle school and high school.

Associated Root Causes:

Firm Foundations:

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, application and intervention support needed to ensure students master appropriate concepts and skills in reading and math.

Every Student:

Leaders and teachers need the knowledge, training, resources and assessments to effectively plan for, and deliver instruction and provide intervention to address achievement and growth gaps to meet the individual needs of every student.

Professional Development:

Teachers and leaders need on-going professional development to enhance instructional delivery to meet the needs of every student.

Data-Driven Decision Making:

Leaders and teachers need continuous support and training on how to use data to increase student achievement and growth.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Effective Math Teachers Initative	Provide tuition assistance to supplement cost for teachers to become highly competent in math teaching strategies. Participating elementary teachers will attend university classes to increase knowledge and skills in teaching mathematics. Priority will be at principal recommendation. Recipients will sign a contract with the district to provide professional development in math and serve as a math leader at their school, by mentoring peers.	06/01/2018 07/31/2019	Title II A	Coordinator of Academic Performance	In Progress

	Purchase textbooks for teachers participating in the University of Colorado math certificate program (up to 100.00 per book) Title II A.			
DIBELS Institute	Send teachers and leaders to DIBELS Super Institute to learn strategies for assessing student skills in early literacy and math. July 2018 and 2019	07/01/2018 07/31/2019	Title IIA	Coordinator of Literacy Performance
Extend Math Leadership Team Initiative	Continue implementation of a Math Leadership Team to build skills with teacher leaders in the area of math instruction and leadership. Teacher leaders will attend training and mentoring sessions throughout the school year in an effort to build capacity with math leadership.	08/01/2018 05/31/2019	Title II A	Coordinator of Academic Performance
Math Mindset Training	Bring in trainer to provide district leaders, principals, and instructional coaches with training on math mindset.	09/01/2018 09/30/2018	Title IIA	Coordinator of Academic Performance
Google Math Apps Conference	Host "Teaching Math with Google Apps" Conference for district teachers and leaders. This conference provides strategies for educators in grades 4-12 on improving math instruction with Google. Keynote Alice Keeler.	09/08/2018 09/08/2018	Title II A	Education Technology Specialist (Classroom Instruction)
myOn	Provide teachers and leaders with myOn training to leverage the use of our digital library and its tools with students.	12/22/2018 02/15/2019	Title II A	Coordinator of Literacy Performance
Leadership	Institute a Leadership Summit to engage teachers and leaders in best-practices in literacy and math instruction.	02/01/2019 03/22/2019	Title II A	Coordinator of Literacy Performance

Summit				
Plain Talk Conference	Send Coordinator of Literacy Performance to Plain Talk Conference along with school principals and instructional coaches to support increased student achievement in literacy.	02/01/2019 02/22/2019	Title II A	Coordinator of Literacy Performance
National Council for Supervisors of Math Conference	Send leaders to National Council for Supervisors of Math Annual Conference in San Diego. Send five leaders on the district Math Foundations initiative steering committee in spring 2019 to bring back best-practices for supervising math instruction.	03/01/2019 03/30/2019	Title II A	Coordinator of Academic Performance

Every Student

What would success look like: Ensure all students are career / college ready by implementing individualized pathways for students. Effectively plan for, and deliver instruction and provide intervention to address achievement and growth gaps to meet the individual needs of every student.

Associated Root Causes:

Every Student:
Leaders and teachers need the knowledge, training, resources and assessments to effectively plan for, and deliver instruction and provide intervention to address achievement and growth gaps to meet the individual needs of every student.

Professional Development:
Teachers and leaders need on-going professional development to enhance instructional delivery to meet the needs of every student.

Data-Driven Decision Making:
Leaders and teachers need continuous support and training on how to use data to increase student achievement and growth.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Community Liaisons	Hire a Teacher on Special Assignment to support Title I schools with planning for best-practices in family engagement. The Family Community Liaison TOSA will provide professional development to school-based family liaisons on developing and sustaining positive relationships, academic supports at home and McKinney Vento. Provide Family Community Liaisons in each Title I school to provide outreach to families, academic supports and plan engagement events. Provide on-going professional development to Family Community Liaisons (i.e. conferences and job-embedded) to support family engagement in Title I schools.	07/01/2018 06/28/2019	Title I A	Coordinator of Title Programs	
Purchase College Text Books	Purchase college-level text books for low income students participating in college-level coursework.	08/01/2018 05/31/2019	Title IV	Director of Concurrent Enrollment	
Provide Substitutes	Provide substitutes for English Language Development Teachers to attend Professional Learning Communities once per quarter to share best practices in formative assessment and developing instruction to meet the needs of English Learners and to conduct peer observations to observe best practices.	08/01/2018 05/24/2019	Title III	Coordinator of English Language Development	
Provide	Provide language interpreters for families of English learners for parent conferences, parent events, and meetings. Provide translated documents in native language.	08/01/2018 06/28/2019	Title IA and Title III	Coordinator of English Language Development	

Interpreters				
Purchase Supplemental Instructional Resources	Purchase supplemental instructional resources to meet the needs of English learners pre-K through 12th grade.	08/01/2018 05/24/2019	Title III	Coordinator of English Language Development
Support for Migrant Students	Purchase iPads for students to assist with language development needs.	08/01/2018 01/25/2019	Title III	Coordinator of English Language Development
Social Worker	Hire a .5 FTE social worker to support safe and healthy schools district-wide with a focus on community partnerships, violence prevention, drop-out and truancy prevention, reducing exclusionary discipline and supporting school-based mental health initiatives.	08/01/2018 05/31/2019	Title IV	Executive Director of Individualized Education
Test Fee Reimbursement	Reimburse low-income families for student accelerated and advanced placement exam fees (ie. IB and AP).	09/01/2018 06/28/2019	Title IV	Coordinator of Title Programs
English Learner Family Supports	Provide English Language Development classes to parents of English language learners. These classes will be open to the entire district and community at the Creekside Success Center 1.5 hours twice per week. Hold quarterly family engagement meetings with families of English learners to share information about family engagement and educational strategies.	09/03/2018 05/24/2019	Title III	Coordinator of English Language Development

	Provide training for English Language Development Teachers and Para Professionals on strategies for teaching English Learners (i.e. Professional Learning Communities, and Language Rich Classrooms, WIDA Conference, CCIRA Conference, Teaching Learning Coaching Conference).	10/08/2018 03/22/2019	Title III	Coordinator of English Language Development
Training for English Language Development Teachers				
Get A Life	Launch "Get A Life Expo," for students in grades 6-10, and their parents to explore career options after high school and post-secondary study pathways.	10/11/2018 10/11/2018	Local	Director of Career and Technical Education Work Place Learning Manager
You Science	Purchase subscription for You Science middle school career and college interest surveys for all middle school students.	10/15/2018 12/01/2018	Title IV	Coordinator of Title Programs Director of Concurrent Enrollment
CTEA Rocky Mountain States Conference	Send district leaders and teachers to the 33rd Annual CTEA Rocky Mountain States Conference November 1-2 to support district intiatives in instructional technology integration, innovation, design and enginnering.	11/01/2018 11/03/2018	Title IV	Director of Career and Technical Education
Pathways Vision Planning	Hire consultant to facilitate Pathways Planning process at Falcon High School to identify a vision and mission for the school aligned with the zone and district priorities.	11/01/2018 02/15/2019	Title II A	Falcon High School Principal
	Present high school pathway options to district eighth graders to aide in planning for high school enrollment based on career and	11/16/2018 05/17/2019	Local	Zone Leaders, High School and Middle School

Pathways 2023	college pathway areas of interest.			Principals
Capstone Review	Institute a District Capstone Review Committee to review and vet school-implemented capstones to meet Colorado Graduation Requirements.	11/16/2018 06/28/2019	Local	Executive Director of Learning Services Coordinator of Academic Performance
Career Technical Vision Conference	Send four teachers and two administrators to the ACTE Career Technical Vision Conference in fall 2018, to receive training on technology and asset management, including hands-on workshops to strengthen academic, career and technical skills through the integration of CTE courses.	11/28/2018 12/01/2018	Title II A	Director of Career and Technical Education
Student Wellness	Send the District Health and Wellness Coordinator to the Society for Public Health Educator Conference to gain insights and knowledge to share with across the district with teachers and leaders regarding school health and nutrition education to improve student learning outcomes.	03/01/2019 03/30/2019	Title II A	Coordinator of Health and Wellness

Highly-Quality Teachers and Leaders

What would success look like: Raise student achievement by improving teacher and principal quality as a result of increasing the effectiveness of teachers and principals through research-based recruitment and retention actions and high-quality, job- embedded, professional development, as determined by the comprehensive needs assessment

Associated Root Causes:

Professional Development:
Teachers and leaders need on-going professional development to enhance instructional delivery to meet the needs of every student.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel		Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Provide release time for teachers	Provide substitutes for teachers to attend professional development (i.e. mentor training, instructional observations, instructional coaching, data-driven instruction, instructional technology, training in the areas of math and literacy instruction).	08/01/2017 05/17/2019	Title II A	Coordinator of Professional Learning	In Progress
Education Technology Training	Send teachers and leaders to conferences to learn best-practices for implementing education technology to improve student learning. Send district technology specialists to InnEdCO Conference (Innovation Education Colorado) to learn best practices in supporting teachers and leaders with integrating instructional technology. Send district technology specialists to the G-Suite Technical Retreat to learn best-practices in use of G-Suite for education. Send teachers and leaders to the Google Summit in July 2019. Participate in online-certificate training programs to support increased knowledge in Google and Schoology organizational management. Purchase technology supplies to support professional development in educational technology.	07/01/2018 06/28/2019	Title IV	Education Technology Specialists	
Professional Organizations	Pay fees for participation in professional development organizations (ie. CASE, AASA, ASCD, Learning Forward).	07/01/2018 06/28/2019	Title II A	Executive Director of Learning Services	
	Purchase books, supplies and technology to support professional	07/01/2018		Coordinator of	

		06/07/2019	Title II A	Professional Learning	
Professional Development Supplies	learning activities.				
Schoology Next and ISTE	Attend Education Technology Conferences to support teachers with the implementation of technology to improve student learning. Send Technology Coaches and Teacher Leaders to Schoology NEXT July 2018 and 2019 to support the use of our Learning Management System with teachers, leaders, parents and students. Send Technology Coaches and Teachers to the International Technology Standards Conference (ISTE) Summer 2018. Support teachers, support staff and leaders with registration costs for Google Summits.	07/17/2018 07/15/2019	Title II A	Education Technology Specialists	In Progress
Interpreters	Hire American Sign Language Interpreters for professional development events.	07/20/2018 06/28/2019	Title II A	Coordinator of Professional Learning	
CASE	Send leaders to Colorado Association of School Executives Conferences in July 2018 and February 2019.	07/23/2018 02/15/2019	Title II A	Executive Director of Learning Services	
Technology Coaches	Pay stipends to teachers to provide support, training and coaching on the use of instructional technology (i.e. Schoology Ambassadors and D49 #EdVenturers).	07/23/2018 05/24/2019	Title II A	Education Technology Specialists	
Model Classroom	Pay teachers to support with the filming and production of a model classroom virtual library showcasing best-teaching practices across the district.	08/01/2018 06/28/2019	Title II A	Coordinator of Professional Learning	
	Provide all district instructional coaches / lead mentors with				

Teacher Induction Program	monthly professional development focused on supporting new teachers. Coaches and mentors will receive training on coaching best practices, providing effective feedback, mentoring new teachers to ensure successful planning, relationships, instruction and classroom management.	08/13/2018 05/10/2019	Title II A	Coordinator of Professional Learning
Alternative Licensure	Pay fees for courses within alternative licensure and certification programs to certify hard-to fill positions.	09/01/2018 05/17/2019	Title II A	Executive Director of Individualized Education
National Board Certification	Pay course and exam fees for teachers pursuing National Board Certification.	09/01/2018 06/28/2019	Title II A	Coordinator of Professional Learning
Google Apps for Littles	Host Google Apps for Littles conference for district teachers and leaders. This conference provides strategies for pre-school through 3rd-grade teachers on using Google to improve instruction and engage learners at an early age.	09/08/2018 09/10/2018	Title II A	Education Technology Specialist (Classroom Instruction)
Recruiting	Send human resources team to events to recruit hard to fill positions (ie. math, science and special education). Purchase supplies for Human Resources staff for recruiting events.	10/01/2018 05/24/2019	Title II A	Director of Human Resources
Leadership Blue Print	Send new district and building leaders to Leadership Blueprint Training in an effort to retain high-quality instructional leaders.	11/01/2018 11/30/2018	Title II A	Coordinator of Professional Learning

	Send Professional learning team to Learning Forward Annual Conference to learn best-practices for creating and delivering effective professional development to teachers and leaders.	11/30/2018 12/08/2018	Title II A	Coordinator of Professional Learning

Modern Teacher | Send Coordinator of Professional Learning to to Modern Teacher National Conference to support Falcon Zone schools with implementation of digital convergence, personalized learning, and instructional design. | 12/01/2018 02/16/2019 | Title II A | Coordinator of Professional Learning |

School Target Setting

Priority Performance Challenge : Math Proficiency

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Increase percentile rank in math at the elementary and middle school levels by 5 points annually.
	2019-2020: Increase percentile rank in math at the elementary and middle school levels by 5 points annually.

INTERIM MEASURES FOR 2018-2019: DIBELS Math Benchmark Assessments, Math Inventory Assessment, PSAT 8 / ACT Aspire, School-based Curriculum Measures

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Increase Median Growth Percentile in math at the elementary and middle school levels to 55.
	2019-2020: Increase Median Growth Percentile in math at the elementary and middle school levels to 55.

INTERIM MEASURES FOR 2018-2019: DIBELS Math Benchmark Assessments, Math Inventory Assessment, PSAT 8 / ACT Aspire, School-based Curriculum Measures

Priority Performance Challenge : Reading Proficiency

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Increase the percentage of students scoring at benchmark on DIBELS Next from beginning of the year to end of year. Increase the percentage of students scoring at benchmark by 17 percentage points from 68% at the beginning of the year to 85% by end of the year (May 2019).
	2019-2020: Increase the percentage of students scoring at benchmark on DIBELS Next from beginning of the year to end of year.

INTERIM MEASURES FOR 2018-2019: DIBELS Next Benchmark Assessments and Progress Monitoring Assessments

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Increase percentile rank in ELA at the elementary and middle school levels by 5 points annually.
	2019-2020: Increase percentile rank in ELA at the elementary and middle school levels by 5 points annually.

INTERIM MEASURES FOR 2018-2019: DIBELS Next Benchmark Assessments, Reading Inventory Assessment, PSAT 8 / ACT Aspire, School-based Curriculum Measures

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

2018-2019: Increase Median Growth Percentile in reading at the elementary and middle school levels to 55.

2019-2020: Increase Median Growth Percentile in reading at the elementary and middle school levels to 60.

INTERIM MEASURES FOR 2018-2019: DIBELS Next Benchmark Assessments, Reading Inventory Assessment, PSAT 8 / ACT Aspire, School-based Curriculum Measures

Priority Performance Challenge : College Readiness

PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: SAT

ANNUAL PERFORMANCE TARGETS

2018-2019: Increase college readiness scores on SAT for Comprehensive High Schools to meet and exceed state expectations for accountability. Increase mean scale score for comprehensive high schools to at least 509.2 in EBRW and to at least 491.7 in math.

2019-2020: Increase college readiness scores on SAT for Comprehensive High Schools to meet and exceed state expectations for accountability. Increase mean scale scores in reading and math by 10 points annually.

INTERIM MEASURES FOR 2018-2019: PSAT 8 / ACT Aspire, School-based Curriculum Measures

Addenda

DISTRICT 49

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	% of Students Meets & Exceeds in Their Identified Area of Giftedness |	ELA		Math	
	Meets	Exceeds	Meets	Exceeds
SY16	59	38	71	16
SY17	50	47	73	19
SY18	44	54	66	28	 Last year's target was met as there was an increase in the percentage of students scoring "Exceeds" for both ELA and Math. In part, this may reflect a greater level of specificity in identification. The lower percentages in Math as compared to ELA as in line with district trends.
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. We review this data locally, but have not identified any notable gaps that require addressing.
Provide a data analysis that includes trend statements, prioritized performance challenges and root causes that investigates the needs of selected student groups.	Section III: Data Narrative	The observed increases in students scoring "Exceeds", may be in part due to a greater level of specificity in identification. The lower percentages in Math as compared to ELA are in line with district trends. We believe that increased PD around identification and differentiation have led to better determination of giftedness and better instruction for these students.
Set targets for gifted students' performance that meet or exceed state expectations that facilitate gifted students' achievement and	Section IV: Target Setting	

growth (e.g., move-up, keep-up) in their area(s) of strength.	Form	Achievement: Increase percentage of 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 sent 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 measures 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 GE program support D49's mission of being the best choice 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.

1. Identification and outreach

- 08/15/18-Staff Survey administered
- 01/01/19-Staff survey administered
- 03/01/19-Parent survey administered

2. Process creation/improvement

- SY17-18-Ongoing-Review and Implement Identification procedures
- SY18-19-Ongoing We are adding talent areas to the identification as as deeper data digging for identification in Science and Social Studies

3. Implement Continuous Improvement

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	• Ongoing-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-Transition into standards aligned ALPs 4. Leadership Density • 05/01/18-Identify gifted leadership team for future growth Ongoing • 09/01/18-Cohort of teachers seeking endorsement in Gifted will begin in cooperation with University of Northern Colorado • SY 18-19-Ongoing-Being more purposeful for leadership team development to include underrepresented populations • 05/20-Three D49 employees will complete UNC program with an MA in Gifted Ed. 5. Specific Content Improvement • 06/18-Elementary training of gifted curriculum • SYs 17-18 and 18/19- Standards-based enrichment camps • 08/18-Ongoing-Training on Envision, an elementary gifted curriculum • 02/19-Training on Profiles in Creative Abilities-assists with identify students with creative thinking
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 Education, 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).

District Accountability Committee UIP Signature Page 2018-2019

District 49

Accreditation Rating   Improvement

District Accountability Advisory Committee:

1) Date the Plan was presented to SAC for review:

   March 12, 2019

2) Signature of District Representative:

   Amber Whetstine, Executive Director of Learning Services

3) Signature of DAAC Chairperson:

4) Additional DAAC members who reviewed the plan:

   Patty Gioscia

   Jamie Brackney

   Jennifer Penny

Colorado's Unified Improvement Plan for Schools

ALLIES UIP 2018-19 | **School:** ALLIES | **District:** DISTRICT 49 | **Org ID:** 1110 | **School ID:** 0101 | **Framework:** Priority Improvement Plan: Low Participation | **Draft UIP**

Table of Contents

Executive Summary

If we...

CONTINUE TO MAINTAIN A UNIQUE AND POSITIVE CULTURE

Description:

Establish a culture that supports the unique needs and co-morbidities of students with dyslexia. This has always been a foundation of ALLIES. Our staff understands that students come to us with a defeated mentality and we must show them a safe and nurturing environment before they can trust that we are their allies and that the students around them will not tease or criticize them. Students no longer need to act out or avoid reading, writing and math. We will hold them up and support them in tiny increments until they are able to tackle the educational system on their own. Because this is hard work for our staff, we also support our staff in unique and positive ways. We provide training, training and more training in areas that support our students emotionally and behaviorally. We must dialogue about these issues as much as we do the issues of learning. We show our staff true appreciation and we highlight the fact that teaching at ALLIES is not easy work but is rather rewarding work. It requires teachers who will not give up on students as they make very small steps in their learning each day. Students will be immersed in a culture of Growth Mindset to curb the avoidance strategies that are prevalent in students with

Dyslexia and Dysgraphia and with Dyscalculia. Utilizing strategies in every classroom from the Growth Mindset bookstudy we will create a culture that rewards and celebrates the desire to try and to 'stick with it' (grit). This will help to increase our student's level of trial, practice and follow through - thus increasing their abilities. Based on the study of Growth Mindset and understanding of the brain: brainboosting activities (exercise, airwriting, yoga, etc) will be used twice a day on Workout Wednesdays to determine if there is a difference in attentional ability.

ENSURE QUALITY INSTRUCTION AND USE OF APPROPRIATE ACCOMMODATIONS

Description:

Utilize best-practices with teachers and students to support quality instruction (ie. goal setting, data-driven instruction, PLCs, etc.) Increased PLC time and increase in depth of PLC learning and therefore increase in quality instruction. In the area of ELA, there are two improvements from last year: ELA teachers now have team-mates to build PLC with and ALLIES has hired employees to take over the classroom allowing Professors / Therapists to have PLC time in the day. This will result in increased PLC time and therefor an increase in depth of learning and growth from this professional community. In the area of Math: there are four improvements from last year: Math teachers now have team-mates to build PLC with and ALLIES has hired employees to take over the classroom allowing Professors / Therapists to have PLC time in the day. ALLIES math dept. will utilize the support of Curtis Turner (Zone Math Coach) in PLCs to increase our understandings and use of best practices. We will study Dyscalculia to determine ways to reach students struggling in math with the co-morbidities of Dyslexia including issues with: memorization of arbitrary facts, short term memory during multi-step problems and directionality.

USE EFFECTIVE INTERVENTION FOR DYSLEXIA AND ITS CO-MORBIDITIES

Description:

Utilize Take Flight Orton-Gillingham based Therapy along with grade-level standards and expectations while supporting students through the use of accommodations that support students with reading, writing and mathematical difficulties. This year we will improve practices in the following ways: Take Flight Therapists will utilize 5 minutes during Friday Comprehension (according to scope and sequence / Grammar, etc) to highlight the details - referring explicitly to the text as the basis for the answer. Take Flight Therapists will model finding specific details to prove an answer in writing in order to supplement this strategy being taught in the ELA classrooms. During Take Flight Therapy: therapists will not write the guiding sentences, etc. until students give the answer. Students may be relying on the therapists support too much and we must use a higher level of Gradual Release of Responsibility. Staff will bring Take Flight Students in first when 2nd recess ends: 5 minutes of Take Flight Therapy is getting lost for 5th grade each day in the transition from recess to the Take Flight Therapy rooms. Increase fidelity, time of use and support in place during on-line intervention programs in the blended learning lab. Lexia / Core 5 - ensure all grades are getting 20 min/day @ 5 days/week. Lexia "Lessons" now completed with students when they are 'stuck' on a level and use of spelling accommodations are used to curb avoidance and shut down. ST Math (Spacial Temporal Math) - ensure all grades are getting 20 min/day @ 5 days/week: ST Math now completed first in Blended Learning Lab - prior to Lexia - to ensure the full 20 minutes is utilized.

Then we will address...

LACK OF TIME

Description:

The lack of sufficient time students are given to read the test, process the information and answer written questions. Students with a profile of dyslexia struggle to process sound manipulation fast enough to score well on a timed test. Students may never be able to reach adequate success levels on a timed test because adequate speed of sound manipulation will always be a struggle for these children. Students with a profile of dyslexia struggle to blend and un-blend words quick enough to increase scores on a timed test - Individuals with Dyslexia may always be slow readers and speeding up the rate of fluency typically causes a lack of accuracy and causes them to revert back to inaccurate 'guessing' at words, therefore decreasing comprehension.

LACK OF ACCOMMODATIONS AND ADEQUATE TIME

Description:

Students with Dyscalculia possess a life long struggle to memorize arbitrary math facts and to hold multiple parts of a story problem in short term memory. These students will learn to utilize accommodations that are not automatically allowed on standardized tests. These include use of a calculator, multiplication charts and a great length of time and patience.

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LACK OF INTERVENTIONS

Description:

ALLIES Math Professors are learning how to teach math to students with Dyscalculia using a high level of accommodations and a typical school curriculum. We will need to learn how best to intervene to support and improve student math skills for students with Dyscalculia.

LACK OF INTERVENTIONS

Description:

ALLIES Math Professors are learning how to teach math to students with Dyscalculia using a high level of accommodations and a typical school curriculum. We will need to learn how best to intervene to support and improve student math skills for students with Dyscalculia.

LACK OF TIME

Description:

The lack of sufficient time we have had to remediate our students. Take Flight Therapy is a 3 year Therapy process and we do not expect this therapy to to re-train the brain for our students within one year It must be taken into account at what level the students begin at ALLIES on a continuum of mild to severe. Some students may be mildly blocked by Dyslexia and others may be severely blocked. Students who have come to ALLIES in 3rd or 4th grade, instead of at a younger age, will require more extensive retraining of the brain to accomplish success. Students may not reach grade level, but the growth in their scores is often tremendous. The state of Colorado will expect a school to bring their Academic Achievement score up over a period of time. This will not reflect at ALLIES in the same way it does at other schools. Each and every year we will bring new students into 3rd and 4th grade with the lowest of scores and the highest level of struggle to read, write, spell and calculate mathematical problems. These students possess characteristics of Dyslexia and Dysgraphia. These students may increase in their INDIVIDUAL abilities to read and write over a 3 - 8 year span of time but as a school our Academic Achievement scores may not increase as an entire entity.

Then we will change current trends for students

LOW 'ACHIEVEMENT' IN READING

Description:

ALLIES earned a percentile rank of 7 in ELA, placing us in the Does Not Meet category. We will need a percentile rank of 15 to move to the Approaching level. This means we need to increase by 8 percentile points to rise to the next level.

LOW 'GROWTH' IN MATH

Description:

ALLIES earned a percentile rank of 2 in Math, placing us in the Does Not Meet category. We will need a percentile rank of 15 to move to the Approaching level. This means we need to increase by 13 percentile points to rise to the next level.
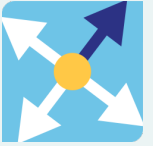
LOW 'ACHIEVEMENT' IN MATH

Description:

Our Median Growth Percentile / Rate of 34.0 places us in the category of Does Not Meet. At or Above 35.0 would place ALLIES in the Approaching Category. This means we were 1 point away from the Approaching level.

Access the School Performance Framework here:http://www.cde.state.co.us/schoolview/performance
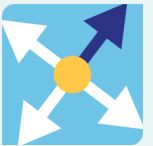
Improvement Plan Information

Additional Information about the school

see further sections of UIP for this detail

Improvement Plan Information

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

✔ State Accreditation

School Contact Information

Name: Rebecca Thompson

Title:

Mailing Street: 6275 Bridlespur Avenue

Mailing City / State/ Zip Code: Colorado Springs Colorado 80922

Phone:(719) 494-8620

Email: rthompson@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

School Overview

- ALLIES was founded in the Fall of 2017 after a pilot program by the name of LEx "Literacy Excellence" Our 'school within a school' LEx had shown such great success and growth in reading data that it was decided that the district would expand this innovation program to the creation of an entire school. ALLIES opened in August with 87 students in grades 2, 3, 4 and 5. ALLIES began its second year in the fall of 2018 and now serves 114 students in grades 2, 3, 4 and 5.
- The mission of ALLIES inspires students with language based learning difficulties and characteristics of Dyslexia to celebrate their strengths and overcome their struggles while preparing for a successful educational experience in middle school, high school and beyond.
- ALLIES consists of 6 Professors (2 ELA Professors, 2 Math Professors, 1 Innovation Professor and 1 Discovery Professor). Our teachers are called Professors because of the depth of training they have received in the area of Dyslexia, its co-morbidities and the accommodations needed for this difference in learning. Allies also employs 6 Therapists who deliver Take Flight Therapy. This is a comprehensive intervention program for students with Dyslexia, created by the Luke Waites Center for Dyslexia and Learning Disorders at Scottish Rite Hospital located in Dallas, Texas. This is an intense Orton-Gillingham based program that addresses many components of reading, including: phonemic awareness, phonics, fluency and basic comprehension. Students participate in a 3 year intervention: sessions are taught 50 minutes a day / 5 days a week by Certified Academic Language Therapists.
- The planning committee for ALLIES consists of myself, the Director, and Dr. Pickering, the Zone Superintendent. All next steps and planning is shared with the SAC (School Accountability of ALLIES). All teachers have provided input in the planning phase of ALLIES and continue to provide input into the action steps needed to proceed with the implementation of ALLIES. Professors and Therapists have now provided input into this SIP and continue to support the actions of this SIP. The school's action plan is provided monthly with parents at SAC.

Description of The Academy for Literacy, Learning and Innovation Excellence (ALLIES):

The Academy is the first free and public school in Colorado to serve students with a profile for Dyslexia. This school was created based on District 49's belief that every child can learn and that District 49 is the best place to work, learn and lead. ALLIES is part of a Portfolio of Schools offered because the Board of Education understands that not every child learns in the same way at the same time.

The Academy for Literacy, Learning and Innovation Excellence (ALLIES) is a unique school built to service students with a Profile of Dyslexia. This profile also includes the co-morbid factors of: Dysgraphia, Dyscalculia, working memory issues, ADD/ADHD and anxiety.
Due to these factors ALLIES is staffed with various ratios including: 1:4 Therapist Ratio, 1:12 ELA & Math Professor ratio and a 1:24 Innovation, On-Line Learning and Discovery Professor ratio. Therapists at ALLIES utilize the Take Flight Therapy program with each student. Students each work through this program with varying speeds of success based on their level of Dyslexia (Dyslexia is held on a continuum of mild to severely blocked) and their level of attentional difficulties. Take Flight Therapist are held to a high standard of Therapy service. They must:

- Fulfill a two year training requirement

- Hold a CALT (Certified Academic Language Therapist) License

- Be continually evaluated by a QI (Qualified Instructor)

Dyslexia is a lifelong struggle. ALLIES and the Take Flight Therapy program will not cure Dyslexia, Dysgraphia or Dyscalculia for a child. Take Flight will give these students the skills and tools necessary to begin to break the code in reading and our Professors will give these students the accommodations necessary to level the playing field in the educational system. These students may always struggle to conquer the written word with the same fluency as their peers but they will have the ability to believe in themselves! Our students will come to understand that they are not dumb - they are brilliant - and that they learn in a different way (their brains are wired differently) and they will always have to work harder than others when it comes to literacy and math. They may not show their gifts when asked to take a written test but their gifts will shine in other areas of life. They will need perseverance and grit to be successful!

To understand ALLIES and the tremendous work and passion of our Therapists and Professors, one must understand Dyslexia, Dysgraphia, Dyscalculia and the co-morbidities that accompany each. For more information please go to www.BrightSolutions.US, www.learningally.org, and www.understood.org.

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: NA - ALLIES opened as a school last year. It was our first year as a school and therefor there are no 'previous years' targets'.
Performance:

Current Performance

- What is happening now?
  Allies is in its second year of development. We continue to lay a solid foundation of emotional and academic support for children who have experienced struggles in their educational journey due to their diagnosis of Dyslexia, Dysgraphia and / or Dyscalculia or possessing characteristics in these areas. We tested all students in literacy at the beginning of the year found that 90% of our students scored below grade level expectation and well below benchmark on the DIBELS test and Math

assessments.   Progress monitoring began within 4 weeks after the start of the year and we have seen growth in 99% of our students. The level of growth varies due to the attentional difficulties of the child, the Cognitive Achievement of the child and how severely they are 'blocked' by Dyslexia.

Explanation of Growth Scores:

Strength in ELA Growth Scores:

We are quite pleased with our growth score in our first year of existence. The overall Median Growth Percentile at ALLIES was 7 percentile points higher than the District and 5 percentile points higher than the state at 55%. This 55% places us in the category of MEETS. In 4th grade, ALLIES was lower than district and state percentiles but 4th grade has Year 1 students. 5th grade has Year 2, Year 3 and Year 4 Students. Our n for 5th grade was too low to count but mathematically it should be above the 55th Percentile. 50% of our points were earned for GROWTH with 30.0 out of 60 points earned.

Needs in Math Growth Scores:
The comparison of Growth data shows a comparison of students with 'like scores'. This means that our students are compared with the growth of other students who started with low math scores. It does not take into account that not only do our students start with low math scores but they also have Dyscalculia - a co-morbid factor of Dyslexia.   Our Median Growth Percentile / Rate of 34.0 places us in the category of Does Not Meet. At or Above 35.0 would place ALLIES in the Approaching Category. This means we were 1 point away from the Approaching level.

Explanation of Achievement Scores:

Achievement Scores in ELA:
ALLIES earned a percentile rank of 7 in ELA, placing us in the Does Not Meet category. We will need a percentile rank of 15 to move to the Approaching level.
 This means we need to increase by 8 percentile points. In the area of ELA, ALLIES achievement score may always be at a lower level. Students that come into Year 1 therapy in both 3rd and 4th grade will decrease or plateau in achievement as the Take Flight Therapy works to rewire the language centers of the brain as seen in MRI reports. Students will come into ALLIES in Year 1 Therapy every single year at ALLIES (in grades 3 and 4), so every year a group of students in 3rd and 4th grades will be starting at Ground Zero.

Achievement Scores in Math:
ALLIES earned a percentile rank of 2 in Math, placing us in the Does Not Meet category. We will need a percentile rank of 15 to move to the Approaching level.

This means we need to increase by 13 percentile points

Overall SPF:

ALLIES overall rating was Priority Improvement with a score of 40.0/100. With an increase of 2% we would have scored in the Improvement category.

PARTICIPATION:
ALLIES had a possibility of 60 students who could take the CMAS test. 56 of these students tested and the 4 who did not test did have parent refusal signatures. This brought us to a 100% Accountability Participation Rate. We received a LOW Participation rating regardless of this due to the fact that 56/60 is 93% participation score.

Despite the Low Participation rating we received, we are proud of the fact that we had an entire group of parents wanting to opt out of the CMAS test and we were able to help all but 4 to allow their child to attempt and experience the state assessment. Parents of students who are well researched in Dyslexia know that tests are not the best way for their student to show their knowledge. This is magnified when a test is timed, includes multiple choice questions and is written at a level higher than the student's current ability to decode - although their listening comprehension may be well above that of their grade level peers.

Additional Trend Information:

N/A - ALLIES opened last year and therefor has only one year of data. No trends noted at this time. (Above: provide a description of the trend analysis that includes at least three years of data)

Root Causes

Priority Performance Challenge: Low 'Achievement' in Reading

ALLIES earned a percentile rank of 7 in ELA, placing us in the Does Not Meet category. We will need a percentile rank of 15 to move to the Approaching level. This means we need to increase by 8 percentile points to rise to the next level.

Root Cause: Lack of time

The lack of sufficient time students are given to read the test, process the information and answer written questions. Students with a profile of dyslexia struggle to process sound manipulation fast enough to score well on a timed test. Students may never be able to reach adequate success levels on a timed test because adequate speed of sound manipulation will always be a struggle for these children. Students with a profile of dyslexia struggle to blend and un-blend words quick enough to increase scores on a timed test - Individuals with Dyslexia may always be slow readers and speeding up the rate of fluency typically causes a lack of accuracy and causes them to revert back to inaccurate 'guessing' at words, therefore decreasing comprehension.

Root Cause: Lack of time

The lack of sufficient time we have had to remediate our students. Take Flight Therapy is a 3 year Therapy process and we do not expect this therapy to to re-train the brain for our students within one year It must be taken into account at what level the students begin at ALLIES on a continuum of mild to severe. Some students may be mildly blocked by Dyslexia and others may be severely blocked. Students who have come to ALLIES in 3rd or 4th grade, instead of at a younger age, will require more extensive retraining of the brain to accomplish success. Students may not reach grade level, but the growth in their scores is often tremendous. The state of Colorado will expect a school to bring their Academic Achievement score up over a period of time. This will not reflect at ALLIES in the same way it does at other schools. Each and every year we will bring new students into 3rd and 4th grade with the lowest of scores and the highest level of struggle to read, write, spell and calculate mathematical problems. These students possess characteristics of Dyslexia and Dysgraphia. These students may increase in their INDIVIDUAL abilities to read and write over a 3 - 8 year span of time but as a school our Academic Achievement scores may not increase as an entire entity.

Priority Performance Challenge: Low 'Growth' in Math

ALLIES earned a percentile rank of 2 in Math, placing us in the Does Not Meet category. We will need a percentile rank of 15 to move to the Approaching level. This means we need to increase by 13 percentile points to rise to the next level.

Root Cause: Lack of accommodations and adequate time

Students with Dyscalculia possess a life long struggle to memorize arbitrary math facts and to hold multiple parts of a story problem in short term memory. These students will learn to utilize accommodations that are not automatically allowed on standardized tests. These include use of a calculator, multiplication charts and a great length of time and patience.

Root Cause: Lack of interventions

ALLIES Math Professors are learning how to teach math to students with Dyscalculia using a high level of accommodations and a typical school curriculum. We will need to learn how best to intervene to support and improve student math skills for students with Dyscalculia.

Priority Performance Challenge: Low 'Achievement' in Math

Our Median Growth Percentile / Rate of 34.0 places us in the category of Does Not Meet. At or Above 35.0 would place ALLIES in the Approaching Category. This means we were 1 point away from the Approaching level.

Root Cause: Lack of accommodations and adequate time

Students with Dyscalculia possess a life long struggle to memorize arbitrary math facts and to hold multiple parts of a story problem in short term memory. These students will learn to utilize accommodations that are not allowed on standardized tests. These include use of a calculator, multiplication charts and a great length of time and patience.

Root Cause: Lack of interventions

ALLIES Math Professors are learning how to teach math to students with Dyscalculia using a high level of accommodations and a typical school curriculum. We will need to learn how best to intervene to support and improve student math skills for students with Dyscalculia.

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

ALLIES opened last year and therefor has only one year of data at this time. Priority Performance Challenges cannot be based on 'trends' noted at this time. The challenges above are based solely on one year of data results.

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

Up until this point, the district has not provided a solution to address the emotional and academic needs of students with a Profile for Dyslexia. We are the first public elementary school in Colorado founded to address these needs in 100% of our students. Surrounding school districts have not provided a solution to address these needs, therefor we are also servicing students with a profile for Dyslexia from many surrounding districts bordering Falcon, District 49.

We will look at the challenges we face with bringing students scores up to "grade level" and address the Root Cause of these challenges. We know that Root Causes for our students will always include the issues, based on:
1. the definition of dyslexia
2. characteristics of Dyslexia which are lifelong
3. comorbidities of Dyslexia

Both root causes for Reading scores involve time.

1. One is the lack of sufficient time students are given to read the test, process the information and answer written questions.

    - Students with a profile of dyslexia struggle to process sound manipulation fast enough to score well on a timed test. Students may never be able to reach adequate success levels on a timed test because adequate speed of sound manipulation will always be a struggle for these children.
    - Students with a profile of dyslexia struggle to blend and un-blend words quick enough to increase scores on a timed test - Individuals with Dyslexia may always be slow readers and speeding up the rate of fluency typically causes a lack of accuracy and causes them to revert back to inaccurate 'guessing' at words, therefore decreasing comprehension.

2. The second is the amount of time we have had to remediate our students.

    - Take Flight Therapy is a 3 year Therapy process and we do not expect this therapy to to re-train the brain for our students within one year
        - It must be taken into account at what level the students begin at ALLIES on a continuum of mild to severe. Some students may be mildly blocked by Dyslexia and others may be severely blocked. Students who have come to ALLIES in 3rd or 4th grade, instead of at a younger age, will require more extensive retraining of the brain to accomplish success.   Students may not reach grade level, but the growth in their scores is often tremendous.

    - The state of Colorado will expect a school to bring their Academic Achievement score up over a period of time. This will not reflect at ALLIES in the same way it does at other schools. Each and every year we will bring new students into 3rd and 4th grade with the lowest of scores and the highest level of struggle to read, write, spell and calculate mathematical problems. These students possess characteristics of Dyslexia, Dysgraphia and Dyscalculia. These students may increase in their INDIVIDUAL abilities to read, write and calculate over a 3 - 8 year span of time but as a school our Academic Achievement scores may not increase as an entire entity.

Additional Narrative / Conclusion

In conclusion, ALLIES is a free and public school serving a unique population that is currently only addressed in private schools in Colorado. A look into the successes of other schools of this make-up may yield methods to help overcome these root causes.

Action Plans

Planning Form

 Continue to maintain a unique and positive culture

What would success look like: Establish a culture that supports the unique needs and co-morbidities of students with dyslexia. This has always been a foundation of ALLIES. Our staff understands that students come to us with a defeated mentality and we must show them a safe and nurturing environment before they can trust that we are their allies and that the students around them will not tease or criticize them. Students no longer need to act out or avoid reading, writing and math. We will hold them up and support them in tiny increments until they are able to tackle the educational system on their own. Because this is hard work for our staff, we also support our staff in unique and positive ways. We provide training, training and more training in areas that support our students emotionally and behaviorally. We must dialogue about these issues as much as we do the issues of learning. We show our staff true appreciation and we highlight the fact that teaching at ALLIES is not easy work but is rather rewarding work. It requires teachers who will not give up on students as they make very small steps in their learning each day. Students will be immersed in a culture of Growth Mindset to curb the avoidance strategies that are prevalent in students with Dyslexia and Dysgraphia and with Dyscalculia. Utilizing strategies in every classroom from the Growth Mindset bookstudy we will create a culture that rewards and celebrates the desire to try and to 'stick with it' (grit). This will help to increase our student's level of trial, practice and follow through - thus increasing their abilities. Based on the study of Growth Mindset and understanding of the brain: brainboosting activities (exercise, airwriting, yoga, etc) will be used twice a day on Workout Wednesdays to determine if there is a difference in attentional ability.

Associated Root Causes:

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Capturing Kids' Hearts Training	Train new teachers in Capturing Kids Hearts philosophies and expectations. Refresher training for returning staff in Capturing Kids' Hearts expectations.	08/01/2018 08/01/2018		Administration	Complete
	All staff members are immersed in the "Colors" personality and strengths training and we work together as a staff to discuss our				

Strengths Based Assessment and Dialogue	individual "Colors" and therefor our strengths and needs. Together we learn how to utilize a team approach to service our students. This is extremely important at ALLIES due to the unique make-up and scheduling. We must all work together in a cohesive unit to deliver instruction and coordinate our the educational delivery and emotional support for students each day.	08/01/2018 08/01/2018		Administation and Staff	In Progress
PBiS Refresher dialogue and planning	PBiS: Positive Behavior intervention Support is a program and philosophy utilized at ALLIES to help staff and students always move to the positive before utilizing negative talk or consequences. There are a plethora of PBiS practices in place at ALLIES that we improve upon each year.	08/01/2018 05/25/2019		Administration and Staff	Complete
Positive support of staff	Each week there is a "positive support item" for staff. This is to honor staff for the incredible emotional and physical effort it takes to serve an entire population of children with academic and emotional issues. In addition, thank you notes and 'thank you emails' are abundant throughout each week in order to communicate to staff the incredible work that they are doing and to uphold their positive outlook on their work. Many times these emails contain a forwarded email of praise or support from a current parent or a visitor who toured our school from a neighboring district.	08/01/2018 05/25/2019		Administration	In Progress
Growth Mindset training and implementation	Teachers will participate in a Growth Mindset Book Study (utilizing 3 Growth Mindset Resources:) during each staff meeting throughout the year. Each staff meeting training session will be followed by implementation of newly learned practices in the classroom throughout each month.	08/01/2018 05/25/2019		Administration and Staff	In Progress
	Administration will visit another District 49 school to observe basic "Restorative Practices" in action and Administration will meet with district leadership personnel who are guiding "Restorative	12/03/2018		Administration	In Progress

| Restorative Practices | Practices" training to determine if use of these methods might help our behavioral issues and increase our nurturing environment. | 12/03/2018 |

 Ensure quality instruction and use of appropriate accommodations

What would success look like: Utilize best-practices with teachers and students to support quality instruction (ie. goal setting, data-driven instruction, PLCs, etc.) Increased PLC time and increase in depth of PLC learning and therefore increase in quality instruction. In the area of ELA, there are two improvements from last year: ELA teachers now have team-mates to build PLC with and ALLIES has hired employees to take over the classroom allowing Professors / Therapists to have PLC time in the day. This will result in increased PLC time and therefor an increase in depth of learning and growth from this professional community. In the area of Math: there are four improvements from last year: Math teachers now have team-mates to build PLC with and ALLIES has hired employees to take over the classroom allowing Professors / Therapists to have PLC time in the day. ALLIES math dept. will utilize the support of Curtis Turner (Zone Math Coach) in PLCs to increase our understandings and use of best practices. We will study Dyscalculia to determine ways to reach students struggling in math with the co-morbidities of Dyslexia including issues with: memorization of arbitrary facts, short term memory during multi-step problems and directionality.

Associated Root Causes:

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Increase Time and Depth in Professional Learning Communities	Increased PLC time and increase in depth of PLC learning will result in an increase in quality instruction. In the area of ELA, there are two improvements from last year: ELA Professors and Math Professors now have team-mates to build Professional Learning Communities with and ALLIES has hired employees to take over the classrooms allowing Professors / Therapists to have PLC time in the day. This will result in increased PLC time and therefor an increase in depth of learning and growth from this professional community.	08/03/2018 05/24/2019		Admin and Staff	In Progress

Increase Mathematical Understandings and Best Practices	ALLIES math dept. will utilize the support of a Zone Math Coach during PLCs to increase our understandings and use of best practices. We will study Dyscalculia to determine ways to reach our SpEd students struggling in math with the co-morbidities of Dyslexia including issues with: memorization of arbitrary facts, short term memory during multi-step problems and directionality.	08/06/2018 05/24/2019	Admin and Math Professors and Zone Math Coach	In Progress
Consistent use of Accommodations	Professional development, Book-studies, dialogues, emails regarding consistent and in-depth use of accommodations in every classroom / every subject area throughout the day. These accommodations are for Dylexia and it's comorbidities: Dysgraphia, Dyscalculia, ADD/ADHD and anxiety. These are followed by a high level of expectation and inspection of the expectations.	08/06/2018 05/24/2019	Admin and Staff	In Progress
Increase level of direct instruction and rigor of mathematical concepts	Last year our Math Professor attempted to learn the Zearn Math program and support all students in moving at their individual pace. This year with the addition of a second Math Professor, the two have dissected the math program in order to eliminate areas that may not be as beneficial while continuing to strengthen the rigor and direct instruction of other areas. This is a task that may require multiple attempts over a period of years as some of our students come to us with a gift for mathematical manipulation and others come to us with severe dyscalculia.	10/01/2018 05/24/2019	Math Professors	In Progress
Increase ability to determine	Current mathematical assessments do not reflect each students knowledge and struggles in a way that guides our improvements in our teaching or in our "next steps". Working with the Zone Math	01/22/2019 05/24/2019	Administration, Math Professors, Zone Math Coach	In Progress

students' growth in mathematical understandings	Coach to design and implement this assessment will guide us to better direction in our teaching and use of the current mathematical programing.

Use effective intervention for dyslexia and its co-morbidities

What would success look like: Utilize Take Flight Orton-Gillingham based Therapy along with grade-level standards and expectations while supporting students through the use of accommodations that support students with reading, writing and mathematical difficulties. This year we will improve practices in the following ways: Take Flight Therapists will utilize 5 minutes during Friday Comprehension (according to scope and sequence / Grammar, etc) to highlight the details - referring explicitly to the text as the basis for the answer. Take Flight Therapists will model finding specific details to prove an answer in writing in order to supplement this strategy being taught in the ELA classrooms. During Take Flight Therapy: therapists will not write the guiding sentences, etc. until students give the answer. Students may be relying on the therapists support too much and we must use a higher level of Gradual Release of Responsibility. Staff will bring Take Flight Students in first when 2nd recess ends: 5 minutes of Take Flight Therapy is getting lost for 5th grade each day in the transition from recess to the Take Flight Therapy rooms. Increase fidelity, time of use and support in place during on-line intervention programs in the blended learning lab. Lexia / Core 5 - ensure all grades are getting 20 min/day @ 5 days/week. Lexia "Lessons" now completed with students when they are 'stuck' on a level and use of spelling accommodations are used to curb avoidance and shut down. ST Math (Spacial Temporal Math) - ensure all grades are getting 20 min/day @ 5 days/week: ST Math now completed first in Blended Learning Lab - prior to Lexia - to ensure the full 20 minutes is utilized.

Associated Root Causes:

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Take Flight Therapists will support ELA State	Take Flight Therapists will utilize 5 minutes during Friday Comprehension (according to scope and sequence / Grammar, etc) to highlight the details - referring explicitly to the text as the	08/06/2018 05/24/2019		CALTS: Certified Academic	In Progress

Standards in Comprehension	basis for the answer. Take Flight Therapists will model finding specific details to prove an answer in writing in order to supplement this strategy being taught in the ELA classrooms.		Language Therapists: Take Flight Therapists	
Increase Gradual Release of Responsibility	During Take Flight Therapy: therapists will not write the guiding sentences, etc. until students give the answer. Students may be relying on the therapists support too much and we must use a higher level of Gradual Release of Responsibility.	08/06/2018 05/24/2019	CALTS: Certified Academic Language Therapists: Take Flight Therapists	In Progress
Scheduling change for increase time on task	Staff will bring Take Flight Students in first when 2nd recess ends: 5 minutes of Take Flight Therapy is getting lost for 5th grade each day in the transition from recess to the Take Flight Therapy rooms.	08/06/2018 05/24/2019	CALTS: Certified Academic Language Therapists: Take Flight Therapists	In Progress
Increase time and level of support in on-line intervention programs	Increase fidelity, time of use and support in place during on-line intervention programs in the blended learning lab. Lexia / Core 5 - ensure all grades are getting 20 min/day @ 5 days/week. Lexia "Lessons" now completed with students when they are 'stuck' on a level and use of spelling accommodations are used to curb avoidance and shut down. ST Math (Spacial Temporal Math) - ensure all grades are getting 20 min/day @ 5 days/week: ST Math now completed first in Blended Learning Lab - prior to Lexia - to ensure the full 20 minutes is utilized.	08/06/2018 05/24/2019	On-line Blended Learning Tutor	In Progress
Increase Collaboration	Up until this point, Take Flight Therapists and ELA Professors have been teaching in isolation from each department: Take Flight Therapists are responsible for Phonemic Awareness, Phonics, Fluency and partial Comprehension. ELA Professors have been responsible for Vocabulary development, Fluency support and both oral and written Comprehension Strategies. One day each	12/04/2018	Take Flight Therapists, ELA Professors,	In Progress

between Therapists and ELA Professors	quarter is now spent with Therapists and ELA teachers in a PLC environment to discuss each student and his/her particular struggle that may be supported by a team approach. Through this discussion, discovery of additional changes that may be needed may also emerge.	05/24/2019		Paraprofessionals for classroom coverage

School Target Setting

Priority Performance Challenge : Low 'Achievement' in Reading

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Achieve a percentile rank of at least 15 in ELA achievement to receive a rating of Approaching.
	2019-2020: Achieve a percentile rank of at least 25 in ELA achievement to receive a rating of Approaching.

INTERIM MEASURES FOR 2018-2019: Aimsweb Plus, Classroom Formative Assessments, DIBELS

Priority Performance Challenge : Low 'Growth' in Math

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Achieve a percentile rank of at least 35 in Math Growth to receive a rating of Approaching
	2019-2020: Achieve a percentile rank of at least 40 in Math Growth to receive a rating of Approaching

INTERIM MEASURES FOR 2018-2019: Aimsweb Plus, Classroom Formative Assessments, ST Math Leveling, SMI: Scholastic Math Inventory

Priority Performance Challenge : Low 'Achievement' in Math

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** Achieve a percentile rank of at least 15 in Math achievement to receive a rating of Approaching |
| | **2019-2020:** Achieve a percentile rank of at least 25 in Math achievement to receive a rating of Approaching |

INTERIM MEASURES FOR 2018-2019: Aimsweb Plus, Classroom Formative Assessments, ST Math Leveling, SMI: Scholastic Math Inventory

School Accountability Committee UIP Signature Page 2018-2019

School ____ALLIES____

Accreditation Rating (Plan Type) ___ Priority Improvement Plan ___

School Accountability Committee:			
Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.			
Name	**Position**		
Jennifer Betzmer	SAC Chairperson – Parent		
Misty Hull	PTA President - Parent	**1) Date the Plan was presented to SAC for review:**	
Mr. Pierce	Parent	November 28, 2018	
Mrs. Jordan	ELA Professor	**2) Signature of Principal:**	
Ms. Kennedy	ELA Professor		
Ms. Hinote	Take Flight Therapist	**3) Signature of SAC Chairperson:**	
Mrs. Lee	Take Flight Therapist		
Mrs. Scroggins	Take Flight Therapist	**4) Additional SAC members who reviewed the plan:**	
Mrs. Kennington	Take Flight Therapist		
Mrs. Bergland	Take Flight Therapist		
Mrs. McCluggage	Take Flight Therapist		

Colorado's Unified Improvement Plan for Schools

BANNING LEWIS RANCH ACADEMY UIP 2018-19 | **School:** BANNING LEWIS RANCH ACADEMY | **District:** DISTRICT 49 | **Org ID:** 1110 | **School ID:** 0555 | **Framework:** Performance Plan: Meets 95% Participation | **Draft UIP**

Table of Contents

Executive Summary

If we...

TARGET INTERVENTIONS THROUGH MTSS	

ALIGN AND ARTICULATE CURRICULUM	

IMPROVE INSTRUCTIONAL PRACTICE	

Then we will address...

ELEMENTARY MTSS INTERVENTIONS

Description:

MTSS interventions in math are not consistently research-based and aligned to individual student needs.

ELEMENTARY MATH INSTRUCTION

Description:

Current math instruction is more aligned to the available curriculum resources than it is to the depth of knowledge and rigor called for in the standards

ELEMENTARY INSTRUCTIONAL PRACTICE

Description:

o Implementation of high leverage, research-based instructional practice is inconsistent.

MIDDLE SCHOOL/HIGH SCHOOL VERTICAL ARTICULATION

Description:

o Vertical articulation of core content area course sequences is inconsistent and not fully developed.

MIDDLE SCHOOL/HIGH SCHOOL MTSS INTERVENTIONS

Description:

o MTSS interventions are not consistently intentional and targeted in nature.

MIDDLE SCHOOL/HIGH SCHOOL INSTRUCTIONAL STRATEGIES

Description:

o Instructional strategies employed in classrooms are not consistently high impact, research-based, and targeted.

Then we will change current trends for students

ELEMENTARY MATH

Description:

Elementary math achievement and growth trends are not solidly positive. o Minority students in elementary have lower median growth percentiles than the overall BLRA elementary math median growth percentile. Performance Target(s): Overall elementary math achievement percentile rank will improve from 59 to 70 or above by 2021. Overall median growth percentile for math will meet or exceed 50 each year through 2021. Math achievement and growth ratings for minority students will improve to "Meets" or above each year through 2021.

6TH AND 8TH GRADE

Description:

Over the three year period 2016 to 2018, the trend is downward in both proficiency and growth for both 6th and 8th grades for ELA, Math and Science (8th only). o Performance Target(s): Overall middle school growth ratings for both ELA and Math will improve to "Meets" or above each year through 2021. Overall middle school achievement ratings for both ELA and Math will improve to "Meets" or above each year through 2021.

ENROLLMENT

Description:

(a) growth in number of elementary students, (b) growth in number of middle school students, and (c) adding new HS grade levels through 2020.

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

Improvement Plan Information

Additional Information about the school

If we…

Target Interventions through MTSS

Description: Implement more research-base, targeted interventions through MTSS (multi-tiered system of support).

Align and Articulate Curriculum

Description: Shift curriculum focus from resource-based to standards-based and articulate curriculum throughout the course/grade level sequence.

Improve Instructional Practice

Description: Increase implementation of high leverage, research-based, and targeted instructional strategies in all classrooms.

Then we will change current trends for students…

Improve elementary math growth and achievement for overall students and more specifically minority students.

Specifics:

• The overall elementary math achievement percentile rank will improve from 59th to 70th or above by 2021.

• The overall median growth percentile for elementary math will meet or exceed 50 each year through 2021.

• The math achievement and growth ratings for minority students will improve to "Meets" or above each year through 2021.

Reverse the three-year downward trend in both overall achievement and growth in the 6th and 8th grades for ELA, Math, and Science (8th only).

Specifics:

• The overall middle school growth ratings for both ELA and Math will improve to "Meets" or above each year through 2021.

• The overall middle school achievement ratings for both ELA and Math will improve to "Meets" or above each year through 2021.

Improvement Plan Information

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

✓ State Accreditation

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Banning Lewis Academy is a high performing school currently serving students in grades K-10 on two campuses. Our Banning Lewis Ranch Academy

campus houses our K-5 students and our Banning Lewis Preparatory Academy Campus houses our middle school and high school students.

Banning Lewis Academy has achieved a "Performance Plan" rating every year that this rating system has been in place in Colorado.

After ten years as a single campus K-8 charter school, we opened our second campus in the fall of 2017, added ninth grade students, and expanded

enrollment at all grade levels K-8. The 2018 SPF One-Year SPF is the first to include results with these three significantly impacting factors.

We convened a school improvement plan team in the first semester of 2018 to engage the following three-step process:

• Review and analyze data for the purpose of identifying significant trends and prioritizing performance challenges.

• Determine performance targets and identify root causes for trends and challenges.

• Write major improvement strategies – include interim measures and implementation benchmarks.

The School Improvement Plan (SIP) Team consisted of educators in multiple roles from all levels (elementary, middle, high).

Once the SIP Team completed its work, the draft plan was presented first to the School Accountability and Advisory Committee (SAAC) and then to the

BLRA Board of Directors for review and approval.

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 GROWTH	
Prior Year Target:	MGP in typical range (45-55) or above
Performance:	MGY at 49 for both math and ELA

Current Performance

- Current Performance

  Recent One-Year School Performance Framework (SPF) results are as follows:

  • 2016 One-Year SPF: 69.6/100 points.

  • 2017 One-Year SPF: 77.1/100 points.

  • 2018 One-Year SPF: 62.4/100 points.

  Results from benchmark assessments STAR and DIBELS are consistent with the results from state assessments. The overall achievement and growth

  results are strong while indicating a few areas for improvement. PSAT 9 scores were particularly strong in 2018 – no small feat for a school engaging

  with this grade level for the first time in its history. Note: Post-Secondary and Workforce Readiness results were not calculated into the 2018 SPF scores.

  CMAS Assessment Meets or Exceeds Percentages for ELA Year-by-Year Comparison

Assessment and Grade Level	2015-2016	2016-2017	2017-2018	Difference	+ or -
ELA03	31	55	48	-7	-
ELA04	44	65	42	-13	-
ELA05	44	56	63	7	+
ELA06	49	59	43	-17	-
ELA07	71	54	59	5	+
ELA08	51	67	32	-35	-
ELA Elementary Average	40	59	55	-4	-
ELA Middle School Average	57	60	45	-15	-
ELA Overall Average	48	59	50	-9	-

CMAS ASSESSMENT Meets or Exceeds Percentages for MATH Year-by-Year Comparison

Assessment and Grade Level	2015-2016	2016-2017	2017-2018	Difference	+ or -
Math03	28	53	34	-19	-
Math04	29	29	34	5	+
Math05	31	27	33	6	+
Math06	43	35	24	-11	-
Math07	48	40	31	-9	-

Math08	18	38	28	-10	-
Math Elementary Average	29	36	34	-2	-
Math Middle School Average	46	48	39	-9	-
Math Overall Average	39	43	37	-6	-

ELA Cohort Year to Year Change

Cohort Current Grade Level	2015-2016	2016-2017	2017-2018	Difference	+ or -
4th Grade (Class of 27)			48		
5th Grade (Class of 26)		55	52	-3	-
6th Grade (Class of 25)	31	65	63	-2	-
7th Grade (Class of 24)	44	56	43	-14	-
8th Grade (Class of 23)	44	59	59	0	NC
9th Grade (Class of 22)	49	54	32	-22	-
ELA Elementary Average	31	60	55	-5	-
ELA Middle School Average	46	56	45	-11	-
ELA Overall Average	42	58	50	-8	-

Math Cohort Year to Year Change

					+

Cohort Current Grade Level	2015-2016	2016-2017	2017-2018	Difference	or -
4th Grade (Class of 27)			34		
5th Grade (Class of 26)		53	34	-19	-
6th Grade (Class of 25)	28	29	33	4	+
7th Grade (Class of 24)	29	27	24	-3	-
8th Grade (Class of 23)	31	35	31	-4	
9th Grade (Class of 22)	43	40	28	-12	-
Math Elementary Average	28	41	34	-7	-
Math Middle School Average	34	34	28	-6	-
Math Overall Average	33	37	31	-6	-

PSAT Assessment Mean Score

Assessment and Grade Level	2016-2017	2017-2018	Difference	+ or -
Reading and Writing 09		490	NA	NA
Math 09		489	NA	NA
Composite		979	NA	NA

CMAS Assessment Meets and Exceeds Percentages for Science

Assessment and Grade Level	2015-2016	2016-2017	2017-2018	Difference	+ or -

SCI05	44	47	48	1	+
SCI08	33	56	31	-25	-
Science Overall Average	39	52	39	-13	-

CMAS Assessment Meets or Exceeds Percentages for ELA

Assessment and Grade Level	District 49	BLA	Difference	+, -, or =	
ELA03	41	48	7	+	
ELA04	48	52	4	+	
ELA05	49	63	14	+	
ELA06	39	43	4	+	
ELA07	49	59	10	+	
ELA08	48	32	-15	-	
ELA Elementary Average	46	55	9	+	
ELA Middle School Average	45	45	0	=	
ELA Overall Average	45	50	5	+	

CMAS Assessment Meets or Exceeds Percentage for Math

Assessment and Grade Level	District 49	BLA	Difference	+, -, or =	
Math03	39	34	-5	-	
Math04	32	34	2	+	
Math05	33	33	0	=	
Math06	25	24	-1	-	
Math07	27	31	4	+	

Math08	26	28	2	+
Math Elementary Average	35	34	-1	-
Math Middle School Average	26	39	13	+
Math Overall Average	30	37	7	+

CMAS Assessment Median Growth Percentile for ELA

Assessment and Grade Level	District 49	BLA	Difference	+, -, or =	
4th Grade (Class of 27)	NA	NA	NA	NA	
5th Grade (Class of 26)	47	45	-2	-	
6th Grade (Class of 25)	50	51	1	+	
7th Grade (Class of 24)	48	47	-1	-	
8th Grade (Class of 23)	49	52	3	+	
9th Grade (Class of 22)	52	35	-17	-	
ELA Overall Median	49	46	-3	-	

CMAS Assessment Median Growth Percentile for Math

Assessment and Grade Level	District 49	BLA	Difference	+, -, or =	
4th Grade (Class of 27)	NA	NA	NA	NA	
5th Grade (Class of 26)	50	35	-15	-	
6th Grade (Class of 25)	47	48	1	+	
7th Grade (Class of 24)	47	53	6	+	

	47	59	12	+	
8th Grade (Class of 23)	47	59	12	+	
9th Grade (Class of 22)	55	39	-17	-	
Math Overall Median	49	47	-2	-	

PSAT Assessment Mean Score Comparison

Assessment and Grade Level	District 49	BLA	Difference	+, -, or =
Reading and Writing 09	440	490	50	+
Math 09	422	489	67	+
Composite	862	979	117	+

PSAT Assessment Median Growth Percentiles

Assessment and Grade Level	District 49	BLA	Difference	+, -, or =
Reading and Writing 09	44	61	17	+
Math 09	41	52	11	+
Composite	NA	NA	NA	NA

Additional Trend Information:

Trend Analysis

The School Improvement Plan (SIP) Team identified the following key trends as performance challenges:

• Identified Trend: Enrollment.

o Enrollment trends are positive, but challenging. These include, but are not limited to (a) growth in number of elementary students, (b) growth in number of middle school students, and (c) adding new HS grade levels through 2020.

o Performance target(s):

 1488 students for 2019-2020 school year.

 1623 students for 2020-2021 school year.

• Identified Trend: Elementary math.

o Elementary math achievement and growth trends are not solidly positive.

o Minority students in elementary have lower median growth percentiles than the overall BLRA elementary math median growth percentile.

o Performance Target(s):

 Overall elementary math achievement percentile rank will improve from 59 to 70 or above by 2021.

 Overall median growth percentile for math will meet or exceed 50 each year through 2021.

 Math achievement and growth ratings for minority students will improve to "Meets" or above each year through 2021.

• Identified Trend: 6th and 8th grades.

o Over the three year period 2016 to 2018, the trend is downward in both proficiency and growth for both 6th and 8th grades for ELA, Math and Science (8th only).

o Performance Target(s):

 Overall middle school growth ratings for both ELA and Math will improve to "Meets" or above each year through 2021.

 Overall middle school achievement ratings for both ELA and Math will improve to "Meets" or above each year through 2021.

Root Causes

Priority Performance Challenge: Elementary Math

Elementary math achievement and growth trends are not solidly positive. o Minority students in elementary have lower median growth percentiles than the overall BLRA elementary math median growth percentile. Performance Target(s): Overall elementary math achievement percentile rank will improve from 59 to 70 or above by 2021. Overall median growth percentile for math will meet or exceed 50 each year through 2021. Math achievement and growth ratings for minority students will improve to "Meets" or above each year through 2021.

Root Cause: Elementary MTSS Interventions

MTSS interventions in math are not consistently research-based and aligned to individual student needs.

Root Cause: Elementary math instruction

Current math instruction is more aligned to the available curriculum resources than it is to the depth of knowledge and rigor called for in the standards

Root Cause: Elementary Instructional Practice

o Implementation of high leverage, research-based instructional practice is inconsistent.

Priority Performance Challenge: 6th and 8th grade

Over the three year period 2016 to 2018, the trend is downward in both proficiency and growth for both 6th and 8th grades for ELA, Math and Science (8th only). o Performance Target(s): Overall middle school growth ratings for both ELA and Math will improve to "Meets" or above each year through 2021. Overall middle school achievement ratings for both ELA and Math will improve to "Meets" or above each year through 2021.

Root Cause: Middle School/High School Vertical Articulation

o Vertical articulation of core content area course sequences is inconsistent and not fully developed.

Root Cause: Middle School/High School MTSS Interventions

o MTSS interventions are not consistently intentional and targeted in nature.

Root Cause: Middle School/High School Instructional Strategies

o Instructional strategies employed in classrooms are not consistently high impact, research-based, and targeted.

Priority Performance Challenge: Enrollment

(a) growth in number of elementary students, (b) growth in number of middle school students, and (c) adding new HS grade levels through 2020.

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

Root Causes

• Root Causes – Elementary.

o MTSS interventions in math are not consistently research-based and aligned to individual student needs.

o Current math instruction is more aligned to the available curriculum resources than it is to the depth of knowledge and rigor called for in the standards.

o Implementation of high leverage, research-based instructional practice is inconsistent.

• Root Causes - MS/HS.

o Vertical articulation of core content area course sequences is inconsistent and not fully developed.

o MTSS interventions are not consistently intentional and targeted in nature.

o Instructional strategies employed in classrooms are not consistently high impact, research-based, and targeted

Action Plans

Planning Form

Target Interventions through MTSS

Associated Root Causes:

Elementary MTSS Interventions:
MTSS interventions in math are not consistently research-based and aligned to individual student needs.

Middle School/High School MTSS Interventions:
o MTSS interventions are not consistently intentional and targeted in nature.

Growth:
(a) growth in number of elementary students, (b) growth in number of middle school students, and (c) adding new HS grade levels through 2020.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Monthly Meetings	Establish monthly meetings throughout the year	08/31/2018 12/31/2018 Monthly	MTSS Coordinator and Content Area Teachers	
Communication Plan	Implement a communication plan that incorporates content area teachers, electives teachers, counselors, and administrators. Communication includes: (a) Students receiving interventions support. (b) Meeting dates, times, and locations. (c) Individual student targeted interventions.	08/31/2018 12/31/2018 Weekly	MTSS Coordinator and Content Area Teachers	

	Implement and maintain a data tracking system to monitor student progress and effectiveness of interventions.	08/31/2018 12/31/2018 Weekly	MTSS Coordinator and Content Area Teachers

Data Tracking System

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Screening Data	Screening data is recorded and monitored regularly.			MTSS Coordinator and Content Area Teachers	
Targeted Interventions	Implement targeted interventions based upon screening data.			MTSS Coordinator and Content Area Teachers	
Effectiveness Tracking	Effectiveness of math interventions is recorded and monitored to inform next steps and adjusting interventions.			MTSS Coordinator and Content Area Teachers	

Align and Articulate Curriculum

Associated Root Causes:

Middle School/High School Vertical Articulation:
o Vertical articulation of core content area course sequences is inconsistent and not fully developed.

Growth:

(a) growth in number of elementary students, (b) growth in number of middle school students, and (c) adding new HS grade levels through 2020.

Elementary Instructional Practice:

o Implementation of high leverage, research-based instructional practice is inconsistent.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Subject Matter Expert Committee	Starting with mathematics, establish a Subject Matter Expert Committee at each site to develop the Standards Roadmap.	01/01/2019 01/31/2019	Administration and Content Area Teachers	
Complete the Standards Roadmap	Starting with mathematics, complete the standards roadmap.	01/01/2019 07/31/2019	Administration and Content Area Teachers	
Curriculum Resources	Starting with mathematics, develop/procure curriculum resources to support implementation of the standards roadmap.	01/01/2019 07/31/2019	Administration and Content Area Teachers	
Plan of Action Commitee	Starting with mathematics, establish a Plan of Action (POA) Committee made up of key personnel from both sites to backwards design course sequences to facilitate the 5th to 6th grade transition.	02/01/2019 03/30/2019	Administration and Content Area Teachers	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Standards Roadmap: Scope and Sequence	Starting with mathematics, create a scope and sequence for each core content area.	01/01/2019 07/31/2019		Administration and Content Area Teachers	
Standards Roadmap: Curriculum Map	Starting with mathematics, create a curriculum map for each core content area.	01/01/2019 07/01/2019		Administration and Content Area Teachers	
Standards Roadmap: Proficiency Rubrics	Starting with mathematics, create a set of proficiency rubrics for standards that target depth of knowledge.	01/01/2019 07/01/2019		Administration and Content Area Teachers	
Standards Roadmap: Unit Plans	Starting with mathematics, backwards design instructional units.	01/01/2019 07/01/2019		Administration and Content Area Teachers	
Curriculum	Starting with mathematics, develop/procure curriculum resources to support implementation of the standards roadmap.	01/01/2019 07/01/2019		Administration and Content Area Teachers	

Improve Instructional Practice

Associated Root Causes:

Elementary Instructional Practice:
o Implementation of high leverage, research-based instructional practice is inconsistent.

Middle School/High School Instructional Strategies:
o Instructional strategies employed in classrooms are not consistently high impact, research-based, and targeted.

Growth:
(a) growth in number of elementary students, (b) growth in number of middle school students, and (c) adding new HS grade levels through 2020.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Schoolwide Best Instructional Practices	Develop a schoolwide set of best research-based instructional practices with common vocabulary.	01/01/2019 03/31/2019	Administrators and content area teachers	
Determine Teacher	Determine the areas of teacher training needs based upon the schoolwide set of best research-based instructional practices.	04/01/2019 05/31/2019	Administrators and content area teachers	

	PD Needs			
Provide Teacher PD	Implement a system for providing access to teachers for PD targeted at their individual areas of need with the schoolwide set of best research-based instructional practices and track teacher progress through the targeted PD.	06/01/2019 05/31/2020	Administrators and content area teachers	
Monthly Instructional Practices PD	Feature a key instructional practice from the schoolwide set of best research-based instructional practices during monthly PD.	06/01/2019 05/31/2019	Administrators and content area teachers	
Enhanced Instructional Mentoring/Coaching	Develop and implement an enhanced system for allowing for and encourage mentoring and peer-topeer instructional coaching during the normal school day	06/01/2019 05/31/2020	Administrators and content area teachers	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Schoolwide Best Instructional Practices	Develop a schoolwide set of best research-based instructional practices with common vocabulary.	01/01/2019 03/31/2019		Administrators and content area teachers	
Determine Teacher PD Needs	Determine the areas of teacher training needs based upon the schoolwide set of best research-based instructional practices.	04/01/2019 05/31/2020		Administrators and content area teachers	

Provide Teacher PD	Implement a system for providing access to teachers for PD targeted at their individual areas of need with the schoolwide set of best research-based instructional practices and track teacher progress through the targeted PD.	06/01/2019 05/31/2020	Administrators and content area teachers
Monthly Instructional Practices PD	Develop and implement an enhanced system for allowing for and encourage mentoring and peer-topeer instructional coaching during the normal school day.	06/01/2019 05/31/2020	Administrators and content area teachers
Enhanced Instructional Mentoring/Coaching	Develop and implement an enhanced system for allowing for and encourage mentoring and peer-topeer instructional coaching during the normal school day.	06/01/2019 05/31/2020	Administrators and content area teachers

School Target Setting

 Priority Performance Challenge : Elementary Math

 PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Overall elementary math achievement percentile rank will improve from 59 to 70 or above by 2021.
	2019-2020: Overall elementary math achievement percentile rank will improve from 59 to 70 or above by 2021.

INTERIM MEASURES FOR 2018-2019: We will monitor our benchmark assessments throughout the year.

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** Overall median growth percentile for math will meet or exceed 50 each year through 2021. |
| | **2019-2020:** Overall median growth percentile for math will meet or exceed 50 each year through 2021. |

INTERIM MEASURES FOR 2018-2019: We will monitor our benchmark assessments throughout the year.

PERFORMANCE INDICATOR: Disaggregated Growth

MEASURES / METRICS: M

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** Math achievement and growth ratings for minority students will improve to "Meets" or above each year through 2021. |
| | **2019-2020:** Math achievement and growth ratings for minority students will improve to "Meets" or above each year through 2021. |

INTERIM MEASURES FOR 2018-2019: We will monitor our benchmark assessments throughout the year.

Priority Performance Challenge : 6th and 8th grade

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** Overall middle school achievement ratings for both ELA and Math will improve to "Meets" or above each year through 2021. |
| | **2019-2020:** Overall middle school achievement ratings for both ELA and Math will improve to "Meets" or above each year |

through 2021.

INTERIM MEASURES FOR 2018-2019: We will monitor our benchmark assessments throughout the year.

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

2018-2019: Overall middle school achievement ratings for both ELA and Math will improve to "Meets" or above each year through 2021.

2019-2020: Overall middle school achievement ratings for both ELA and Math will improve to "Meets" or above each year through 2021.

INTERIM MEASURES FOR 2018-2019: We will monitor our benchmark assessments throughout the year.

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

2018-2019: Overall middle school growth ratings for both ELA and Math will improve to "Meets" or above each year through 2021.

2019-2020: Overall middle school growth ratings for both ELA and Math will improve to "Meets" or above each year through 2021.

INTERIM MEASURES FOR 2018-2019: We will monitor our benchmark assessments throughout the year.

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

2018-2019: Overall middle school growth ratings for both ELA and Math will improve to "Meets" or above each year through

2021.

2019-2020: Overall middle school growth ratings for both ELA and Math will improve to "Meets" or above each year through 2021.

INTERIM MEASURES FOR 2018-2019: We will monitor our benchmark assessments throughout the year.

Priority Performance Challenge : Enrollment

PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2018-2019: o Performance target(s): 1353 students for 2018-2019 school year. (exceeded target: 1376) 1488 students for 2019-2020 school year. 1623 students for 2020-2021 school year

2019-2020: o Performance target(s): 1488 students for 2019-2020 school year. 1623 students for 2020-2021 school year

INTERIM MEASURES FOR 2018-2019: We will monitor enrollment weekly throughout the school year.

School Accountability Committee UIP Signature Page 2018-2019

School Banning Lewis Academy

Accreditation Rating (Plan Type) Performance Plan

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.

Name	Position
Jenna Bell	Parent / Special Education
Nicole Teti	4th Grade Teacher
Rob Teti	5th Grade Teacher
Rebekah Andrino	Parent / 504 - MTSS Coordinator
Shannon Molnar	Principal
Rick Dahlman	Asst Principal / Parent
Braden Monson	Principal
Kendra England	Teacher HS/MS
Lisa DeHayes	Teacher MS
Kayla Pettit	Teacher HS/MS

School Accountability Committee:

1) Date the Plan was presented to SAC for review:

  Tuesday, October 13th, 2018

2) Signature of Principal:

  [signature]

3) Signature of SAC Chairperson:

  [signature]

4) Additional SAC members who reviewed the plan:

  Lisa DeHayes   Gwin Leeder
  Michael Townsend   Rick Dahlman
  Corey Gamboa   Brandon Monson
  Laura Estavez
  Hector Falcon

Colorado's Unified Improvement Plan for Schools

BENNETT RANCH ELEMENTARY SCHOOL UIP 2018-19 | **School:** BENNETT RANCH ELEMENTARY SCHOOL | **District:** DISTRICT 49 | **Org ID:** 1110 |

School ID: 0696 | **Framework:** Pending | **Draft UIP**

Table of Contents

Executive Summary

If we...

TIER ONE SYSTEMS OF SUPPORT

Description:

American Reading Company (120 mins. daily) Boost (10-15 mins. daily) K-1st Heggerty Phonemic Awareness (10 mins. daily) Kinder- Phonics Dance (5 mins. daily) Rebecca Sitton Spelling (30 mins. weekly)

TIER TWO SYSTEMS OF SUPPORT

Description:

Small group work with reading interventionist Kinder 15 mins 4 times a week 1st/2nd/3rd 45 mins 4 times a week (SIPPS)

Then we will address...

INTERVENTION MATERIALS

Description:

ensuring that the proper intervention materials are used to meet the correct needs of the students.

Then we will change current trends for students

PRIMARY LITERACY FOUNDATIONAL SKILLS

Description:

Phonemic Awareness and Alphabetic Principle Specific measures in DIBELS to build foundational skills

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

Improvement Plan Information

Additional Information about the school

Bennett Ranch Elementary School is a brand new school in District 49.

Improvement Plan Information

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

☑ State Accreditation

School Contact Information

Name: Amanda Maranville   **Title:** Associate Principal

Mailing Street: 11243 Londonderry Dr.   **Mailing City / State/ Zip Code:** Peyton Colorado 80831

Phone:(719) 495-5460   **Email:** amaranville@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Bennett Ranch Elementary School is a brand new school opening for the 2018-2019 school year. The school was opened to help relieve the overcrowding in the surrounding two elementary schools. The students in the district were relocated to the new school as part of the realignment of the boundaries. Bennett Ranch has approximately 300 students in grades kindergarten through 5th grade. The staff was filled through an application and hiring process based on the mission and vision of the school.

·**Mission: Bennett Ranch is committed to a community grounded on positive relationships, high standards, and responsive teaching. Our learners will pursue pathways of passion based on firm foundations, creativity, and grit.**

·**Vision: Bennett Ranch will develop independent, confident risk takers who are inspired to solve problems through resourceful thinking and collaboration.**

·Bulls Lead the Way!

This UIP will be written based on our goals for this school year and the limited data that we have.

Prior Year Targets

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

Current Performance

- Our School did not receive a SPF due to it being a brand new school.

    The data we were able to collect on our students from last year showed:

    - **3rd Grade**

        - **ELA- 41% meet/exceed**

        - **Math 38% meet/exceed**

- **4th Grade**

  - **ELA-62% meet/exceed**

  - **Math 34% meet/exceed**

The data from our BOY DIBELS data showed:
- **5th grade 75% at or above target**
- **4th grade 73% at or above target**
- **3rd grade 80% at or above target**

The data from our MOY DIBELS data showed:
- **5th grade 80% at or above target**
- **4th grade 75% at or above target**
- **3rd grade 73% at or above target**

Trend Analysis

Additional Trend Information:

The data we were able to collect on our students from last year showed:

- **3rd Grade 2017-2018**

  - **ELA- 41% meet/exceed**

  - **Math 38% meet/exceed**

- **4th Grade 2017-2018**

  - **ELA-62% meet/exceed**

  - **Math 34% meet/exceed**

The data from our 2018 BOY DIBELS data showed:

- **5th grade 75% at or above target**
- **4th grade 73% at or above target**
- **3rd grade 80% at or above target**

The data from our MOY DIBELS data showed:

- **5th grade 80% at or above target**
- **4th grade 75% at or above target**
- **3rd grade 73% at or above target**

Root Causes

Priority Performance Challenge: Primary Literacy Foundational Skills

Phonemic Awareness and Alphabetic Principle Specific measures in DIBELS to build foundational skills

Root Cause: Intervention Materials

ensuring that the proper intervention materials are used to meet the correct needs of the students.

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

1. As part of our mission/vision as a school we believe and building a firm foundation for our students. This means ensuring every student has mastered the foundational skills necessary to become readers. We will focus our efforts as a school to ensure this goal can be met.

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

As a new school with a new curriculum we are faced with many challenges. It is important that we are aware of the needs of our students and select the proper intervention materials to meet those needs.

Action Plans

Planning Form

 Tier One Systems of Support

What would success look like: American Reading Company (120 mins. daily) Boost (10-15 mins. daily) K-1st Heggerty Phonemic Awareness (10 mins. daily) Kinder-Phonics Dance (5 mins. daily) Rebecca Sitton Spelling (30 mins. weekly)

Describe the research/evidence base supporting the strategy: A strong core curriculum focused on the foundational literacy skills will help up to meet our goal.

Associated Root Causes:

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
ARC Professional Development	Our teachers are provided with on site Professional Development from American Reading Company on reading implementation. The PD is once a month throughout the school year.	08/01/2018 05/31/2019	American Reading Company	ARC representative, administration, teachers	In Progress
Teacher	Administration coaches teachers on implementation of intervention programs	08/01/2018 05/31/2020	teacher evaluation rubric, time	administration, reading interventionist	In Progress

Coaching/Feedback

Tier Two Systems of Support

What would success look like: Small group work with reading interventionist Kinder 15 mins 4 times a week 1st/2nd/3rd 45 mins 4 times a week (SIPPS)

Describe the research/evidence base supporting the strategy: Small group work will ensure we are focusing on specific student deficiencies.

Associated Root Causes:

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Data Team Meetings	Data Team meets every other week to look at data and adjust intervention groups to best meet the individual needs of students.	08/01/2018 05/31/2020	MClass, DIBELS	administration, reading interventionist, teachers	In Progress

School Target Setting

Priority Performance Challenge : Primary Literacy Foundational Skills

PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

2018-2019: Currently 73% of third grade students are at benchmark on DIBELS assessment. By the end of the 2018-2019

ANNUAL PERFORMANCE TARGETS

2019-2020: At the beginning of the 2019-2020 school year 75% of fourth grade students are at benchmark on DIBELS assessment. By the end of the 2019-2020 school year 78% of those students will be at benchmark on DIBELS assessment.

INTERIM MEASURES FOR 2018-2019: We will use DIBELS Next assessment to progress monitor students on this benchmark.

PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS

2018-2019: Currently 75% of fourth grade students are at benchmark on DIBELS assessment. By the end of the 2018-2019 school year 78% of fourth grade students will be at benchmark on DIBELS assessment.

2019-2020: At the beginning of the 2019-2020 school year 78% of fifth grade students are at benchmark on DIBELS assessment. By the end of the 2019-2020 school year 81% of those students will be at benchmark on DIBELS assessment.

INTERIM MEASURES FOR 2018-2019: We will use DIBELS Next assessment to progress monitor students on this benchmark.

PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS

2018-2019: Currently 80% of fifth grade students are at benchmark on DIBELS assessment. By the end of the 2018-2019 school year 83% of fifth grade students will be at benchmark on DIBELS assessment.

2019-2020: At the beginning of the 2019-2020 current students will be have moved on to middle school as sixth graders.

INTERIM MEASURES FOR 2018-2019: We will use DIBELS Next assessment to progress monitor students on this benchmark.

School Accountability Committee UIP Signature Page 2018-2019

School: Bennett Ranch Elementary School

Accreditation Rating (Plan Type): Performance

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.

Name	Position
Brian Smith	Executive Principal
Amanda Maranville	Elementary Principal
Kris Levi	Dean of Students
Rebekah Lusk	Counselor
Wendi Cofer	Reading Interventionist
John Newbill	SAC Chair & Parent
Sarah Rawlinson	Parent, SAC Vice-Chair, PTSA Rep
Danielle Ryan	Parent
Karne Holmes	Parent
Jessica Crawford Nelson	Explore Teacher & SAC Member

School Accountability Committee:

1) **Date the Plan was presented to SAC for review:**

February 25, 2019

2) **Signature of Principal:**

3) **Signature of SAC Chairperson:**

4) **Additional SAC members who reviewed the plan:**

Colorado's Unified Improvement Plan for Schools

EVANS INTERNATIONAL ELEMENTARY SCHOOL UIP 2018-19 | **School:** EVANS INTERNATIONAL ELEMENTARY SCHOOL | **District:** DISTRICT 49 | **Org ID:** 1110 | **School ID:** 1618 | **Framework:** Improvement Plan: Meets 95% Participation | **Draft UIP**

Table of Contents

Executive Summary

If we...

STANDARDS AND INSTRUCTION

Description:

Ensure fidelity of standards-based core literacy and math instruction utilizing school wide programs. Provide all students with equal access to rigor. Utilize data to guide instructional decisions for all student abilities.

PRIMARY LITERACY

Description:

Increase the knowledge and implementation of instructional strategies in literacy. Refine our intervention systems to support all students to meet reading benchmark and promote primary literacy in grades K-3.

CULTURE AND CLIMATE

Description:

Improve campus culture to increase teacher efficacy, student pride in their work and school, and family engagement.

Then we will address...

READING

Description:

Due to teacher turnover and variety of experiences among staff, there is a need for training teachers in engagement strategies and consistency across the building.

READING

Description:

We lack a consistent approach to using data to differentiate and scaffold instruction that targets the specific needs of all learners (at/above benchmark, below benchmark).

WRITING

Description:

We lack a core writing curriculum that explicitly teaches the writing process across different text genres as well as the foundational skills required to write and communicate effectively.

READING

Description:

We lack a consistent approach to using data to differentiate and scaffold instruction that targets the specific needs of all learners.

Then we will change current trends for students

READING ACHIEVEMENT

Description:

Reading Proficiency by Third Grade: At beginning of year 2017-2018, 23% of Evans kindergarten through third graders were reading below benchmark as indicated by Dibels Next. At EOY 2017-2018, 20% of the same population were reading below benchmark.

READING ACHIEVEMENT

Description:

2018 - We have a rating of Approaching and we are currently not meeting state expectations in English Language Arts.

READING GROWTH

Description:

We have a rating of Approaching in 2018.

MATH ACHIEVEMENT

Description:

We have a rating of Approaching in 2018.

MATH GROWTH

Description:
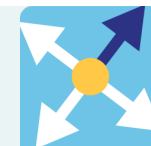
We have a rating of Approaching in 2018.

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

Improvement Plan Information

Additional Information about the school

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

School Contact Information

Name: Michelle Slyter   **Title:** Principal
Mailing Street: 1675 Winnebago Rd.   **Mailing City / State/ Zip Code:** 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

Evans International Elementary is an International Baccalaureate School serving approximately 640 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 64% of our students qualifying for free or reduced lunch. Approximately 44% of students are of non-white ethnicity, including 31% Hispanic/Latino, 1% American Indian or Alaska Native, 2% Asian, 8% African American, and 15% of two or more races. As an IB school, students at Evans are taught science and social studies standards through 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 10% 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 SSN (Significant Support Needs). 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 2017-2018 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 in most grades, 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 in most grade levels.

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 Mean Scale Score for English Language Arts to the 50th Percentile (currently 736.6, needs to be 739.5 or better).
Performance:	
Prior Year Target:	Primary Literacy - Reduce the number of students having a significant reading deficiency (SRD) by 10%.
Performance:	
Prior Year Target:	Primary Literacy - 75% or higher of learners in each grade level will score at or above benchmark with their composite scores on DIBELS Next
Performance:	

Prior Year Target:	Increase the Percentile Rank for all students to 45 or higher (we are currently at 44 in 2016-2017).
Performance:	

	Reading -
	Did not meet the target "Increase the Mean Scale Score for English Language Arts to the 50th Percentile." (needed to be 739.5 or better, we scored 733.9)
	Evans did not meet the target "Increase the Percentile Rank for all students in ELA to 45% or higher." (2018 Percentile rank was 37%)
	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.
ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:	Did not meet the DIBELS Next priority performance challenge of 80% or higher. 2017-2018 score was 71%.
	Kindergarten and 4th grade met the performance target having 75% of learners in each grade level at or above benchmark with their composite scores on DIBELS Next.
	Kingergarten 86%
	1st 54%
	2nd 70%
	3rd 72%
	4th 75%
	5th 42%
	Math -
	Evans met the target "Increase the Percentile Rank for all students to 36% or higher." The Percentile Rank was 40 in 2017.

Current Performance

- **Academic Achievement, Academic Growth, and Growth Gaps Summary in Reading**

PARCC: In 2018 the school had an overall mean scale score of 733.9, falling in the approaching category. This was 11.6 points above the cut score for Does Not Meet and 5.6 points below the Meets category. The overall percentile ranking was 37, which was a 7 point decrease from the previous year. The sub-populations of English Learners (718.0), Free and Reduced Eligible (730.9), and Minority Students (733.5) all fell slightly below the school average. When looking at median growth percentiles, the school overall (39) was a 17 point decrease from the previous year.

DIBELS: In 2018 the school had 66.5% percent of students at benchmark. This is a 4.5 percent drop from the previous year. The school had 17% percent well below benchmark in 2018. This is an increase of 3 percent from the previous year. Overall the school showed growth from BOY to EOY (2017-2018) of 6 percent less students with their well below population and 9 percent more students with their at benchmark students.

Reading - Percentile Ranking:

All Students - Our Percentile Rank decreased from 44 to 37.	
2015	46
2016	38
2017	44
2018	37

Academic Achievement, Academic Growth, and Growth Gaps Summary in Math

PARCC: In 2018 the school had an overall mean scale score of 730.2, falling in the mid-range of the approaching category. This was 9.3 points below the cut score for the Meets category. The overall percentile ranking was 39, which was a 1 point decrease from the previous year. The mean scale score for the sub-population of English Learners (715) was below the school average and fell in the Does Not Meet category, those with Free and Reduced Lunch (725.9) was slightly below the school average, the Minority students (729.3) were near the school average, and the Students with Disabilities (710.4) fell in the Does Not Meet category. When looking at median growth percentiles, the school overall (47) was an decrease of 14 points from the previous year.

Math - Percentile Ranking:

All Students - Our Percentile Rank increased from 40 to 39	
2015	43
2016	31
2017	40

2018	39

Priority Performance Challenges and Root Cause Analysis:

READING: Since August 2015, we have been implementing 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. When students have gaps in reading, we utilize "Sonday" as an intervention delivered by our literacy interventionist in pullout groups. Through data analysis, frequent observations, and meeting with teachers we have identified a deficiency in the delivery of in-class, small group differentiated reading interventions to target student learning gaps. 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. Root Cause - We lack a consistent approach to using data to differentiate and scaffold instruction that targets the specific needs of all learners.

WRITING: Since August 2015, we have implemented the McGrawHill "Wonders" curriculum as our school wide core reading program. "Wonders" contains a solid writing curriculum that is integrated with reading. Though we have used the Wonders writing curriculum with consistency, we are finding there are still gaps in students writing skills that we need to supplement beyond the Wonders resource. 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 will also be researching and looking into other writing curriculums/resources to either replace Wonders as the core writing program or to supplement Wonders. Root Cause - **We lack a core writing curriculum that explicitly teaches the writing process across different text genres as well as the foundational skills required to write and communicate effectively.**

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. Beginning in August 2016, we implemented ST Math as an online math enrichment for all students school wide. Our core curriculum provides the spiraling content and rigor for all students. Through data analysis and teacher observations, we continue to see a need with students' attainment of basic skills and prior math knowledge which has resulted in gaps in their abilities.   We see a need to offer remediation and differentiation to support all students. Root Cause - **We lack a systematic approach for planning and delivering core math instruction and then using data to identify student needs and make adjustments.**

Culture and Climate - Evans is a PBIS school and we utilize "Capturing Kids Hearts" and "Restorative Practices" school wide. In 2014-2015, Title I funds were used to train our entire staff on the "Capturing Kids Hearts" model. Each year, new staff members have an opportunity to either attend a professional development or receive support from our instructional coach regarding CKH. We want to ensure fidelity with both of these programs, though teacher turnover greatly impacts us

with being able to consistently carry on these programs year after year. Root Cause - **We lack a process for on-boarding new teachers with school programs that promote culture and climate.**

Trend Analysis

Trend Direction: Increasing then decreasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

Reading (Achievement) - Our SPF and Percentile Rank Report show a decrease in Mean Scale Scores for all students from 736.6 in 2017 to 733.9 in 2018.

Trend Direction: Increasing then decreasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

Math (Achievement) - Our SPF and Percentile Rank Report show a decrease in Mean Scale Scores for all students from 730.7 in 2017 to 730.2 in 2018

Trend Direction: Increasing then decreasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

Reading (Achievement) - Our SPF and Percentile Rank Report show a decrease in Percentile Rank for all students from 44 in 2017 to 37 in 2018

Trend Direction: Increasing then decreasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

Math (Achievement) - Our SPF and Percentile Rank Report show a decrease in Percentile Rank for all students from 40 in 2017 to 39 in 2018.

Trend Direction: Increasing then decreasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

Reading (Growth) - our SPF and Median Growth Percentile/Rate show a decrease in Median Growth Percentile from 56.0 in 2017 to 39.0 in 2018.

Trend Direction: Increasing then decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Math (Growth) - our SPF and Median Growth Percentile/Rate show a decrease in Median Growth Percentile from 61.0 in 2017 to 47.0 in 2018.

Root Causes

Priority Performance Challenge: Reading Achievement

Reading Proficiency by Third Grade: At beginning of year 2017-2018, 23% of Evans kindergarten through third graders were reading below benchmark as indicated by Dibels Next. At EOY 2017-2018, 20% of the same population were reading below benchmark.

Root Cause: Reading

Due to teacher turnover and variety of experiences among staff, there is a need for training teachers in engagement strategies and consistency across the building.

Priority Performance Challenge: Reading Achievement

2018 - We have a rating of Approaching and we are currently not meeting state expectations in English Language Arts.

Root Cause: Reading

We lack a consistent approach to using data to differentiate and scaffold instruction that targets the specific needs of all learners (at/above benchmark, below benchmark).

Priority Performance Challenge: Reading Growth

We have a rating of Approaching in 2018.

Root Cause: Reading

Due to teacher turnover and variety of experiences among staff, there is a need for training teachers in engagement strategies and consistency across the building.

Priority Performance Challenge: Math Achievement

We have a rating of Approaching in 2018.

> **Root Cause: Writing**
>
> We lack a core writing curriculum that explicitly teaches the writing process across different text genres as well as the foundational skills required to write and communicate effectively.

Priority Performance Challenge: Math Growth

We have a rating of Approaching in 2018.

> **Root Cause: Reading**
>
> We lack a consistent approach to using data to differentiate and scaffold instruction that targets the specific needs of all learners.

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

In 2017 we saw improvement in Reading Growth and Math Growth. Both were Achievement prior to 2017, and then both had a rating of Meets in 2017. Prior to that, we saw improvement (increases) in both reading achievement and Math Achievement from 2016 to 2017. We believe that consistency with our core reading and math curriculum contributed to those positive increase . In 2018 we have a rating of approaching in Reading Growth and in Math Growth. We will continue to use our core programs with fidelity and we will continue to refine our systems and process in the areas/subgroups where we have a rating of Approaching. Evans has a student population that changes by 1/3 each year, and we feel this population turnaround contributes to the results we see. Our efforts will focus on identifying learning gaps and then providing targeted interventions to close those gaps in reading and in math.

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 using data to differentiate and scaffold instruction that targets the specific needs of all learners (above grade level, at grade level, and below grade level).

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 core writing curriculum that explicitly teaches the writing process across different text genres as well as the foundational skills require to write and communicate effectively.

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 data to identify needs and to differentiate and scaffold strategies in math.

Action Plans

Planning Form

Standards and Instruction

What would success look like: Ensure fidelity of standards-based core literacy and math instruction utilizing school wide programs. Provide all students with equal access to rigor. Utilize data to guide instructional decisions for all student abilities.

Associated Root Causes:

Reading:
We lack a consistent approach to using data to differentiate and scaffold instruction that targets the specific needs of all learners.

Math:
We lack a systematic approach for planning and delivering core math instruction and then using data to identify student needs and make adjustments.

Writing:

We lack a core writing curriculum that explicitly teaches the writing process across different text genres as well as the foundational skills required to write and communicate effectively.

Reading:
Due to teacher turnover and variety of experiences among staff, there is a need for training teachers in engagement strategies and consistency across the building.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Daily Literacy Bock	Provide all students 90 minutes a day of reading instruction using school wide resources such as Wonders, Saxon Phonics. August 2018 - Continue with the master schedule that includes a daily 90 minute literacy block for each grade level as well as 30 minutes small group instruction daily.	08/01/2018 09/07/2018	Local Funds Title Funds	Principal, Assistant Principal, Instructional Coach, Classroom Teachers	In Progress
Reading and Writing Across Academic Contents	Apply literacy (reading and writing) across all academic contents using a variety of curricular resources and materials including technology and online resources. Teachers will utilize school wide books and subscriptions (National Geographic, Time for Kids, Colorado Studies Weekly, etc.) as a resource for reading and writing instruction. The resources will integrate literacy with science and social studies and be of high interest to students.	08/01/2018 08/01/2019	Local Funds Title I Funds 2018-2019: Books $20,000 Subscriptions Electronic Media Title I $22,659	Classroom Teachers	In Progress
Hire and retain	All staff will be evaluated following the Evaluation Guidelines of the Sand Creek Innovation Zone Evaluation Council. Retention of	08/01/2018	Local Funds Title I	Administrators	In Progress

Highly Qualified Teachers	Highly Qualified Teachers at the end of the year.	08/01/2019	Funds		
Gifted and Talented Coach	Hire a highly effective teacher to serve as .5 GT Coach to provide support to teachers regarding instructional practices for advanced learners. GT Coach will provide professional development and provide instructional support to students who have been identified as GT. GT Coach will provide enrichment and provide strategies to be used for all learners.	08/01/2018 08/01/2019	Title I Funds 2018-2019: 0.5 Part Time GT Coach Salary $36,043.86 Benefits $12,615.35	Principal GT Coach	Complete
Instructional Coach	Hire a highly effective teacher to serve as an instructional coach for Evans staff. August 2018 - The instructional coach will serve as a primary evaluator of a grade level team of teachers. The coach will serve as Lead Mentor and support staff around instruction and classroom management. Weekly - the instructional coach will participate in classroom observations with administrators to provide feedback regarding implementation of school wide reading curriculum. Monthly - the Instructional coach will share best practices and provide training for staff during monthly staff meetings and weekly grade level meetings.	08/01/2018 08/01/2019	Local Funds Title I Funds 2018-2019: Full Time Instructional Coach Salary $57,946.20 Benefits $20,281.17 Stipend for Instructional Coach extra work days Title I = $2,149.15	Principal	Complete
Hire Math Interventionist	Hire Math Interventionist to provide targeted math support to students in Tier 2 who are not receiving SPED or ELD support. Support will take the form of 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 needing extra support in math.	08/01/2018 08/01/2019	Title I Funds 2018-2019: Full Time Math Interventionist Salary $56,772 and Benefits $19,870.20	Principal, Math Interventionist	Complete
	Provide opportunities for professional development for staff to				

Staff training	adequately support and incorporate reading, wiriting, math, and IB strategies into learning and instruction. Utilize PLC's and staff meetings to follow up on staff development to ensure new knowledge and skills are implemented with fidelity. (ie. ST Math, Lexia Core 5, Common assessment training, Wonderworks Reading Intervention Training, Amplify Dibels training, Kagan Cooperative Grouping Training, Wonders, Concept-based , G/T, IB Training, Project Lead the Way, LTRS Traning) August 2018 - Bring in ST Math training for staff to support school wide implementation of ST Math. Monthly - During staff meetings, time will be devoted to sharing about strategies learned in the trainings.	08/01/2018 08/01/2019	Local Funds Title I Funds 2018-2019: Staff Training on ST Math $5,000	Administrators, Instructional Coach, Classroom Teachers, Special Education, and ELD Teachers	In Progress
Writing Instruction	Implement Wonders Writing Curriculum framework to students K-5th Grade August 2018 - Each grade level will give a BOY writing assessment and utilize a common rubric designed by each grade level team. On-going: through observation, evaluation, and collaboration with the instructional coach ensure that the Wonders writing curriculum is implemented with fidelity. Jan-April 2019 - The Evans Building Leadership Team will survey resources and curriculum to make decision about the writing program at Evans for 2019.	08/01/2018 08/01/2019	Local Funds Title I Funds	Principal, Instructional Coach, Classroom Teachers	In Progress
Master Schedule - PLC meetings	Through scheduling instructional planning, ensure consistent time is devoted to integrating ELA and math instruction into all content areas (to include science and social studies). Implement the IB PYP school-wide. Weekly - Include time for collaboration for grade level teams with support from the Instructional Coach and the IB Coordinator to plan instruction and analyze data.	08/01/2018 08/01/2019	IB Coordinator Classroom Teachers	Administrators, Instructional Coach, Classroom Teachers, SPED, and ELD teacher	In Progress
Parent Teacher	Interpreting - Hold parent teacher conferences each semester to discuss student progress. A translator will be available if	08/01/2018	Interpreter Title 1	All Certified Evans	Not Started

		08/01/2019	= $1,000	Staff Members	
Conferences - Interpreting	necessary and clerical staff will be utilized to provide parent support, interpreting, etc. for parent events and parent teacher conferences.				
Home School Communication	August 2018 - Purchase planners and homework folders for every student and distribute on the first day of school.	08/01/2018 08/01/2019	Title I Funds 2018-2019 = Parent Involvement Supplies $6,641.74	Principal	Complete
Parent Nights 3 Times Annually	Hold parent nights to invite parents into the school to learn more about IB, literacy, curriculum, math, and strategies they can use to help their students.	08/01/2018 08/01/2019	Title I Funds 2018-2019 = Parent Involvement Supplies $6,641.74 Title I Funds 2018-2019 = Purchase books for "One School, One Book" Program. Books $20,000	Principal, Certified Evans Staff Members	In Progress
Transition from Early Childhood Programs	Two classrooms will be designated for Headstart and CPCD. Evans Kindergarten teachers will meet with the preschool teachers each spring and utilize assessment data to identify specific needs of students moving into kindergarten at our school.	08/01/2018 08/01/2019		Principal Kindergarten Teachers	In Progress
	Invite parents to open house and Pastries with Parents to orient them to school, Title 1 and answer questions. Review the school's		Title 1 Funds 2018-2019 = Parent		

Parent Involvement	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 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.	08/01/2018 08/01/2019	Involvement Supplies $6,641.74 Title I Funds 2018-2019 = Purchase books for "One School, One Book" Program. Books $20,000	Administrators, Classroom Teachers	In Progress
Coordination and Integration of Federal, State, and Local Services and Programs	We coordinate funds in the following ways: Title 1 Funds - Salary of Instructional Coach Stiped for Instructional Coach Salaries for Literacy and Math Interventionists Salary for ELD Paraprofressional Stipend for IB/GT Coach Stipends for parent classes Purchase Intervention Materials and instructional supplies Purchase technology to support instruction Electronic Media Purchase supplies/parent involvement Profesional Development IB fees and Activities Books and subscriptions Local Classroom Materials and Supplies Enrichment (art, music, PE technology, Spanish) supplies Student health supplies IB Training Supplies, Resources, Administrative Supplies, Creative Units. We make bugetary decisions in the spring for the following school year and then review throughout the year. Budgets are adjusted based on staff develpment needs of teachers and instructional needs of students.	08/01/2018 08/01/2019	Title 1 Local Funds	Principal, Building Leadership Team, Classroom Teachers	In Progress
Utilize Resources Aligned to the	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	08/01/2018 08/01/2019	Supplies Title 1 $ = Books $ = Printing $ = Electronic Media - Title I 2018-2019	Administrators, Instructional	In Progress

Common Core in Math	teachers provide extensions and extra practice to the core curriculum and support all student needs.		Supplies, Books, Electronic Media $5,000	Coaches, Classroom Teachers

Primary Literacy

What would success look like: Increase the knowledge and implementation of instructional strategies in literacy. Refine our intervention systems to support all students to meet reading benchmark and promote primary literacy in grades K-3.

Associated Root Causes:

Reading:
We lack a consistent approach to using data to differentiate and scaffold instruction that targets the specific needs of all learners.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Hire Literacy Interventionist	Hire a highly effective teacher to be a literacy interventionist. Provide targeted literacy support to students in Tier 2 who are not receiving SPED or ELD support. 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 observation and feedback during PLC meetings and MTSS meetings to determine student progress and needs.	08/01/2018 08/01/2019	Title I Funds 2018-2019: Hire a full-time highly effective teacher as a literacy interventionist. Salary $47,940. Benefits $16,779	Principal, Literacy Interventionist	Complete
				Principal,	

Master Schedule	Utilize a master schedule to maximize literacy instructional time. The master schedule will include a consistent 90 minute literacy block and a built-in 30-40 minute classroom intervention block. Daily schedules include a consistent pullout block for each grade level for SPED, ELD, and literacy intervention to ensure students are not pulled out during core instruction.	08/01/2018 08/01/2019	N/A	Assistant Principal, Dean of Students, Classroom teachers, SPED teachers, ELD teachers, Interventionists	Complete
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. Maintain lab and technology calendar for teachers to access devices for student use. Maintain a webpage where teachers can request tech support. Assist teachers with troubleshooting technology issues.	08/01/2018 08/01/2019	Stipend and benefits for teacher to provide tech support to staff: Title I 2018-2019 = $1,350	Principal, Teacher	In Progress
Student Learning Plans	Teachers will develop and support Student Learning Plans (English Language Plan, READ Plans, Advanced Learning Plan, RTI Plan)	08/01/2018 08/01/2019		Administrators, Instructional Coach, GT Coach, Classroom Teachers, Literacy and Math Interventionists, ELD Teacher	In Progress
Literacy Core Curriculum	Wonders curriculum. Develop and utilize pacing calendar, progress monitor with biweekly tests. Implement Saxon Phonics in grades K-3 to provide researched-based, consistent phonics instruction. Grade level teams will collaborate to align the Saxon Phonics skills to the Wonders scope and sequence.	08/01/2018 08/01/2019	Local Funds 2018-2019 Title I Funds = $15,000 to purchase Saxon Phonics for grades K-3	Principal, Leadership team, Teachers	In Progress
			Local Funds Title I		

Hire General Education Paraprofessional	Hire a general education paraprofessional to support Primary Literacy 0.5 FTE and to support the school library 0.5 FTE by opening the library for book checkout and research. As a support to Primary Literacy, the paraprofessional will provide students with literacy support in small groups, 1:1, as well as in-classroom support.	08/01/2018 08/01/2019	Funds 2018-2019: Hire a full-time general education paraprofessional. Salary $13,944. Benefits $5,298.72	Principal, Literacy Interventionist, Library/Media Teacher	Complete
Hire ELD Paraprofessional	Hire a full-time ELD paraprofessional to support the ELD teacher in providing targeted support to English Language Learners. Support will be pullout in small groups, 1:1, as well as in-classroom support.	08/01/2018 08/01/2019	Title I Funds 2018-2019: Hire a full-time ELD Paraprofessional. Salary $13,944. Benefits $5,298.72	Principal, ELD Teacher	Complete
Professional Development - Planning and Prep	Stipend for extra hours spent outside of the school day planning and preparing for staff professional development focused on literacy and math best practices. This stipend will be paid to the Instructional Coach who will be responsible for planning and delivering a school wide PD focused on small-group literacy instruction and intervention strategies.	08/01/2018 08/01/2019	2018-2019 Title I Budget: Stipend $1,500 and Benefits $525	Principal, Instructional Coach.	
Professional Development - planning and prep	Stipend for extra hours spent outside of the school day planning and preparing for staff professional development focused on literacy and math best practices. This stipend will be paid to the Literacy Interventionist who will be responsible for planning and delivering a school wide PD focused on small-group literacy instruction and intervention strategies.	08/01/2018 08/01/2019	2018-2019 Title I Budget: Stipend $1,500 and benefits $525	Principal, Literacy Interventionist	
			Tech Equipment Title I 2018-2019 = $10,000 + $15,159.57 Plus		

Technology	Integrate and utilize technology to enhance learning and to provide tiered support and interventions in reading and math. Purchase additional iPads and ChromeBooks to increase the amount of student access to technology in every classroom. We will purchase "Lexia Core 5" from the CDE Approved Intervention list and implement it school wide. All students will have access to online libraries including Wonders and MyOn to build reading fluency and comprehension. Our existing iPads are older versions and are not compatible with Lexia software. Our existing iPads are older versions and are not compatible with Lexia software. Having additional iPads will enable students to meet their weekly Lexia usage minutes and curriculum targets.	08/01/2018 08/01/2019	additional Title I funds $18,000 Subscriptions: Amplify Dibels Next for grades 4 and 5 using 2018-2019 Title I = $3,500 Subscriptions: Lexia Core 5 for grades 4 and 5 using 2018-2019 Title I = $4,000 Electronic Media Title I = $	Administrators, Classroom teachers, literacy and math interventionists	In Progress

Culture and climate

What would success look like: Improve campus culture to increase teacher efficacy, student pride in their work and school, and family engagement.

Associated Root Causes:

Culture:
We lack a process for on-boarding new teachers with school programs that promote culture and climate.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

	Implement positive behavior supports and "Capturing Kids Hearts" school wide. Student recognition - hold Pride Assemblies each semester. Weekly student recognition. Send new staff to Capturing Kids Hearts training in August 2018. During weekly PLC's collaborate and refine consistent school wide strategies for establishing a safe and high-performing school culture.	08/01/2018 08/01/2019	Bring In training - train new staff in Capturing Kids Hearts 2018-2019 Title I = $5,000	Principal, Assistant Principal, All staff
Implement positive behavior supports				
Restorative Practices	Provide ongoing PD for staff in the "Restorative Practices" model. Utilize time during staff meetings to provide support and refresher information.	08/01/2018 08/01/2019		Principal, Assistant Principal, Dean of Students, All Staff

School Target Setting

Priority Performance Challenge : Reading Achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS	**2018-2019:** CMAS ELA - Increase the Percentile Rank for All Students by 10% or more to the 40th and up percentile rank. Increase the Percentile Rank for English Learners to meet the 15th percentile or higher and achieve "Approaching or Meets" status.
	2019-2020:

INTERIM MEASURES FOR 2018-2019: DIBELS Next - Decrease the percentage of students in grades K-3 reading Well Below Benchmark levels from BOY to MOY to achieve Above Average Progress (as measured by the Amplify Progress Planning Tool). BOY 2018-2019 24% well below benchmark MOY 2018-2019 24% well below benchmark EOY 2018-2019 goal is to achieve 12%-15% scoring well below benchmark to see Above Average Progress DIBELS Next - Increase the

percentage of students in grades K-3 reading At or Above Benchmark levels from BOY to EOY to achieve Above Average Progress (as measured by the Amplify Progress Planning Tool). BOY 2018-2019 63% At/Above Benchmark MOY 2018-2019 69% At/Above Benchmark EOY 2018-2019 goal is to achieve 74%-78% scoring at/above benchmark to see Above Average Progress

Priority Performance Challenge : Reading Achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

| ANNUAL PERFORMANCE TARGETS | 2018-2019: |
| | 2019-2020: |

INTERIM MEASURES FOR 2018-2019:

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

| ANNUAL PERFORMANCE TARGETS | 2018-2019: |
| | 2019-2020: |

INTERIM MEASURES FOR 2018-2019:

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

2018-2019:

Priority Performance Challenge : Reading Growth

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS	**2018-2019:** CMAS ELA - Increase the Median Growth Percentile for all students to 50.0 or higher for the 2018-2019 school year.
	2019-2020:

INTERIM MEASURES FOR 2018-2019: DIBELS Next - Decrease the percentage of students in grades K-3 reading Well Below Benchmark levels from BOY to EOY to achieve Above Average Progress (as measured by the Amplify Progress Planning Tool). BOY 2018-2019 24% well below benchmark MOY 2018-2019 24% well below benchmark EOY 2018-2019 goal is to achieve 12%-15% scoring well below benchmark to see Above Average Progress DIBELS Next - Increase the percentage of students in grades K-3 reading At or Above Benchmark levels from BOY to EOY to achieve Above Average Progress (as measured by the Amplify Progress Planning Tool). BOY 2018-2019 63% At/Above Benchmark MOY 2018-2019 69% At/Above Benchmark EOY 2018-2019 goal is to achieve 74%-78% scoring at/above benchmark to see Above Average Progress

Priority Performance Challenge : Math Achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

2018-2019: CMAS Math - Increase the Percentile Rank for All Students by 10% or more to achieve a percentile rank of 44 or

higher.

2019-2020:

INTERIM MEASURES FOR 2018-2019: ST Math - All students will have access to grade-level curriculum on ST Math with the goal of completing 100% of the curriculum from BOY to EOY. Eureka Math end of Module Units will be used to measure student mastery of the Colorado Academic Standards.

Priority Performance Challenge : Math Growth

Colorado's Unified Improvement Plan for Schools

FALCON ELEMENTARY SCHOOL OF TECHNOLOGY UIP 2018-19 | **School:** FALCON ELEMENTARY SCHOOL OF TECHNOLOGY | **District:** DISTRICT 49 |
Org ID: 1110 | **School ID:** 2902 | **Framework:** Performance Plan: Meets 95% Participation | **Draft UIP**

Table of Contents

Executive Summary

If we...

INCREASE COLLABORATION AND CONSISTENCY IN TIER 1 ELA INSTRUCTION K-5.

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. Also, develop consistent growth for students K-5 in reading and writing as measured by DIBELS and READING INVENTORY.

INCREASE COLLABORATION AND CONSISTENCY IN TIER 1 MATH INSTRUCTION K-5

Description:

Students will experience consistent routines throughout our system. Students will experience increase cognitive challenge during math instruction.

INCREASE COLLABORATION AND CONSISTENCY IN TIER 2 ELA INSTRUCTION K-5

Description:

Students who are targeted through our MTSS systems will show growth in reading as measured by the DIBLES and READING INVENTORY and progress monitoring data.

INCREASE COLLABORATION AND CONSISTENCY IN TIER 2 MATH INSTRUCTION K-5

Description:

Students who are targeted through our MTSS Systems will show growth in math as measured by the DIBELS Math as well as progress monitoring data.

STRENGTHEN PARTNERSHIPS WITH FAMILY AND COMMUNITY

Description:

Our events will be substantial (academically oriented, helpful, and fun). We will increase family participation. Our PTA will grow. Our school will increase partnerships with local community stakeholders.

Then we will address...

SPF - ELA (ENGLISH LANGUAGE ARTS)

Description:

We have an instructional system where students are moving up grade-levels while lacking foundational skills (letter sounds, phonics, phonemic awareness, decoding CVC). There is a lack of a consistent planning/approach to how teachers at FESoT teach reading and writing (ELA).

SPF FOR MATH

Description:

There is a lack of consistency in our instructional design K-5. We are not providing consistent cognitive challenge. Our system has promoted students that are lacking basic skills and number sense. There is a lack of a consistent implementation of essential math standards. There is a lack of identification, implementation, and assessment of the Colorado Academic Standards-Math.

Then we will change current trends for students

ACHIEVEMENT FOR OVERALL ACHIEVEMENT IN ELA (SPF)

Description:

According to our Preliminary 2018 SPF, we received an approaching rating with a state percentile ranking of 45 in achievement. We need 5% more to make this a "Meets" ranking. Our scale scores did not change from 2017 to 2018 staying at 737.

ACHIEVEMENT FOR SUBGROUPS IN MATH

Description:

According to our Preliminary 2018 SPF, we received an meets rating for all students with a state percentile ranking of 53 in achievement. Both our minority students and FRL groups were in the 35th percentile rank. Our Students with disabilities were at the 2nd percentile.

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

Improvement Plan Information

Additional Information about the school

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

Name: Michael Roth   **Title:** Principal

Mailing Street: 12050 Falcon Hwy   **Mailing City / State/ Zip Code:** Peyton CO 80831

Phone:(719) 495-5272   **Email:** mroth@d49.org

Name: Paula Kavalec   **Title:** Dean of Students

Mailing Street: 12050 Falcon Hwy   **Mailing City / State/ Zip Code:** Peyton CO 80831

Phone:(719) 495-5272   **Email:** pkavalec@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Description:

Falcon Elementary School of Technology has a rich history, back when there were one room school-houses, we were the original school in Falcon, Colorado. Our mission is that 100% of our students will succeed. In addition, we are dedicated to inspiring our students to be great citizens and happy people as well as growing strong academically. We offer a well rounded education with emphasis on leadership and character development. We offer classes in Technology, PE, Music, and Art for all students.   As a school of Technology, we stive to prepare students for the future of work using technology as a tool for collaboration, communication, and innovation. All students have iPads (K-5). Technology is utilized in all classrooms via iPads, Smartboards, Apple TV/55" TV's, and document cameras. We are a PBIS School as well as a Capturing Kids Hearts School. Capturing Kids Hearts is a program by the Flippen Group to develop a staff member's ability to generate and sustain positive, productive, and meaningful relationships with their students. Our school uses Restorative Practices in our discipline structures and emphasizes kindness in our student behavior.

Our current campus has been open since 1981 and thanks to the bond election was able to update our facility. We currently have an enrollment of 307 students with approximately 40.49% eligible for free/reduced lunch. We are also a Title 1 school which gives us additional funds to support our students. We have two teachers in each grade level for grades 2-5 and 3 teachers in Kindergarten and 1st Grades. We also have a full time reading interventionist (partially paid through title 1 funds), Title 1 math/gifted tutor, and half time instructional coach. We have a wonderful program for student with special needs that is supported by experienced staff members including 3 teachers and 8 para professionals. When we say 100% of our students will succeed, that means every one as we emphasize inclusion whenever possible.

We are making efforts to become the best elementary school in Colorado and the kind of school that improves the lives of our students and our community.

Team Involvement:

Our improvement planning process is open to the staff, parents, and community. We use committee structures, Parent/Community Meetings, and Grade Level Meetings to process our improvement planning.

As a staff and a district we have embarked on planning efforts to improve student outcomes. Here is a summary of that work.

1. As a district we have come together as a feeder system (Falcon High, Falcon Middle, Meridian Ranch Elementary, Woodmen Hills Elementary, and Bennett Ranch Elementary) under the guidance of our Area Superintendent and the staff of the Modern Teacher Network. We are using a comprehensive framework that promises to prepare our staff to create engaging environments, enhanced experiences and elevated instruction. We have constructed a common Instructional Model and Philosophy that will unite our efforts as a zone and help improve student outcomes from PK-12 grade. It is centered around leveraging technology to personalize and transform education. Our first cohort of teachers are being trained this year. This initiative is listed in our Action Steps.

2. As a staff, teachers worked on a **GR**ade level **I**mprovement **P**lan (the GRIP). In these plans grade levels answered several questions that allowed their analysis and experience to make recommendations for our improvement efforts. 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), and Burst Progress Monitoring Data. Each grade level team reviewed the plan and feedback was incorporated into the final plan.

3. An Improvement team made up of several stakeholders will be reviewing this UIP and making recommendations. This team will be comprised of staff, parents, instructional leaders from Modern Teacher, Amplify, Mind Research, McREL, SuperKids, Zearn, D49 Ignite, and Amplify.

We also meet with grade-levels to develop plans on how to promote student growth in weekly PLC meetings. In these PLC meetings teachers review progress monitoring data and make recommendations for next steps. All of which can become part of our UIP. 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.

Parents and the community are invited to contribute to our improvement planning when we hold our School Accountability Committee meetings. They review our data, potential action, steps, and have all access to improving our collective planning. Through engaging events we have also supported family involvement in reading and mathematics. We plan to hold our second 12X12 Multiplication Night on December 12th for the 3rd grade families to encourage them to learn their facts. We also will provide math experiences for all students K-5 this year.

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 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).
Performance:	88% in K 85% for 3rd

Prior Year Target:	Increase our mean scale score for Students with Disabilities to 740.
Performance:	ELA Scale Score 700.1 Math Scale Score 706.9
Prior Year Target:	Our students will move to "Meets" in overall, minority, and FRL subgroups.
Performance:	ELA: Achievement/Growth Overall: Approaching/Meets FRL: Approaching/Meets Minority: Approaching/Meets Math Achievement/Growth Overall: Meets/Exceeds FRL: Approaching/Exceeds Minority: Approaching/Meets

ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:	**Reading:** Our district is focused on providing firm foundations. In literacy we are committed to developing the phonemic awareness and decoding skills necessary to develop reading proficiency in our youngest scholars. We continue to invest in staff development in using Superkids and in using our data to plan for more targeted instruction. We brought in coaching from Amplify and Superkids. We believe improvement comes when we examine our routines and instructional designs and align our efforts to do research-based best practice. This will be a multi-year effort. **Math:** Our school is committed to sound instruction in mathematics. We want to increase the cognitive challenge our students experience in daily lessons. We brought in an online system that develops conceptual understanding of the fundamentals of math called ST Math. We identified the 5 essential standards in our PLC teams and then created short cycle assessments to measure growth here. We are working with McREL to observe, analyze, and coach us in improvement efforts based on their school improvement and innovation pathway. Phase 1 is adopting better routines. During the spring of 2018 McREL will have representatives here to assist us in identifying these routines. Phase 2 is ensuring that these routines are a consistent part of our practice. Phase 3 is developing collegial expertise. We are providing strong support for mathematics growth with the implementation of Zearn to support student growth in mathematics. **Family Partnerships:** We are embarking on a new initiative to have monthly family events where we can bring them together around different academic and student development needs. We have embraced our new Family Liaison position and have had increased parental involvement

around food, folks, and fun.

Current Performance

- **School Data**

  ATTENDANCE Data: The average daily attendance at Falcon Elementary:

  2017-2018 - 94.41%

  2016-2017 - 95.01%

  2015-2016 - 95.53%

  2014-2015 - 95.79%

  2013-2014 - 95.63%,

  PARCC Data:

  1. **What is the distribution of student performance by proficiency level?**

  Spring 2017 Falcon Elementary School of Technology PARCC Results by Grade Level

	Did not Meet/	Partially Met/	Approached/	Met/	Exceeded/	% of students at met or exceeded	Change from 2017 to 2018
3rd ELA	**23%**	**29%**	**25%**	**23%**	**0%**	**23%**	**18% Loss**

3rd math	13%	25%	27%	33%	2%	35%	1% Loss
4th ELA	15%	19%	17%	40%	8%	48%	16% Gain
4th math	17%	17%	35%	25%	6%	31%	10% Gain
5th ELA	10%	18%	25%	47%	0%	47%	2% Loss
5th math	12%	16%	31%	35%	6%	41%	2% Gain

1. **How does this compare to minimum state expectations?**

	Percentile Rank	State Minimum for MEETS Expectations
ELA	**45**	**50**
MATH	53	**50**
SCI	53	50

In Academic Achievement, Falcon Elementary School needs to gain 5 percentile rankings to reach minimum in ELA and has exceeded the minimum for Math by 3.

	Median Growth Percentile	State Minimum for MEETS Expectations
ELA	59	50
MATH	68.5	50

In Academic Growth, Falcon Elementary School has exceeded the ELA minimum by 9 and is 18 higher than the minimum in math.

1. **Were there differences in percent of students scoring proficient or above by disaggregated student groups?**

Academic Achievement:

   ELA---Approaching (Mean Scale Score=737.3)
   Free/Reduced-Price Lunch Eligible------- Approaching (Mean Scale Score=731.9)
   Minority Students ----------------------------Approaching (Mean Scale Score=732.3)

   Students with Disabilities---------------------Does Not Meet (Mean Scale Score=700)

   MATH---Meets (Mean Scale Score=735.5)
   Free/Reduced-Price Lunch Eligible------- Approaching (Mean Scale Score=728.7)
   Minority Students ----------------------------Approaching (Mean Scale Score=728.6)

Students with Disabilities--------------------Does Not Meet (Mean Scale Score=706.9)

SCIENCE--------------------------------------Meets (Mean Scale Score=605.5)

Free/Reduced-Price Lunch Eligible----------Approaching (Mean Scale Score=586)

Minority Students -----------------------------Approaching (Mean Scale Score=576)

1. Were there differences in Mean Scale Scoring by disaggregated student groups?

Every subgroup in ELA scored below the Overall Scale Score. The gap for students in the FRL group was 5.4 points while students in the Minority group were 5 points below. The Students with disabilities group scored 37 points below.

In Math, students in the FRL group scored 6.8 points below while students in the minority group scored 6.9 points below. The Students with disabilities group scored 28.6 points below. The gap closed slightly.

In Science, students in the FRL group scored 19.5 points below while students in the minority group scored 29.5 points below the overall Mean Scale Score.

1. How do these results compare with the state and district?

In most cases, we scored close to the state scores. We scored higher in 5th grade Math and ELA (Percent Meets and Exceeds).

Mean Scale Scores:

	3rd ELA	4th ELA	5th ELA	3rd Math	4th Math	5th Math
State	739	745	746	739	734	737
District	742	747	746	740	735	736
School	724	746	741	736	735	740

Percent Meets/Exceeds

	3rd ELA	4th ELA	5th ELA	3rd Math	4th Math	5th Math
State	40	46	47	39	34	36
District	41	48	49	39	32	33
School	23	48	47	35	31	41

1. **Are any patterns/trends evident over time?**

No Pattern at this time- there was a downward trend overall but this year there seems to be a disruption to that trend except for third grade.

1. **Are there differences in median student growth percentile across the disaggregated student groups?**

Academic Growth:

ELA --Meets (MGP = 59)

Free/Reduced-Price Lunch Eligible--------Meets (MGP = 54)

Minority Students--------------------------------Meets (MGP = 53.5)

MATH---Exceeds (MGP = 69)

Free/Reduced-Price Lunch Eligible--------Exceeds (MGP = 70)

Minority Students-------------------------------Meets (MGP = 60)

According to our Preliminary 2018 SPF

In ELA, all students improved MGP. We moved into Meets across the board.

The gap for students in the Minority group stayed at 5 MGP.

In Math, all students improved the MGP. We scored 2 EXCEEDS and 1 Meets.

The students in the FRL group outperformed the overall growth scores. The gap for students in the Minority group was 9 MGP.

1. Which groups had higher?

Students in the FRL group were higher.

1. Which had lower MGPs?

Students in the Minority group were lower.

1. **How does this compare to minimum state expectations?**

State Expectations are to be at 50 MGP so we need the following to meet:

ELA--- (+9)
Free/Reduced-Price Lunch Eligible--------- (+ 4)
Minority Students----------------------------------(+4)

MATH---(+19)
Free/Reduced-Price Lunch Eligible----------(+20)
Minority Students----------------------------------(+10)

Trend Analysis

Trend Direction: Increasing then stable

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

There is an upward trend that leveled off last year in our 5th grade ELA for the past four years. ELA % of 5th Grade Students Met or Exceeded 2018 47% 2017 49% 2016 42% 2015 37% 3 Year Average = 46% 5th ELA Falcon Elementary School 2017 49% (+7) 2016 42% District 49 2017 48% (+9) 2016 39% Colorado 2017 46% (+5) 2016 41%

Trend Direction: Decreasing then increasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

4th grade has improved significantly in ELA. Over the past four years: ELA % of 4th Grade Students Met or Exceeded 2018 48% 2017 32% 2016 36% 2015 46% 3 Year Average = 39% 4th ELA FESoT 2018 48% (+16) 2017 32% (-4) 2016 36% D49 2018 48 (+3) 2017 45% (+1) 2016 44% Colorado 2018 46% (+2) 2017 44% (+2) 2016 42%

Trend Direction: Increasing then decreasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

3rd grade dipped in 2016 and started to come up again in 2017 only to fall significantly in 2018. ELA % of 3rd Grade Students Met or Exceeded 2018 23% 2017 41% 2016 36% 2015 52% 3 Year Average = 33% 3rd ELA FESoT 2018 23% (-18) 2017 41% (+5) 2016 36% D49 2018 41% (-3) 2017 44% (+0) 2016 44% Colorado 2018 41% (+1) 2017 40%(+2) 2016 38%

Trend Direction: Decreasing then increasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

Cohort Data The cohort data chart shows a significant improvement in 4th grade this past year. There was a pattern where performance was dipping in 4th until last year. ELA 2015 Group 52% (3rd) to 36% (4th) to 49%(5th) 2016 Group 36% (3rd) to 32% (4th) to 47%(5th) 2017 Group 41% (3rd) to 48% (4th) Up 16%

Trend Direction: Stable then increasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

5th grade maintained the same score before showing a slight decline this year. In the three-year average, 5th grade has shown the highest average. Math % of 5th Grade Students Met or Exceeded 2018 41% 2017 39% 2016 44% 2015 44% 3 Year Average = 41% 5th Math FESoT 2018 41 (+2) 2017 39% (-5) 2016 44% D49 2018 34%(+2) 2017 32%(+2) 2016 30% Colorado 2018 31% (-3) 2017 34% (+4) 2016 30%

Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

In math, there is a turn around over the past year and a wavy pattern for the past three years in the 4th grade group. Math % of 4th Grade Students Met or Exceeded 2018 31% 2017 21% 2016 30% 2015 45% 3 Year Average = 27.3% 4th Math FESoT 2018 31% (+10) 2017 21% (-9) 2016 30% D49 2018 32% (+0) 2017 32% (-2) 2016 34% Colorado 2018 34% (+0) 2017 34% (+4) 2016 30%

Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Significant Gap identified with Minority Students in Mathematics within the Growth category in 2017. The improvement this year was a steep slope. 2018 60 MGP (+32) 2017 28 MGP 2016 40 MGP

Additional Trend Information:

OTHER TRENDS

1. **How did students in each grade level perform on individual standards?**

ELA % of 5th Grade Students Met or Exceeded by Standards
Standard 1 Literary Text ----------- 37% (-10)
Standard 2 Informational Text----- 42% (+6%)
Standard 3 Vocabulary ------------ 49% (+8%)

Standard 4 Writing Expression -- 21% (-20%)

Standard 5 Conventions ---------- 31% (-18%)

ELA % of 4th Grade Students Met or Exceeded by Standards

Standard 1 Literary Text ----------- 42% (+6)

Standard 2 Informational Text----- 38% (+6)

Standard 3 Vocabulary ------------ 59% (+26)

Standard 4 Writing Expression -- 30% (-2)

Standard 5 Conventions -----------34% (+19)

ELA % of 3rd Grade Students Met or Exceeded by Standards

Standard 1 Literary Text ----------- 40% (-11)

Standard 2 Informational Text----- 41% (-4)

Standard 3 Vocabulary ------------ 57% (+22)

Standard 4 Writing Expression -- 8% (-39)

Standard 5 Conventions ---------- 12% (-21)

Math % of 5th Grade Students Met or Exceeded by Standards

Standard 1 Major Content------------------------------- 41% (+6%)

Standard 2 Expression/Reasoning------------------- 25%

Standard 3   Modeling/App------------------------------ 33%

Standard 4   Supp/Cont ---------------------------------- 47%

Math % of 4th Grade Students Met or Exceeded by Standards

Standard 1 Major Content------------------------------- 48%
Standard 2 Expression/Reasoning-------------------- 22%
Standard 3   Modeling/App------------------------------ 30%

Standard 4   Supp/Cont --------------------------------- 38%

Math % of 3rd Grade Students Met or Exceeded by Standards

Standard 1 Major Content------------------------------- 46%
Standard 2 Expression/Reasoning-------------------- 38%
Standard 3   Modeling/App------------------------------ 24%

Standard 4   Supp/Cont --------------------------------- 50%

1. **Sub-content areas?**

Math - Focus on Expression and Reasoning should help our students improve.

RESULTS FOR PARCC GROWTH 2016, 2017 State, School, District Comparison

| | Falcon Elementary School | District 49 | Colorado |

FRL-ELA	2018 54 MGP (+6) 2017 48 MGP (+6) 2016 42	2018 48 (+2) 2017 46 MGP (+0) 2016 46	2018 46 (-1) 2017 47 MGP (+0) 2016 47
Minority-ELA	2018 54 (+14) 2017 40 (-1) 2016 41	2018 46 (-2) 2017 48 (+0) 2016 48	2018 47 (-1) 2017 48 (+0) 2016 48
Non-Minority-ELA	2018 60 (+13) GAP 6 2017 47 MGP (+2) 2016 45	2018 49 (+1) Gap 3 2017 48 MGP (+0) 2016 48	2018 52 (0) Gap 5 2017 51 MGP (-1) 2016 52
Male-ELA	2018 55 (+11) 2017 44 (+0) 2016 44	2018 46 (+2) 2017 44 (+0) 2016 44	2018 47 (0) 2017 47 (+1) 2016 46
Female-ELA	2018 64 (+17) Gap 9 2017 47 (-1) 2016 48	2018 . 50 (-1) Gap 4 2017 51 (-1) 2016 52	2018 54 (+1) Gap 7 2017 53 (-1) 2016 54
At or above Benchmark	2018 70 (+32) 2017 38 MGP (-4) 2016 42	2018 44 (-1) 2017 45 MGP (+4) 2016 41	2018 50 2017 50 MGP (+0) 2016 50

Below Benchmark	2018 57 (+2) 2017 55 (+9) 2016 46	2018 51 (+1) 2017 50 (-1) 2016 51	2018 50 2017 50 MGP (+0) 2016 50
FRL-Math	2018 70 (+23) 2017 47 (-2) 2016 49	2018 46 (+3) 2017 43 (-7) 2016 50	2018 46 2017 46 2016 46
Minority-Math	2018 60 (+32) GAP -13 2017 28 (-12) GAP (-20) 2016 40	2018 47 (+7) GAP -2 2017 40 (-9) GAP (-2) 2016 49	2018 48 GAP -4 2017 48 (+1) GAP (-4) 2016 47
Non-Minority-Math	2018 73 (+25) 2017 48 (-.5) 2016 49	2018 49 (+7) 2017 42 (-8) 2016 50	2018 52 2017 52 (+0) 2016 52
Male-Math	2018 69 (+21) GAP 1 2017 48 (-4) GAP (-11) 2016 52	2018 48 (+5) GAP -1 2017 43 (-7) GAP (-3) 2016 49	2018 51 GAP 2017 51 (+2) GAP (-2) 2016 49
Female-Math	2018 68 (+31) 2017 37.0 (-.5) 2016 38	2018 49(+9) 2017 40 (-11) 2016 51	2018 49 GAP 2 2017 49 (-2) 2016 51

At or above Benchmark	2018 67 (+22)	2018 49 (+11)	2018 50
	2017 45 (+.5)	2017 38 (-8)	2017 50 (+0)
	2016 44	2016 46	2016 50
Below Benchmark	2018 69 (+31)	2018 48 (+3)	2018 50
	2017 38 (-11)	2017 45 (-7)	2017 50 (+0)
	2016 49	2016 52	2016 50

PRIORITY NEEDS

MATH

1. **Academic Achievement**

We have an "Approaching Rating" in our academic achievement rating. Namely in CMAS ELA. We were a 45th Percentile Rank and need to get above 50 to make the next designation. FRL students and Minority subgroups need to improve their scale scores.
Since 21 percent of these results were coming from students with disabilities, we need to try and improve the performance of our students with special needs.

Percentile Rank for Falcon Elementary School of Technology PARCC MATH 2016-17

Math	2016	2017	2018
All Students	57	42 (-15)	53

FRL	53	23 (-30)	35
Minority Students	60	32 (-28)	35
Students with Disabilities	5	1 (-4)	2

ELA

1. **Academic Achievement**

   Percentile Rank for Falcon Elementary School of Technology PARCC ELA

ELA	2016	2017	2018
All Students	48	44 (-4)	45
FRL	46	29 (-17)	32
Minority Students	57	38 (-19)	33
Students with Disabilities	1	1	1

Root Cause and Verification

Last year as a staff we generated over 40 potential root causes for the current state of our trends and performance. We have grouped them in the following categories:

1. **A lack of development of student engagement and stamina (Growth Mindset, Persistence)**

2. **A lack of sufficient student time in cognitive demanding experiences (A lack of time in a guaranteed, viable curriculum)**

3. **Systems are not efficient in supporting teaching and learning on the standards(Sub, RTI, PBL, PLC, PD, Professional Goals, "Of Technology", Staffing-GT, SPED,)**

    1. **Lack of Collaborative (K-5) Approach on Targeted Areas of Need (5 Essentials, Parent connection, Web systems, After School Care)**

Root Causes

Priority Performance Challenge: Achievement for overall achievement in ELA (SPF)

According to our Preliminary 2018 SPF, we received an approaching rating with a state percentile ranking of 45 in achievement. We need 5% more to make this a "Meets" ranking. Our scale scores did not change from 2017 to 2018 staying at 737.

Root Cause: SPF - ELA (English Language Arts)

We have an instructional system where students are moving up grade-levels while lacking foundational skills (letter sounds, phonics, phonemic awareness, decoding CVC). There is a lack of a consistent planning/approach to how teachers at FESoT teach reading and writing (ELA).

Priority Performance Challenge: Achievement for subgroups in Math

According to our Preliminary 2018 SPF, we received an meets rating for all students with a state percentile ranking of 53 in achievement. Both our minority students and FRL groups were in the 35th percentile rank. Our Students with disabilities were at the 2nd percentile.

Root Cause: SPF for Math

There is a lack of consistency in our instructional design K-5. We are not providing consistent cognitive challenge. Our system has promoted students that are lacking basic skills and number sense. There is a lack of a consistent implementation of essential math standards. There is a lack of identification, implementation, and assessment of the Colorado Academic Standards-Math.

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

Why were these challenges selected?

1. ELA Overall (English Language Arts) on SPF:
We addressed this as a priority because we were able to move mathematics up last year and we meet expectations in achievement and exceed expectations in growth. Now we want to see similar results with our ELA scores.

2. Math on SPF:
Our data shows these subgroups are falling behind in ELA. Our school mission is 100% of our students and we want to live up to that.

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.

Action Plans

Planning Form

Increase Collaboration and Consistency in Tier 1 ELA Instruction K-5.

What would success look like: 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. Also, develop consistent growth for students K-5 in reading and writing as measured by DIBELS and READING INVENTORY.

Describe the research/evidence base supporting the strategy: McREL studies show how consistent routines raise student performance.

Associated Root Causes:

SPF - ELA (English Language Arts):
Students will experience consistent routines throughout our system. Students will experience increase cognitive challenge during math instruction.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
1. Collaboration in ELA Instruction	Grade-levels will use a PLC structure with the 4 Dufour Questions to guide weekly discussions around student learning and growth. The 4 questions are: 1. What do students need to know? 2. How will we know they know it? 3. What will we do for those who have not learned it yet? 4. What will we do for those who already have learned it? To answer question 2 we will use DIBELS, and introducing this year the READING INVENTORY assessment.	08/01/2018 05/24/2019 Monthly	Instructional Coach, Administration	
2. Consistency in ELA Instruction	Consistency in our use of the reading curriculum, infusing best practices. Developing our Writing structures and plan. With Smarty Ants (K-2) - Developing consistency using resources for primary literacy. All students will be moving through the courses to achieve 1 years' worth of programming by May 2019. Quarterly check in at 25%, 50%, 75% and 100%	09/03/2018 05/24/2019 Quarterly	Michael Roth, Robyn Johnson	
3. Consistency in EMPOWERfz	Developing our district's instructional model with consistency across grade levels.	10/05/2018 05/24/2019	Onsite Coaches	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
1A. Leadership Academy Development	We created professional development time through the creative use of our support staff. By creating a leadership academy for students with our counselor and other staff, teachers now have time one day a week to partake in Modern Teacher trainings. They will be learning three units as an entire staff: Teacher as... - Architect of a Learner-Centered Culture - Architect of a Modern Physical Environment - Architect of a Digital Learning Environment In addition, they will have time for a genius hour project where they will select topics to grow in an area of their own choosing.	09/14/2018 05/24/2019	All staff at the school. Modern Teacher Platforms. 3E Leadership Development (Our customized character and leadership development plan)	Counselor Interventionists Family Liaison PE Teacher PBL Teacher Instructional Coach Administration Teachers	In Progress
1B. Launch READING INVENTORY	Our Zone Assessment Coordinator will develop our assessment plan for acquiring, training, and testing this new assessment.	10/01/2018 10/22/2018	READING INVENTORY ASSESSMENT D49 Licenses for Assessment	Zone Assessment Coordinator	Complete
2A. Training	Have Smarty Ants coaches train our teachers and Admin.	10/11/2018 10/31/2018	Smarty Ants License Purchased from READ ACT Funds $6,130 for a three year license.	Smarty Ants Trainers	
3A. Cohort Development EMPOWERfz	Launch an initial cohort of teachers. They will partake in professional development that teaches them to be Architects of a Modern Teaching environment.	10/22/2018 05/24/2019	Modern Teacher Platform funded by the district. Modern Teacher Trainer	Area Superintendent Three staff trained to coach on our site.	In Progress

	2B. Coaching and Training	Primary Literacy Training (SIPPS)	10/22/2018 05/24/2019	Instructional Coach Administration

Increase Collaboration and Consistency in Tier 1 Math Instruction K-5

What would success look like: Students will experience consistent routines throughout our system. Students will experience increase cognitive challenge during math instruction.

Describe the research/evidence base supporting the strategy: McREL studies show that schools improve when they adopt common routines and develop consistent delivery of these routines. Digital Promise research shows how many strategies increase cognitive challenge and support student growth.

Associated Root Causes:

SPF for Math:

There is a lack of consistency in our instructional design K-5. We are not providing consistent cognitive challenge. Our system has promoted students that are lacking basic skills and number sense. There is a lack of a consistent implementation of essential math standards. There is a lack of identification, implementation, and assessment of the Colorado Academic Standards-Math.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
3. Collaboration in Math Instruction	Many Strategies to work together as a school community to build mathematical engagement and growth in our students.	08/01/2018 05/24/2019	Administration, Parent Leaders, Facilitites	
	Developing consistency using resources for primary mathematics. All students will be moving through the courses to achieve 1	09/03/2018		

2. Consistency in Student Use of ST Math	years' worth of programming by May 2019. Quarterly check in at 25%, 50%, 75% and 100%	05/24/2019 Quarterly	Administration, Instructional Coach
1. Consistency in Mathematical Instruction	Supporting resources that assist students through our curriculum.	10/22/2018 05/24/2019	Teachers

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
2A. Coaching & Training- ST Math	To show teachers the power of the online system, how to identify hurdles, how to best structure the homework for parent partnerships, how to best use this resource (mini-lessons) to help their students grow.	10/22/2018 11/16/2018	Title 1 Provided site licenses and coaching for $18,000 $2,500 (Coaching)	ST Math Trainers Administration Instructional Coach	
1B. Math Supplies	Purchase Math Materials that will help students accomplish the standards for the grade level.	10/22/2018 05/24/2019	Purchase workbooks from Zearn that help students progress through the curriculum. Title Funds: $7,290	Classroom Teachers	Complete
1A. Develop Monitoring	Administration will develop monitoring systems for improvement efforts. 1. To develop consistency 2. To make decisions on retention, amendment, or removal of strategies Systems to	10/22/2018 05/24/2019	- Curiosity Works: A Guidebook for moving your school from	PBL Coaches Administration	

Systems	include: PBL, Instructional Coaching, Software Purchases		improvement to innovation PBL Coaching $2,000	
1.C Zearn Professional Development	Investing in teachers mathematical thinking and instructional architecture. Online courses as well as professional support.	10/29/2018 05/24/2019	Zearn Professional Development Title 1 Funds $2,500	Administration Instructional Coaching
3A. Develop Math Buddies	Teachers will be beginning a process to develop cross grade-level math lessons. Student-led. Engaging lessons that model solving word problem solutions, and then game-based rehearsal skills.	11/01/2018 05/24/2019	Teacher Time Subs for planning Title 1 4 sub days = $600 Game Materials Title 1 games = $500	Teachers Administration
3B. Environmental Support	Developing spaces that communicate mathematical concepts. Playground work includes brainstorming how to use environmental print to enhance student experiences. Examples, four square painted with progressions on mathematical concepts. Money, Time, Fractions, etc.	12/03/2018 05/24/2019	-Paint -Plans	Administration Community Members (Longneck Pumpkin Farm, The Haunt, Woodmen Valley Chapel, ST Math, Zearn)

 ## Increase Collaboration and Consistency in Tier 2 ELA Instruction K-5

What would success look like: Students who are targeted through our MTSS systems will show growth in reading as measured by the DIBLES and READING INVENTORY and progress monitoring data.

Describe the research/evidence base supporting the strategy: Our READ Funding is based on Researched-based strategies. Our approaches for BURST and SIPPS are on the Colorado Approved Interventions List.

Associated Root Causes:

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
2. MTSS Structure Development	Building our MTSS System so it gives just in time support to students and teachers.	01/01/2018 05/24/2019	Dean of Students	
1. Interventionist	Putting a full time interventionist and a 1/2 time interventionist in place to help students who are identified by teachers as needing support in math.	08/01/2018 05/24/2019	2 Interventionists	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
2A. Alpine Development	Using the Alpine Resources to strengthen our progress monitoring and encouraging conversations that support student growth.	08/01/2018 05/24/2019	Alpine	Dean of Students	
1A. Intervention Schedules and Planning	Putting a schedule together where intervention teachers are meeting with students in each grade level. We have an hour day set aside for intervention work.	08/02/2018 05/24/2019	Title Funds supported these positions: $49,600 Salary $15,969 Benefits	Full time Interventionist 1/2 Time Interventionist	Complete

	Support struggling readers through providing targeted instruction using SIPPS.	10/22/2018 05/24/2019	READ Act Funds $4,600 SIPPS curriculum	Tutor	In Progress
1B. Tutoring					

Increase Collaboration and Consistency in Tier 2 Math Instruction K-5

What would success look like: Students who are targeted through our MTSS Systems will show growth in math as measured by the DIBELS Math as well as progress monitoring data.

Describe the research/evidence base supporting the strategy: Small group instruction that is personalized and targeted has shown growth results in students.

Associated Root Causes:

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
1. Interventionist	Putting a full time interventionist and a 1/2 time interventionist in place to help students who are identified by teachers as needing support in math.	08/01/2018 05/24/2019	2 Interventionists	
2. MTSS Structure Development	Building our MTSS System so it gives just in time support to students and teachers.	08/01/2018 05/24/2019	Dean of Students	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
1A. Intervention	Putting a schedule together where intervention teachers are meeting with students in each grade level. We have an hour day	08/01/2018	Title Funds supported these	Full time Interventionist 1/2	Complete

| Schedule and Plan | set aside for intervention work. | 05/24/2019 | positions: $49,600 Salary $15,969 Benefits | Time Interventionist |

| 2A. Alpine Development | Using the Alpine Resources to strengthen our progress monitoring and encouraging conversations that support student growth. | 08/01/2018 05/24/2019 | Alpine Resource | Dean of Students |

 Strengthen Partnerships with Family and Community

What would success look like: Our events will be substantial (academically oriented, helpful, and fun). We will increase family participation. Our PTA will grow. Our school will increase partnerships with local community stakeholders.

Describe the research/evidence base supporting the strategy: Pedro Noguera's work identifies Teacher and Student Relationship Quality as the number 1 factor for helping children succeed. By building these relationships with families- and providing the families instructional support- we will give children a larger team to help them.

Associated Root Causes:

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
1. Family Partnership Development	To develop stronger bonds with the families that connect with our school. Developing an academic focus and parenting tips.	08/01/2018 05/24/2019 Monthly	Family Liaison, Administration	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
			Family Liaison		

	We are creating events for families to come together and learn. We provide food, we provide resources like math games, Parenting Tips, One Book One School Night (i.e. our CDE identified Promising Practice 12x12 Math Night).	08/01/2018 05/24/2019	Position (Provided by District Title Funds) Family Night Supplies and Game Materials $4,000	Family Liaison Administration PTA Leadership Military Child Coalition	In Progress
1A. Family Fun Nights					

School Target Setting

Priority Performance Challenge : Achievement for overall achievement in ELA (SPF)

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Students will have a higher scale score than the district average.
	2019-2020:

INTERIM MEASURES FOR 2018-2019:

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Students will have a higher MGP than the state average.
	2019-2020:

INTERIM MEASURES FOR 2018-2019:

Priority Performance Challenge : Achievement for subgroups in Math

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Students will have a higher scale score than the district average.
	2019-2020:

INTERIM MEASURES FOR 2018-2019:

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Students will have a higher MGP than the state average.
	2019-2020:

INTERIM MEASURES FOR 2018-2019:

School Accountability Committee UIP Signature Page 2018-2019

School _Falcon Elementary School of Technology_

Accreditation Rating (Plan Type _____

<table>
<tr><td colspan="2">Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.</td><td colspan="2"><u>School Accountability Committee:</u></td></tr>
<tr><td>Name</td><td>Position</td><td colspan="2">1) Date the Plan was presented to SAC for review:

February 21, 2019</td></tr>
<tr><td>Brooke Martin</td><td>Parent</td><td colspan="2"></td></tr>
<tr><td>Shwan Pringle</td><td>Parent</td><td colspan="2">2) Signature of Principal:</td></tr>
<tr><td>Sally Mullin</td><td>Teacher</td><td colspan="2"></td></tr>
<tr><td>Chelsri O'Hare</td><td>ATTENDANCE SECRETARY</td><td colspan="2">3) Signature of SAC Chairperson:

Christine Dow</td></tr>
<tr><td>Stacy Pacheco</td><td>ADMIN SECRETARY</td><td colspan="2"></td></tr>
<tr><td>Brett Thorp</td><td>Parent</td><td colspan="2">4) Additional SAC members who reviewed the plan:

Michelle Miller-Davies
Melani Halter</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
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Colorado's Unified Improvement Plan for Schools

FALCON HIGH SCHOOL UIP 2018-19 | **School:** FALCON HIGH SCHOOL | **District:** DISTRICT 49 | **Org ID:** 1110 | **School ID:** 2908 | **Framework:**
Performance Plan: Meets 95% Participation | **Draft UIP**

Table of Contents

Executive Summary

If we...

SAT PREPARATION

Description:

All student groups will increase the average SAT score by at least 12%

IMPROVE STUDENT SOCIAL/EMOTIONAL WELL-BEING

Description:

Falcon High School Will Show a 10% Decrease in Threat and Suicide Assessments From 1st Quarter Through 3rd Quarter

COMMUNITY ENGAGEMENT

Description:

Increase Community Engagement in at Least 3 Areas By May 2019

Then we will address...

READING COMPREHENSION INSTRUCTION NEEDED

Description:

Reading comprehension as defined by PSAT/SAT, particularly in non-fiction materials is decreasing and has not been specifically addressed through focused instruction.

MATH COMPUTATION INSTRUCTION

Description:

Math computation has not been specifically taught and practiced at the high school level. Most students use calculators in their high school math classes. Specific computation instruction and practice is not typically in evidence.

RESILIENCE AND PERSEVERANCE NEEDED

Description:

Students are struggling with social/emotional issues and data from assessments show that resilience and perseverance are areas where our students are struggling.

COMMUNITY ENGAGEMENT AT HIGH SCHOOL LEVEL IN DECLINE

Description:

Community Engagement as measured by attendance at Back to School Nights, Parent Teacher Conferences, and etc. is on the decline. Many discussions with SAC and PTSA have shown that we need to let parents and the community know that they are needed and encouraged to participate in their child's education and the school as a whole.

Then we will change current trends for students

ELA SAT PREPARATION

Description:

The Average ELA SAT Score at FHS will Increase By At Least 12% through SAT preparation.

MATH SAT PREPARATION

Description:

The average Math SAT score at FHS will increase by at least 12% through SAT preparation and computation warm ups.

EMOTIONAL WELL BEING OF STUDENTS

Description:

Falcon High School Will Show a 10% Decrease in Threat and Suicide Assessments From 1st Quarter Through 3rd Quarter

COMMUNITY ENGAGEMENT

Description:

Increase Community Engagement in at Least 3 Areas By May 2019

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

Improvement Plan Information

Additional Information about the school

Falcon High School (FHS) is a suburban/rural school in School District 49. There are currently approximately 1250 students with the following demographic breakdown: Minority students: 31%, White: 69%, and Free and Reduced lunch: 21%. FHS, is the oldest high school in District 49, 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 250+ 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, but expanding to provide more inclusion in general education programs/classes for more students. We have also added very successful engineering, biomedical, and American Sign Language programs.

Improvement Plan Information

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

✔ State Accreditation

School Contact Information

Name: Cheryl Goodyear-DeGeorge | **Title:** Principal
Mailing Street: 10255 Lambert Rd. | **Mailing City / State/ Zip Code:** Peyton CO 80831
Phone:(719) 491-0327 | **Email:** cldegeorge@d49.org
Name: Nathan Truex | **Title:** Assistant Principal
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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Falcon High School (FHS) is a suburban/rural school in Falcon School District 49. There are currently approximately 1250 students with the following demographic breakdown: Minority 31%, White: 69%, students on IEPs 11%, students on ALPs 6%, English Language Learners 3% 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 250+ 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, but expanding to provide more inclusion for students in general education classes. A large engineering program and a new American Sign Language program have been added over the past two years.

Many new processes and procedures have been put in place to focus on improving school climate and increasing student achievement. Some of those changes included returning to block scheduling, a special late start Friday schedule to facilitate Professional Learning Community meeting time and in-school intervention time, and a shift from a traditional grading system to Competency-based grading. FHS also received a state waiver allowing for E-days (electronic days) on late start or snow closure days, to give students the opportunity to continue learning even when they are not physically in school. In an effort to move forward and address any areas of concern, student climate surveys, the development of a student Principal's council and teacher MTSS surveys have been completed. Input is also being solicited from the community through quarterly parent meetings and monthly School Accountability and the PTSA meetings. Increased parent and staff involvement in each of these committees/organizations continues to be a focus at FHS. Over the past five 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. Professional development for the 2018_2019 school year to date has been focused on data analysis and the identification of specific student skills that need to be strengthened at FHS. A new focus on the learner-centered classroom through the Modern Teacher platform guides the PD at FHS this year. A large part of this PD has been teacher led. 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. In addition to the activities listed above, all departments at the school participated in data analysis/root cause analysis to first identify the key skill deficits in their own content areas and then completed further analysis to identify key areas of focus that would increase student achievement across content areas. As a result of the findings from this analysis, a school wide goal to address analysis and interpretation of text across content areas was developed.

There has also been a focus on writing and a removal of remedial classes in math. All students coming in to Falcon High School take either Algebra or Algebra A (one semester of Algebra spread out over a year). This was very different and a challenge for many of our Special Education students and staff. It has paid dividends in math growth with our students with disabilities. FHS is rated Performance Plan: Meets 95% Participation per the 2018 School Performance Framework.

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:	2017-2018 Increase media growth percentile in math for all students from 38.0 to 42.0 with a focus on FRL students, currently at 30.0 raising to at least 40.0 overall.
Performance:	The media growth percentile in math for all students was 38.0, not meeting the target of 42.0 overall, but students on FRL had a median growth percentile of 42.0, exceeding the target of at least 40.0.
Prior Year Target:	Overall SAT average score of at least 1070.

Performance:	Falcon High School did not meet the target of 1070, but rather had a decrease of overall average SAT score to 971.4.
Prior Year Target:	80% of all IEP goals written will be tied to the Colorado Academic Standards or Post Secondary Workforce readiness.
Performance:	This was an area of great improvement at FHS and approximately 91% of all IEPs written in 2017-2018 had IEP goals written will be tied to the Colorado Academic Standards or Post Secondary Workforce readiness.
Prior Year Target:	All student groups attain a rating of Meets for ELA achievement and growth on state reporting.
Performance:	No student groups attained a rating of Meets for ELA achievement or growth.
ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:	Growth and achievement overall declined at FHS over the 2017-2018 school year. Our 9th graders in particular did poorly overall on the PSAT in all areas. They were in the 35th percentile in both math and ELA. Academic grades for this class reflected this as well with a higher percentage of 9th graders failing on or more classes than we have seen in recent history. The greatest area of concern was in the area of Reading and Writing, an area of strength for FHS in the past. Data review and PSAT/SAT question analysis showed that reading was an area of concern for all student groups. The one bright spot was growth for our 10th graders in this area as they were in the 55th percentile for growth.

Focused work with the Special Education has improved the quality of the IEPs and has ensured that nearly all goals are tied to standards or workforce readiness. Math continues to be an area where FHS students overall struggle with both achievement and growth. Our 11th graders showed the most growth by moving from the 39.5 percentile to 41.5.

The two areas of strength from 2017, growth for students on IEPs and Gifted and Talented students, is missing from this year's report, both for 2017 and 2018. We are trying to find the reason for this data being missing. |

Current Performance

- Although Falcon High School continues to be on a Performance Plan, overall growth and achievement is declining. Although we continue to excel in Postsecondary and Workforce readiness, data shows that our students are struggling overall in the areas of both growth and achievement. Our 9th graders in particular struggled in 2017 in all areas. We saw a decrease in school attendance, academic performance as reflected by grades, and in testing for all all areas. FHS utilized ACT Aspire to monitor student progress and to help identify areas of concern to focus on prior to testing. Many of the 9th graders refused to take the interim assessments and many more took the assessments but finished in less than 15 or 20 minutes. FHS students have historically done very well in ELA and this was an area where we saw decreased achievement and growth, particularly with the 9th graders. Reading seems to be the area of greatest concern, particularly reading comprehension and analysis of non-fiction.

Science is another area where students have typically done well. For 2017 FHS received a rating of Does Not Meet for Science and did not meet the participation rates. We need to focus on ways to improve student engagement and to show both students and parents the value of these tests and the benefits of students not only taking the assessments but doing their best on the assessments. We offered incentives for test participation, but still did not meet participation rates.

Data analysis through PLCs show the following to be the areas of greatest concern: math computation, non-fiction reading comprehension and analysis, and student engagement at all levels in all content areas. At the end of the Fall semester for the 2017-2018, 50% of the 9th graders were failing one or more classes. 9th graders that were failing one or more core classes, doubled up on up to two core classes to get additional help and recoup credit and increase/acquire learning. Only 1/3-1/2 of those students increased their grades to a C or higher in the repeat classes. Student engagement continues to be an area of concern and a focus for improvement.

FHS along with the entire Falcon Zone, is launching Empower^{FZ}, a learner-centered blended program to address the needs of our students. The goal is to increase student engagement and to help students take responsibility for their learning through authentic experiences and self-pace curriculum designed to meet their specific needs. We have already implemented the ESCAPe program, a three year capstone project where students create a non-profit business. Teachers are facilitators and students are using the standards and authentic learning experiences driving the curriculum, learning, and achievement.

Teachers are using Khan Academy, College Board and other resources to help students prepare for the PSAT and SAT. Warm ups in classes at least 2 times weekly are focused on math computation and reading analysis and comprehension of non-fiction in particular.

Student engagement is the largest challenge that we face. Many students are not responding to the traditional classroom and we need to find new and effective ways to engage our students and get them to see the value in and be excited about learning.

Median Growth Percentile

English Language Arts	2016	2017	2018
All Students	26	46	40.5
FRL	20	51.5	41.5
Minority	28	46	40.5
Students w/Disability	39	43	No data
Math All Students	35	38	38.0

FRL	39.5	30	39.0
Minority	39	33	42.0
Students w/Disability	33	51	No data

Trend Analysis

Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

FHS students are on a significant decline in ELA on PSAT/SAT in 2017-18 (2017 = 46th percentile; 2018 = 40.5th percentile). This is a notable trend because it is declining and sits well below the state expectation (50.0th percentile). (Source: SPF/DPF)

Additional Trend Information:

Median Growth Percentile

English Language Arts	2016	2017	2018
All Students	26	46	40.5
FRL	20	51.5	41.5
Minority	28	46	40.5
Students w/Disability	39	43	No data

Math All Students	35	39.5	38.0
FRL	39.5	30	39.0
Minority	39	33	42.0

Students w/Disability   33   51   No data

The 2017 school year showed a significant increase in growth from the precious year in math for all students, but a decline in students on FRL and minority students. 2018 saw a decrease in overall student growth but a significant increase in growth for students on FRL, rebounding to 2016 levels of growth. Minority students showed a decrease in growth in 2017 from the previous year, but showed a significant increase from 2017 to 2018. Students with disabilities showed significant growth above the state and district level from 2016-2017, but no data was provided for the 2018 . school year.

The 2017 school year showed a significant increase in growth from the precious year in ELA for all students and student groups. 2018 showed a decrease in all areas of ELA.

Root Causes

Priority Performance Challenge: ELA SAT Preparation

The Average ELA SAT Score at FHS will Increase By At Least 12% through SAT preparation.

Root Cause: Reading Comprehension instruction needed

Reading comprehension as defined by PSAT/SAT, particularly in non-fiction materials is decreasing and has not been specifically addressed through focused instruction.

Priority Performance Challenge: Math SAT Preparation

The average Math SAT score at FHS will increase by at least 12% through SAT preparation and computation warm ups.

Root Cause: Math Computation Instruction

Math computation has not been specifically taught and practiced at the high school level. Most students use calculators in their high school math classes. Specific computation instruction and practice is not typically in evidence.

Priority Performance Challenge: Emotional Well Being of Students

Falcon High School Will Show a 10% Decrease in Threat and Suicide Assessments From 1st Quarter Through 3rd Quarter

Root Cause: Resilience and Perseverance Needed

Students are struggling with social/emotional issues and data from assessments show that resilience and perseverance are areas where our students are struggling.

Priority Performance Challenge: Community Engagement

Increase Community Engagement in at Least 3 Areas By May 2019

> **Root Cause: Community Engagement at High School Level in Decline**
>
> Community Engagement as measured by attendance at Back to School Nights, Parent Teacher Conferences, and etc. is on the decline. Many discussions with SAC and PTSA have shown that we need to let parents and the community know that they are needed and encouraged to participate in their child's education and the school as a whole.

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

The trend analysis for PSAT and SAT results show a need for increases in achievement and growth for both ELA and Math. The areas of reading comprehension of non-fiction materials and math computational skills will be the areas of primary focus.

Through the data analysis and root cause analysis two other areas came to light. Suicide and threat assessments have been on a steady increase in the past 5 years. The emotional well-being of our students is an area of concern and it is recognized that students cannot be successful academically until they are emotionally healthy. Students that are dealing with social/emotional issues struggle with engagement and learning. This is a primary focus for the upcoming school year.

Community engagement focused on the social/emotional healthy of students and an understanding of the value and importance of testing will be another area of focus for the upcoming school year.

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

Many new processes and procedures have been put in place to focus on improving school climate and increasing student achievement. Some of those changes included returning to block scheduling, a special late start Friday schedule to facilitate Professional Learning Community meeting time and in-school intervention time, and a shift from a traditional grading system to Competency-based grading. FHS also received a state waiver allowing for E-days (electronic days) on late start or snow closure days, to give students the opportunity to continue learning even when they are not physically in school.

In an effort to move forward and address any areas of concern, student climate surveys, the development of a student Principal's council and teacher MTSS surveys have been completed. Input is also being solicited from the community through quarterly parent meetings and monthly School Accountability and the PTSA meetings. Increased parent and staff involvement in each of these committees/organizations continues to be a focus at FHS. We also worked with the Zone Data Analysis Specialist and teacher groups to analyze PSAT and SAT data and completed question analysis as well to identify the ELA and

Math areas of need.

Over the past five 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. Professional development for the 2018_2019 school year to date has been focused on data analysis and the identification of specific student skills that need to be strengthened at FHS.

Work with the SAC, district crisis team, and counselors to evaluate students assessment and counseling requests led us to analyze and identify the need for additional social/emotional support for students. We are tracking the reported causes of social/emotional stress and through the SAC identifying the need for additional community education and involvement in both social/emotional and academic issues. Many parents reported the need for additional information on how to help their students when struggling with social/emotional issues.

Action Plans

Planning Form

SAT Preparation

What would success look like: All student groups will increase the average SAT score by at least 12%

Describe the research/evidence base supporting the strategy: College Board and Khan Academy report 100-150 point increases on SAT following focused SAT preparation

Associated Root Causes:

Reading Comprehension instruction needed:
Reading comprehension as defined by PSAT/SAT, particularly in non-fiction materials is decreasing and has not been specifically addressed through focused instruction.

Math Computation Instruction:
Math computation has not been specifically taught and practiced at the high school level. Most students use calculators in their high school math classes. Specific computation instruction and practice is not typically in evidence.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Parent/Student Awareness of Importance of Assessments and Resources	Provide communication for parents and students regarding testing, the value thereof, and resources for assessment preparation.	10/01/2018 03/01/2019 Monthly	FHS Administration	Met
SAT Preparation	Daily/Weekly SAT Preparation for all students	10/01/2018 04/05/2019 Weekly	FHS Staff	Partially Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
SAT Classroom Preparation	Beginning 10/22 SAT Prep Warm ups ELA and Math SAT Prep Lab time 2:45-3:20 two days a week Test Prep through counseling (one evening per quarter) Social Studies, Science, ELA, and electives will select problems from practice set to use in warm ups Build in 20 min week of SAT practice/prep Extended warm up, Friday time, instead of a brain break-take and SAT break etc.	09/21/2018 03/29/2019	Khan Academy College Board	All FHS Staff	In Progress
SAT Online Preparation and Monitoring	Students will access Khan Academy, College Board and other online resources to study for an practice SAT questions. Student will also take pre and post SAT practice tests.	10/01/2018 03/29/2019	Khan Academy College Board Test materials	All FHS staff	In Progress

| | Communicate with parents regarding assessment monthly, through website, autodialers, newsletters, and/or conferences. | 10/22/2018 03/29/2019 | Website, Autodialer, and Newsletter | Falcon Administration and teachers | In Progress |

Parent Communication

Improve Student Social/Emotional Well-Being

What would success look like: Falcon High School Will Show a 10% Decrease in Threat and Suicide Assessments From 1st Quarter Through 3rd Quarter

Describe the research/evidence base supporting the strategy: Suicide and threat assessments have increase by over 50% in the past 3 years.

Associated Root Causes:

Resilience and Perseverance Needed:
Students are struggling with social/emotional issues and data from assessments show that resilience and perseverance are areas where our students are struggling.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Student Education on Social/Emotional	Increase student awareness of resources and strategies to improve social/emotional health.	10/01/2018 05/01/2019 Weekly	Counseling Staff	Partially Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

	Provide social/emotional education for students through advisory and for high risk students through weekly small group meetings with school psychologist.	10/22/2018 05/15/2019	Time and Social/Emotional Curriculum	Counseling Staff, peer ambassadors and School Psychologist.	In Progress
Social/Emotional Curriculum					
	Work with non-profit group and SAC to educate parents and students on social/emotional issue facing our students.	11/05/2018 05/01/2019	Value Up and financing through Chamber of Commerce	SAC Co-chair and FHS Administration	Complete
Value Up Partnership					

Community Engagement

What would success look like: Increase Community Engagement in at Least 3 Areas By May 2019

Describe the research/evidence base supporting the strategy: How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform February 2017 nmefoundation.org

Associated Root Causes:

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Parent/Community Involvement	Increase parent/community involvement	09/01/2018 05/15/2019 Monthly	FHS Administration and SAC Co-chair	Partially Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
				FHS	

Increased SAC and PTSA Membership	Increase SAC and PTSA membership by at least 10%	08/01/2018 05/01/2019	Time and website	Administration, SAC Chair, PTSA President	In Progress
ESCAPe Students Community Service	Escape students will complete monthly service projects in the community, raising awareness of FHS and promoting community involvement in FHS	08/17/2018 05/17/2019	Transportation and subs for field trips	Cohort of ESCAPe teachers and students	In Progress
Parent Nights/Education/Communication	Parent Nights/ education (include student performances on these nights) a. Suicide- informational night with food b. College Night- PSAT and SAT informational c. CE d. Conferences e. PowerSchool and schoology help time f. FAFSA night g. 8th grade parent night: program showcase more like job fair 6. Newsletter 7. Website Sports and concert nights advertising and food Promote a night with Brian Snyder (Broncos)- Athletic nutrition Proactive coaching and proactive parenting training Continue Treat Street community event Advertising through Newsletter, Website, and Chamber of Commerce	09/01/2018 05/01/2019	Print shop, website, personnel for website, newsletter, ad planning events	FHS Administration, SAC Chair, and Athletic Director	Complete

School Target Setting

Priority Performance Challenge : ELA SAT Preparation

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

2018-2019: Increase average SAT scores by at least 12% from 2017

2019-2020: Increase average SAT scores by at least 7% from 2018

INTERIM MEASURES FOR 2018-2019: SAT practice test in August and again in April prior to SAT test.

Priority Performance Challenge : Math SAT Preparation

Priority Performance Challenge : Emotional Well Being of Students

PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2018-2019: FHS will have at least a 10% decrease in the number of suicide and threat assessments from 1st quarter to 3rd quarter

2019-2020: FHS will have at least an additional 10% decrease in the number of suicide and threat assessments from 1st quarter to 3rd quarter

INTERIM MEASURES FOR 2018-2019: Monthly reports on suicide and treat assessments as well as surveys from student ambassador program.

Priority Performance Challenge : Community Engagement

PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

2018-2019: Increase community engagement in at least 3 areas by May 2019. (newsletter, PTSA attendance, SAC attendance,

| | **2019-2020:** Increase community engagement in at least 3 areas by May 2019. (newsletter, other community communicationPTSA attendance, SAC attendance, community meetings, community in school, etc.) |

INTERIM MEASURES FOR 2018-2019: Monthly newsletter, at least one parent/community meeting per quarter, Climate and one other survey, monthly communication with community facebook/newsletters, etc.

School Accountability Committee UIP Signature Page

School _Falcon High School_

Accreditation Rating ___Performance___

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. **Parents must be included. Please type name and role.**

Name	Position
John Newbill	Parent
Michelle Arneson	Parent
Angela Prochnow	Assistant Principal
Nathan Truex	Assistant Principal
Lloyd McIntire	Teacher
Jash Flores	Teacher
Cassandra Berry	Parent
Mike Begenniter	Parent/SAC Co-chair
Heather Diaz	Former Parent
Karele Linton	Community Member
Cheryl DeGeorge	Principal

School Accountability Committee:

1) Date the Plan was presented to SAC for review:

   12/5/18

2) Signature of Principal:

   Cheryl A. DeGeorge

3) Signature of SAC Chairperson:

   Tim Keasley

4) Additional SAC members who reviewed the plan:

   John Newbill
   Michelle Arneson
   Mike Begenniter
   Katie Newbill

Colorado's Unified Improvement Plan for Schools

FALCON MIDDLE SCHOOL UIP 2018-19 | **School:** FALCON MIDDLE SCHOOL | **District:** DISTRICT 49 | **Org ID:** 1110 | **School ID:** 2906 | **Framework:**
Performance Plan: Meets 95% Participation | **Draft UIP**

Table of Contents

Executive Summary

If we...

EFFECTIVE INSTRUCTIONAL PRACTICES

Description:

Falcon Middle School staff will implement effective instructional practices to effectively differentiate instruction for all learners in the classroom.

EMPOWER FZ - MODERN TEACHER

Description:

Falcon Middle School staff will engage in professional learning to implement a process of designing modern learning environments, leveraging technology, that focus on the individual learning needs of students.

Then we will address...

LEARNER CENTERED CULTURE

Description:

Instructional Practices are not intensively focused on meeting the individual learning needs of all students.

Then we will change current trends for students

ENGLISH LANGUAGE LEARNERS ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE ARTS

Description:

English Language Leaners did not meet expectation for academic achievement in the area of English language arts according to the 2018 School Performance Framework.

STUDENTS WITH DISABILITIES ACADEMIC ACHIEVEMENT

Description:

Students With Disabilities did not meet expectation for academic achievement in the areas of English Language Arts, Math, and Science according to the 2018 School Performance Framework.

ACADEMIC GROWTH

Description:

Falcon Middle School did not meet the overall expectation for Academic Growth according to the 2018 School Performance Framework.

ENGLISH/LANGUAGE ARTS

Description:

Falcon Middle School declined in the percentage of students scoring meets and exceeds in all grade levels according to the 2018 CMAS data and did not meet expectation for growth for students in this content area as well.

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

Improvement Plan Information

Additional Information about the school

Falcon Middle School recently expanded to become part of the Firebird Nation Campus in District 49. Administration, Staff, and Community members from Falcon Middle School and the Falcon Zone worked to build, plan, and open Bennett Ranch Elementary School as a partner within the Firebird Nation Campus. Together, these two schools are working to transform teaching and learning for students and prepare them for what is to come in the "22nd Century". This process is timely, as recent achievement data suggests new efforts are needed to enhance the process of teaching and learning for our students. Over the past year, we have worked to build a new mission and vision that will guide the efforts of our work and align Falcon Middle within the Firebird Nation Campus to Bennett Ranch Elementary School. Our new Mission and Vision for Falcon Middle are:

Mission: Falcon Middle School is committed to a community built on trust, positive relationships, and high standards to create an environment that ignites academic curiosity and innovation.

Vision: Falcon Middle School will develop empowered learners who are intrinsically motivated critical thinkers with the perseverance to solve problems.

School Improvement efforts align to this new Mission and Vision along with the Falcon Zone Empower FZ process through the Modern Teacher Framework. All Falcon Middle School instructional staff are working through the professional learning components of this framework to ensure teaching and learning is focused on developing empowered learners. The first priority with this work will transform the overall culture to a learner centered culture that ensures all students will demonstrate competencies of the standards and take ownership of their personal learning. Staff have also desegregated our student achievement data to identify gaps in our instructional planning to help focus lessons and units on the critical information and skills that students must know and be able to do. Falcon Middle School staff will ensure that data drives instruction focused on engaging environments, enhanced opportunities, and elevated instructional practices so that all learners demonstrated the necessary level of achievement.

Improvement Plan Information

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

✓ State Accreditation

School Contact Information

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Name: Kava Lientz

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Title: Executive Principal

Mailing City / State/ Zip Code: Peyton CO 80831

Email: bsmith@d49.org

Title: Assistant Principal

Mailing City / State/ Zip Code: Peyton CO 80831

Email: cbelveal@d49.org

Title: Assistant Pripical

Mailing City / State/ Zip Code: Peyton CO 80831

Email: mdanderson@d49.org

Title: Assistant Principal

Mailing City / State/ Zip Code: Peyton CO 80831

Email: klientz@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

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 1,000 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 through 6th grade and the first half of 7th grade. Beginning in the second half of 7th grade and all through 8th grade, students elect into specific Exploratory classes that map towards a specific pathway or skill set aligning toward future academic and career pursuits. All students develop ICAP (Individual Career and Academic Plans) plans throughout their experience in Middle School to help determine specific Pathways of study students should pursue as they advance to high school. Based on the Preliminary 2018 School Performance Framework, Falcon Middle School received a Performance Plan rating.

As part of our professional development and professional learning community (PLC) time during the 17-18 and 18-19 school years, all FMS staff reviewed the achievement and growth data from 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, Falcon Middle School received a rating of Meets the expectation overall according to the 1-year school performance framework. For achievement, Free/Reduced Lunch eligible students were approaching in the areas of English/Language Arts, Math, and Science. English Language Learners did not meet in Language Arts and were approaching in Math. Our students with disabilities did not meet expectation in the area of English/Language Arts, Math, and Science. Minority students are approaching in the areas of English/Language Arts, Math and Science for academic achievement.

Falcon Middle School was Approaching in the state performance expectation in academic growth overall according to the 1-year school performance framework. 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 areas of English/Language Arts and Math. Our minority students are approaching in academic growth in English/Language Arts but Meet expectation in the area of Math.

Throughout the 18-19 school year, FMS Teachers will be administering common quarterly assessments mapped to the essential content and skills from the standards. Teachers will be analyzing data from these assessments and submitting reflections to indicate areas of strength and additional areas of focus as the school year progresses. Teachers will also be identifying specific academic and behavioral interventions needed for students on their teams and work with grade level administrators and counselors to progress monitor these interventions. Achieve 3000 will be available to assist with literacy based interventions that are needed to ensure students have fundamental reading skills necessary for success in other disciplines throughout the school.

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 CMAS achievement data and Quarterly Common Assessment 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 as well as our Leadership Team and Faculty were all used to formulate the actions steps within this unified improvement plan. The plan will be presented for review and approval to the School Accountability Committee sometime in December of 2018. The final revised plan for 2018-2019 will be presented to the School Accountability Committee in February of 2019.

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)

In 2016-2017 our mean scale score for English Language Learners was 721.8. Our goal for 17-18 is to increase our mean

Prior Year Target:	scale score for this subgroup as measured by CMAS and reported on the School Performance Framework to 726.8.
Performance:	In 2017-2018, the mean scale score for English Language Learners was 719.2. We did not meet the target of 726.8 due to the decrease in scaled score for this category as reported on the school performance framework.
Prior Year Target:	Our current mean scale score for students with disabilities in math is 706.8. Our goal for 17-18 is to increase our mean scale score for this subgroup as measured by CMAS and reported on the School Performance Framework to 711.8.
Performance:	In 2017-2018, the mean scale score for students with disabilities in math was 703.1. We did not meet the target of 711.8 due to the decrease in scale score for this category as reported on the school performance framework.
Prior Year Target:	Our current mean scale score for students with disabilities in ELA is 706.2. Our goal for 17-18 is to increase our mean scale score for this subgroup as measured by CMAS and reported on the School Performance Framework to 711.2.
Performance:	In 2017-2018, the mean scale score for students with disabilities in ELA was 701.0. We did not meet the target of 711.2 due to the decrease in scale score for this category as reported on the school performance framework.
Prior Year Target:	Our current mean scale score for students with disabilities in science is 482.8. Our goal for 17-18 is to increase our mean scale score for this subgroup as measured by CMAS and reported on the School Performance Framework to 487.8.
Performance:	In 2017-2018, the mean scale score for students with disabilities in Science was 510.3. We did meet this target as we exceeded the set target of 487.8 in this category as reported on the school performance framework.

In looking at the data for the CMAS assessments, you can see that Falcon Middle School had an overall achievement indicator percentage of 64.3% in Math and Language Arts combined.

In 6th grade ELA, 31% of the students met or exceeded the overall performance level, compared to the state average of 43%. The 6th grade ELA students scored slightly below the district average. In 7th Grade ELA, 46% of the students met or exceeded the overall performance level, compared to the state average of 47%. 7th grade ELA students also scored slightly below the district average. In 8th Grade ELA, the overall performance score was 46% meets or exceeds. The state average of 43% was 3% lower than the FMS average. 8th grade ELA students also scored slightly below the district average. These comparisons indicate the English Language Arts overall is a major focus for Falcon Middle School in the coming year.

In 6th grade Math, 24% of the students scored in the meet or exceeds categories, which was 6% lower than the state, and 1% lower than the

ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:	district. In 7th Grade Math, 30% of FMS student scored meets or exceeds, which was 1% higher than the state and 3% higher than the district. In 8th Grade Math, 31% of students scored in meets or exceeds which was 3% higher than the state and 5% higher than the district average. In the Algebra Assessment, 91% of FMS students scoring meets or exceeds, which is 16% higher than the state and 6% higher than the district average. These results indicate that Falcon Middle did perform better in the Math area, but that additional curriculum work is needed to ensure significantly more students demonstrate a rating of meets or exceeds on CMAS.
	For the CMAS Science assessment, FMS had 39% of students meet or exceed. FMS scored 8% higher than the state and 6% higher than the district average.
	Overall, Falcon Middle School scored a Meets rating for Academic Achievement according to the 2018 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.

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target:	Currently our median growth percentile for English Learners in ELA is the 27th percentile in the state. Our goal for 17-18 is to increase our school percentile ranking in ELA as measured by CMAS to the 32nd percentile.
Performance:	In 2017-2018, our percentile ranking in ELA for our English Learners was unable to be measured as we had a student group population overall less than 20. This indicates that we are unable to determine if this growth target was met as reported by the school performance framework.

	Overall, based on our 2017-2018 CMAS Assessment results and the 2018 School Performance Framework, Falcon Middle School received an Approaching rating in the area of Academic Growth. In the area of English/Language Arts and Math, FMS received an Approaching rating on the 2018 SPF.
	In looking at the data from the School CMAS Growth Report, you can see in the area of English Language Arts, overall, Falcon Middle School performed at the 41st percentile, which was 9% lower than the district and state. In 6th Grade ELA, FMS scored at the 36.5th percentile. This is 11.5 percentile points lower than the district average and 13.5 percentile points lower than the state. In 7th Grade ELA, FMS scored in the 45th percentile. This is 5 percentile points lower than the state and 4 percentile points lower than the district. In 8th Grade ELA, FMS scored in the 43rd percentile. This was 7 percentile points lower than the state and 9 percentile points lower than the district percentile. This data also indicates the need for a

ACADEMIC GROWTH REFLECTION:	focus on our English Language Arts curriculum. In the area of Math, Falcon Middle School students scored at the 49th percentile, which is 1 percentile lower than the state and district. In 6th grade Math, FMS scored at the 33rd percentile, which is 17 percentile points lower than the state and 14 percentile points lower than the district. In 7th Grade Math, FMS scored at the 54.5th percentile, which is 4.5 percentile points higher than the state and 7.5 percentile points higher than the district score. In 8th Grade Math, FMS scored at the 59th percentile. This is 9 percentile points higher than the state and and 4 percentile points higher than the district score. 7th and 8th grade math both demonstrated stronger growth in Math as compared to the State and District where as 6th grade demonstrated lower growth. This indicates a need for looking at the 6th grade math alignment with our elementary schools to ensure our students stay on track with the transition to middle school.

Current Performance

- In the area of English Language Arts, Falcon Middle School received the following ratings on the 2018 School Performance Framework in academic achievement:
  * Meets: All students academic achievement
  * Approaching: Free/Reduced Lunch eligible academic achievement and Minority Students academic achievement.
  * Does Not Meet: Students with Disabilities academic achievement,English Language Learners academic achievement

  In the area of Math, Falcon Middle School received the following ratings on the 2018 School Performance Framework in academic achievement:
  *Meets: All students academic achievement Math
  *Approaching: English Language Learners academic achievement, Free/Reduced Lunch eligible academic achievement, Minority Students academic achievement
  *Does Not Meet: Students with Disabilities academic achievement

  In the area of English Language Arts, Falcon Middle School received the following ratings on the 2018 School Performance Framework in growth:
  *Meets: N/A
  *Approaching: All Students growth, Free/Reduced Lunch eligible growth, Minority Students growth, Students With Disabilities growth
  *Does Not Meet: N/A

  In the area of Math, Falcon Middle School received the following ratings on the 2018 School Performance Framework in growth:
  *Meets: Minority Students growth
  *Approaching:All Students growth, Free/Reduced Lunch Eligible growth, Students with Disabilities growth
  *Does Not Meet: N/A

Overall, Falcon Middle School must look at the alignment of content standards in the areas of English Language Arts and Math. In terms of growth, we performed better in terms of our percentile ranks in Math, but were significantly below in the area of English Language Arts. While we met expectation for Achievement in all areas, we were still below the averages for the state and district in the area of English Language Arts, indicating a priority performance challenge overall in the area of English Language Arts instruction and curriculum.

Trend Analysis

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

English Language Arts-Falcon Middle School received a mean scale score of 741.7 in English/Language Arts in 2018 and received a rating of Meets on the School Performance Framework. 2018 - 6th Grade - 31% Meets and Exceeds, 7th Grade - 46% Meets and Exceeds, 8th Grade - 46% Meets and Exceeds (Source: CMAS Assessment) English/Language Arts Historical Data: 2017 - 6th Grade - 44% Meets and Exceeds, 7th Grade - 50% Meets and Exceeds, 8th Grade - 56% Meets and Exceeds 2016-6th Grade-44% Meets and Exceeds, 7th Grade-52% Meets and Exceeds, 8th Grade-44%-Meets and Exceeds 2015 - 6th Grade - 34% Meets and Exceeds, 7th Grade - 52% Meets and Exceeds, 8th Grade - 44% Meets and Exceeds

Trend Direction: Stable then increasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

Science - Falcon Middle School received a mean scale score of 611.8 in Science in 2018 and received a rating of Meets on the School Performance Framework. 2018 - 8th Grade Science - 39% Meets and Exceeds. Science Historical Data: 2017 - 8th Grade Science - 38% Meets and Exceeds 2016 - 8th Grade Science - 28% Meets and Exceeds 2015 - 8th Grade Science - 30% Meets and Exceeds

Trend Direction: Stable then increasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Math – Falcon Middle School received a mean scale score of 736.3 in Mathematics in 2018 and received a rating of Meets on the School Performance Framework. 2018 - 6th Grade - 24% Meets and Exceeds, 7th Grade - 30% Meets and Exceeds, 8th Grade - 31% Meets and Exceeds, Algebra - 91% Meets and Exceeds (Source: CMAS Assessment) Math Historical Data: 2017- 6th Grade-28% Meets and Exceeds, 7th Grade- 33% Meets and Exceeds, 8th Grade-19% Meets and Exceeds Algebra-78% Meets and Exceeds 2016 - 6th Grade - 26% Meets and Exceeds, 7th Grade -23% Meets and Exceeds, 8th Grade - 17% Meets and Exceeds, Algebra - 79% Meets and Exceeds 2015 - 6th Grade - 28% Meets and Exceeds, 7th Grade - 30% Meets and Exceeds, 8th Grade - 32% Meets and Exceeds, Algebra - 89% Meets and Exceeds

Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

English Language Arts – According to the state data from the School Performance Framework, Falcon Middle was approaching for growth in this area. The state identified our median adequate growth percentile as 41. The percentile decreased as we were in the 50th Percentile in 2017 and the 56th percentile in 2016.

Trend Direction: Increasing then stable

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Math – According to the state data from the School Performance Framework, Falcon Middle was approaching for growth in this area. The state identified our median adequate growth percentile as 49. The percentile slightly decreased from the 50th percentile in 2017 but also increased as we were in the 37th percentile in 2016.

Root Causes

Priority Performance Challenge: English Language Learners Academic Achievement in English Language Arts

English Language Leaners did not meet expectation for academic achievement in the area of English language arts according to the 2018 School Performance Framework.

Root Cause: Learner Centered Culture

Instructional Practices are not intensively focused on meeting the individual learning needs of all students.

Priority Performance Challenge: Students with Disabilities Academic Achievement

Students With Disabilities did not meet expectation for academic achievement in the areas of English Language Arts, Math, and Science according to the 2018 School Performance Framework.

> **Root Cause: Learner Centered Culture**
>
> Instructional Practices are not intensively focused on meeting the individual learning needs of all students.

Priority Performance Challenge: Academic Growth

Falcon Middle School did not meet the overall expectation for Academic Growth according to the 2018 School Performance Framework.

> **Root Cause: Learner Centered Culture**
>
> Instructional Practices are not intensively focused on meeting the individual learning needs of all students.

Priority Performance Challenge: English/Language Arts

Falcon Middle School declined in the percentage of students scoring meets and exceeds in all grade levels according to the 2018 CMAS data and did not meet expectation for growth for students in this content area as well.

> **Root Cause: Learner Centered Culture**
>
> Instructional Practices are not intensively focused on meeting the individual learning needs of all students.

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 most recent Professional Learning Day, on August 31, 2018, FMS faculty looked at the student achievement data reports from Alpine Achievement to break apart their CMAS Data. In looking at this data, it was determined that English Language Arts needed to be a major area of focus as we saw a decline in growth and in academic achievement when compared to the 2017 CMAS Assessment and 2016 CMAS Assessment. Based on the 2018 CMAS Data, we noticed a significant decline in how our students performed in the areas of Reading and Writing overall, which indicated that teaching and learning in this content is a priority performance challenge. The team also recognized that our Students with disabilities continue to receive ratings of Does not Meet for the past 5 years on the SPFs indicating that we are not making academic achievement progress for this disaggregated group. The Team Leader group at FMS also conducted a conversation surrounded on the need for targeted intervention for students in Literacy and began to look at how students are identified and what types of intervention are necessary. The leadership team is also brainstorming ways that we can focus in on the individual learning needs of students and ensure we are closing the various learning gaps that exist.

Much of this relates to our focus on the Modern Teacher (Empower FZ) process and the professional learning that staff will participate in to transform our environment into a learner centered culture.

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

Root Cause identification: Upon identifying the priority performance challenges, staff determined that all of the challenges were directly related to meeting the individual learning needs of students. It was determined that a specific focus on our Empower FZ process, effective instructional practices, an enhanced MTSS process for academic and behavioral needs, curriculum/grading alignment to standards, and utilization of targeted interventions for students are all 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) must be enhanced. The FMS staff and SAC Committee will verify this Root Cause during meetings in the 18-19 school year and also revisit this at all meetings during the school year to continue to evaluate progress. The work that Falcon Zone is completing related to the Modern Teacher process will also help in improving instructional delivery for students and address this root cause.

Action Plans

Planning Form

Effective Instructional Practices

What would success look like: Falcon Middle School staff will implement effective instructional practices to effectively differentiate instruction for all learners in the classroom.

Associated Root Causes:

Learner Centered Culture:
Instructional Practices are not intensively focused on meeting the individual learning needs of all students.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

Eureka Math	Falcon Middle School will fully adopt the Eureka Math Curriculum 6th - 8th grades to enhance alignment of our math content K-12 in the Falcon Zone. Math teachers will attend training in July and beginning utilizing the curriculum in the Fall of 2018. Staff will continue to collaborate through the year to look at implementation of the curriculum and monitor assessment data for student competency.	07/24/2018 05/22/2020	Eureka Math Currciulum, FMS Budget for Math Curriculum Resources, and Time on PD days for collaboration and training.	FMS Math Teachers, FMS Special Education Teachers, FMS Administration	In Progress
Competency Based Grading	Falcon Middle School Staff will revise grade books to reflect student mastery of essential standards and skills. The grade book categories will be the power standards that teachers will instruct each quarter.	08/01/2018 05/22/2020	PLC time and professional development day time	FMS Teachers and FMS administration	In Progress
Amplify Science	Falcon Middle School Science Teachers will implement new interactive Science curriculum beginning in the Fall of 2018. Science teachers will receive training in August of 2018 and fully implement the curriculum by the end of August. Staff will analyze assessment data and engineering lab based data to monitor program effectiveness.	08/01/2018 05/22/2020	Professional Development Day Time, IGNITE Grant Funds.	FMS Administration and FMS Science Teachers	In Progress
American Reading Company	Falcon Middle School will pilot new Literacy curriculum for 6th grade Language Arts classes beginning the Fall of 2018. Students will develop a love for reading through this new curriculum and apply literacy skills in various writing contexts. Data will be collected and progress monitoring completed through the IRLA Assessments	08/06/2018 05/22/2020	American Reading Curriculum, FMS Budget funds to acquire 4 learning units, quarterly training time	FMS 6th Grade Literacy Teachers, Special Education Teachers, and FMS Administration	In Progress
	Grade Level Administrators and Counselors will work with grade level teams to identify students needing support academically and behaviorally and track specific interventions to help close achievement gaps. A new spreadsheet will be developed and utilized to help leadership teams track specific concerns and	09/01/2018 05/24/2019	Collaboration Time, Budget for Intervention	FMS Administration, FMS Counselors	In Progress

MTSS Process	identify common themes where specific intervention and supports are needed.		Resources	
Achieve 3000	Falcon Middle School will implement the use of Achieve 3000 on all teams to provide intensive literacy based intervention for students to help close achievement gaps. Students will receive 30 minutes of web based literacy skill intervention each day.	10/24/2018 05/22/2020	Achieve 3000, MLO Funds, Training time for staff	Falcon Middle School Faculty and FMS Administration	In Progress
Unit Planning & Vertical Articulation	Falcon Middle School Staff will begin developing unit and lesson plans aligned to the Empower FZ Unit Design process. This will include opportunities for vertical alignment to ensure that the new 2020 Colorado Academic Standards are aligned within the units. Falcon Middle Staff will work in Core PLC's and professional learning day sessions to complete this work.	01/07/2019 05/30/2020	Professional Development time, Budget for Curriculum resources.	FMS Administration, FMS Teachers, and FMS Staff.	Not Started
Instructional Walk-Through	Falcon Middle School Administration will develop a new instructional walkthrough form that will align to Empower FZ criteria and crosswalk to the Colorado Teacher Evaluation System. Instructional practices will be tracked and feedback focused on implementing effective instruction connected to the Falcon Zone Instructional Model. This form will be developed, reviewed, and modified based on Mid Year Review Data from 2018 mod year review evaluations.	01/14/2019 12/20/2019	Collaboration time with administration	FMS Administration and Leadership Team	Not Started

Empower FZ - Modern Teacher

What would success look like: Falcon Middle School staff will engage in professional learning to implement a process of designing modern learning environments, leveraging technology, that focus on the individual learning needs of students.

Describe the research/evidence base supporting the strategy: The work of Digital Convergence as described in The New Agenda by Sean Smith highlights the need for creating new authentic learning environments and experiences that engage students in learning opportunities that leverage new technological tools.

Associated Root Causes:

Learner Centered Culture:

Instructional Practices are not intensively focused on meeting the individual learning needs of all students.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
FMS Mission and Vision	Falcon Middle School will develop a new shared Mission and Vision that aligns to the components of Empower FZ and focus on developing new modern learning environments to enhance student learning.	05/01/2018 08/31/2018	FMS Professional Learning Time, Budget to print new Mission and Vision signs around the building	FMS Administration, FMS Staff	Complete
Falcon Zone Launch	All Falcon Zone staff will participate in the zone launch and hear the message from the top where the Zone Mission, Vision, and Theory of Action are communicated to give clear direction for where teaching and learning is moving in the Falcon Zone.	07/27/2018 08/31/2018	Professional Learning Time	Falcon Zone Administration, All Falcon Zone Staff	Complete
Admin PLC	All Falcon Middle School staff will participate in Admin PLC's every other Thursday to focus on professional learning modules in the Modern Teacher Platform. Priority will be given to the Architecting a Learner Centered Culture, Architecting the Modern Physical Learning Environment, and the Empower FZ process during the 2018-2019 school year.	09/06/2018 05/16/2019	Admin PLC Professional Learning Time	FMS Administration and all FMS Faculty	In Progress
	Falcon Middle School Administration and Modern Teacher Coaches will collaborate every other week to develop Fluency guides to establish model criteria for what Fluency looks like in	09/17/2018	PLC Collaboration	FMS Administration &	

Fluency Guides	each of the professional learning modules. These fluency guides will be used to ensure consistency in marking specific fluency modules as complete to measure teacher progress.	05/24/2019	Time	Modern Teacher Coaches	In Progress
Empower FZ Cohorts	All Falcon Middle School Staff will participate in a professional learning cohort focused on transitioning classrooms into new modern learning environments. Cohorts will work on developing literacy level understanding in each of the professional learning modules. Work will continue through the process by developing fluency in each of the modules through implementation of the practices in their own classrooms and collaboration with an instructional coach on progress.	10/01/2018 05/22/2020	Professional Learning Time, Budget funds for acquisition of new technology resources and tools	FMS Administration and all FMS Faculty	In Progress
Schoology	Staff participating in cohorts will receive additional training on the use of Schoology as a Learning Management System for the facilitation of blended instruction. Staff will work to develop new blended units and lessons and focus on developing competency of the Colorado Academic Standards.	01/01/2019 05/22/2020	Professional Learning Time, Funds for Subs to allow for Schoology experts to provide additional training.	FMS Instructional Technology Coach, FMS Administration, FMS Staff.	In Progress

School Target Setting

 Priority Performance Challenge : English Language Learners Academic Achievement in English Language Arts

 PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

2018-2019: Currently our Mean Scale score for English Language Learners is 719.2. Our goal for 18-19 is to increase our mean

| ANNUAL PERFORMANCE TARGETS | **2019-2020:** Currently our Mean Scale score for English Language Learners is 724.1. Our goal for 19-20 is to increase our mean scale score for this subgroup as measured by CMAS and reported on the School Performance Framework to 740.1. |

INTERIM MEASURES FOR 2018-2019: Progress monitoring for our English Language Learners will take place through WIDA-Acess, Reading Plus, and Achieve 3000.

 Priority Performance Challenge : Students with Disabilities Academic Achievement

 PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** Our current mean scale score for students with disabilities in math is 703.1. Our goal for 18-19 is to increase our mean scale score for this subgroup as measured by CMAS and reported on the School Performance Framework to 714.1. |
| | **2019-2020:** Our current mean scale score for students with disabilities in math is 714.1. Our goal for 19-20 is to increase our mean scale score for this subgroup as measured by CMAS and reported on the School Performance Framework to 731.2. |

INTERIM MEASURES FOR 2018-2019: Progress monitoring for our Students with Disabilities will take place through AimsWeb.

 PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** Our current mean scale score for students with disabilities in ELA is 701.0. Our goal for 18-19 is to increase our mean scale score for this subgroup as measured by CMAS and reported on the School Performance Framework to 724.1. |
| | **2019-2020:** Our current mean scale score for students with disabilities in ELA is 724.1. Our goal for 18-19 is to increase our mean scale score for this subgroup as measured by CMAS and reported on the School Performance Framework to 740.1. |

INTERIM MEASURES FOR 2018-2019: Progress monitoring for our Students with Disabilities will take place through AimsWeb.

Priority Performance Challenge : Academic Growth

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

> **ANNUAL PERFORMANCE TARGETS**

2018-2019: Currently, Falcon Middle School is in the 49th percentile for academic growth in Math according to the 2018 School Performance Framework. Our goal for 18-19 is to increase our growth percentile for academic growth in Math to the 50th percentile.

2019-2020: Currently, Falcon Middle School is in the 50th percentile for academic growth in Math according to the 2019 School Performance Framework. Our goal for 19-20 is to increase our growth percentile for academic growth in Math to the 53rd percentile.

INTERIM MEASURES FOR 2018-2019: Interim Measures for 18-19 consist of Eureka Math/Engage NY Common Assessments to measure student proficiency in the grade level math standards.

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

> **ANNUAL PERFORMANCE TARGETS**

2018-2019: Currently, Falcon Middle School is in the 41st percentile for academic growth in English Language Arts according to the 2018 School Performance Framework. Our goal for 18-19 is to increase our growth percentile for academic growth in English Language Arts to the 50th percentile.

2019-2020: Currently, Falcon Middle School is in the 50th percentile for academic growth in English Language Arts according to the 2019 School Performance Framework. Our goal for 19-20 is to increase our growth percentile for academic growth in English Language Arts to the 53rd percentile.

INTERIM MEASURES FOR 2018-2019: Interim Measures for 18-19 consist of the Quarterly Common Assessments administered by each classroom teacher, Achieve 3000 Literacy Intervention data, and IRLA data from the administered literacy assessments in 6th grade language arts classes.

Priority Performance Challenge : English/Language Arts

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

2018-2019: Currently Falcon Middle School has the following percentages of students meeting and exceeding in English Language Arts according to 2018 CMAS data: 6th Grade - 31%, 7th Grade - 46%, and 8th Grade - 46%. Our goal for 18-19 is to increase each of these achievement percentages to the following percent of meets and exceeds: 6th Grade - 41%, 7th Grade - 52%, and 8th Grade - 52%.

2019-2020: Currently Falcon Middle School has the following percentages of students meeting and exceeding in English Language Arts according to 2019 CMAS data: 6th Grade - 41%, 7th Grade - 52%, and 8th Grade - 52%. Our goal for 19-20 is to increase each of these achievement percentages to the following percent of meets and exceeds: 6th Grade - 51%, 7th Grade - 60%, and 8th Grade - 60%.

INTERIM MEASURES FOR 2018-2019: Interim Measures for 18-19 consist of the Quarterly Common Assessments administered by each classroom teacher, Achieve 3000 Literacy Intervention data, and IRLA data from the administered literacy assessments in 6th grade language arts classes.

School Accountability Committee UIP Signature Page 2018-2019

School: Falcon Middle School

Accreditation Rating (Plan Type): Performance

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.

Name	Position
Brian Smith	Executive Principal
Chad Belveal	Assistant Principal & Athletic Director
Michael Anderson	Assistant Principal
Kava Lientz	Assistant Principal
Spencer Owen	8th Grade Counselor & Team Leader
Ariel Hull	7th Grade Counselor
Lisa Murdock	6th Grade Counselor
Karen Hobson	Administrative Assistant & PTA President
David Power	6th Grade Team Leader
Matt Simpson	6th Grade Team Leader & SAC Member
Amy Balk	6th Grade Team Leader
Nicole Sinnott	7th Grade Team Leader
Kristy Sundberg	7th Grade Team Leader
Rebecca Bashor	7 & 8th Grade Team Leader
Bethany Champlin	8th Grade Team Leader
Fawn Copeland	8th Grade Team Leader
Tim Scheck	Campus Technology Instructional Coach
Carrie Clay	Special Education Team Leader
Milithza McNeil	Explore Team Leader
Emily Callahan	Explore Team Leader
John Newbill	SAC Chair & Parent
Sarah Rawlinson	Parent, SAC Vice-Chair, PTSA Rep
Danielle Ryan	Parent
Karne Holmes	Parent
Jessica Crawford Nelson	Explore Teacher & SAC Member

School Accountability Committee:

1) Date the Plan was presented to SAC for review:

February 25, 2019

2) Signature of Principal:

3) Signature of SAC Chairperson:

4) Additional SAC members who reviewed the plan:

Colorado's Unified Improvement Plan for Alternative Education Campuses

GOAL ACADEMY UIP 2018-19 | **School:** GOAL ACADEMY | **District:** DISTRICT 49 | **Org ID:** 1110 | **School ID:** 3475 | **Framework:** AEC: Improvement |
Draft UIP

Table of Contents

Executive Summary

If we...

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 quarterly calendar.

INSTRUCTIONAL MODEL:

Description:

Align internal data systems and structures to provide student-centered and data-driven instructional support, that leads to a higher percentage of students participating in Concurrent Enrollment (CCE). 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). 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 and provide high quality professional development.

ALIGNMENT OF RESOURCE ALLOCATION TO MEET ACADEMIC NEEDS.

Description:

Assess student growth data trends, teacher observations, 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

Then we will address...

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. We are at approximately 50% implementation.

RESOURCE ALLOCATION (STAFFING LEVELS)

Description:

GOAL is working to determine the appropriate mix of instructional teachers and social-emotional/engagement support personnel to ensure academic success.

INSTRUCTIONAL MODEL

Description:

GOAL Academy is in year three of changing the instructional model. Professional Development is a high priority to ensure instructional staff members are effective online/blended teachers. In the last two years, 76 teachers were hired. Efforts to support these teachers are ongoing.

Then we will change current trends for students

EXPECTED ACADEMIC GROWTH BELOW TARGET.

Description:

Students are not growing academically at a rate fast enough to get them to grade level by graduation. This is evidenced by MGP ratings for PSAT at the Approaching level in English Language Arts and the Does Not Meet level in math.
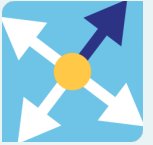
LOW COMPLETION RATE

Description:

The completion rate of students increased to 48.5% but is below meeting the performance target of 49.5% and will target sub-groups to increase overall performance in this area.

HIGH DROPOUT RATE

Description:

GOAL Academy's dropout rate of 19.5% is higher than the AEC norm of 12.7%

SAT SCORES AT APPROACHING LEVEL

Description:

The SAT scores for EBRW (429.5) was 2.0 points below the "meets" mark, and the SAT scores for Math (399.9) was 6.6 points below the "meets" mark.

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

Improvement Plan Information

Additional Information about the school

Improvement Plan Information

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

☑ State Accreditation

School Contact Information

Name: Karla Ash   **Title:** Dir. of Compliance
Mailing Street: 304 S. Victoria Ave   **Mailing City / State/ Zip Code:** Pueblo Colorado 81003
Phone:(720) 260-8179   **Email:** kk.ash@goalac.org
Name: Constance Jones   **Title:** Executive Director
Mailing Street: 304 South Victoria Avenue   **Mailing City / State/ Zip Code:** Pueblo Co 81003
Phone: **Email:** c.jones@goalac.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

GOAL Academy is an online Alternative Educational Campus (AEC) with 95% of students qualifying as at-risk (Oct, 2018) Such "at risk" factors include: teen pregnancy, previous student incarceration, parent incarceration, multiple suspensions, previous school expulsion, and overage and under-credited. GOAL Academy operates 27 drop-in sites through out the state of Colorado. In order to manage the size of the school, In 2016-17, five regions were formed and a principal for each region was hired. Representatives from various regions and departments worked as a committee to write the UIP. Participants included the Sr Directors of Accountability and Curriculum, the Chief Strategy and Innovation and Learning and Engagement Officers, Executive Director, Regional principals and assistant principals. The Plan was reviewed and approved by the School Accountability Committee 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 proved 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 74.7% on 11th grade Science to 88% on PSAT10. The "accountability participation rate" for all assessments was over 99%.. 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 GROWTH

Prior Year Target:	The goal for our 9th-grade students would be to achieve at least an Approaching rating on math growth, and for our 11th-grade student to improve from a Does Not Meet rating to an Approaching rating.
Performance:	The target partially met. Results of PSAT math (9th and 10th graders) were at a Does Not Meet level, but the 11th graders achieved an Approaching rating on the SAT.
Prior Year Target:	The goal for our 9th-grade students would be to achieve at least an Approaching rating on reading growth, and for our 11th-grade students to improve from a Does Not Meet rating to an Approaching rating.
Performance:	Target was met. PSAT results in Reading were at an Approaching level and 11th grade student achieved an Approaching rating.

PERFORMANCE INDICATOR: POSTSECONDARY & WORKFORCE READINESS

Prior Year Target:	The goal for 2017-18 would be to maintain a "Meets" rating with a Completion rate within 49.5-69.4%
Performance:	The target was not met, but the completion rate improved to 48.5%
	Our current drop-out rate was 16.3%, our goal is to continue to lower that rate, with an ultimate goal of 12.8%, which is the

Prior Year Target:	Approaching rating.
Performance:	The target was not met, and the dropout rate increased to 19.5%

PERFORMANCE INDICATOR: STUDENT ENGAGEMENT

Prior Year Target:	The goal for the 2017-18 school year is to reduce the truancy rate to 10%
Performance:	The target was met with an 8.2% truancy rate.

Current Performance

- Internal Assessments:

Star 360:

Students took an initial Star 360 Math and Reading test at the beginning of 2018-19 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.

Need to update:

Reading:

24% - At grade level

19% - On Watch

29% - Intervention

30% - Urgent Intervention

Math

33% - At grade level

18% - On grade level

26% - Intervention

23% - Urgent Intervention

With only 24% of our students reading at grade level, and 33% of the students at grade level in math, the need for strong literacy and math interventions continues

to be a priority for 2018-19..

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. A focus for us this year will be on Post Secondary Workforce Readiness composite score, measuring soft skills needed for success in the workplace, as well as the Imperatives Composite score, measuring social-emotional awareness. The beginning of year score for Readiness is 72 and the Imperatives Composite score is 82. Our goal for both scores by End-of-Year is 90 or above.

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

2017 - Grade 9 - 8% Met, 30% were in the Approached category

2018 - PSAT 8/9 -33% met ERW Benchmark

Math -

2015 - Algebra 1 - 1% Met   - 12% were in the Approached category

2016 - Algebra 1 - 2% Met - 17% were in the Approached category

2017 - Algebra 1 - 3% Met - 13% were in the Approached category

2018 = PSAT 8/9 - 13% met Math Benchmark

Trend Analysis

Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Academic Growth

Goal Academy's math MGP had shown a very slight positive 3-year trend on the TCAP assessment from 2012-2014: 2012: 28, 2013: 29, 2014: 31 A baseline MGP for Math -PARCC assessment for 2016 is 43. This is a large increase over the trend from TCAP, but since this is a baseline year for PARCC, it is unknown whether the MGP for PARCC and TCAP are comparable. GOAL Academy showed a decrease from 43 in 2016 to 39 in 2017. The MGP for 2018 was 33.0. This MGP is for the College Board assessments PSAT 8/9, PSAT 10, and SAT. Given the new assessments, it is difficult to determine the trend.

Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Postsecondary & Workforce Readiness

SAT 11th grade students took the SAT test in 2017, so baseline scores are noted. EBRW score - 426.9 and math score - 400.8 These baseline scores are within the "Approaching" category. 2018 - EBRW score - 429.5 and math score 399.9 The 11th grade SAT scores are stable.

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Postsecondary & Workforce Readiness

Completion Rate: GOAL Academy's completion rate has shown an increase from 2017 (46.8%) to 2018 (48.5%) 2011- 24.85 % 2012 - 31.3% 2013 – 42.8% 2014 – 43.8% 2015 - 44.1%, 2016 - 44.1, 2017 - 46.8% 2018 - 48.5%

Trend Direction: Stable then 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, it dropped to 16.5 in 2017, and had an increase to 19.5% in 2018 2013 – 24.9 2014 – 15.7 2015 - 15.0 2016 - 16.4%, 2017-16.3% 2018-19.5%

Root Causes

Priority Performance Challenge: Expected academic growth below target.

Students are not growing academically at a rate fast enough to get them to grade level by graduation. This is evidenced by MGP ratings for PSAT at the Approaching level in English Language Arts and the Does Not Meet level in math.

Root Cause: 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. We are at approximately 50% implementation.

Root Cause: Resource allocation (Staffing levels)

GOAL is working to determine the appropriate mix of instructional teachers and social-emotional/engagement support personnel to ensure academic success.

Root Cause: Instructional Model

GOAL Academy is in year three of changing the instructional model. Professional Development is a high priority to ensure instructional staff members are effective online/blended teachers. In the last two years, 76 teachers were hired. Efforts to support these teachers are onging.

Priority Performance Challenge: Low Completion rate

The completion rate of students increased to 48.5% but is below meeting the performance target of 49.5% and will target sub-groups to increase overall performance in this area.

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GOAL is working to determine the appropriate mix of instructional teachers and social-emotional/engagement support personnel to ensure academic success.

Priority Performance Challenge: High dropout rate

GOAL Academy's dropout rate of 19.5% is higher than the AEC norm of 12.7%

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Priority Performance Challenge: SAT scores at Approaching level

The SAT scores for EBRW (429.5) was 2.0 points below the "meets" mark, and the SAT scores for Math (399.9) was 6.6 points below the "meets" mark.

Root Cause: Instructional Model

GOAL Academy is in year three of changing the instructional model. Professional Development is a high priority to ensure instructional staff members are effective online/blended teachers. In the last two years, 76 teachers were hired. Efforts to support these teachers are ongoing.

Root Cause: Resource allocation (Staffing levels)

GOAL is working to determine the appropriate mix of instructional teachers and social-emotional/engagement support personnel to ensure academic success.

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, low completion rate, low SAT scores 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. Staff consensus is that root causes that were identified in 2017-18, still remain relevant and we should continue with the action plan

steps to correct the previously identified root causes.

The feedback from two independent reviews validated the root causes and the action plan that is in place. The independent reviews were done in Fall of 2017 for renewal purposes, and an extensive review by AdvancED in 2015, for accreditation purposes.

Action Plans

Planning Form

Strengthen school culture through focus on engagement and academic growth.

What would success look like: 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 quarterly 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. We are at approximately 50% implementation.

Resource allocation (Staffing levels):
GOAL is working to determine the appropriate mix of instructional teachers and social-emotional/engagement support personnel to ensure academic success.

Instructional Model:

GOAL Academy is in year three of changing the instructional model. Professional Development is a high priority to ensure instructional staff members are effective online/blended teachers. In the last two years, 76 teachers were hired. Efforts to support these teachers are ongoing.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel		Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Curriculum Fidelity	Consistent, aligned curriculum as a result of complete implementation of scope and sequence and common assessments in 100% of courses.	06/12/2017 12/30/2019	General Fund	Sr. Director of Curriculum and Instruction	In Progress
Professional Development	Continued training by the Flippen Group to implement the EXCEL model throughout the whole organization.	07/17/2017 05/30/2020	General Fund	Chief Learning and Engagement Officer	In Progress
Initiate/Implement PBIS	Positive Student Culture Program tied to Show Up, Connect, Succeed Targets	01/15/2018 08/30/2019	General Fund	Chief Learning and Engagement Officer and Regional Leadership	Not Started
Professional Development-Pairin	Professional Development in the Pairin social and emotional assessment for all staff members.	08/01/2018 05/30/2020	General Fund	Data Scientist and Chief Strategy and Innovation Officer	

Instructional Model:

What would success look like: Align internal data systems and structures to provide student-centered and data-driven instructional support, that leads to a higher percentage of students participating in Concurrent Enrollment (CCE). 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). 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 and provide high quality professional development.

Associated Root Causes:

Instructional Model:
GOAL Academy is in year three of changing the instructional model. Professional Development is a high priority to ensure instructional staff members are effective online/blended teachers. In the last two years, 76 teachers were hired. Efforts to support these teachers are onging.

Resource allocation (Staffing levels):
GOAL is working to determine the appropriate mix of instructional teachers and social-emotional/engagement support personnel to ensure academic success.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Student Success Plan	Individualized Student Plan with multiple data sets, used in college and career advising	08/07/2017 05/30/2019	General Funds	Counseling Team	In Progress
Curriculum Fidelity	To ensure consistent, aligned curriculum and the use of common assessments the common assessment data will be monitored and	05/30/2018 05/30/2020	General Fund	Senior Director of Curriculum and Instruction,	

- Common Assessment	evaluated through statewide PLC's.			Curriculum and Instruction Coordinator
Curriculum Fidelity-Course Scope and Sequence	To ensure consistent and aligned curriculum, course scope and sequence implementation through "backwards" planning will be completed for all courses	05/30/2018 05/30/2020	General Fund	Curriculum and Instruction Coordinator, Principals
Professional Development	Provide high quality, job embedded, ongoing professional development aligned with the instructional program developed and designed with all instructional staff to ensure each is equipped with the content knowledge and pedagogical strategies to appropriately scaffold instruction in the online and blended environment.	07/15/2018 05/30/2020	General Fund	Curriculum and Instruction Coordinator, Principals, Sr. Director of Curriculum and Instruction, Professional Development Specialist
Refine advising processes for Concurrent Enrollment	Develop Concurrent Enrollment advising processes that include tools to identify potential students and clear guidance for staff, students, and families outlining the benefits of concurrent enrollment. The process will also helps students identify college courses that align with their future goals and that set them up for post secondary success.	12/30/2018 08/30/2019	General Fund	Career and College Counseling Coordinator
Professional	Implement a high quality mentoring program for new staff.	12/30/2018	General Fund	Curriculum and Instruction Coordinator, Professional

Development	05/30/2020	Development
-Mentor program		Specialist,
		Principals

Alignment of resource allocation to meet academic needs.

What would success look like: Assess student growth data trends, teacher observations, 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/engagement support personnel to ensure academic success.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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 12/31/2019	None	Operations staff	In Progress
	Complete analytics on Pods (groupings of students/teachers/paraprofessionals) to determine characteristics of successful Pod groups to better understand how to group	12/30/2018	General Fund	Chief Strategy and Innovation Officer,	

Data Analysis of Pod performance	students and staff, and to determine the most successful and cost efficient staff to student ratios.	05/30/2020	Data Team
Teacher Observations	Refine teacher observation process to ensure that teachers receive timely and constructive feedback that allows them to improve the quality and effectiveness of their classes.	12/30/2018 12/30/2019	General Fund	Principals, Curriculum and Instruction Coordinator

School Target Setting

Priority Performance Challenge : Expected academic growth below target.

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Our target would be an Approaching rating on the Math portion of the PSAT, which would mean a Median Growth Percentile (MGP) >= 35. This would mean an increase from 33 to 35.
	2019-2020: The target would be to improve the MGP, getting closer to a MGP of 50

INTERIM MEASURES FOR 2018-2019: Star Math Assessment: Our target SGP for 2018-19 is 50.

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Our target would be to improve from the 2017-18 result of 36 MGP (Approaching) to a MGP of 40 on the PSAT assessments.
	2019-2020: The target would be to improve the MGP, getting closer to a MGP of 50.

INTERIM MEASURES FOR 2018-2019: Star Reading Assessment: Our target SGP (Student Growth Percentile) for 2018-19 is 50.

Priority Performance Challenge : Low Completion rate

PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Completion Rate

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** Our target will be a 49.5% completion rate, which would be a Meets rating. |
| | **2019-2020:** The target will be to maintain a Meets rating. |

INTERIM MEASURES FOR 2018-2019: Our target will be to track the students who are on-track to graduate, and ensure that 90% of those students have quarterly pass rating that keeps them on-track for graduation.

Priority Performance Challenge : High dropout rate

PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Dropout Rate

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** Our current dropout rate was 19.5%. The school has increased the rigor of its curriculum and feel this has contributed to an increase in dropout rate. We will continue to work toward the Approaching level of 12.8%, while maintaining higher academic rigor. The target for 2018-19 will be |
| | **2019-2020:** The target will be |

INTERIM MEASURES FOR 2018-2019: The interim measure will be to track the retention rate of each POD (accountability cluster of students and Para/Teacher teams), with a target goal of 75%.

Priority Performance Challenge : SAT scores at Approaching level

PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: SAT

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** Our goal is to get a "Meets" rating for SAT Math and Evidence Based Reading & Writing (EBRW). The EBRW score in 2018 was 429.5, just short of the 431.5 cut-point for "Meets". The math score in 2018 was 399.9. The cut-point for "Meets" is 406.5. |
| | **2019-2020:** Our goal is to maintain a "Meet" rating for both Math and EBRW. |
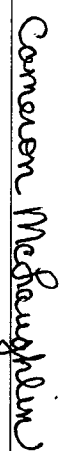
INTERIM MEASURES FOR 2018-2019: Increase the average grade level equivalency (GLE) for our 11th graders on the Star Reading and Math test. GLE at the Beginning of year for reading was 7.3 GLE. GLE at Beginning of year for math was 6.8. Our goal is that every student would make at least one year's growth in one year's time, and that our average GLE would increase to 8.3 in reading and 7.8 in math.

School Accountability Committee UIP Signature Page 2018-2019

School: GOAL Academy

Accreditation Rating (Plan Type: AEC Improvement

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.	
Name	**Position**
Karla Ash	Sr. Dir. Of Compliance
Carolyn Gery	Chief Strategy and Innovation Officer
Ted Hernandez	Board Member
Jill Toussaint	Chief Learning Officer
Cameron McLaughlin	Regional Principal
Ryan Mathews	Assistant Principal
Alicia Chavez	Intervention Resource Coordinator
Anna Nava	Coordinator Social/Emotional Support
Travis Rosales	Social/Emotional Generalist
Marisola Rerucha	Board member
Alan VanNorman	Parent
Aryn Henneke	Sr. Director - Curriculum
Traci Swingle	Community Liason

School Accountability Committee:

1) Date the Plan was presented to SAC for review:

   12/5/2018

2) Signature of Principal:

   Constance Jones (signature)

3) Signature of SAC Chairperson:

   Cameron McLaughlin (signature)

4) Additional SAC members who reviewed the plan:

   Jennie Urquiza

   Nikki Arriaga

   Arryica Gilmer

   Nick Coccozella

   Jennifer Bowens

Colorado's Unified Improvement Plan for Schools

HORIZON MIDDLE SCHOOL UIP 2018-19 | **School:** HORIZON MIDDLE SCHOOL | **District:** DISTRICT 49 | **Org ID:** 1110 | **School ID:** 4102 | **Framework:**
Performance Plan: Meets 95% Participation | **Draft UIP**

Table of Contents

Executive Summary

If we...

#1 - CULTURE

Description:

Implement strategies to create a culture of respect and high expectations among staff and students.

#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.

#3 - INTERVENTION

Description:

Implement an effective, purposeful, and deliberate intervention system for delivering reading and math intervention.

Then we will address...

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. 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.

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.

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 spirt. 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

Then we will change current trends for students

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.

ACADEMIC ACHIEVEMENT

Description:

The school currently has an overall rating of Approaching, earning 52.8% points possible.

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

Improvement Plan Information

Additional Information about the school

Improvement Plan Information

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

☑ Title I Focus School

School Contact Information

Name: Dustin Horras

Mailing Street:

Phone:(719) 495-5210

Title: Principal

Mailing City / State/ Zip Code:

Email: dhorras@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Horizon Middle School serves approximately 750 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), Physical & Health Education, Design (PLTW, Industrial Arts, Broadcasting, Media), Arts (visual arts, choir, band, orchestra, theater). Horizon also has a strong English Language Development program that services approximately 12% of our students . Horizon services students who have an Individualized Education Plan (IEP), who account for approximately 15% 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 48% white, 28% Hispanic, 9% black, 10% multi-racial, and 3% Asian. Approximately 51% of our students are male and 49% 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:	Achieve the 50th median growth percentile as determined on the School Growth Report
Performance:	The goal was met for ELA, achieving a percentile rank of 60. The goal was met for math, achieving a percentile rank of 51
Prior Year Target:	Currently have a rating of approaching for Academic Achievement on the school performance framework. Math has a rating of approaching, while ELA has a rating of meets. Goal is to have an overall rating of meets
Performance:	Goal was met -- a rating of Meets was achieved for both ELA and Math

ACADEMIC ACHIEVEMENT (STATUS) REFLECTION: The goal for language arts and math was met for both. ELA had a percentile rank of 60 and math 51

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target:	Achieve the 50th Median Growth Percentile as reported in the School Performance Framework.
Performance:	Goal was met. Rating of Meets was achieved for academic growth.

ACADEMIC GROWTH REFLECTION:	We experienced very good growth in language arts. MPG is 53. Overall math has an MPG of 47, which is a rating of approaching.

Current Performance

- *Historically, Horizon's performance on state assessments in reading, math and writing has experiences some decreases in each area. However, 2017 PARCC data demonstrates positive results, the highest scores Horizon has had as a school in many areas. This is a tribute to the work staff have done to continuously improve instruction and the changes we have made as a school over the past three years.*

  As we review 2018 CMAS data compared to 2017, 2016 and 2015 data, we see an increase in the % of meets/exceeds in all grades and all subject areas with the exception of 8th grade math which is inconsistent. In addition, significant increases are noted over the past three years, results are the highest results we have had as a school since CMAS/PARCC has been taken. In 6th grade math we saw an increase of 3% from 2017 (21%) to 2018 (25%), both are increases from previous years. 7th grade math experienced a significant increase from year 2016 (10%), to 2017 (22%) 2018 results were the same (22%). 8th grade math has been inconsistent over the past four years, 2015 (7%), 2016 (7%), 2017 (17%) and 2018 (12%). Algebra scores show increases over three years, but a decrease in the last year 2016 (58%) to 2017 (85%), 2018 (79%). In English Language Arts, we experienced significant increases in all grades in CMAS scores from 2015 to 2018. In 6th grade ELA, we experienced a 12% increase over three years from 2016 (28%) to 2017 (35%) to 2018 (40%) in the meets/exceeds categories. In 7th grade ELA, we experienced a 24% increase from 2016 (24%) to 2017 (48%) with a slight drop in 2018 (46%) but still increases over three years in the meets/exceeds categories. In 8th grade ELA, we experienced a 22% increase over three years from 2016 (22%) to 2017 (35%) to 2018 (44%) in the meets/exceeds categories. IN 8th grade science we have also seen increases over the past four years, increasing by 22% over that time, from 2015 (11%) to 2016 (14%) to 2017 (20%) and 2018 (33%). All three grades have posted the highest scores we have had over the past three years.

  During the 2016-17 and again in 2017-18 we have taken a major step forward in the quality and consistency of teaching practices, planning and personnel, as well as the delivery of intervention. We are confident we will continue to see improvement in scores on 2019 CMAS. However, as PARCC is an unreliable measure of school performance we are excited to continue implementing ACT Aspire for Reading and Science 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. We continue to feel our students are performing better than CMAS scores indicate and are looking forward to having another system for collecting and analyzing data that is relevant.

The 2018 School Performance Framework shows Horizon with the plan type of "Performance", attaining 64.4% of points. The 95% participation rate was met overall and in all subject areas. We have a rating of "meets" for Academic Achievement and a rating of "meets" for Academic Growth. Within the area of Academic Achievement: English Language Arts -overall rating of "meets", the subgroup of English Learners, , and Free/Reduced students have a rating of "approaching", Minority students achieved a rating of "meets", while students with disabilities has a rating of "does not meet". In the area of math -overall rating of "meets", students with disabilities have a rating of "does not meet", all other subgroups are rated as "approaching". In the area of science-overall rating of "meets", students with disabilities and English learners have a rating of "does not meet" and all other group a rating of "approaching". Moving to Academic Growth: An overall rating of "meets" was achieved in both English and Math. in the area of English Language Arts, the subgroup of English learners achieved a rating of "Exceeds'. Free/Reduded eligible students and minority students have a rating of "meets", while students with disabilities have a rating of "approaching". In math, subgroup English learners have a rating of "meets", Free/reduced eligible, minority students and students with disabilities have a rating of "approaching". Overall, our growth scores are very positive and demonstrate the improvement our students are making.

As indicated in our district VoW survey and in the work with are doing with the Studer education group, we identified an issue with the design and delivery of math instruction and intervention. Meaning the taught curriculum 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: <u>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. There has not been a consistent, reliable, system of assessment in place that provides the necessary knowledge to evaluate student learning, or lack of.</u> As we strive for continuous improvement, we will continue 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.

Through our work with Studer Education on 2017 and 2018, survey results indicate Improvement in the morale and culture of staff, However, we need to continue our focus on consistent strategies and expectations. Parent satisfaction survey results from the Studer survey, indicate a somewhat positive result, but also helped us point out specific areas to work on in order to increase parent engagement and satisfaction. In addition, we delivered the Studer student survey in 2018 which also gave us positive results overall but also defined areas of focus for improvement. Through one on one interviews with teachers, (Rounding) 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 continued support and focus. We have also identified a need to increase dialogue and corrective teaching with

students as we continue to maintain 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 continue to build 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 <u>Academic pride, school spirit, and the implementation of instructional best practices need to remain a focus across the school. Strides have been made in improving the culture and school spirt. However, there remains work to do in providing adequate, purposeful, and meaningful feedback provided to students and staff.</u> *We are very excited about the results we are seeing from the continued implementation of our Renaissance program as well as the implementation, of BoysTown-(Well-Managed Classroom). During the 2016-17 school year, we had 1,377 students make Renaissance, which is a reflection of their grades (3.0 or higher) and behavior (no discipline referrals). For the 2017-18 school year we saw 1,651 students make Renaissance. This is a reflection of increased performance or students and awareness of their grades. 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.   During the 2016-17 school year, we saw an increase in referrals from the previous year, to 411, but this was more a result of a significant increase in 6th grade discipline events than an overall school culture issue. For the 2017-18 school year we saw a small decrease from the previous year to 407. As we strive for continuous improvement, we will continue working with Studer Education while continuing to evaluate and verify our needs and areas of strength and growth.*

We have a continues 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: <u>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.</u> *During the 2016-17 school year, we placed major emphasis on reviewing and re-evaluatiing our intervention process, as far as placing students in intervention, as well as the systems we utilize to deliver intervention. We made major changes to math intervention for the 2016-17 school year and evaluated our reading intervention. To start the 2017-18 school year, we implemented a new reading intervention program, Read 180, to match our math (Math 180) intervention program. In addition, we adjusted our staffing to provide both a Reading and Math Interventionist starting with the 2017-18 school year. Results from the 2017-18 showed our Math 180 intervention had very positive results with some of the highest growth in Math 180 in the nation. Although there were good results in Read 180 as well, they weren't as significant as math. We will continue to deliver both interventions as part of our instructional program. In addition, we have a demonstrated need to*

improve and update or resources and curriculum for science instruction. With the start of the 2018 school year, we are now implementing Amplify science which is a blended learning curriculum that provides both hands-on experiential activities as well as one to one computer simulations and learning.

**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

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

English - CMAS data shows positive trends on the English Language Arts assessment over the past five years. ELA data for 2015 to 2016: 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. ELA data for 2016 to 2017: 28 - 35 in 6th grade, from 24 to 48 in 7th grade, and from 22 to 35 in 8th grade for the % of students at the met/exceed level. ELA data for 2017 - 2018: 6th grade, improvement from 35 to 39, 7th grade a slight decrease from 48 to 46, 8th grade an increase from 35 to 44 for the % of students at the meets or exceeds level. The 2018 data indicates the highest scores Horizon has experienced on CMAS in both 6th and 8th grade ELA and a slight decrease from the highest in 7th grade. In addition our CMAS growth report is very positive in ELA, with all grades and nearly all subgroups scoring at of above the 50th mgp. Within the area of Academic Achievement: English Language Arts the overall rating achieved was meets. The subgroup of English Learners is rated as exceeds. Minority students, and Free/Reduced students all have a rating of meets. The students with disabilities subgroup have a rating of "approaching".

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

Science - We experienced slight increases in science scores from 2015 to 2016 and again from 2016 to 2017. In 2017-18, we experienced the highest CMAS science scores we have had at Horizon. The % of students at the met/exceed level in 2015 = 11%, and in 2016 = 14%, and in 2017 = 20%, and in 2018 = 33% This represents a four year increase, increases each year over four years

Trend Direction: Increasing then stable

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Math - More recent CMAS data shows an overall increase in math achievement from 2016 to 2017, after declining scores from 2015 to 2016, and from 2017 to 2018 we experienced an increase in 6th grade, stability in 7th and a decrease in 8th grade. 6th grade math achievement experienced an increase from 21 to 25. 7th grade had the same score 22. 8th grade achievement decreased from 17 to 12 and Algebra scores decreased from 85 to 79. *Numbers represent students and the met/exceed level. The 2018 data indicates the highest scores, 7th and 6th grades, Horizon has experienced on CMAS. Within the area of Academic Achievement: Math the overall rating achieved was meets. The subgroup of English Learners, minority students, and Free/Reduced students all have a rating of "approaching". The students with disabilities subgroup have a rating of "does not meet".

Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

English - An overall rating for all students of Meets. Subgroups: English learners have a rating of Exceeds. Free/reduced eligible and minority students have a rating of Meets. Students with Disabilities have a rating of approaching. The overall Median Growth Percentile rank is 53.

Trend Direction: Increasing then stable

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Math - An overall rating for all students of Approaching. Subgroups: English learners have a rating of meets, Students with disabilities, Free/Reduced eligible and minority students have a rating of approaching The overall Median Growth Percentile is 47, this represents a decrease in MPG from 2017 but remains higher than 2016.

Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Student Engagement

Total numbers of students making Renaissance has increased significantly from the 2014-15 school year to the 2017-18 school year Students making Renaissance 2014-15 school year = 527 Students making Renaissance 2015-16 school year = 1,392 Students making Renaissance 2016-17 school year = 1,377 Students making

Renaissance 2017-18 school year = 1,651 *this represents a significant change in culture in our school over the past five years Renaissance remains a positive trend for our culture and expectations at Horizon. We have also had a school-wide adjustment in our grading practices, in that our expectations for students raised (it is harder to get good grades)

Trend Direction: Decreasing then stable

Notable Trend: Yes

Performance Indicator Target: Student Behavior

The total number of students earning office referrals has decreased significantly from the 2014-15 to 2015-16 school year. However, the 2016-17 school year saw an increase in referrals from the previous year and numbers remained fairly stable in the 207-18 school year. Total office referrals during the 2014-15 school year = 480 Total office referrals during the 2015-16 school year = 321 Total office referrals during the 2016-17 school year = 411 Total office referrals during the 2017-18 school year = 407 *we do believe the overall student climate, and BoysTown expectations and procedures implemented and taught across the school are making a large (positive) difference in the culture and student behavior. In addition, in July 2018 we had a BoysTown refresher training, bringing in staff development to refocus on the essential skills and practices.

Root Causes

Priority Performance Challenge: Math Achievement

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.

Root Cause: 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. 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.

Root Cause: 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.

Root Cause: 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 spirt. 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

Priority Performance Challenge: Academic Achievement

The school currently has an overall rating of Approaching, earning 52.8% points possible.

Root Cause: 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. 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.

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

2018 CMAS data show overall ratings of "meets" for academic achievement and growth. Each individual subject group (ELA, Math, Science) also have ratings of "meets" in academic achievement. For academic growth, ELA has a rating of "meets" while math is rated as "approaching".

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

Root causes were selected and verified though 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.

Action Plans

Planning Form

#1 - Culture

What would success look like: 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 spirt. 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

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
	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,	11/01/2016		Principal	In Progress

Studer Education	service, finance, and quality. Through services of staff and parents will get a scorecard to assist in making continuous improvement through evidence-based leadership.	05/31/2019			
Veteran's Day	Connect with the community through Veterans Day assembly and other various guest speakers throughout the school (historical conflict, bullying, chemistry, Constitution, engineering/design)	11/11/2016 11/11/2019		All instructional & administrative staff	Not Started
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	07/01/2017 06/30/2019	2018-19 Title $5000	Admin, Instructional Staff	In Progress
Instructional Coach	Hire IC to provide specific feedback and coaching to teachers on best instructional practices	08/01/2017 05/31/2019	2018-19 Titlle - Salary and Benefits- $104,225	Principal, Instructional Coach	Complete
Training	Staff training in effective instructional practice, implementation of instructional program, creating an environment/culture of high expectations focused on students. - IB, BoysTown, differentiated instruction, Renaissance (PRIDE), math and reading-. Training to support strategies in foreign language classrooms. Counselor mental health training. Training for AVID.	08/01/2017 05/31/2019	2017-18 Title $25,500	Administrators, Instructional Coach, IB Coordinator, Teaching staff, Special Education and ELD Teachers	In Progress
	Conitinue to implement BoysTown expectations and 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,	08/01/2017	2018-19 Title	Principal Assistant	

Boys Town	necessary and needed strategies to utilize in correcting student behaviors and improve consistency across the school in how staff approach each situation. Refresher training for all staff in July 2018	05/31/2019	$4,000	Principal, Teaching Staff	Complete
Parent Involvement	Increase parent involvement 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	08/01/2017 05/31/2019	2017-18 Title $5,100	All instructional and Administrative Staff	In Progress
IB	Maintain status as International Baccalaureate school delivering MYP programme. To include a review of planners and evaluation visit.	08/01/2017 05/31/2019	2018-19 Title $13,070	Administrators, Instructional Coach, IB coordinator, Teaching staff, Special Education and ELD Teachers	In Progress
Common Expectations	Review, modify, implement, enforce, and review consistent, common, expectations across the school for students and staff. Expectations will be taught and enforced school-wide by all staff so there is consistency in expectations. Common expectations will include expectations for: hallway behavior, headphone use, cell phone use, food in classrooms/hallways, hats in the building, etc....	08/01/2017 05/31/2019		Administration Team, Staff	In Progress
AVID	Investigate and analyze the addition of AVID program.	04/20/2018 01/31/2019	2017-18 Title I training -$25,500		
	Due to the nature of our schedule, with 7/8 on a separate schedule from 6th grade - time with students is very difficult to				

Extra Duties	maintain consistency between core teachers and enrichment teachers. We have several, approx. 12, enrichment teachers who have additional instructional time with students each day. In order to balance this out and compensate for this extra time, we will provide a $30 per hour stipend for those who have extra duties. Time will be figured based on minutes per day - to minutes per week, per semester and year. Staff will receive a stipedn to account for this time	08/01/2018 05/31/2019	Title I - $14,940	principal
Guest Speaker	We will bring in a guest speaker to spend the day and evening at school. Speaker was previewed at 2018 Renaissance conference, Davey Musie. He will deliver a school-wide message to all students that focus on kindness and how we treat each other. We will then meet with groups of students, selected by admin and counselors for the remainder of the day, focusing on more specific skills and strategies they can benefit by. In the evening, we will have a parent presentation where families will be invited in to hear Davey's message as well as be provided dinner.	08/01/2018 11/27/2018	Title I - $5,000 Title I parent involvement - $5,100	Principal

#2 -Standards and Instruction

What would success look like: 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. 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.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel		Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Instructional Coach	Hire IC to provide specific feedback and coaching to teachers on best instructional practices	08/01/2016 08/31/2019	2018-19 Title -salary and benefits - $104, 225	Principal, Instructional Coach	In Progress
Visible Learning	Staff will participate in Visible Learning staff development, two days. and will work to implement Visible Learning strategies across the school. Specifically focusing on Learning Targets and Success Crieteria as well as the different types of feedback to students.	08/01/2017 05/31/2019		All Staff	In Progress
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 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.	08/01/2017 05/31/2019	Zone funds	Innovation Teachers(2) Principal	In Progress
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. Include a re-evaluation of programme.	08/01/2017 05/31/2019	Yearly MYP fee and evaluation expenses. 2018-19 Title $15,070	All instructional and administrative staff	Complete
	Provide opportunities for project-based, PLTW (project lead the way), STEM learning for all students through science, math, and	08/01/2017		Administrators, Instructional	In Progress

STEM & Robotics	PRIDE classes. This includes offering after school opportunities through the Robotics club.	05/31/2019		Coach, IB Coordinator, Instructional Staff	
Instruction	Incorporate High-Impact instructional strategies (cooperative learning, effective questioning, learning maps, into planning and curriculum development Utilize backwards design to build and create quality units and assessments. To include the incorporation of novels and other curricular resources	08/01/2017 05/31/2019	2018-19 Title $16,000	Administrators, Instructional Coach, IB Coordinator, Instructional Staff.	In Progress
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	08/01/2017 05/31/2019		Administrators, Instructional Coach, IB Coordinator, Instructional Staff	In Progress
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 RtI	08/01/2017 05/31/2019		Administrators, Instructional Coach, IB Coordinator, Teaching staff, Special Education and ELD Teachers.	Complete
Schedule	Develop a master schedule that provides common, planning time for instructional staff to collaborate and plan aligned, standards-based instruction. Due to the needs of the schedule, it is necessary to give some teachers more instructional time than others. In order to compensate staff for this time, we will provide an hourly stipend for each extra hour spent with students beyond the normal. Stipend will be paid at $30 per hour.	08/01/2017 05/31/2019	2018-19 Title $ 14,940	Principal	In Progress
				Administrators,	

Training	Staff training in effective instructional paractice, implementation of instructional program, creating an environment/culture of high expectations focused on students. - IB, BoysTown, differentiated instruction, Renaissance (PRIDE), math and reading-. Training to support TPRS strategies in foreign language classrooms. Training for AVID.	08/01/2017 06/30/2019	18-19 Title $30,592	Instructional coach, IB Coordinator, TEaching staff, SPED and ELD Teachers. — In Progress
Amplify Science	Begin delivering Amplify science curriculum. Amplify is based on the NGSS standards for science instruction and will provide blended, hands-on, learning activities for students in 6-8 grades. ChromeBook carts are needed to deliver the curriculum in a blended environment. Science teachers will need professional development outside of normal contract time. Stipend for $200 per day, per teacher.	08/01/2018 05/31/2019	2018-19 Title $48,000 2018-19 Title $1,600	Admin, science teachers

#3 - Intervention

What would success look like: 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.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Interventionist	Hire an Interventionist to provide reading and/or math interventions to student in 6th, 7th, 8th grade. Interventionist will also be very involved in RtI process, collecting and analyzing data, collaborating with teachers and parents and ensure students are receiving needed intervention.	07/01/2016 07/31/2019	zone funds READ 180 training - Title I - $200	Principal	Complete
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 02/28/2019	Title I 2018-19 $600	Principal,Teaching Staff	Not Started
Math Intervention	Hire a math interventionist to provide additional, necessary, support to students with a demonstrated need for math support.	07/01/2017 08/31/2019	2018-19 Title $60,750	Principal	Not Started
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.	08/01/2017 05/31/2019	2018-19 Title I $1,800	Principal, Teaching staff, IB Coordinator	In Progress
Math 180	Implement Math 180. We will purchase renewal/hosting licenses in order to continue delivering Math 180 intervention to students in all grade levels based on need as determined bay a body of evidence.	08/01/2017 05/31/2019	2018-19 Title $4,500	Zone leader, school administration, math teachers, intervention teacher, instructional coach	In Progress
READ 180	Implement READ 180. We will purchase renewal/hosting licenses in order to continue delivering READ 180 intervention to students in all grade levels based on need as determined bay a body of evidence.	08/01/2017 05/31/2019	2018-19 Title $4,500	Principal, Instructional Coach, Intervention teacher	Not Started

Master Schedule	In order to account for growth in the school and to meet the needs of students, particularly for intervention classes - move to a seven period day in 7th and 8th grades. In 6th grade remain in team concept.	08/01/2017 05/31/2019		All staff	In Progress
Study Help	Provide stipend for staff to implement Before/After school study lab in order to provide support to students needing assistance with school work. 3 days per week (Tuesday, Wednesday, Thursday) per quarter. Stipends will be paid hourly at $30 per hour	08/01/2017 05/31/2019	2018-19 Title - $11,060	Principal, teaching staff	In Progress
ELD Para	Hire a full-time ELD paraprofessional to provide additional, consistent support to our English Language Learners in their core classes	08/01/2017 05/31/2019	2018-19 Title -salary and benefits $19,966	Principal, ELD teacher	In Progress
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	08/01/2017 05/31/2019		Administration, teaching staff	Complete
Knowledge Bowl	Provide stipend to staff for implementing Knowledge Bowl, providing opportunity to students to showcase their skills (approx. 25 meetings & competition)	09/01/2017 04/30/2019	Title I 2018-19 $2,500	Principal, Teaching Staff	In Progress
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)	10/31/2017 04/30/2019	2018-19 Title $1500	Principal, Teaching Staff	Not Started

School Target Setting

Priority Performance Challenge : Math Achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** 10 point growth in mpg for math -- goal to be at 54th percentile |
| | **2019-2020:** |

INTERIM MEASURES FOR 2018-2019:

Priority Performance Challenge : Academic Achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** Achieve an overall rating of meets for Academic Achievement on the SPF. |
| | **2019-2020:** |

INTERIM MEASURES FOR 2018-2019:

School Accountability Committee UIP Signature Page 2018-2019

School _____ Horizon Middle School _____

Accreditation Rating _____ Performance _____

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.	
Name	Position
Jennifer Perry	Parent, 6th
Windy Hart	teacher, 7th I & S
Beth McClellan	Parent, 8th
Jeannie Mucito	Parent
Chad Engler	community member 7 & 8
Robert DeScan	Parent 044
Jon Miller	Parent
Maria Casa	AP

School Accountability Committee:

1) Date the Plan was presented to SAC for review:

   November 15, 2018

2) Signature of Principal: _Justin Hopes_

3) Signature of SAC Chairperson: _____

4) Additional SAC members who reviewed the plan:

Colorado's Unified Improvement Plan for Schools

IMAGINE CLASSICAL ACADEMY UIP 2018-19 | **School:** IMAGINE CLASSICAL ACADEMY | **District:** DISTRICT 49 | **Org ID:** 1110 | **School ID:** 4251 |

Framework: Performance Plan: Meets 95% Participation | **Draft UIP**

Table of Contents

Executive Summary

If we...

COMMIT TO AN INTENTIONAL FOCUS ON READING COMPREHENSION

Description:

Students will demonstrate proficiency when required to infer, respond to or comprehend text. With a goal of ensuring all students are proficient in reading and analysis across grade levels and genres.

COMMIT TO STANDARDS ALIGNED MATH INSTRUCTION

Description:

Teachers align units and lesson plans to specific standards. Constructed responses demonstrate modeling, problem solving concepts and reasoning in math. Standards are embedded within instruction and standards based vocabulary is clearly communicated to students. Students are writing in math class!

INCREASE IN STUDENT TALK AND WRITING TARGETING HIGHER LEVEL DOK

Description:

Implementation of instructional strategies targeting standards including:Talk, Read, Talk, Write & Write Now Right Now & ThinkCERCA & QSSSA.

Then we will address...

CKLA CURRICULUM IMPLEMENTATION

Description:

We are committed to implementation of the CKLA curriculum with fidelity. Our purchase of the Hybrid Edition is aligned to Standards based objectives, but has required time for teachers to gain mastery with the tool. Engagement with writing inside CKLA is still a concern, as students are not proficient in reading informational text and written expression.

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.

LACK OF ALIGNMENT TO COMMON CORE STANDARDS

Description:

Lack of alignment to common core standards meant we were not specifically targeting vocabulary, modeling and reasoning of Common Core Standards. There is currently a lack of opportunities for students to write in Math and all content areas.

DEPTH OF KNOWLEDGE QUESTIONS

Description:

Level of questioning was not consistent with instructional rigor required to reach DOK levels 2, 3 and 4.

DISAGGREGATED GROUPS

Description:

Analysis of STAR & CMAS scores exposes a need to address both growth and academic achievement in disaggregated groups as well as Quartile 3 and Quartile 4 students.

INSTRUCTIONAL TIME

Description:

Instructional time not used proficiently in the classrooms, lack of time spent on grade level standards aligned instruction.

INSTRUCTIONAL STRATEGIES

Description:

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.

IMPLEMENTATION OF NEW WRITING BENCHMARK ASSESSMENT AND SERVICES

Description:

We purchased and implemented Writing Studio which is a companion program to CKLA, Writing Studio is a standards based writing and benchmark assessment program. Writing Studio proved to be an ineffective tool.

Then we will change current trends for students

GROWTH IN READING

Description:

According to DIBELSNext, STAR and CMAS results our elementary students and particularly our middle school students and school disaggregated groups show a lack of mastery when required to infer, respond to and comprehend informational text.
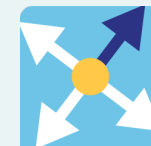
CMAS MATH SCORES

Description:

CMAS Math Scores in 2017-2018 showed a deficiency in understanding of problem solving concepts using modeling and constructed responses. This is true for all school results as well as disaggregated groups.
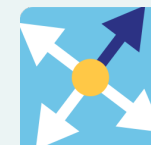
CMAS ELA SCORES

Description:

CMAS ELA Growth Scores in 2017-2018 for middle school were at a status level of Approaching. Though we saw improved scores in elementary, data indicates ICA has lower performance with regard to writing on the state assessment in elementary, middle school , and disaggregated groups. We are still not performing in the identified area of written expression.

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

Improvement Plan Information

Additional Information about the school

Improvement Plan Information

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

☑ State Accreditation
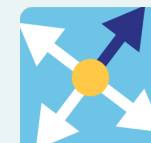
School Contact Information

Name: Frank Fowler

Mailing Street: 6464 Peterson Rd.

Phone:(719) 495-7360

Title: Principal

Mailing City / State/ Zip Code: Colorado Springs CO 80923

Email: frank.fowler@imagineschools.org

Name: Scott Hunter

Mailing Street: 6464 Peterson Rd.

Phone:(719) 495-7360

Title: Assistant Principal

Mailing City / State/ Zip Code: Colorado Springs CO 80923

Email: scott.hunter@imagineschools.org

Name: Dan Speer

Mailing Street: 6464 Peterson Rd.

Phone:(719) 495-7360

Title: Dean of Students

Mailing City / State/ Zip Code: Colorado Springs CO 80923

Email: dan.speer@imagineschools.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

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 sequence. The current year is the beginning of our tenth year as a school. Our administration is comprised of our principal, vice principal and dean of students. Our school is comprised of approximately 12% military families which contribute to a somewhat mobile population and 41% minority students in 3rd – 8th grade. Currently our student population is 706 students K-8, 13% of whom are receiving free & reduced lunch. Currently we have 43 students or about 6% receiving special education services and a total of 22 ELL students, or 3.1% will take the ACCESS 2.0 test this year.

Process and Stakeholder Involvement:

Multiple committees and stakeholders had an opportunity to contribute to the Imagine Classical Academy Indigo Ranch UIP. Teacher's engaged in a process for root cause analysis using previous year's data for achievement and growth in CMAS leading to recommendations for action steps. These reflections were reviewed by a team of teachers and administrators comprised of an intermediate grade teacher, a primary grade teacher, a middle school teacher, the academic coach, the dean of students, the asst. principal and the principal. Our SAC committee which includes parents and a community member 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's governing board will review and approve our 2018-2019 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 GROWTH

Prior Year Target:	2017-18 STAR Reading goal EOY : LG 1.09
Performance:	EOY: LG 1.047
Prior Year Target:	CMAS ELA 2017-18 59% MGP
Performance:	CMAS ELA - 47% MGP
Prior Year Target:	2018-18 STAR Math goal EOY : LG 1.06
Performance:	EOY: LG 1.041
Prior Year Target:	CMAS MATH 2017-18 56% MGP
Performance:	CMAS MATH - 49% MGP

ACADEMIC GROWTH REFLECTION:

We did not meet our first goal of a mean Reading Learning Gain for all students of 1.09, as measured by the Fall to Spring STAR Reading Assessment. We achieved a 1.047 mean Reading Learning Gain. The overall target may have been set too high as the only grade level to reach the target was 1st grade 1.132, in addition middle school underachieved, 6th grade .990, 7th grade .973 and 8th grade .994 which brought our overall learning gain down significantly.

We did not meet our second target of a CMAS ELA MGP of 59%, the target was reasonable as we set it 2 percentage points higher than the previous year. However, when looking at grade level MGP it is evident that our overall scores were severely affected by underachievement of the middle school, 6th grade dropped 45% from 84%-39%, 7th grade dropped 26% from 79.5%-53.5%, 8th grade dropped 35% from 77%-42%.

We did not achieve our third target of a mean Math Learning Gain for all students of 1.06, as measured by the Fall to Spring STAR Math Assessment. We achieved a 1.041 mean Math Learning Gain for all students with 1st, 2nd and 5th grades scoring at or above the 1.06 mean Math Learning Gain. Our middle school underachieved, 6th grade .964, 7th grade 1.0 and 8th grade .997 which brought our overall learning gain down significantly.

We did not meet our fourth target of a CMAS Math MGP of 56%, the target was reasonable as we set it 2 percentage points higher than the previous

year. However, when looking at grade level MGP it is evident that our overall scores were severely affected by a drop in all grade levels except one, 4th grade increased 24.5% from 33%-57.5%, 3rd grade dropped 5% from 54%-49%, 5th grade dropped 6% from 58%-52%, 6th grade dropped 25.5% from 68.5%-43%, 7th grade dropped 16.5% from 49.0%-32.5%, 8th grade dropped slightly 1.5% from 50.5%-49.0%.

Current Performance

- **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 2017-2018 indicate Kindergarten, first and third grade students made well above average progress, second grade students scored above average progress. DIBELSNext benchmark scores for 2017-2018 indicate that the following percent of students ended the year proficient or advanced: Kindergarten 83%, first grade 80%, second grade 89%, third grade 89%, K-3 86% overall.

The CMAS ELA proficiency percentile scores (met or exceeded) for ICA elementary students stayed about the same as they went from 42% in 2017 to 41% in 2018, 4th grade improved their percent by 6.5%, 5th grade improved their percent by 9.8%, while 3rd grade dropped by 18.2% . The CMAS ELA proficiency percentile scores (met or exceeded) for ICA Middle School students saw a significant drop as they went from 57% in 2017 to 45% in 2018, 8th grade dropped by 1.2%, 7th grade dropped by 9.8%, while 6th grade dropped by 25.9%. The CMAS Math proficiency percentile scores (met or exceeded) for ICA elementary students stayed about the same at 35% in 2017 to 34% in 2018, 3rd grade improved by 3%, 4th grade improved by 2.3%, while 5th grade dropped by 8.8%. The CMAS Math proficiency percentile scores (met or exceeded) for ICA Middle school students in 6th&7th Grade dropped from 30% in 2017 to 25% in 2018, 6th grade dropped by 8.7%, 7th grade dropped by 2.4%. With no reported scores for 2017 8th grade achieved at 39% (Met or Exceeded) for 2018.

We identified the following trends in Academic Growth: DIBELSNext progress for students 2017-2018 who began the year well below benchmark indicate that students in all grade levels K-3 made well above average progress. Current DIBELSNext ELAT descriptors for 2018-2019 indicate Kindergarten students scored 69% BOY to % MOY which indicates progress while first grade 62% BOY to % MOY made progress, second grade scored 84% BOY to % MOY which is progress and third grade scored 83% BOY to % MOY which is progress. The overall 2017-2018 STAR Reading % of students at or above grade level moved from 53.7% BOY to 66% EOY School wide with an overall learning gain of 1.047. The overall 2017-2018 STAR Math % of students at or above grade level moved from 70% BOY to 75.1% EOY School wide with an overall learning gain of 1.041. These scores indicate an upward trend in academic growth.

he CMAS ELA Median Growth percentile scores for ICA students dropped as school wide the MGP dropped from 57% in 2017 to 47% in 2018, 4th grade dropped by 1%, 5th grade increased by 5.5%, 6th grade dropped significantly by 45%, 7th grade dropped by 26%, while 8th grade dropped by 35%. The CMAS Math Median Growth percentile scores for ICA students decreased from 54% in 2017 to 49% in 2018, 4th grade improved by 24.5%, while 5th grade dropped by 6%, 6th grade dropped by 25.5%, 7th grade dropped by 16.5%, 8th grade dropped by 1.5%.

Trend Analysis

Trend Direction: Increasing then stable
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

Our previous year (2016-17) Academic Achievement (Status) of Performance was right on par with our high expectations as a school. Last year PARCC ELA, Math and Science results for academic achievement indicated that elementary students achieved a Meets status for all students on PARCC, Only a few disaggregated groups received an approaching status in ELA and Math. PARCC ELA and Math results for academic achievement indicate that middle school students achieved a Meets status for all students with only two disaggregated groups at an approaching status . Science results showed an approaching status for all students and groups. We achieved at a higher level in five of the six categories as compared to 2015-16. Our Current year (2017-18) Academic Achievement (Status) of Performance with equivalent overall scores did not meet with our high expectations for improved academic achievement as a school. This year PARCC ELA results for academic achievement indicated that elementary students achieved a Meets status for all students on PARCC, only ELL and Free & Reduced students received an approaching status in ELA. PARCC Math & Science results for academic achievement indicated that elementary students achieved an Approaching status for all students and all disaggregated groups. PARCC ELA, Math & Science results for academic achievement indicate that middle school students achieved a Meets status for all students and all disaggregated groups with the exception of approaching status for Free & Reduced in Math and ELA. We achieved at a higher level in three of the six categories as compared to 2016-17.

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

We identified the following trends in Academic Growth: DIBELSNext scores for students who were reading at or above benchmark 2017-2018 indicate grade K-3 students made well above average progress, second grade students made above average progress, with all other grade levels making well above average progress. The overall DIBELSNext benchmark score was 71% BOY and 86% EOY which ELAT identifies as Above Average for typical benchmark growth. The overall DIBELSNext benchmark score for 2017-2018 increased from 66% BOY to 86% EOY which ELAT identifies as Well Above Average for typical benchmark growth. The descriptor stayed at Well

Above Average progres, as a school we increased our growth % of students performing at or above benchmark. In 2015-2016 we had a 14% increase and in 2016-2017 we had a 15% increase, 2017-2018 we had a 20%. We can safely say we maintained our literacy growth trend after starting at a higher percent of students benchmark or above.

Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth Gaps

On the preliminary 2018 SPF, ICA earned Approaching in the performance indicator of Academic Growth. We identified the following trends in Academic Growth Gaps: In Elementary we are at (status) Meets in ELA with an increase of 8.5% in our MGP, and Meets in Math with an increase of 2.5% MGP for growth. In middle school we received Approaching in ELA with a decrease of 33% MGP, and approaching in math with a decrease of 22% MGP. While the elementary has continued on an upward trend the middle school saw a significant drop in MGP. Leaving us in a downward trend overall.

Root Causes

Priority Performance Challenge: Growth in Reading

According to DIBELSNext, STAR and CMAS results our elementary students and particularly our middle school students and school disaggregated groups show a lack of mastery when required to infer, respond to and comprehend informational text.

Root Cause: CKLA Curriculum Implementation

We are committed to implementation of the CKLA curriculum with fidelity. Our purchase of the Hybrid Edition is aligned to Standards based objectives, but has required time for teachers to gain mastery with the tool. Engagement with writing inside CKLA is still a concern, as students are not proficient in reading informational text and written expression.

Root Cause: Depth of Knowledge Questions

Level of questioning was not consistent with instructional rigor required to reach DOK levels 2, 3 and 4.

Root Cause: 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.

Root Cause: Disaggregated Groups

Analysis of STAR & CMAS scores exposes a need to address both growth and academic achievement in disaggregated groups as well as Quartile 3 and Quartile 4 students.

Priority Performance Challenge: CMAS Math Scores

CMAS Math Scores in 2017-2018 showed a deficiency in understanding of problem solving concepts using modeling and constructed responses. This is true for all school results as well as disaggregated groups.

Root Cause: Instructional Time

Instructional time not used proficiently in the classrooms, lack of time spent on grade level standards aligned instruction.

Root Cause: 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.

Root Cause: Depth of Knowledge Questions

Level of questioning was not consistent with instructional rigor required to reach DOK levels 2, 3 and 4.

Root Cause: Lack of Alignment to Common Core Standards

Lack of alignment to common core standards meant we were not specifically targeting vocabulary, modeling and reasoning of Common Core Standards. There is currently a lack of opportunities for students to write in Math and all content areas.

Root Cause: 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.

Priority Performance Challenge: CMAS ELA Scores

CMAS ELA Growth Scores in 2017-2018 for middle school were at a status level of Approaching. Though we saw improved scores in elementary, data indicates ICA has lower performance with regard to writing on the state assessment in elementary, middle school , and disaggregated groups. We are still not performing in the identified area of written expression.

Root Cause: Implementation of New Writing benchmark assessment and services

We purchased and implemented Writing Studio which is a companion program to CKLA, Writing Studio is a standards based writing and benchmark assessment program. Writing Studio proved to be an ineffective tool.

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**Root Cause: Disaggregated Groups**

Analysis of STAR & CMAS scores exposes a need to address both growth and academic achievement in disaggregated groups as well as Quartile 3 and Quartile 4 students.

Root Cause: 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.

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 first priority performance challenge is Growth in Reading, according to DIBELSNext, STAR and CMAS results our elementary students and particularly our middle school students and school disaggregated groups show a lack of mastery when required to infer, respond to and comprehend informational text. In addition second grade is making less progress with students who begin at or above benchmark.Our second priority performance challenge is CMAS ELA Growth Scores, in 2017-2018 for elementary were at a status level of Meets, but were at the cut off line which makes this a fragile area. Though we saw improved scores in grade levels, we are still not performing within our disaggregated groups or in the identified areas of reading informational text and written expression. Our thrird priority performance challenge is CMAS Math Growth Scores, in 2017-2018 ICA showed a decline in scores for all grades except 4th grade. Across grade levels in specific sub-categories performance is not strong. Identified areas of challenge are reasoning and major content, in addition understanding of problem solving concepts using modeling and constructed responses was an identified area of need. We believe that by putting an intentional focus on addressing these challenges we will be able to improve the instruction, learning and test results within our school community.

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

Root Causes Rationale:

The writing program we brought in to have a vertical, standards based benchmark assessment for writing was ineffective. Lack of reading curriculum and resources meant we were not specifically targeting vocabulary of Common Core Standards. We transitioned our 3-5 reading curriculum in 2017-2018 to CKLA Hybrid. We are committed to implementation of the CKLA curriculum with fidelity. Our purchase of the Hybrid Edition is aligned to Standards based objectives, but has required time for teachers to gain mastery with the tool. Engagement with writing inside CKLA is still a concern, as students are not proficient in reading informational text and written expression. In spite of extensive training it took several months for teachers to gain proficiency with the new curriculum. 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 2,3 or 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. We have instituted a new MTSS/RTI process in order to address our issues with disaggregated groups and students beginning well below. CMAS , 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. 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.

Action Plans

Planning Form

Commit to an Intentional Focus on Reading Comprehension

What would success look like: Students will demonstrate proficiency when required to infer, respond to or comprehend text. With a goal of ensuring all students are proficient in reading and analysis across grade levels and genres.

Describe the research/evidence base supporting the strategy: The National Reading Panel Report of 2000 confirmed comprehension as one of the big 5 ideas of reading. Research also supports depth of knowledge instruction and guiding students to think critically. Research shows students have limited opportunities to orally process what they are learning, to make meaning in the company of their peers, and to read or write for authentic purposes.

Associated Root Causes:

Disaggregated Groups:
Analysis of STAR & CMAS scores exposes a need to address both growth and academic achievement in disaggregated groups as well as Quartile 3 and Quartile 4 students.

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.

Implementation of New Writing benchmark assessment and services:

We purchased and implemented Writing Studio which is a companion program to CKLA, Writing Studio is a standards based writing and benchmark assessment program. Writing Studio proved to be an ineffective tool.

CKLA Curriculum Implementation:

We are committed to implementation of the CKLA curriculum with fidelity. Our purchase of the Hybrid Edition is aligned to Standards based objectives, but has required time for teachers to gain mastery with the tool. Engagement with writing inside CKLA is still a concern, as students are not proficient in reading informational text and written expression.

Depth of Knowledge Questions:

Level of questioning was not consistent with instructional rigor required to reach DOK levels 2, 3 and 4.

Instructional Time:

Instructional time not used proficiently in the classrooms, lack of time spent on grade level standards aligned instruction.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
		07/31/2018		

DibelsNEXT & Reading Fluency Benchmark Testing	Benchmark tests to create differentiated instruction, ascertain growth and target specific needs.	08/01/2018 Quarterly	Teaching Staff, Curriculum Coach, Administration, SPED personell
Walkthroughs	Administration will perform classroom walkthroughs to check for standards, objectives, implementation of writing and instructional strategies	08/06/2018 08/06/2018 Weekly	admin
STAR Benchmark Testing	STAR Testing gives data to target student's areas of strength as well as needs.	08/06/2018 05/31/2019 Quarterly	Teachers, Curriculum Coach, Admin

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Teacher University	Train New and Returning teachers on Curriculum, Data Analysis and Testing Practices	07/23/2018 07/27/2018	Curriculum, Chromebooks, Computer logins & programs	Curriculum Coach, Teachers, Administration, Trainers	
Rigor & Relevance Cohort	Several teachers from across grade levels participate in the monthly Rigor and Relevance cohort and disseminate information to the staff	08/01/2018 05/31/2019	Resources	District employees and teachers	
Write Now Right Now Training	Staff was trained on new writing program including conventions, rubrics and benchmark testing	08/31/2018 08/31/2018	Curriculum, Chromebooks/Laptops	Teachers, Trainer	

| | Talk, Read, Talk, Write Training | National trainer and author Nancy Motley trained staff on her program Talk, Read, Talk, Write | 09/28/2018 09/28/2018 | Talk, Read, Talk, Write Books & Resources | Nancy Motley, Teachers |

| | QSSSA Training | Staff was trained by Tina Vidovich on Question,Signal,Stem,Share,Assess | 10/04/2018 10/04/2018 | QSSSA Resources | Tina Vidovich, Teachers, Admin |

Commit to Standards Aligned Math Instruction

What would success look like: Teachers align units and lesson plans to specific standards. Constructed responses demonstrate modeling, problem solving concepts and reasoning in math. Standards are embedded within instruction and standards based vocabulary is clearly communicated to students. Students are writing in math class!

Describe the research/evidence base supporting the strategy: Research shows that students lack critical thinking in mathematics. Common Core standards explicitly address opportunities and strategies for critical thinking and writing.

Associated Root Causes:

Instructional Time:
Instructional time not used proficiently in the classrooms, lack of time spent on grade level standards aligned instruction.

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.

Disaggregated Groups:

Analysis of STAR & CMAS scores exposes a need to address both growth and academic achievement in disaggregated groups as well as Quartile 3 and Quartile 4 students.

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 2, 3 and 4.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Walkthroughs	Administration will perform classroom walkthroughs to check for standards, objectives, implementation of writing and instructional strategies	08/06/2018 05/31/2019 Weekly	Admin	
STAR Testing	STAR Testing gives data to target student's areas of strength as well as needs	08/06/2018 05/31/2019 Quarterly	Teachers, Curriculum Coach, Admin	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Teacher University	Train New and Returning teachers on Curriculum, Data Analysis and Testing Practices	07/23/2018 07/27/2018	Curriculum, Chromebooks, Computer logins & programs	Curriculum Coach, Teachers, Administration, Trainers	

Rigor & Relevance	Several teachers from across grade levels participate in the monthly Rigor and Relevance cohort and disseminate information to the staff	08/01/2018 05/31/2019		District personnel, Teachers
Math Cohort	Several teachers from across grade levels participate in the monthly Math cohort and disseminate information to the staff	08/01/2018 05/31/2019		District personnel, Teachers
Math- Numbers Talk Training	Teachers were trained on using number talks as a way to help students improve number sense & visualize problem solving strategies	08/31/2018 08/31/2018	Handouts & resources	Teachers, Curriculum coach, Trainer, Admin
QSSSA Training	Staff was trained by Tina Vidovich on Question,Signal,Stem,Share,Assess	10/04/2018 10/04/2018	QSSSA Resources	Tina Vidovich, Teachers, Admin

Increase in student talk and writing targeting higher level DOK

What would success look like: Implementation of instructional strategies targeting standards including:Talk, Read, Talk, Write & Write Now Right Now & ThinkCERCA & QSSSA.

Describe the research/evidence base supporting the strategy: Research shows that writing aligned with standards and cross curricular content strands increases breadth and depth of student knowledge. Research shows students have limited opportunities to orally process what they are learning, to make meaning in the company of their peers, and to read or write for authentic purposes. An influential University of Chicago study showed writing across subjects five or more times per month compared to less than five times per month had the single greatest impact on student achievement. The data also showed discussion, debate, and collaborative classroom activities practices like peer editing are the keys to success in all subjects.

Associated Root Causes:

Lack of Alignment to Common Core Standards:

Lack of alignment to common core standards meant we were not specifically targeting vocabulary, modeling and reasoning of Common Core Standards. There is currently a lack of opportunities for students to write in Math and all content areas.

Depth of Knowledge Questions:

Level of questioning was not consistent with instructional rigor required to reach DOK levels 2, 3 and 4.

Implementation of New Writing benchmark assessment and services:

We purchased and implemented Writing Studio which is a companion program to CKLA, Writing Studio is a standards based writing and benchmark assessment program. Writing Studio proved to be an ineffective tool.

Instructional Time:

Instructional time not used proficiently in the classrooms, lack of time spent on grade level standards aligned instruction.

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.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Walkthroughs	Administration will perform classroom walkthroughs to check for standards, objectives, implementation of writing and instructional strategies	08/06/2018 05/31/2019 Weekly	Administration	
		08/06/2018		

	STAR Testing gives data to target student's areas of strength as well as needs	05/31/2019 Quarterly	Teachers, Curriculum Coach, Admin
STAR Testing			
Writing Benchmark Testing	Quarterly common assessment to compare with exemplars and adjust instruction	09/03/2018 05/31/2019 Quarterly	Teachers, Admin, Curriculum coach

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Teacher University	Train New and Returning teachers on Curriculum, Data Analysis and Testing Practices	07/23/2018 07/27/2018	Curriculum, Chromebooks, Computer logins & programs	Curriculum Coach, Teachers, Administration, Trainers	
Rigor & Relevance Cohort	Several teachers from across grade levels participate in the monthly Rigor and Relevance cohort and disseminate information to the staff	08/01/2018 05/31/2019		district personnel, teachers	
Write Now Right Now Training	Staff was trained on new writing program including conventions, rubrics and benchmark testing	08/31/2018 08/31/2018	Curriculum, Chromebooks/Laptops	Teachers, Trainer	
Talk, Read, Talk,	National Trainer and Author Nancy Motley trained staff on her program Talk, Read, Talk, Write	09/28/2018 09/28/2018	Talk, Read, Talk, Write book and resources	Nancy Motley, Teachers	

Write				
QSSSA Training	Staff was trained by Tina Vidovich on Question,Signal,Stem,Share,Assess	10/04/2018 10/04/2018	QSSSA Resources	Tina Vidovich, Teachers, Admin

School Target Setting

 Priority Performance Challenge : Growth in Reading

 PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS	**2018-2019:** STAR Reading BOY - STAR Reading EOY Goal-
	2019-2020:

INTERIM MEASURES FOR 2018-2019: DibelsNext Benchmark & Progress Monitoring, STAR Benchmark & Progress Monitoring, CKLA Chapter Fluency & Comprehension Tests. Implementation of Talk, Read, Talk, Write & QSSSA

 Priority Performance Challenge : CMAS Math Scores

 PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	**2018-2019:** STAR Math BOY - STAR Math EOY Goal-
	2019-2020:

INTERIM MEASURES FOR 2018-2019: STAR Benchmark & Progress Monitoring, Saxon Chapter Fluency & Comprehension Tests. Implementation of Numbers Talks, ALEKS, Talk, Read, Talk, Write & QSSSA

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	**2018-2019:** CMAS 2018-2019 Math Goal- All Students - MGP - 50.0
	2019-2020:

INTERIM MEASURES FOR 2018-2019: STAR Benchmark & Progress Monitoring, Saxon Chapter Fluency & Comprehension Tests. Implementation of Numbers Talks, ALEKS, Talk, Read, Talk, Write & QSSSA

Priority Performance Challenge : CMAS ELA Scores

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS	**2018-2019:** STAR Math BOY - STAR Math EOY Goal-
	2019-2020:

INTERIM MEASURES FOR 2018-2019: DibelsNext Benchmark & Progress Monitoring, STAR Benchmark & Progress Monitoring, Writing quarterly Benchmark testing, CKLA Chapter Fluency & Comprehension Tests. Implementation of Write Now, Right Now, ThinkCERCA, Talk, Read, Talk, Write & QSSSA

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

INTERIM MEASURES FOR 2018-2019: DibelsNext Benchmark & Progress Monitoring, STAR Benchmark & Progress Monitoring, Writing quarterly Benchmark testing, CKLA Chapter Fluency & Comprehension Tests. Implementation of Write Now, Right Now, ThinkCERCA, Talk, Read, Talk, Write & QSSSA

School Accountability Committee UIP Signature Page 2018-2019
Imagine Classical Academy

Unified Improvement Planning Team: Name of people who were involved in the preparation of the plan.

Parents must be included. Please print name and role.

Name

Daniel Speer

Dawn Engebrecht

Viola Lee

Position

Dean of Students

Teacher / SAC secretary

Teacher

1. Date plan was presented to SAC for review: March 5, 2019

2. Signature of Principal:

3. Signature of SAC Chairperson:

4. Additional SAC Members who reviewed the plan:

Marcia Billingsley / SAC Member

Chelley Bresnahan / SAC PTO member

Dawn Engebrecht / SAC Secretary

Viola Lee SAC Member

Colorado's Unified Improvement Plan for Schools

MERIDIAN RANCH ELEMENTARY SCHOOL UIP 2018-19 | **School:** MERIDIAN RANCH ELEMENTARY SCHOOL | **District:** DISTRICT 49 | **Org ID:** 1110 |
School ID: 5779 | **Framework:** Improvement Plan: Meets 95% Participation | **Draft UIP**

Table of Contents

Executive Summary

If we...

PROFESSIONAL DEVELOPMENT

Description:

Teachers have received training on administering Dibels math for benchmarking and progress monitoring. Student skill gaps will be targeted based on need through the DIBELS math screener and instructed in small groups. Through this gaps in math will be addressed which should impact growth positively.

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 Sonday and SIPPs interventions should also promote an increase in achievement through improving foundational reading skills. Teachers are also receiving training on IXL through the special education department that is used for progress monitoring Tier 3 students in both ELA and math.

ADDITIONAL INTERVENTION

Description:

Students will achieve growth through added intervention and tracking. We have added a .5 reading interventionist 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. 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.

ADDRESS SCIENCE NEEDS

Description:

Address master schedule to build time for grades 4 & 5 to address science standards that will include hands on activities. Research science programs that support science standards and written expression.

Then we will address...

EUREKA CURRICULUM IMPLEMENTATION

Description:

The curriculum needs adjustment to address the growth of students. Grade level teams reviewed units of study in Eureka math and adjusted their instructional timelines. In addition, grade level teams adjusted their end of unit assessments and short cycle assessments throughout the unit.

MATH/READING PROFESSIONAL DEVELOPMENT

Description:

MRES needed additional validated interventions in literacy and math to address needs. 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. MRES adopted SIPPS to support reading and IXL to support reading & math Tier 3 Interventions. Case managers adjusted push in time to support within the classroom rather than using a pull out model.

CORE CURRICULUM (CKLA)

Description:

CKLA is in year 4 of implementation. Work has been done with grade level teams to move from Implementation to Innovation on the CKLA Matrix. We need time to see if the phonics and skills strand impacts this further as students move up in grades. The scope and sequence was found to have gaps in written expression. PLC's have focused on this conversation to impact instruction and learning by looking at unit extensions and pausing points.

PROFESSIONAL DEVELOPMENT IN LITERACY

Description:

Continue to build literacy capacity with staff. Move beyond implementation phases of reading program and interventions. Empower teaching staff to use their professional judgement to make academic adjustments for students.

MASTER SCHEDULE

Description:

The master schedule leaves little dedicated time to science instruction. Teams are working on adjusting their schedules.

SCIENCE DOES NOT HAVE CURRICULUM

Description:

Currently, teachers are using a variety of materials and kits to teach science with.

MATH WRITTEN EXPRESSION

Description:

Through the Evidence Statement analysis, teacher teams have determined that written expression in math should be a focal point of instruction.

Then we will change current trends for students

ACADEMIC GROWTH IN MATH

Description:

For the past three years, Meridian Ranch's Academic Growth as reported on the School Performance Framework has been Approaching.
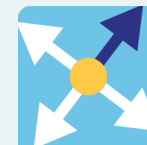
ACADEMIC ACHIEVEMENT AND GROWTH STUDENTS WITH DISABILITIES - BOTH ELA AND MATH

Description:

MRES school performance framework indicates that student with disabilities Does Not Meet in achievement for both ELA and Math. Academic Growth for ELA is Does Not Meet and Math is Approaching.
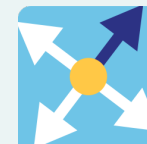
ACADEMIC GROWTH IN ELA

Description:

MRES school performance framework indicates that growth in ELA is Does Not Meet.
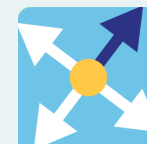
ACADEMIC ACHIEVEMENT IN SCIENCE

Description:

MRES school performance framework indicates achievement is Approaching.
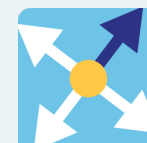
Access the School Performance Framework here:http://www.cde.state.co.us/schoolview/performance

Improvement Plan Information

Additional Information about the school

According to the 2018 Impact Aid Forms, Meridian Ranch Elementary 36% of families with an active duty parent/guardian.

For the 2018-2019 school year, Meridian Ranch Elementary has 670 students currently enrolled in grades K-5. This is about a 80 students less than the 2017-2018 school year. A new elementary school was built to alleviate overcrowding for the schools in the Falcon Zone.

Improvement Plan Information

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

☑ State Accreditation

School Contact Information

Name: Ed Kulbacki
Mailing Street: 10480 Rainbow Bridge Drive
Phone:(719) 494-2903
Name: Sheehan Freeman-Todd
Mailing Street: 10480 Rainbow Bridge Dr
Phone:(719) 494-2902

Title: Assistant Principal
Mailing City / State/ Zip Code: Peyton CO 80831
Email: ekulbacki@d49.org
Title: Principal
Mailing City / State/ Zip Code: Colorado Springs Colorado 80831
Email: sfreeman-todd@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Narrative: Meridian Ranch Elementary School (MRES) is located in Eastern El Paso County in El Paso School District 49 inside the Falcon Zone. We are a public elementary school servicing students in grades K-5. Meridian Ranch has approximately 670 students that all receive core and differentiated instruction in Math, Reading, Writing, and Perspective courses (Gym, Music, Art, Technology, and Project Based Learning). MRES has a positive culture and puts kids first. The school has the highest level of military students in the district at 36%. This has grown over the past five years. At this time, MRES is on improvement status. Currently, MRES is rated Meets for academic achievement of all students in both English Language Arts and Math, and Approaching in Science. MRES's academic growth is rated Approaching in Math and Does Not Meet in English Language Arts.

As part of our Unified Improvement Plan development, the Data Leadership Team (DLT) members have reviewed the previous year's school performance frameworks to begin the school improvement planning process. Staff participated in a data dig exploring test scores from assessments that include: CMAS/PARCC scores from the last three years and DIBELS scores from the past 3 years. The team found trends in the disaggregated data in grades 3, 4, & 5 and amongst different subgroups.

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 median growth percentile in Math as reported by the school performance framework report from 36 percent to 50 percent.
Performance:	The target was not met, however growth is moving in a positive direction. The median growth percentile for all students in Math was reported at 46 percent.

ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:	According to the preliminary 2018 School Performance Framework, Math Academic Growth is moving in a positive direction. All students reported at 46% - Subgroups: free/reduced-priced lunch eligible 43%, minority students 52.5%, and students with disabilities 42%. Math Academic Growth will continue to be an area of focus in the 2018-2019 school year with an added focus on written expression.

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target:	Increase the median growth percentile in ELA as reported by the school performance framework report from 44 percent to 50 percent.
Performance:	The target was not met. The median growth percentile for all students was reported at 34 percent.

ACADEMIC GROWTH REFLECTION:	According to the preliminary 2018 School Performance Framework, Reading Academic Growth had a negative growth trend. All students reported at 34%, those students in 4th grade 41.5% and 5th grade 27%. Subgroups: free/reduced-price lunch eligible 31.5%, minority students 29%, and students with disabilities 29%. This is an area of focus in the 2018-2019 school year.

The disaggregated data shows that all ELA standards tested that required students to demonstrate understanding and thinking through written expression showed that the school performed as a lower rate than both the district and state. Work with written expression and our reading program |

CKLA will be an ongoing PLC work session for all grades K-5. Another factor to consider for 2019 testing is having all students test on chromebooks and not iPads.

Current Performance

- Meridian Ranch has been a school that up until this point has consistently been a Performance school, however over the past three years while achievement has remained somewhat steady there has been a growing gap in the ability to show growth. The overall Academic Achievement is at 61.7% - which is slightly below the 62.5% needed for reaching Meets. All students were at Meets in both ELA and Math with Approaching in Science. This combined with academic growth ratings of Does Not Meet in ELA and Approaching in Math resulted in the school on Improvement Plan status. Academic Growth for English Language Arts for all students is 34% and Math for all students is 46%.

  To assist in the development of our Unified Improvement Plan, members of the Data Leadership Team (DLT), a committee consisting of teachers, specialized staff, and administration, began by reviewing the Grade Level Disaggregated Reports, School Performance Framework, and Trend Data. Staff participated in a data dig exploring both achievement and growth scores from the previous year's CMAS/PARCC test. Dibels Next scores were also examined over the previous three years to look at reading predictors for success. The committee was able to draw several conclusions and questions arose as they sifted through the data.

  After a close analysis of the three-year trend in the CMAS School Performance Frameworks, most notable is the fluctuation of ELA growth scores from 40 percent to 44 percent and 44 percent to 34 percent. The committee discussed this trend using Evidence Statement Analysis charts to look at areas of the test where to identify where students struggled within the test and establish root causes. Through the analysis of this data staff determined that students struggled in constructed response and written expression. The team decided to look over the CKLA (core curriculum) to determine if the area of student struggle was being targeted effectively. It was determined that students had limited writing exposure and opportunities that include writing extensions that are project based, high interest and engaging. In addition, it is felt that more emphasis needs to be placed on modeling, and writing instruction in order for students to use multiple texts, resources in order to support their thinking and demonstrate their understanding in both Math and English Language Arts.

Trend Analysis

Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

MRES Academic Achievement has shown a stable three year trend in which student scores are rated as Meets for Academic Achievement in Math for Minority Students for years 2016-2018 as determined by CMAS School Performance Frameworks. This is a notable trend because the number of Minority Students has increased.

Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

MRES Academic Growth has shown a three year trend that is decreasing in English Language Arts as determined by CMAS Growth Report, in comparison to the State that maintains a trend of 50 percent for all students for the past three years. This is a notable trend because we have scored 40 percent to 44 percent to 34 percent, with all three years sitting well below the state average and expectation.

Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

MRES Academic Growth has shown a three year trend that was decreasing and is now increasing in Mathematics as determined by CMAS Growth Report, in comparison to the State that maintains trend of 50 percent for all students for the past three years. This is a notable trend because we have scored 45.5 percent to 36 percent to 46 percent. While this is below the state average this is a positive swing of meeting the state average of 50 percent.

Root Causes

Priority Performance Challenge: Academic Growth in Math

For the past three years, Meridian Ranch's Academic Growth as reported on the School Performance Framework has been Approaching.

Root Cause: Eureka Curriculum Implementation

The curriculum needs adjustment to address the growth of students. Grade level teams reviewed units of study in Eureka math and adjusted their instructional timelines. In addition, grade level teams adjusted their end of unit assessments and short cycle assessments throughout the unit.

Root Cause: Math Written Expression

Through the Evidence Statement analysis, teacher teams have determined that written expression in math should be a focal point of instruction.

Priority Performance Challenge: Academic Achievement and Growth Students with Disabilities - both ELA and Math

MRES school performance framework indicates that student with disabilities Does Not Meet in achievement for both ELA and Math. Academic Growth for ELA is Does Not Meet and Math is Approaching.

Root Cause: Math/Reading Professional Development

MRES needed additional validated interventions in literacy and math to address needs. 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. MRES adopted SIPPS to support reading and IXL to support reading & math Tier 3 Interventions. Case managers adjusted push in time to support within the classroom rather than using a pull out model.

Priority Performance Challenge: Academic Growth in ELA

MRES school performance framework indicates that growth in ELA is Does Not Meet.

Root Cause: Core Curriculum (CKLA)

CKLA is in year 4 of implementation. Work has been done with grade level teams to move from Implementation to Innovation on the CKLA Matrix. We need time to see if the phonics and skills strand impacts this further as students move up in grades. The scope and sequence was found to have gaps in written expression. PLC's have focused on this conversation to impact instruction and learning by looking at unit extensions and pausing points.

Root Cause: Professional Development in Literacy

Continue to build literacy capacity with staff. Move beyond implementation phases of reading program and interventions. Empower teaching staff to use their professional judgement to make academic adjustments for students.

Priority Performance Challenge: Academic Achievement in Science

MRES school performance framework indicates achievement is Approaching.

Root Cause: Master Schedule

The master schedule leaves little dedicated time to science instruction. Teams are working on adjusting their schedules.

Root Cause: Science does not have curriculum

Currently, teachers are using a variety of materials and kits to teach science with.

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

Academic Growth in Math:

MRES prioritized academic growth in math because we are in Approaching status rather than Meets. Our student groups that were Approaching were Free and Reduced students as well as Students with Disabilities.

Academic Growth ELA:

MRES has prioritized growth in ELA because we were Does Not Meet in overall growth according to the School Performance Framework. All student groups were Does Not Meet - to include Free/Reduced-Price Lunch Eligible, Minority Students, and Students with Disabilities.

Academic Achievement and Growth for Students with Disabilities:

Students with disabilities did not meet expectations in either English Language Arts or Math.

Academic Achievement in Science:

MRES prioritized academic achievement in science because we are Approaching.

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. School Performance Framework, Dibels data, and Common Formative assessment are used at PLC meetings to data discussions.

Additional Narrative / Conclusion

Action Plans

Planning Form

 Professional Development

What would success look like: Teachers have received training on administering Dibels math for benchmarking and progress monitoring. Student skill gaps will be targeted based on need through the DIBELS math screener and instructed in small groups. 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. Grade level teams reviewed units of study in Eureka math and adjusted their instructional timelines. In addition, grade level teams adjusted their end of unit assessments and short cycle assessments throughout the unit.

Math Written Expression:

Through the Evidence Statement analysis, teacher teams have determined that written expression in math should be a focal point of instruction.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

Tier 3 Professional Development

What would success look like: 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 Sonday and SIPPs interventions should also promote an increase in achievement through improving foundational reading skills. Teachers are also receiving training on IXL through the special education department that is used for progress monitoring Tier 3 students in both ELA and math.

Associated Root Causes:

Math/Reading Professional Development:

MRES needed additional validated interventions in literacy and math to address needs. 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. MRES adopted SIPPS to support reading and IXL to support reading & math Tier 3 Interventions. Case managers adjusted push in time to support within the classroom rather than using a pull out model.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

Additional Intervention

What would success look like: Students will achieve growth through added intervention and tracking. We have added a .5 reading interventionist 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. 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 is in year 4 of implementation. Work has been done with grade level teams to move from Implementation to Innovation on the CKLA Matrix. We need time to see if the phonics and skills strand impacts this further as students move up in grades. The scope and sequence was found to have gaps in written expression. PLC's have focused on this conversation to impact instruction and learning by looking at unit extensions and pausing points.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

Address Science Needs

What would success look like: Address master schedule to build time for grades 4 & 5 to address science standards that will include hands on activities. Research science programs that support science standards and written expression.

Associated Root Causes:
Implementation Benchmarks Associated with MIS

IB Name	Description		Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description		Start/End Date	Resource	Key Personnel	Status

School Target Setting

Priority Performance Challenge : Academic Growth in Math

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Increase the median growth percentile based on the school performance framework in Math to greater than 50%
	2019-2020: Increase the median growth percentile based on the school performance framework in Math to greater than 54%

INTERIM MEASURES FOR 2018-2019:

Priority Performance Challenge : Academic Achievement and Growth Students with Disabilities - both ELA and Math

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Increase the growth percentile in ELA and Math to increase academic achievement for students with disabilities from Does Not Meet to Approaching.
	2019-2020: Increase the growth percentile in ELA and Math to increase academic achievement for students with disabilities from Does Not Meet to Approaching.

INTERIM MEASURES FOR 2018-2019:

Priority Performance Challenge : Academic Growth in ELA

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS:

> ANNUAL PERFORMANCE TARGETS

2018-2019: Increase the median growth percentile in ELA as reported by the school performance framework to greater than 50%

2019-2020: Increase the median growth percentile in ELA as reported by the school performance framework to greater than 54%

INTERIM MEASURES FOR 2018-2019:

Priority Performance Challenge : Academic Achievement in Science

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: S

> ANNUAL PERFORMANCE TARGETS

2018-2019:

2019-2020: Increase achievement of all 5th grade students in Science from Does Not Meet to Approaching.

INTERIM MEASURES FOR 2018-2019:

School Accountability Committee UIP Signature Page 2018-2019

School ____Meridian Ranch Elementary____

Accreditation Rating (Plan Type ____Improvement Plan____

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.

Name	Position
Steven Peak	Chair
Michelle Wilson	teacher
Anastasia Stephen	parent

School Accountability Committee:

1) Date the Plan was presented to SAC for review:

February 25, 2018

2) Signature of Principal:

(signature)

3) Signature of SAC Chairperson:

(signature)

4) Additional SAC members who reviewed the plan:

Ed Kulpa
John Webb

Colorado's Unified Improvement Plan for Schools

ODYSSEY ELEMENTARY SCHOOL UIP 2018-19 | **School:** ODYSSEY ELEMENTARY SCHOOL | **District:** DISTRICT 49 | **Org ID:** 1110 | **School ID:** 6483 |
Framework: Improvement Plan: Meets 95% Participation | **Draft UIP**

Table of Contents

Executive Summary

If we...

MAJOR IMPROVEMENT STRATEGY #1 EFFECTIVE TEACHING IN EVERY CLASSROOM

Description:

Ensure that all teachers' classrooms are offering an innovative culture with purposeful learning opportunities and personalized environments, aligned with Colorado Academic Standards. These opportunities will promote the development of thoughtful problem solvers and critical thinkers while raising academic achievement.

MAJOR IMPROVEMENT STRATEGY #2 COLLABORATIVE ONGOING PROFESSIONAL DEVELOPMENT

Description:

Through a personalized approach to professional development, educators at Odyssey Elementary will be empowered to hone and advance their skills, ultimately establishing themselves as world-class educators.

MAJOR IMPROVEMENT STRATEGY #3- STUDENT- CENTERED SCHOOLS

Description:

Through effective stakeholder engagement and support structures, learners throughout our community will experience a vast range of new possibilities while building lifelong, positive relationships that strengthen the school, neighborhood, and surrounding areas.

Then we will address...

EFFECTIVE TEACHING IN EVERY CLASSROOM

Description:

There is a discrepancy between evaluation data and student performance data. The majority of the evaluations of teacher effectiveness highly proficiency and student data show growth but low proficiency. 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. The areas that we analyze will be learning goals aligned to critical thinking and problem solving, noticing when students are not engaged, and tracking student progress. There is a need for professional development and continuous feedback through the implementation of aligning objectives to the rigor of state standards and creating opportunities for critical thinking and problem solving throughout each unit by focusing on the level of Bloom's Taxonomy, backwards planning, performance tasks and lesson design towards a clear objective and formative assessment.

COLLABORATIVE ONGOING PROFESSIONAL DEVELOPMENT

Description:

Based on analysis of our PLC structure and feedback from Early Literacy Grant Consultant next steps in our PLC structure is needed. Research and purpose behind professional learning communities is to ensure students are learning and develop a culture of collaborative school improvement. In order to have an impact on student achievement and increase growth for all students, there is a need to have job embedded professional development and planning.

STUDENT CENTERED SCHOOL

Description:

Teacher, parent and community input and survey results showed a need for a focus on preparing students to be effective citizens. 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 and the Leader in Me Character Education Program teachers will learn and implement strategies to develop relationships with students. In addition, teachers will guide students in developing leadership skills needed for success as a 21st-century student.

Then we will change current trends for students

COLLABORATIVE ONGOING PROFESSIONAL DEVELOPMENT

Description:

Research and purpose behind PLC 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 conversations 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 PLCs continue to use data to drive dialogue, collaborate on instructional driven planning and apply current 21st-century research into best practices in the classroom. In addition to PLC to practice and learn planning strategies, teachers will have job embedded PD opportunities to increase their repertoire of instructional strategies.

EFFECTIVE TEACHING IN EVERY CLASSROOM

Description:

Research has consistently shown that one of the most important school-based factors affecting a child's academic success is the classroom teacher. In order to continue to develop effective teaching in classrooms, the focus on Marzano's High-Reliability Schools Level 2 work and The New Arts and Science of Teaching instructional model will be an area of work for this school year to continue to improve student achievement. In addition, we will focus on increasing engagement and cognitive demand of students in the classroom through our vision of Personalizing Education and Authentic Learning.

STUDENT CENTERED SCHOOL

Description:

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 Leader in Me, teachers will guide students in developing leadership skills needed for success as a 21st century student.

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

Improvement Plan Information

Additional Information about the school

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

School Contact Information

Name: Sarah McAfee **Title:** Principal

Mailing Street: 6275 Bridlespur Ave **Mailing City / State/ Zip Code:** Colorado Springs Colorado 80922

Phone:(719) 494-8622 **Email:** smcafee@d49.org

Name: Mike Wedor **Title:**

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

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 450 students. We currently have a teaching staff of 35 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 29 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 is the 3rd year of the Early Literacy Grant,; prestigious grant from Colorado Department of Education. Through the grant, the school has a consultant supporting the school once a month and supports the Professional Development for teachers. We are in the fourth year of implementing CKLA ELA program. We are in the third 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 the beginning of the year to end of the year. Decrease the percentage of students scoring well below benchmark on DIBELS NEXT by 10 percentage points from the beginning of the year to end of the year.
Performance:	
Prior Year Target:	Increase the percentage of students scoring at benchmark on DIBELS Next by 20 percentage points from the beginning of the year to end of the year. Decrease the percentage of students scoring well below benchmark on DIBELS NEXT by 10 percentage points from the beginning of the year to end of the year.
Performance:	

ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:	The intervention block and focus on CORE instruction has supported the growth of OES students. The individual intervention block is also supporting each individual needs.

PERFORMANCE INDICATOR: STUDENT BEHAVIOR

Prior Year Target:	Decrease the percentage of student discipline referrals by 20 percent from the end of 2017 school year to the end of the 2018 school year.
Performance:	

Current Performance

- Students at Odyssey have been increasing reading achievement from the BOY to the EOY. The 2017-18 school year students BOY to EOY have increased 18%. The data is continuing to trend up from BOY to EOY for the past four years.

  The area we will be focusing on to have improved is Kindergarten to First-grade data. Each year there is the regression. As well as EOY to the next year BOY. Throughout the year we make gains as a school but the following year we start over.

  The 2015-16 PARCC average as a collective ELA 3rd-5th grade was 34% of the student meet or exceed expectations. The 2016-17 PARCC ELA data demonstrated an increase in growth. An average collective 3rd-5th-grade average was 38% of our students meet or exceed expectations. We had a 4% increase of our students meeting and exceeding expectations. The 2017-18 CMAS ELA data is 41.6% of our students meet or exceed expectations. This is an increase of 3.6. Over the past three years, ELA proficiency in state testing has increased 7.6 % school wide.
  ELA is a continued focus for core instruction. The percentile ranking for proficiency ELA measured on state testing is 50th. This meets state expectation. The percentile ranking for ELA growth is 46th percentile. This is approaching state expectations.

  The 2017-18 CMAS Math data shows 21 percent of students proficient on Math 3rd-5th grade.The percentile ranking for proficiency Math measured on state testing is 46th percentile ranking. This approaches state expectation. The percentile ranking for Math growth is 38 percentile. This is approaching state expectations. Math is an area of concentration for the 2018-19 school year.

Trend Analysis

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

Odyssey students are on an incline in DIBELS reading and CMAS reading as a school proficiency. This is a notable trend because it is continuing to trend up and students are continuing to grow.

Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Odyssey students are declining math growth measured on CMAS math as a school. This is a notable trend because our students are below state expectation in math.

Additional Trend Information:

DIBELS BOY	K	1	2	3	4	5
14-15	47	65	67	72	57	59
15-16	42	67	69	58	68	59
16-17	42	67	72	66	58	66
17-18	39	61	82	75	60	67
18-19	34 .	65	73	80	70 .	49

DIBELS MOY	K	1	2	3	4	5
14-15	74	69	69	77	65	72
15-16	71	74	74	65	68	70
16-17	81	66	76	74	66	70
17-18	83	58	84	77	767	86

DIBELS EOY	K	1	2	3	4	5
14-15	90	66	71	79	72	71
15-16	89	68	79	73	74	76

16-17	93	75	78	81	76	80
17-18	88	71	89	80	78	90

PARCC DATA MEETS/EXCEEDS	3rd	4th	5th
14-15	22	29	38
15-16	32	35	36
16-17	34	43	37
17-18	37	41	47

Root Causes

Priority Performance Challenge: Collaborative Ongoing Professional Development

Research and purpose behind PLC 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 conversations 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 PLCs continue to use data to drive dialogue, collaborate on instructional driven planning and apply current 21st-century research into best practices in the classroom. In addition to PLC to practice and learn planning strategies, teachers will have job embedded PD opportunities to increase their repertoire of instructional strategies.

Root Cause: Collaborative Ongoing Professional Development

Based on analysis of our PLC structure and feedback from Early Literacy Grant Consultant next steps in our PLC structure is needed. Research and purpose behind professional learning communities is to ensure students are learning and develop a culture of collaborative school improvement. In order to have an impact on student achievement and increase growth for all students, there is a need to have job embedded professional development and planning.

Priority Performance Challenge: Effective Teaching in Every Classroom

Research has consistently shown that one of the most important school-based factors affecting a child's academic success is the classroom teacher. In order to continue to develop effective teaching in classrooms, the focus on Marzano's High-Reliability Schools Level 2 work and The New Arts and Science of Teaching instructional model will be an area of work for this school year to continue to improve student achievement. In addition, we will focus on increasing engagement and cognitive demand of students in the classroom through our vision of Personalizing Education and Authentic Learning.

Root Cause: Effective Teaching in Every Classroom

There is a discrepancy between evaluation data and student performance data. The majority of the evaluations of teacher effectiveness highly proficiency and student data show growth but low proficiency. 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. The areas that we analyze will be learning goals aligned to critical thinking and problem solving, noticing when students are not engaged, and tracking student progress. There is a need for professional development and continuous feedback through the implementation of aligning objectives to the rigor of state standards and creating opportunities for critical thinking and problem solving throughout each unit by focusing on the level of Bloom's Taxonomy, backwards planning, performance tasks and lesson design towards a clear objective and formative assessment.

Priority Performance Challenge: Student Centered School

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 Leader in Me, teachers will guide students in developing leadership skills needed for success as a 21st century student.

Root Cause: Student Centered School

Teacher, parent and community input and survey results showed a need for a focus on preparing students to be effective citizens. 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 and the Leader in Me Character Education Program teachers will learn and implement strategies to develop relationships with students. In addition, teachers will guide students in developing leadership skills needed for success as a 21st-century student.

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

After careful analysis by our SAC and building leadership team we identified and verified performance challenge. These challenges were selected because

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 opportunities 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 and Leader in Me Habits developed from Stephen Covey's Habits of Seven Habits of Highly Effective People.

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 ensure that instruction is aligned to the grade-level Colorado Academic Standards (CAS) with appropriate level of rigor, depth of knowledge and application, noticing when students are not engaged and tracking student progress. In addition, we need to provide opportunities 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 continue to analyze student data, collaboratively plan lessons together on a consistent weekly basis and make instructional decisions to support core instruction and interventions. PD previously only occurred on PD days and extra meetings however, through structured PLC that are aligned to our goals and begin consistent job-embedded PD to continuously practice instructional practices and student growth the increase at a faster rate.

3) Through our vision committee of parents and teachers we realized the need to continue to develop the capacity to build relationships with students while creating a warm and welcoming environment. This will be done through the use of the EXCEL model and affirmations from Capturing Kids Hearts and the character education from the Leader in Me.

Action Plans

Planning Form

Major Improvement Strategy #1 Effective Teaching In Every Classroom

What would success look like: Ensure that all teachers' classrooms are offering an innovative culture with purposeful learning opportunities and personalized environments, aligned with Colorado Academic Standards. These opportunities will promote the development of thoughtful problem solvers and critical thinkers while raising academic achievement.

Associated Root Causes:

Effective Teaching in Every Classroom:

There is a discrepancy between evaluation data and student performance data. The majority of the evaluations of teacher effectiveness highly proficiency and student data show growth but low proficiency. 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. The areas that we analyze will be learning goals aligned to critical thinking and problem solving, noticing when students are not engaged, and tracking student progress. There is a need for professional development and continuous feedback through the implementation of aligning objectives to the rigor of state standards and creating opportunities for critical thinking and problem solving throughout each unit by focusing on the level of Bloom's Taxonomy, backwards planning, performance tasks and lesson design towards a clear objective and formative assessment.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

Revise Walkthrough Form	Revisit walkthrough form and revise based on previous year observational data.	07/01/2018 10/01/2020	The New Arts and Science of Teaching Book	Admin, teachers
Professional Development	Attend Kagan Training, personalization training, Authentic Performance Task, Backwards planning	08/01/2018 05/30/2020	Kagan Training Understanding By Design Personalization with G & D	Admin, teachers
Instructional Rounds	Create several opportunities for teachers to engage in instructional rounds and provide peer feedback to each other	08/12/2018 05/30/2020	Walkthrough form, Instructional Rounds Handbook	Teachers, Admin Team
Staff Meetings	Training on Instructional Model	09/01/2018 05/30/2019	Instructional Videos, Marzano Focused Evaluation, Walkthrough Form, New Arts and Science of Teaching	Admin team, teachers
Increase Observations	Increase observations to all subject areas and frequency	09/15/2018 05/30/2020	Walkthrough Form, NAST	Admin

Major Improvement Strategy #2 Collaborative ongoing professional development

What would success look like: Through a personalized approach to professional development, educators at Odyssey Elementary will be empowered to hone and advance their skills, ultimately establishing themselves as world-class educators.

Associated Root Causes:

Collaborative Ongoing Professional Development:

Based on analysis of our PLC structure and feedback from Early Literacy Grant Consultant next steps in our PLC structure is needed. Research and purpose behind professional learning communities is to ensure students are learning and develop a culture of collaborative school improvement. In order to have an impact on student achievement and increase growth for all students, there is a need to have job embedded professional development and planning.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
PLC	Work on common planning template on Objectives and Formative Assessments	09/01/2018 05/30/2020 Weekly	Admin team	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Electronic data tools	Electronic programs to support student learning and analyze data on how student achievement is increasing	07/01/2018 05/30/2020	Lexia, ST Math, Reflex Math, DIBELS	Admin, Tech support, Central Office Tech	
Professional Development	Planning Professional Development with Kagan, Personalization, and Understanding by Design	08/01/2018 05/30/2020	Kagan Personalization G & D Associates for Personalization	Admin, Training	
			Google drive State		

| Tracking Data | Common tracking system to show growth of each team towards standards based on DOL data | 10/01/2018 05/30/2020 | standards Prioritized Evidence Outcomes | Admin, teachers |

 Major Improvement Strategy #3- Student- Centered Schools

What would success look like: Through effective stakeholder engagement and support structures, learners throughout our community will experience a vast range of new possibilities while building lifelong, positive relationships that strengthen the school, neighborhood, and surrounding areas.

Associated Root Causes:

 Student Centered School:

Teacher, parent and community input and survey results showed a need for a focus on preparing students to be effective citizens. 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 and the Leader in Me Character Education Program teachers will learn and implement strategies to develop relationships with students. In addition, teachers will guide students in developing leadership skills needed for success as a 21st-century student.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Communication	Increase communication and marketing of the school through Facebook, Twitter, Newsletter and website.	10/15/2017 05/30/2021	Facebook Twitter Website Marketing from District		
	Leader in Me resources and program will be implemented - first training staff in 7 Habits of Highly Effective People and then	07/02/2018	7 Habits of Highly Effective People Leader in Me		

| Character Education Program | Leader in Me training. In addition, we will train Process Champions to empower our teachers to build strong relationships with parents, community and students | 07/01/2019 | Training Process Champion Training | |
| Little Leaders | A group of student representative from each class to provide voice and choice into school. They will meet monthly and discuss ways to improve the school and provide more voice and choice for all students to develop student agency. | 09/28/2018 05/30/2021 | Military Coalition Leader in Me | Teacher facilitators Admin |

School Target Setting

Priority Performance Challenge : Collaborative Ongoing Professional Development

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

2018-2019: Increase the percentage of students scoring at benchmark on Dibels by 20 percentage points from the beginning of the year to the end of the year. Increase CMAS proficiency in ELA to 50 percent. This is an increase of 8.4 in one year. Increase CMAS Math growth to 50 percentile.

2019-2020:

INTERIM MEASURES FOR 2018-2019:

Priority Performance Challenge : Effective Teaching in Every Classroom

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

2018-2019: 80 percent of the staff will score proficient on teacher evaluations.

2019-2020:

INTERIM MEASURES FOR 2018-2019:

Priority Performance Challenge : Student Centered School

PERFORMANCE INDICATOR: Student Behavior

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS

2018-2019: Decrease the percentage of student discipline by 20 percent from the end of 2017-18 school year to the end of 2018-19 school year

2019-2020:

INTERIM MEASURES FOR 2018-2019:

School Accountability Committee UIP Signature Page 2018-2019

School Odyssey Elem

Accreditation Rating (Plan Type _____

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.

Name	Position
Amanda Bower	PLL teacher
Amy Willis	5th grade teacher
Daniel Weatherstone	Parent
Jenny Betzner	Parent
Michael Pickering	Power Zone Leader
Nicole Denzler	School Counselor
Patricia Claman	Parent
Rosemary Ferrarini	At-Large member
Sarah McAfee	Principal

Colorado's Unified Improvement Plan for Alternative Education Campuses

PATRIOT HIGH SCHOOL UIP 2018-19 | **School:** PATRIOT HIGH SCHOOL | **District:** DISTRICT 49 | **Org ID:** 1110 | **School ID:** 6810 | **Framework:** AEC: Improvement | **Draft UIP**

Table of Contents

Executive Summary

If we...

IMPLEMENT THE INSTRUCTIONAL WAY

Description:

Students will gain post secondary workforce readiness skills and gain academic confidence by exploring different career pathways. Students will demonstrate transferable skills from school to work in all subject areas. Building capacity among the staff through professional development activities focused on strong research based Tier 1 instructional practices. Success will be indicated through higher achievement and growth in both Math and Reading.

LOW ACHIEVEMENT AND GROWTH IN READING

Description:

Students' lack of literacy skills inhibits students from growing and achieving as expected. Currently, a large sector of our students are below grade level in reading based on data collected from STAR360 Reading assessments and LanguageLive assessments. Students have been placed into a Reading Intervention class with our Reading Interventionist to help them increase their skills.The challenges of improving student success is directly related to their ability to read on grade level. Improving academic growth and academic achievement is also determined by the quality of instruction in the classroom.

IMPLEMENT AN EFFECTIVE MTSS FRAMEWORK

Description:

Universal Tier I instruction with layered continuum of supports (Tier 2, Tier 3) including: Evidence-Based Practices; Family, School, and Community Partnering; Team-Driven Shared Leadership; Data-Based Problem Solving and Decision-Making. (Academic, Behavioral, Culture)

Then we will address...

LOW ACHIEVEMENT AND GROWTH IN MATH

Description:

A lack of quality math instruction over a two year time period has put our students at a disadvantage for improving their math skills. The addition of Aleks math, quality instruction, and support from the zone has helped improve overall math skills.

LOW ACHIEVEMENT AND GROWTH IN READING

Description:

A lack of literacy intervention does not allow students to access blended learning curriculum with success. The addition of a reading specialist has helped improve overall literacy skills, including, coding, fluency, and comprehension. Language Live and ThinkCerca programming will also help engage students and increase their skill levels.

MUTI-LAYERED MTSS FRAMEWORK

Description:

Organize coordinated systems of training, coaching, and resources to all staff. Focus will be on Academics, Behavioral Expectations, and Culture.

Then we will change current trends for students

LOW ACHIEVEMENT AND GROWTH IN MATH

Description:

Currently, CO SAT Math for PWR is the only measure in which PHS earned a Does Not Meet. Even though CO PSAT Math earned an Approaching rating the past two school years, it is clear we need to focus on achieving and growing in this area. PHS is using Aleks Math online programming to increase the skills and confidence levels of students who have historically had difficulties in Math. Additionally, STAR Math testing is giving PHS the data necessary to drill down to the skill deficiencies each student may have. (See RC#1)

LOW ACHIEVEMENT AND GROWTH IN READING

Description:

We are in our 2nd year of focusing on reading. However, our students continue to struggle with their levels of reading. Switching from reading Horizons to LanguageLive is having positive outcomes. Our Reading Interventionist's role is to help guide teachers through the development of lesson planning that complements our online curriculum and working with our lowest readers. The addition of ThinkCerca writing program will also help with student thought processing and word recognition. (See RC #2)

AFFECTIVE EDUCATION

Description:

The lack of an affective evidence-based curriculum for students who struggle with behavioral and social-emotional issues impacts their academic success and daily attendance, which, in turn, increases the likelihood of truancy as well. Sources of Strength programming is in its 2nd year of implementation school-wide to give students a message of hope, help, and strength and gives them avenues to open up to peers and adults alike. Restorative Practices is having a positive effect on students, but it does not go far enough to re-engage them into their course work. Additionally, PHS has a newly implemented and focused attention on the MTSS process. PHS staff continues to research and review practices in social-emotional learning to have the most positive impact for our students.(See RC #3)

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

Improvement Plan Information

Additional Information about the school

Improvement Plan Information

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

☑ State Accreditation

School Contact Information

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Title: Associate Principal

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Mailing City / State/ Zip Code: Peyton Colorado 80831

Phone:(719) 495-5508

Email: jbonavita@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Patriot High School is a school of choice that is highly recommended for students who have not experienced success in a traditional classroom setting for grades 9-12 in Falcon District 49. Currently, we serve approximately 100 students. Of these, 30% of the student body is minority, 20% Free and Reduced Lunch and 25% of our students are identified as receiving special education. Our Attendance rate is 84.9% and we have a 32% mobility rate. CO SAT results indicate Math deficiencies across the entire student body.

Academic Growth, Academic Achievement and PSWR for Patriot High School is approaching performance expectations in Science (CMAS), EBRW (CO PSAT/SAT and Math (CO PSAT). Math for CO PSAT does not meet PSWR expectations for EBRW.

We examined our course participation patterns by disaggregated groups. With a small population that is over represented by male students at 77%, it is difficult to report course participation due to low N size. In general, we see males over represented in Construction and Culinary courses.

This plan was developed and reviewed by the following PHS personnel and others:

Associate Principal-In-Charge, Academic Dean, Academic Counselor, School Social Worker, the iConnect Zone Operations Administrator, iConnect Zone Executive Principal, D49 Executive Director of Learning Services, School Accountability Committee, and PHS Staff.

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:	Achieve a "meets" rating for English PSAT for grades 9-10 on the AEC framework.
Performance:	
Prior Year Target:	Achieve an "approaching" rating for math PSAT for grades 9-10 on the AEC framework.
Performance:	

ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:	Patriot High School received an approaching rating in academic achievement for 2017-2018. Due to attention to better oversight, focused intervention resources, more attention to monitoring instructional practice, and increased student and staff buy-in to the online curriculum, PHS attained modest increase in student academic growth and achievement, as well as Student Engagement and PSWF. PHS hit its target of Approaching in CO PSAT Math for the 2017-2018 academic school year.

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target:	All students will increase their reading proficiency at least 2 grade levels using Reading Horizons as the growth measure along with Star360.
Performance:	

ACADEMIC GROWTH REFLECTION:	PHS received an approaching rating in Academic Growth for our optional measure in Star Reading. While PHS did not hit the target of a 2 grade level increase for all students, PHS did make positive gains in student and staff buy in that should help it continue along the path of increased Reading scores for students this coming academic year.

PERFORMANCE INDICATOR: STUDENT ENGAGEMENT

Prior Year Target:	PHS is entering its 2nd year of our Sources of Strength program for Social Emotional Learning to increase student attendance rates with a goal of an average daily attendance rate of 90%. Additionally, for 2018-2019, a fresh look and focused attention on the MTSS process to re-engage students has been newly implemented.
Performance:	

STUDENT ENGAGEMENT REFLECTION:	Student attendance for the 2017-2018 school year did not meet our target of 90%. It was a transition year for building leadership as there were many negative feelings about the school from both staff and students. Despite calls, meetings, letters sent to both parents and students, PHS was not able to hit its target of 90% attendance for the year. For the 2018-2019 school year, positive changes have been made in reference to the quality of the staff through our hiring process. Additionally, student retention rate from last school year to the present school year stood at 82% with a rating of Meets. This gives us preliminary indications that the student body is comfortable with the path PHS is presently on. Additionally, preliminary indications are positive for our newly implemented and focused attention to MTSS process.

PERFORMANCE INDICATOR: OTHER

Prior Year Target:	Currently, the staff is working on implementing its APEx distributive leadership model. With guidance from the CEO, Zone Leader, Zone Operations Administrator, Zone Executive Principal, and campus staff, PHS is undertaking a collaborative approach to reach consensus on reviewing foundational frameworks, campus traditions, personalized and adaptive learning, scheduling, and revisioning.
Performance:	

Current Performance

- PHS met the Approaching rating for all measures on the SPF for Academic Achievement, Academic Growth, Student Engagement, and Postsecondary & Workforce Readiness except for the following: Optional Measures in Student Engagement for Returning Student Rate - Meets; CO SAT Math for PWR - Does Not Meet; Completion Rate for PWR - Exceeds; Course Completion Rate for PWR - Meets.

For the 2017-2018 school year, PHS instituted Reading Horizons and Star360 Reading and Math as interim and local measures. Early indications of these tests have improved Reading by close to two grade levels but Math continues to be a challenge for many of our students.

There are multiple reasons for the turnaround - focused attention to testing, improved quality of staff, staff buy in, increased building leadership oversight, and increased support from zone leadership.

Prior to the 2017-2018 school year, PHS met AEC performance level in academic achievement, academic growth, student engagement and postsecondary & workforce readiness. However, school accountability ratings have declined over the past 4 years in academic achievement, and academic growth.

Trend Analysis

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

According to the 2016-2018 AEC Frameworks, PHS has seen a steady increase in SPF value in Academic Achievement and Academic Growth from "does not meet" to Approaching.

Trend Direction: Decreasing
Notable Trend: Yes
Performance Indicator Target: Postsecondary & Workforce Readiness

Student achievement in Math has declined over the past three years from a scale score of 707.8 on CMAS in 2015 to 702.9 in 2017. In 2018, CO PSAT Math measured at 385 for an Approaching Rating. For PWR, CO SAT Math measured at 386.1 for a Does Not Meet Rating.

Trend Direction: Stable then decreasing

Notable Trend: Yes

Performance Indicator Target: Postsecondary & Workforce Readiness

SAT performance is stable with a rating of "approaching" for two consecutive years. However, PWR CO SAT Math Does Not Meet expectations.

Additional Trend Information:

In 2015, CMAS/PARCC performance for high school in reading showed a "mean scale" score of 701.5 (1st percentile -same as 2014). 2015 CMAS/PARCC performance for middle school in reading showed a "mean scale" score of 700.1 (1st percentile-down 1 percentile from 2014).

In 2015, CMAS/PARCC performance for high school in math showed a "mean scale" score of 707.8 (1st percentile -same as 2014) 2015 CMAS/PARCC performance for middle school in math showed a "mean scale" score of 709.0 (2nd percentile-down 3 percentile from 2014)

In 2016, PHS Did Not Meet expectations for Academic Achievement (CMAS Science and CMAS PARCC Math) or Academic Growth (CMAS PARCC English Language Arts and Math) as illustrated in their AEC Performance Framework. PHS did meet expectations for Student Engagement (Attendance and Truancy) and Exceeded Expectations in Returning Student Rate. PHS was Approaching for COACT, Meets for Graduation Rate and Met Expectations for Dropout Rate and an overall rating of Meets in Postsecondary & Workforce Readiness. This resulted in overall performance rating of Improvement with 51.43% points achieved on the SPF.

In 2017, the PHS SPF showed some decline in an overall performance rating of Priority Improvement with 46.83% of the points achieved. For Academic Achievement, Student Engagement and Postsecondary & Workforce Reading, PHS rated Approaching, but did not meet Academic Growth expectations. Although Student Engagement in Workforce Readiness was Approaching, the points earned were significantly less than the year prior. Points earned for Academic Achievement rose from 4.95 in 2016 to 6.92 in 2017. Points for Academic Growth rose from 8.75 in 2016 to 13..03 in 2017. Points for Student Engagement dropped from 13.35 in 2016 to 10.00 in 2017. Points for Postsecondary & Workforce Readiness also dropped from 24.38 in 2016 to 16.88 in 2017. For Academic Achievement points awarded for CMAS Science rose from 1.35 in 2016 to 2.45 in 2017 for an Approaching Rating. That was the only measure from 2016 to 2017 for comparison, since in 2017 CMAS PARCC was no longer given. However, in 2017 CMAS ELA received only .59 points. Also in 2017, CMAS Math was given an Approaching rating with 1.13 points awarded. For Postsecondary & Workforce Readiness, points awarded for CO SAT were the same for both years, 3.75. Completion Rate dropped from 89.1% in 2016 to 85.6% in 2017 and the Dropout Rate increased from 8.1% in 2016 to 13.9% in 2017.

In 2018, the PHS SPF showed an overall improvement in performance rating from 46.83% in 2017 to 54.7%. An increase of 7.87%. For Academic Achievement, CMAS Science, CO PSAT EBWR & Math, PHS received an Approaching Rating - a 4.6% increase from 2017. For Academic Growth, PHS increased its rating 12.9% using STAR Reading as its Optional Measure. This year, STAR Math will also be used in this measure. For Student Engagement, PHS increased its overall rating from 2017 by 8.4% by

using Returning Student Rate as an Optional Measure. For PWR, PHS increased its overall rating by 3.7%. However, PWR for 2018 is still 21.27% below the rating for 2016 PWR due to 2 main items: CO SAT Math for 2018 was measures as Does Not Meet and Graduation Rate was not used as an optional measure.

Root Causes

Priority Performance Challenge: Low Achievement and Growth in Math

Currently, CO SAT Math for PWR is the only measure in which PHS earned a Does Not Meet. Even though CO PSAT Math earned an Approaching rating the past two school years, it is clear we need to focus on achieving and growing in this area. PHS is using Aleks Math online programming to increase the skills and confidence levels of students who have historically had difficulties in Math. Additionally, STAR Math testing is giving PHS the data necessary to drill down to the skill deficiencies each student may have. (See RC#1)

Root Cause: Low Achievement and Growth in Math

A lack of quality math instruction over a two year time period has put our students at a disadvantage for improving their math skills. The addition of Aleks math, quality instruction, and support from the zone has helped improve overall math skills.

Priority Performance Challenge: Low Achievement and Growth in Reading

We are in our 2nd year of focusing on reading. However, our students continue to struggle with their levels of reading. Switching from reading Horizons to LanguageLive is having positive outcomes. Our Reading Interventionist's role is to help guide teachers through the development of lesson planning that complements our online curriculum and working with our lowest readers. The addition of ThinkCerca writing program will also help with student thought processing and word recognition. (See RC #2)

Root Cause: Low Achievement and Growth in Reading

A lack of literacy intervention does not allow students to access blended learning curriculum with success. The addition of a reading specialist has helped improve overall literacy skills, including, coding, fluency, and comprehension. Language Live and ThinkCerca programming will also help engage students and increase their skill levels.

Priority Performance Challenge: Affective Education

The lack of an affective evidence-based curriculum for students who struggle with behavioral and social-emotional issues impacts their academic success and daily attendance, which, in turn, increases the likelihood of truancy as well. Sources of Strength programming is in its 2nd year of implementation school-wide to give students a message of hope, help, and strength and gives them avenues to open up to peers and adults alike. Restorative Practices is having a positive effect on students, but it does not go far enough to re-engage them into their course work. Additionally, PHS has a newly implemented and

focused attention on the MTSS process. PHS staff continues to research and review practices in social-emotional learning to have the most positive impact for our students.(See RC #3)

Root Cause: Muti-layered MTSS Framework

Organize coordinated systems of training, coaching, and resources to all staff. Focus will be on Academics, Behavioral Expectations, and Culture.

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

1. Currently, CO SAT Math for PWR is the only measure in which PHS earned a Does Not Meet. Even though CO PSAT Math earned an Approaching rating the past two school years, it is clear we need to focus on achieving and growing in this area. PHS is using Aleks Math online programming to increase the skills and confidence levels of students who have historically had difficulties in Math. Additionally, STAR Math testing is giving PHS the data necessary to drill down to the skill deficiencies each student may have. STAR Math will be benchmarked each quarter as a measure of growth. Students lagging far below their grade level will be identified for possible Math Intervention time. (See RC#1)

2. Students' lack of literacy skills inhibits students from growing and achieving as expected. Currently, a large sector of our students are below grade level in reading based on data collected from STAR360 Reading assessments and LanguageLive assessments. Students have been placed into a Reading Intervention class with our Reading Interventionist to help them increase their skills.The challenges of improving student success is directly related to their ability to read on grade level. Improving academic growth and academic achievement is also determined by the quality of instruction in the classroom.

3. Based on year over year SPF data analysis, Student Engagement and Postsecondary & Workforce Readiness have dropped from 2016-2018. The staff believes strongly that a lack of an affective education program for students who struggle with behavioral and social-emotional issues impacts their daily attendance, which, in turn, raises the likelihood of truancy as well as the potential of dropping out. Sources of Strength and a new focus on a true MTSS process will help bridge the gap of student engagement and reduce potential dropout rates through a program that uses the power of connection, help and strength. Adults and students will be trained to help students and peer leaders implement school-wide campaign of affective needs fulfillment. Staff is researching additional programs which we can provide SEL education to students in a wrap-around fashion throughout the school year. Restorative Practices is another program in which our staff and students can use to help reduce tensions, anxiety, and build relationships.

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

Based on the trend analysis and student performance measures, the following root causes have been identified by campus, zone and district personnel and validated by the School Accountability Committee including parents and community members:

1. Currently, CO SAT Math for PWR is the only measure in which PHS earned a Does Not Meet. Even though CO PSAT Math earned an Approaching rating the past two school years, it is clear we need to focus on achieving and growing in this area. PHS is using Aleks Math online programming to increase the skills and confidence levels of students who have historically had difficulties in Math. Additionally, STAR Math testing is giving PHS the data necessary to drill down to the skill deficiencies each student may have. STAR Math will be benchmarked each quarter as a measure of growth. Students lagging far below their grade level will be identified for possible Math Intervention time. (See RC#1)

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Action Plans

Planning Form

Implement the Instructional Way

What would success look like: Students will gain post secondary workforce readiness skills and gain academic confidence by exploring different career pathways. Students will demonstrate transferable skills from school to work in all subject areas. Building capacity among the staff through professional development activities focused on strong research based Tier 1 instructional practices. Success will be indicated through higher achievement and growth in both Math and Reading.

Describe the research/evidence base supporting the strategy: John Hattie's Effect Size, McRel: Classroom Instruction That Works, Making it Stick: The Science of Successful Learning by Peter Brown

Associated Root Causes:

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Star360 Math	Benchmarking will be completed 4 times during the school year to measure growth	08/01/2018 05/24/2019	Star360, Open Classrooms, Working Laptops	Academic Counselor, Reading Interventionist, Staff Data Analyst.	
Math Lab	All students will be placed in a Math Lab to determine their skills levels prior to placing them in traditional Math courses during the 1st Trimester.	08/01/2018 11/08/2018	Aleks Math, Working Laptops	Associate Principal, Academic Counselor, Math Teacher	
Aleks Math	Online program to help increase student skills and confidence levels in Math.	08/01/2018 05/24/2019	Working Laptops, Internet	Associate Principal, Academic Counselor, Math teacher	

Low Achievement and Growth in Reading

What would success look like: Students' lack of literacy skills inhibits students from growing and achieving as expected. Currently, a large sector of our students are below grade level in reading based on data collected from STAR360 Reading assessments and LanguageLive assessments. Students have been placed into a Reading Intervention class with our Reading Interventionist to help them increase their skills. The challenges of improving student success is directly related to their ability to read on grade level. Improving academic growth and academic achievement is also determined by the quality of instruction in the classroom.

Describe the research/evidence base supporting the strategy: Using Star360 Reading benchmarks multiple times throughout the school year, PHS students will be at or near the district mean.

Associated Root Causes:

Low Achievement and Growth in Reading:

A lack of literacy intervention does not allow students to access blended learning curriculum with success. The addition of a reading specialist has helped improve overall literacy skills, including, coding, fluency, and comprehension. Language Live and ThinkCerca programming will also help engage students and increase their skill levels.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Star360 Reading Benchmark	Benchmarking will be completed 4 times during the school year to measure growth	08/01/2018 05/24/2019	Star360 Licenses, Open classrooms, Working Laptops	Associate Principal, Reading Interventionist, Academic Counselor, Social Worker.	
Language Live	Students with severe skills deficits will be placed in a Reading Intervention class taught by our Reading Interventionist using Language Live online programming.	08/01/2018 05/24/2019	Language Live programming, working laptops	Associate Principal, Reading Interventionist, Academic Counselor	

Implement an Effective MTSS Framework

What would success look like: Universal Tier I instruction with layered continuum of supports (Tier 2, Tier 3) including: Evidence-Based Practices; Family, School, and Community Partnering; Team-Driven Shared Leadership; Data-Based Problem Solving and Decision-Making. (Academic, Behavioral, Culture)

Describe the research/evidence base supporting the strategy: Please see: https://www.cde.state.co.us/mtss/mtss-rti-pbis-crosswalk - page 7.

Associated Root Causes:

Muti-layered MTSS Framework:

Organize coordinated systems of training, coaching, and resources to all staff. Focus will be on Academics, Behavioral Expectations, and Culture.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Peer Leaders and Adult Leaders	Twice Monthly Meetings to implement program	11/06/2017 05/18/2019	Using Sources of Strength Program Activities	School Social Worker, Peer Leaders and Adult Leaders	In Progress

School Target Setting

Priority Performance Challenge : Low Achievement and Growth in Math

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

2018-2019: All students will be tested using Star360. Data from the testing will be used by campus personnel to identify students

who need additional/pullout instruction.

2019-2020: Meets rating on SPF for CO PSAT EBWR.

INTERIM MEASURES FOR 2018-2019: Star 360 Reading, Language Live, ThinkCerca

Priority Performance Challenge : Low Achievement and Growth in Reading

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

2018-2019: Maintain an a "meets" rating for English PSAT for grades 9-10 on the AEC framework.

2019-2020: Meets rating for EBRW for CO PSAT 9 & 10.

INTERIM MEASURES FOR 2018-2019: Star360 Reading, Language Live, ThinkCerca

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

2018-2019: Achieve a "meets" rating for math PSAT for grades grades 9-10 on the AEC framework.

2019-2020: Meets rating for CO PSAT 9 & 10 Math.

INTERIM MEASURES FOR 2018-2019: Star360 Math.

Priority Performance Challenge : Affective Education

PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS: Attendance

ANNUAL PERFORMANCE TARGETS

2018-2019: Implement Sources of Strength program for Social Emotional Learning to increase student attendance rates with a goal of an average daily attendance rate of 90%.

2019-2020: Continue to research and review SEL programming that will have a positive impact on student engagement to increase attendance to 90%.
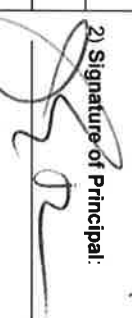
INTERIM MEASURES FOR 2018-2019:

School Accountability Committee UIP Signature Page 2018-2019

School Patriot High School

Accreditation Rating (Plan Type Improvement

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.		School Accountability Committee:	
Name	**Position**		
Jim Berwick	Associate Principal	1) Date the Plan was presented to SAC for review:	
Nikki Detherwtng	Social Worker	11/1/18	
Paul Austin	Teacher	2) Signature of Principal:	
Brian Newman	Teacher		
Kevi Cifur	Teacher	3) Signature of SAC Chairperson:	
Tina Vidovich	Connect Zone Operations Mgr.		
Andee Hum	Generation Schools		
Greg Cox	Dean of Students	4) Additional SAC members who reviewed the plan:	
Toni Humon	Parent	Toni Herman	
Lonnie Herman	Parent	Lonnie Herman	
		Greg Cox	

Colorado's Unified Improvement Plan for Schools

PIKES PEAK EARLY COLLEGE UIP 2018-19 | **School:** PIKES PEAK EARLY COLLEGE | **District:** DISTRICT 49 | **Org ID:** 1110 | **School ID:** 6821 |

Framework: Insufficient State Data^ | **Draft UIP**

Table of Contents

Executive Summary

If we...

PRACTICAL APPLICATION OF DEPTH OF KNOWLEDGE (DOK)

Description:

Students who consistently engage in lessons and activities that require higher levels of thinking, critical thinking and the utilization of their problem solving skills will have a deeper mastery of their learning. Teacher expectations for students will go beyond the simple recalling and retelling of factual/content information. Students will be required to do something with their knowledge and expand upon it.

GREATER EMPHASIS ON 21ST CENTURY AND WORK FORCE READINESS SKILLS

Description:

As part of our iCAP process, students will gain the skills necessary for college and work force readiness. The skills embedded in this program as well as embedded within each classroom are things like collaboration, community service, critical thinking/problem solving, informational literacy, invention/creativity, and self advocacy. Students will earn badges and micro-credentials in these skills to signify their skills mastery.

COLLEGE LEVEL WRITING AND CROSS CURRICULAR WRITING

Description:

Students will be able to write in a manner acceptable for college level writing requirements. Students will present a claim, evidence, reasoning and counter argument in their papers as well as anticipate the appropriate audience in their writing. Teachers will have consistent writing requirements in each academic discipline to emphasize the importance as such as well as expose students to the different types of writing in each content area.

Then we will address...

NOT ENOUGH EMPHASIS ON 21ST CENTURY AND WORK FORCE READINESS SKILLS

Description:

Educators are aware of DOK and what each level means. However, many educators believe these levels that level one must be mastered first prior to moving students up to DOK 2 and then 3. As a result, we have implemented the practices of Rigor and Relevance to demonstrate this process is not a tiered strategy, but rather quadrants that can operate cohesively with other quadrants.

STUDENTS ARE NOT ADEQUATELY PREPARED FOR COLLEGE LEVEL WRITING

Description:

Students are struggling to meet the writing expectations in their college writing courses. Writing lacks depth and research. Assessment data shows that (from ThinkCERCA baseline assessment) students are not proficient with college level writing. Educators will be working to remedy this through a cross curricular focus on writing as well as implementing a CERCA model to provide a writing framework for students.

NOT ENOUGH EMPHASIS ON 21ST CENTURY AND WORK FORCE READINESS SKILLS

Description:

Students are often instructed in the academics in school, but not necessarily instructed on the skills necessary to be successful. These skills include, critical thinking, problem solving, goal setting, time management, leadership, perseverance and so on. A focus on these skills as well as training for students who lack these skills will better prepare them for college courses and/or the work force.

Then we will change current trends for students

DELIVERY OF RIGOROUS/RELEVANT CONTENT AND INSTRUCTION

Description:

Students at PPEC who have completed coursework prior to their enrollment, with success, however, their previous successes were in traditional middle and high school courses. We are not seeing a translation of these successes and or skills when students encounter academic challenges and rigorous content. Many students have misconstrued their ability to transfer their academic skills to these more challenging situations and in turn to their college level courses. and have had to regain skill sets that may have been missed in previous years. A focus on not only rigorous, but relevant content and the skills necessary to tackle learning that is a bit more open-ended and less prescriptive will assist students with translating these skills to other environments outside of the classroom. We want to ensure that our students are not only experiencing challenging curriculum, but that they are also developing those essential skills for 21st century learners (critical thinking, problem solving). Providing students with a relevant or real world context for their learning will enable students to apply the skills and knowledge that they are learning to any future careers or college courses they may engage in.

COLLEGE AND CAREER READINESS SKILLS

Description:

According to data from CMAS, our school did not meet state expectations on the PWR indicator. We are in the "approaching" status for this category. This data is based upon 38 valid records or 38 students who took the assessment. This is a small sample size for our data so we believe with the right measures in place, our status will quickly change from "approaching" to "meets" during the 2018-2019 school year. In response to this data, we are placing a greater emphasis on developing the skills that students need to be successful in both the workforce as well as in college classes. Not only will we provide students with a challenging, college preparation curriculum, but also our newly revised iCAP program featuring YouScience. YouScience is a program that utilizes student interest combined with student aptitudes to help direct them toward potential career and education options. Embedded within our iCAP program we have instituted a badging system and micro-credentialing system to mark student achievement of the necessary 21st Century and work force readiness skills.

FOCUS ON WRITING PROCESS AND FREQUENCY OF WRITING ASSIGNMENTS

Description:

Students have demonstrated college readiness through the Accuplacer assessment in English. However, upon enrollment of a college level English class, data demonstrates that students are not necessarily equipped with the skills to tackle writing to meet the expectations of a college classroom. As a result, we are placing a greater emphasis on writing across the curriculum as well as implemented some writing intervention programs to provide students with a writing framework. College level writing must be based upon claims and evidence. As a school we have adopted the CERCA (claim, evidence, reasoning, counterargument, audience) model to provide students with a framework for writing that will meet the expectations for college level writing.

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

Improvement Plan Information

Additional Information about the school

As an early college high school, Pikes Peak Early College would like to focus our efforts on three key aspects of our day to day operations. We would like to focus on delivering critical thinking and problem solving driven lessons that are rigorous and relevant to student's degree plans and to the workforce. We would also like to increase our focus on writing instruction across the curriculum. We would like to see our students obtain a greater understanding of college level writing in all content areas as well as the skills to become better college level writers. Finally, we want to ensure our students are learning and acquiring 21st century skills combined with the skills necessary to enter the works force. We will be addressing our college and career readiness skills through our classroom instruction and through our newly revised iCAP process. These goals and area of focus are an expansion from some of our problems of practice during the 2017-2018 school year. We were able to achieve an average of 1100 and higher on our PSAT/SAT data and we had a 94% successful completion rate of college courses (students earning a grade of a "C" or higher).

Improvement Plan Information

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

✓ State Accreditation

School Contact Information

Name: David Knoche
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Mailing Street: 6113 Constitution Ave
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Name: Rochelle Kolhouse
Title: Associate Principal
Mailing Street: 3850 Pony Tracks Drive
Mailing City / State/ Zip Code: Colorado Springs CO 80922

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

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 is now in its third year with grades 9 through 12+1, with approximately 170 students with 144 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 has provided 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 as well as complete various certification programs. Pikes Peak Early College is in its third 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 target areas: 1. Data specific outcomes in relation to D49 district UIP 2. Anecdotal school efforts and 3. Qualitative based outcomes.

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:	80% of PPEC students in 10th grade will reach readiness benchmark on the PSAT in Math
Performance:	According to our 2018-2018 PSAT data for 10th grade, 71% who tested scored at or above the benchmark in math. This percentage is 10% below the target set during the last school year.
Prior Year Target:	80% of PPEC students in 10th grade will reach readiness benchmark on the PSAT in EBRW
Performance:	According to our 2018-2018 PSAT data for 10th grade, 93% who tested scored at or above the benchmark in EBRW. This percentage is well above the 80% target set during the last school year.
Prior Year Target:	PPEC students will have a 92% success rate as measured by college transcript grades

Performance:	Based on college transcript grades, PPEC students achieved a 94% success rate in their college classes (receiving a grade of a C or higher) during the first semester and a 93% success rate in their college classes second semester. The average for the entire 2018-2019 school year was 93.5% success rate. This is a 1.5% increase from our original target from last year.
ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:	Math was a target that we continue to focus on since we missed our target by 9%. We have, however, closed the gap between where we want to be and where we are by 4% since the 2016-2017 school year. Upon reflection of our math program, we are going to implement course work that is more aligned with college course work in terms of critical thinking and problem solving. Student are needing additional skills to transfer their knowledge of mathematics to apply them to real world situations and problems that require them to synthesize their factual math knowledge. Missing the target on college success rates was negligible but is a reflection of how we interact with 12+1 students and support their needs. We are putting systems into place to better meet the needs of our college only students. Our English scores were very strong and significantly outpaced the state and district averages.

PERFORMANCE INDICATOR: POSTSECONDARY & WORKFORCE READINESS

Prior Year Target:	PPEC will have an average score 0f 1100 or higher
Performance:	Our SAT data from 2018 spring testing revealed a composite score of a 1089. This is 11 points off from where we would like to be. The number of students who took this exam was 19. Small sample sizes can dramatically effect results. While this composite score is very close to our target of 1100, we still have some work to do to reach our goal. We do believe, however, after placing more of an emphasis on critical thinking, problem solving and continuing to offer a college preparatory curriculum, that our scores will increase to our target during the 2018-2019 school year.
Prior Year Target:	PPEC will have a course completion rate of 92% or higher
Performance:	Our course completion rate for the 2017-2018 school year was 94% in the first semester and 93% in the second semester. This is an average of 93.5% for the entire year which is above our target of 92%.
Prior Year Target:	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
Performance:	After revising our instructional processes, we now have 94% of our seniors testing college ready in English and 87% of our 12th graders testing college ready in math.

POSTSECONDARY & WORKFORCE READINESS REFLECTION:	Math targets have been the concern as we have not used effective diagnostic tools to evaluate the math skills of incoming students. Grades have been a poor reflection of baseline math skills. Investigating math diagnostic tools has been and will be a priority. We are now using the MAT 121 pre-test to evaluate college readiness in math. Students who test college ready for math on the Accuplacer were not necessarily demonstrating success in the MAT 121 course. As a result, we have also instituted implementing the MAT 121 pre-test (provided to us by the college) to ensure college readiness for the course.

Current Performance

- PPEC did not have enough data to generate an SPF. The only measure on our SPF that had any kind of data was through our PWR. PPEC received an "approaching" status in this category that we will address through our priority performance challenges. Our measures of SAT, PSAT and concurrent enrollment course completions have been strong and we are continuing to focus on how to better prepare our students for college courses as well as support college students and their needs.

Trend Analysis

Additional Trend Information:

Not applicable

Root Causes

Priority Performance Challenge: Delivery of rigorous/relevant content and instruction

Students at PPEC who have completed coursework prior to their enrollment, with success, however, their previous successes were in traditional middle and high school courses. We are not seeing a translation of these successes and or skills when students encounter academic challenges and rigorous content. Many students have misconstrued their ability to transfer their academic skills to these more challenging situations and in turn to their college level courses. and have had to regain skill sets that may have been missed in previous years. A focus on not only rigorous, but relevant content and the skills necessary to tackle learning that is a bit more open-ended and less prescriptive will assist students with translating these skills to other environments outside of the classroom. We want to ensure that our students are not only experiencing challenging curriculum, but that they are also developing those essential skills for 21st century learners (critical thinking, problem solving). Providing students with a relevant or real world context for their learning will enable students to apply the skills and knowledge that they are learning to any future careers or college courses they may engage in.

Root Cause: Not enough emphasis on 21st Century and Work Force Readiness Skills

Educators are aware of DOK and what each level means. However, many educators believe these levels that level one must be mastered first prior to moving students up to DOK 2 and then 3. As a result, we have implemented the practices of Rigor and Relevance to demonstrate this process is not a tiered strategy, but rather quadrants that can operate cohesively with other quadrants.

Priority Performance Challenge: College and Career Readiness Skills

According to data from CMAS, our school did not meet state expectations on the PWR indicator. We are in the "approaching" status for this category. This data is based upon 38 valid records or 38 students who took the assessment. This is a small sample size for our data so we believe with the right measures in place, our status will quickly change from "approaching" to "meets" during the 2018-2019 school year. In response to this data, we are placing a greater emphasis on developing the skills that students need to be successful in both the workforce as well as in college classes. Not only will we provide students with a challenging, college preparation curriculum, but also our newly revised iCAP program featuring YouScience. YouScience is a program that utilizes student interest combined with student aptitudes to help direct them toward potential career and education options. Embedded within our iCAP program we have instituted a badging system and micro-credentialing system to mark student achievement of the necessary 21st Century and work force readiness skills.

Root Cause: Not enough emphasis on 21st Century and Work Force Readiness Skills

Students are often instructed in the academics in school, but not necessarily instructed on the skills necessary to be successful. These skills include, critical thinking, problem solving, goal setting, time management, leadership, perseverance and so on. A focus on these skills as well as training for students who lack these skills will better prepare them for college courses and/or the work force.

Priority Performance Challenge: Focus on writing process and frequency of writing assignments

Students have demonstrated college readiness through the Accuplacer assessment in English. However, upon enrollment of a college level English class, data demonstrates that students are not necessarily equipped with the skills to tackle writing to meet the expectations of a college classroom. As a result, we are placing a greater emphasis on writing across the curriculum as well as implemented some writing intervention programs to provide students with a writing framework. College level writing must be based upon claims and evidence. As a school we have adopted the CERCA (claim, evidence, reasoning, counterargument, audience) model to provide students with a framework for writing that will meet the expectations for college level writing.

Root Cause: Students are not adequately prepared for college level writing

Students are struggling to meet the writing expectations in their college writing courses. Writing lacks depth and research. Assessment data shows that (from ThinkCERCA baseline assessment) students are not proficient with college level writing. Educators will be working to remedy this through a cross curricular focus on writing as well as implementing a CERCA model to provide a writing framework for 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 a rigorous and relevant 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 coursework data. Weekly PLC meetings facilitated conversations around student classroom performance.

Action Plans

Planning Form

Practical application of Depth of Knowledge (DOK)

What would success look like: Students who consistently engage in lessons and activities that require higher levels of thinking, critical thinking and the utilization of their problem solving skills will have a deeper mastery of their learning. Teacher expectations for students will go beyond the simple recalling and retelling of factual/content information. Students will be required to do something with their knowledge and expand upon it.

Associated Root Causes:

Practical application of DOK/rigor and relevance:
Educators are aware of DOK and what each level means. However, many educators believe these levels that level one must be mastered first prior to moving students up to DOK 2 and then 3. As a result, we have implemented the practices of Rigor and Relevance to demonstrate this process is not a tiered strategy, but rather quadrants that can operate cohesively with other quadrants.

Implementation Benchmarks Associated with MIS

Start/End/

IB Name	Description	Repeats	Key Personnel	Status
Observable High Yield Instructional Practices	60% of walkthrough data will identify primary instruction focus is aligned to rigor and relevance and within the quadrant c or d category while in building.	08/06/2018 05/24/2019	Principal	Not Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Peer Observations and Micro-Teaching	Peer obsevations and micro-teaching practices will be implemented to foster great collaboration around lesson planning as well as to facilitate more cross-curricular projects/lessons and learning.	08/06/2018 05/24/2019	Peer Observation and Micro-Teaching resources	All staff	In Progress

Greater emphasis on 21st Century and Work Force Readiness Skills

What would success look like: As part of our iCAP process, students will gain the skills necessary for college and work force readiness. The skills embedded in this program as well as embedded within each classroom are things like collaboration, community service, critical thinking/problem solving, informational literacy, invention/creativity, and self advocacy. Students will earn badges and micro-credentials in these skills to signify their skills mastery.

Associated Root Causes:

Not enough emphasis on 21st Century and Work Force Readiness Skills:
Educators are aware of DOK and what each level means. However, many educators believe these levels that level one must be mastered first prior to moving students up to DOK 2 and then 3. As a result, we have implemented the practices of Rigor and Relevance to demonstrate this process is not a tiered strategy, but rather quadrants that can operate cohesively with other quadrants.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Badging and Micro-Credentialing	Students will begin to apply for an obtain badges at the 9th-10th grade levels and micro-credentialing for 11th and 12th graders to demonstrate their mastery of the 21st century and work force readiness skills.	09/19/2018 05/24/2019 Quarterly	Teachers and students	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

College Level Writing and Cross Curricular Writing

What would success look like: Students will be able to write in a manner acceptable for college level writing requirements. Students will present a claim, evidence, reasoning and counter argument in their papers as well as anticipate the appropriate audience in their writing. Teachers will have consistent writing requirements in each academic discipline to emphasize the importance as such as well as expose students to the different types of writing in each content area.

Associated Root Causes:

Students are not adequately prepared for college level writing:
Students are struggling to meet the writing expectations in their college writing courses. Writing lacks depth and research. Assessment data shows that (from ThinkCERCA baseline assessment) students are not proficient with college level writing. Educators will be working to remedy this through a cross curricular focus on writing as well as implementing a CERCA model to provide a writing framework for students.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Writing	PPEC will implement and run a writing intervention program that will better align with the college level writing expectations. All core	09/10/2018 05/24/2019	Teachers and students	

	content area teachers will be trained in the platform and all students will participate in this intervention program through each content class.	Weekly			
Intervention Program					

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Vertical Alignment of High School English Classes to College English Classes	Our English teacher will meet regularly with the college English professor. Together they will help better align our English course expectations, content and lessons to place students on a better trajectory for college English course success (and ultimately writing success at the college level).	08/06/2018 05/24/2019	College English text and syllabus, high school online course content and writing intervention tool along with the state standards.	High School English teacher and College English Professor	

School Target Setting

Priority Performance Challenge : Delivery of rigorous/relevant content and instruction

PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: SAT

ANNUAL PERFORMANCE TARGETS	**2018-2019:** PPEC will have an average score 0f 1110 or higher
	2019-2020:

INTERIM MEASURES FOR 2018-2019: Accuplacer diagnostic assessment taken at the beginning and middle of the school year.

PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Completion Rate

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** PPEC will have a course completion rate of 94% or higher |
| | **2019-2020:** |

INTERIM MEASURES FOR 2018-2019: Data will be taken at the end of semester 1 to determine the completion rates for first semester (college courses).

PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** Walkthrough data will indicate a 75% frequency rate of instruction delivered at the quadrant c or d category (emphasis on critical thinking and problem solving). |
| | **2019-2020:** |

INTERIM MEASURES FOR 2018-2019: Data taken from walkthroughs after the first semester will be used as a benchmark guiding our practice going forward.

Priority Performance Challenge : College and Career Readiness Skills

PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS:

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** 92% of PPEC Seniors will demonstrate college readiness in English related to Accuplacer cut scores 82% of PPEC Seniors will demonstrate college readiness in Math related to Accuplacer cut scores |
| | **2019-2020:** |

INTERIM MEASURES FOR 2018-2019:

PERFORMANCE INDICATOR: Student Behavior

MEASURES / METRICS:

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** Students will begin to earn badges and micro-credentials in the 21st century and work force readiness skills related to these categories, collaboration, community service, critical thinking/problem solving, invention/creativity, informational literacy and self advocacy. The badges and micro-credentials will signify mastery of these skills. |
| | **2019-2020:** |

INTERIM MEASURES FOR 2018-2019:

 Priority Performance Challenge : Focus on writing process and frequency of writing assignments

 PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: W

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** 70% of PPEC students in 9th and 10th grade will reach readiness benchmark on the ThinkCERCA end of year assessment as compared to their baseline assessment taken in the fall. |
| | **2019-2020:** |

INTERIM MEASURES FOR 2018-2019: ThinkCERCA assessment provided in the middle of the school year to assess where students are beyond the baseline taken in the fall. This assessment will come shortly after the end of the first semester.

 PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

2018-2019: 95% of PPEC students in 10th grade will reach readiness benchmark on the PSAT in EBRW, this is an increase

from last year's expectations since we did meet our benchmark this past school year.
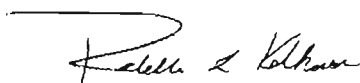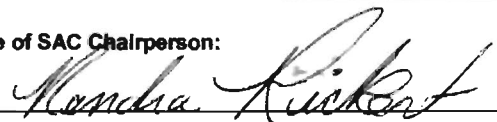
2019-2020:

INTERIM MEASURES FOR 2018-2019:

School Accountability Committee UIP Signature Page 2017-2018

School_____Pikes Peak Early College_____

Accreditation Rating_____No Rating Due To Insufficient State Data_____

<table>
<tr><td colspan="2">Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.</td></tr>
<tr><td>Name</td><td>Position</td></tr>
<tr><td>Rochelle Kolhouse</td><td>Associate Principal</td></tr>
<tr><td>Adrianne Ryland</td><td>English Teacher</td></tr>
<tr><td>Wayne Beadles</td><td>Math Teacher</td></tr>
<tr><td>Natalie Cummings</td><td>Electives Teacher</td></tr>
<tr><td>Julie Butterworth</td><td>Science Teacher/SAC member</td></tr>
<tr><td>Dale Bonavita</td><td>Counselor</td></tr>
<tr><td>Kris Rickert</td><td>Parent/SAC member</td></tr>
<tr><td>Kendra Rickert</td><td>Parent/SAC member</td></tr>
<tr><td>Candy Hendrix</td><td>Parent/SAC member</td></tr>
</table>

School Accountability Committee:

1) Date the Plan was presented to SAC for review:

   11/26/18

2) Signature of Principal:

   [signature]

3) Signature of SAC Chairperson:

   [signature]

4) Type Names of additional SAC members who reviewed the plan:

   Kris Rickert, Kendra Rickert, Candy Hendrix, and Julie Butterworth

EL Education
PPSEL 2018-2019 Work Plan

Work Plan Overview:

	Mastery of Knowledge and Skills	Character	High Quality Work
4-Year Impact Goals	PPSEL students can articulate their conceptual understanding of mathematical content and demonstrate the ability to transfer those skills to novel situations.	PPSEL students exemplify PPSEL character traits inside PPSEL and into the broader community.	PPSEL students create complex and authentic work through deeper learning experiences.
2018-2019 Performance Benchmarks	PPSEL students will demonstrate their conceptual understanding of mathematical concepts through authentic experiences that supplement the curriculum.	PPSEL students will show evidence of being part of a strong Crew by frequent demonstrations of the Observable Character traits.	PPSEL students engage in rigorous work that requires perseverance and responsibility for learning as they work through revision and multiple drafts.
2018-2019 Implementation Priorities	Professional development will bring the latest research in math practices. PPSEL will take the brave step of moving toward the best practices of giving students better conceptual knowledge, while still providing a firm foundation of basic skills.	Crew will take a higher priority for teachers, demonstrated by Crew lessons that are responsive to the specific students in their Crew and the specific issues happening with those Crew members. Core Practice 5: Promoting Social, Emotional and Physical Wellness Core Practice 22: Fostering Habits of Character	Student work at PPSEL will focus on quality over quantity, deep understanding over superficial understanding, and work that we are proud of over work that we simply get done. Deeper Learning Framework Core Practice 8: Designing Projects and Products

	Core Practice 10: Planning Effective Lessons Core Practice 11: Delivering Effective Lessons Core Practice 15: Teaching Mathematics	Core Practice 23: Crew Core Practice 26: Promoting Courage and Adventure	Core Practice 12: Planning for and Supporting High Quality Work
2018-2019 Leadership Goal	All PPSEL teachers engage in critical reflection and critique of the scaffolding of their instruction, tracking formative data while making instructional decisions.		

Goals:

4-Year MKS Impact Goal:
2018-19 MKS Performance Benchmarks: PPSEL students can articulate their conceptual understanding of mathematical content and demonstrate the ability to transfer those skills to novel situations.
Rationale (How will this year's implementation priorities move you towards meeting this year's MKS Performance Benchmarks?): If teachers create and facilitate learning experiences that require students to understand their math content on a conceptual level, then they will be able to articulate what they are learning and how it connects to new learning.
Implementation Priorities: Core Practice 15.A

EL Education

Leadership and Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
I can craft rigorous Learning Targets that demonstrate the learning outcomes for my students (not the doing). 1st Semester I can provide opportunities for students to discuss and write about their mathematical thinking. I can use the Workshop 2.0 lesson structure (and other structures) to increase the rigor for my students. I can follow the scope and sequence of the curriculum, including the looping aspect, while providing experiences for them to grapple with content outside of small, individual math problems. I can provide students with opportunities to grapple with	Data training and accountability for use during extended data time. Professional development will train teachers to differentiate between lessons that require critical thinking and deeper learning and those that do not.	School designer will be used as an outside eye to gather evidence of rigorous lessons.	**Evidence of Student Growth:** **Baseline** **Mid-Year:** **End-of-Year:** **Evidence of Staff Growth:** PPSEL staff will demonstrate through their inclusion of PPSEL Character Traits in weekly Crew plans. **Baseline:** For Current Partners, this should be based on IR scores from the previous year. For Affiliate Year Partners, this will be based on the Needs and Assets Assessment. **Mid-Year:** **End-of-Year:**

content so that students are engaged in complex thinking.			

4-Year Character Impact Goal:
2018-19 Character Performance Benchmarks: PPSEL students will show evidence of being part of a strong Crew by frequent demonstrations of the Observable Character traits.
Rationale (How will this year's implementation priorities move you towards meeting this year's Character Performance Benchmarks?): If PPSEL staff place a high priority on Crew and its impact on behavior and academics, then students will begin to more frequently demonstrate the school's character traits and will create an environment more conducive to learning.
Implementation Priorities: School discipline is framed in terms of self-discipline and becoming a self-directed learner. Core Practice 25.C

Leadership and Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress

I can leverage crew to provide students with opportunities to demonstrate and reflect on PPSEL's Observable Character Traits. I can describe, with evidence, how Crew impacts my students.			**Evidence of Student Growth** **Baseline** **Mid-Year:** **End-of-Year:** **Evidence of Staff Growth** **Baseline:** **Mid-Year:** **End-of-Year:**

4-Year High-Quality Student Work Impact Goal
2018-19 Quality Work Performance Benchmarks: PPSEL students create complex and authentic work through deeper learning experiences.

EL Education

Rationale (How will this year's implementation priorities move you towards meeting this year's Quality Work Performance Benchmarks?):
PPSEL students engage in rigorous work that requires perseverance and responsibility for learning as they work through revision and multiple drafts.

Implementation Priorities: CP 7.A.3

Leadership and Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
I can design daily and long term tasks that require complex thinking. (analyzing, synthesizing etc). 1st Semester I can use the Workshop 2.0 lesson structure to increase the rigor for my students. 2nd Semester I can intentionally plan time and structures that allow students to revise work in order to improve the quality of work and thinking.		SD: Facilitate HQW Protocol in December and May SD: Planning product support SD: Provide rubric samples and resources SD: Support Sandra in planning PD and coaching support for other grades	***Evidence of Student Growth*** **Baseline** **HQW Protocol Results** **Student Work Sampling--collect samples in December for Don, Sandra and SD to evaluate** **Mid-Year:** **End-of-Year:** ***Evidence of Staff Growth*** **Baseline:** **Mid-Year:**

I can provide students with opportunities to celebrate the power of revision and multiple drafts.			**End-of-Year:**

Colorado's Unified Improvement Plan for Schools

PIKES PEAK SCHOOL EXPEDITIONARY LEARNING UIP 2018-19 | **School:** PIKES PEAK SCHOOL EXPEDITIONARY LEARNING | **District:** DISTRICT 49 |

Org ID: 1110 | **School ID:** 6935 | **Framework:** Performance Plan: Low Participation | **Draft UIP**

Table of Contents

Executive Summary

If we...

THE SCHOOL IMPLEMENTS CURRICULUM THAT IS ALIGNED TO COLORADO ACADEMIC STANDARDS

Description:

Each classroom will implement the school's math curriculum with fidelity, with teachers monitoring data, providing re-teaching as data would indicate is appropriate and gives students challenging extensions to the learning.

SYSTEMS OF SUPPORT

Description:

Teachers will use data to drive instruction, to differentiation for the needs of all students, to check for understanding and re-teach content when necessary. Teachers will also give many different routes and opportunities to meet standards.

Then we will address...

INSTRUCTION THAT LACKED RIGOR AND LACK OF CURRICULAR IMPLEMENTATION

Description:

It was determined that the delivery of instruction hasn't accomplished the implementation of full curriculum or rigor required for students to progress.

INADEQUATE DIFFERENTIATION OF INSTRUCTION

Description:

Formative data was not being used in a way to allow for sufficient levels of differentiation in instruction to address the needs of a wide variety of learners.

Then we will change current trends for students

5TH AND 6TH GRADE MATH ACHIEVEMENT

Description:

Across time, 5th and 6th grade cohort groups have lower math achievement than before 5th grade and after 6th grade on the PARCC assessment.

MIDDLE SCHOOL ELA GROWTH FOR STUDENTS WHO QUALIFY FOR FREE AND REDUCED LUNCH

Description:

Students who qualify for Free and Reduced lunch at the Middle School level have struggled in ELA growth over time, taking a sharp drop in 2017.

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

Improvement Plan Information

Additional Information about the school

Improvement Plan Information

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

✔ State Accreditation

School Contact Information

Name: Don Knapp

Mailing Street: 11925 Antler's Ridge Dr

Phone:(719) 522-2580

Title: Principal

Mailing City / State/ Zip Code: Falcon CO 80831

Email: don.knapp@ppsel.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Pikes Peak School of Expeditionary Learning is a Preschool-8th Grade school in Falcon, Colorado. There are about 415 students in the school and each grade level has 2 classes per grade level except for Preschool, which serves around 30 students.

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. Members of the SAC analyze school level data, look at trends for the data, and develop sections of the plan. The plan is then approved by the SAC as a whole. After it is approved by the SAC, this plan will be presented to the District Accountability Advisory Committee and the Falcon D49 School Board.

Efforts focus on what worked last school year, what was successful, what was not, and strategies moving forward.

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 student achievement levels on PARCC in 5th and 6th grade from 15.5% proficient to 20.5% proficient.

Performance:	

ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:	The Middle School, specifically 7th and 8th grade, continues to stand out in terms of Academic Achievement. 3 year trends for Math data show that students in 5th and 6th grade have scores that decrease after 3rd and 4th grade then rise again after 6th grade. It is clear that as a school, we need to continue to look at Math practices as a whole, continue to emulate good practices from 7th and 8th grade instruction, and find strategies that will keep 5th and 6th grade from losing ground.

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target:	Increase the Median Growth Percentile on PARRC for middle school students who qualify for Free and Reduced lunch from 33.0 to 38.0
Performance:	

ACADEMIC GROWTH REFLECTION:	PPSEL elementary students did not meet the target for median growth percentile. One of the reasons that PARCC test scores were low at PPSEL for 2017 was technology difficulties. There were many test irregularities because of internet connectivity issues Students were sometimes unable to finish tests or submit tests. Even when they were able to finish and submit, some students had long delays after each question or had to physically move location during testing. These irregularities impacted student test scores.
	With this in mind, the school plans to approach achievement and growth in terms of strategies for instruction rather than focusing on the technological issues. Technology shouldn't be an issue in 2018, therefore a focus on instructional practices and strategies for improvement make the most sense.

Current Performance

- Local data and state PARCC data had a large variance in terms of performance. As discussed previously, there were large issues with technology during PARCC testing which impacted scores. Local data as a whole school showed that students were on target in Math and just below target in ELA. On PARCC testing, state data had students performing much lower. Having said that, PPSEL was able to achieve a "Performance" rating on its School Performance Framework.

  Working strictly from state level data, elementary students met the state target in academic achievement, but not in academic growth. Middle school students met the target in both achievement and growth. Elementary students ranked in the 61st percentile in ELA and 38th in Math in terms of academic achievement. This means that they remained the same in ELA and increased by 5 percentage points in Math.

Middle school students performed in the 59% percentile in ELA and 57% percentile in Math in achievement. This means they decreased by 17 points in ELA and 7 in Math.

In terms of academic growth, elementary students had a median growth percentile (MPG) of 41 for ELA and 36 for Math. These students decreased their MGP by 2 points in ELA and .5 points in Math.

Middle school received an MPG of 53 for ELA and 55.5 for Math. That means that they decreased their MGP by 4 points in ELA and 3.5 points in Math.

Middle School students had a decrease in both ELA and Math from the previous year and elementary students decreased in all areas except ELA achievement, which remained the same.

Trend Analysis

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

In each of the previous three years, 5th and 6th grade students had proficiency levels in PARCC that were lower than 3rd and 4th grade and 7th and 8th grade. This trend is notable because cohort group performance dipped in those grades only to rebound after those grade levels.

Trend Direction: Decreasing
Notable Trend: Yes
Performance Indicator Target: Disaggregated Growth

Middle School students who qualify for Free or Reduced lunches are on a steep decline in terms of Academic Growth on the ELA PARCC assessment. Student had a MPG of 50.5 in 2016 and a MPG of 33.0 in 2017, which is a drop of 17.5 points.

Root Causes

Priority Performance Challenge: 5th and 6th grade math achievement
Across time, 5th and 6th grade cohort groups have lower math achievement than before 5th grade and after 6th grade on the PARCC assessment.

Root Cause: Instruction that lacked rigor and lack of curricular implementation

It was determined that the delivery of instruction hasn't accomplished the implementation of full curriculum or rigor required for students to progress.

Priority Performance Challenge: Middle School ELA growth for students who qualify for Free and Reduced lunch

Students who qualify for Free and Reduced lunch at the Middle School level have struggled in ELA growth over time, taking a sharp drop in 2017.

Root Cause: Inadequate differentiation of instruction

Formative data was not being used in a way to allow for sufficient levels of differentiation in instruction to address the needs of a wide variety of learners.

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

5th and 6th grade math achievement - this was listed as a performance challenge because data over time shows that students are not performing as well in 5th and 6th grade. This is true when looking just at the data and when looking at cohort data. The dip in scores increased to 21 percentage points in 2017.

Middle School ELA Growth for students who qualify for Free and Reduced Lunch - This is a performance challenge because these students haven't met growth goals over the last several years. In 2017, not only were the goals not met, but the Median Growth Percentile took a sharp drop, dropping 15.5 points.

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.

Action Plans

Planning Form

The school implements curriculum that is aligned to Colorado Academic Standards

What would success look like: Each classroom will implement the school's math curriculum with fidelity, with teachers monitoring data, providing re-teaching as data would indicate is appropriate and gives students challenging extensions to the learning.

Associated Root Causes:

Instruction that lacked rigor and lack of curricular implementation:
It was determined that the delivery of instruction hasn't accomplished the implementation of full curriculum or rigor required for students to progress.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

Systems of Support

What would success look like: Teachers will use data to drive instruction, to differentiation for the needs of all students, to check for understanding and re-teach content when necessary. Teachers will also give many different routes and opportunities to meet standards.

Associated Root Causes:

Inadequate differentiation of instruction:
Formative data was not being used in a way to allow for sufficient levels of differentiation in instruction to address the needs of a wide variety of learners.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

School Target Setting

Priority Performance Challenge : 5th and 6th grade math achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	
2018-2019: Increase student achievement levels on PARCC in 5th and 6th grade from 20.5% proficient to 25.5% proficient.	
2019-2020:	

INTERIM MEASURES FOR 2018-2019:

Priority Performance Challenge : Middle School ELA growth for students who qualify for Free and Reduced lunch

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS	
2018-2019: Increase the Median Growth Percentile on PARRC for middle school students who qualify for Free and Reduced lunch from 38.0 to 43.0	
2019-2020:	
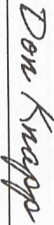
INTERIM MEASURES FOR 2018-2019:

School Accountability Committee UIP Signature Page 2018-2019

School: Pikes Peak School of Expeditionary Learning

Accreditation Rating: Performance

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.

Name	Position
Don Knapp	Principal
Tim Garrett	SAAC Chair
Dean Jaeger	Community Member
Jessica VandeVusse	Parent
Jennifer Hedding	Parent
Kenny Cross	Parent
Joanne Wheeler	Teacher

School Accountability Committee:

1) **Date the Plan was presented to SAC for review:**
   The SAAC was informed of the PPSEL Board decision to utilize HB 16-1440 to not create a new UIP on 10.3.19 and were in agreement

2) **Signature of Principal:**
   Don Knapp

3) **Signature of SAC Chairperson:**
   [signature]

4) **Additional SAC members who reviewed the plan:**

Colorado's Unified Improvement Plan for Schools

POWER TECHNICAL EARLY COLLEGE UIP 2018-19 | **School:** POWER TECHNICAL EARLY COLLEGE | **District:** DISTRICT 49 | **Org ID:** 1110 | **School ID:** 6653 | **Framework:** Performance Plan: Meets 95% Participation | **Draft UIP**

Table of Contents

Executive Summary

If we...

IMPROVE STUDENT ACHIEVEMENT THROUGH BETTER CLASSROOM INSTRUCTION. (TIER ONE)

Description:

Success will be evident when teachers are capable of the following: 1. Effective delivery of Direct Instruction and Explicit Instruction in classrooms; 2. Ensure that every classroom functions essentially the same for consistency through an effective teaching cycle: a. Greeting students at the door everyday; b. Expectations and objectives posted everyday; c. Students working on warm-ups while teacher is taking attendance and preparing; d. Grading and review of last class; e. Present new content with checks for understanding; f. Guided work and teacher support with checks for understanding; h. Independent work time with checks for understanding and small group work; i. Ticket and & Closing. 3. Consistent and positive classroom management. Success is evident when students are well-prepared, know what the expectations are, are highly engaged in class, and are responding when prompted.

TIER 2 INTERVENTIONS

Description:

Students that have not responded to classroom instruction and have been identified as struggling with mathematics or ELA will receive targeted one on one or small group instruction. Success will be evident when the student is meeting or exceeding goals set by teacher and student and when the student meets or exceeds goals set by NWEA.

Then we will address...

STUDENTS ENTERING SCHOOL WITH LOW ELA AND MATHEMATICS SKILLS.

Description:

As a new school, we are adding a large percentage of new students each year. One of the impressions of Power Technical is that we are a trade school and that academics are second to skilled trades. This is not the goal and opinion of the school, but we do receive quite a few students that enter the school already low in reading and mathematics.

STAFF EXPERIENCE

Description:

As new school and a charter school, most of our teaching staff is either first or second year. Learning to be an effective classroom teacher takes some time and practice. We recognize that our teaching staff is still learning many of the basic skills of teaching such as classroom management, the effective teaching cycle, lesson planning, lesson delivery, and the use of data to drive instruction.

STUDENT EXPECTATIONS & STRUCTURE

Description:

Many of our students from schools with lower academic and behavioral expectations. We believe that students will perform at a higher level if a higher level if there exists a higher level of expectation, both academically and behaviorally. This presents itself in a few different ways. 1. Students do not follow dress-code, classroom expectations, and school rules. 2. Students do not complete and turn in work on-time. 3. The effort put forth in work is far less that the ability of the student.

Then we will change current trends for students

READING AND MATH ACHIEVEMENT

Description:

Although on the rise from the previous year, the middle school math and ELA achievement scores are only in the "approaching" categories. Most of the reported student groups are consistent with the mean scale scores of all students for the school, so there is not a unique student group that is driving achievement scores, on average, higher or lower. The challenge for the 2018/19 school year is to raise achievement scores for all students.

STUDENT WORK ETHIC & CHARACTER

Description:

Based on behavioral infractions recorded in infinite campus, behavior has improved from year one to year two. Since student achievement is tied directly to students completing school work with great effort and teachers having effective teaching time in classes, improving behavior and work ethic will improve overall student achievement.

8TH GRADE SCIENCE ACHIEVEMENT

Description:

In 2018 CMAS results for 8th grade science indicates that Power Tech had a mean scale score of 535.2 and a percentile rank of 18%.

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

Improvement Plan Information

Additional Information about the school

Power Technical Early College (PTEC) is entering its third year of existence beginning the 2018/19 school year. The school started with approximately 160 students for the 2016/17 school year, 240 students for the 2017/18 school year, and entering the 2018/19 school year it appears that the enrollment will be approximately 280 total students from 6th to 12th grade.

PTEC entered the 2017/18 school year with an SPF rating of Priority Improvement. In addition to the interventions and professional development noted below, the school was awarded a School Turnaround Leadership Development grant which provides funding for a future school leader within the school to receive a Masters of Education in

Educational Leadership. The individual chosen for this opportunity has already shown success in math education and school leadership.

PTEC moved from a School Performance Framework (SPF) in 2017 of 35.4% (Priority Improvement) to an overall SPF rating in 2018 of 60.5% (Performance). The increase in SPF rating is the result of improvements in overall testing participation school-wide, and good improvements in both academic achievement and growth during the 2017/18 school year.

Targets and major improvement strategies identified last year included:

1. The first priority improvement challenge was to improve student behavior in and out of the classroom through targeted professional development in classroom management for teachers and general character education for all students. Improvements in these areas were expected to increase student engagement and move more the classroom time from monitoring student behavior to active teaching and academic time.

2. As a startup school, the second performance challenge was related to having many new staff members with minimum education experience. The opportunity for growth in this area was big. The school implemented professional development for all staff every Friday afternoon from 2:00 P.M. to 4:00 P.M. Professional Development topics included classroom management, the Effective Teaching Cycle, understanding kids from tough places, working with data, and the art of teaching.

3. The third major area of improvement was related to reading and math skills schoolwide. During the 2016/17 school year the school ranked in the 11th percentile for ELA and 30th percentile for mathematics. During the 2017/18 school year, the school implemented math and reading labs, after school tutoring, student placement based on ability rather than grade level, and provided extended time classes for math and reading. The overall percentile rankings improved from 11th to 28th for ELA and 30th to 43rd from 2017/18 to 2017/18 school year.

Improvement Plan Information

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

- ✓ State Accreditation
- ✓ School Improvement Support Grant
- ✓ Biennial Plan Eligible
- ✓ Combined Plan

School Contact Information

Name: Robert Daugherty   **Title:** Principal
Mailing Street: 2525 Canada Drive   **Mailing City / State/ Zip Code:** 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

Power Technical Early College (PTEC) is a charter school authorized by District 49 in El Paso County Colorado. The school is unique in that we are a grades 6 through 14 school with a focus on skilled trades and engineering. In addition to strong traditional academics, PTEC boasts as strong focus on character education, work ethic, and Career & Technical Education (CTE). The skilled trades include welding, machining, construction, fine woodworking, Computer Aided Design, and engineering. As one of only four Pathways in Technology (P-TECH) schools in Colorado, PTEC offers students the opportunity to remain at the school for up to two additional years and receive a tuition-free associate's degree in one of the following:

- Machining Technology (Advanced Manufacturing or Machining Emphasis)
- Architectural Engineering
- Construction Management
- Heating, Air-Conditioning, & Refrigeration Technology
- Computer Aided Design (Electronics, HVAC, or Mechanical Emphasis)
- Robotics (formally Electronics Technology)
- Welding

The mission of PTEC 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.

The vision of PTEC is that students who graduate from this school will have the necessary skills to be workforce ready in a world that demands firm mathematical, technological, and communication expertise. Graduates from PTEC will possess the work ethic and positive character traits that will not only allow them to be successful, but to also have the fortitude to rise to the top of their respective trades.

The process for developing this UIP includes input from all stakeholders including teachers, James Irwin Charter Schools executive staff, School Accountability Committee, and community partners. In addition to a strong focus on improving reading, writing, mathematics, and science achievement, the school also has a responsibility to focus improvement on CTE certifications and post-secondary & workforce readiness. The goals that are being developed include academic, workforce readiness, work ethic, and character.

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 GROWTH

Prior Year Target:	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.
Performance:	Based on results for CMAS testing between 2017 and 2018, PTEC realized gains in both achievement and growth. The mean scale score for ELA in the middle school grades grew from 721.7 (2017) to 731.0 (2018) and math grew from 723.4 (2017) to 729.0 (2018). Academic growth increased from the 19th and 26th median growth percentile in ELA and math, respectively in 2017 to the 34.5th and 47th median growth percentile in 2018.

PERFORMANCE INDICATOR: STUDENT BEHAVIOR

Prior Year Target:	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.
Performance:	1. The number of infractions related to cheating and lying remained decreased as a function of the total number of students enrolled in the school from 2017 to 2018. There was one additional total infraction in these categories despite an increase in enrollment of 77 students. 2. Total number of excessive tardy infractions actually increased from 28 recorded infractions in 2017 to 107 in 2018, which is still a net increase by percent of students. This may be due to the school not having internet access during the first quarter of 2016, thus no infractions being recorded and teachers being more mindful of tardy infractions during 2018.

3. The total number of behavioral infractions increased from 519 to 690 between 2017 and 2018 school years with and increase in students from 160 (2017) to 237 (2018). The equates to an average of 3.24 infractions per student in 2017 and 2.91 infractions per student in 2018. A net decrease in behavioral issues and evidence that the goal was achieved.

STUDENT BEHAVIOR REFLECTION:	A part-time dean of students was on staff during the 2017/18 school year and teachers were better equipped to handle classroom management issues due to improved professional development. The trend for behavior is in the positive direction and the school expects to see additional decreases in the number of infractions per student in the 2018/19 school year.

PERFORMANCE INDICATOR: OTHER

Prior Year Target:	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.
Performance:	During the 2016/17 school year, the staff simply did not receive sufficient support and professional development. During the 2017/18 school year, we added two hours of professional development every Friday from 2:00 P.M. to 4:00 P.M. The additional PD time and development resulted in improved consistency and classroom management.

Current Performance

- Below is a comparison of data from the 2017 and 2018 SPF:

	2017 SPF	2018 SPF
ELA Achievement: All Students		
Participation Rate	78.6%	98.6%
Mean Scale Score	721.7	731.0

Percentile Rank	11	28
Rating	Does Not Meet	Approaching
Math Achievement: All Students		
Participation Rate	78.6%	98.6%
Mean Scale Score	723.4	729.0
Percentile Rank	30	43
Rating	Approaching	Approaching
Science Achievement: All Students		
Participation Rate	73.3%	100%
Mean Scale Score	571.8	535.2
Percentile Rank	38	18
Rating	Approaching	Approaching
ELA Growth: All Students		
Median Growth Percentile	19.0	34.5
Rating	Does Not Meet	Does Not Meet
Math Growth: All Students		
Median Growth Percentile	26.0	47.0
Rating	Does Not Meet	Approaching

In many student groups the number of students were too few to be included in the summary data. There were increases in achievement and growth from 2017 to 2018 in most areas except for CMAS Science.

For all students and student sub-groups, achievement and growth need significant improvement over the next school year to bring ratings into the meets categories.

Trend Analysis

Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Median Growth Percentile increased from 26.0 to 47.0 between 2017 and 2018. This is significant growth in the positive direction and only 3 percentile points from the meets category

Root Causes

Priority Performance Challenge: Reading and Math Achievement

Although on the rise from the previous year, the middle school math and ELA achievement scores are only in the "approaching" categories. Most of the reported student groups are consistent with the mean scale scores of all students for the school, so there is not a unique student group that is driving achievement scores, on average, higher or lower. The challenge for the 2018/19 school year is to raise achievement scores for all students.

Root Cause: Students entering school with low ELA and mathematics skills.

As a new school, we are adding a large percentage of new students each year. One of the impressions of Power Technical is that we are a trade school and that academics are second to skilled trades. This is not the goal and opinion of the school, but we do receive quite a few students that enter the school already low in reading and mathematics.

Root Cause: Staff Experience

As new school and a charter school, most of our teaching staff is either first or second year. Learning to be an effective classroom teacher takes some time and practice. We recognize that our teaching staff is still learning many of the basic skills of teaching such as classroom management, the effective teaching cycle, lesson planning, lesson delivery, and the use of data to drive instruction.

Priority Performance Challenge: Student Work Ethic & Character

Based on behavioral infractions recorded in infinite campus, behavior has improved from year one to year two. Since student achievement is tied directly to students completing school work with great effort and teachers having effective teaching time in classes, improving behavior and work ethic will improve overall student achievement.

Root Cause: Staff Experience

As new school and a charter school, most of our teaching staff is either first or second year. Learning to be an effective classroom teacher takes some time and practice. We recognize that our teaching staff is still learning many of the basic skills of teaching such as classroom management, the effective teaching cycle, lesson planning, lesson delivery, and the use of data to drive instruction.

Root Cause: Student Expectations & Structure

Many of our students from schools with lower academic and behavioral expectations. We believe that students will perform at a higher level if a higher level if there exists a higher level of expectation, both academically and behaviorally. This presents itself in a few different ways. 1. Students do not follow dress-code, classroom expectations, and school rules. 2. Students do not complete and turn in work on-time. 3. The effort put forth in work is far less that the ability of the student.

Priority Performance Challenge: 8th Grade Science Achievement

In 2018 CMAS results for 8th grade science indicates that Power Tech had a mean scale score of 535.2 and a percentile rank of 18%.

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

The rational for improving student achievement in mathematics and ELA is based on evidence from 2018 CMAS data, MAP testing, and classroom grades. As a new school, PTEC is adding a large percentage of new students each year and our initial placement testing is demonstrating that the majority of these students are entering below grade level. The primary performance challenge for the school is to improve math and reading skills for the majority of middle school students. The magnitude of this task is large and the school has made this the highest priority.

The second performance challenge is tied to the first challenge. Creating the habit of good work ethic and character will improve student performance in all areas. James Irwin Charter Schools as a whole is beginning an investigation to help boys, in particular, to improve habits related to responsibility, integrity, work ethic, and character as a whole.

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

1.) Students entering the school with low ELA and mathematics skills.

Every student that applies to Power Technical is required to take a placement test in reading and mathematics. The testing platform used is MAP testing by NWEA. Based on initial testing in the fall of 2018 45% of students entering the 2018/19 school year in 6th grade are proficient or advanced in reading and 23% of the same students were proficient or advanced in mathematics.

2. Staff Experience

Each year Power Technical has added several new staff members and has experienced more turnover of existing staff than is desired. At the beginning of the 2018/19 school year, Power Technical has 20 classroom and CTE instructors. The average years of teaching experience for this staff at the beginning of the school year is 1.8 years. The staff is motivated and willing to learn and improve. During the second semester of the 2017/18 school year the amount of professional development time increased. The increase was due to changing the school bell schedule to allow for two additional hours of professional development per week. The addition of training did result in improved achievement and growth for students. Professional Development will continue and expand during the 2018/19 school year. Overall, in the areas of achievement and growth students did improve from one year to the next. The table below shows the 2017 and 2018 SPF data back to back:

SPF Year	CMAS ELA Achievement (Mean Scale Score / Percentile Rank)	CMAS ELA Growth (Median Growth Percentile)	CMAS Math Achievement (Mean Scale Score / Percentile Rank)	CMAS Math Growth (Median Growth Percentile)
2017	721.7 / 11%	19.0%	723.4 / 30%	26.0%
2018	731.0 / 28%	34.5%	729.0 / 43%	47.0%

3. Students Expectations & Structure

Between 2017 and 2018 the number of negative behavioral infractions that have an impact on student achievement increased from 519 to 690 infractions. These infractions include classroom disruptions, excessive tardy infractions, and dishonesty. Although the number did increase, the number of students enrolled in the school also increased by 77 students. The number of infractions per student actually decreased from 3.12 infractions per student during 2016/17 to 2.88 infractions during the 2017/18 school year. Although this is an improvement, decreasing the overall number of infractions will increase both overall and effective teaching time.

Action Plans

Planning Form

Improve student achievement through better classroom instruction. (Tier One)

What would success look like: Success will be evident when teachers are capable of the following: 1. Effective delivery of Direct Instruction and Explicit Instruction in classrooms; 2. Ensure that every classroom functions essentially the same for consistency through an effective teaching cycle: a. Greeting students at the door everyday; b. Expectations and objectives posted everyday; c. Students working on warm-ups while teacher is taking attendance and preparing; d. Grading and review of last class; e. Present new content with checks for understanding; f. Guided work and teacher support with checks for understanding; h. Independent work time with checks for understanding and small group work; i. Ticket and & Closing. 3. Consistent and positive classroom management. Success is evident when students are well-prepared, know what the expectations are, are highly engaged in class, and are responding when prompted.

Describe the research/evidence base supporting the strategy: 1. Direct Instruction (DI) is based on research conducted over more than five decades. The DI curricula are based on the work of Siefried Englmann in the 1960s. See https://www.nifdi.org/research/recent-research/whitepapers/1352-a-brief-summary-of-research-on-direct-instruction-january-2015/file for more information. 2. Explicit Instruction. Based on the book "Explicit Instruction: Effective and Efficient Teaching" by Anita Archer & Charles Hughes. The book identifies methods to increase rigor by focusing on engagement time, success rates, content coverage and engagement time, success rates,content coverage, grouping for instruction, scaffolded instruction, addressing forms of knowledge, teaching strategy, making instruction explicit, and teaching sameness in the curriculum (p17).

Associated Root Causes:

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Targeted Professional Development	Each of the strategies outlined will be taught and implemented during weekly professional development and monitored daily, weekly, and monthly by the school's instructional coaches.	08/17/2018 05/30/2020 Weekly	Assistant Principal, Instructional Coach, & Principal	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Instructional Coaching &	The instructional coach in partnership with the assistant principal will create an instructional coaching plan that monitors skills taught in weekly professional development. The plan will be weighted based on staff members with most need for improvement and skills being taught during professional	08/17/2018 05/20/2019	Tracking sheets Instructional	Assistant Principal Instruction Coach	

Feedback	development. A coaching sheet will be used to track progress for each teacher.

coaching
resources from
Jim Knight

Tier 2 Interventions

What would success look like: Students that have not responded to classroom instruction and have been identified as struggling with mathematics or ELA will receive targeted one on one or small group instruction. Success will be evident when the student is meeting or exceeding goals set by teacher and student and when the student meets or exceeds goals set by NWEA.

Associated Root Causes:

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

School Target Setting

Priority Performance Challenge : Reading and Math Achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Increase overall middle school achievement levels in ELA from 731 in 2018 to 736 mean scale score in 2019.
	2019-2020: Continue to improve all middle school students in ELA achievement by having a mean scale score for all students in 2020 of at least 741 or at the 50th percentile mark for 2020.

INTERIM MEASURES FOR 2018-2019: NWEA will be assessed three times per year to access student achievement in reading and writing. Goals will be set in improving achievement by the same percentages needed to teach the annual performance target. Interventions and classroom instruction will be adjusted and improved quarterly.

 PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Increase overall middle school achievement levels in mathematics from 729 in 2018 to 731 mean scale score in 2019.
	2019-2020: Continue to improve all middle school students in mathematics achievement by having a mean scale score for all students in 2020 above 735 or at the 55th percentile mark for 2020.

INTERIM MEASURES FOR 2018-2019: NWEA will be assessed three times per year to access student achievement in mathematics. Goals will be set in improving achievement by the same percentages needed to teach the annual performance target. Interventions and classroom instruction will be adjusted and improved quarterly.

 Priority Performance Challenge : Student Work Ethic & Character

 PERFORMANCE INDICATOR: Student Behavior

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS	**2018-2019:** The number of negative behavioral referrals will decrease by at least 10% during the 2018/19 school year as measured by recorded infractions in Infinite Campus.
	2019-2020: Continue to decrease negative behavioral infractions by another 7% during the 2019/20 school year.

INTERIM MEASURES FOR 2018-2019: Monthly and quarterly reports will be used to monitor changes.

 Priority Performance Challenge : 8th Grade Science Achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: S

ANNUAL PERFORMANCE TARGETS

2018-2019: Based on CMAS results, the school was very low (18 percentile) in 8th grade science. The goal is to see an increase of at least ten percentile point for 2019. The most likely improvements will be realized by better alignment with state standards.

2019-2020: Continue to improve 8th grade science scores through better alignment and instruction. The performance target for the 2020 SPF will be that the school is at least at the 40th percentile in science.

INTERIM MEASURES FOR 2018-2019:

Power Technical

a James Irwin Charter School

On this day, January 31, 2019, the Power Technical SAC is approving the Unified Improvement Plan for 2018-2019.

Printed Name	Representation / Title	Signature
Carl Shilling	Volunteer / Craft	
Mark Dickenson	Community Member	
Greg Swark	Parent / Community Partner	
Hillary Douglas	Teacher	Hillary Douglas
Lizzy McQuiddy	teacher	
Brandon Espinoza	teacher	
Rob Daughtrie	Principal	
Donna Greene	Career Development Advisor	Donna C Greene
LeErica Warren	Asst. Principal	Le Erica Warren

Colorado's Unified Improvement Plan for Schools

REMINGTON ELEMENTARY SCHOOL UIP 2018-19 | **School:** REMINGTON ELEMENTARY SCHOOL | **District:** DISTRICT 49 | **Org ID:** 1110 | **School ID:** 7317 | **Framework:** Performance Plan: Meets 95% Participation | **Draft UIP**

Table of Contents

Executive Summary

If we...

TARGET EXPLICIT INSTRUCTION FOR READING INTERVENTION

Description:

We will see growth at or above 50.0 MGP with our students who are not yet proficient in our subgroups. We will see success when each teacher is delivering explicit instruction in reading that is aligned with identified skills deficit areas and deliver instruction with concrete routines, pacing, and rigor.

TARGET EXPLICIT INSTRUCTION FOR MATH INTERVENTION

Description:

We will see growth (at or above 50.0 MGP) with our students who are not yet proficient in Math in our subgroups. We will see success when each student is receiving specific instruction aligned with the identified skill deficit supported by DIBELS data.

TIER I CORE LITERACY INSTRUCTION

Description:

We will see 85% of our students meeting state expectations on ELA assessments.

TEIR I LITERACY/SCIENCE INSTRUCTION

Description:

We will see our reaching proficiency in Science by receiving a rating of MEETS.

TIER 1 WRITING INSTRUCTION

Description:

We will see 85% of our students meeting state expectations on ELA assessments. We will see and increase in our subcategory scores that reflect writing. We will see students receiving small group instruction with timely feedback aligned with the identified skill deficits.

Then we will address...

EXPLICIT INSTRUCTION IN TARGETED READING GROUPS

Description:

Teachers/Interventionists were instructing using SIPPS along with collecting and analyzing data within the intervention program itself, but intensive, explicit routines and strategies were not evident on a regular basis. We were not seeing explicit routines for small group reading instruction that included high engagement strategies, and adequate pacing.
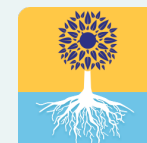
TIER I CORE LITERACY INSTRUCTION

Description:

Remington's Literacy curriculum is in the 3rd year of full 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 the CKLA curriculum A priority for this year is to ensure our CKLA literacy program is delivered with fidelity and rigor to increase student growth and achievement. We identified a need to focus/train/model best practices to our new staff joining Remington after implementation of CKLA.

TARGETED MATH INTERVENTIONS

Description:

We have math interventions in place at each grade level but do not have a system to deliver explicit instruction to meet the specific skill deficit. Our students with disabilities and EL learners continue to Not Meet Expectations when we analyze the data at a deeper level.

TIER I MATH CURRICULUM

Description:

Remington's Math curriculum is in the 3rd year of full implementation phase and teachers need to continue to receive PD, feedback on instructional delivery, instructional coaching, and analysis of formative and summative assessment on a regular basis. A priority for this year is to ensure our Eureka Math program is delivered with fidelity and rigor to increase student growth and achievement. We identified a need to focus/train/model best practices to our new staff joining Remington after implementation of our school wide math curriculum. We are seeing tremendous growth as documented on our SPF and need to continue to deliver rigorous instruction.

AUTHENTIC OPPORTUNITIES TO PRACTICE APPLICATION OF KNOWLEDGE

Description:

Students had limited opportunities to access technology and apply their skills to authentic science tasks. Students were limited on the generalization of skills needed to complete online activities and assessments.

AUTHENTIC OPPORTUNITIES TO PRACTICE APPLICATION OF KNOWLEDGE

Description:

Students had limited opportunities to access technology and apply their skills to authentic science tasks. Students were limited on the generalization of skills needed to complete online activities and assessments.

EXPLICIT INSTRUCTION IN TARGETED WRITING GROUPS

Description:

insert

Then we will change current trends for students

ACADEMIC GROWTH IN ELA TO INCLUDE STUDENT GROUPS

Description:

ELA SUB GROUP populations: Our challenge is to ensure that each student achieves grade level proficiency in reading by increasing student growth in subgroups. Student identified as EL Learners and Students with Disabilities are continuing to perform below proficiency expectations. The MGP rate is below the 50.0 threshold when data is analyzed at a deeper level. It is also affirmed by the achievement ratings as well. (APPROACHING and DOES NOT MEET respectively)

ACADEMIC GROWTH IN MATH TO INCLUDE STUDENT GROUPS

Description:

MATH SUB GROUP populations: Our challenge to ensure that each student achieves grade level proficiency by increasing student growth in math. Student identified as Students with Disabilities are continuing to perform below proficiency expectations. The MGP rate is below the 50.0 threshold when data is analyzed at a deeper level. It is also affirmed by the achievement rating of DOES NOT MEET.

ACADEMIC ACHIEVEMENT IN SCIENCE

Description:

Our challenge is to ensure all students reach academic proficiency in Science. Our students were rated as APPROACHING expectations in 2018. This is a drop from the previous year when they MET expectations

ACADEMIC ACHIEVEMENT IN LITERACY

Description:

Our challenge is to ensure all students reach academic proficiency in Literacy. Our overall Achievement scores are below Remington's high expectations of 85% of our students meeting or exceeding expectations.

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

Improvement Plan Information

Additional Information about the school

Remington Elementary School has been focusing on improving student growth in literacy proficiency. We have been analyzing our data to identify specific skill deficits with our non proficient readers and aligning interventions to meet the identified needs. We have been utilizing our CDE Early Literacy Grant liaison to assist us with guidance and planning. Analyzing our most recent growth scores, it is confirming that our students are making the gains necessary to get to proficiency in literacy.

Improvement Plan Information

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

✓ State Accreditation

School Contact Information

Name: Lisa Fillo
Title: Principal
Mailing Street: 2825 Pony Tracks Dr
Mailing City / State/ Zip Code: Colorado Springs Colorado 80922
Phone:(719) 495-5257
Email: lfillo@d49.org
Name: Suzy Ancell
Title: Assistant Principal
Mailing Street: 2825 Pony Tracks Dr
Mailing City / State/ Zip Code: Colorado Springs Colorado 80922
Phone:7194955263
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Narrative on Data Analysis and Root Cause Identification
Description of school Setting and Process for Data Analysis

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 640 students ranging from Preschool age through 5th grade. We also serve students with special needs through a broad spectrum of services and programs. In March of 2018, we became eligible for TITLE I funding as our population of students receiving Free and Reduced services increased to meet the threshold for eligibility.

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 General Education teachers from each grade level, Special Education teacher, Interventionists, Literacy Coach, Math Coach, Counselor, Assistant Principal and the Principal. As a team, we initially met 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. From there, a Data Dig was held to further analyze our data as a community to include parents, district specialist, the district assessment coordinator, a School Advisory Committee representative and Remington staff. Our data was presented in multiple ways to identify curriculum and instructional needs, trends, and possible root causes.   Furthermore, the Leadership Team met with the School Advisory Committee to share results and collect specific input and provide feedback. The Leadership team meets quarterly with the SAC to review our Schoolwide Plan and reviews progress monitoring data and make adjustments to our action steps if necessary.

Parent Family Involvement: Based on Studer survey results, it was identified through analysis of the results that our parents felt school communication is an area of need. Parents will receive ongoing reports of their child's progress. Remington will communicate with parents thought a variety of modalities to include our website, DOJO, newsletters, emails, face to face meetings and phone calls. Remington has included school

informative brochures that provide parents information out school policies to also include our Title I brochure. We will also communicate with families at our School Accountability and PTA meetings. We will host family informational events to include parent resources and opportunities to engage in their child's education. Furthermore, we will hold a Title I annual meeting for parents to learn about the Title I program at Remington.

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 (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)
Performance:	We reduced our students scoring Below Benchmark by 9%. Our students scoring at Benchmark finished at 84% school wide. We did not meet State expectation of students P/A in all grade levels nor did we meet the scaled score target. 746.8 ELA and 741.4 Math
Prior Year Target:	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
Performance:	This subgroup continues to perform below targets 699.7 Scaled Score.
	Implementation school wide of the Literacy Program CKLA will be implemented with fidelity and rigor in 100% of all classes. Target MET Teachers will be observed/provided feedback on fidelity and rigor "look fors" during lessons. Data will be collected to determine implementation accuracy. Target MET

Prior Year Target:	*Students will score in the 70th percentile rank on state PARCC assessments. Our students will meet the expectations of 775 mean scale score *Our students not meeting state expectations (FRL, Students with Disabilities, and EL) will increase their mean scaled scores to that of 755 or higher F/R Lunch 749.0 MSS S with D . 699.7 MSS EL . 738.7 SMM *Implementation school wide of the Literacy Program CKLA will be implemented with fidelity and rigor in 100% of all classes. Target METeachers will be observed/provided feedback on fidelity and rigor "look fors" during lessons. Data will be collected to determine implementation accuracy. Target MET
Performance:	*Students will score in the 70th percentile rank on state PARCC assessments. Our students will meet the expectations of 775 mean scale score (2017 we scored 745.8 mean scaled score 2018 746.8) Did not Meet Target *Our students not meeting state expectations (FRL, Students with Disabilities, and EL) will increase their mean scaled scores to that of 755 or higher F/R Lunch 749.0 MSS . Did not Meet Targets S with D . 699.7 MSS EL . 738.7 SMM
Prior Year Target:	Our students identified within the Student Groups will MEET state expectations in Science to represent their same age peers.
Performance:	Our students did not have a large enough group at the state reporting level, but with deeper data analysis we were able to determine this subgroup did not meet expectations

Remington celebrates the movement of students Scoring at Benchmark as we were close to achieving our rigorous goal of 70%. We continue to analyze our local data monthly to determine growth with our students. We did not see a large movement with our student to the Achievement expectations, but it is noticeable the reduction of students NOT MEETING expectations in both ELA and Math.
Our Growth in both Reading and Math will continue to be a focus for this year as we are seeing a significant upward trend in Meeting expectations when comparing our SPF from 2017-2018.

| | ACADEMIC ACHIEVEMENT (STATUS) REFLECTION: | Many of our Student Groups were able to Meet expectations in both Achievement and Growth. Students with Disabilities continue to land in the DOES NOT MEET state expectations category. This population will continue to be a priority for this year as we focus on interventions and family engagement. |

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target:	All students will score at 50 or higher on the Median Growth Percentile on state assessment for the 17-18 school year to include our Student Groups.
Performance:	Target Met in All reportable areas with the exception of Students with IEP. Partially met target. (30.0 MGP

| ACADEMIC GROWTH REFLECTION: | We saw tremendous growth in ELA and Math performance. All students ELA 61.0 MGP and Math 59.0 MGP . All other student groups that were reportable made growth above the 50.0 MGP. We will continue to strive to exceed 50.0 MGP to close the achievement gap and increase achievement. |

Current Performance

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State Assessment Results Longitudinal Look . 2016, 2017, 2018

Proficiency Levels

Scores shown: met & exceeds %   approaching & partially met % did not meet %

	3rd			4th			5th		
ELA	2016	2017	2018	2016	2017	2018	2016	2017	2018
Met & Exceeds	36%	41%	37%	43%%	44%	30%	51%	51%	58%
Approaching & Partially Met	48%	47%	51%	47%%	44%	61%	37%	44%	33%

	3rd			4th			5th		
Did not meet	16%	13%	12%	10%	12%	9%	12%	5%	9%

	3rd			4th			5th		
Math	2016	2017	2018	2016	2017	2018	2016	2017	2018
Met & Exceeds	41%	37%	42%	38%	32%	30%	49%	24%	37%
Approaching & Partially Met	49%	51%	53%	52%	60%	61%	43%	69%	51%
Did not meet	10%	12%	5%	11%	8%	9%	9%	7%	12%

2018 . CMAS ELA scores (Written Expression Sub-Skill)

3rd 29% P/A

4th 29% P/A

5th 28% P/A

Local Assessment Results

DIBELS DATA K-3

Our local assessment data is showing positive signs of movement in reading achievement. In 2017-2018, Remington saw 17% movement to Benchmark k-3 on DIBELS from 67% at the beginning of the year to 84% at the end of the year. Students in that area as a group made WELL ABOVE AVERAGE PROGRESS.

The following chart shows DIBELS growth by grade level for the 2017-2018 school year.

Kinder   BOY=43%   EOY=91% . WAAP

Grade 1 BOY= 75%   EOY= 89% . WAAP

Grade 2 BOY= 74%   EOY= 73%   BAP

Grade 3 BOY= 75%   EOY= 83% . AAP

Grade 4 BOY= 66%   EOY= 76% . AAP

Grade 5 BOY= 67%   EOY= 87% . WAAP

Participation Rates

We did meet the state participation Rate of 95% on the 2017-2018 state assessment in all Subject areas.

Our overall participation rate ELA 98.2% Math 98.2% Science 97.6%

Academic Achievement:

Overall, our students are MEETING state expectations in ELA and Math and are APPROACHING expectations in the area of Science.

   *Student GroupsOur 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 & Reduced lunch category are MEETING state expectations in ELA and Math.

   *Our students identified in Free & Reduced lunch category are APPROACHING expectations in Science in 2018.

Academic Growth:

Overall, our students are MEETING state expectations in ELA and Math. We saw positive growth at a marked degree with many students moving from APPROACHING Expectations to MEETING Expectations.

Our school Median Growth Percentile/Rates moved across the 50th percentile mark in both ELA and Math. (48.5 MGP to 61.0 MGP in ELA) . (45.0 MGP to 59.0 MGP in Math)

   *Students identified in the Free and Reduced category MET state expectations in Literacy and EXCEEDED expectation with a 66.0 MGP rate

   *All other student groups reported reaffirmed our progress with growth by MEETING state expectations in both ELA and Math..

**Although we met Academic Growth in all reportable categories, we analyzed our data on students included in the STUDENTS with DISABILITIES category at a deeper level. We were able to identify that these students are not making adequate growth to close the achievement gap in both ELA and Math.

Parent Family Engagement: We have shared with families our School Performance Framework through family events, SAC meeting and individual performance with families. We continue to connect with families to become partners with our school and to provide ways to support their child at home. Administration has also developed a higher level plan to engage families with students that have special needs. (See attachment included with this document)

Trend Analysis

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

Reading Over the past 3 years, Remington has been making gains in Achievements in Literacy when analyzing data longitudinally.

Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

MATH SUB GROUP populations: Student identified as Students with Disabilities are continuing to perform below proficiency expectations. The MGP rate is below the 50.0 threshold when data is analyzed at a deeper level. It is also affirmed by the achievement scores as well.

Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

ELA SUB GROUP populations: Student identified as EL Learners and Students with Disabilities are continuing to perform below proficiency expectations. The MGP rate is below the 50.0 threshold when data is analyzed at a deeper level. It is also affirmed by the achievement scores as well.

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

ELA GROWTH overall (PSF 2017 and 2018 1 year) Remington is MEETING state expectations supported by the MGP rate. 2017 48.5 MGP to 2018 61.0 MGP

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

Math Growth overall MATH GROWTH: overall (PSF 2017 and 2018 1 year) Remington is MEETING state expectations supported by the MGP rate. 2017 45.0 MGP to 2018 59.0 MGP Expectations for growth in both ELA and Math were 50 MGP or higher.

Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

ELA AND MATH GROWTH- Students identified in the Free and Reduced Lunch category have mad significant gains in both growth and achievement. These students are MEETING state expectations from previous years.

Root Causes

Priority Performance Challenge: Academic Growth in ELA to Include Student Groups

ELA SUB GROUP populations: Our challenge is to ensure that each student achieves grade level proficiency in reading by increasing student growth in subgroups. Student identified as EL Learners and Students with Disabilities are continuing to perform below proficiency expectations. The MGP rate is below the 50.0 threshold when data is analyzed at a deeper level. It is also affirmed by the achievement ratings as well. (APPROACHING and DOES NOT MEET respectively)

Root Cause: TIER I Core Literacy Instruction

Remington's Literacy curriculum is in the 3rd year of full 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 the CKLA curriculum A priority for this year is to ensure our CKLA literacy program is delivered with fidelity and rigor to increase student growth and achievement. We identified a need to focus/train/model best practices to our new staff joining Remington after implementation of CKLA.

Root Cause: Explicit Instruction in Targeted Reading Groups

Teachers/Interventionists were instructing using SIPPS along with collecting and analyzing data within the intervention program itself, but intensive, explicit routines and strategies were not evident on a regular basis. We were not seeing explicit routines for small group reading instruction that included high engagement strategies, and adequate pacing.

Priority Performance Challenge: Academic Growth in Math to Include Student Groups

MATH SUB GROUP populations: Our challenge to ensure that each student achieves grade level proficiency by increasing student growth in math. Student identified as Students with Disabilities are continuing to perform below proficiency expectations. The MGP rate is below the 50.0 threshold when data is analyzed at a deeper level. It is also affirmed by the achievement rating of DOES NOT MEET.

Root Cause: Targeted Math Interventions

We have math interventions in place at each grade level but do not have a system to deliver explicit instruction to meet the specific skill deficit. Our students with disabilities and EL learners continue to Not Meet Expectations when we analyze the data at a deeper level.

Root Cause: TIER I Math Curriculum

Remington's Math curriculum is in the 3rd year of full implementation phase and teachers need to continue to receive PD, feedback on instructional delivery, instructional coaching, and analysis of formative and summative assessment on a regular basis. A priority for this year is to ensure our Eureka Math program is delivered with fidelity and rigor to increase student growth and achievement. We identified a need to focus/train/model best practices to our new staff joining Remington after implementation of our school wide math curriculum. We are seeing tremendous growth as documented on our SPF and need to continue to deliver rigorous instruction.

Priority Performance Challenge: Academic Achievement in Science

Our challenge is to ensure all students reach academic proficiency in Science. Our students were rated as APPROACHING expectations in 2018. This is a drop from the previous year when they MET expectations

Root Cause: Authentic Opportunities to Practice Application of Knowledge

Students had limited opportunities to access technology and apply their skills to authentic science tasks. Students were limited on the generalization of skills needed to complete online activities and assessments.

Root Cause: Explicit Instruction in Targeted Reading Groups

Teachers/Interventionists were instructing using SIPPS along with collecting and analyzing data within the intervention program itself, but intensive, explicit routines and strategies were not evident on a regular basis. We were not seeing explicit routines for small group reading instruction that included high engagement strategies, and adequate pacing.

Root Cause: TIER I Core Literacy Instruction

Remington's Literacy curriculum is in the 3rd year of full 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 the CKLA curriculum A priority for this year is to ensure our CKLA literacy program is delivered with fidelity and rigor to increase student growth and achievement. We identified a need to focus/train/model best practices to our new staff joining Remington after implementation of CKLA.

Priority Performance Challenge: Academic Achievement in Literacy

Our challenge is to ensure all students reach academic proficiency in Literacy. Our overall Achievement scores are below Remington's high expectations of 85% of our students meeting or exceeding expectations.

Root Cause: Authentic Opportunities to Practice Application of Knowledge

Students had limited opportunities to access technology and apply their skills to authentic science tasks. Students were limited on the generalization of skills needed to complete online activities and assessments.

Root Cause: TIER I Core Literacy Instruction

Remington's Literacy curriculum is in the 3rd year of full 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 the CKLA curriculum A priority for this year is to ensure our CKLA literacy program is delivered with fidelity and rigor to increase student growth and achievement. We identified a need to focus/train/model best practices to our new staff joining Remington after implementation of CKLA.

Root Cause: Explicit Instruction in Targeted Reading Groups

Teachers/Interventionists were instructing using SIPPS along with collecting and analyzing data within the intervention program itself, but intensive, explicit routines and strategies were not evident on a regular basis. We were not seeing explicit routines for small group reading instruction that included high engagement strategies, and adequate pacing.

Root Cause: Explicit Instruction in Targeted Writing Groups

insert

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

ELA Growth with Students Identified in Subgroups
Reading interventions were being provided through the SIPPS intervention programs on a 5 times per week schedule. Data collection and analysis of results revealed that students needed to placed in an explicit skill deficit group to fill the gaps hindering proficiency. Reading proficiency is a schoolwide focus and we believe reading provides the opportunity to access all content areas to include science.
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 do not make adequate growth to close the achievement gap.

MATH Growth with Students Identified in Subgroups
Early Intervention:

Data collection and analysis of results revealed that students needed to receive explicit instruction in skill deficit areas that are hindering math proficiency. Math proficiency is a schoolwide focus and we believe that if we focus our intervention alignment to student needs we will see an increase in growth.

ELA Academic Achievement

Literacy Core Instruction K-5: Reading proficiency is a schoolwide focus and we believe reading provides the opportunity to access all content areas to include science.

Remington selected this performance challenge to be addressed this year as our past data documents that our students are making adequate growth but now the focus will be to continue with growth to move students into proficiency.

SCIENCE Academic Achievement:

Literacy Core Instruction K-5: Reading proficiency is a schoolwide focus and we believe reading provides the opportunity to access all content areas to include science.

Remington selected this performance challenge to be addressed this year as our past data documents that our students have moved down in this area from MEETING expectations in 2017 to APPROACHING expectations in 2018.

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

 Following our initial Instructional Leadership Meeting, Aa schoolwide Data Dig was held to further analyze our data as a community to include parents, district specialist, the district assessment coordinator, a School Advisory Committee representative and Remington staff. This Data Dig is where we presented a "friendly" presentation of our data in order to identify curriculum and instructional needs, trends, and possible root causes and priority challenges.   As a team, we identify needs and challenges, shared and recorded root causes, and discussed the impact and importance of each. The assessment data was presented in multiple visual models to inform our team and support the collective decisions.

 From there, the team identified the highest levels of priority of the identified challenges.

Action Plans

Planning Form

Target Explicit Instruction for Reading Intervention

What would success look like: We will see growth at or above 50.0 MGP with our students who are not yet proficient in our subgroups. We will see success when each teacher is delivering explicit instruction in reading that is aligned with identified skills deficit areas and deliver instruction with concrete routines, pacing, and rigor.

Describe the research/evidence base supporting the strategy: CDE approved intervention program SIPPS delivered with explicit instruction that includes established routines, rigor and pacing.

Associated Root Causes:

Explicit Instruction in Targeted Reading Groups:
Teachers/Interventionists were instructing using SIPPS along with collecting and analyzing data within the intervention program itself, but intensive, explicit routines and strategies were not evident on a regular basis. We were not seeing explicit routines for small group reading instruction that included high engagement strategies, and adequate pacing.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Observation/Feedback	Teachers will be involved in an observation cycle with Literacy Coach and Administration	07/23/2018 05/31/2018 Quarterly	Administration, Literacy Coach	Partially Met
DIBELS Data Analysis Meetings	PLC focus meeting to identify current performance DIBELS PM SCORES and trends with data to determine if intervention is aligned skill deficit (Data Wall)	08/01/2018 05/31/2018 Monthly	Teachers, Literacy Coach, Admin, Interventionist	Partially Met

DIBELS Benchmark Assessment	We will administer DIBELS assessment to all students three times per year.	08/10/2018 05/11/2018	Teachers, Instructional Staff, Administration	Partially Met
CMAS Assessments	Students will participate in state assessment in spring of 2019.	04/01/2019 04/27/2018	Admin, teachers, school SAC	Not Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Professional Development	Teachers will receive PD/coaching on explicit instruction, pacing, and rigor.	07/30/2018 05/31/2018	School Funds, Title I Funds $4,000	Literacy Coach, Lead Mentor, Literacy Conference	In Progress
Coaching Observation Cycles	Literacy Coach and Teachers will participate in observation/feedback cycles to focus on explicit instructional strategies, routines, and rigor.	08/20/2018 05/01/2018	Local resources Title I Funds $660 for substitutes	Admin, Lit Coach , Interventionists and Teachers	In Progress
Professional Book Study	Teachers will participate in a book study focused on explicit instruction written by Anita Archer and Charles Hughes	08/23/2018 05/17/2018	Local resources	Teachers and Administration, Literacy Coach	In Progress
Afterschool	We will provided students tutoring by a licensed teachers.	09/11/2018 05/24/2019	Title I Funds $1,550.40	Admin, teachers	In Progress

Target Explicit Instruction for Math Intervention

What would success look like: We will see growth (at or above 50.0 MGP) with our students who are not yet proficient in Math in our subgroups. We will see success when each student is receiving specific instruction aligned with the identified skill deficit supported by DIBELS data.

Describe the research/evidence base supporting the strategy: Students need explicit instruction in the skill deficit area identified by assessments. Interventionist and Instructors require coaching, feedback, and training to deliver explicit lessons.

Associated Root Causes:

TIER I Math Curriculum:

Remington's Math curriculum is in the 3rd year of full implementation phase and teachers need to continue to receive PD, feedback on instructional delivery, instructional coaching, and analysis of formative and summative assessment on a regular basis. A priority for this year is to ensure our Eureka Math program is delivered with fidelity and rigor to increase student growth and achievement. We identified a need to focus/train/model best practices to our new staff joining Remington after implementation of our school wide math curriculum. We are seeing tremendous growth as documented on our SPF and need to continue to deliver rigorous instruction.

Targeted Math Interventions:

We have math interventions in place at each grade level but do not have a system to deliver explicit instruction to meet the specific skill deficit. Our students with disabilities and EL learners continue to Not Meet Expectations when we analyze the data at a deeper level.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
DIBELS Math	We will administer assessments to all students 3 times per year	08/10/2018 05/11/2018	Teachers, Instructional Staff, Administration	Partially Met

Assessment

DIBELS Math Analysis Meetings	PLC focus meetings to identify current performance and DIBELS PM scores and trends with data to determine if intervention is aligned with skill deficits (Data Boards)	09/06/2018 05/03/2018	Teachers, Math Coach, Admin	Partially Met
CMAS assessments	Students will participate in state assessments in spring 2019	04/01/2019 04/26/2019	Admin, teachers, school SAC	Partially Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Authentic Opportunities to Practice Application of Knowledge:	Students had limited opportunities to access technology and apply their skills to authentic math skill practice. Students were limited on the generalization of skills needed to complete online activities and assessments.	05/31/2018 11/01/2018	Title I Funds $80,000 (inclusively for all curricular areas)	Admin	In Progress
Hired a Math Coach	RES hired a Math Instructional Coach	07/27/2018 05/29/2019	Title I Funds $53,710	Admin	Complete
Professional Development	Teachers will receive ongoing PD from our Math Coach and Math Leadership team.	09/10/2018 05/04/2019	Local resources, Title I funds $4,000 (inclusive of all sub)	Admin, teachers, Math Coach	In Progress

	Math Coach and teachers will participate in observation/feedback cycles to focus on explicit instructional strategies, routines, and rigor.	09/10/2018 05/01/2019	Local resources	Teachers, Math Coach, Admin	In Progress
Coaching Observation Cycles					
	We will provide families with resources to access our curriculum and support their students.	09/25/2018 09/25/2018	Title I Funds $1,700	Admin	Complete
Family Math Night					

TIER I CORE LITERACY INSTRUCTION

What would success look like: We will see 85% of our students meeting state expectations on ELA assessments.

Describe the research/evidence base supporting the strategy: TIER I Literacy instruction (CKLA) will be implemented with fidelity and rigor by all teachers (K-5) to increase student achievement. Observation/Feedback/Coaching and Professional Development will be provided to teachers that is specific to CKLA instruction and best practices.

Associated Root Causes:

TIER I Core Literacy Instruction:

Remington's Literacy curriculum is in the 3rd year of full 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 the CKLA curriculum A priority for this year is to ensure our CKLA literacy program is delivered with fidelity and rigor to increase student growth and achievement. We identified a need to focus/train/model best practices to our new staff joining Remington after implementation of CKLA.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

DIBELS Benchmark Assessment	We will administer DIBELS assessments 3 times per year.	08/10/2018 05/03/2019	Admin, Teacher, Instructional Staff	Partially Met
DIBELS Data Analysis Meetings	PLC meetings to focus on current data of all students to ensure students are making at least one years growth.	08/13/2018 05/10/2019 Monthly	Admin, Teachers, Interventionists, Literacy Coach	Partially Met
CMAS Assessment	Students will participate in state assessment in Spring of 2019	04/01/2019 04/26/2019	Admin, teachers, School SAC	Not Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Authentic Opportunities to Practice Application of Knowledge:	Students had limited opportunities to access technology and apply their skills to authentic literacy tasks. Students were limited on the generalization of skills needed to complete online activities and assessments.	05/31/2018 11/01/2018	Title I Funds $80,000 (inclusively)	Admin	In Progress
Professional Development	New teachers will receive Professional Development with the CKLA curriculum.	07/31/2018 07/31/2018	Local Resources	Admin and New Teachers	In Progress

Coaching Observation Cycles	Literacy Coach and teachers will participate in observation/feedback cycles to focus on Explicit instructional Strategies, routines, and rigor.	08/20/2018 05/03/2019	Local resources	Admin. Literacy Coach, Interventionists, and teachers	In Progress
CDE Grant Consultant	Observation/feedback site visits from our consultant and providing research based strategies and resources necessary to continue to improve reading instruction.	08/21/2018 04/16/2019	ELG Grant funds	Admin, teachers, consultant	In Progress
Literacy PD	Literacy Team will attend training on Explicit Instruction at Literacy Conference in Pueblo.	09/26/2018 09/28/2018	Local resources	Admin and Literacy Team	Complete
Family Literacy Night	We will host a Family Literacy Night that offers parents the opportunity to select breakout sessions.	10/25/2018 10/25/2018	Title I Funds $1,600	Admin, Teachers	In Progress

TEIR I Literacy/Science Instruction

What would success look like: We will see our reaching proficiency in Science by receiving a rating of MEETS.

Describe the research/evidence base supporting the strategy: Students will be able to access the science content when reading proficiency increases and students are provided with authentic opportunities to apply skills.

Associated Root Causes:

TIER I Core Literacy Instruction:

Remington's Literacy curriculum is in the 3rd year of full 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 the CKLA curriculum A priority for this year is to ensure our CKLA literacy program is delivered with fidelity and rigor to increase student growth and achievement. We identified a need to focus/train/model best practices to our new staff joining Remington after implementation of CKLA.

Authentic Opportunities to Practice Application of Knowledge:
Students had limited opportunities to access technology and apply their skills to authentic science tasks. Students were limited on the generalization of skills needed to complete online activities and assessments.

Explicit Instruction in Targeted Reading Groups:
Teachers/Interventionists were instructing using SIPPS along with collecting and analyzing data within the intervention program itself, but intensive, explicit routines and strategies were not evident on a regular basis. We were not seeing explicit routines for small group reading instruction that included high engagement strategies, and adequate pacing.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
DIBELS Benchmark Assessment	We will administer DIBELS assessments to all students 3 times per year to ensure our students are making growth in their reading skills to access science content.	08/10/2018 05/10/2018	Admin, Teachers, Interventionist, Lit Coach	Partially Met
CMAS Science Assesment	Students will participate in state assessment in 2019.	04/01/2019 04/26/2019	Admin, teachers, school SAC	Not Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Authentic Opportunities to Practice Application of Knowledge:	Students had limited opportunities to access technology and apply their skills to authentic science tasks. Students were limited on the generalization of skills needed to complete online activities and assessments.	05/30/2018 11/01/2018	Title I Funds $80,000 inclusively)	Admin	In Progress
Science Curriculum	Research science curriculum that aligns with state standards and students can demonstrate their proficiency through formative/summative assessments	09/17/2018 12/21/2018	Local Resources	Admin and Tech/GT Specialist	In Progress
a050G00001jsre5	STEM Family Night	09/25/2018 09/25/2018	Title I Funds $1,600	Admin, Teachers, Community Liaison	Complete
Site Visits	Team will conduct site visits to school demonstration success on CMAS assessments.	01/07/2019 05/17/2019	Local Resources	Admin and Tech/GT Specialist	Not Started

Tier 1 Writing Instruction

What would success look like: We will see 85% of our students meeting state expectations on ELA assessments. We will see and increase in our subcategory scores that reflect writing. We will see students receiving small group instruction with timely feedback aligned with the identified skill deficits.

Describe the research/evidence base supporting the strategy: Students that receive specific and timely feedback on skills are provided more opportunities to practice and improve deficit areas increases performance.

Associated Root Causes:

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
CMAS Assessment	Students will participate in state assessments that include written expression subcategories.	04/01/2019 04/26/2019	Admin, Teachers, Teachers, School SAC	Not Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Authentic Opportunities to Practice Application of Knowledge	Students will have more opportunities to access technology and apply skills to authentic science tasks.	05/21/2018 08/06/2018	Title I Funds $80,000 (inclusively)	Admin, teachers	In Progress
Online Science Resources	School subscription to online platforms that support science standards and technology.	08/06/2018 05/31/2019	Local resources for subscription	Admin, teachers	Complete
Focused Writing Groups	Teachers will begin to implement small group instruction to provide explicit feedback for student skill deficits	01/14/2019 05/20/2019	Local Resources	Admin, Teachers, Literacy Coach, Interventionist	Not Started

School Target Setting

Priority Performance Challenge : Academic Growth in ELA to Include Student Groups

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS	
2018-2019: Students identified in subgroups will score at 55 MGP at or above on state assessment for the 18-19 school year.	
2019-2020: Students identified in subgroups will score at 59 MGP at or above on state assessment for the 18-19 school year.	

INTERIM MEASURES FOR 2018-2019: DIBELS Benchmark assessments DIBELS Progress Monitoring CKLA reading assessments

Priority Performance Challenge : Academic Growth in Math to Include Student Groups

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	
2018-2019: All students will score at 59.0 or higher on the Median Growth Percentile on state assessment for the 18-19 school year to include our Student Groups.	
2019-2020: All students will score at 65.0 or higher on the Median Growth Percentile on state assessment for the 18-19 school year to include our Student Groups.	

INTERIM MEASURES FOR 2018-2019: DIBELS math assessments Eureka Math Module Assessments

Priority Performance Challenge : Academic Achievement in Science

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: S

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Our students identified within the Student Groups will MEET state expectations in Science to represent their same age peers.
	2019-2020: Our students identified within the Student Groups will MEET state expectations in Science to represent their same age peers.

INTERIM MEASURES FOR 2018-2019: TBD

Priority Performance Challenge : Academic Achievement in Literacy

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Our students will score at 80% Proficient/Advanced on ELA state assessments.
	2019-2020: Our students will score at 85% Proficient/Advanced on ELA state assessments.

INTERIM MEASURES FOR 2018-2019: DIBELS Benchmark assessments DIBELS Progress Monitoring CKLA reading assessments

Colorado's Unified Improvement Plan for Schools

ROCKY MOUNTAIN CLASSICAL ACADEMY UIP 2018-19 | **School:** ROCKY MOUNTAIN CLASSICAL ACADEMY | **District:** DISTRICT 49 | **Org ID:** 1110 |
School ID: 7463 | **Framework:** Improvement Plan: Meets 95% Participation | **Draft UIP**

Table of Contents

Executive Summary

If we...

TEACHER ACCOUNTABILITY

Description:

Effectively implement data driven Tier 1 teaching strategies and the use of effective standards based lesson planning that support literacy and math proficiency, through a focused and clear teacher evaluation and observation cycle, the teacher accountability process will lead to improved student outcomes. By focusing administration priorities towards improving teacher effectiveness, the evaluative team will complete weekly classroom observations, teacher feedback sessions and reactive professional development of teaching strategies geared to teacher needs. By implementing focused and clear expectations for teacher practices through the evaluation process and collection of priority teaching data on priority strategy (student management, standards alignment, and assessment strategies) implementation, teacher practices will improve and result in the positive student outcomes.

PRIMARY LITERACY AND MATH INSTRUCTION AND INTERVENTION

Description:

Commit to an intentional focus on Primary Literacy and Math instruction and intervention in grades K-5 with a goal of ensuring all student groups are proficient by the end of 5th grade, student outcomes as measured by CMAS and STAR Assessments will increase. School administration and teachers are working on improving the teacher knowledge base, in order to meet the needs of our student population, including our high needs populations of SPED, FRL and minority populations. A review of student data has shown that while our subgroups (minority and FRL) have earned a rating of met on RMCA's yearly SPF, our student population as a whole have decreased proficiency in Math and ELA over the last three years. By implementing a closed feedback coaching cycle on high yield teaching strategies and student differentiation with teachers, the administrative team intends to correct this downward trend. This commitment has not been held with fidelity across all classrooms in the past. As this process continues, the administrative team will conduct a program evaluation of the above practices to determine quarterly effectiveness.

RAPID REACTIVE PROFESSIONAL DEVELOPMENT

Description:

Insist that teachers have the best process of professional development in order to improve researched based instructional strategies in the classroom, student outcomes based on CMAS and internal STAR data will improve. All teachers need to be able to: Effectively plan using student data; Analyze student work product and outcomes; Align Core Knowledge and State Standards; Plan for effective student engagement in ELA, Math, Science and History; and to differentiate for all students. A professional development program that is able to provide rapid response to teacher and student data needed to be implemented. Using instructional coaches to conduct weekly professional development aligned to teacher observation, teacher needs, and student data, has been used to ensure a successful professional development model.

Then we will address...

TEACHER ACCOUNTABILITY - DATA-DRIVEN INSTRUCTION

Description:

Teachers are beginning the work of using data to drive instructional practices and improve instruction through regular feedback. This is still in the early stages of implementation and is not being used with fidelity, but has improved.

PROFESSIONAL DEVELOPMENT - TEACHING STRATEGIES

Description:

Teachers are beginning the work of using data to drive instructional practices and improve instruction through regular feedback. This is still in the early stages of implementation and is not being used with fidelity. Using data effectively in order to change teaching strategies and lack of effective planning towards state standards has been the root cause of this issue.

TEACHER ACCOUNTABILITY - DIFFERENTIATED INSTRUCTION

Description:

Leaders and teachers are working on creating the knowledge base of working with high needs populations. This practice and professional development is centered on an effective feedback program necessary to improve both tier 1 instruction and tier 2 strategy implementation. This is not done with fidelity across all classrooms. However, we have developed a process that supports students with academic and behavioral needs. As this process continues to develop, a program evaluation will be conducted.

PROFESSIONAL DEVELOPMENT - CORE INSTRUCTION

Description:

Leaders and teachers have not consistently used researched based effective instructional practices in both tier 1 and tier 2 instruction. This includes student engagement strategies, differentiation, and lesson planning.

PROFESSIONAL DEVELOPMENT - STANDARDS ALIGNMENT

Description:

A lack of effective lesson planning addressing both Core Knowledge scope and sequence and Colorado State Standards has not been implemented in RMCA. This has been a focus of the entire instructional staff for the last 18 months.

PRIMARY LITERACY INTERVENTION - MTSS

Description:

Leaders and teachers have not ensured the RTI/MTSS structures and processes are uniform throughout the school. These strategies have not been consistently implemented with fidelity from grade level to grade level. A focus on primary literacy intervention, tier 2 instructional practices, and professional development are mandated to close this gap.

Then we will change current trends for students

ACADEMIC ACHIEVEMENT IN MATH AND READING

Description:

At the elementary level, our teachers lack the strategies and instructional methods to differentiate for all students. Intervention staffing and processes have not been stable over the last several years, to provide adequate support to struggling learners. Overall 3-5th grade students at RMCA are on a steady decline with the median growth percentile in the area of English Language Arts and Math on CMAS-PARCC over the last three years. This is in comparison to the state's average of 51.0. Median growth percentile for Math in the 2018-2019 school year fell to "does not meet" with a growth percentile of 30.0.

DISAGGREGATED ACHIEVEMENT

Description:

The subgroups Minority Students and Free/Reduced-Price Lunch Eligible grew over previous years scores to an average above the Median Growth percentile of the rest of the population in ELA. While the free and reduce population had a median growth percentile above the median growth of all students our minority population fell half a percentage point lower at 35.5 than all students. Due to shifting demographics RMCA staff are working on the strategies to address the needs of these particular subgroups.
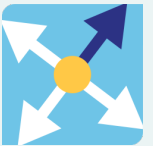
ACADEMIC GROWTH IN MATH AND ELA

Description:

Elementary school students continuing to score below state MGP MATH and ELA on CMAS-PARCC in 2018-19 (2016 = Math 46.0 MGP, ELA 49.0 MGP; 2017 = Math 24.0 MGP, ELA 39.0 MGP; 2018 = Math 30.0 MGP, ELA 47.0 MGP). When RMCA can improve the academic growth of these areas all students, including dis-aggregated groups will see significant increase in academic achievement on state exams.

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

Improvement Plan Information

Additional Information about the school

Rocky Mountain Classical Academy is a Pre- Kindergarten through 8th grade school that utilizes the Core Knowledge Scope and Sequence as well as the Classical Education approach. RMCA's student population is 1183 students and is located at 4620 Antelope Ridge Drive. 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 a Core Knowledge emphasis. As a Core Knowledge Classical institution, RMCA strives to add citizens equipped to participate in that culturally literate politic. This is what the educators and scholars at RMCA are dedicating their lives to.

Improvement Plan Information

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

✔ State Accreditation
✔ Other: Teacher Evaluation and Improvement

School Contact Information

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Name: Mako Winston
Title: Asst. Principal
Mailing Street: 4620 Antelope Ridge Dr.
Mailing City / State/ Zip Code: Colorado Springs Colorado 80922

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

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 1,183 students and is located at 4620 Antelope Ridge of Colorado Springs. RMCA exists to support parents in developing citizens of integrity and character through a Core Knowledge Classical approach to education. 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. 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 and Advisory 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 49 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 GROWTH	
Prior Year Target:	Increase median growth percentile to a 55 or higher in elementary grades annually in English language arts.
Performance:	Did not Meet target.

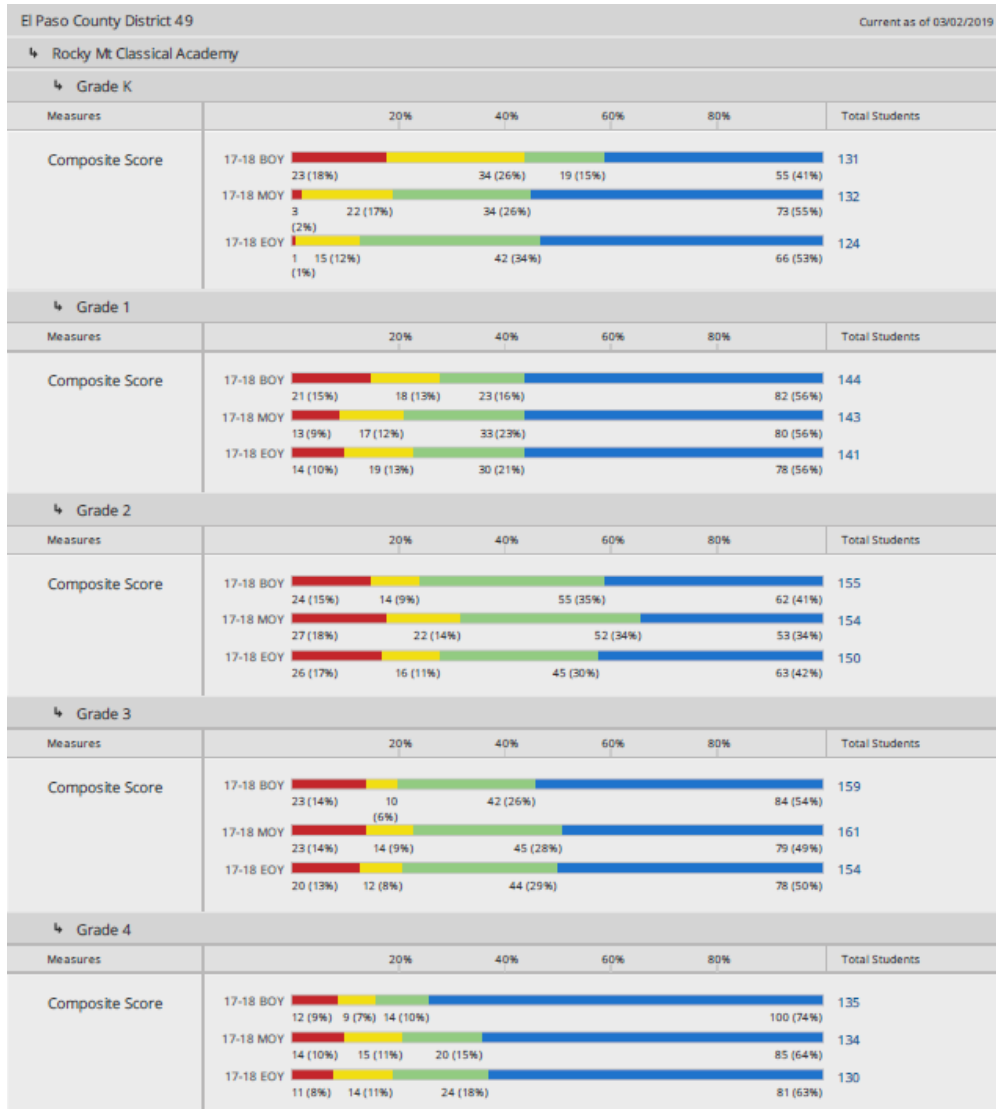| Prior Year Target: | Increase median growth percentile to a 55% or higher in elementary grades annually in math. |

| Performance: | Did not meet target. |

| **ACADEMIC GROWTH REFLECTION:** | We did not meet the previous years targets as expected. the target of 55% for ELA growth was attainable and with the focus on research based instructional strategies and teacher coaching we thought we could meet this benchmark. Setting a target for 55% median growth in math was not attainable during a curricular reevaluation year. Now that teachers and students have adopted a new math approach and curriculum we expect to see steady increases in the years to come. |

PERFORMANCE INDICATOR: DISAGGREGATED GROWTH

| Prior Year Target: | Increase median growth percentile to a 55 or higher in elementary grades annually in math. |

| Performance: | Did not meet target. |

DISAGGREGATED GROWTH REFLECTION: We did not meet the median growth of 55% or higher in math. This goal was not attainable during this time frame.

PERFORMANCE INDICATOR: ENGLISH LANGUAGE DEVELOPMENT AND ATTAINMENT

| Prior Year Target: | Increase median growth percentile to a 50 or higher in middle grades annually in math. |

| Performance: | Did not meet target. |

PERFORMANCE INDICATOR: OTHER

| Prior Year Target: | Increase participation rate to 95% or higher school-wide. |

| Performance: | Met target. |

Current Performance

- **CMAS- Math- Did not meet for Math on State Assessments. ELA met the state requirements for all students but fell to approaching for our FRL populatio these areas are areas of great need the challenge of meeting state ratings is a target that can be accomplished.**

  RMCA BOY K-5 DIBELS Benchmark Data

↳ Rocky Mt Classical Academy

↳ Grade K

Measures		20%	40%	60%	80%	Total Students
Composite Score	17-18 BOY					131
		23 (18%)	34 (26%)	19 (15%)	55 (41%)	
	17-18 MOY					132
		3 (2%)	22 (17%)	34 (26%)	73 (55%)	
	17-18 EOY					124
		1 (1%)	15 (12%)	42 (34%)	66 (53%)	

↳ Grade 1

Measures		20%	40%	60%	80%	Total Students
Composite Score	17-18 BOY					144
		21 (15%)	18 (13%)	23 (16%)	82 (56%)	
	17-18 MOY					143
		13 (9%)	17 (12%)	33 (23%)	80 (56%)	
	17-18 EOY					141
		14 (10%)	19 (13%)	30 (21%)	78 (56%)	

↳ Grade 2

Measures		20%	40%	60%	80%	Total Students
Composite Score	17-18 BOY					155
		24 (15%)	14 (9%)	55 (35%)	62 (41%)	
	17-18 MOY					154
		27 (18%)	22 (14%)	52 (34%)	53 (34%)	
	17-18 EOY					150
		26 (17%)	16 (11%)	45 (30%)	63 (42%)	

↳ Grade 3

Measures		20%	40%	60%	80%	Total Students
Composite Score	17-18 BOY					159
		23 (14%)	10 (6%)	42 (26%)	84 (54%)	
	17-18 MOY					161
		23 (14%)	14 (9%)	45 (28%)	79 (49%)	
	17-18 EOY					154
		20 (13%)	12 (8%)	44 (29%)	78 (50%)	

↳ Grade 4

Measures		20%	40%	60%	80%	Total Students
Composite Score	17-18 BOY					135
		12 (9%)	9 (7%)	14 (10%)	100 (74%)	
	17-18 MOY					134
		14 (10%)	15 (11%)	20 (15%)	85 (64%)	
	17-18 EOY					130
		11 (8%)	14 (11%)	24 (18%)	81 (63%)	

RMCA PARCC ELA Mean Scale Scores

Performance Across the Scale - # of Records
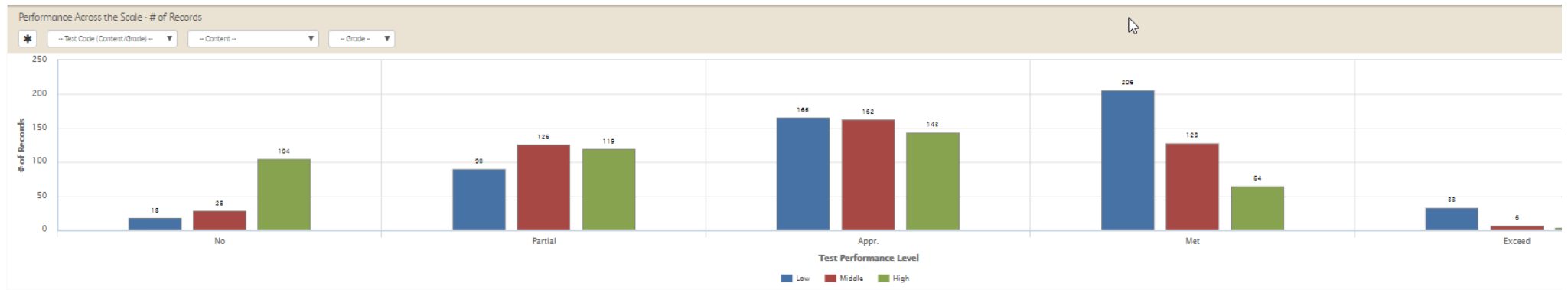
Performance CMAS Across the Scale

Performance Across the Scale - # of Records

ELA Proficiency Levels

ELA/SLA Proficiency Levels by TestCode - % of Records
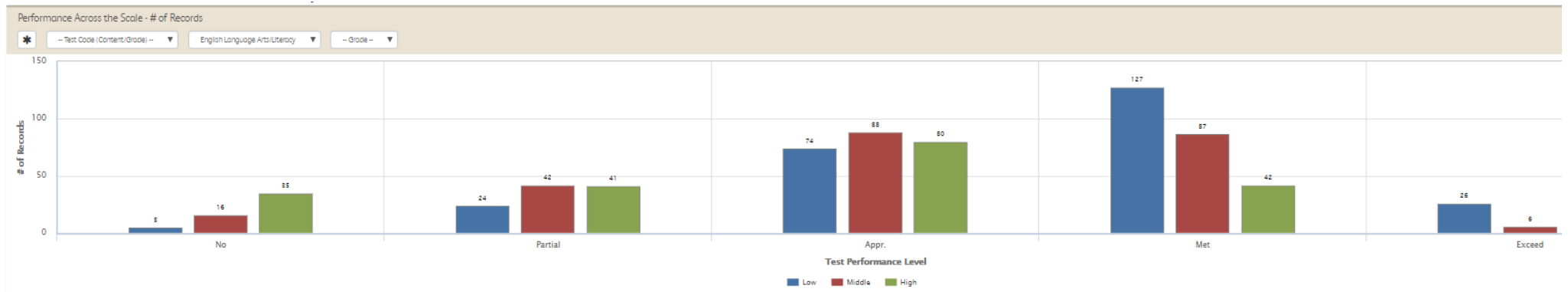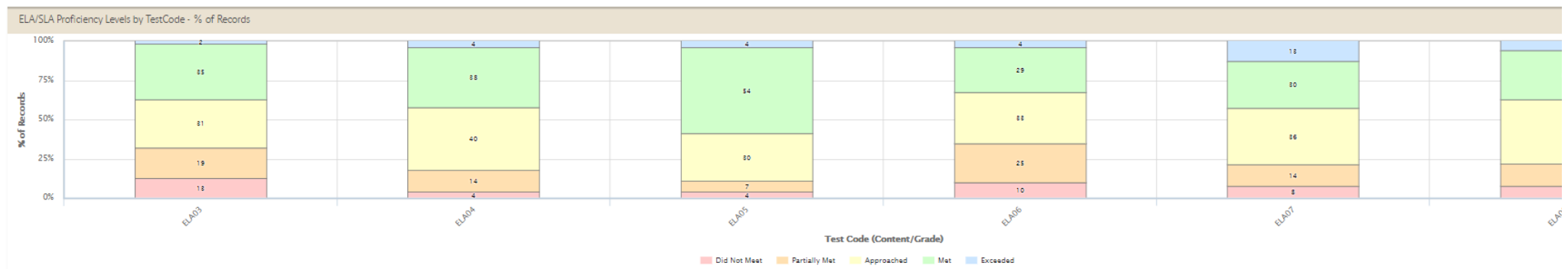
Performance Across the Scale
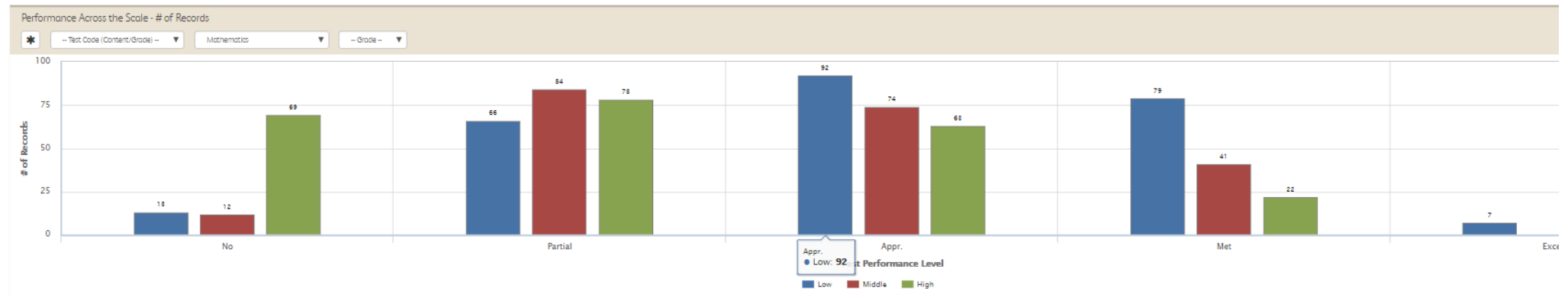
Math Proficiency by Grade
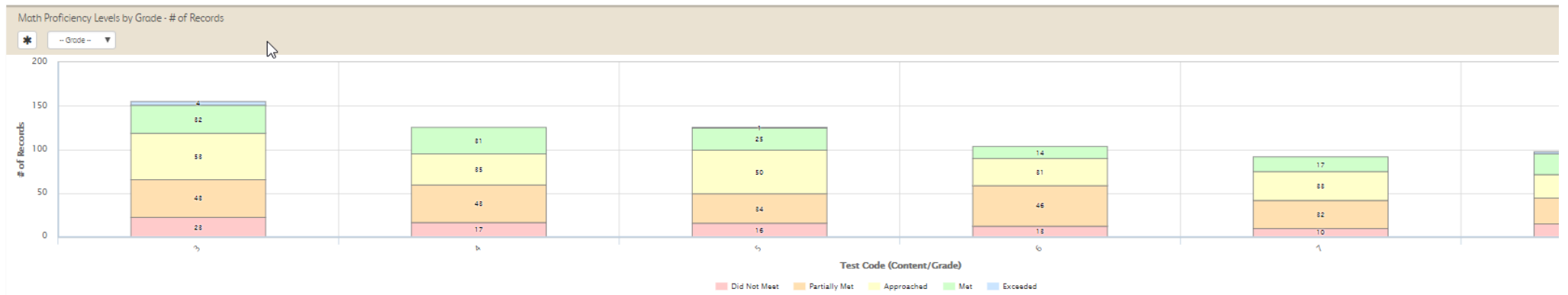
Mean Scaled Score ELA
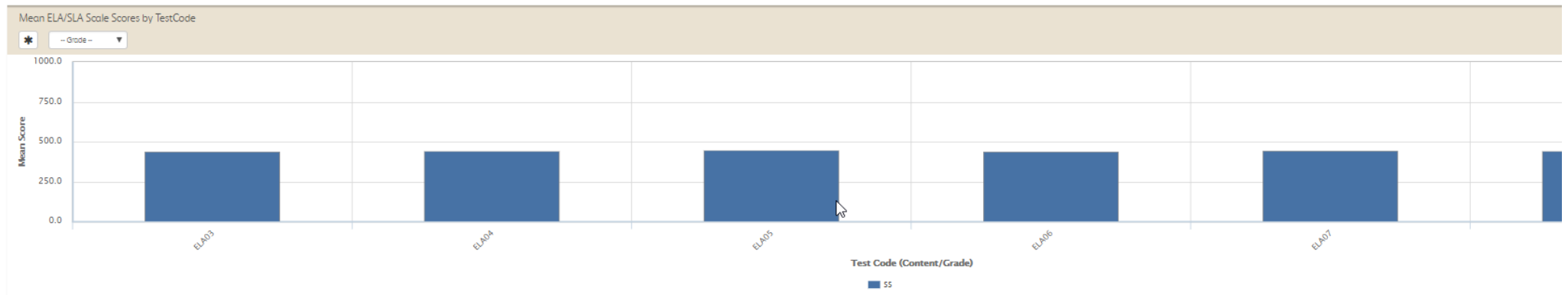
Mean ELA/SLA Scale Scores by TestCode
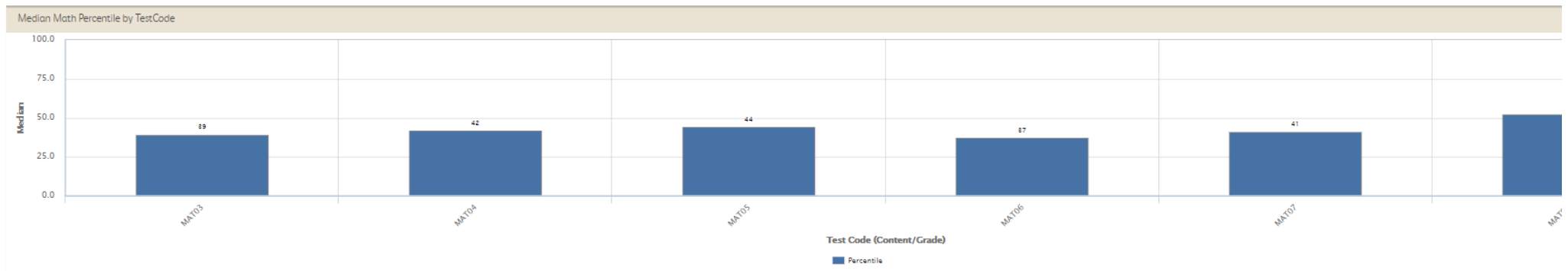
Median Math Percentile

Median Math Percentile by TestCode

Trend Analysis

Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Elementary school students are on a continued declining trajectory in MATH on CMAS-PARCC in 2018-19 (2015 = 738.9 MSS; 2016 = 742.0 MSS; 2017 = 735.1 MSS; and 2018= 729.7 MSS). This is a notable trend because while improvement efforts are underway the school is seeing a significant drop in MSS Math over the last three years. We have not seen the gains we expect to see in our Math assessments it is declining and sits well below the state expectation of meets cutpoint of 734.3 MSS(Source: SPF/SD)

Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Elementary school students are on a continued stagnate trajectory in English/Language Arts on CMAS-PARCC in 2018-19 (2015 = 745.5 MSS; 2016 = 745.6 MSS; 2017 = 743.8 MSS; and 2018= 745.5 MSS). This is a notable trend because while improvement efforts are underway the school is not seeing the significant gains we expect to see in our ELA assessments it is improving and sits above the state expectation of 739.5 MSS Source: SPF/SD)

Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Elementary school students are on a continuing to score below state MGP MATH and ELA on CMAS-PARCC in 2018-19 (2016 = Math 46.0 MGP, ELA 49.0 MGP; 2017 = Math 24.0 MGP, ELA 39.0 MGP; 2018 = Math 30.0 MGP, ELA 47.0 MGP). This is a notable trend because while improvement efforts are underway the school is seeing continued steady discrepancy in MGP as related to State Norms.

Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: English Language Development and Attainment

RMCA has a larger ELL population than other D49 schools. While there is no reportable state data for our ELL population., internal assessments indicate show a lack of academic language and literacy skills in this population.

Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Disaggregated Achievement

RMCA received an overall rating of "approaching" state expectations for the subgroups of Free/Reduced-Price Lunch Eligible for ELA. The subgroups of Free/Reduced-Price Lunch Eligible for ELA students are on a slight increase in English/Language Arts on CMAS-PARCC in 2018-2019, but remains a stable indicator over the last three years (2015 = 736.0 MSS; 2016 = 736.1 MSS; 2017 = 735.1 MSS; and 2018= 742.6, MSS). This is a notable trend because it is stable from year to year. This sits well above the State Mean Scale Score of 728.9 MSS (Source: SPF/SD)

Root Causes

Priority Performance Challenge: Academic Achievement in Math and Reading

At the elementary level, our teachers lack the strategies and instructional methods to differentiate for all students. Intervention staffing and processes have not been stable over the last several years, to provide adequate support to struggling learners. Overall 3-5th grade students at RMCA are on a steady decline with the median growth percentile in the area of English Language Arts and Math on CMAS-PARCC over the last three years. This is in comparison to the state's average of 51.0. Median growth percentile for Math in the 2018-2019 school year fell to "does not meet" with a growth percentile of 30.0.

Root Cause: Teacher Accountability - Data-Driven Instruction

Teachers are beginning the work of using data to drive instructional practices and improve instruction through regular feedback. This is still in the early stages of implementation and is not being used with fidelity, but has improved.

Root Cause: Professional Development - Core Instruction

Leaders and teachers have not consistently used researched based effective instructional practices in both tier 1 and tier 2 instruction. This includes student engagement strategies, differentiation, and lesson planning.

Root Cause: Teacher Accountability - Differentiated Instruction

Leaders and teachers are working on creating the knowledge base of working with high needs populations. This practice and professional development is centered on an effective feedback program necessary to improve both tier 1 instruction and tier 2 strategy implementation. This is not done with fidelity across all classrooms. However, we have developed a process that supports students with academic and behavioral needs. As this process continues to develop, a program evaluation will be conducted.

Root Cause: Professional Development - Standards Alignment

A lack of effective lesson planning addressing both Core Knowledge scope and sequence and Colorado State Standards has not been implemented in RMCA. This has been a focus of the entire instructional staff for the last 18 months.

Priority Performance Challenge: Disaggregated Achievement

The subgroups Minority Students and Free/Reduced-Price Lunch Eligible grew over previous years scores to an average above the Median Growth percentile of the rest of the population in ELA. While the free and reduce population had a median growth percentile above the median growth of all students our minority population fell half a percentage point lower at 35.5 than all students. Due to shifting demographics RMCA staff are working on the strategies to address the needs of these particular subgroups.

Root Cause: Teacher Accountability - Data-Driven Instruction

Teachers are beginning the work of using data to drive instructional practices and improve instruction through regular feedback. This is still in the early stages of implementation and is not being used with fidelity, but has improved.

Root Cause: Professional Development - Core Instruction

Leaders and teachers have not consistently used researched based effective instructional practices in both tier 1 and tier 2 instruction. This includes student engagement strategies, differentiation, and lesson planning.

Root Cause: Teacher Accountability - Differentiated Instruction

Leaders and teachers are working on creating the knowledge base of working with high needs populations. This practice and professional development is centered on an effective feedback program necessary to improve both tier 1 instruction and tier 2 strategy implementation. This is not done with fidelity across all classrooms. However, we have developed a process that supports students with academic and behavioral needs. As this process continues to develop, a program evaluation will be conducted.

Root Cause: Primary Literacy Intervention - MTSS

Leaders and teachers have not ensured the RTI/MTSS structures and processes are uniform throughout the school. These strategies have not been consistently implemented with fidelity from grade level to grade level. A focus on primary literacy intervention, tier 2 instructional practices, and professional development are mandated to close this gap.

Priority Performance Challenge: Academic Growth in Math and ELA

Elementary school students continuing to score below state MGP MATH and ELA on CMAS-PARCC in 2018-19 (2016 = Math 46.0 MGP, ELA 49.0 MGP; 2017 = Math 24.0 MGP, ELA 39.0 MGP; 2018 = Math 30.0 MGP, ELA 47.0 MGP). When RMCA can improve the academic growth of these areas all students, including dis-aggregated groups will see significant increase in academic achievement on state exams.

Root Cause: Professional Development - Teaching Strategies

Teachers are beginning the work of using data to drive instructional practices and improve instruction through regular feedback. This is still in the early stages of implementation and is not being used with fidelity. Using data effectively in order to change teaching strategies and lack of effective planning towards state standards has been the root cause of this issue.

Root Cause: Teacher Accountability - Data-Driven Instruction

Teachers are beginning the work of using data to drive instructional practices and improve instruction through regular feedback. This is still in the early stages of implementation and is not being used with fidelity, but has improved.

Root Cause: Professional Development - Standards Alignment

A lack of effective lesson planning addressing both Core Knowledge scope and sequence and Colorado State Standards has not been implemented in RMCA. This has been a focus of the entire instructional staff for the last 18 months.

Root Cause: Primary Literacy Intervention - MTSS

Leaders and teachers have not ensured the RTI/MTSS structures and processes are uniform throughout the school. These strategies have not been consistently implemented with fidelity from grade level to grade level. A focus on primary literacy intervention, tier 2 instructional practices, and professional development are mandated to close this gap.

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 elementary school students continue to show low achievement in math. These performance challenges continue to be the focus of our school improvement efforts. Though RMCA has earned a designation of Met from our 2018-2019 SPF, for academic achievement in ELA, we must continue to refine our processes and programming to improve student learning and reduce skill gaps in order to effectively increase growth. By focusing on continuing the trend on academic growth on state ELA and Math standards we expect to earn Met on the 2018-2019 CMAS assessment. By focusing on the minority and free and reduced subgroups we will continue to see academic achievement and growth for these students.

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

Elementary achievement and growth in Reading and Math:

Over the last several years RMCA's MTSS/RTI structure and processes are unclear and are not uniform and consistent from grade to grade. In the past, A lack of professional development in the areas of data analysis, data-driven instruction, and differentiation has reduced the effectiveness of intervention. The school leadership and teachers adequately collect data via benchmark and progress monitoring assessments, but have struggled to use the data to correctly identify skill gaps and determine student goals. This has begun to change and should be seen as a lagging indicator. 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. This has been addressed through a curriculum shift and a focus on state standards in lesson planning. In the past, RMCA has not provided the teachers adequate ongoing professional development to adequately analyze data and develop intervention plans that met the needs of each student. This too has changed as is a lacking indicator of student success. The state assessment data revealed that we did not make adequate growth in both reading and math. Over the past 18 months, the MTSS/RTI classes were re-evaluated to determine if it is effective to continue leveling the reading classes at the elementary level for next school year and to determine the next step in instructional strategies for all students.

Dis-aggregated Achievement:

While RMCA is seeing an increase in achievement and growth in these sub groups year to year, this will always be a focus of instructional practices and a need to achieve at higher levels. With the ability to increase sub group scores in achievement and growth, all students will benefit from those strategies.

Action Plans

Planning Form

Teacher Accountability

What would success look like: Effectively implement data driven Tier 1 teaching strategies and the use of effective standards based lesson planning that support literacy and math proficiency, through a focused and clear teacher evaluation and observation cycle, the teacher accountability process will lead to improved student outcomes. By focusing administration priorities towards improving teacher effectiveness, the evaluative team will complete weekly classroom observations, teacher feedback sessions and reactive professional development of teaching strategies geared to teacher needs. By implementing focused and clear expectations for teacher practices through the evaluation process and collection of priority teaching data on priority strategy (student management, standards alignment, and assessment strategies) implementation, teacher practices will improve and result in the positive student outcomes.

Associated Root Causes:

Teacher Accountability - Differentiated Instruction:

Leaders and teachers are working on creating the knowledge base of working with high needs populations. This practice and professional development is centered on an effective feedback program necessary to improve both tier 1 instruction and tier 2 strategy implementation. This is not done with fidelity across all classrooms. However, we have developed a process that supports students with academic and behavioral needs. As this process continues to develop, a program evaluation will be conducted.

Teacher Accountability - Data-Driven Instruction:
Teachers are beginning the work of using data to drive instructional practices and improve instruction through regular feedback. This is still in the early stages of implementation and is not being used with fidelity, but has improved.

Professional Development - Standards Alignment:
A lack of effective lesson planning addressing both Core Knowledge scope and sequence and Colorado State Standards has not been implemented in RMCA. This has been a focus of the entire instructional staff for the last 18 months.

Professional Development - Core Instruction:
Leaders and teachers have not consistently used researched based effective instructional practices in both tier 1 and tier 2 instruction. This includes student engagement strategies, differentiation, and lesson planning.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Teacher Feedback Cycle	Create a digital format for teacher observation data that is live for all to access. Using real time data to improve instruction. From this data create feedback cycle for teachers to lesson plan, get feedback on their lesson plans, implement lesson ,and get feedback from their observation of the lesson.	08/01/2018 06/01/2019 Weekly	Admin Team	Met
	Create a weekly process for ensuring teacher data driven professional development. Through classroom observation			

	evaluators and coaches will develop areas of need for all teachers. These areas of need will be met with targeted weekly professional development created by RMCA instructional coaches. These areas will focus on math instruction, language rich teaching strategies, and lesson planning.	08/01/2018 06/01/2019 Weekly	Admin Team, Instructional Coaches	Met
Staff Professional Development Structure				
Standards Alignment and Lesson Planning	With the focus on effective instruction effort must be made on effective lesson planning aligned to state standards and Core Knowledge content. The admin team will provide extensive training and time for teachers to plan with administrators and instructional coaches throughout the year. This lesson planning will be part of the overall feedback cycle and teacher evaluation.	09/01/2018 06/12/2019 Monthly	Admin Team, Instructional Coaches	Partially Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Embed Professional Development Days	Create a calendar to embed professional days for all staff. (9 Days)	03/01/2018 08/01/2018		Admin Team, Board of Directors, Instructional Coaches	Complete
Professional Development Hours	Create a format for professional development hours needed for all staff (45 Hours) then implement monthly professional development for areas of need.	08/01/2018 03/12/2019		Admin Team, Instructional Coaches	In Progress
Digital Format for	Create google sheet shared with all teachers to track their	09/01/2018		Cullen McDowell	Complete

Teacher Observation	observational data.	10/01/2018		
Lesson Planning Sessions	Begin training and implementation of effective lesson planning structures. Conduct a series of lesson planning session with instructional leaders.	10/01/2018 12/01/2018	Admin Team, Instructional Coaches, Team Leads	In Progress

Primary Literacy and Math Instruction and Intervention

What would success look like: Commit to an intentional focus on Primary Literacy and Math instruction and intervention in grades K-5 with a goal of ensuring all student groups are proficient by the end of 5th grade, student outcomes as measured by CMAS and STAR Assessments will increase. School administration and teachers are working on improving the teacher knowledge base, in order to meet the needs of our student population, including our high needs populations of SPED, FRL and minority populations. A review of student data has shown that while our subgroups (minority and FRL) have earned a rating of met on RMCA's yearly SPF, our student population as a whole have decreased proficiency in Math and ELA over the last three years. By implementing a closed feedback coaching cycle on high yield teaching strategies and student differentiation with teachers, the administrative team intends to correct this downward trend. This commitment has not been held with fidelity across all classrooms in the past. As this process continues, the administrative team will conduct a program evaluation of the above practices to determine quarterly effectiveness.

Associated Root Causes:

Teacher Accountability - Data-Driven Instruction:
Teachers are beginning the work of using data to drive instructional practices and improve instruction through regular feedback. This is still in the early stages of implementation and is not being used with fidelity, but has improved.

Teacher Accountability - Differentiated Instruction:
Leaders and teachers are working on creating the knowledge base of working with high needs populations. This practice and professional development is centered on an effective feedback program necessary to improve both tier 1 instruction and tier 2 strategy implementation. This is not done with fidelity across all classrooms. However, we have developed a process that supports students with academic and behavioral needs. As this process continues to develop, a program evaluation will be conducted.

Professional Development - Core Instruction:
Leaders and teachers have not consistently used researched based effective instructional practices in both tier 1 and tier 2 instruction. This includes student engagement strategies, differentiation, and lesson planning.

Professional Development - Teaching Strategies:
Teachers are beginning the work of using data to drive instructional practices and improve instruction through regular feedback. This is still in the early stages of implementation and is not being used with fidelity. Using data effectively in order to change teaching strategies and lack of effective planning towards state standards has been the root cause of this issue.

Primary Literacy Intervention - MTSS:
Leaders and teachers have not ensured the RTI/MTSS structures and processes are uniform throughout the school. These strategies have not been consistently implemented with fidelity from grade level to grade level. A focus on primary literacy intervention, tier 2 instructional practices, and professional development are mandated to close this gap.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Continued Professional Development	Create a format for continued professional development in teaching students in high needs areas.	08/01/2017 06/01/2019 Monthly	Instructional Coaches	Partially Met
DIBELS Training	Give DIBELS training to all elementary staff members, use effective data in meetings, and plan for lessons using the data.	08/01/2018 06/01/2019 Monthly	Admin Team, Assessment Coordinator, Instructional Coaches	Met

	Conduct a program evaluation of all reading curriculum in the building.	03/01/2019 05/01/2019 Quarterly	Admin Team, Instructional Coaches, Building Leadership Team	Partially Met
Curriculum Program Evaluation				

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
All Staff Trained in Seven Steps	Have all staff trained in the use of Seven Steps to a Language Rich Environment and Talk, Read, Talk, Write.	08/01/2018 12/01/2018		Instructional Coaches	Complete
CKLA Program Evalaution	Begin program evaluation of CKLA to determine effectiveness.	03/01/2019 05/01/2018		Admin Team, Building Leadership Team, Instructional Coaches	In Progress
DIBELS Training	Conduct DIBELS training at the beginning of the year and semester calibration in DIBELS assessment.	08/01/2019 06/01/2019		Assessment Coordinator	Complete
Weekly Data Meetings	Create a format for bi-weekly data meeting on student work products and how they impact the lesson planning for each teacher. Create a bi-weekly data meeting focused on student data and how to intervene for that student in tier 1 and tier 2 instruction.	08/15/2019 06/01/2019		Admin Team, Instructional Coaches, Assessment Coordinator, Team Leads	Complete

Rapid Reactive Professional Development

What would success look like: Insist that teachers have the best process of professional development in order to improve researched based instructional strategies in the classroom, student outcomes based on CMAS and internal STAR data will improve. All teachers need to be able to: Effectively plan using student data; Analyze student work product and outcomes; Align Core Knowledge and State Standards; Plan for effective student engagement in ELA, Math, Science and History; and to differentiate for all students. A professional development program that is able to provide rapid response to teacher and student data needed to be implemented. Using instructional coaches to conduct weekly professional development aligned to teacher observation, teacher needs, and student data, has been used to ensure a successful professional development model.

Associated Root Causes:

Professional Development - Teaching Strategies:
Teachers are beginning the work of using data to drive instructional practices and improve instruction through regular feedback. This is still in the early stages of implementation and is not being used with fidelity. Using data effectively in order to change teaching strategies and lack of effective planning towards state standards has been the root cause of this issue.

Professional Development - Standards Alignment:
A lack of effective lesson planning addressing both Core Knowledge scope and sequence and Colorado State Standards has not been implemented in RMCA. This has been a focus of the entire instructional staff for the last 18 months.

Teacher Accountability - Differentiated Instruction:
Leaders and teachers are working on creating the knowledge base of working with high needs populations. This practice and professional development is centered on an effective feedback program necessary to improve both tier 1 instruction and tier 2 strategy implementation. This is not done with fidelity across all classrooms. However, we have developed a process that supports students with academic and behavioral needs. As this process continues to develop, a program evaluation will be conducted.

Professional Development - Core Instruction:

Leaders and teachers have not consistently used researched based effective instructional practices in both tier 1 and tier 2 instruction. This includes student engagement strategies, differentiation, and lesson planning.

Teacher Accountability - Data-Driven Instruction:
Teachers are beginning the work of using data to drive instructional practices and improve instruction through regular feedback. This is still in the early stages of implementation and is not being used with fidelity, but has improved.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Implement New Intervention Process	Create a process for tier 2 and tier 3 intervention implementation.	08/01/2017 05/01/2019 Weekly	Admin Team, Instructional Coaches, MTSS Team, Interventionists, Assessment Coordinator	Met
Effective Planning	Create a process for all teachers to effectively plan for standards based instruction.	08/01/2018 12/01/2019 Quarterly	Admin Team, Team Leads, Building Leadership Team	Partially Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Create WIN Time	With fidelity, create a schedule intervention block for all student to have their needs meet (What I Need Time).	08/01/2017 08/15/2018			Complete
Conduct Teacher	Ongoing observation of teacher practice to ensure student	08/01/2018		Admin Team, Instructional	In Progress

Observations and Evaluations	outcomes.	05/01/2020		Coaches
Enhance Data Procurement and Usage	Assessment Coordinator to create a functional assessment calendar and hold weekly data meetings using STAR, DIBELS, and internal assessment data.	08/01/2018 08/15/2019		In Progress
Conduct Instructional Rounds	Determine a problem of practice for RMCA using the Instructional Rounds Format.	08/15/2018 10/01/2018	Admin Team, Building Leadership Team, District Instructional Coaches, Instructional Coaches	Complete

School Target Setting

Priority Performance Challenge : Academic Achievement in Math and Reading

PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Increase growth and achievement measures for Free/Reduced-Price Lunch Eligible for ELA to Meets the standard on CMAS data. Increase growth and achievement measures for Free/Reduced-Price Lunch Eligible for Math to meets on CMAS data.
	2019-2020: Continue to see the increase in growth and achievement measures for Free/Reduced-Price Lunch Eligible for ELA

to Meets the standard on CMAS data. Increase growth and achievement measures for Free/Reduced-Price Lunch Eligible for Math to meets on CMAS data.

INTERIM MEASURES FOR 2018-2019: STAR Math, STAR Reading, The Core Knowledge Assessment, The Classical Learning Test, DIBELS, and weekly data meeting using student work product.

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS

2018-2019: Continue to increase median growth percentile to a 55 or higher in elementary grades annually in English language arts and Math.

2019-2020: Continue to increase median growth percentile by an average of ten points per school year for the next three years in English language arts and Math.

INTERIM MEASURES FOR 2018-2019: STAR Math, STAR Reading, The Core Knowledge Assessment, The Classical Learning Test, DIBELS, and weekly data meeting using student work product.

Priority Performance Challenge : Disaggregated Achievement

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELP

ANNUAL PERFORMANCE TARGETS

2018-2019: Improve both growth and achievement as measured by CMAS data for RMCA ELL population.

2019-2020: Improve both growth and achievement as measured by CMAS data for RMCA ELL population compared to the rest of the RMCA population at 5-10% annually for the next three years. .

INTERIM MEASURES FOR 2018-2019: STAR Math, STAR Reading, The Core Knowledge Assessment, The Classical Learning Test, DIBELS, and weekly data meeting using student work product.

Priority Performance Challenge : Academic Growth in Math and ELA

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase growth measures for Free/Reduced-Price Lunch Eligible for ELA to Meets the standard on CMAS data. Increase growth and achievement measures for Free/Reduced-Price Lunch Eligible for Math to meets on CMAS data.

2019-2020: Continue to increase academic achievement by an average of ten points per school year for the next three years in English language arts and Math.

INTERIM MEASURES FOR 2018-2019: STAR Math, STAR Reading, The Core Knowledge Assessment, The Classical Learning Test, DIBELS, and weekly data meeting using student work product.

School Accountability Committee UIP Signature Page 2018-2019

School _Rocky Mantan Classical Academy_

Accreditation Rating (Plan Type _Improvement_

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. **Parents must be included.** Please type name and role.

Name	Position
Lori Parker	Parent
MARO WINSTON	PARENT
Beverly Oliver	Parent
Lori Shook	PTO

School Accountability Committee:

1) Date the Plan was presented to SAC for review:

   3/6/19

2) Signature of Principal:

3) Signature of SAC Chairperson:

4) Additional SAC members who reviewed the plan:

Colorado's Unified Improvement Plan for Schools

RIDGEVIEW ELEMENTARY SCHOOL UIP 2018-19 | **School:** RIDGEVIEW ELEMENTARY SCHOOL | **District:** DISTRICT 49 | **Org ID:** 1110 | **School ID:** 7339 | **Framework:** Performance Plan: Meets 95% Participation | **Draft UIP**

Table of Contents

Executive Summary

If we...

CULTURE & CLIMATE

Description:

Members of our school community will establish and maintain a positive learning environment by expertly implementing the agreed upon expectations from the Capturing Kids' Hearts relational framework and the CONTEXT elements from the Marzano NASOT framework. Staff will create and maintain the ideal atmosphere for learning which will ultimately increase student growth and achievement outcomes. CKH will be in place in all interactions: between staff to students, between staff to parents, and also between staff to staff. Marzano CONTEXT elements will be evidenced in all classroom settings.

EFFECTIVE TEACHING

Description:

Teachers and instructional staff at our school will successfully understand and implement our common instructional framework, based upon Marzano's The NEW Art & Science of Teaching. They will study the elements within each category-- FEEDBACK, CONTENT, and CONTEXT-- and apply them in daily lessons. Teachers will know their pedagogical strengths and areas for growth, and they will prioritize Growth Plan elements for themselves with specific action steps, in order to strategically improve their practices. They will have professional development opportunities that align to the framework. Teachers will understand the predominant instructional strategies used across our school and the impact on learning.

GUARANTEED LEARNING

Description:

Educators will use a collaborative PLC process, to include vertical (K-5th) conversations, 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 in both ELA and math. Core programming as well as intervention programming will be a focus. Ensuring a guaranteed and viable curriculum, to include agreed upon resources and pacing, will be the outcome of this ongoing PLC work.

Then we will address...

GUARANTEED LEARNING IN MATHEMATICS

Description:

We continue to have concerns regarding curriculum pacing, resource use, and K-5th vertical alignment in mathematics.

EFFECTIVE TEACHING IN MATHEMATICS

Description:

RVES educators and leaders continue to learn best practice elements and strategies within the Marzano framework. With mathematics, we need to improve our framework implementation within the Feedback and Content categories of the NASOT framework.

CULTURE & CLIMATE IMPACTS LEARNING

Description:

This is an area of strength for RVES, but it continues to be an area of focus and concern because our perception is that students with challenging behaviors increase each year and teaching becomes more difficult. This impacts learning in all content areas.

GUARANTEED LEARNING IN ELA

Description:

We have concerns regarding K-5th vertical alignment in ELA, especially in regards to writing, and we need to fine-tune use of our core resources.

EFFECTIVE TEACHING IN ELA

Description:

RVES educators and leaders continue to learn best practice elements and strategies within the Marzano framework. With ELA, we need to improve our framework implementation within the Feedback and Content categories of the NASOT framework.

Then we will change current trends for students

MATH PERCENTILE RANK FROM SCHOOL PERFORMANCE FRAMEWORK, 3RD-5TH, CMAS

Description:

Ridgeview 2017-18 students performed at the 56th percentile rank for all tested 3rd-5th graders in Math, as indicated by mean scale scores on CMAS.

MATH MEDIAN GROWTH PERCENTILE FROM SCHOOL CMAS GROWTH REPORT, 4TH GRADE, CMAS

Description:

Ridgeview 2017-18 4th graders scored at the 57.5 percentile in regards to their growth from 3rd grade.

ELA MEDIAN GROWTH PERCENTILE FROM SCHOOL CMAS GROWTH REPORT, 4TH-5TH GRADE, CMAS

Description:

Ridgeview 2017-18 4th & 5th graders scored at the 56th percentile in regards to their growth.
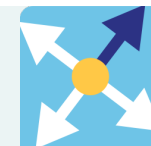
ELA MEDIAN GROWTH PERCENTILE FROM SCHOOL CMAS GROWTH REPORT, 4TH GRADE, CMAS

Description:

Ridgeview 2017-18 4th graders scored at the 53rd percentile in regards to their growth.
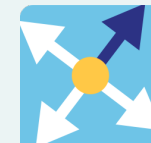
ELA PERCENTILE RANK FROM SCHOOL PERFORMANCE FRAMEWORK, 3RD-5TH, CMAS

Description:

Ridgeview 2017-18 students performed at the 68th percentile rank for all tested 3rd-5th graders in ELA, as indicated by mean scale scores on CMAS.

Access the School Performance Framework here:http://www.cde.state.co.us/schoolview/performance
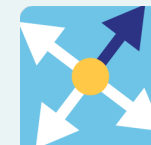
Improvement Plan Information

Additional Information about the school

Ridgeview Elementary is a large school in District 49 in Colorado Springs, CO. A positive school culture is something we pride ourselves in. RVES is recognized as a Capturing Kids' Hearts National Showcase school for last school year and pending for this school year. Relationships are at the foundation of our work. We have high academic expectations and high accountability, within this positive, supportive environment.

Improvement Plan Information

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

✓ State Accreditation

School Contact Information

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Mailing Street: 6573 Shimmering Creek Drive

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Email: kmoore@d49.org

Name: Andrea Aragon

Title: Assistant Principal

Mailing Street: 6573 Shimmering Creek Drive

Mailing City / State/ Zip Code: Colorado Springs Colorado 80923

Phone:(719) 494-8700

Email: aaragon@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

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. Ridgeview is a Pre-K through 5th grade school, serving approximately 718 K-5th grade students and 55 preschool students, 773 students in total. Our enrollment fluctuates some, but overall is on the rise and has been for several years. 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 an SSN1 program that supports students with cognitive delays and limitations. We currently have a teaching staff of approximately 60 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 55% of our students are listed as White/Non-Hispanic and 45% of our student population is considered a race/ethnicity other than White/Non-Hispanic. 23% of our population is considered Hispanic. Of our total students, about 49% are male and 51% are female. Ridgeview has approximately 23% of our students eligible for free/reduced lunch, which is similar to the prior two school years. Approximately 24% of our students are from military families. With the home building and growth in our neighborhood, we tend to have a fairly high percentage of student who are new to RVES.

Process for Data Analysis-

Ridgeview administration, POWER Zone leaders (feeder pattern school leadership), and district administration analyze data, with an emphasis on literacy data. However, this school year and last we have increased our focus on math in addition to literacy. Team Leaders are designated for each grade level/department team; they set the agenda for the weekly PLC meetings and facilitate this process. Administration attends PLC meetings regularly. 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 for both ELA (English Language Arts) and math. Last year we added quarterly, standards-based, common math assessments as well. Also, each PLC team functions as a Reading & Data Team about once monthly, led by our Instructional Coach and Principal. These meetings focus specifically on literacy data and best practices for literacy instruction. PLC meetings also serve as collaborative staff level MTSS/RtI teams throughout the year, in order to maintain ongoing communication regarding any below grade level students. Parents

are met with in MTSS/RtI meetings throughout the year, as well. PLC Team Leaders make up the school Leadership Team, with representation from all grade levels and departments, and this team reviews 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 meetings also support with this data analysis process. In addition, longitudinal data is shared with the staff as the School Advisory Committee (SAC) which includes parent representation, teachers, and administration. Data is also periodically shared at Parent Coffees and other parent events. In addition to meetings at which school-wide, grade level, and sub group data is analyzed, administration also meets with individual teachers throughout the year to analyze CMAS data (ELA and math), Dibels Next data, and a comprehensive profile of each below grade level (BGL) reader at our school. Administration drafts the UIP based upon pieces from all of these data 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 plan school this year. We made huge growth and improvements from the previous year, and we are very proud of that!   We are working hard to maintain this CMAS growth and even improve further, so our root causes and improvement strategies will look very similar to last year. Once we have maintained this growth, across time, we will begin to focus more on pockets where growth is needed versus overall growth.

Notable Changes

At the beginning of the 14-15 school year, District 49 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 fully embraced this initiative and we have made significant changes as a result, over the past several years. In addition, the district has elevated our focus on mathematics for last school year and this school year, 2017-18 and 2018-19. We are focused on and committed to overall improvement with math, in addition to literacy.

Ridgeview's enrollment numbers have been a notable factor across the last several years. The October count number (K-5th) for 2015-16 was 718. For 2016-17 the October count number was 761. This year we are at 718 students for our October count number. We have two grade levels that are full, and we are sending approximately thirty Kindergartners and fifteen 2nd graders to a nearby school; some of those students have siblings that chose to choice into the neighboring school. This, along with nearby charter schools, most likely account for the decrease in our enrollment.

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:	READING: 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.
Performance:	6% of students ended the year in the intensive category on Dibels Next, so we missed our goal by 1 point, but this is still celebratory data.
Prior Year Target:	READING: 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 CMAS.
Performance:	We scored at the 68th percentile rank for all tested 3rd-5th graders in ELA, exceeding our goal.
Prior Year Target:	MATH: Ridgeview will increase from the 40th to the 50th percentile rank or higher, according to the SPF, as indicated by mean scale score on CMAS.
Performance:	We scored at the 56th percentile rank for all tested 3rd-5th grades in Math, exceeding our goal.
Prior Year Target:	READING: By the end of the 2017-18 school year, 90% of Ridgeview K-5th graders will score at or above benchmark according to Dibels Next Composite data. This will be an increase from 74% at the beginning of the school year.
Performance:	88% of students were at benchmark or above on Dibels Next, so we missed our goal by 2 points, but this is still celebratory data.

ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:	Based on available data, RVES met some of our prior year's targets and got close to meeting others, missing them by only a point or two. Academic achievement looked good, in most cases exceeding the district and the state.

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target:	MATH: Ridgeview 2017-18 4th graders will score at the 50th percentile or higher for median growth, which will be a large increase from the 19.5th percentile for the previous year's 4th graders.
Performance:	Our 4th graders scored at the 57.5th percentile for median growth, exceeding our rigorous goal. That is outstanding growth at 38 points.
Prior Year Target:	ELA: Ridgeview 2017-18 4th & 5th graders will score at the 55th percentile or higher for median growth, which will be an increase from the 46th percentile for the previous year's 4th & 5th graders.
Performance:	Our 4th & 5th graders scored at the 56th percentile for median growth, exceeding our goal. That is 10 points growth.

Prior Year Target:	ELA: Ridgeview 2017-18 4th graders will score at the 50th percentile or higher for median growth, which will be a large increase from the 35.5th percentile for the previous year's 4th graders.
Performance:	Our 4th graders scored at the 53rd percentile for median growth, exceeding our goal, up 17.5 points.

ACADEMIC GROWTH REFLECTION: RVES exceeded CMAS growth goals, making impressive gains. We are very proud of this!

Current Performance

- **Preliminary 2018 School Performance Framework**

Ridgeview Elementary School is on a "Performance Plan" with a score of 74.4 out of 100, which is up from the 2017 SPF score of 45.1 out of 100 possible points. This is an outstanding increase that we are very proud of! We achieved 24.6/40 points for Academic Achievement which rates as APPROACHING, and we achieved 49.8/60 points for Academic Growth which also rates as MEETS. These scores are an increase from our 2017 SPF, which is a celebration and something we want to see continue. We must stay focused and work hard to continue on this path. Test participation rates are a point of strength.

ACADEMIC ACHIEVEMENT: Ridgeview's percentile rank for ELA is 68, which rates as MEETS. Our percentile rank for math is 56, which rates as MEETS. Our percentile rank for science is 35, which rates as APPROACHING. These sub groups rate as MEETS in ELA and as APPROACHING in both math and science: 'Free/Reduced-Prince Lunch Eligible' and 'Minority Students'. 'Students with Disabilities' rate as DOES NOT MEET in ELA, math, and science.

ACADEMIC GROWTH: Ridgeview's percentile rank for ELA is 56, which rates as MEETS. Our percentile rank for math is 65, which rates as EXCEEDS. We rate as MEETS with all sub-groups for both ELA and Math, with a couple of exceptions. In math, 'Minority Students' rate as EXCEEDS and 'Students with Disabilities' rate as DOES NOT MEET. 'Students with Disabilities' rate as MEETS in ELA growth which is exciting to see!

CMAS ELA (English Language Arts)

The 2018 Median Growth Percentile score as indicated by the School CMAS Growth Report for our school is 56, which is up from 46 in 2017, and this is higher than both the district and the state. Median Growth Percentile scores for 4th and 5th grade ELA are 53 and 57 respectively. 4th grade's score is a significant increase from 2017, and it is higher than both the district and the state. The 5th grade score is down by one point from the year prior, from 58 to 57, which is not significant. We are pleased with our growth scores for both grade levels in ELA, and our goal is to maintain or increase our percentile rank for next year and beyond.

With subgroups, our CMAS ELA growth scores are on the rise and exceeding the state and district scores. We are excited about this and celebrate the hard work of our teachers, staff, and students. Our lowest sub-group growth score in ELA is with females, but it is up from last year. We will monitor that. We must continue to work hard and fine tune our practices to maintain and increase growth and achievement.

3rd grade ELA CMAS scores were consistent with district and state averages. We scored 41% met/exceeded, which is down just slightly from last year's 45% met/exceeded score. 4th grade ELA PAARC scores were higher than both the district and the state. We scored 54% met/exceeded, which is up from 30% last year. Our 4th grade team worked hard to make pacing and instructional adjustments, focused on improved results, and we are very proud of them! 5th grade ELA CMAS scores were consistent with the district and fell just below the state. We scored 49% met/exceeded, which is the same as last year.

DIBELS NEXT DATA

For the 2017-18 school year, we made a 15 percentage point increase across the year, down a little from 2016-17. The decrease is not something we are overly concerned about because we know that the higher we get with Dibels, the harder growth will be to achieve. We ended the school year with 88% of our students at or above grade level expectations according to Dibels. We started the 2018-19 school year at 76% at or above on Dibels, and this is the highest we have ever started. This shows that the skills are being retained from year to year with our students. In looking at our students who are at-risk according to Dibels, many of them are either new to our school or on a specialized learning plan (IEP or ELP). Of those who are on special plans, almost all of them are on track to meet their learning plan goals.

We will continue to monitor Dibels data because we know it is indicative of foundational reading skills. However, our consistent growth and achievement according to Dibels has been high for many years--- it's time to focus more on the rigor of the standards and measures that align to that rigor. Dibels will continue to be an important screening tool for foundational reading skills for us.

CMAS MATH

The Median Growth Percentile score as indicated by the School CMAS Growth Report for our school in math is 65, which is higher than both the district and state averages. Median Growth Percentile scores for 4th and 5th grade Math are 57.5 and 68 respectively. Fourth grade's score of 57.5 is higher than both the district and the state, and is a dramatic improvement from last school year. 5th grade's score of 68 is an increase from last year, and it exceeds both the district and state by a noticeable margin. These are points of celebration for us!

With most subgroups our performance is higher than district and state averages. The only subgroup of concern is with our IEP students, With this group, we are close to district and state scores, but still below them. We continue to work on math improvement across our school, to include our IEP math students.

3rd grade Math CMAS scores were higher than the district and state averages, and this is a celebration for RVES. We scored 44% met/exceeded, which is up from the previous couple of years. 4th grade Math CMAS scores exceeded both the district and the state. We scored 39% met/exceeded, which is a huge improvement from last school year. 4th grade math scores were an urgent focus for RVES after last year's scores, and our improvement efforts worked. We intend to maintain this focus to further increase our scores. 5th grade scores exceeded both the district and the state. We scored 39% met/exceeded.

Math continues to be an intensive area of focus for us at RVES.

Trend Analysis

Trend Direction: Stable then increasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

READING (ELA): According to the 2016 Percentile Rank Report on the School Performance Framework, our achievement ranked RVES at the 57th percentile for 3rd-5th ELA in comparison to schools across the state. From the 2017 School Performance Framework, our percentile rank was again ranked at the 57th percentile. For 2018, our percentile rank was at the 68th percentile.

Trend Direction: Decreasing then increasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

MATH: According to the 2016 Percentile Rank Report on the School Performance Framework, our achievement ranked RVES at the 61st percentile for 3rd-5th math in comparison to schools across the state. From the 2017 School Performance Framework, our percentile rank was at the 40th percentile, which was a decrease. For 2018, our percentile rank was at the 56th percentile, which is trending upward.

Trend Direction: Decreasing then increasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

ELA: According to the CMAS Growth Report (which reflects 4th and 5th grade CMAS growth) RVES was in the 55th percentile for growth in 2016, trending higher than the district and the state. For 2017, we decreased to the 48th percentile for growth, falling below the district and the state scores. For 2018, we are back up to the 56th percentile and exceeding both the district and the state.

Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Math: According to the CMAS Growth Report from 2016-2018, RVES 4th graders fluctuated in percentile rank from 35 to 19.5, and then to 57.5.

Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

ELA: According to the CMAS Growth Report from 2016-2018, RVES 4th graders fluctuated in percentile rank from 32 to 35.3, and then to 53.

Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

MATH: According to the CMAS Growth Report, RVES was in the 58.5 percentile for growth in 2016, trending higher than the district and state. For 2017, we decreased to the 34th percentile, trending lower than the district and state. For 2018, we landed in the 65th percentile exceeding both the district and the state.

Additional Trend Information:

We will continue to focus on primary literacy, as we have the past five to six years. We will also continue to strengthen in math, which has been a more urgent focus across the last two years. While our increases are exciting, we want to be sure that we continue to increase each year and not slide back. Maintaining a sense of urgency is important in doing the best we can for our students.

Root Causes

Priority Performance Challenge: Math Percentile Rank from School Performance Framework, 3rd-5th, CMAS
Ridgeview 2017-18 students performed at the 56th percentile rank for all tested 3rd-5th graders in Math, as indicated by mean scale scores on CMAS.

Root Cause: Guaranteed Learning in Mathematics
We continue to have concerns regarding curriculum pacing, resource use, and K-5th vertical alignment in mathematics.

Root Cause: Effective Teaching in Mathematics

RVES educators and leaders continue to learn best practice elements and strategies within the Marzano framework. With mathematics, we need to improve our framework implementation within the Feedback and Content categories of the NASOT framework.

Root Cause: Culture & Climate Impacts Learning

This is an area of strength for RVES, but it continues to be an area of focus and concern because our perception is that students with challenging behaviors increase each year and teaching becomes more difficult. This impacts learning in all content areas.

Priority Performance Challenge: Math Median Growth Percentile from School CMAS Growth Report, 4th Grade, CMAS
Ridgeview 2017-18 4th graders scored at the 57.5 percentile in regards to their growth from 3rd grade.

Root Cause: Guaranteed Learning in Mathematics

We continue to have concerns regarding curriculum pacing, resource use, and K-5th vertical alignment in mathematics.

Root Cause: Effective Teaching in Mathematics

RVES educators and leaders continue to learn best practice elements and strategies within the Marzano framework. With mathematics, we need to improve our framework implementation within the Feedback and Content categories of the NASOT framework.

Root Cause: Culture & Climate Impacts Learning

This is an area of strength for RVES, but it continues to be an area of focus and concern because our perception is that students with challenging behaviors increase each year and teaching becomes more difficult. This impacts learning in all content areas.

Priority Performance Challenge: ELA Median Growth Percentile from School CMAS Growth Report, 4th-5th Grade, CMAS
Ridgeview 2017-18 4th & 5th graders scored at the 56th percentile in regards to their growth.

Root Cause: Guaranteed Learning in ELA

We have concerns regarding K-5th vertical alignment in ELA, especially in regards to writing, and we need to fine-tune use of our core resources.

Root Cause: Effective Teaching in ELA

RVES educators and leaders continue to learn best practice elements and strategies within the Marzano framework. With ELA, we need to improve our framework implementation within the Feedback and Content categories of the NASOT framework.

Root Cause: Culture & Climate Impacts Learning

This is an area of strength for RVES, but it continues to be an area of focus and concern because our perception is that students with challenging behaviors increase each year and teaching becomes more difficult. This impacts learning in all content areas.

Priority Performance Challenge: ELA Median Growth Percentile from School CMAS Growth Report, 4th Grade, CMAS

Ridgeview 2017-18 4th graders scored at the 53rd percentile in regards to their growth.

Root Cause: Guaranteed Learning in ELA

We have concerns regarding K-5th vertical alignment in ELA, especially in regards to writing, and we need to fine-tune use of our core resources.

Root Cause: Effective Teaching in ELA

RVES educators and leaders continue to learn best practice elements and strategies within the Marzano framework. With ELA, we need to improve our framework implementation within the Feedback and Content categories of the NASOT framework.

Root Cause: Culture & Climate Impacts Learning

This is an area of strength for RVES, but it continues to be an area of focus and concern because our perception is that students with challenging behaviors increase each year and teaching becomes more difficult. This impacts learning in all content areas.

Priority Performance Challenge: ELA Percentile Rank from School Performance Framework, 3rd-5th, CMAS

Ridgeview 2017-18 students performed at the 68th percentile rank for all tested 3rd-5th graders in ELA, as indicated by mean scale scores on CMAS.

Root Cause: Guaranteed Learning in ELA

We have concerns regarding K-5th vertical alignment in ELA, especially in regards to writing, and we need to fine-tune use of our core resources.

Root Cause: Effective Teaching in ELA

RVES educators and leaders continue to learn best practice elements and strategies within the Marzano framework. With ELA, we need to improve our framework implementation within the Feedback and Content categories of the NASOT framework.

Root Cause: Culture & Climate Impacts Learning

This is an area of strength for RVES, but it continues to be an area of focus and concern because our perception is that students with challenging behaviors increase each year and teaching becomes more difficult. This impacts learning in all content areas.

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 ELA and math data. These are the same we focused on the previous year, and we showed great growth. Even though these areas are all on the rise, we still want to keep a close eye and ensure continued improvement. This is why we are maintaining these are our priority performance challenges. We trended down or stable in these and then trended up, and we want our 2018-19 scores to trend up again.

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 and especially before they leave elementary school, is 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.

Math is an increased area of focus for us at this time, as well. The rigor of the standards is a focus, as well as effective core instruction and differentiation to meet individual needs of each student.

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

These root causes are more about fine-tuning what we already have in place. Major changes are not needed. What we are doing is working, but there is still work to be done with the goal of even greater outcomes in student growth and achievement.

Action Plans

Planning Form

Culture & Climate

What would success look like: Members of our school community will establish and maintain a positive learning environment by expertly implementing the agreed upon expectations from the Capturing Kids' Hearts relational framework and the CONTEXT elements from the Marzano NASOT framework. Staff will create and maintain the ideal atmosphere for learning which will ultimately increase student growth and achievement outcomes. CKH will be in place in all interactions: between staff to students, between staff to parents, and also between staff to staff. Marzano CONTEXT elements will be evidenced in all classroom settings.

Describe the research/evidence base supporting the strategy: The Flippen Group shows correlations between success with their CKH process and higher student achievement outcomes. The Marzano NASOT framework is based on research across time.

Associated Root Causes:

Culture & Climate Impacts Learning:
This is an area of strength for RVES, but it continues to be an area of focus and concern because our perception is that students with challenging behaviors increase each year and teaching becomes more difficult. This impacts learning in all content areas.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Physical Appearance & Safety of School	We will use MLO funds to improve the physical appearance and the overall safety of our school.	06/01/2017 08/01/2019	Administration, Building Manager, District Personnel	
Love & Logic Training and Implementation	All instructional staff will eventually attend a Love & Logic conference and take the Aha Love & Logic course for educators. All new hires will be trained within their probationary period. This provides additional tools for supporting positive classrooms.	08/01/2017 05/15/2020	Instructional Staff, Administration	
CKH 1 training for new hires	Each summer or early fall, new-to-Ridgeview teachers will participate in CKH level 1 training.	06/01/2018 10/30/2020	New Instructional Hires, Administration	
	CKH Champions Team meets every July to plan out the CKH staff	07/01/2018		

CKH Champions Retreat	beginning-of-the-year refresher and CKH priorities for the year.	08/01/2019	CKH Champions, Administration
CKH Champions Team meetings	CKH Champions is one of Ridgeview's decision-making teams and they focus on the culture and climate of our school. They meet every 4-6 weeks with a focus on keeping the CKH process alive. They remind teams and support them about our CKH school-wide expectations.	08/01/2018 05/30/2020 Monthly	CKH Champions, Administration
CKH Training	The RVES staff will engage in ongoing informal and formal CKH trainings. We will engage in at least one informal or formal training per school year.	08/01/2018 05/30/2020	CKH Champions, Administration, All Staff
NASOT Marzano Framework Context Category Training & Focus	RVES administration focuses training and evaluative efforts on the framework Context elements during quarter 1 of each school year and then ongoing as needed per individual teacher needs.	08/01/2018 05/30/2020 Quarterly	Administration
NASOT Framework Coaching -- Context Category	Instructional Coaching at RVES is highly focused on the Context category of the framework across quarter 1 and then ongoing for some teachers as needed. Peer observations, with coaching, include a focus on the Context category.	08/01/2018 05/25/2020 Quarterly	Instructional Staff, Instructional Coach, Administration
Admin Chats	Several times per each school year, the Principal will be available after school for an informal "chat" with refreshments. This provides staff the opportunity to come by, say hello, ask questions, and engage in any conversations that come up.	08/01/2018 05/25/2020 Quarterly	Administration, All Staff

CKH National Showcase School Process	Each year, RVES will participate in the CKH National Showcase School process. The process provides a structure for constant analysis and improvement.	09/01/2018 03/01/2020	Admin, CKH Champions, All Staff
CKH Process Champions Training	Train additional CKH Process Champions so that we have two formally trained CKH Champions per team.	10/29/2018 10/30/2018	Selected Teachers, Administration
Embedded Professional Development	A portion of each staff meeting will be used to spotlight elements from the NASOT framework, to include Context elements, and model teachers will share strategies for implementation. Teams will then discuss elements.	01/01/2019 05/25/2020 Monthly	Administration, Model Teachers
Youth Mental Health First Aid Training	RVES staff will be trained in this in order to better support our student population's growing mental health needs.	07/25/2019 09/15/2019	All Staff, Dr. Kim Boyd, Administration

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

 Effective Teaching

What would success look like: Teachers and instructional staff at our school will successfully understand and implement our common instructional framework, based

upon Marzano's The NEW Art & Science of Teaching. They will study the elements within each category-- FEEDBACK, CONTENT, and CONTEXT-- and apply them in daily lessons. Teachers will know their pedagogical strengths and areas for growth, and they will prioritize Growth Plan elements for themselves with specific action steps, in order to strategically improve their practices. They will have professional development opportunities that align to the framework. Teachers will understand the predominant instructional strategies used across our school and the impact on learning.

Describe the research/evidence base supporting the strategy: The Marzano framework is highly supported by research. This aligns with the High Reliability Schools (HRS) level 2. The schools in the Power Zone are in the HRS network and working on certification in all HRS levels.

Associated Root Causes:

Effective Teaching in ELA:
RVES educators and leaders continue to learn best practice elements and strategies within the Marzano framework. With ELA, we need to improve our framework implementation within the Feedback and Content categories of the NASOT framework.

Effective Teaching in Mathematics:
RVES educators and leaders continue to learn best practice elements and strategies within the Marzano framework. With mathematics, we need to improve our framework implementation within the Feedback and Content categories of the NASOT framework.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
High Reliability Schools (HRS) Level 2 Certification Process	RVES will seek and maintain HRS Level 2 certification, which focuses on effective teaching. The process encompasses many criteria specific to ensuring effective teaching in every classroom.	07/01/2017 05/25/2020	Administration, All Staff	

	All instructional staff formally trained by the Marzano professionals regarding The NEW Art & Science of Teaching instructional framework.	07/30/2018 07/31/2018	RVES Instructional Staff, RVES Administration
Marzano NASOT Training			
NASOT Book Study	Each year all new-to-Ridgeview teachers engage in the district's NASOT book study course on the Aha Network. Part 1 is fall semester and part 2 is spring semester.	08/01/2018 05/30/2020	New Hires, Administration
Professional Growth Plans	Teachers create growth plans in iObservation aligned with the NASOT framework and implement them, as a component of teacher evaluation. 1 or 2 growth elements are selected and specific action steps for professional growth are outlined.	08/01/2018 05/25/2020 Monthly	Instructional Staff, Administration
Teacher Evaluation	Teachers will receive formal, informal, and walk-through observational data and feedback at least 4-6 times per school year (1-2 times per quarter). Additional walk-throughs will occur without data entered into the formal system. In addition, each teacher will receive a mid-year and end-year evaluation.	08/01/2018 05/26/2020 Quarterly	Instructional Staff, Administration
Teacher Self-Evaluation Survey	Each year, teachers will reflect on their own pedagogical strengths and areas for growth, and they will reflect on their daily practices.	11/01/2018 01/15/2020	Instructional Staff, Administration
Embedded Professional Development	A portion of each staff meeting will be used to spotlight elements from the NASOT framework, to include Feedback and Content elements, and model teachers will share strategies for implementation. Teams will then discuss elements.	01/01/2019 05/25/2020 Monthly	Administration, Model Teachers

Kagan Thinking Skills Training & Implementation

All instructional staff will participate in Kagan Skills Thinking Skills training which aligns with many Context and Content category elements in the NASOT framework-- student engagement and organizing students for learning.

01/07/2019
08/01/2019

Instructional Staff, Administration

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

Guaranteed Learning

What would success look like: Educators will use a collaborative PLC process, to include vertical (K-5th) conversations, 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 in both ELA and math. Core programming as well as intervention programming will be a focus. Ensuring a guaranteed and viable curriculum, to include agreed upon resources and pacing, will be the outcome of this ongoing PLC work.

Describe the research/evidence base supporting the strategy: This aligns with Marzano's High Reliability Schools (HRS) research, level 3.

Associated Root Causes:

Guaranteed Learning in Mathematics:
We continue to have concerns regarding curriculum pacing, resource use, and K-5th vertical alignment in mathematics.

Guaranteed Learning in ELA:
We have concerns regarding K-5th vertical alignment in ELA, especially in regards to writing, and we need to fine-tune use of our core resources.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Training for New Hires	Each year, new hires are trained in all priority curricular resources and in our instructional framework with a more intensive focus on specific elements.	07/01/2018 05/26/2020	New Hires, Administration, Instructional Coach
Leadership Team Meetings	Team leaders meet regularly with administration to check-in regarding the PLC process and other important school topics. The year begins with a Leadership Team day-long retreat.	07/01/2018 05/26/2020 Monthly	Team Leaders, Administration
PLC Meetings	Teaching teams meet once per week for a formal PLC meeting, facilitated by the team leader, structured with the EXCEL agenda model. The focus is student achievement, growth, essential outcomes, assessments/data, and other topics related to PLC work.	08/01/2018 05/26/2020 Weekly	Instructional Staff, Administration
Reading & Data Meetings	K-5th grade teams meet every 4-5 weeks to discuss reading data and reading instructional strategies with our instructional coach and administration.	08/01/2018 05/26/2020 Monthly	Instructional Staff, Instructional Coach, Administration
Math Leadership Team	Representatives participate in the district and zone math teams and then bring their learnings back to our staff through staff meetings, PLC meetings, and other appropriate settings.	08/01/2018 05/26/2020 Quarterly	MLT Reps, Administration
ST Math	Implement ST Math at K-4th grades, adding 5th grade in the 2019-20 school year; provide an ST Math Lab time in support of the program. Provide ongoing training and support to ensure successful implementation.	08/01/2018 05/26/2020	Instructional Staff, ST Math Lab Teacher, Administration

Reflex Math	Implement Reflex Math at 2nd-5th grades, with some 1st grade implementation per their choice. Provide ongoing training and support for teachers in their use of the program.	08/01/2018 05/26/2020	Instructional Staff, Administration
Instructional Coaching-- math focus	Teachers will work regularly with the Power Zone Math Coach to analyze common math data and to discuss standards, pacing, and other relevant topics. The coach will observe and model math instruction.	08/01/2018 05/26/2020	Instructional Staff, Administration, Zone Math Coach
Eureka Math Training	All 2nd-5th grade teachers trained in Eureka Math. In the future, all new hires will be trained as appropriate.	10/01/2018 01/08/2020	Instructional Staff, Administration
Embedded Professional Development	A portion of each staff meeting will be used to spotlight elements from the NASOT framework, and model teachers will share strategies for implementation. Teams will then discuss elements.	01/01/2019 05/25/2020 Monthly	Administration, Model Teachers
Vertical Alignment Math Meetings	Teams will meet vertically to discuss and align math essential outcomes, core resources, core strategies, and core vocabulary.	01/08/2019 01/15/2020	Instructional Staff, Administration
Vertical Alignment ELA Meetings-- writing focus	Teams will meet vertically to discuss and align writing essential outcomes, core resources, core strategies, and core vocabulary. CKLA will be used as the core resource and will be supplemented as needed.	01/15/2019 05/26/2020	Instructional Staff, Administration

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

School Target Setting

Priority Performance Challenge : Math Percentile Rank from School Performance Framework, 3rd-5th, CMAS

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

> ANNUAL PERFORMANCE TARGETS

2018-2019: Ridgeview will perform at the 58th percentile rank or higher in math, according to the SPF, as indicated by mean scale score on CMAS.

2019-2020: Ridgeview will perform at the 60th percentile rank or higher in math, according to the SPF, as indicated by mean scale score on CMAS.

INTERIM MEASURES FOR 2018-2019: Benchmark math assessments (Zone tests and Math Inventory), ST Math, Reflex Math, Dibels Math

Priority Performance Challenge : Math Median Growth Percentile from School CMAS Growth Report, 4th Grade, CMAS

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

> ANNUAL PERFORMANCE TARGETS

2018-2019: Ridgeview 2018-19 4th graders will score at the 59th percentile or higher for median growth in math.

2019-2020: Ridgeview 2018-19 4th graders will score at the 61st percentile or higher for median growth in math.

INTERIM MEASURES FOR 2018-2019: Benchmark math assessments (Zone tests and Math Inventory), ST Math, Reflex Math, Dibels Math

Priority Performance Challenge : ELA Median Growth Percentile from School CMAS Growth Report, 4th-5th Grade, CMAS

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS	
2018-2019: Ridgeview 2018-19 4th & 5th graders will score at the 58th percentile or higher for median growth in ELA.	
2019-2020: Ridgeview 2018-19 4th & 5th graders will score at the 60th percentile or higher for median growth in ELA.	

INTERIM MEASURES FOR 2018-2019: Common classroom assessments, Lexia Core 5, Dibels benchmarking and progress monitoring

Priority Performance Challenge : ELA Median Growth Percentile from School CMAS Growth Report, 4th Grade, CMAS

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS	
2018-2019: Ridgeview 2018-19 4th graders will score at the 55th percentile or higher for median growth in ELA.	
2019-2020: Ridgeview 2018-19 4th graders will score at the 57th percentile or higher for median growth in ELA.	

INTERIM MEASURES FOR 2018-2019: Common classroom assessments, Lexia Core 5, Dibels benchmarking and progress monitoring

Priority Performance Challenge : ELA Percentile Rank from School Performance Framework, 3rd-5th, CMAS

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

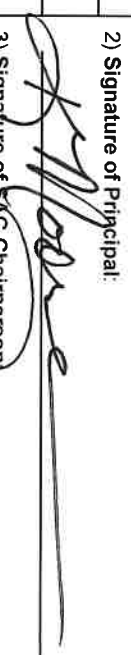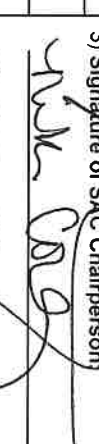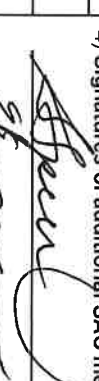| ANNUAL PERFORMANCE TARGETS | **2018-2019:** Ridgeview will perform at the 69th percentile rank or higher in ELA, according to the SPF, as indicated by mean scale score on CMAS. |
| | **2019-2020:** Ridgeview will perform at the 70th percentile rank or higher in ELA, according to the SPF, as indicated by mean scale score on CMAS. |

INTERIM MEASURES FOR 2018-2019: Common classroom assessments, Lexia Core 5, Dibels benchmarking and progress monitoring

Accreditation Rating Performance

School- Ridgeview Elementary

School Accountability Committee UIP Signature Page

School Accountability Committee: _____

1) Date the Plan was presented to SAC for review:

    Thursday, January 24, 2019

2) **Signature of Principal:** _[signature]_

3) **Signature of SAC Chairperson** _[signature]_

4) **Signatures of additional SAC members who reviewed the plan:** _[signatures]_

<u>Unified Improvement Planning Team:</u> Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.

Name	Position
Kim Moore	Acting Principal
Andrea Aragon	Assistant Principal
Nikki Cortez _Q_	SAC Chairman
Ellie Engman _EE_	Teacher
Sandy Speer _AS_	Teacher
Pam Russell	Community Member
Michael Pickering	Zone Superintendent

Colorado's Unified Improvement Plan for Schools

SAND CREEK HIGH SCHOOL UIP 2018-19 | **School:** SAND CREEK HIGH SCHOOL | **District:** DISTRICT 49 | **Org ID:** 1110 | **School ID:** 7613 |

Framework: Performance Plan: Meets 95% Participation | **Draft UIP**

Table of Contents

Executive Summary

If we...

SAT READINESS

Description:

Ensure 11th grade students are SAT ready by implementing assessment-specific lessons in core classes.

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.

MATH INTERVENTIONS

Description:

Implementation of various math interventions, to include, but not limited to, Eureka Math for Algebra I and Geometry, GradPoint in Algebra I and Geometry courses and Math 180 curriculum for Algebra I interventions in Math Lab.

ELA INTERVENTIONS

Description:

Implementation of various ELA interventions, to include, but not limited to, GradPoint curriculum and assessments for ELA in the blended learning classrooms, development of common assessments using Illuminate for all ELA courses, targeting breakout sessions in ELA blended learning classrooms to implement ELA interventions, and implementing a Writing Lab tutoring after-school sessions for interventions in ELA.

Then we will address...

GUARANTEED AND VIABLE CURRICULUM

Description:

Guaranteed and viable curriculum: SCHS has not implemented new curriculum maps, common assessments and interventions with full fidelity in order to generate, analyze and act upon student performance data in ELA and math.

ASSESSMENT AND PROGRAM ALIGNMENT

Description:

Sand Creek High School has not implemented research affirmed instructional strategies to efficiently prepare students for the SAT.

ASSESSMENT AND PROGRAM ALIGNMENT

Description:

Sand Creek High School has not fully aligned assessment-specific lessons to curriculum, nor have results been analyzed in order identify and address content gaps and skill deficiencies.

Then we will change current trends for students

ACADEMIC ACHIEVEMENT

Description:

Based on the 2018 SPF, Sand Creek High School 9th and 10th grade students are rated as "Approaching"; however, some subgroup populations are behind the overall population in ELA and Math as measured by the CO PSAT. Sand Creek High School 11th grade students are rated as "Does Not Meet" as measured by the CMAS Science assessment. (Source: SPF) Disclaimer: Data was taken from the 2018 SFP which may not have all student assessment data included in calculations.

ACADEMIC GROWTH

Description:

Based on the 2018 SPF, Sand Creek High School 9th and 10th grade students are rated as "Approaching" for all students in Math as measured by the CO PSAT assessment. (Source: SPF) Disclaimer: Data was taken from the 2018 SFP which may not have all student assessment data included in calculations.

POST-SECONDARY AND WORK-FORCE READINESS

Description:

Based on the 2018 SPF, Sand Creek High School 11th grade students scored below the Colorado state mean score on the SAT assessment. (Source: Collegeboard)

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

Improvement Plan Information

Additional Information about the school

Improvement Plan Information

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

☑ State Accreditation

School Contact Information

Name: Audra Lane

Mailing Street: 7005 N. Carefree Circle

Phone:(719) 495-1173

Title: Campus Director

Mailing City / State/ Zip Code: Colorado Springs CO 80922

Email: alane@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Description of School:

- Sand Creek High School is located on the eastern edge of Colorado Springs and serves approximately 1200 students of Falcon School District #49. Sand Creek High School is an authorized International Baccalaureate school. 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 2% of our students. Students with an Individualized Education Plan make up 13% of our population. Our student sub-populations include 12% African-American, 28% Hispanic, 5% Asian, and 10% 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: one campus director, two associate principals, three teacher leaders, one dean of students, one dean of workplace learning and one instructional coach. 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 SAT data during professional development days and staff meetings beginning in August.

- Teacher leaders, 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 as 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:	Per the 2017 SPF, academic achievement is targeted for the 50th percentile for a rating of "Meets."
Performance:	Performance did not meet target in PSAT Math, PSAT ELA, or CMAS Science. Sand Creek High School is "Approaching" the academic achievement target of "Meets" with a percentile rank of 38% in ELA, 29% in Math, and 8% in Science. Students who are Free/REduced-Price Lunch Eligible "Did Not Meet" in all three content area assessments. CMAS Science "Did Not Meet" in any Student Group. (Source: SPF) Disclaimer: Data was taken from the 2018 SPF which may not have all student assessment data included in calculations.

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target:	Per the 2017 SPF, academic growth is targeted for the 50th percentile for a rating of "Meets".
Performance:	Academic Growth did meet the performance target of "Meets" for PSAT ELA with a percentile rank of 54%; however, academic growth did not meet target in PSAT Math. The percentile rank for academic growth for Math for all student groups is 45.5%, rated as "Approaching". (Source:SPF) Disclaimer: Data was taken from the 2018 SFP which may not have all student assessment data included in calculations.

PERFORMANCE INDICATOR: POSTSECONDARY & WORKFORCE READINESS

Prior Year Target:	Based on the 2016-2017 SAT results, SCHS will target a mean score of 985.
Performance:	Sand Creek High School did not meet or exceed the target mean scores for SAT Math or ELA. Students scored an overall SAT mean score of 959. (Source: Collegeboard)

Current Performance

- Sand Creek High School's 2018 SPF results indicate SCHS students did meet Academic Growth expectations in ELA. SCHS is not satisfied with the results as indicated from the 2018 PSAT ELA and PSAT Math data in the area of Academic Achievement. SCHS is not satisfied with the results as indicated from the 2018 PSAT Math data in the area of Academic Growth. SCHS students did not meet or exceed state mean scores for PSAT/SAT ELA, PSAT/SAT Math, or CMAS Science.

    - SCHS is concerned that the student performance was impacted by the lack of common formative assessments and implementation of interventions to address areas of improvement for all student groups in ELA and Math.
    - SCHS did meet the federally required 95% student participation rate in PSAT English Language Arts and PSAT Math administered assessments during the 2017-2018 school year, but did not meet the 95% student participation rate in CMAS Science.
    - SCHS will continue to communicate with students and parents the importance of student participation in CMAS Science assessments and the reporting of the scores and data. Information will be disseminated by email, website, and school app.

Trend Analysis

Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

Sand Creek High School achievement status as measured by CO PSAT last spring is "Approaching" in ELA and Math. CMAS Science has remained "Does Not Meet" with Participation Rates falling below the 95% accountability. CO PSAT Academic Achievement percentile rank for CO PSAT ELA = 38, PSAT Math = 29, and CMAS Science = 8%. (Source: SPF) Disclaimer: Data was taken from the 2018 SFP which may not have all student assessment data included in calculations.

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

Sand Creek High School Academic Growth status as measured by CO PSAT last spring is "Meets" in ELA. The CO PSAT ELA Median Growth Percentile in 2017 = 44%, in 2018 = 54%. (Source: SPF). Disclaimer: Data was taken from the 2018 SFP which may not have all student assessment data included in calculations.

Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Postsecondary & Workforce Readiness

Sand Creek High School overall postsecondary and workforce readiness status as measured by CO SAT and the graduation rate, is rated as "Meets." The trend of this rating remains stable from 2017 to 2018. The overall 7 year graduation rate of 95.5%(2017) has declined slightly from 95.8%(2017); however, the four year rate is declining 2017 = 85.5%, 2018 = 80.5%. The CO SAT average of 959 still remains below the state mean score average. (Source: SPF). Disclaimer: Data was taken from the 2018 SFP which may not have all student assessment data included in calculations.

Root Causes

Priority Performance Challenge: Academic Achievement

Based on the 2018 SPF, Sand Creek High School 9th and 10th grade students are rated as "Approaching"; however, some subgroup populations are behind the overall population in ELA and Math as measured by the CO PSAT. Sand Creek High School 11th grade students are rated as "Does Not Meet" as measured by the CMAS Science assessment. (Source: SPF) Disclaimer: Data was taken from the 2018 SFP which may not have all student assessment data included in calculations.

Root Cause: Guaranteed and Viable Curriculum

Guaranteed and viable curriculum: SCHS has not implemented new curriculum maps, common assessments and interventions with full fidelity in order to generate, analyze and act upon student performance data in ELA and math.

Priority Performance Challenge: Academic Growth

Based on the 2018 SPF, Sand Creek High School 9th and 10th grade students are rated as "Approaching" for all students in Math as measured by the CO PSAT assessment. (Source: SPF) Disclaimer: Data was taken from the 2018 SFP which may not have all student assessment data included in calculations.

Root Cause: Assessment and Program Alignment

Sand Creek High School has not fully aligned assessment-specific lessons to curriculum, nor have results been analyzed in order identify and address content gaps and skill deficiencies.

Priority Performance Challenge: Post-Secondary and Work-Force Readiness

Based on the 2018 SPF, Sand Creek High School 11th grade students scored below the Colorado state mean score on the SAT assessment. (Source: Collegeboard)

Root Cause: Assessment and Program Alignment

Sand Creek High School has not implemented research affirmed instructional strategies to efficiently prepare students for the SAT.

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

Preliminary results for the 2018 PSAT assessment and the 2018 SAT indicate on-going deficits in academic achievement and academic growth areas as well as in post-secondary workforce readiness.

Although SCHS does not fall below state averages in all growth gaps, Sand Creek High School continues to score below the mean scores compared to the other two conventional high schools in the district.

Sand Creek High School continues to fall below the state mean score on the SAT assessment. Four-year graduation rates continue to decline, even though Sand Creek High School rates as "Exceeds" in the seven-year graduation rate.

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

The Root Causes were selected from the Preliminary 2018 School Performance Framework report and identify areas SCHS needs to address to improve student achievement and set students on a trajectory for post-secondary success. The Root Causes were established from external data sources (SPF, PSAT, SAT, CMAS, and Graduation Rates) which provided data on school performance.

Action Plans

Planning Form

SAT Readiness

What would success look like: Ensure 11th grade students are SAT ready by implementing assessment-specific lessons in core classes.

Describe the research/evidence base supporting the strategy: Sand Creek High School will implement PSAT/SAT assessment-specific lessons and practice tests in ELA and Math classes.

Associated Root Causes:

Assessment and Program Alignment:

Sand Creek High School has not fully aligned assessment-specific lessons to curriculum, nor have results been analyzed in order identify and address content gaps and skill deficiencies.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
SAT Prep Sessions & Test Taking Strategies	English & Math departments will prepare students for the SAT by guiding them through SAT test prep activities and test taking strategies.	08/06/2018 04/05/2019 Monthly	English Department, Math Department & Leadership Team	
GradPoint SAT Prep & Practice Tests	English III teachers will implement units from the the GradPoint SAT Prep Course and administer the GradPoint Practice Tests with data shared and discussed with students, and provide interventions through the GradPoint SAT Prep Course Program.	10/22/2018 04/05/2019 Monthly	English III Teaching Staff & Leadership Team	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
SAT Prep Sessions	English III courses will implement a variety of SAT prep activities and test taking strategies into their unit and daily lesson plans.	08/06/2018 04/05/2019	CollegeBoard resources and GradPoint Online Program	English III Teaching Staff & Leadership Team	
SAT Practice	English III students will participate in SAT Practice Tests with the use of GradPoint SAT Prep Course Program. Students will be given assessment results identifying skill gaps and deficiencies. Students will be assigned intervention lessons through the	10/22/2018 04/05/2019	GradPoint SAT Prep Course	English III Teaching Staff &	

| Tests | GradPoint SAT Prep Course Program to increase student achievement. | | Program | Leadership Team |

Assessment and Program Alignment

What would success look like: 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.

Describe the research/evidence base supporting the strategy: Sand Creek High School will update curriculum maps and create common formative assessments to identify and address content gaps and skill deficiencies.

Associated Root Causes:

Assessment and Program Alignment:
Sand Creek High School has not fully aligned assessment-specific lessons to curriculum, nor have results been analyzed in order identify and address content gaps and skill deficiencies.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Visible Learning	Staff will attend Visible Learning training and departments will begin administering impact cycles to identify their impact on student learning.	Quarterly	SCHS Visible Learning Impact Team & Leadership Team	
Illuminate Program Implementation	With the purchase of Illuminate, ELA and Math teaching staff will be able to create/develop common assessments based on Common Core and Colorado Academic Standards.	01/07/2019 05/24/2019 Monthly	SCHS Teaching Staff & Leadership Team	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Visible Learning Professional Development & Impact Cycles	Staff will attend Visible Learning training sessions scheduled at various times during the year on professional development days as well as participate in Visible Learning mini-training sessions at monthly staff meetings.	08/01/2018 05/27/2019	Visible Learning professional development materials and resources.	SCHS Visible Learning Impact Team & Leadership Team	
Illuminate Program Training	Organization and implementation of the Illuminate Program Training sessions. The Leadership Team, ELA and Math teaching staff will be trained to create/develop common assessments based on Common Core and Colorado Academic Standards and analyze student data to drive instruction and provide interventions.	01/07/2019 02/28/2019	Illuminate Training Information	Illuminate Training Staff, D49 Student Information System Staff, ELA & Math Teaching Staff, and Leadership Team	

Math Interventions

What would success look like: Implementation of various math interventions, to include, but not limited to, Eureka Math for Algebra I and Geometry, GradPoint in Algebra I and Geometry courses and Math 180 curriculum for Algebra I interventions in Math Lab.

Describe the research/evidence base supporting the strategy: Using student data obtained by common assessments, interventions will be implemented and progress monitored.

Associated Root Causes:

Guaranteed and Viable Curriculum: Math:
Sand Creek High School lacks the implementation of common assessments and math interventions to address student gaps in understanding and content application.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Eureka Math Curriculum	Implementation of Eureka Math curriculum for Algebra I, Algebra II and Geometry	08/01/2018 05/27/2019 Weekly	SCHS Math Teaching Staff & Leadership Team	
Math 180 Curriculum	Implement Math 180 for 9th grade students performing below grade level	08/01/2018 05/27/2019 Weekly	SCHS Math Teaching Staff & Leadership Team	
Visible Learning	Staff will attend Visible Learning training and begin administering impact cycles to identify their impact on student learning.	08/01/2018 05/27/2019 Monthly	SCHS Visible Learning Impact Team & Leadership Team	
Illuminate Program	With the purchase of Illuminate, Math teaching staff will be able to create/develop common assessments based on Common Core and Colorado Academic Standards.	01/07/2019 05/27/2019 Monthly	SCHS Math Teaching Staff & Leadership Team	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Implementation of Eureka Math Curriculum	Continue to implement Eureka Math Curriculum in Algebra I, Algebra II and Geometry courses. Eureka Curriculum is based on Common Core and Colorado State Academic Standards. Use formative assessment data to drive instruction and provide interventions.	08/01/2018 05/27/2019	Eureka Math Curriculum	SCHS Math Teaching Staff & Leadership Team	

Implement Math 180 Curriculum	Continue to implement Math 180 Math Curriculum in the Math Lab course. Obtain formative assessment data to drive instruction and provide interventions.	08/01/2018 05/27/2019	Math 180 Program Curriculum	SCHS Math Teaching Staff & Leadership Team
Visible Learning Professional Development	Staff will attend Visible Learning training sessions scheduled at various times during the year on professional development days as well as participate in Visible Learning mini-training sessions at monthly staff meetings.	08/01/2018 05/27/2019	Visible Learning professional development materials and resources.	SCHS Visible Learning Impact Team & Leadership Team
Implement Illuminate Common Assessments	Create common assessments in Math utilizing the Illuminate program based on Common Core and Colorado Academic State Standards. The Math teaching staff is analyze student data to drive instruction and implement interventions.	01/07/2019 05/27/2019	Illuminate Program	SCHS Math Teaching Staff & Leadership Team

ELA Interventions

What would success look like: Implementation of various ELA interventions, to include, but not limited to, GradPoint curriculum and assessments for ELA in the blended learning classrooms, development of common assessments using Illuminate for all ELA courses, targeting breakout sessions in ELA blended learning classrooms to implement ELA interventions, and implementing a Writing Lab tutoring after-school sessions for interventions in ELA.

Describe the research/evidence base supporting the strategy: Using student data obtained by common assessments, interventions will be implemented and progress monitored.

Associated Root Causes:

Guaranteed and Viable Curriculum Writing:

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.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
GradPoint Curriculum	Implement the GradPoint ELA Curriculum and assessments within the blended learning classrooms for grades 9 and 10.	08/01/2018 05/27/2019 Weekly	SCHS English Teaching Staff & Leadership Team	
Visible Learning	Staff will attend Visible Learning training and begin administering impact cycles to identify their impact on student learning.	08/01/2018 05/27/2019 Monthly	SCHS Visible Learning Impact Team & Leadership Team	
Illuminate Program	With the purchase of Illuminate, ELA teaching staff will be able to create/develop common assessments based on Common Core and Colorado Academic Standards.	01/07/2019 05/27/2019 Monthly	SCHS ELA Teaching Staff	
Writing Lab	Implement a Writing Lab after-school tutoring session two days a week as well as a Writing Lab course in the Spring Semester for students performing below grade level.	01/07/2019 05/27/2019 Weekly	SCHS ELA Teaching Staff & Leadership Team	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Visible Learning	Staff will attend Visible Learning training sessions scheduled at various times during the year on professional development days	08/01/2018	Visible Learning professional	SCHS Visible Learning Impact	

Professional Development	as well as participate in Visible Learning mini-training sessions at monthly staff meetings.	05/27/2019	development materials and resources.	Team & Leadership Team
Illuminate Program	Create common assessments in ELA utilizing the Illuminate program based on Common Core and Colorado Academic State Standards. The ELA teaching staff is analyze student data to drive instruction and implement interventions.	01/07/2019 05/27/2019	Illuminate Program	SCHS ELA Teaching Staff & Leadership Team
Writing Lab	Offer a Writing Lab tutoring session twice a week, after-school for one hour. Along with a teacher, NHS and IB students will assist in peer tutoring students who are struggling in writing. Offer a Writing Lab course in the spring semester, to provide targeted interventions for students who are not performing at grade level.	01/07/2019 05/27/2019	GradPoint ELA curriculum and student data related to PSAT/SAT prep and practice tests, formative assessments, and common assessments.	SCHS ELA Teaching Staff & Leadership Team
GradPoint Curriculum	Implement GradPoint ELA curriculum in the blended learning classrooms for grades 9 and 10. Utilize student data from formative assessments and common assessments to identify students who need targeted ELA interventions.	01/07/2019 05/27/2019	GradPoint ELA curriculum, formative assessments and Illuminate common assessments	SCHS ELA Teaching Staff & Leadership Team

School Target Setting

Priority Performance Challenge : Academic Achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** Target of Academic Achievement Percentile Rank for CO PSAT Math = 50 |
| | **2019-2020:** Target of Academic Achievement Percentile Rank for CO PSAT Math = 50 or higher |

INTERIM MEASURES FOR 2018-2019: Eureka Curriculum formative and summative assessments, Illuminate Common Assessments, Math 180 formative and summative assessments

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** Target of Academic Achievement Percentile Rank for CO PSAT ELA = 50 |
| | **2019-2020:** Target of Academic Achievement Percentile Rank for CO PSAT ELA = 50 or higher |

INTERIM MEASURES FOR 2018-2019: GradPoint formative and summative assessments, Illuminate common assessments

Priority Performance Challenge : Academic Growth

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** Target of Academic Growth Percentile Rank for CO PSAT Math = 50 |
| | **2019-2020:** Target of Academic Growth Percentile Rank for CO PSAT Math = 50 or higher |

INTERIM MEASURES FOR 2018-2019: Eureka Curriculum formative and summative assessments, Illuminate Common Assessments, Math 180 formative and

summative assessments

Priority Performance Challenge : Post-Secondary and Work-Force Readiness

PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: SAT

ANNUAL PERFORMANCE TARGETS

2018-2019: Target for Post Secondary & Workforce Readiness is to meet or exceed the State Mean Score for CO SAT

2019-2020: Target for Post Secondary & Workforce Readiness is to meet or exceed the State Mean Score for CO SAT

INTERIM MEASURES FOR 2018-2019: GradPoint formative and summative assessments, Illuminate common assessments, Eureka Curriculum formative and summative assessments

School Accountability Committee UIP Signature Page 2018-2019

School _Sand Creek High School_

Accreditation Rating _Performance_

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. **Parents must be included. Please type name and role.**

Name	Position
Mike Brandt	Teacher Leader
(signature)	Zone Instructional Coach
(signature)	Teacher Leader
Coach Coväi	Teacher Leader
(signature)	Dean of Work Based Learning
(signature)	BS ie 4th Principal
(signature)	English Teacher

School Accountability Committee:

1) Date the Plan was presented to SAC for review: _November 27, 2018_

2) Signature of Principal: _(signature)_

3) Signature of SAC Chairperson: _(signature)_ _Marianna McCluck_

4) Type Names of additional SAC members who reviewed the plan:

(signatures)

Colorado's Unified Improvement Plan for Schools

STETSON ELEMENTARY SCHOOL UIP 2018-19 | **School:** STETSON ELEMENTARY SCHOOL | **District:** DISTRICT 49 | **Org ID:** 1110 | **School ID:** 8266 |

Framework: Improvement Plan: Meets 95% Participation | **Draft UIP**

Table of Contents

Executive Summary

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

Executive Summary

If we...

INTENTIONAL FOCUS ON INSTRUCTIONAL PRACTICES

Description:

Adopt and train all staff in "The New Art and Science of Teaching" and refine purposeful lesson planning practices.

USE OF COMMON CURRICULUM RESOURCES

Description:

All K-5 teachers will use a common resource for both ELA (CKLA) and Math (Eureka).

Then we will address...

CAS ALIGNMENT

Description:

With an appropriate level of rigor, depth of knowledge and application, Stetson educators have not consistently ensured that instruction is aligned to grade-level ELA/Math Colorado Academic Standards (CAS)

LACK OF COMMON RESOURCES USED

Description:

Inconsistent expectations for teachers to use a common ELA and Math resource to ensure an aligned K-5 scope and sequence o support the student learning continuum.

LACK OF IMPLEMENTATION OF A BUILDING-WIDE INSTRUCTIONAL MODEL (NASOT)

Description:

Under previous leadership, SES had not implemented the "New Art and Science of Teaching" model. This lead to inconsistent teaching practices and lack of understanding of explicit instructional practices.

Then we will change current trends for students

ENGLISH LANGUAGE ARTS PROFICIENCY

Description:

Overall achievement in ELA is on a downward trend, with written expression and writing conventions being the greatest area of need. There is a need to ensure that our K-5 teachers ares all using a common resource that is aligned with CAS. This notable trend is potentially due to the lack of an aligned K-5 scope and sequence.

MATH PROFICIENCY

Description:

Overall, achievement in Math is on a downward trend. There is a need to ensure that our K-5 teachers ares all using a common resource that is aligned with CAS. This notable trend is potentially due to the lack of an aligned K-5 scope and sequence, and several different math resources/programs being used in the building.

ELA AND MATH GROWTH

Description:

Overall, ELA is on a significant decline in MGP, with a drop of 17 percentile points over the last three years. Math is showing signs of decreases and increases over the last 3 years indicating inconsistencies. This inconsistency further contributes to the overall downward trend in math achievement.

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

Improvement Plan Information

Additional Information about the school

Stetson Elementary is a PK-5 elementary school located in El Paso County School District #49. We are physically located northeast Colorado Springs, CO. There are 550 students enrolled with a teaching staff of 36 teachers. Our students come from a wide cultural background and 34% of our students are eligible for free and reduced lunch.

Improvement Plan Information

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

✓ State Accreditation

School Contact Information

Name: Sherry Kyle

Mailing Street: 4910 Jedediah Smith RD

Phone:(719) 495-5252

Title: Principal

Mailing City / State/ Zip Code: Colorado Springs CO 80922

Email: skyle@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

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 34% of our students are eligible for free and reduced lunch.

Data analysis and major improvement strategies were completed with the assistance of the Building Leadership Team.

Data and major improvement strategies were reviewed with and approved by the SAAC.

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:	88% of students will achieve benchmark on the DIBELS Next Assessment
Performance:	Stetson did not meet this goal as only 80% of our students met grade-level benchmark
Prior Year Target:	Student Growth on the ELA portion of the CMAS Assessment will improve to the 50th percentile
Performance:	Stetson did not meet this goal as only the median growth percentile was 32
Prior Year Target:	Student Growth on the Math portion of the CMAS Assessment will improve to the 50th percentile
Performance:	Stetson did not meet this goal as the median growth percentile was only 47.5

ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:	Core curriculum resources were not aligned across the K-5 continuum.

Current Performance

- **The preliminary 2018 School Performance Framework (SPF) data indicates that our median growth percentile was at 47.5% for math and in the 32nd percentile for ELA. Our growth in math has been stagnant over the past three years, while our ELA growth has seen**

a consistent decline (49, 34.5, 32). Growth data indicates a systemic problem with our universal instruction, lack of fidelity with programming, and lack of consistent use of effective instructional strategies across all grade levels. The challenge for SES will be to align our curriculum resources and expectations that all K-5 classrooms use a common scope and sequence, while supporting teachers in the use of explicit instructional strategies that increase student outcomes. Through additional mini-trainings with a concentration on explicit instructional strategies and additional PD with a focus on data-driven instruction, teachers will be better equipped to implement effective instruction. Furthermore, our interventionists will be utilized more efficiently to support classroom teachers in providing direct instruction to students struggling to grasp foundational ELA and math skills.

Trend Analysis

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

Stetson students are on a decline in ELA on CMAS in 2016-2018 (2016 = 68, 2017 = 69, 2018 = 60) . This is a notable trend because it is declining and has contributed to us falling into Improvement Plan status.

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

Stetson students are on a decline in Math on CMAS in 2016-2018 (2016 = 60, 2017 = 60, 2018 = 56).This is a notable trend because it is declining and has contributed to us faling into Improvement Plan status.

Trend Direction: Decreasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

Stetson students are on a decline with ELA median growth percentile on CMAS in 2016-2018 (2016 = 49 2017 = 34.5, 2018 = 32). This is a notable trend because it is consistently declining and has contributed to us falling into Improvement Plan status.

Additional Trend Information:

Currently, SES is seeing an increase in our DIBELS Next composite scores in meeting grade-level expectations: (at or above grade-level)

Composite at End of the Year:

2013-2014 - 78%

2014-2015- 77%

2015-2016- 85%

2016-2017- 85%

2017-2018- 80%

We are also seeing an increase in DIBESL growth from the beginning of the year composite to the end of the year composite as is shown here:

Growth

2013-2014 - 8%

2014-2015- 6%

2015-2016-   17%

2016-2017- 18%

2017-2018- 18%

However, we are not seeing this positive growth transfer into increased CMAS growth or achievement data.

Root Causes

Priority Performance Challenge: English Language Arts Proficiency

Overall achievement in ELA is on a downward trend, with written expression and writing conventions being the greatest area of need. There is a need to ensure that our K-5 teachers ares all using a common resource that is aligned with CAS. This notable trend is potentially due to the lack of an aligned K-5 scope and sequence.

Root Cause: CAS Alignment

With an appropriate level of rigor, depth of knowledge and application, Stetson educators have not consistently ensured that instruction is aligned to grade-level ELA/Math Colorado Academic Standards (CAS)

Root Cause: Lack of Implementation of a Building-wide Instructional Model (NASOT)

Under previous leadership, SES had not implemented the "New Art and Science of Teaching" model. This lead to inconsistent teaching practices and lack of understanding of explicit instructional practices.

Priority Performance Challenge: Math Proficiency

Overall, achievement in Math is on a downward trend. There is a need to ensure that our K-5 teachers ares all using a common resource that is aligned with CAS. This notable trend is potentially due to the lack of an aligned K-5 scope and sequence, and several different math resources/programs being used in the building.

Root Cause: CAS Alignment

With an appropriate level of rigor, depth of knowledge and application, Stetson educators have not consistently ensured that instruction is aligned to grade-level ELA/Math Colorado Academic Standards (CAS)

Root Cause: Lack of Implementation of a Building-wide Instructional Model (NASOT)

Under previous leadership, SES had not implemented the "New Art and Science of Teaching" model. This lead to inconsistent teaching practices and lack of understanding of explicit instructional practices.

Priority Performance Challenge: ELA and Math Growth

Overall, ELA is on a significant decline in MGP, with a drop of 17 percentile points over the last three years. Math is showing signs of decreases and increases over the last 3 years indicating inconsistencies. This inconsistency further contributes to the overall downward trend in math achievement.

Root Cause: Lack of Common Resources Used

Inconsistent expectations for teachers to use a common ELA and Math resource to ensure an aligned K-5 scope and sequence o support the student learning continuum.

Root Cause: Lack of Implementation of a Building-wide Instructional Model (NASOT)

Under previous leadership, SES had not implemented the "New Art and Science of Teaching" model. This lead to inconsistent teaching practices and lack of understanding of explicit instructional practices.

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

These challenges are due to the inconsistent expectations for teachers to use a common ELA and math resource to ensure an aligned scope and sequence to support the student learning continuum.

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

Based on data from the SPF, Median Growth Percentile chart, and DIBELS, it is clearly evident that there is a systemic concern regarding the lack of a K-5 common resource used at Stetson Elementary. The need to use a common resource ensures an aligned K-5 scope and sequence that allows for a solid foundation in which students can build skills upon from year to year. This is evident in the continual downward trend that Stetson is demonstrations across all grade-levels and all sub-groups.

Action Plans

Planning Form

Intentional Focus on Instructional Practices

What would success look like: Adopt and train all staff in "The New Art and Science of Teaching" and refine purposeful lesson planning practices.

Describe the research/evidence base supporting the strategy: Having a defined instructional model provides a common language to discuss instruction, helps define effective teaching, clearly defines areas of strength and areas for improvement, and supports alignment of work across the school system.

Associated Root Causes:

Lack of Implementation of a Building-wide Instructional Model (NASOT):
Under previous leadership, SES had not implemented the "New Art and Science of Teaching" model. This lead to inconsistent teaching practices and lack of understanding of explicit instructional practices.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
		08/31/2018	"New Art and Science of	Marzano Trainer	

Staff Training of NASOT	PD for teachers on the "New Art and Science of Teaching" model.	08/31/2018	Teaching" book, Marzano Trainer,	and Principal	Complete
Embedded Staff Development - PD	Follow up PD for NASOT training via PLC time and staff meetings.	10/22/2018 05/23/2019	"The New Art and Science" Book, reference guides, handouts, slide presentations	Principal, Instructional Coach	In Progress
Coaching Cycles	Feedback provided to teachers during coaching sessions that focus on the components of the instructional model.	10/22/2018 05/23/2019	NASOT Book, handouts and reference sheets, coaching feedback tools,	Instructional Coach	In Progress

Use of Common Curriculum Resources

What would success look like: All K-5 teachers will use a common resource for both ELA (CKLA) and Math (Eureka).

Describe the research/evidence base supporting the strategy: A common resource provides a solid foundational scope and sequence for the K-5 continuum. This reduces the instructional gaps and skill development gaps that the use of a random resources would create.

Associated Root Causes:

Lack of Common Resources Used:
Inconsistent expectations for teachers to use a common ELA and Math resource to ensure an aligned K-5 scope and sequence o support the student learning continuum.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
CKLA Training	New teacher or untrained teachers will be trained in use of CKLA	09/20/2018 09/21/2018	CKLA materials, on-line resources, CKLA Trainer	CKLA Trainer, Principal	Complete
Mandate Use of Common ELA and Math Resources	All K-5 teachers will use CKLA and Eureka Math	10/22/2018 12/20/2018	CKLA curriculum and teacher guides, Eureka curriculum and teacher guides, and on-line resources	Principal	In Progress
Eureka Math Training	PD in the use of Eureka Math resources	11/16/2018 11/16/2018	Eureka Trainer, math curriculum	Eureka Trainer, Principal	Complete

School Target Setting

Priority Performance Challenge : English Language Arts Proficiency

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Stetson students will achieve at 65% on the CMAS ELA assessment
	2019-2020: Stetson students will achieve at 70% on the CMAS ELA assessment

INTERIM MEASURES FOR 2018-2019: Students will be progress monitored via DIBELS and in class formative and curriculum assessments

Priority Performance Challenge : Math Proficiency

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Stetson students will achieve at 60% on the CMAS Math assessment
	2019-2020: Stetson students will achieve at 65% on the CMAS Math assessment

INTERIM MEASURES FOR 2018-2019: Students will be monitored via content based assessments (Eureka) and Reflex Math.

Priority Performance Challenge : ELA and Math Growth

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Stetson students will achieve at 40th MGP on the CMAS ELA assessment, and at the 50th MGP on the CMAS Math assessment.
	2019-2020: Stetson students will achieve at 45th MGP on the CMAS ELA assessment, and at the 53rd MGP on the CMAS Math assessment.

INTERIM MEASURES FOR 2018-2019: DIBELS, CKLA formative assessments, LEXIA Core 5, Eureka formative assessments, Reflex math, ST math,

School Accountability Committee UIP Signature Page 2018-2019

School _Stetson Elementary_

Accreditation Rating (Plan Type _Improvement Plan_

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. **Parents must be included. Please type name and role.**

Name	Position
Sherry Kyle	Principal
Karen Bixler	Instructional Coach

School Accountability Committee:

1) Date the Plan was presented to SAC for review:

   3/19/19

2) Signature of Principal:

3) Signature of SAC Chairperson:

4) Additional SAC members who reviewed the plan:

   Jesse Nakagawa
   Rachel Gordon
   Nicole Galetta
   Melissa Whiteland
   Leslie Feereau
   Karen Bixler

Colorado Department of Education

Mandatory
FORM # SPS-135
EDAC APPROVED
Approved 6/11/2018 for 2018-2019

Colorado's Unified Improvement Plan for Schools

SKYVIEW MIDDLE SCHOOL UIP 2018-19 | **School:** SKYVIEW MIDDLE SCHOOL | **District:** DISTRICT 49 | **Org ID:** 1110 | **School ID:** 7960 | **Framework:**

Performance Plan: Low Participation | **Draft UIP**

Table of Contents

Executive Summary

If we...

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.

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.

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.

Then we will address...

DATA-DRIVEN INSTRUCTION

Description:

The use of formative and summative data to drive curriculum decision making and to address gaps in knowledge is an area that we continue to struggle with across the board. Teachers are learning how to use data to drive their instruction and target those students who need additional instruction.

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 educations 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.

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?).

ALIGNMENT WITH COLORADO ACADEMIC STANDARDS

Description:

The SMS team of science teachers have worked on aligning the new science standards to the appropriate grade level. The work needs to be continued in analyzing the Prepared Graduate Competencies and grade level expectations for 6th-8th-grade science curriculum.

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.

Then we will change current trends for students

STUDENTS WITH DISABILITIES

Description:

For the past three years, on CMAS/PARCC Students With Disabilities have been scoring in the 1st percentile rank (Does Not Meet Rating on the SPF). Our IEP students continue to be a focus for us in achievement as well as demonstrating growth.

CMAS SCIENCE ACHIEVEMENT

Description:

The percent of students that are at the met or exceeded level on the CMAS Science assessment is 33% of our 8th-grade population.

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 27% of the students scored at the met or exceeded level, only 26% of the students in 7th grade scored at the meet and exceeded level and in 8th-grade math, 24% of the students were at the met and exceeded level. In the 17-18 school year, 60 8th-grade students took the Algebra exam in which 90% of them scored in the met or exceeded level. We anticipate that in the 18-19 school year, these students will take the regular 8th-grade exam and the percent of students at the met or exceeded level with increase.

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

Improvement Plan Information

Additional Information about the school

 Skyview Middle School has received a performance rating on the 2018 SPF. We will continue to work on targeting instruction for our special education population.

Improvement Plan Information

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

✓ State Accreditation

School Contact Information

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Name: Scott Bonynge   **Title:** Assistant Principal
Mailing Street: 6350 Windom Peak Blvd.   **Mailing City / State/ Zip Code:** Colorado Springs Colorado 80923

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Skyview Middle School currently serves students in 6th-8th grade. Currently for the 18-19 school year, we have a student population of 1052, enrolling new students every day. The largest group is 7th grade at 381 students. Our neighborhood is rapidly expanding with new housing developments opening continuously which we anticipate will bring us additional student enrollment. Our staff consists of 65 licensed teachers, 3 licensed counselors, 4 licensed administrators and 40 classified staff. Of those mentioned, 8 teachers are new to the building this year. We also have 21 licensed teachers with probationary status and 47 licensed teachers who have achieved non-probationary status. We actively host student teachers throughout the year and we currently support 7 different student teachers in one capacity or another. Our staff currently consists of 5% minority and 78% female and 22% male.

At Skyview Middle School we serve a variety of students from gifted to severe needs, high income to free and reduced. Our current (2018-2019) population of students that qualify for Free and Reduced Lunch is 35% which is more than our prior years.   Our ELD population is currently around 6% of our total population with large fluctuations in total percentage over the last 4 years (10% in 2014, 4% in 2015, 7% in 2016, 4.6% in 2017). Our ethnic makeup consists of approximately 47% Minority students with the current break out of 22.6% Hispanic, 0.7% American Indian, 3.4% Asian, 8.5% Black, 0.4% Pacific Islander, and 11.3% two or more races. 53.1% of our population is white. Our Gifted Students comprise approximately 8.4% of our total student population (up from 4.4% in 2013 and 5.3% in 2014), which is subject to change due to results of CogAT testing for the current (2018) 6th grade class. About 14.3% of our population (150 students) have active IEPs. Over the years, we have been a consistently high performing school with a stable rate of performance. A more detailed report of our testing results is explained later under data.

Implemented during the 2016-2017 school year, our data committee continues to analyze a wide range of data including PARCC, CMAS, SMI/SRI, reading, and local survey data. 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 developed a general plan to address our concerns. We have led the entire staff through data analysis using content-area experts and small groups. We are still in the early stages of understanding how that data relates to our curriculum and student growth.   Our Administrative Leadership Team has also analyzed our data separately. Three years ago, we did some work together at the zone level to write common zone major improvement strategies that we will all continue to incorporate into our individual school plans. We have also spent time analyzing local data, specifically 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 for verification of 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 also addressing the large volume of students who are underperforming on the state assessment. There will be some solution measures that we started last year which will continue through the 2018-19 school year as we gather additional information on their effectiveness. We have expanded our programs which target level II interventions, including Math 180, SIPPS, and reading

intervention 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:	Increase the number of students that are in the meet and exceeds category in math achievement at every grade level by 5% or higher.
Performance:	
Prior Year Target:	Increase the number of students that are in the meet and exceeds category in science achievement at the 8th grade level to 45%.
Performance:	

ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:	In regards to math achievement, we are finding the need to fill the basic computation gaps much more that in the past. We continue to struggle with spending time in gap filling measure versus moving forward with grade level content. In the past, our students came to us with three or four different curriculum experiences, which challenges our 6th grade teacher's ability to move full classes forward. We also recognize the tremendous impact that continual staff transition has on student performance. As with the rest of the state, our pool of qualified math teachers is in a crisis situation.

In regards to science achievement, there is such a large amount of content that students need to understand and remember for the state assessment given in 8th grade only. We have to find the balance between curriculum design and student performance. |

PERFORMANCE INDICATOR: DISAGGREGATED ACHIEVEMENT

Prior Year Target:	Increase the mean scale score percentile rank in academic achievement for Students with Disabilities by 5 points annually in English Language Arts.
Performance:	
Prior Year Target:	Increase the mean scale score percentile rank in academic achievement for Students with Disabilities by 5 points annually in Math.

Performance:	
Prior Year Target:	Increase the mean scale score percentile rank in academic achievement for Students with Disabilities by 5 points annually in 8th grade Science.
Performance:	

Current Performance

-

Review of Current Performance

Since 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.   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. In 2017-2018 it was our first year to take the PSAT 8/9. The use of this data provides the feeder school with a baseline data point to predict how students will do on SAT.

School Participation Rates

Over the past two years of CMAS, Skyview students have maintained a 98% participation rate for the state tests. 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:
CMAS ELA

- **Disaggregated Achievement Data:**
  - 49% of our 6th graders, 50% of our 7th graders and 58% of our 8th graders fell in the met and exceeded categories.
  - Overall, 63% of the females met and exceeded compared to 42% of the males that met and exceeded.
  - Overall, 41% of ELL students were in the met and exceeded category.
  - Overall, 39% of our Economically Disadvantaged students were in the met and exceeded category.
  - Overall, 95% of the Gifted students scored in the met and exceeded category.
  - Overall, 6% of our IEP students in the met and exceeded category.

Percentage of Students scoring in the Met or Exceeded Category in English Language Arts

Disaggregated Groups	6th	7th	8th
Female	58	63	69
Male	41	39	48
FRL	40	36	45
GT	94	97	93
ELL	19	42	65
IEP	6	7	4

- **Disaggregated Growth Data:**
  - Overall, the growth percentile for ELA in our school in 2017 is 64, which is 15 percentile points less than last year.
  - Overall, the growth percentile for females was 70 and males was 58.
  - Overall, the growth percentile for ELL students was 63.5 compared to 64 for non-ELL students.
  - Overall, the growth percentile for FRL students was 65 compared to 63 for non-FRL students.
  - Overall, the growth percentile for gifted students was 78 compared to 62.5 for non-gifted students.
  - Overall, the growth percentile for IEP students was 47 compared to 66 for non-IEP students.
  - Overall, the growth percentile for minority students was 63.5 compared to 64 for non-minority.

Median Percentile of Growth for English Language Arts

Disaggregated Groups	6th	7th	8th
Female	74	63	76
Male	53	57	67
FRL	65	64	67
GT	NA	NA	NA
ELL	66	49	85
IEP	53	44	60

CMAS Math

- **Disaggregated Data:**
  - 30% of our 6th graders, 22% of our 7th graders, 22% of our 8th graders and 92% of our 8th graders (that took the Algebra test) fell in the met and exceeded categories.
  - Overall, 32% of the females met and exceeded compared to 28% of the males that met and exceeded.
  - Overall, 24% of ELL students were in the met and exceeded category.
  - Overall, 18% of our Economically Disadvantaged students were in the met and exceeded category.
  - Overall, 87% of the Gifted students scored in the met and exceeded category.
  - Overall, 3% of our IEP students in the met and exceeded category.

Percentage of Students scoring in the Met or Exceeded Category in Math

Disaggregated Groups	6th	7th	8th	Algebra

Female	31	26	25	91
Male	30	20	20	94
FRL	20	15	13	90
GT	92	78	60	100
ELL	10	25	23	100
IEP	10	0	0	NA

- **Disaggregated Growth Data:**
  - Overall, the growth percentile for math in our school in 2017 is 54, which is 2 percentile points more than last year.
  - Overall, the growth percentile for females was 52 and males was 54.
  - Overall, the growth percentile for ELL students was 67.5 compared to 52 for non-ELL students.
  - Overall, the growth percentile for FRL students was 49 compared to 55 for non-FRL students.
  - Overall, the growth percentile for gifted students was 71 compared to 51 for non-gifted students.
  - Overall, the growth percentile for IEP students was 48.5 compared to 54 for non-IEP students.
  - Overall, the growth percentile for minority students was 52 compared to 54 for non-minority.

Median Percentile of Growth for Math

Disaggregated Groups	6th	7th	8th	Overall
Female	47	46	68	52
Male	47	50	67	54
FRL	45	50	55	49
GT	NA	NA	NA	71
ELL	59	67	80	67.5
IEP	58	48	40	48.5

CMAS Science (8th grade)

Disaggregated Achievement Data:
- 30% of the 8th graders fell in the met and exceeded category. This is the same as last year
- 35% of the females met and exceeded compared to 27% of the males that met and exceeded.
- 29% of ELL students were in the met and exceeded category.
- 17% of our Economically Disadvantaged students were in the met and exceeded category.
- 90% of the Gifted students scored in the met and exceeded category.
- 0% of our IEP students in the met and exceeded category.
- Our scores are in line with the district and the state.

Other Local Assessments

SMI and SRI (Scholastic Math Inventory / Scholastic Reading Inventory)

Both the SMI and SRI are local assessments that we began using last year on a voluntary basis. For the current 2017-18 school year, teachers are required to use the SMI and SRI assessments three separate times throughout the year in an effort to measure student growth. 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 represents all SMI and SRI assessment data from the 2016-17 and 2017-2018 school years. When teachers give the current mid-year assessment, the data will be updated.

Data: SMI/SRI finding from 2016-2017 and 2017-2018 thus far

- 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.
- Things to remember: this is only a reading test as PARCC has a combination of reading and writing.

SRI-Scholastic Reading Inventory

- **2016-2017**
  - Beginning of the 2016 school year, data for 6th-grade students showed that 18.8% scored at the below basic level, 37.8% were at the basic level, 24.7% were proficient and 18.8% were advanced. Second quarter data shows that 19.2% scored at the below basic level, 32.6% were at the basic level and 23.1% were proficient and 25.1% were advanced. End of the 2016 school year, not enough students tested to calculate data for 6th grade.
  - Beginning of the 2016 school year, data for 7th-grade students showed that 18.2% scored at the below basic level, 33.2% were at the basic level, 23.3% were proficient and 25.2% were advanced. Second quarter data shows that 17% scored at the below basic level, 30% were at the basic level and 24% were proficient and 29% were advanced. End of the 2016 school year, not enough students tested to calculate data for 7th grade.
  - Beginning of the 2016 school year, data for 8th-grade students showed that 15.7% scored at the below basic level, 33.9% were at the basic level, 28.7% were proficient. and 21.7% were advanced. End of the 2016 school year, not enough students tested to calculate data for 8th grade.
- **2017-2018**
  - Beginning of the 2017 school year, data for 6th-grade students showed that 26.4% scored at the below basic level, 37.8% were at the basic level,19.2% were proficient and 16.5% were advanced.
  - Beginning of the 2017 school year, data for 7th-grade students showed that 15.5% scored at the below basic level, 28.5% were at the basic level, 27.2% were proficient, and 28.8% were advanced.
  - Beginning of the 2017 school year, data for 8th-grade students showed that 14.3% scored at the below basic level, 30.4% were at the basic level, 29.8% were proficient and 25.5% were advanced.
  - Middle of the 2017 school year, data for 6th-grade students showed that 20% scored at the below basic level, 31% were at the basic level, 20% were proficient, 19% were advanced and 10% did not have a mid-year score.
  - Middle of the 2017 school year, data for 7th-grade students showed that 12.1% scored at the below basic level, 20% were at the basic level, 23.4% were proficient, 27% were advanced and 17.5% did not have a mid-year score.
  - 8th grade students were exempt from taking the mid-year assessment as they are taking the PSAT8/9 for the first time in January of 2018.

Summary of SMI/SRI Data 2017-2018 School Year

SRI-Scholastic Reading Inventory

Overall % in Each Category 2017-2018

6th Grade	Below Basic	Basic	Proficient	Advanced
Beginning	26.4%	37.8%	19.2%	16.5%
Middle	20%	31%	20%	19%

| End | 17.7% | 30.7% | 22% | 29.6% |

7th Grade	Below Basic	Basic	Proficient	Advanced
Beginning	15.5%	28.5%	27.2%	28.8%
Middle	12.1%	20%	23.4%	27%
End	15.2%	22.1%	22.1%	40.6%

8th Grade	Below Basic	Basic	Proficient	Advanced
Beginning	14.3%	30.5%	29/8%	25.5%
Middle				
End	12.3%	24.4%	30.1%	33.2%

- **Growth in SRI-Scholastic Reading Inventory**
    - Middle of the 2017 school year growth for 6th grade showed that 31.9% showed no growth, 16% gained at most 50 points, 18% gained between 51-100 points, 12% gained between 101-150 points, 8% gained between 151-200 points, 3.6% gained between 201-450 points and 10% did not have a midyear score.
    - Middle of the 2017 school year growth for 7th grade showed that 30.1% showed no growth, 22.5% gained at most 50 points, 16.6% gained between 51-100 points, 9% gained between 101-150 points, 3.7% gained between 151-200 points, 0.6% gained between 201-450 points and 17.5% did not have a midyear score.

Overall % in Each Category 2018-2019

6th Grade	Below Basic	Basic	Proficient	Advanced
Beginning	25.7%	42.1%	16.7%	15.5%
Middle	18.9%	32.1%	27.5%	21.5%
End				

7th Grade	Below Basic	Basic	Proficient	Advanced
Beginning	25.9%	32.5%	24.4%	17.1%

Middle	21.1%	32.4%	23.7%	22.8%
End				

8th Grade	Below Basic	Basic	Proficient	Advanced
Beginning	12.5%	31.2%	35.3%	21.1%
Middle				
End				

Summary: The number of students decreased in the below basic and basic category and increased in the proficient and advanced categories.

- **On average, It is expected that students gain approximately 75-100 Lexile points a year.**
- **Growth in SRI-Scholastic Reading Inventory**
  - Middle of the 2018 school year growth for 6th grade showed that 25.4% showed no growth, 18.9% gained at most 50 points, 18.3% gained between 51-100 points, 16.4% gained between 101-150 points, 9.6% gained between 151-200 points, 5% gained between 201-450 points and 6.5% did not have a midyear score.
  - Middle of the 2018 school year growth for 7th grade showed that 29% showed no growth, 18.9% gained at most 50 points, 16.6% gained between 51-100 points, 11.6% gained between 101-150 points, 4.5% gained between 151-200 points, 6.5% gained between 201-450 points and 12.8% did not have a midyear score.
  - 8th grade did not have a midyear score due to taking PSAT8/9 in January 2019.

SMI-Scholastic Math Inventory

- **2016-2017**
  - Beginning of the 2016 school year, data for 6th-grade students showed that 36% scored at the below basic level, 25.9% were at the basic level, 36.6% were proficient and 1.5% were advanced. End of the 2016 school year, not enough students tested to calculate data for 6th grade.
  - Beginning of the 2016 school year, data for 7th-grade students showed that 51.2% scored at the below basic level, 26.7% were at the basic level, 22.1% were proficient and 0% were advanced. End of the 2016 school year, not enough students tested to calculate data for 7th grade.
  - Beginning of the 2016 school year, data for 8th-grade students showed that 44.3% scored at the below basic level, 32% were at the basic level, 20% were proficient. and 3.7% were advanced. End of the 2016 school year, not enough students tested to calculate data for 8th grade.
- **2017-2018**

- Beginning of the 2017 school year, data for 6th-grade students showed that 45.6% scored at the below basic level, 23.1% were at the basic level, 30.7% were proficient and .6% were advanced.
- Beginning of the 2017 school year, data for 7th-grade students showed that 49.9% scored at the below basic level, 24% were at the basic level, 26.1% were proficient, and 0% were advanced.
- Beginning of the 2017 school year, data for 8th-grade students showed that 50.3% scored at the below basic level, 28.5% were at the basic level, 17.8% were proficient and 3.5% were advanced.
- Middle of the 2017 school year, data for 6th-grade students showed that 26.5% scored at the below basic level, 27.6% were at the basic level, 25.7% were proficient, .5% were advanced and 19.7% didn't have a mid-year assessment.
- Middle of the 2017 school year, data for 7th-grade students showed that 36.5% scored at the below basic level, 21.4% were at the basic level, 22.5% were proficient, 2.6% were advanced and 17% didn't have a mid-year assessment.
- **On average, It is expected that students gain approximately 50-100 points a year.**
- **Growth in SMI-Scholastic Math Inventory**
  - Middle of the 2017 school year growth for 6th grade showed that 37.9% showed no growth, 10.8% gained at most 50 points, 8.7% gained between 51-100 points, 5.4% gained between 101-150 points, 5.4% gained between 151-200 points, 12.6% gained between 201-450 points and 19% did not have a midyear score.
  - Middle of the 2017 school year growth for 7th grade showed that 29.1% showed no growth, 8.5% gained at most 50 points, 11.7% gained between 51-100 points, 11.1% gained between 101-150 points, 8% gained between 151-200 points, 22.6% gained between 201-450 points and 17.1% did not have a midyear score.

SMI-Scholastic Math Inventory

Overall % in Each Category 2017-2018

6th Grade	Below Basic	Basic	Proficient	Advanced
Beginning	45.6%	23.1%	30.7%	.6%
Middle	26.5%	27.6%	25.7%	.5%
End	29.3%	25.1%	43.6%	2%

7th Grade	Below Basic	Basic	Proficient	Advanced
Beginning	49.9%	24%	26.1%	0%
Middle	36.5%	21.4%	22.5%	2.6%
End	35.1%	29.1%	32.9%	2.9%

6th Grade	Below Basic	Basic	Proficient	Advanced
Beginning	50.3%	28.5%	17.8%	3.5%
Middle				
End	37.8%	25.3%	27.9%	9%

- **Growth in SMI-Scholastic Math Inventory**
  - Middle of the 2017 school year growth for 6th grade showed that 37.9% showed no growth, 10.8% gained at most 50 points, 8.7% gained between 51-100 points, 5.4% gained between 101-150 points, 5.4% gained between 151-200 points, 12.6% gained between 201-450 points and 19% did not have a midyear score.
  - Middle of the 2017 school year growth for 7th grade showed that 29.1% showed no growth, 8.5% gained at most 50 points, 11.7% gained between 51-100 points, 11.1% gained between 101-150 points, 8% gained between 151-200 points, 22.6% gained between 201-450 points and 17.1% did not have a midyear score.

Summary: The number of students decreased in the below basic and basic category and increased in the proficient and advanced categories.

Overall % in Each Category 2018-2019

6th Grade	Below Basic	Basic	Proficient	Advanced
Beginning	39.5%	23.2%	35.3%	2%

| Middle | 29% | 34% | 35.1% | 2% |
| End | | | | |

7th Grade	Below Basic	Basic	Proficient	Advanced
Beginning	45.9%	26%	27.3%	.8%
Middle	37.3%	25.3%	35%	2%
End				

8th Grade	Below Basic	Basic	Proficient	Advanced
Beginning	43.6%	301.1%	23.2%	3.0%
Middle				
End				

No middle of the year data for 8th grade due to completing the 8/9 PSAT assessment.

- **Growth in SMI-Scholastic Math Inventory**
  - Middle of the 2018 school year growth for 6th grade showed that 35.4% showed no growth, 12.6% gained at most 50 points, 8.2% gained between 51-100 points, 7.8% gained between 101-150 points, 9.5% gained between 151-200 points, 15.6% gained between 201-450 points and 10.9% did not have a midyear score.
  - Middle of the 2018 school year growth for 7th grade showed that 30.1% showed no growth, 9.0% gained at most 50 points, 9.3% gained between 51-100 points, 10;5% gained between 101-150 points, 10.5% gained between 151-200 points, 20.8% gained between 201-450 points and 9.6% did not have a midyear score.
  - No Midyear score for 8th grade as they took the PSAT8/9 in January 2018

PSAT8/9 Data Results

The PSAT 8/9 is designed for 8th and 9th-grade students to help figure out what students need to work on most so that they are ready for college when they graduate from high school.

The SAT® Suite of Assessments (SAT, PSAT/NMSQT®, PSAT 10, and PSAT 8/9) all test the same skills and knowledge, and all scores are reported on a common vertical scale.

The test is given in the Fall and Spring, takes 2 hours and 25 minutes and there is no penalty for guessing. The scale is 120-720 for each test section and 240-1440 for the total score.

Number of Students on Benchmark:

	17-18 Data		18-19 Data	
Content	Yes	No	Yes	No
EBRW	220	140	150	174
MATH	154	206	182	142

Median National Percent Rank:

Content	17-18	18-19
Reading	41	41
Math	53	53
Writing/Language	47	47
Science	50	40
History/Social Studies	47	47
Words Context	49	35
Comm. Evidence	45	45
Expression Ideas	46	46

English Convention	48	48
Algebra	46	65
Problem Solving	46	46

Math Intervention

Math 180 Class – We started this intervention class in 2017-2019 serving a total of 69, 6th through 8th graders in math intervention. In 2018-2019, the number of students that we serve went up to 80 students. Students must forgo one enrichment for a year of Math 180 and typically, the program is designed to support students for 3 years. Since our first year using Math 180, we have seen tremendous growth in math skills from the primary and intermediate elementary level skills bank. Many of our students were initially operating below basic when measured by MI (Math Inventory), and all of them began the program with Block 1 of Course 1. We anticipate that several, if not all, of them will be moved into Block 4 of Course 1 for the 2018-2019 school year. Success Zone is a short assessment that students take at the end of every topic in a block, focusing specifically on the topics in that block. M-Skills is the assessment taken at the end of a block, combining skills that students learn in all three topics of the block.

2017-2018 :

Grade	Content	Percent P/M (Proficient/Master)
8	Equal groups in Multiplication	69%
8	Facts and factors	81%
8	10 as a Factor	88%
8	Block 1 Success Zone	44%
8	Block 1 M-Skills	38%
7	Equal groups in Multiplication	74%
7	Facts and factors	79%
7	10 as a Factor	68%
7	Block 1 Success Zone	37%
7	Block 1 M-Skills	47%
6	Equal groups in Multiplication	72%
6	Facts and factors	75%
6	10 as a Factor	81%

| 6 | Block 1 Success Zone | 59% |
| 6 | Block 1 M-Skills | 28% |

Math Inventory gains:

- 69% of the 8th-grade students showed growth from Fall SMI to Winter SMI with an average of 95 points gain
- 53% of the 7th-grade students showed growth from Fall SMI to Winter SMI with an average of 201 points gain
- 63% of the 6th-grade students showed growth from Fall SMI to Winter SMI with an average of 166 points gain

2018-2019 Math 180 Data

2018-2019 Math 180 Data

Concept Title (Learn Zone)	6th Grade	7th Grade	8th Grade
Equal Groups in Multiplication	100%	100%	100%
Facts to Factors	100%	100%	100%
10 as a Factor	97%	100%	100%
M-Skills 1	84%	100%	83%
Place Value in Multiplication	100%	70%	83%
Strategies for Multiplication	87%	100%	67%
Two Digit Multiplication	71%	25%	50%
M-Skills 2	42%	50%	50%
Equal groups of division	100%	86%	100%
Strategies for division	100%	83%	100%
Partial Quotients	67%	75%	100%
M-Skills 3	65%	64%	63%
Understanding Fractions	N/A	100%	100%

2018-2019 Math 180 Data

Concept Title (Success Zone)	6th Grade	7th Grade	8th Grade
Equal Groups in Multiplication	94%	100%	88%
Facts to Factors	93%	90%	100%
10 as a Factor	77%	60%	83%
Place Value in Multiplication	85%	90%	50%
Strategies for Multiplication	87%	90%	100%
Two Digit Multiplication	75%	88%	100$
Equal groups of division	92%	83%	100%
Strategies for division	70%	100%	50%
Partial Quotients	40%	67%	N/A
Understanding Fractions	N/A	63%	77%

Equivalent Fraction Models	N/A	93%	100%	Equivalent Fraction Models	N/A	73%	69%
Fractions as Division	N/A	100%	100%	Fractions as Division	N/A	51%	58%
Strategies for Comparing Fractions	N/A	91%	100%	Strategies for Comparing Fractions	N/A	75%	78%
Equivalent Fractions on # line	N/A	90%	100%	Equivalent Fractions on # line	N/A	18%	0%
Adding and Subtracting Fractions	N/A	86%	50%	Adding and Subtracting Fractions	N/A	29%	17%
M-Skills 5	N/A	25%	62%				

Math Inventory gains

for 2018-2019:

- 89% of the 8th-grade students showed growth from Fall SMI to Winter SMI with an average of 167.5 points gain
- 89% of the 7th-grade students showed growth from Fall SMI to Winter SMI with an average of 152.5 points gain
- 79% of the 6th-grade students showed growth from Fall SMI to Winter SMI with an average of 120 points gain

Reading Plus Data

ELD Students working on Reading Plus:

Reading Plus is an independent reading practice and assessment program that supports development in silent reading fluency, comprehension and vocabulary development. Students in our ELD program have demonstrated tremendous growth over the years by consistently using Reading Plus, many of whom are able to read at grade level (or higher) by their 8th grade year. It has been found that the more time they spend in the lessons, and the more lessons they complete, the higher their silent reading Words Per Minute. Our 2017-2018 class average data to date continues this trend with the following:

Lesson	8th Grade	7th Grade	6th Grade
Total Lessons complete	52	43	38
Initial WPM (Words Per Minute)	153	139	117
Independent WPM	131*	232*	194*
Guided WPM	207	201*	191*

*some students removed from average due to No Score

Because WPM gauges development in silent reading fluency, we can conclude that our ELD students are growing. This data is from the first half of the school year (from July 2017 to Jan 2018). Many students began this year at the 1st-3rd-grade level and are currently working only two grade levels behind, on average, at the 5th-8th-grade level. We have seen tremendous growth using this program and will continue to support its use in our ELD program.

Reading Intervention

Reading Strategies Class – We have a multi-program approach to reading intervention, using our Reading interventionist to teach an 8th grade full Language Arts class, co-teach a 7th grade Language Arts class and teach independent Reading intervention classes to 7th and 6th graders. Her data suggest that she is making a tremendous impact on closing the gap in reading skills and moving students from Intensive intervention to Benchmark over the course of 1-2 years.

Significant data trends for Reading Strategies Class for the 2017-2018 school year:
- Using the CORE MAZE for Comprehension, of the students that were tested in August, 48% of them were at the benchmark level. When those same students tested in December of 2017, 82% tested at the benchmark level.
- Using the MyOn Lexile Levels for Reading Comprehension, 92% of the 7th graders have shown growth from October to December 2017, with an average growth of 148 lexiles. 79% of our 6th graders have shown growth over the same time period with an average growth of 122 lexiles.
- Using the SIPPS Benchmark Assessments, 67% of the 7th graders have shown benchmark or close to benchmark proficiency on phonics skills. One student has shown all scores below benchmark proficiency. Of our 6th graders, 80% have demonstrated benchmark or close to benchmark proficiency on phonics skills. One student has shown all scores below benchmark proficiency.
- DIBELS Oral Reading Fluency (Words Correct Per Minute) has been given to our 6th and 7th graders 4 times from August of 2017 to December of 2017. During that period, 46% of the 7th graders had met the 6th-grade level MOY expectation of 109 WCPM at 97% accuracy on at least 3 of the 4 ORF assessments.   33% of the 6th graders met the grade level same expectation at least 3 of the 4 ORF assessments

Significant data trends for Reading Strategies Class for the 2018-2019 school year:
- Using the CORE MAZE for Comprehension, of the students that were tested in August, 55% of the 6th-grade students were at the benchmark level, 47% of the 7th-grade students were at the benchmark level, and 80% of the 8th-grade students were at the benchmark level.
- Using the MyOn Lexile Levels for Reading Comprehension, 95% of the 7th graders have shown growth from October to December 2018, with an average growth of 239 Lexilie points. 100% of our 6th graders have shown growth over the same time period with an average growth of 137 Lexile points.

- Using various reading level assessments, students were given an assessment in August 2018. Students were assessed in their independent reading level, their instructional reading level, and their frustration reading level. 65% of the 7th graders grew 1 or more grade levels in the independent reading level, 75% grew 1 or more grade levels in the instructional reading level and 40% grew 1 or more levels in the frustration reading level. 67% of the 6th graders grew 1 or more grade levels in the independent reading level, 78% grew 1 or more grade levels in the instructional reading level and 89% grew 1 or more levels in the frustration reading level. 56% of the 8th graders grew 1 or more grade levels in the independent reading level, 78% grew 1 or more grade levels in the instructional reading level and 78% grew 1 or more levels in the frustration reading level.
- DIBELS Oral Reading Fluency (Words Correct Per Minute) has been given to all grades 4 times from August of 2018 to December of 2018. The passages that the students are reading are Non-Fiction text which is more difficult than literary text. During that period, 48% of the 7th graders had met the 6th-grade level MOY expectation of 140 WCPM at 97% accuracy on at least 3 of the 4 ORF assessments. 39% of the 6th graders met the 5th-grade level MOY expectation of 127 WCPM at 97% accuracy on at least 3 of the 4 assessments. 6%7 of the 8th graders met the 7th-grade level MOY expectation of 136 WCPM at 97% accuracy on at least 3 of the 4 assessments.

Special Education SIPPS curriculum – We are delivering SIPPS with fidelity to 7th and 8th graders in our Success Strategies classes, which is the service delivery time for students on an IEP, specifically addressing Reading goals. To date, the following data has proven to indicate that students are making gains in the content:

Grade	Content	% Proficient
7	Single Syllable Phonics	100%
7	Open and Closed Syllables	90%
7	Sight Syllables	80%
8	Single Syllable Phonics	94%
8	Sight Syllables	100%
8	Syllable Breaks	100%
8	Read Syllables	100%
8	Read Whole Words	100%
8	Overall	100%

*Average growth overall (8th)   12% point gain Pre to Post test

2018-2019 6th and 7th Grade SIPPS Summary Data

			Open and	Open and	Sight	Sight	Overall	

Grade Level and Period	Single-Syllables Phonics Pre Test Score out of 10	Single-Syllables Phonics Post Test Score out of 10	Closed Syllables Pre Test Score out of 10	Closed Syllables Post Test Score out of 10	Syllables Pre Test Score out of 10	Syllables Post Test Score out of 10	Pre Test Score out of 28	Overall Post TestScore out of 28
7th Grade Period 1	4.5	8.5	4.5	8.9	3.1	6.1	12.1	24.7
7th Grade Period 2	6.3	8	7.4	7.6	4.8	6.4	18.7	22.1
6th Grade Period 3	6	8	6.9	8.4	4.6	6.1	17.5	22.5
6th Grade Period 4	5.7	9.2	7.2	9.5	4	7	16.8	25.7

2018-2019 8th Grade SIPPS Summary Data

Grade	Single Syllable Phonics Post Test Score of of 10	Sight Syllable Post Test Score out of 10	Reading the entire Word Post Test Score out of 10
8th			

Grade	9.6	8.8	8.8

HRS UPDATE-

We have received our level one certification through High Reliability Schools which focuses on school safety and collaboration.

We are currently working on receiving our Level 2 Certification and expect that to be completed by April 2019. Level 2 works on instructional strategies and teacher effectiveness.

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. The last time this survey was given was January 31, 2017. The following data reflects that survey. 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 cyberbullying.
- 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 student being bullied, they would try to stop it.
- 54% of our students except for peers if they 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 how 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 includes real-life challenges for our students each quarter.

2018-2019 Climate Survey Report

-This is a similar survey to the one given in 2017, but the name of the survey was changed to Climate Survey for this year.

- 29.5% of our students have been bullied physically at least once while 70.5% have not been physically bullied. (Physically bullied classified here as someone pushed, shoved, hit or kicked me with the intent to control or intimidate me.) Only 1.9% of our students will admit to bullying others physically.
- 46.8% of our students have been verbally bullied at least once while 53.2% have not been verbally bullied. (Verbal bullied classified here as someone saying very hurtful things to me with the intent to intimidate or harm me). Only 4.1% of our students will admit to verbally bullying others.
- 40.6% of our students have been socially bullied at least once, while 59.4% have not been socially bullied. (Social bullied classified here as ignoring or left out on purpose with the intent to control or intimidate me). Only 3.1% of our students admit to socially bullying others.
- 17.3% of our students have been cyber-bullied at least once, while 82.7% have not been socially bullied. (Cyber bullied classified here as someone that has harassed a student by using a cell phone, email, or social media to hurt, intimidate or demand favors of another student). Only 2.1% of our students admit to cyberbullying.
- Only 36.8% of the students that said they were bullied had reported it to someone (teacher, parent, security, Safe2Tell, Administration, police or other). 63% of the other category was no one.
- 72.7% of our students would report unsafe or dangerous behavior anonymously using Safe to Tell and 27.3% said they would not report it to Safe to Tell. 90.3% of the parents stated that would report an unsafe or dangerous behavior to Safe 2 Tell.
- 82.% of the students feel safe at school regularly and 70% agree that staff members care about students. 77.8% of the parents feel that their child is safe at school and 72.3% of the parents feel the staff care about their child. 94.5% of the staff feel safe at work and 87.1% of the staff feel the school is secure.
- 81.3% of the students feel like there is at least one adult that they can talk to at school.
- 86.4% of our students say that if they saw another student being bullied, they would try to stop it.
- 71.8% of the students feel that they can focus and learn in their classroom and 78.3% of the student feel that teachers make their class a safe space to share ideas ad participate.
- 78.5% of the students feel that the staff treat students fairly and 69,5% of the parents feel that student discipline is a fair process. 63% of the staff feel that students treat staff with respect and 40.8% of the staff feel they can teach their class without behavioral disruption.
- 80.5% of the students and 72.2% of the parents feel that staff members model character traits that are expected in students.

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 how students feel about our school. It identifies a couple of areas of concern, one of which is encouraging students to report bulling issues to administration. With the implementation of the Path 2 Empathy, we have seen students and teachers have more empathy for one another. We will continue to practice character

building and student relationships.

Health Survey In the 2016-2017 school year our school had the opportunity to participate in the 2016 Colorado Healthy School Smart Source Survey. Based on the answers to the questions provided by our staff members, we were given a percentage of our school's responses that align with best practices. The health and the well being of our students is important and the information that was provided helps us focus on the physical and mental well being of our students. The data below is a summary of the results in percentage of our school's responses that align with best practice.

- General Health Policies and Practices: 93%
- Nutrition: 77%
- Physical Education/Physical Activity: 74%
- Health Education: 89%
- Health Services: 88%
- Counseling, Psychological, and Social Services: 85%
- Healthy and Safe School Environment: 95%
- Family, Community, and Student Involvement: 83%
- Staff Health Promotion: 100%
- Local Wellness Policy: 100%

THERE HAS NOT BEEN AN UPDATED HEALTH SURVEY GIVEN TO OUR STUDENTS SINCE 2016-2017.

Healthy Schools: School Health Improvement Plan for 2017-2018

Priority Area #1 – Focusing on student nutrition through a student cooking club and implementing 1 nutrition meal plan per session. The club will meet 7 times and with a max of 50 student participants.

Priority Area #2 – Focusing on student activity and overall physical wellness through the Middle School Fuel Up to Play 60 Program. Implementation of 4 physical activity days after school, supporting a max of 120 students.

Healthy Schools: School Health Improvement Plan for 2018-2019

Priority Area #1: What priority area have you selected to focus your efforts?   Our efforts are focused on student mental and emotional health. The prority is to give students opportunity and resources to help them with stress, the ability to focus, and calm down.

SMART Objective #1 (desired change): By May 2019, D49 Skyview Middle School will make sure every student in the building will have access to a stress ball

when they feel overwhelmed or need to calm down.

Priority Area #2: What priority area have you selected to focus your efforts? Our efforts are focused on student social and physical health. The priority is to educate students how to collaborate with others, while getting physically active.

SMART Objective #2 (desired change): By May 2019, D49 Skyview Middle School will host a school-wide field day for all students to participate in.

Trend Analysis

Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

Students in the disabilities category have had a "Does Not Meet" rating for the last three years in both Language Arts, Math, and 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: Increasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

As a school, the language arts achievement has shown consistent growth since 2013. We continue to score in the "Meets" category for achievement and Meets in the Growth area. This is a notable trend that we are seeing an increase every year.

Trend Direction: Increasing then stable
Notable Trend: Yes
Performance Indicator Target: Disaggregated Growth

ELL Students have been the one subcategory that has show the most in the achievement and growth categories. In the last three years, ELL students have scored "Meets" in ELA, "Approaching" in math and "Approaching and Does Not Meet" in the achievement category. In the growth category over the last three years, ELL students have scored in the "Exceeds" or "Meets" category for ELA, "Approaching", "Exceeds" and "Meets" in math and "Exceeds" in the ELP Proficiency Category.

Root Causes

Priority Performance Challenge: Students with Disabilities

For the past three years, on CMAS/PARCC Students With Disabilities have been scoring in the 1st percentile rank (Does Not Meet Rating on the SPF). Our IEP students continue to be a focus for us in achievement as well as demonstrating growth.

Root Cause: 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 educations 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.

Root Cause: 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?).

Root Cause: Data-Driven Instruction

The use of formative and summative data to drive curriculum decision making and to address gaps in knowledge is an area that we continue to struggle with across the board. Teachers are learning how to use data to drive their instruction and target those students who need additional instruction.

Priority Performance Challenge: CMAS Science Achievement

The percent of students that are at the met or exceeded level on the CMAS Science assessment is 33% of our 8th-grade population.

Root Cause: Alignment with Colorado Academic Standards

The SMS team of science teachers have worked on aligning the new science standards to the appropriate grade level. The work needs to be continued in analyzing the Prepared Graduate Competencies and grade level expectations for 6th-8th-grade science curriculum.

Root Cause: Data-Driven Instruction

The use of formative and summative data to drive curriculum decision making and to address gaps in knowledge is an area that we continue to struggle with across the board. Teachers are learning how to use data to drive their instruction and target those students who need additional instruction.

Priority Performance Challenge: Math Achievement

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 27% of the students scored at the met or exceeded level, only 26% of the students in 7th grade scored at the meet and exceeded level and in 8th-grade math, 24% of the students were at the met and exceeded level. In the 17-18 school year, 60 8th-grade students took the Algebra exam in which 90% of them scored in the met or exceeded level. We anticipate that in the 18-19 school year, these students will take the regular 8th-grade exam and the percent of students at the met or exceeded level with increase.

Root Cause: Data-Driven Instruction

The use of formative and summative data to drive curriculum decision making and to address gaps in knowledge is an area that we continue to struggle with across the board. Teachers are learning how to use data to drive their instruction and target those students who need additional instruction.

Root Cause: 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 educations 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.

Root Cause: 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.

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 on grade level content. Our IEP students often form the highest percentage of at-risk students when looking at grades and attendance in interventions offered (Saturday School and Homework Help). Our overall co-teaching model has not be 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 on curriculum and deciding what 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. In the spring of 2018. we are evaluating how we place these students in the general education classroom and trying to find a better way to serve our students.

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 newly revised 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, which includes making sure the knowledge that they gained at 6th and 7th grade is retained through 8th grade. This past year, we have spent a great deal of time realigning our content with the new science standards. The new science standards have allowed us to switch core ideas to different grade levels. We have also added an online curriculum to support and supplement the science curriculum.

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 students lacking basic computation skills. We receive students from four different elementary schools, each working with a common curriculum for both reading and math. We should see a more stable situation of incoming 6th graders coming to the middle school prepared with common skills taught across the board. 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.

Action Plans

Planning Form

Focused Curriculum Alignment

What would success look like: 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?).

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
	Weekly teachers meet with their content teams to develop lessons aligned to the Colorado State Standards. Teachers also work on	08/01/2018	Colorado State Standards , Marzano	Content level teachers, teacher	

Content PLC Meeting	common assessments, scale development and instructional strategies that deliver the best engagement for students.	12/20/2019	Compendium, Grade Level content resources	coach, administration
Curriculum Cycle Work	Weekly meetings foster current attention to the mapping and planning around standards implementation. This year has focused on updating the curriculum guides so they reflect the 2020 revised standards for ELA, Math, Social Studies and Science. This is the top of the cycle followed in the building where we ensure that the evidence outcomes of the most current standards are fully represented in the curriculum.	08/01/2018 05/24/2019	Instructional Coach and Administrative time to meet with content teams Teacher planning time to meet with facilitators CDE Standards on-line resources	Principal, Administrators Teachers Instructional Coach
Science Curriculum Re-design	Because the state completely revamped the 2020 Science standards, we have redesigned our curriculum guides and map to include the shifting content by grade level. We have taken a comprehensive 6-8 set of standards and divided the curriculum responsibilities among the grade levels. We are spending the year evaluating the placement of topics and activities.	08/01/2018 05/24/2019	Administrative and Instructional time to collaborate with and facilitate science teachers CDE Science standard resources Collaboration time during PD days	Principal, Administrators Instructional coach Science teachers
Adminsitrative PLC Meetings	Every Thursday, administration facilitates various PD to enhance teacher instruction and delivery. Guest speakers (often teachers in our building that are experts) present lessons for teachers to incorporate into their classroom.	08/02/2018 12/20/2019	Kagan Strategies, Reading Strategies, NewsELA, Gifted Education, Special Education	Teachers, Admin

Effective Instruction

What would success look like: 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 educations 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.

Data-Driven Instruction:
The use of formative and summative data to drive curriculum decision making and to address gaps in knowledge is an area that we continue to struggle with across the board. Teachers are learning how to use data to drive their instruction and target those students who need additional instruction.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Content expert training	Curriculum and Instruction teacher leaders are highly trained in or receiving training in areas of expertise. This expertise increases the overall instructional skill of the entire staff as they work with and provide training for their colleagues. We benefit from the specialized trainer of trainers through the following: Mathematical Mindset training, UCCS/d49 Math Cohort training, Graduate	08/01/2018 05/24/2019	Teacher training tuition Subs to support out of building training when needed	Instructional Coach Content teachers in Math and Science	

studies and in Reading Intervention, Teacher Action research through advanced degree work and professional organizations (BSCS, Space Foundation).

Data Walks	Administrators, teachers and zone administration participate in classroom walkthroughs to gather instructional data for professional development purposes. Data is presented to the staff as a measure of our growth on the focus strategies of our Instructional Model.	08/01/2018 05/24/2019	Subs to support teacher participation Administrative and Instructional coach planning and implementation time	Administration Instructional Coach Teachers
Literacy committee	Teachers, Instructional Coach, and administration are invited to attend the literacy committee. We study secondary literacy issues, gather pertinent literacy data and seek to implement effective reading strategies in all content areas.	08/01/2018 05/24/2019	Time for meeting after school	Reading Interventionist Instructional Coach Administration All content area teachers
Administrative PLC Meetings	Every Thursday, administration facilitates various PD to enhance teacher instruction and delivery. Guest speakers (often teachers in our building that are experts) present lessons for teachers to incorporate into their classroom. Teacher leaders are invited to present a variety of topics that are designed to help teachers use effective teaching strategies in the classroom. This includes topics such as Kagan Strategies, Technology, Instructional Strategies, Differentiation, Reading Strategies, News ELA, Special education and math concepts.	08/02/2018 05/24/2019	Subs to support teachers being out of the classroom Teacher planning time for PLC Administrative and Instructional coach planning time	All certified staff and administration.
	Teachers are led through the New Art and Science of Teaching		New Arts and Science of	

NASOT/Model Mondays Training	(Marzano) as a book study. Teachers are given chapters to read a head of time then on alternating Mondays, they meet with the principal and Instructional coach to review main concepts. This is the major facilitation of professional development on our school/zone instructional model and language of instruction.	08/06/2018 05/24/2019	Teaching by Robert Marzano Collaboration time for PLC and book study conversations	Classroom teachers and administration.
Kagan Strategies Training	This training for all staff to learn how to implement problem solving and critical thinking strategies into their classes on a regular basis. This class specifically talked about Cooperative Learning, Critical Thinking and Problem Solving.	01/07/2019 05/24/2019	Kagan, Building Kagan Trainer	All certified staff and administration.
Leading in an Inclusive School	This seminar was presented to a variety of participants that include administration, counselors, interventionists and special education providers. Participants were provided an opportunity to learn how to schedule students with IEPs to maximize instruction and performance. A follow up meeting with the trainer will help us design a schedule for the 2019-2020 school year to help support our special education population.	01/07/2019 05/24/2019	Leading an Inclusive School Text Sub coverage for teachers attending training Administrative, Counseling, Instructional Coach time to attend training	Administration, counselors, interventionists and special education providers.
Instructional Rounds	This class is designed to provide teachers with various resources around 3 main ideas which include differientxon, student engagement and assessments. Teachers visit various classrooms observing teachers using the 3 main ideas and posting reflections about what they observed. Teachers also view videos, articles and other resources to learn more about implementing different strategies.	01/07/2019 05/24/2019	Various resources	Teachers, teacher coach, administration, reading interventionist

Relational Framework

What would success look like: 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 educations 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.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Capturing Kids Hearts	New teachers to the building are led through the 2 day training of Capturing Kids Heart program. Teachers then use the strategies learned here on a daily basis by building relationships with student. Each teacher is asked to follow the four non-negotiables that we have in our building: 1) Greetings at the Door, 2) Class Contract, 3) Good Things and 4) 4 Questions for refocusing behavior.	08/01/2018 05/24/2019	Capturing Kids Heart's Curriculum	New teachers attend the training and all staff given a refresher at the beginning of the year.	
Path2Empathy	For the last three years, we have implemented a program called Path2Empathy. Each grade level has 4 activities a year that require teachers to lead students through a scripted incident that would help students develop empathy toward others. At the beginning of the year, the founder came to present new videos	08/01/2018 05/24/2019	Path 2 Empathy Handbook, trainer	All staff members	

and activities that they have developed and offered a half day training.

Process Champions	This is the second level of training for the Capturing Kid's Hearts curriculum. 20 staff members (to include teachers, counselors and administration) went to this second level of training to talk about ways to encourage staff to use the Capturing Kid's Hearts curriculum.	10/01/2018 05/24/2019	Processing Champions workbook	20 Staff members (to include teachers, counselors and administration) to be trained. Total we have 30 people trained in our building.

School Target Setting

Priority Performance Challenge : Students with Disabilities

PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS	**2018-2019:** To increase student achievement in reading by increasing the students' median scale score by 5 points.
	2019-2020: To increase student achievement in reading by increasing the students' median scale score by 5 points.

INTERIM MEASURES FOR 2018-2019:

Priority Performance Challenge : CMAS Science Achievement

PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: S

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** To increase student achievement in science by increasing the students' median scale score by 5 points. |
| | **2019-2020:** To increase student achievement in science by increasing the students' median scale score by 5 points. |

INTERIM MEASURES FOR 2018-2019:

Priority Performance Challenge : Math Achievement

PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: M

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** To increase student achievement in math by increasing the students' median scale score by 5 points. |
| | **2019-2020:** To increase student achievement in math by increasing the students' median scale score by 5 points. |

INTERIM MEASURES FOR 2018-2019:

PERFORMANCE INDICATOR: Disaggregated Growth

MEASURES / METRICS: M

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** To increase the student's median growth percentile by 1 percentile this year working to meet the 50th percentile in the future. |
| | **2019-2020:** To increase the student's median growth percentile by 2 percentiles next year working to meet the 50th percentile in the future. |

INTERIM MEASURES FOR 2018-2019:

School Accountability Committee UIP Signature Page 2018-2019

School __Skyview Middle School__

Accreditation Rating (Plan Type __Performance Plan__)

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.

Name	Position
Catherine Tinucci	Principal
Scott Bonynge	Assistant Principal
Meghan Sanders	Assistant Principal
Patricia Giosca	Assistant Principal
Jen Newberg	8th Grade Teacher
Erin Strand-Crowe	Teacher Coach
Anthony DeJulio	6th Grade Teacher
Lindy Bachman	7th Grade Teacher
Mari Holt	ELL Teacher
Heather Wall	SoTR Teacher
Joseph Karwin	Enrichment Teacher
Joseph Behringer	Sped Teacher

School Accountability Committee:

1) Date the Plan was presented to SAC for review:

3-14-2019

2) Signature of Principal:

3) Signature of SAC Chairperson:

4) Additional SAC members who reviewed the plan:

Christy Marry
Pat Claman
Ryan Sherman
Chris Logsdon
Heather Wall

Colorado's Unified Improvement Plan for Schools

SPRINGS RANCH ELEMENTARY SCHOOL UIP 2018-19 | **School:** SPRINGS RANCH ELEMENTARY SCHOOL | **District:** DISTRICT 49 | **Org ID:** 1110 |
School ID: 8010 | **Framework:** Performance Plan: Meets 95% Participation | **Draft UIP**

Table of Contents

Executive Summary

If we...

PROFESSIONAL LEARNING COMMUNITIES AND VISIBLE LEARNING

Description:

Instructional teams will meet as a Professional Learning Community (PLC), focusing on data analysis and interventions. Visible Learning PD will be a major are of focus at staff meetings, professional development days, and during PLCs. In addition, Staff will receive training in writing best practices and SIPPS intervention.

INSTRUCTIONAL RIGOR

Description:

Focus on a higher level of rigor during instruction across all subject areas. All staff will collaborate to emphasize learning intentions and success criteria, teacher clarity, and effective feedback. Teams of teachers will conduct impact cycles that enable us to collect data on the effectiveness of teaching strategies.

ELA CURRICULUM ADOPTION

Description:

A team of teachers will be piloting two different reading curriculums during the first semester. Teachers will meet monthly to discuss strengths and weaknesses of the programs. During the second semester staff will be presented with information about the programs and decision.

Then we will address...

INTERVENTIONS

Description:

Our intervention program, Sonday, lacked a fidelity of implementation and was used more as a resource. Groupings were not entirely deficit based, and did not include a decodable text.

LACK OF UNIVERSAL/CORE PROGRAM

Description:

Our building has not utilized a core literacy program since the introduction of Treasures. This program is not used consistently and the texts lack the proper lexile and complexity needed for our current standards.

Then we will change current trends for students

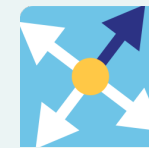## SIGNIFICANT READING DEFICIENCY

Description:

7% of our students have been identified with a Significant Reading Deficiency

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.

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

Improvement Plan Information

Additional Information about the school

Improvement Plan Information

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

✔ State Accreditation

School Contact Information

Name: James Kyner   **Title:** Principal
Mailing Street: 4350 Centerville Drive   **Mailing City / State/ Zip Code:** Colorado Springs CO 80922
Phone:(719) 494-8600   **Email:** kmariotti@d49.org
Name: Carolyn Leyes   **Title:** Assistant Principal
Mailing Street: 4350 Centerville Drive   **Mailing City / State/ Zip Code:** Colorado Springs CO 80922
Phone:(719) 494-8600   **Email:** jlandon@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Springs Ranch Elementary School is a comprehensive neighborhood school, located in Falcon School District 49, in eastern El Paso Country, 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 2018-19 school year: White 59%, Hispanic 23%, Black 6%, Asian 3%, American Indian .3%, Mixed 9%, SpEd 12%, ELD 9%.

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, 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 2018-19 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 2017-18 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 GROWTH	
Prior Year Target: **Performance:**	The Median Growth Percentile of students performing below benchmark will increase from the 45th percentile to the 50th percentile from 2017 to 2018 in English Language Arts.
Prior Year Target: **Performance:**	Students who perform in the Well Below Benchmark category according to their composite score in Reading Dibels will decrease from 14% to 4% from BOY 2017 to EOY 2018 on grade level Benchmark assessments.
Prior Year Target: **Performance:**	The Median Growth Percentile of students who are FRL will increase from the 46th percentile to the 51st percentile from 2017 to 2018 in Math.

Current Performance

- **Review of current performance:**

Data from DIBELS and CMAS - 2017-18

      The two assessment measures that we analyzed for academic achievement and growth included DIBELS composite scores and CMAS for mathematics and English language Arts.

Our DIBELS data includes grade levels kindergarten through 5th grade composite scores. Our 2016-17 overall achievements of students attaining the end of year benchmark were 86%. Overall benchmark composite score growth during the 2016-2017 school year, showed a 16% increase from beginning to end of the year.

In comparing school year 2016-17 to 2015-16, we attained a decreased 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 16% increase from 2016-17.

In reference to students who were performing "well below" benchmark in their DIBELS composite scores, school year 2016-17 showed a decrease from 17% of our students falling into the well below benchmark category from beginning of the year to 8% of students falling into WB benchmark category at the end of school year 2016-17. The change in percentage points decreased by 9% of our students falling into the well below benchmark category. In comparison to the previous school year, 2016-17, our decrease went from 11% to 9% of students moving out of the well below benchmark category.

The CMAS results arrived at the school level in August of 2018. 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 CMAS cut scores.

Our ELA scaled scores from spring 2018: in 3rd grade was 771 and 747.5 in 2017, in 4th grade 756 in 2018 and 749.5 in 2017, and in 5th grade 750, which increased from 748.2 in 2017.

Our math scaled scores from the spring of 2018 CMAS in 3rd grade was 764, which increased from 757.6 in 2017 PARCC, 4th grade was 750, which stayed the same from 750 in 2017, and 5th grade was 749 increasing from 744, in 2017. In addition, our 5th grade students had a scale score of 637 from the 2018 administration of the CMAS assessment.

In conclusion, the data at Springs Ranch Elementary shows positive progress in DIBELS and CMAS. Both academic achievement and growth data provide our school with insights to our overall instructional delivery.

Participation Percent 2017

Our participation rate was 98.5% in CMAS ELA in 2018.
Our participation rate was 98.9% in CMAS Math in 2018.
Our participation rate was 97.5% in CMAS Science in 2018.

School Performance Framework (SPF) from 2017-2018
Student Academic Achievement – Our overall 2018 School Performance Framework indicates that we earned a Performance Plan rating scoring 72.3/100. This is up from the previous school year where our rating was performance Plan with a score of 57.4/100.
Our Academic Achievement rating for the 2018 indicates an "Exceeds" in both math and language arts and "Meets" for Science achievement. In the category of "Students with Disabilities" Springs Ranch had a rating of "Does Not Meet" in ELA and a rating of "Approaching" in math. In science, students in the category of "Free/

Reduced-Priced Lunch" had a rating of "Approaching" as well. Our mean scale score for English language arts was 758.4, math was 754.3, and science was 637.

Student Academic Growth – Springs Ranch Elementary earned a "Meets" rating for overall Academic Growth. This is up from the previous year's rating of "Approaching."
Specifically, in ELA we earned an "Approaching" rating with a median growth percentile of 46.0. This is a slight increase from the previous year's median growth percentile of 44.5. The group "Minority Students" received an "Approaching" rating in ELA as well as math. All other subgroups earned a rating of "Meets."
Our overall rating for academic growth in the area of math was "Meets" with a median growth percentile of 53.0. This is an increase from 47.0 in 2017. Though the median growth percentile for "Minority Students" increased from 47.5 to 49.5 are growth rating was still "Approaching."

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/CMAS trends from 2016-17 - **Reading and Math** achievement met state expectations. English language arts has been generally flat in regards to achievement and growth. In math, we have seen better achievement and growth.
Science achievement met state expectations using the Colorado Measures of Academic Success data.

<u>**Priority Performance Challenges:**</u> Based on data analysis and feedback from the Colorado Department of Education (School Performance Framework for Academic Achievement and Academic Growth from 2017-18, 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, with a MGP of 46.0, earning a status of "Approaching".
2. The "Minority Students" group did not make adequate growth in ELA and math earning a status of "Approaching." With a MGP 43 in ELA and 49.5 in math.
3. 7% of our students have been identified with a Significant Reading Deficiency

Trend Analysis

Trend Direction: Decreasing then increasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

English language arts growth has been flat over time. Median growth percentiles for all students on CMAS: 2016-46.0, 2017-44.5, 2018-46.0. This is notable as this is below the Median growth percentile of the state at 50.0.

Trend Direction: Decreasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

Minority students are having a decreasing trend in ELA and math as evidence by median growth percentile rate as evidence on the School Performance Framework. ELA 2016-2018: 51.0, 44.5, 43.0 Math 2016-2018: 62.0,47.5, 49.5

Root Causes

Priority Performance Challenge: Significant Reading Deficiency

7% of our students have been identified with a Significant Reading Deficiency

Root Cause: Interventions

Our intervention program, Sonday, lacked a fidelity of implementation and was used more as a resource. Groupings were not entirely deficit based, and did not include a decodable text.

Priority Performance Challenge: ELA Adequate Growth

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.

Root Cause: Lack of universal/core program

Our building has not utilized a core literacy program since the introduction of Treasures. This program is not used consistently and the texts lack the proper lexile and complexity needed for our current standards.

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 have introduced the SIPPS 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, 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 are working to ensure adherence to the schedule and ensure that our interventions are focus and targeted to the needs of the specific students. 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 CMAS 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.

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

Using DIBELS data, we have more students beginning the year below benchmark and an explicit systematic research-based intervention program is needed that will meet the needs of our at-risk students. The SIPPS intervention program meets the criteria defined and vetted by CDE to include all the core early literacy components; phonology, phonics, sight words, encoding and connected text. Interventionists and grade level teachers need training in the components of effective literacy intervention instruction utilized by SIPPS as well as ongoing guidance in determining reading skill deficits through advanced screeners. Care will be taken to assure SIPPS is implemented with fidelity so students will gain mastery through intensive exposure and frequency. Grade level data teams will meet every six weeks to determine progress and adjust group members and targets. Our systematic progress monitoring schedule will continue to support the timely tracking of student progress and give classroom teachers information to support students in small groups and the general classroom.

While our CMAS ELA data showed growing levels of achievement, our growth data did not. We have witnessed an erosion of growth across grade levels and see a downward trend. As a building, we have not utilized a core literacy program since the introduction of Treasures approximately 8 years ago. A handful of teachers still use portions of the program, but it is largely used as a resource. Observational data shows most teachers 3rd-5th use social studies and science textbooks to teach reading that lack the complexity of text associated with current standards. Writing tasks and products are not aligned to complex texts and writing often taught as a "stand alone" subject. An integrated, aligned literacy program grades K-5th will provide the integration of reading and writing ; complex texts to increase rigor, common assessments and a guaranteed, viable curriculum.

Professional development will be essential for program success. As teachers are not used to implementing a program with integrity, the "why" (data and benefits) behind the program is needed. In addition, continued ongoing PD should target literacy instruction best practices so teachers can identify within the program those strategies and routines that yield the highest learning methods.

Action Plans

Planning Form

Professional Learning Communities and Visible Learning

What would success look like: Instructional teams will meet as a Professional Learning Community (PLC), focusing on data analysis and interventions. Visible Learning PD will be a major are of focus at staff meetings, professional development days, and during PLCs. In addition, Staff will receive training in writing best practices and SIPPS intervention.

Associated Root Causes:

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

	Grade level teams meet with administration on a bi-monthly basis to discuss data, interventions, intervention groups, and monitoring.	08/27/2018 05/31/2019 Monthly	Jim Kyner, Carolyn Leyes	Partially Met
Administration PLC 18-19 Schedule				

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
SIPPS Training	Teachers implementing SIPPS intervention receive 3 hours of training in September. SIPPS intervention monitoring and support throughout the year	09/01/2018 10/01/2018	SIPPS materials	Carolyn Leyes and selected staff implementing SIPPS	

Instructional Rigor

What would success look like: Focus on a higher level of rigor during instruction across all subject areas. All staff will collaborate to emphasize learning intentions and success criteria, teacher clarity, and effective feedback. Teams of teachers will conduct impact cycles that enable us to collect data on the effectiveness of teaching strategies.

Associated Root Causes:

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Visible Learning Training for Implementation	The Visible Learning training will span over two years to train the staff in rigorous instructional strategies and best practices for students to make high levels of academic growth.	07/12/2017 05/31/2019 Quarterly	Sean Dorsey, Jim Kyner, Carolyn Leyes, VL team	Partially Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
All staff training.	Professional development that is ongoing and differentiated to include all staff, grade level, observation/feedback, action plan with Visible Learning leadership team, Visible learning school plan, to implement the educational approach with effectiveness and fidelity.	07/27/2017 05/31/2019	Visible Learning workbooks, textbooks, planning templates, artifacts.	Sean Dorsey Jim Kyner Carolyn Leyes	In Progress

ELA Curriculum Adoption

What would success look like: A team of teachers will be piloting two different reading curriculums during the first semester. Teachers will meet monthly to discuss strengths and weaknesses of the programs. During the second semester staff will be presented with information about the programs and decision.

Associated Root Causes:

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

School Target Setting

Priority Performance Challenge : Significant Reading Deficiency

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

Priority Performance Challenge : ELA Adequate Growth

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

2018-2019: 83%-93% of SRES students will make their Pathways of Progress growth goal.

2019-2020:

INTERIM MEASURES FOR 2018-2019:

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

2018-2019: Students will increase Median Growth Percentile rate to 58.0 from 53.0 according to CMAS growth report.

2019-2020:

INTERIM MEASURES FOR 2018-2019:

School Accountability Committee UIP Signature Page 2018-2019

School_ Springs Ranch Elementary_

Accreditation Rating (Plan Type_ Performance_

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.	
Name	Position
Jim Kyner	Principal
Carolyn Leyes	Asst. Principal
Robin Gaisford	Admin Secretary
Linda Shabeck	Attendance Secretary

School Accountability Committee:

1) Date the Plan was presented to SAC for review:

   November 6, 2018

2) Signature of Principal:

   James E. Kyner

3) Signature of SAC Chairperson:

   Jennifer Wynkoop

4) Additional SAC members who reviewed the plan:

   Mariana Lewis

   Rebecca Floyd

   Diamond Dunn

   Michelle Bolander

   Jane Broekelman

Colorado's Unified Improvement Plan for Schools

SPRINGS STUDIO FOR ACADEMIC EXCELLENCE UIP 2018-19 | **School:** SPRINGS STUDIO FOR ACADEMIC EXCELLENCE | **District:** DISTRICT 49 | **Org ID:** 1110 | **School ID:** 2877 | **Framework:** Performance Plan: Low Participation | **Draft UIP**

Table of Contents

Executive Summary

If we...

REFINE MTSS PROCESS

Description:

MTSS process will identify and align tiered interventions to address standards mastery and skill gap growth beginning within the first two weeks of school

ALIGN RIGOR AND RELEVANT INSTRUCTIONAL FRAMEWORKS TO PBL MODEL OF INSTRUCTION

Description:

Students will engage in Project-Based Learning models emphasizing the application of higher level thinking skills and real-world problem based learning experiences with vetted and standards-aligned authentic work.

ENHANCE CULTURE OF COLLEGE AND CAREER READINESS

Description:

Establish practices that help students develop CMAS aligned essential skills and academic outcomes necessary to follow their pathway plan to success. Our student culture evolves to outcomes-based approaches versus completion based thinking. This will be accomplished through deep interpretation of You Science and Pathway advising models.

Then we will address...

VIRTUAL MODEL OF IEP SERVICES

Description:

Virtual models of IEP services has not produced enough academic results. Services are inconsistent due to attendance and engagement.

INSUFFICIENT PROFESSIONAL DEVELOPMENT TO ADDRESS NEEDS OF THIS POPULATION

Description:

Teachers have not had deep training in trauma-informed instruction as well as equity-based instructional models.

EARLY IDENTIFICATION OF GAPS

Description:

Systemic delays in interim benchmark testing to determine learning gaps and appropriate interventions have reduced instructional time to improve student achievement.

STUDENT RETENTION

Description:

Retention of students over two years periods has impacted long term achievement due to transfer rates at secondary levels of nearly 62%

Then we will change current trends for students

INCREASING MGP SCORES FOR STUDENTS WITH DISABILITIES

Description:

Our CMAS scores for achievement and growth for students with disabilities have proven challenging and ineffective in a blended learning environment.

FREE AND REDUCED STUDENTS ARE PERFORMING SIMILAR TO STUDENTS WITH DISABILITIES

Description:

SSAE students consistently come to our school with learning gaps that are a reflection of excess school movement and significant habits related to effective schooling.

ACADEMIC ACHIEVEMENT

Description:

While Springs Studio students are now meeting or exceeding academic growth expectations as measured by CMAS, we still fall short of meeting and/or exceeding academic achievement in all areas. High School Science is "Approaching+ based on the 2018 SPF

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

Improvement Plan Information

Additional Information about the school

Improvement Plan Information

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

☑ State Accreditation

School Contact Information

Name: Dave Knoche

Mailing Street: 6113 Constitution Ave

Phone:(719) 210-4210

Title: Executive Principal

Mailing City / State/ Zip Code: Colorado Spgs Colorado 80915-4397

Email: dknoche@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Springs Studio for Academic Excellence (formerly Falcon Virtual Academy) is in its 8th year of existence, serving 500 students grades K-12. We are the only K-12 school in District 49. 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). As a multi-district online school, we have the ability to accept students from all over the state of Colorado, however, limit the enrollment of students beyond 50 miles due to the blended composition of our school and on-campus requirements. At the secondary level, We currently use Edgenuity as our foundational online curriculum and supplement Math with Aleks math, Think Cerca for writing and are piloting two interventions this year; Language Live as a tier three intervention for literacy and Edgenuity's My Pathway for literacy and Math. We are in the first full year of implementing benchmark testing with Star360 and we use it to predict success on CMAS and to drive introduction. Our MTSS process will be amplified by the addition of Educlimber and Iluminate data analysis systems. Certain aspects of our school demographics are difficult to assess because we use the alternative for Free and Reduce lunch applications because we do not offer a school lunch program. We believe it is significantly higher than reported due to perception related to reporting. We have maintained our Performance status for the past 4 cycles demonstrating high performance in the areas of Post Secondary WorkForce readiness and significant challenges in the areas of Students with Disabilities and Free and Reduced Lunch Populations. Our high school and middle school consistently outperform our elementary school in both growth and achievement. The UIP has been review by SSAE staff as well as our Family Engagement Council (SAC).

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:	BOY Dibels Performance: 61% of students were at benchmark or above EOY Dibels Performance: 80% of students were at benchmark or above This was a lofty target and even though the target was missed it was a celebrated amount of growth.
Prior Year Target:	Increase the School Mean Scale Score Percentile Rank by 10 points at each level (elementary, middle, high)
Performance:	The target was met at Middle School and High school but not elementary
Prior Year Target:	All K-5 students will have in building core instruction utilizing Reading Horizons. They will utilize the Pathblazers mastery based curriculum at home. Current Performance Mean Score is 741.3- This needs to be increased by 10 points each year.
Performance:	School decision in 17-18 was to abandon Pathblazers and focus curriculum Efforts on ARC and teacher created materials through Schoology. Data is not usable due to switch.
Prior Year Target:	Change from progress based curriculum to mastery based curriculum K-12 Increased need for PD around mastery based learning Additional time needed to learn ins and outs of new curriculum
Performance:	There was a 92% completion rate in all mastery-based coursework. This indicator is a 70% or better on all course work and assessment.
ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:	Based on our 16-17 DIBELs data, our students meeting or exceeding benchmark from BOY-EOY went from 67% to 80%. While we made significant growth, we fell short of our goal of 82%.

PERFORMANCE INDICATOR: POSTSECONDARY & WORKFORCE READINESS

Prior Year Target:	Score at or above the state average composite score on the SAT.
Performance:	SSAE outperformed the state but not the district.
Prior Year Target:	Continued in building SAT focused vocabulary and math instruction Increased rigor in building and via new Edgenuity curriculum SAT/PSAT prep practice courses delivered by SSAE teachers
Performance:	These strategies happened but there is not a data metric to address.

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. With the state changing to the SAT, we fell short of of goal to meet or exceed D49 averages

Current Performance

- 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) Star360, ALEKs Math and American Reading Company curriculum to progress monitoring data to provide information on each of the students. For a student in grades 6-10, SSAE uses previous years CMAS(6-9) CMAS (7-8, 11), Star360 (6-10), ALEKs Math, class grades (6-10), from the Edgenuity curriculum and progress monitoring tools for student evaluation. The 2018-19 multi-year SPF reveals the following learner gaps, Students with disabilities and students on free and reduced lunch at the elementary level did not meet expected ratings and were drastically behind their counterparts by double-digit results. 2018 CMAS results indicated Springs Studio for Academic Excellence students exceeded district and state averages in Science for grades 5 and 8, and the district for 11th grade Science, however, fell short of the state average. In 2018, we did not test in Social Studies.

CMAS ELA ACHIEVEMENT

ELEMENTARY: Did not meet state expectations of 50th Percentile Rank
- FRL- As demonstrated on the multi-year Performance Framework SSAE has performed below the 15th Percentile Rank in ELA.
- MINORITY- As demonstrated on the multi-year Performance Framework SSAE has performed above the 15th percentile and below the 50th Percentile Rank in ELA.
- STUDENTS WITH DISABILITIES-As demonstrated on the multi-year Performance Framework SSAE has performed below the 15th Percentile Rank in ELA.

MIDDLE SCHOOL: Did not meet state expectations of 50th Percentile Rank or Higher.
- FRL- As demonstrated on the multi-year Performance Framework SSAE has performed above the 15th percentile and below the 50th Percentile Rank in ELA.

- Students with Disabilities- As demonstrated on the multi-year Performance Framework SSAE has performed below the 15th Percentile Rank in ELA.

HIGH SCHOOL: Met state expectations of 50th Percentile Rank
- FRL- As demonstrated on the multi-year Performance Framework SSAE has performed above the 15th percentile and below the 50th Percentile Rank in ELA.
- Minorities- As demonstrated on the multi-year Performance Framework SSAE has performed above the 15th percentile and below the 50th Percentile Rank in ELA.

CMAS MATH ACHIEVEMENT

ELEMENTARY: Did not meet state expectations of 50th Percentile Rank
- FRL- As demonstrated on the multi-year Performance Framework SSAE has performed below the 15th Percentile Rank in Math
- STUDENTS WITH DISABILITIES- As demonstrated on the multi-year Performance Framework SSAE has performed below the 15th Percentile Rank in Math

MIDDLE SCHOOL: Met state expectations of 50th Percentile Rank
- FRL- As demonstrated on the multi-year Performance Framework SSAE has performed above the 15th percentile and below the 50th Percentile Rank in Math.
- Students with Disabilities- As demonstrated on the multi-year Performance Framework SSAE has performed below the 15th Percentile Rank in Math

HIGH SCHOOL: Did not meet state expectations of 50th Percentile Rank
- FRL- As demonstrated on the multi-year Performance Framework SSAE has performed above the 15th percentile and below the 50th Percentile Rank in ELA.
- Minorities- As demonstrated on the multi-year Performance Framework SSAE has performed above the 15th percentile and below the 50th Percentile Rank in ELA.

CMAS SCIENCE ACHIEVEMENT

ELEMENTARY: Did not meet state expectations of 50th Percentile Rank
- All additional data did not meet the minimum number of students for reportable data

MIDDLE SCHOOL: Did not meet state expectations of 50th Percentile Rank

- FRL- As demonstrated on the multi-year Performance Framework SSAE has performed above the 15th percentile and below the 50th Percentile Rank in Science

HIGH SCHOOL: Did not meet state expectations of 50th Percentile Rank

- FRL- As demonstrated on the multi-year Performance Framework SSAE has performed above the 15th percentile and below the 50th Percentile Rank in Science
- Minorities- As demonstrated on the multi-year Performance Framework SSAE has performed above the 15th percentile and below the 50th Percentile Rank in Science
- Students with Disabilities- As demonstrated on the multi-year Performance Framework SSAE has performed below the 15th Percentile Rank in Science

CMAS GROWTH

ELEMENTARY: Did not meet state expectations of Median Growth Percentile above 50% in ELA or Math

- Star 360 Data reflects data that confirms these scores

MIDDLE SCHOOL: Met Median Growth Percentile above 50% in all Areas

- Star 360 Data reflects data that confirms these scores

HIGH SCHOOL: Did not meet state expectations of Median Growth Percentile above 50% in ELA or Math

- Star 360 Data reflects data that confirms these scores

Trend Analysis

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

Free and Reduced and Students with Disabilities have been declining for the past three years and have percentile ranks in the single digits at ES, MS and HS.

Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

HS students are on a slight incline in MAth on CMAS-PARCC in 2016-18 (2016 = 730.6. MSS; 2018 = 743 MSS;)This is a notable trend because they are now outperforming state expectation

Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

High School Students have seen significant increases in Math MGP. 2016 59.5; 2017 67. MGP

Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Free and Reduced and Students with Disabilities have been declining for the past three years and have percentile ranks in the single digits at ES, MS and HS.

Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

ES– Meet Exceeds in Language Arts academic growth.- Implementation of Reading Horizons

Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Academic Growth

ES does not meet academic growth in Math. We will implement ALEKS math in grades 2-5.

Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Postsecondary & Workforce Readiness

Graduation rates continue to increase and drop out rates remain very low. 5 year completion rate: 92.3 7 year completion rate: 94.9

Root Causes

Priority Performance Challenge: Increasing MGP scores for Students with Disabilities

Our CMAS scores for achievement and growth for students with disabilities have proven challenging and ineffective in a blended learning environment.

Root Cause: Virtual Model of IEP Services

Virtual models of IEP services has not produced enough academic results. Services are inconsistent due to attendance and engagement.

Priority Performance Challenge: Free and Reduced Students are performing similar to Students with Disabilities

SSAE students consistently come to our school with learning gaps that are a reflection of excess school movement and significant habits related to effective schooling.

Root Cause: Insufficient Professional Development to address needs of this population

Teachers have not had deep training in trauma-informed instruction as well as equity-based instructional models.

Root Cause: Early Identification of Gaps

Systemic delays in interim benchmark testing to determine learning gaps and appropriate interventions have reduced instructional time to improve student achievement.

Priority Performance Challenge: Academic Achievement

While Springs Studio students are now meeting or exceeding academic growth expectations as measured by CMAS, we still fall short of meeting and/or exceeding academic achievement in all areas. High School Science is "Approaching+ based on the 2018 SPF

Root Cause: Early Identification of Gaps

Systemic delays in interim benchmark testing to determine learning gaps and appropriate interventions have reduced instructional time to improve student achievement.

Root Cause: Student Retention

Retention of students over two years periods has impacted long term achievement due to transfer rates at secondary levels of nearly 62%

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 literacy and post-secondary readiness targets. Our resources and energies are being focused on the process and procedures associated with addressing the needs of students in sub-groups. With such a mixed population of new and returning students, our focus must be shifted to early screening and effective interventions directed at the growth in ELA and Math.

At HS, we tend to enroll a significant percentage of students who've had struggles or have been unsuccessful in traditional schools. These students often come to us with significant gaps in their learning. More effective tier two and tier three interventions will be necessary to address their learning gaps. With steady increases in growth, our academic achievement will improve as measured by CMAS.

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 disaggreagated previous state data to help determine the greatest areas of need and growth for our school.

Additional Narrative / Conclusion

Through the implementation of ALEKs Math 6-9 and Reading Horizons K-5, we saw measurable growth. ALEKs will be implemented now in grades 2-5 and Reading Horizons in middle and high school.

Action Plans

Planning Form

Refine MTSS process

What would success look like: MTSS process will identify and align tiered interventions to address standards mastery and skill gap growth beginning within the first two

weeks of school

Describe the research/evidence base supporting the strategy: John Hattie's Visible Learning Research identified that Response to Intervention (MTSS) has an (effect size = 1.07) and is one of the top three instructional strategies to move students beyond one year of learning in one year and past the 50th MGP.

Associated Root Causes:

Early Identification of Gaps:
Systemic delays in interim benchmark testing to determine learning gaps and appropriate interventions have reduced instructional time to improve student achievement.

Virtual Model of IEP Services:
Virtual models of IEP services has not produced enough academic results. Services are inconsistent due to attendance and engagement.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Secondary Cohort Meetings	We will establish by-monthly cohort meetings to review and address student academic, behavior and SEL needs and align to growth.	09/15/2018 05/28/2021 Monthly	Teachers	Partially Met
Add tier three intervention for ELA- Language Live	All students not meeting benchmarks will be enrolled in ELA support courses with Language Live.	01/14/2019 05/25/2019 Weekly	Teachers and Zone Instuctional Coach	Partially Met

| | We will use four assessment windows to better monitor and track student growth throughout the year to better predict and monitor outcomes. | 08/01/2019 06/01/2020 Quarterly | Assistant Principal | | Partially Met |

Star360 Math and Reading Interim Benchmarks

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Student Academic Behavior Cohort Meetings	Each teacher and support coach is aligned to a grade level to progress monitor academic behaviors. Cohorts will identify acadedmic behaviors related to time management, self advocacy, crisis intervention, work submission and quality of work submissions. Students will be included in small group interventions to address the behaviors to establish that these are not causing issues and deeper learning issues need to be investigated.	09/14/2018 05/29/2020	Time and collaboration around data.	Cohort Lead and Student Support Coach.	
Increase Intervention Time for Students on Campus	We will add intervention time at the end of the day to ensure that we have consistent and aligned time to implement interventions to fidelity.	08/01/2019 05/29/2020	Changes to building schedule. Auick and accessible data for reading, writing and math.	Math and ELA teachers, Admin and Interventionists.	
Equity in Access for Technology	Move to a one to one model for technology to ensure that all students have a level playing field related to technology regardless of Socio Economics, Gender, Full Virtual or disability.	08/01/2019 05/29/2019	Technology and Money	Admin and Support staff.	

Align Rigor and Relevant Instructional frameworks to PBL model of instruction

What would success look like: Students will engage in Project-Based Learning models emphasizing the application of higher level thinking skills and real-world problem based learning experiences with vetted and standards-aligned authentic work.

Describe the research/evidence base supporting the strategy: International Center for Teaching and Learning and the work of Bill Daggett reinforce an instructional framework of Rigor and Relevance to prepare students for a world of unknown problems and solutions. This with research from the Buck Institue truly provides a framework that supports project-based learning models.

Associated Root Causes:

Insufficient Professional Development to address needs of this population:
Teachers have not had deep training in trauma-informed instruction as well as equity-based instructional models.

Student Retention:
Retention of students over two years periods has impacted long term achievement due to transfer rates at secondary levels of nearly 62%

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
All Teachers trainined in PBL Gold Standard Models.	all teachers will take a course designed to create gold standard PBL courses that have been peer reviewed and align to the 6 pillars for PBL's describe by the buck institute.	02/04/2019 04/12/2019 Quarterly	Josh Wixom, David Knoche, Rochelle Kolhouse	
	Each teacher will be required to complete a PBL for each of their	08/01/2019		

| Minimum of One PBL per Semester Created and Delivered | classes per semester. These will be aligned with the on campus instructional days and will compliment standards removed from the online curriculum. | 05/22/2020 Quarterly | Dave Knoche, Core Teachers, Josh Wixom and Rochelle Kolhouse |

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Intensive Professional Development around PBL Model	All cores teachers will be required to engaged in a PBL course designed to mirror Gold Level PBL's as outlined by the Buck institute.	02/04/2019 04/05/2019	Schoology Course	Josh Wixom Dave Knoche	
Capstone Expectation for All Core Courses	All PBL's will be shaped around a Capstone model for all core courses.	05/01/2019 05/29/2020	Schoology D49 Capstone Guidelines	Dave Knoche Josh Wixom	
Master Schedule will include Collaboration for Planning	Twice a moth teachers will have Friday time allotted for PBL collaboration planning. PBL's will be expected for all teachers during on-campus instruction.	08/01/2019 05/29/2020	Buck Institute Critical Friends Protocols	Dave Knoche Josh Wixom	

Enhance Culture of College and Career Readiness

What would success look like: Establish practices that help students develop CMAS aligned essential skills and academic outcomes necessary to follow their pathway

plan to success. Our student culture evolves to outcomes-based approaches versus completion based thinking. This will be accomplished through deep interpretation of You Science and Pathway advising models.

Describe the research/evidence base supporting the strategy: he framework for the Essential Skills document was influenced by the groundwork laid by the in-demand skills identified in the 2015 Colorado Talent Pipeline Report (PDF). The Pipeline report was authored by the Colorado Workforce Development Council in partnership with a number of state agencies[1]. The goal of this publication was to explore Colorado jobs that have high growth rates in an effort to better align student skills with behaviors necessary for successful employment in Colorado.

Associated Root Causes:

Student Retention:
Retention of students over two years periods has impacted long term achievement due to transfer rates at secondary levels of nearly 62%

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
All students have You Science Profile	Each student will take and have a you Science profile to aid in pathway development and career exploration. This will be reviewed quarterly.	09/07/2018 05/28/2021 Quarterly	Counselors	
Career Cluster Aligned Electives and Exploratory Courses	Students will have increased options to take electives aligned to their You science identified aptitudes and career pathways. All electives offered will be vetted and aligned to pathway career clusters.	03/13/2019 05/29/2019 Quarterly	Counselors	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

Refine College Advising Process to Emphasize You Science	Use the YOU SCIENCE profile to help build a foundation for student college and career planning. Addressing aptitudes and interest levels will provide better alignment to college and career readiness.	03/01/2019 05/28/2021	You science Subscription	Counselors Admin
Implement Career planning and Exploration courses led by counselors	Counseling staff will facilitate career planning and exploration courses aligned to You Science.	08/01/2019 03/11/2019	Edgenuity Courses Counselor supplemental materials ie.. Speakers, Shadowing, Tours etc...	Admin Counselors
Leadership, Career Exploration and Academic Fitness Course	All students at SSAE will be required to take a leadership course aligned to career readiness and CKH.	08/01/2019 05/29/2020	We have everything we need.	Jen Aubain, Counselors

School Target Setting

Priority Performance Challenge : Increasing MGP scores for Students with Disabilities

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** Increase MGP as measured by Star 360 to 30th percentile in ELA- APPROACHING |
| | **2019-2020:** Increase MGP as measured by Star 360 to 50th percentile in ELA- MEETS |

INTERIM MEASURES FOR 2018-2019: Language Live Interventions for tier 3 Students MyPathway for Tier 2 Students 3 Full Think Cerca's Completed

 PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** Increase MGP as measured by Star360 to 15th percentile in Math- APPROACHING |
| | **2019-2020:** Increase MGP as measured by Star360 to 30th percentile in Math- APPROACHING |

INTERIM MEASURES FOR 2018-2019: Star36o Aleks Math

 Priority Performance Challenge : Free and Reduced Students are performing similar to Students with Disabilities

 PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** Increase MGP as measured by Star360 to 35th percentile in ELA- Approaching |
| | **2019-2020:** Increase MGP as measured by Star360 to 50th percentile in ELA- Approaching |

INTERIM MEASURES FOR 2018-2019: Star360, My Pathway. Language Live and Think Cerca

 PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** Increase MGP as measured by Star360 to 15th percentile in Math-Approaching |
| | **2019-2020:** Increase MGP as measured by Star360 to 30th percentile. |

INTERIM MEASURES FOR 2018-2019: Star 360 Math and SAT Prep Courses

Priority Performance Challenge : Academic Achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: S

| ANNUAL PERFORMANCE TARGETS | **2018-2019:** Increase mean science score to 50th percentile rank |
| | **2019-2020:** Increase mean science score to 60th percentile rank |

INTERIM MEASURES FOR 2018-2019: Star 360, Think Cerca

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

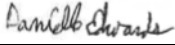| ANNUAL PERFORMANCE TARGETS | **2018-2019:** Average PSAT score composite higher than D49 |
| | **2019-2020:** Outperform D49 average and state average. Minimum of 510 average as measured on PSAT assessment in 10th grade. |

INTERIM MEASURES FOR 2018-2019: PSAT prep courses, Star360 Aleks, Implemented 8th Grade PSAT

School Accountability Committee UIP Signature Page 2018-2019

School: <u>Springs Studio for Academic Excellence</u>

Accreditation Rating (Plan Type) PERFORMANCE

A Name	Position
DAVID KNOCHE	EXECUTIVE PRINCIPAL
ADAM BRAELA	ASSISTANT PRICIPAL
LORI HALL	TEACHER
JENNY OLSON	TEAFHER
JENNIFER AUBAIN	TEACHER
AMANDA PETHTEL	COUNSELOR
LAURA ISAKSON	SPED TEACHER
DANIELLE EDWARDS	PARENT

School Accountability Committee:

1) **Date the Plan was presented to SAC for review:**

    2-12-19; FINALIZED 3-16-19

2) **Signature of Principal**:

3) **Signature of SAC Chairperson:**

4) **Additional SAC members who reviewed the plan:**

  CHEVETTE MOONEY

  LAURA DE LAGARZA

  TARA ROUTSIS

Colorado's Unified Improvement Plan for Schools

VISTA RIDGE HIGH SCHOOL UIP 2018-19 | **School:** VISTA RIDGE HIGH SCHOOL | **District:** DISTRICT 49 | **Org ID:** 1110 | **School ID:** 8791 |
Framework: Performance Plan: Meets 95% Participation | **Draft UIP**

Table of Contents

Executive Summary

If we...

49 PATHWAYS

Description:

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

MAJOR IMPROVEMENT STRATEGY: EFFECTIVE TEACHING IN EVERY CLASSROOM (HRS LEVEL 2)

Description:

Increasing student achievement via data collection and analysis using PSAT/SAT quantitative data and qualitative data from HRS surveys in order to improve instruction, assessment and accountability (administration, teachers and students) leading to the academic growth of all students and achieving HRS level 2 certification.

CAPTURING KIDS HEARTS (CKH)

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 CKH.

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

Improvement Plan Information
Additional Information about the school

Improvement Plan Information

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

✓ State Accreditation

School Contact Information

Name: Bruce Grose   **Title:** Principal
Mailing Street: 6888 Black Forrest Rd.   **Mailing City / State/ Zip Code:** Colorado Springs CO 80923
Phone:(719) 494-8805   **Email:** bgrose@d49.org
Name: Elaine Charney   **Title:** Assistant Principal
Mailing Street: 6888 Black Forrest Rd   **Mailing City / State/ Zip Code:** 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

Team Members: The Vista Ridge High School Improvement Team consists of Campus Administration, 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 _____ and formally presented to the Vista Ridge School Accountability Committee on _____ . 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 2017-2018 school year, the total student population was 1600. The ethnic breakdown was: Caucasian 63.7%%, Hispanic 17.4%, Asian 5.3%, African American 11.2%, two or more races 1.4%, Pacific Islander .2% and Native American .4%.

Graduation Rates: Total 12th grade students: 249, Total Graduated: 236, 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.

Current Performance

- Vista Ridge High School had an overall Achievement rating of Approaching, the same as the prior year, with one or more achievement ratings not meeting the states expectations. In the area of ELA, Vista Ridge had an overall rating of Approaching, which was the same as last year.

  Vista Ridge High School had an overall Academic Achievement rating of Approaching. Vista Ridge received an overall rating of Approaching in the area of CP PSAT Reading and Writing. In the area of ELA, both Free/Reduced Lunch and Minority Students achieved an Approaching rating. The participation rates were at the 95% participation rate needed by the state in both areas of Free/Reduced Lunch and Minority Students. The mean scores of both areas were slightly lower than 2017. In the area of Students with Disabilities had a lower participation rate with 64.5% and a mean score of 385.6 which puts the overall rating of Does Not Meet. In the area of Academic Achievement, Vista Ridge High School had an overall rating of Approaching in the area of CO PSAT Math. In the area of both Free/Reduced Lunch and Minority Student achieved an Approaching rating. In the areas of Free/Reduced Lunch and Minority Students the participation rate was at

the 95% participation rate. In the area of Students with Disabilities, the participation rate was slightly lower than the needed 95% participation rate which sets the rating at Does Not Meet. In the area of CMAS Science, all areas were rated Does Not Meet. Due to the low participation rates in Free/Reduced Lunch, Minority Students and Students with Disabilities, the ratings were low.

In the area of Academic Growth, Vista Ridge High School received an overall rating of Approaching which was up from 2017 from Does Not Meet. In the area of CO PSAT/SAT Reading and Writing, students who are Free/Reduced Lunch received a Does Not Meet rating and Minority Students received an Approaching rating. In the area of CO PSAT/SAT Math received an overall rating of Meets which is up from Approaching in 2017. Free/Reduced Lunch students received a Meets rating and Minority Students received an Approaching rating.

Vista Ridge High School had an overall Postsecondary and Workforce Readiness rating of Approaching with all PWR sub indicators ratings meeting state expectations. In Matriculation, Vista Ridge maintained an Approaching rating from last year, gaining slightly in all areas including 2 Year Higher Education Institution, 4 Year Higher Education Institution and Career and Technical Education. For the Graduation indicator, in both Free/Reduced Price Lunch Eligible and Minority Students received a Meets rating.

Trend Analysis

Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

Reading: According to the SPF (1 year), the overall rating for Vista Ridge High School was Approaching, which was the same as 2017. There was an increase in ELA on CMAS, on the overall mean score: 2017=465.4 and 2018=454.4. In each subcategory: Free/ Reduced Price Lunch Eligible: 2017=449.5 and 2018=424.1 Minority Students: 2017=448.8 and 2018=444.1 Students with Disabilities: 2017=692 and 2018=385.6 Math: According to the SPF (1 year), the overall rating for Vista Ridge High School was Approaching, which was the same rating as 2017. The mean score overall in 2017=725.2 and 2018=437.5. In each sub category increased: Free/ Reduced Price Lunch Eligible: 2017=718 and 2018=420.9 Minority Students: 2017=723.2 and 424.9 Students with Disabilities: 2017=708.1 and 2018=374.8 CMAS Science: According to the SPF (1 year), the overall rating for Vista Ridge High School was Approaching which was the same rating as 2017. In each sub category increased: Free/ Reduced Price Lunch Eligible: 2017=503.9 and 2018=559.1 Minority Students: 2017=551.2 and 2018=550.3 Students with Disabilities: 2017= - and 2018=445.4

Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Reading: According to the SPF (1 year), the overall rating was Approaching which is up from 2017. The overall mean score in 2017=15.5 and 2018=45.5 English Learners: 2016=no score and 2017=13 Free/ Reduced Price Lunch Eligible: 2016=12.5 and 2017=12 Minority Students: 2016=15.5 and 2017=15 Students with Disabilities: 2016=ns and 2017=ns

Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Postsecondary & Workforce Readiness

The rating for the SAT ERW was an overall rating of Approaching which was the same as 2017. The rating for the SAT Math was an overall rating of Approaching which was the same as 2017. In Matriculation: 2 Year-Higher Education Institution: 2016=20 and 2017=20.8 4 Year-Higher Education Institution: 2016=30 and 2017=32.6 Career and Technical Education: 2016=7 and 2017=4.4

Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Academic Growth Gaps

Math: According to the 1 year Performance Framework, the overall rating in Math was Approaching which was the same as 2016. The overall mean score in 2016=35 and 2017=36.5. English Learners: 2016=ns and 2017=36.5 Free/ Reduced Price Lunch Eligible: 2016=38 and 2017=39 Minority Students: 2016=35 and 2017=38 Students with Disabilities: 2016=684 and 2017=692

Root Causes

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:
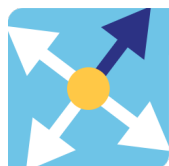
The following have been picked as challenges because Vista Ridge would like to raise to a Meets level in both Math and ELA under both Academic Achievement and Academic Growth.

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. Also as a support to our Students with Disabilities and ELL students, there is a new priority on

Reading classes and intensive intervention.

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 is working towards 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 is working toward systemic implementation of the instructional framework, core curriculum, and direct instruction that promotes content mastery in the area of math.

Vista Ridge High School is continuing 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

After increased communication with parents about the importance of testing and creating an incentive program around the ACT, we were able to raise the participation level for testing to more than 95% which meets the state expectation for testing participation.

VIP 11/7/18

| Column1 | Column2 | Column3 |
Print Name	Role	Signature
Joy Sprenger	Parent	*signature*
WAYNE SPRENGER	PARENT	*signature*
Donica Allen Wells	Staff Member	*signature*
Edward Williams	Parent	*signature*
Destiny Williams	Parent Chair	*signature*
DeDe Boller		*signature*
Margaret Turek	Teacher	*signature*
CARRIE CLARK	Parent	*signature*
Bruce Gross	Principal	*signature*
Sharon Smith	IAAC Rep	*signature*

Colorado's Unified Improvement Plan for Schools

WOODMEN HILLS ELEMENTARY SCHOOL UIP 2018-19 | **School:** WOODMEN HILLS ELEMENTARY SCHOOL | **District:** DISTRICT 49 | **Org ID:** 1110 |
School ID: 9706 | **Framework:** Performance Plan: Meets 95% Participation | **Draft UIP**

Table of Contents

Executive Summary

If we...

QUALITY CORE INSTRUCTION

Description:

Ensuring alignment between ELA curricular resources and state standards, strengthened PLC process, and implementation of personalized learning opportunities within core content.

INTERVENTIONS

Description:

Provide research-based targeted interventions and professional development in supporting individual student needs.

PROFESSIONAL DEVELOPMENT- MATH

Description:

Increase knowledge of effective instructional practices in mathematics.

Then we will address...

MATH PD

Description:

Lack of professional development in effective instructional strategies in mathematics and in mathematical practices.

ELA PD

Description:

Lack of ongoing professional learning in reading instructional practices and supporting specific individual student needs.

MATH INTERVENTION

Description:

Lack of a comprehensive and intensive math intervention program

PERSONALIZING LEARNING OPPORTUNITIES

Description:

Lack of providing personalized learning opportunities for individual students based on needs.

Then we will change current trends for students

STUDENTS WITH DISABILITIES- ELA GROWTH

Description:

Students with disabilities have not demonstrated adequate growth in ELA.

STUDENTS WITH DISABILITIES- MATH GROWTH

Description:

Students with disabilities have not demonstrated adequate growth in math.

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

Improvement Plan Information

Additional Information about the school

Improvement Plan Information

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

☑ State Accreditation

School Contact Information

Name: Angela Rose   **Title:** Principal
Mailing Street: 8308 Del Rio Rd.   **Mailing City / State/ Zip Code:** Peyton Colorado 80831
Phone:(719) 495-5500   **Email:** arose@d49.org
Name: Bethany Stegman   **Title:** Assistant Principal
Mailing Street: 8308 Del Rio Rd.   **Mailing City / State/ Zip Code:** Peyton Colorado 80831
Phone:(719) 495-5500   **Email:** bstegman@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Woodmen Hills Elementary school is located in Eastern El Paso County in Falcon School District 49. We are a public elementary school servicing approximately 585 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 in Academic Growth. Our school improvement team looked at 4 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 GROWTH

Prior Year Target:	Increase the median growth for students with disabilities in the area of ELA by 5 points annually for an MPG of 41 for the 2017-2018 school year.
Performance:	
Prior Year Target:	Increase the median growth for students with disabilities in the area of math by 5 points annually for an MPG of 38 for the 2017-2018 school year.
Performance:	

ACADEMIC GROWTH REFLECTION:	Our goal was to increase the median growth percentile for students with disabilities in ELA by 5 points for an MGP of 41. This target was met. We increased the MGP from 36 to 47 for an increase of 11 points. We also aimed to increase the MGP for students with disabilities in Math by 5 points for an MGP of 41. This target was not met. We increased by 3.5 points for a 2018 MGP of 36.5.

Current Performance

- ## [Academic Achievement Summary](#)

Based on the 2018 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

CMAS Results	3rd Grade			4th Grade			5th Grade		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
% Did Not Meet	11	17	11	6	8	7	5	4	6
% Partially Met	18	10	27	11	17	12	10	10	11
% Approached	27	27	26	32	25	24	32	28	34
% Met	40	41	32	45	44	49	51	56	45
% Exceeded	4	6	3	6	7	8	3	2	4

PARCC 2018 Met/Exceeded Compared to District and State

	WHES	D49	State
3ELA	35%	41%	41%
4ELA	57%	47%	46%
5ELA	48%	49%	48%

Math

CMAS Results	3rd Grade			4th Grade			5th Grade		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
% Did Not Meet	8	8	9	4	5	8	8	7	7
% Partially Met	16	24	21	9	20	28	15	11	18

% Approached	31	24	34	36	32	35	34	34	33
% Met	39	39	32	47	41	28	39	43	36
% Exceeded	7	5	4	4	0	2	4	5	6

PARCC 2018 Met/Exceeded Compared to District and State

	WHES	D49	State
3MATH	36%	39%	39%
4MATH	29%	32%	34%
5MATH	42%	33 %	35%

Science

CMAS Results	5th Grade			
	2015	2016	2017	2018
% Partially Met	20	16	15	21
% Approached	39	52	45	35
% Met	38	30	35	40
% Exceeded	3	3	5	4

Academic Achievement Disaggregated by Student Group

Expectations for academic performance in ELA were not met for students with disabilities and were approaching for free/reduced lunch students. In math, students with disabilities did not meet expectations and were approaching for free/reduced lunch students. In ELA, the percentile rank for all students was 67 while students with disabilities had a percentile rank of 1. Similar trends were seen in mathematics with an overall percentile rank of 63 while students with disabilities had a percentile rank of 5.

Academic Growth Summary

The 2018 one-year SPF indicates that Woodmen Hills Elementary meets overall academic growth expectations.

Academic Growth Disaggregated by Student Group

Expectations for academic growth are approaching for students with disabilities in ELA. In ELA, the median growth percentile for all students was 53. Free/reduced lunch students had an MGP of 53, minority students had an MGP of 57, and students with disabilities had an MGP of 47. In Math, students with disabilities are approaching expectations for growth. In Math, the MGP for all students was 52.5. Free/reduced lunch eligible had an MGP of 57, minority students had an MGP of 52, and students with disabilities had an MGP of 36.5.

DIBELS Early Literacy Data

3 Year BOY to EOY DIBELS Results for Kindergarten through Fifth Grade

EOY DIBELS Results for 3 Years

	15-16 EOY	16-17 EOY	17-18 EOY
Kinder	97%	95%	93%
First	65%	88%	81%
Second	80%	79%	81%
Third	90%	80%	87%
Fourth	96%	83%	82%
Fifth	81%	86%	79%

Using the Amplify Progress Planning Tool for mClass: DIBELS Next, our three year trends show that we continue to make above average or well above average progress at all grade levels from Beginning of Year (BOY) to End of Year (EOY).

Trend Analysis

Trend Direction: Stable then increasing

Notable Trend: Yes

Performance Indicator Target: Disaggregated Growth

Students with disabilities are not demonstrating adequate growth as indicated by the 2018, 2017, and 2016 SPF in ELA. In 2016 students with disabilities approached academic growth in ELA (MGP 41.5). In 2017 and 2018, students with disabilities continued to approach expectations for growth in ELA (MGP 36 and 47).

Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Disaggregated Growth

Students with disabilities are not demonstrating adequate growth as indicated by the 2018, 2017, and 2016 SPFs in Math. In 2016, students with disabilities approached growth expectations with a MGP of 48.5. In 2017, students with disabilities did not meet math growth expectations with a MPG of 33. In 2018, students with disabilities approached growth expectations with a MGP of 36.5.

Root Causes

Priority Performance Challenge: Students with Disabilities- ELA Growth

Students with disabilities have not demonstrated adequate growth in ELA.

Root Cause: Personalizing Learning Opportunities

Lack of providing personalized learning opportunities for individual students based on needs.

Root Cause: ELA PD

Lack of ongoing professional learning in reading instructional practices and supporting specific individual student needs.

Priority Performance Challenge: Students with Disabilities- Math Growth

Students with disabilities have not demonstrated adequate growth in math.

Root Cause: Math PD

Lack of professional development in effective instructional strategies in mathematics and in mathematical practices.

Root Cause: Math Intervention

Lack of a comprehensive and intensive math intervention program

Root Cause: Personalizing Learning Opportunities

Lack of providing personalized learning opportunities for individual students based on needs.

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

Students with Disabilities- Gap in Achievement and Growth
The 2016, 2017, and 2018 SPFs show that students with disabilities do not meet state expectations for academic performance in ELA and Math and are approaching in academic growth for ELA and Math.

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 ongoing/ job-embedded professional development in the foundations of reading and serving students with significant reading deficiencies. While our students benefit from Burst intervention, many teachers lack a deep understanding of the literacy continuum and how to effectively analyze data to intervene. In mathematics, a lack of professional development in mathematical shifts and practices and supporting diverse student needs were identified as a root cause. While curriculum is now aligned to standards, there is a lack of targeted intervention support in mathematics outside of MTSS and SPED. Root causes are validated with local data.

Additional Narrative / Conclusion

Action Plans

Planning Form

Quality Core Instruction

What would success look like: Ensuring alignment between ELA curricular resources and state standards, strengthened PLC process, and implementation of personalized learning opportunities within core content.

Associated Root Causes:

ELA PD:
Lack of ongoing professional learning in reading instructional practices and supporting specific individual student needs.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
EmpowerFZ - Modern Teacher	Staff will participate in Modern Teacher professional development.	08/01/2018 05/29/2020	WHES Certified Staff	Partially Met
Improved Professional Learning Communities	Strengthen Professional Learning Communities through systematic processes and protocols	09/03/2018 10/31/2019	Angela Rose and Bethany Stegman	Partially Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
	Coaches will complete the instructional coaching module in the Modern Teacher platform and attend onsite training days.	08/01/2018 10/05/2018	Modern Teacher online platform	Angela Rose, Bethany Stegman, Cheryl Curry, and	Complete

Coach Training				Wendy Murphy	
Training in PLC Process and Protocols	Team leads will receive training in PLCs using Dufour's model to create a systematic process building wide	09/03/2018 10/31/2019	Dufour's PLC Model	Angela Rose, Bethany Stegman, and Team Leads	In Progress
EmpowerFZ Cohorts	Teachers will participate in EmpowerFZ professional development as a member of Cohort 1, 2, or 3.	10/01/2018 10/30/2020	Modern Teacher online platform	EmpowerFZ Coaches and WHES Teachers	In Progress
Alignment of Standards & Curricular Resources	Using a strengthened PLC process, all grade level and content area teachers will ensure continued alignment between state standards and curricular resources.	01/07/2019 05/29/2020	Revised Colorado Academic Standards and ELA Curricular Resources	WHES Teachers	In Progress

 Interventions

What would success look like: Provide research-based targeted interventions and professional development in supporting individual student needs.

Associated Root Causes:

 Math Intervention:
Lack of a comprehensive and intensive math intervention program

Implementation Benchmarks Associated with MIS

Start/End/

IB Name	Description	Repeats	Key Personnel	Status
Do the Math Intervention Program	Utilize Do the Math as an intervention program to support students at all grade levels	09/03/2018 05/29/2020	Wendy Murphy, Katie Kessler, and Karen Emerson	Partially Met
DIBELS Math Implementation	DIBELS Math will be implemented for all students as a tool to guide teachers in determining intervention needs	01/07/2019 05/29/2020	Wendy Murphy, Katie Kessler, and Karen Emerson	Partially Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
DIBELS Math Implementation	Train teachers in DIBELS Math. Begin to implement DIBELS Math beginning with SPED 2017-2018 school year and then expand to all students beginning in the 2018-2019 school year and continuing into 2019-2020.	08/01/2017 05/29/2020	DIBELS Math	WHES Teachers	In Progress
Do the Math Intervention Implementation	Utilize Do the Math as an intervention program to support students at all grade levels during scheduled math intervention time.	09/03/2018 05/31/2019	Do the Math Intervention Program		In Progress

Professional Development- Math

What would success look like: Increase knowledge of effective instructional practices in mathematics.

Associated Root Causes:

Math PD:

Lack of professional development in effective instructional strategies in mathematics and in mathematical practices.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Professional Development in Mathematics	Professional development will be provided in effective instructional strategies and mathematical practices	09/03/2018 05/29/2020	Brooke Lombardo and Lisa Reid	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Numeracy Committee	Develop and allocate time for a numeracy committee consisting of representatives across all grade levels and support staff teams in order to provide an avenue for sharing best practices in the area of math. Team representatives will disseminate information to their teams following each committee meeting.	09/03/2018 05/31/2019		Numeracy Committee Members	In Progress
Math Leadership Team	WHES representatives will attend district math leadership team meetings and trainings. They will then provide ongoing support with mathematical practices and the development of conceptual understanding for grade level teachers.	09/03/2018 05/29/2020		Brooke Lombardo and Lisa Reid	In Progress
Job-embedded PD & Coaching	Ongoing, job-embedded mathematics training, coaching, and modeling provided by instructional coach	01/07/2019 05/29/2020		Wendy Murphy	Not Started

School Target Setting

Priority Performance Challenge : Students with Disabilities- ELA Growth

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

> ANNUAL PERFORMANCE TARGETS

2018-2019: Increase the median growth for students with disabilities in the area of ELA by 3 points annually for an MPG of 50 for the 2018-2019 school year.

2019-2020: Increase the median growth for students with disabilities in the area of ELA by 3 points annually for an MPG of 53 for the 2019-2020 school year.

INTERIM MEASURES FOR 2018-2019: DIBELS Next Benchmark, BURST, Lexia

Priority Performance Challenge : Students with Disabilities- Math Growth

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

> ANNUAL PERFORMANCE TARGETS

2018-2019: Increase the median growth for students with disabilities in the area of math by 5 points annually for an MGP of 41.5 for the 2018-2019 school year.

2019-2020: Increase the median growth for students with disabilities in the area of math by 5 points annually for an MGP of 46.5 for the 2019-2020 school year.

INTERIM MEASURES FOR 2018-2019: DIBELS Math

School Accountability Committee UIP Signature Page 2018-2019

School___Woodmen Hills Elementary School_____

Accreditation Rating (Plan Type)__Performance_____

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. **Parents must be included. Please type name and role.**		School Accountability Committee:
Name	**Position**	
Angela Rose	Principal	
Bethany Stegman	Assistant Principal	1) **Date the Plan was presented to SAC for review:** 2-12-19
Stacey Montoya	Special Education Teacher	2) **Signature of Principal**:
Wendy Murphy	Parent	
WHES Team Leads	Teachers	3) **Signature of SAC Chairperson:**
		4) **Additional SAC members who reviewed the plan:**
		Mary Hopper
		Nicole Wood
		Michelle Burdick
		Rachel Czmyr
		Katie Newbill

BOARD OF EDUCATION ITEM 8
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:	March 27, 2019
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	Land Dedication Transfer Request
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY: Residential Developers are required to identify parcels land that will be used by the appropriate P-12 school district or be prepared to remit fees in-lieu-of land (FiLoL – usually for small, 'infill', projects) as part of their development plans.

- When FiLoL is the appropriate avenue, those fees are simply paid as the lots are permitted for construction.
- When Land Dedication is the appropriate avenue, the developer/owner will hold the land for the school district until the district makes a formal request to transfer the parcel to the district.

As part of the District's ongoing compilation of the Long-Term Capital Plan, one parcel has been clearly identified as the 'next' needed piece that a school would be built upon. That parcel is a ~25 acre site in the Forest Meadows area whose Northwest boundary is located at the intersection of Cowpoke Road and Forest Meadows Avenue

RATIONALE: D49 has traditionally waited until just before construction begins on a facility to request the associated land parcel for the site. We are contemplating a change in that practice and are using this clear opportunity to evaluate said practices.

RELEVANT DATA AND EXPECTED OUTCOMES: Upon transfer, the land would come into the portfolio of properties owned by the district and we would then be responsible for maintenance and liability issues that come with owning real property. Conversely, we should be able to better protect the site from inappropriate dumping or squatting uses that could create unnecessary costs for site preparation when construction on a district facility is ready to begin.

INNOVATION AND INTELLIGENT RISK: Contemplating a change to traditional practices is indicative of an organization that is appropriately self-reflective and never satisfied with a 'that's the way we've always done it' type of answer to any question. This process timing will appropriately inform future processes.

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

Cult		
	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	*Innovation is pursued with this request.*
Strategy	**Rock #1**—Maintain an enduring <u>trust</u> with our community	*Exploring process improvements transparently with clear indications of intended benefit to our customers and stakeholders.*
	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>	

BUDGET IMPACT: This will have impact on facilities maintenance as they will need to add this parcel to their work routine. Also some potential impact to property and liability insurance costs. Neither impact would be material to the overall district budget and would only necessitate some small reallocations of funds, if anything.

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move this request forward as an action item at the April 11, 2019 regular meeting.

APPROVED BY: Brett Ridgway, Chief Business Officer   **DATE:** March 20, 2019

School District 49
Land and School Sites

#1
10.01 Acres
$766,786

Hodgen Rd

Meridian Rd

Legend

D49 Parcels

Schools

Land

#2
10.02 Acres
$767,552

Meridian Rd

N Meridian Rd

Latigo Pl

Oregon Wagon Trl

#3
50 Acres
$3,830,100

Curtis Rd

#4
12.52 Acres
$959,057

Londonderry Dr

Stapleton Dr Stapleton Dr N

Tower Ave

#5
? Acres

#12
10.03 Acres
$786,318

NOW GRAND PEAK ACADEMY

#11
25? Acres
$1,915,050?

REQUESTING

#6
9.97 Acres
$763,722

E Woodmen Rd   E Woodmen Rd

#8
11.02 Acres
$844,154

Hwy

Dublin Blvd

Peterson Rd

SOLD

#13
18.7 Acres
$1,432,457

#10
7.7 Acres
$589,835

Barnes Rd

Barnes Rd

N Marksheffel Rd

SOLD

#14
12.5 Acres
$957,525

Jones Rd

Curtis Rd

Constitution Ave

#16
10 Acres
$766,020

#15
7.88 Acres
$603,624
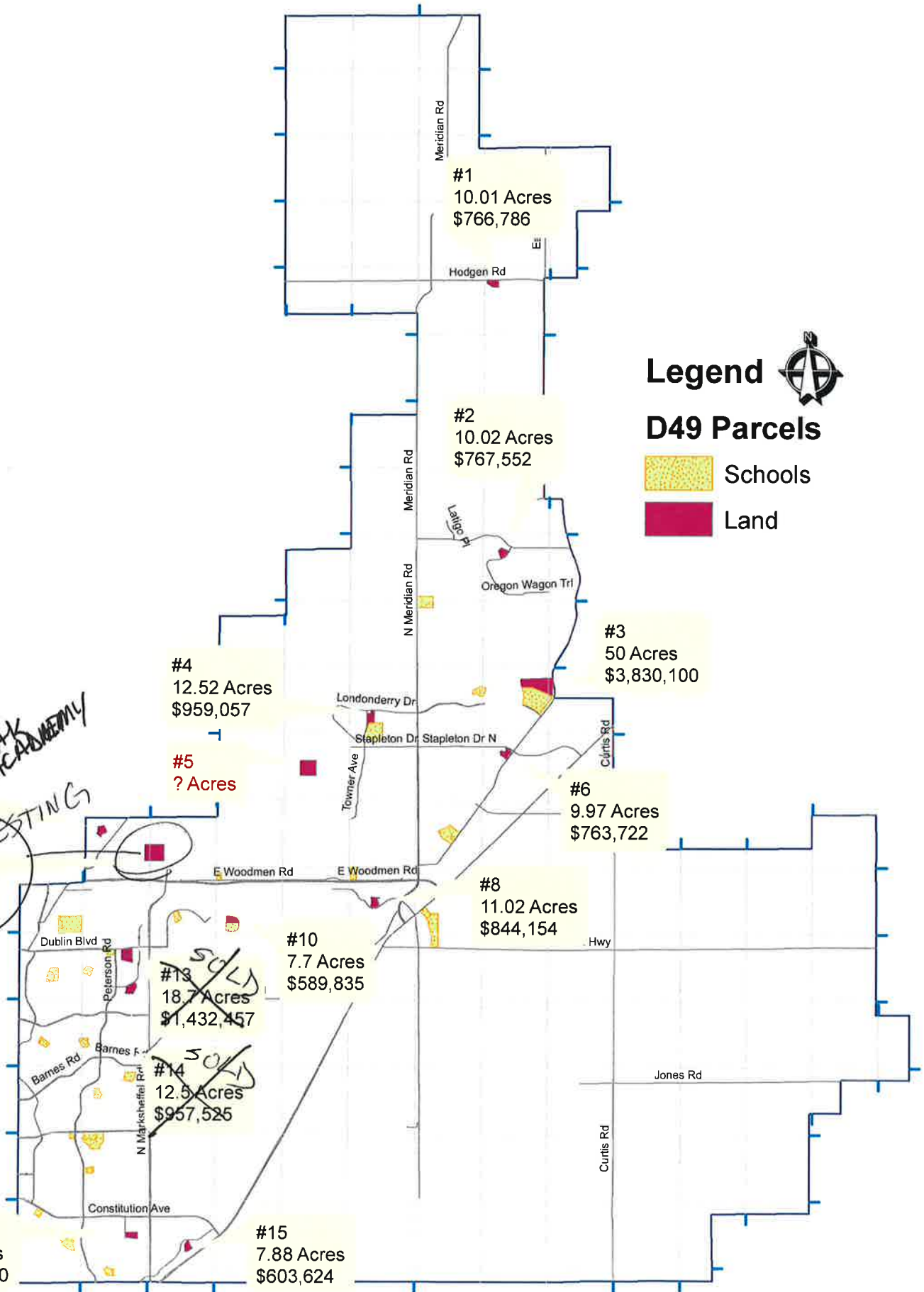
Google Maps   Colorado Springs
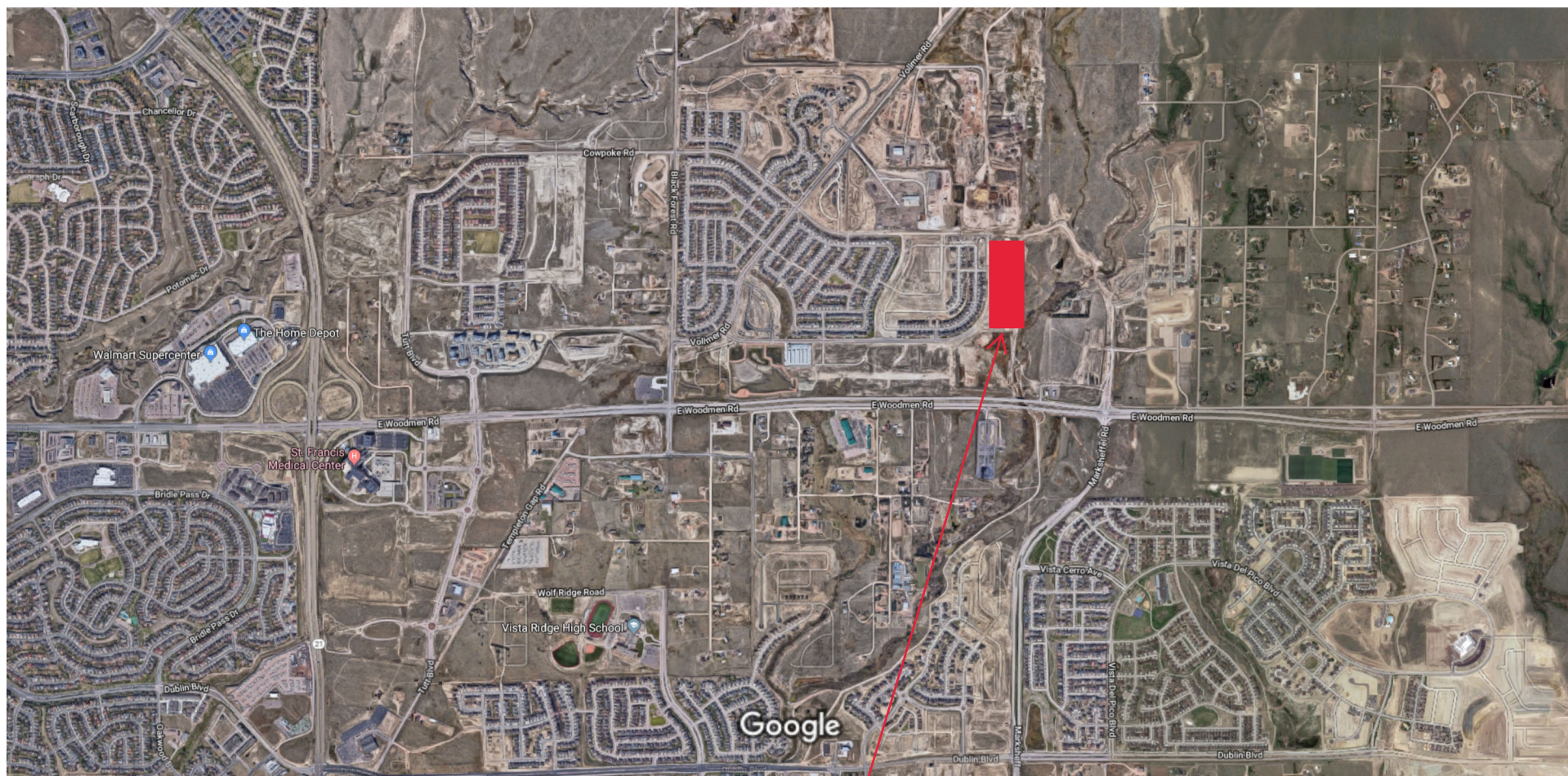
Imagery ©2019 Google, Map data ©2019 Google   1000 ft

Location of Parcel

WOODMEN HEIGHTS MASTER PLAN
2017 MINOR AMENDMENT - LAND USE PLAN

Land use plan / master plan drawing for Woodmen Heights showing multiple phases (Phase I, Phase II, Phase III), residential, commercial, office, school, and park designations, with a VICINITY MAP inset and AMENDMENT AREA.
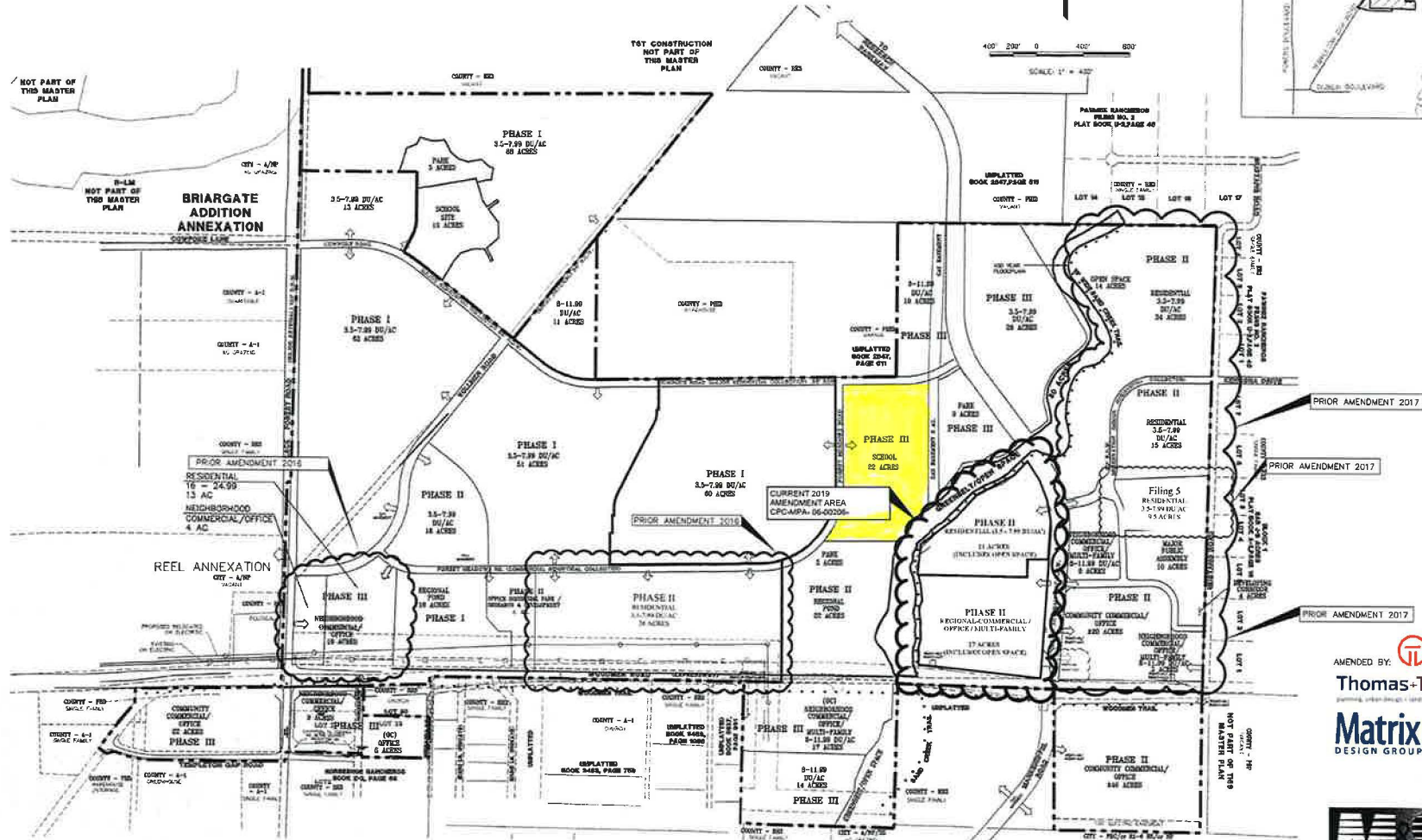
AMENDED BY:
Thomas+Thomas

Matrix DESIGN GROUP

MS CIVIL CONSULTANTS, INC.

LAND USE PLAN
WOODMEN HEIGHTS
JOB NO. 08-018
DATE PREPARED SEPT 2014
DATE REVISED JANUARY 7, 2019

CITY FILE NO.: CPC MPA 06-00206-A10MN

SHEET 2 OF 4

BOARD OF EDUCATION ITEM 9
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	March 27, 2019
PREPARED BY:	Chief Officers
TITLE OF AGENDA ITEM:	Monthly Chief Officer Reports
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND OR RATIONALE
The chief officers will provide an update to the board on district activity in their respective areas.

RELEVANT DATA AND EXPECTED OUTCOMES:
To provide timely information to the board.

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>	

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only.

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

DATE: March 15, 2019

Chief Education Officer

* Brian Yates is the new Falcon High School assistant principal. Dr. Darryl Bonds will be the 2019-2020 Falcon High School Principal. Congratulations to Natale Riley and Rachel Giersch for being accepted into the Paraprofessional Reimbursement Program.   P. 3

* The iConnect charter and coordinated schools are focused on growth for students, families, support staff and facilities. The Zone supports professional development opportunities.   P. 4

* POWER Zone has just replaced their zone operations administrator position with a zone executive principal position. As the zone continues to expand in both student count and programming opportunities it is more important than ever to ensure the proper principal supports are in place to ensure they are able to be as effective as possible in supporting the varied needs of an ever growing teacher and student population. POWER Zone will also be hiring two elementary principals this year, one at SES and one at RVES. These processes are underway and should both be complete by the second week of April.   P. 5

* The Sand Creek Zone schools have many events and activities to engage their students and respective communities.   P. 6

* The Learning Services Team was active in leading, coordinating and participating in the first annual D49 Pro Day on March 8, 2019. The team facilitated several sessions for teachers and leaders with 332 staff members enrolling in courses focused on topics such as culturally & linguistically diverse education, mathematics instruction, literacy instruction, educational technology, meeting the needs of diverse learners, and implementing the revised Colorado Academic Standards. Sessions were designed to meet the needs of multiple workforce segments including licensed, educational support personnel, and administrative staff. Feedback from participants will be considered as the team plans upcoming summer professional learning offerings.   P. 7-9

* Natalie Brown accepted the offer to be our Gifted Education Coordinator beginning July 1. She joins us from Pueblo County School District 70. Preschool Round-up was well attended with over 200 families participating - a record-setting number. Next year, Preschool Round-up will be offered on two days. Pro Day was also well received with a variety of offerings from Youth Mental Health First Aid to Special Education "Boots on the Ground" Legal update.   P. 10-12

* The D49 Communications Department is a six-person team comprised of individual managers for both digital and internal content, as well as specialists for marketing and video production. The department is supported by an administrative assistant and overseen by the Director of Communications. Working together, the department strives to keep customers (external and internal) current with the district's activities, programs, leaders, students and initiatives.   P. 13-14

* D49 Concurrent Enrollment is projecting 25-30% growth for 2019-20 with 5 newly credentialed Concurrent Enrollment instructors and 12 new sections of college courses in D49 high schools. Paul

Finch and Michelle Fenicle shared college pedagogy tips at the Leaders in Literacy Seminar and Mary Perez supports CE through PPCC-D49 professor-teacher collaborations and NACEP events. Paul Finch will be stepping down as Coordinator of CE Instruction in June and will continue to teach college level Ethics in D49.   P. 15-17

* In the CTE office, we have been working on making sure all programs and classes are compliant. We have made some adjustment to programs to help make pathways flow better as well as adding new classes that will be running next year. We sent out over 200 articulation letters to students for the first semester. We have submitted the Ve-135 follow up report for all our reporting schools.   P. 18-19

* The 2nd Annual Restorative Practices Summit (March 18-19, 2019) trained 50 participants and produced 9 new RP trainers. The RP Team is presenting 2 breakout sessions and a poster session at the IIRP Europe Conference 15-17 May in Kortrijk, Belgium. Planning for the 3rd Annual Military Appreciation day; April 27th at Sand Creek High School is near completion. The SIS team hosted 5 consecutive Professional Development (PD) sessions on March 8thduring the district-wide PD day. The sessions were well attended and highly desired by the attendees.   P. 20

Falcon Zone

Empower[FZ] (Firm Foundations, Every Student, Learning and Working)

We recently had a session with our strategy officer and all Empower[FZ] coaches focused on how to elevate teachers in our first cohort to actually transform their classroom practices. This session added student voice into creating shared classroom visions, unpacking standards, using learning roadmaps and creating data notebooks. The Modern Teacher professional learning platform is really strong, but additional learning and fluency tiles will support our teachers and coaches with empowering our students.

Principal Brian Smith and I helped present in conjunction with Modern Teacher at the Winter Colorado Association of School Executive Conference. Similar to our session at the National Council of Digital Convergence Conference, we highlighted aspects of our Empower[FZ] journey and how we have been able to gain traction and make progress.

New Administrators at Falcon High School

We welcome Brian Yates as a new assistant Principal at Falcon High School. Brian began the first week in February and immediately jumped in to make a difference. He is a seasoned administrator with building and district leadership experience coming most recently from Aurora Public Schools.

Dr. Darryl Bonds has accepted the 2019 – 2020 Falcon High School Principal position and has already begun transition work with current principal Cheryl DeGeorge. Darryl has a wealth of experience as a principal at all levels, a district administrator, and an associate commissioner at CDE. A reception for Darryl on April 2 and 3:00 will take place at Falcon High School. During this time Darryl will introduce himself to the staff.

Paraprofessional Tuition Reimbursement Recipients (Leading)

Congratulations to Natale Riley and Rachel Giersch for applying for and being selected to participate in the Falcon Zone's Paraprofessional Tuition Reimbursement Program! Both are currently working at Meridian Ranch as special education paraprofessionals and working on their degree programs to become special education teachers. This program will reimburse each up to $2000 for courses taken within the next year.

iConnect Zone

Current and Ongoing Activity

As part of the D49 Professional Development Day on March 8, Patriot High School offered a CPR class. The 3.5 hour class was offered through the Aha! Network and attendance was at capacity.

iConnect Zone Leader, Andy Franko presented at the 2019 Colorado League of Charter Schools on March 1, in Denver. He served as part of a panel discussing Year Zero: Charters and Authorizers in the Time between Approval and School Opening. Many of our zone charter schools, along with their board members, attended the 2 day event.

As part of the 3rd quarter review, school leaders and instructional staff at Banning Lewis Ranch Academy/Banning Lewis Preparatory Academy have spent considerable time reviewing mid-year assessment results for students.   Adjustments will be made to both instruction and interventions accordingly.

The iConnect Zone Excellence Team offered a Star 360 training on February 19 from 10am - 4pm. The snow delay did not damper the overwhelming attendance. Participants were engaged, and all objectives were met. Please contact the iConnect Zone office if you need further assistance connecting with a Renaissance consultant.

The Pikes Peak Early College teaching team is working on creating Quadrant D projects and activities for students. With that goal, collaboration time, peer observations and micro-teaching has begun to ensure they create a cross-curricular project with meaning.

Upcoming Activity

Pikes Peak School of Expeditionary Learning continues to focus on improvements in Math. During 2nd quarter they focused on professional development Identifying Content Groupings and Creating Conceptual e-Lessons and Data Driven Engagement Strategies. This quarter the work will lead into 3 days with Mike Flynn, author of Beyond Answers and Director of Math Programs at Mount Holyoke College. Staff will have the opportunity to reflect on their practices with him, and to develop lessons based on their work together.

The Falcon Homeschool Program will be moving into their new location at Inspiration View Elementary School in May.   Staff are looking forward to a "sneak peak" tour on Thursday, March 14, 4pm.
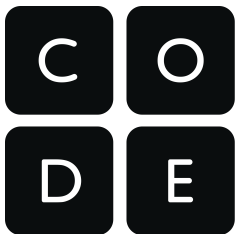
POWER Zone
Current and Ongoing Activity

Edcamp COS: Pam Lewis and crew are excited to host our region's annual Edcamp COS again this year on March 9th at Springs Studio. Historically these Edcamps bring in over 150 educators from around the area to engage in "organic, participant-driven professional learning experiences". Find out more about the Edcamp foundation here.

Authentic Learning in the POWER Zone: The POWER Zone created the Authentic Learning Leadership Team this year as a way to unite educator voices and focus on authentic learning in the POWER Zone. This team will be instrumental in implementing authentic learning practices at the building and classroom levels. This team is currently supporting with the zone wide implementation of the Zspace resources as well finding bright spots in their buildings where authentic learning opportunities are already strong.

K-12 Computer Science Pathway: The POWER Zone is working to create a sustainable K-12 computer science pathway for our students. Pam Lewis, PZ's 21st Century Learning & Innovation Specialist, recently applied for and received a computer science grant from CDE which will be used to host a one-day computer science fundamentals workshop for two elementary teachers from each building in the district, which will include funding for substitute teachers as well.

Sand Creek Zone
Current and Ongoing Activity

Springs Ranch finished their One School One Book initiative for the school year. This year's book was The Chocolate Touch by Patrick Catling. Students and families enjoyed reading a chapter each night and answering trivia questions each day. Students also enjoyed Lucky and Midas the traveling stuffed bears. These bears visited each classroom where students wrote journal entries about their adventures with the class. SRES culminated their One School, One Book with a Family Reading Night where over 120 students joined their families in many different **Chocolate Touch** activities.

Springs Ranch also celebrated Read Across America Day on Friday, March 1st. They took some time to have all staff and students line the hallways and read silently. It was a powerful reminder of the importance of reading and the joy of reading.

SRES had a great family event in their annual PTO Pizza Bingo Night. Families came out for some family fun eating pizza, playing bingo, and winning lots of prizes. This is a night that has grown to be a favorite tradition at Springs Ranch.

Evans International Elementary hosted their Family Literacy Night on March 7th.   During this well attended event families had an opportunity to visit classes where teachers demonstrate phonic, fluency, vocabulary and comprehension skills.

Sand Creek Student Council started their morning early at Remington Elementary on Tuesday, February 26th to honor their staff by cooking a pancake breakfast. The event was a part of the Renaissance program, recognition for academic excellence and appreciation for both students and staff. Students cooked pancakes, bacon, and sausage and served fruit, muffins, juice and coffee for the event. Students talked to their old teachers and even took photos. The council plans on more breakfasts at the other zone schools before the end of the school year.

Zone Leader Sean Dorsey has spent time to round with students on what they feel is working well, what needs improvement, what could make us better and also recognition of impactful staff. He has met with student groups three times this school year with the most recent group being 8th graders at Horizon Middle School

On March 5th and 6th Michael McDowell and Kara Vandas visited buildings in the zone to support our Visible Learning work. Michael and Kara supported teams of teachers, engaged in PLC meetings, and visited classrooms in an effort to enhance our implementation of Visible Learning principles across the Sand Creek Zone.

Building leaders throughout the Sand Creek Zone continue to roll out VoW and Studer Employee Engagement results. Participation in the surveys was high throughout the zone. Our leaders are excited to work with staff to develop action plans that address opportunities for improvement realized through the survey results.

Learning Services
Current and Ongoing Activity

Assessment and Data: Coordinator of Academic Performance, Kathleen Granaas, collaborated with the communications team to inform D49 parents about upcoming state assessments. Schools sent a second letter with follow-up communication, highlighting specific school testing schedules. Some charter schools will begin Colorado Measures of Academic Success (CMAS) English language arts and math testing March 18. The majority of schools will begin testing the week of April 1.

Daniel De Jesus, Education Technology Specialist, will provide training for Colorado Computer Support (CCS) on March 13. The training will cover the technical aspects of CMAS testing to ensure that proper technical support is provided during the testing window.

As part of technical readiness preparation for CMAS, Daniel is conducting lab and device audits across the district. Daniel, with support from CCS, has completed 80% of the audits and will reach 100% by March 15.

District Accountability Advisory Committee (DAAC): Amber Whetstine, Executive Director of Learning Services, met with the DAAC school improvement sub-committee on February 25 to review the updated District Unified Improvement Plan (UIP) and potential improvement actions for ALLIES Elementary School. Amber also presented the UIP for recommendation to the DAAC on March 12.

Grants and Research: Katherine Hochevar, Senior Data Analyst for Learning and Improvement, will facilitate the next D49 Research Committee meeting on March 15. During February, Katherine supported Dr. Mike Pickering by collaborating with Lexia regarding possible future research. She also attended the February meeting of the Association of Colorado Education Evaluators. She, along with Fran Christensen, Grants Fiscal Manager, presented to school wellness leaders on the district grant and research processes. Katherine served on the interview committee for the Gifted Education (GE) Coordinator and worked with the current GE coordinator to complete the GE Unified Improvement Plan addendum.

During February-March, Katherine, along with other members of the Learning Services Team, attended meetings with vendors to support school implementation and define data needs including meeting with single sign-on providers, Frontline - Enrich, Zspace, and eduCLIMBER. Katherine also worked with middle schools on requirements for extracting data for the DODEA grant reporting on Amplify Science and to explored options to support schools with continuing implementation of assessment products which are reaching the end of their lifecycle.

Education Technology: During the March 8 Pro Day, Melissa Riggs, Education Technology Specialist, met with Schoology Ambassadors in the morning and the innovation group #d49Edventurers in the afternoon. Both groups worked on creating a digital citizenship course for teachers including finding quality lessons, attaching state standards, and preparing robust modules in preparation for offering the course in the Aha!Network. The groups also completed surveys to gage how to best support D49 staff during the upcoming school year.

Firm Foundations: Stacey Franklin, Coordinator of Literacy Performance secured an Early Literacy Grant awared 540,000 over the next three years to support literacy improvement at Evans International

Elementary School. The grant will include funding for consultation, along with a full-time literacy coach and reading interventionist and additional funds for curriculum upgrades.

Over 100 leaders from D49 and the region attended the Fourth Annual, Leaders in Literacy Summit on February 27. The Summit featured two keynote speakers: Gene Kerns, CEO of Renaissance Learning and Dr. Leslie Laud, of Bank Street College NY. In addition to the keynote speakers, breakout sessions included Christina Jordan of Renaissance and District 49 staff.

Spring READ Camp will take place at Woodmen Hills Elementary, Springs Ranch Elementary, and Odyssey Elementary from March 18-21 and March 25-28, 2019. Approximately 150 students in grades K-3 are enrolled at this time.

A total of 16 kindergarten through high school teachers are taking Numbers and Operations, a University of Colorado, Colorado Springs (UCCS) graduate-level course taught by Kathleen Granaas. The focus of the course is to develop a comprehensive understanding of our number system and relate its structure to computation, arithmetic, algebra, and problem solving. Course topics include number, number sense, computation, and estimation through a coordinated program of activities that develop number concepts and skills.

Professional Learning: Dr. Kathy Pickering, Coordinator of Professional Learning, and Annette Romero, Professional Learning Specialist, coordinated over 70 in-person, blended, and online learning opportunities for Pro Day, on March 8. 332 staff members participated in sessions focused on a variety of topics including culturally & linguistically diverse education (CLDE), mathematics, literacy, educational technology, meeting the needs of diverse learners, and revised standards. Sessions were designed to meet the needs of multiple workforce segments including licensed, educational support personnel, and administrative staff.

Kathy and Melissa Riggs, Education Technology Specialist, attended the National Conference on Digital Convergence with the Falcon Zone leadership team February 3-6. This Modern Teacher conference included a school district visit opportunity as well as a variety of keynote and breakout sessions focused on the six modern teacher drivers (modern curriculum, professional learning, leadership, digital ecosystem, instructional model, and community).

Annette attended the UCCS Educator Preparation Partnership breakfast on February 5. Current issues, trends, and opportunities for productive collaborations were discussed during this meeting.

Title Programs: Lorretta Grimaldo, Title Programs Specialist, completed state reporting for the equitable distribution of teachers in compliance with the Every Student Succeeds Act during the month of February. Additionally, Lorretta submitted revisions to the Title Programs Consolidated Application which were approved by the Colorado Department of Education in early March. Kim Brown, Title I Family Engagement Teacher on Special Assignment, supported school-based family liaisons in February-March with on-going training and by conducting site visits at each Title I elementary school to observe and consult on family engagement activities. Kim attended the regional Community Roundtable Meeting on February 21 and Colorado Department of Education Community Engagement stakeholder meeting on March 6. In addition to offering a training on family engagement strategies on the March 8 Pro Day, Kim is teaching Love and Logic classes for D49 families.

Wellness: Rachel Duerr, Coordinator of Health and Wellness, will be attending a Regional Wellness Coordinator meeting in Pueblo on March 14. The next staff wellness challenge will utilize the Goose Chase platform and use an internal team of seven staff from across the district and job types to create the challenge. A planning meeting is set for March 15.

Upcoming Activity:

Education Technology: Melissa Riggs will present "www2; Using the World Wide Web to Build a Wonderful World of Writing for Students," at the June 2019 Innovative Educators of Colorado Conference.

Grants and Research: During the month of March-April, Katherine Hochevar will focus on compiling key performance indicators for the annual performance review and National Baldrige Award Application.

Performance Excellence: Amber Whetstine, Executive Director of Learning Services, along with Peter Hilts, Chief Education Officer and David Nancarrow, Director of Communications will lead onboarding of Envisio software for strategic planning. Amber will attend the National Quest Conference to hear from Baldrige Award recipients in April.

Title Programs: Principals of Title I Schools will meet with the Title Programs Team on April 11, to begin planning school action plans for the 19-20 school year. The Title Programs Team will also meet with each zone leader to review the purpose of Title I funds as well as compliance requirements for schools. Paul Coleman, Coordinator of Title Programs, will attend the Brustein & Manasevit Spring Forum; Aligning the Gears of Education: What Comes Next After Compliance, Performance, and Data in Washington DC May 8-10.

Wellness: School Health Improvement Plans will be presented to the Board in April.

Individualized Education

Special Education

Current and Ongoing Activity

- Intervention spreadsheet of what programs/tools/curriculum is being utilized in the Tier 3 Intensive intervention by our Special Education Staff
- Development and Delivery of PD on areas of concern
- Student led IEP's for our HS

Upcoming Activity

- The Special Education Department has purchased IXL along with Chromebooks for each of our schools. On March 8, 2019, the teachers were trained in the set up of IXL and implementation is beginning in each of our schools. Chromebooks and carts were delivered in the last 2 weeks. IXL should be fully up and running after Spring Break.
- Professional Development for March 8th was extremely successful. Participants in the morning were close to 175 and feedback was extremely positive on the main speaker, Peter Thompson, and the continuing breakout sessions. The feedback was helpful in developing future PD for our staff and others, such as general education teachers, that will need information for the students they serve.
- Continual progress is being made toward students being able to develop their own IEP's with the school based team support. Students take ownership in their IEP and collaboration across disciplines is achieved.

Gifted Education (GE)

Current and Ongoing Activity

Goal #1: Provide relevant training to all Gifted Education Facilitators differentiating training to meet individual readiness levels

- 3 of the 4 new Gifted Education Facilitators are receiving individual training and support learning systems of the department and how to meet the needs of gifted learners.

Upcoming Activity

Goal #1: Continue efforts to identify underrepresented populations as gifted

- Gifted Education Facilitators participated in a Profile in Creative Abilities (PCA) training to assist with identifying underrepresented populations. Training focused on CLDE learners and participants received CLDE recertification credit.

Culturally and Linguistically Diverse Education

Current and Ongoing Activity

- Goal #1: Increase relevant and meaningful communication between parents, students, community, CLDE staff, and D49 staff concerning rights, student achievement, department initiatives, and enrichment opportunities
- Goal #2: Increase student language development as measured by WIDA ACCESS by 10% from comparable data from 2018 ACCESS using best practices.

Upcoming Activity

Goal #1-

- Full Day PLC March 15th to review data in Lexia reading intervention program, legal requirements on rights of CLD families, and collaboration with special education.
- Observation rounds using SIOP protocol are being utilized to guide feedback and assist in instructional coaching.
- Additional SPARK course and professional developments were developed to address new ELL license renewal requirements. Collaborating with other districts and UCCS to provide further opportunities to D49 staff.

Goal #2-
- WIDA ACCESS 2.0 is complete. DAC and CLDE coordinator have debriefed, along with teachers and SACs. Test results are expected mid-April. District operated schools achieved 100% test completion, with the district total completion equaling 92%.
- Developing professional opportunities to create district common formative assessments in reading and speaking across grade levels. Formative assessments will help CLD and classroom teachers refine practice to enhance second language acquisition.

Community Care
Current and Ongoing Activity
- Provide 8 Counselor Meetings/Trainings throughout the school year
  - o On Target- Next training scheduled for May 8th- Youth Mental Health First Aid and then April 3rd- Trauma Informed Schools
- Community Engagement Advocates will run monthly truancy and suspension reports for district operated schools and provide ongoing data on their interventions.
  - o We have sent out the school specific Attendance Flier Insert. This will help parents understand the importance of attendance and why they are receiving a letter. We hope that this will decrease phone calls to schools and increase parent understanding.
- BCBA's will collect data on the number of referrals made and the scope of those referrals by providing a report at the end of each semester.
  - o BCBA's have responded to over 80 referrals from the beginning of the school year.

- Care & Support Team will provide end of quarter reports for suicide assessments, threat assessments and abuse reporting.
  - o To Date we have the following numbers:
    - ▪ Suicide Assessments- 288
    - ▪ Threat Assessments -113
    - ▪ Abuse Reports -153
  - o A new flow chart for abuse/neglect reports has gone out and counselors have received training on the new form and procedure.

Upcoming Activity
  - o YMHFA trainings are scheduled for March 8, 18 and 19th
  - o BCBA's are working on trainings for staff for PD days
  - o CEA's are trying to get usable attendance and discipline reports.

- o Climate Survey will be complete with schools specific data. There are difficulties with gaining the correct information due to Power School difficulties- attendance reports and discipline reports are not appearing to be accurate or easy to run.

School Health
Current and Ongoing Activity
- Nursing Services has taken the initiative of establishing a standard process regarding Medicaid Billing and how documentation should be entered into student IEP. This process will help if the state conducts Medicaid audits.

Upcoming Activity
- Nursing services is offering CPR/AED training on March 8, 2019 for those staff members who drive small bus, this ensures transportation requirement through the state of CO.
- March 15, 2019 Nursing Services will be hosting for the 2nd year Colorado Department of Education Nursing Annual Workshop for approximately 100 area school nurses at Creekside Success Center.

Communications

Digital Communications

Refreshing D49.org: The Director of Communications is working closely with Digital Communications Manager Sam Dosen to move forward with a refresh of the district's website. This exciting step meets a priority identified by the previous comms director and was supported with the strategic investment in enhancements to our digital communications package, which include a new software designed to track ADA compliance on the district's multiple webpages as well as the D49 app. Dosen and Nancarrow met with the designer from the vendor Blackboard™ during a kick-off phone call which outlined the general direction of the website refresh. Dosen has website redesign in her well-rounded skill set which will be an integral part of the process moving forward in the planning phase of this objective, which we tentatively project will be ready to launch start of SY 19-20.

Video and broadcast

Capturing Those who are Capturing Kids' Hearts: Once again, Ridgeview Elementary School is a Capturing Kids' Hearts National Showcase School nominee. RVES earned the distinction awarded by the Flippen Group which provides a framework for schools to create an emotionally safe and caring culture. The D49 Communications Department was privileged to support RVES with the production of a short video that complements the nomination process. Broadcast specialist Amy Bremser, Marketing specialist Aaron Villescas and David Nancarrow spent two mornings visiting RVES to capture video elements (drone shots included) which Bremser edited into a finished piece which RVES could submit with their CKH package of materials. It was a pleasure to support this effort, and we wish RVES the best in their quest to earn back to back CKH National Showcase School recognition.

Community Outreach

Boundary Changes: The Communications Department worked with leadership from the POWER Zone and Inspiration View Elementary School to craft messaging for our families designed to increase awareness about the impact of the recent boundary changes related directly to IVES coming online. Families who have elementary-aged students in the outlined areas will largely be served by the boundary change which will also disperse enrollment from other D49 schools in the PZ and Falcon Zone. To help our families understand the larger impact overall the staff of the above identified groups worked to create channels of communication delivered directly to families in the impacted areas as well as online at d49.org.

Communications Excellence

COSPRA Awards 2019: Every year the Colorado School Public Relations Association seeks to recognize the work of communications professionals at school districts around the state. The D49 Communications Department collaborated on multiple objectives which may be considered for the awards presented by COSPRA. From mid-February into March the communications team looked closely at which objectives meet the awards criteria and carried out the lengthy submissions process to put our

work up alongside the best in the state of Colorado. D49 has been well represented at the COSPRA awards in years past, and we look forward to carrying on that tradition of excellence in 2019.

Concurrent Enrollment (CE)

Portfolio of Schools

- D49 CE continues to expand on-campus course offerings, offering CE Instructor positions to D49 teachers and resulting in tuition savings to the District and D49 families. Our D49 CE instructor count will increase from 7 to 12 next year as five more D49 teachers complete graduate level coursework and are PPCC credentialed for 2019-20 and into 2020-21:
    - **FHS Kirsta Lopez** – ENG121 English Comp I and LIT115 Intro to Literature
    - **VRHS Michael Hoffman** - ENG121 English Comp I and LIT115 Intro to Literature
    - **FHS Kiera Coffin** – BIO105 Science of Biology (for non-science majors) and BIO111 General College Biology (for healthcare and STEM majors)
    - **PPEC Julie Butterworth** - BIO105 Science of Biology (for non-science majors) and BIO111 General College Biology (for healthcare and STEM majors)
    - **PPEC Wayne Beadles** – MAT121 College Algebra, MAT107 Career Math, MAT135 Statistics
- **On-campus course offerings** are projected to be 21 sections in Fall19 and 25 sections in Spg20.
- **HIS236 US History since 1945** – Switched college level US History courses to HIS236. Our HS CE student feedback and demand supports this course which focuses on major political, economic, social, and cultural developments that have shaped modern America from 1945 to the present.

Best Choice to Learn, Work, and Lead

- **2019-20 Projected CE Growth** – Preliminary estimates show **+30%** student enrollment growth from Fall 2018.
- **Leaders in Literacy Seminar** – Paul Finch and Michelle Fenicle presented to leaders the pedagogy of the college classroom including close reading and how this translates for students to the written page. Feedback indicates that what was shared could help teachers of writing on all levels of the K12 pipeline.
- **PowerSchool –** Renumbered all postsecondary courses in PowerSchool for 2019-20.
- **College Advising –** Supported HS counselors with college advising. Absorbed 2019-20 ASCENT ranking, communications, and advising on several campuses.
- **CE Instructor Mentoring –** Conducting CE instructor observations and feedback on all campuses.
- **Paul Finch will be stepping down** as D49 Coordinator of CE Instruction in June and the position will be posted soon. Paul will teach 1-2 sections of PHI112 Ethics, PHI113 Logic, and ENG122 English Comp II to D49 students, as he pursues a new leadership position in the community. *PPCC authorized a hybrid-online version of PHI112 for next year. This is the first time a _hybrid-online_ CE course has been approved on a high school campus. Way to go, Paul Finch!*
- **CE Texts** – Purchased college level classroom texts to support projected growth for 2019-20.
- **NACEP (National Alliance of Concurrent Enrollment Partnerships)**
    - **SE Conference, Savannah, GA, March 11-14 –** Invited to co-present with presenters from KY and AL about CE student, counselor, and parent advising
    - **National Conference, Salt Lake City, UT, Oct 14-**15 – Invited to co-present with CCCS CE Director, Tammy Ward, and PPCC CE Director, Jenilee Williams on how to improve the quality of CE applicability, advising, and matriculation.

- o **NACEP Board and Secondary Committee –** Working with secondary members from VA, OR, FL, and MN to develop a secondary resource that reflects the NACEP standards through the secondary lens.
- o **NACEP State Chapter proposal –** Invited to serve on state planning committee to discuss starting a Colorado NACEP Chapter.
- **PPCC Math Collaboration –** PPCC college professors and D49 Algebra 2, Pre-Calculus, and Career Math teachers collaborated on March 8 and was a huge success. Teachers gained valuable information from PPCC professors about college math course content, scope and sequence, grading, and college expectations to strengthen our vertical alignment from HS to college level math. D49 teachers have requested that we coordinate these conversations every year and include Statistics and sciences in the future.

CTE
Current and Ongoing Activity
Cindy Olmstead – IT @ VRHS
Articulation was accepted at PPCC for Web Design 1 & 2 as well as Computer Applications. This took some work but Cindy rose to the challenge and got them approved by PPCC.

James Baumann – Construction @ PHS
Right now the Construction students are building 32" x 48" x 68" high mock ups in a classroom in the Mod. They take notes from a completed mock up, draw the mock up to scale, create a cut list, cut the materials needed, then build it in the classroom. They cannot go back and re-cut anything. When their mock up is framed, they install an electrical breaker box, put in 4 outlets, a 2-way and a 3-way light circuit. They are in the middle of the rough electrical now. When the electrical is roughed in, they will drywall the inside of the mock up, and use three different style outside corners to tape the drywall, a plastic bullnose, a metal bullnose, and a metal 90 degree. When they have the drywall taped, they will install the outlets, using a GFCI to protect the circuit, and install the switches and light. We will also attach a chord to the breaker box, and they will electrify and test all their circuits for correct wiring. We are also planning on building 2 Adirondack chairs with a side table for the Falcon Education Foundation, as well as making 20 bird houses to put on the tables.

Jasmine Stader – Art @ SVMS
I am embarking on my research project for my maters degree in learning and technology. The research consists of a two week instructional unit to address the specific problem of irresponsible behaviors while using technology. One pre-test will be given before any instruction takes place. It will address basic and advanced technology skills within the Adobe Draw app. Research suggests that students are more likely to be positive and productive online citizens if they have the basic technology skills, specific technology skill, and proper netiquette training. This two week unit is designed to teach digital citizenship and internet skills. As students progress through the unit they gain basic Ipad skills, digital citizenship training, and specific digital art skills. Then, they have time to work and interact in their own online community. Finally, the post-test for basic and advanced technology skills within the Adobe Draw app will be given as well as interview questions about the climate of their digital community.

William Yerger _ Health Sciences @ HMS
My 8th graders will be starting on the botanical garden soon. Our volunteer Horticulturist, Mrs. McKinney, set up the diagram and helped me with selecting the plants at Harding Nursery. The botanical garden will be started in April and finished in May.

KayLee Parson – Art @ FMS
Ten 8th grade Falcon Middle School students competed at State level in the PTSA Reflections art competition and this month two students were awarded at State and will now compete at the National level!
On March 28th Falcon Middle School's Mrs. Parson is hanging 100+ pieces of coffee themed art at the Starbucks at Stetson & Powers in Colorado Springs. 6th, 7th, and 8th graders are showing selected pieces for the whole month of April and our opening ceremony is on April 6th. The show is come and go from 4pm-6pm and awards will be announced every 30 minutes.

Falcon Middle School 8th grader Sky Schmelzer designed a new Colorado State flag with an art theme that won state wide recognition in the Denver State Capitol and will represent the Colorado Art Education Association at the National Conference - NAEA - in Boston, MA next week.
Over Spring Break 25 of Falcon Middle School's advanced art students are a part of an art show with the Pikes Peak Library District Teens Program.

Erika Siemieniec – Business @ SCHS
We are bringing on three new courses for the 2019-2020 school year: Sports Marketing, FBLA Leadership I and FBLA Leadership II. SCHS FBLA got its first Corporate Sponsorship from Iron Wolf Designs! We are excited to continue to make those community connections in the future.
A student quote: "It helped me figure out what I want to do after high school. I was lost before FBLA and learning about Global Marketing" - Alanah Gillison, Junior @ SCHS

Culture and Services

Current and Ongoing Activity

Cultural Framework

The 2nd Annual Restorative Practices Summit (March 18-19, 2019) trained 50 participants and produced 9 new RP trainers. A half day executive RP flipped-course will be offered for central office managers, coordinators, directors, chief officers, and board members on April 17, 2019. The RP Team is presenting 2 breakout sessions and a poster session at the IIRP Europe Conference 15-17 May in Kortrijk, Belgium.

Community Outreach

Planning for the 3rd Annual Military Appreciation day; April 27th at Sand Creek High School is near completion. The latter event will feature D49 schools and programs, vendors, and community resources intended to inform and support military-connected students and families.

Upcoming Activity

1) Military Appreciation Day Planning 2) European RP Conference Prep 3) 2019 RMRPC Prep

Central Registration (CR) and Student Information (SI)

Central Registration is the entry point of the district; therefore, processes are being reviewed daily to add efficiency and customer focus. The SIS is vital tool in the process of fostering integration in the district.

Current and Ongoing Activity

Registration Metrics

The Central Registration (CR) team is conducting registration for the next school year, which will peak in June and July. The growth of the district may soon warrant a new CR registrar's position.

Upcoming Activity

SIS System Implementation

The SIS team hosted 5 consecutive Professional Development (PD) sessions on March 8th during the district-wide PD day. The sessions were well attended and highly desired by the attendees.

BASE49

BASE49 is District 49's wholly owned and operated before and aftercare provider, which supports the early arrival and/or late departure requirements of families with elementary school students.

Current and Ongoing Activity

Childcare Operations

The Base49 team distributed revenue to D49 elementary schools prior to March 1st using a per pupil utilization formula. The next distribution will be in July.

Upcoming Activity

Childcare Management

Base49 has applied to institute a program to assist low-income families in the D49 community. Once all of the requirements of the latter program are met, subsidies will be offered to

COO SUMMARY

The blizzard that closed the district Mar 13-15 presented significant challenges to to the Facilities, Maintenance and Transportation Departments.   Leaders and employees in each of these departments pushed through truly awful conditions to simply report to work on Thursday immediately following the snowfall, where they began the process of assessing district assets, determining location priorities for ice and snow clearing, and beginning the efforts to get the Central Office, Creekside, and all schools back into a usable posture.

The Operations Office is now working on space usage planning as we approach the summer months.   Annually, D49 makes small adjustments in office space usage based upon staff requirements, program requirements, and space availability. This summer will see a higher than normal amount of moves.

Operations leaders are working hand-in-hand with Business Office representatives to finalize the 2019-2020 budget priorities that take into account capital needs, bus purchases, staff growth, and changing support requirements. We appreciate the support of the Business Office team in this process.

Operations leaders will also be putting focus upon strategic planning in the weeks ahead.   Orientation to the Envisio platform for tracking strategic planning and efforts, revision of Key Performance Indicators (KPI's) in each department, and continued focus on strategic and operational objectives will all assist the chief officers in prioritizing efforts for maximum impacts in the months and years ahead.

MLO projects for the summer months are being finalized, following a superb coordination effort between the MLO office, Business Office experts, and school leaders across the district to clearly identify remaining P2 funds, prioritizing projects and finalizing what our targets will be this summer.

The Safety and Security team continues planning for the implementation of the Enhanced Security Cooperation Initiatives that were discussed with BOE in February. The director will be presenting an update to the BOE in the next few weeks on progress status.

Regards

Pedro Almeida
Chief Operations Officer

DEPARTMENT SUMMARIES

NUTRITION SERVICES
- Annual Food Show has been rescheduled to April 10th 4-7 pm at Vista Ridge
- 2019-2020 Commodity food orders have been placed along with the first quarter of the 2020-2021 IQF commodity food orders.
- Revenue: $2,549,498.56
- Expense: $2,734,846.58
- Encumbered: $582,778.30

MAINTENANCE & GROUNDS
- FLC- Contractor has started the bathroom ceiling repairs and will be complete by the end of Spring Break with future ADA bathroom upgrades to start in the summer.
- Cement/Drainage work being completed at RES, major project.
- Cement/Drainage work being completed at SES to improve the entrance to the fire lane.
- Repairs and maint to district snow equipment.
- Infield baseball & softball prep beginning at appropriate locations.
- Fire / Capital walks to be completed by the end of Spring Break.

INFORMATION TECHNOLOGY
- Tuning of the access points and general network improvement has been completed by SimpleWorks at Vista Ridge High School. It is currently in progress at Falcon High School, Falcon Middle School, and Skyview Middle school. We will be scheduling the remaining schools once we have been approved.
- Technology is working with Security to find the best return on investment for the storage for the security videos. We are analyzing the needed additions to the current infrastructure to get a cost for hosting in hub environment where the schools will store their video at a central location within the zone or if the cost is not justified we will find the cost to increase storage at the individual schools.
- Currently working on the prioritized list of projects that need to accomplished over the summer to allow us to go into the new school year with the best network coverage possible. This will be presented to the Chief Officers no later than March 29th.
- The first draft of the Access Point upgrade project will be presented to COO no later than the 29th of March. This plan will show the cost and time needed to upgrade the Access Points throughout the district.

SECURITY & SAFETY
- Process Improvements: Created Google forms for Unannounced Drill Checklist and Drill Assessments.
- Restorative Practices: Conducted Formal Restorative Circle to address ongoing staff conflicts at FMS.
- Drug Prevention: Organized Community Drug Use Panel Discussion-set for 04/04/19.
- Suicide Prevention: Assisted the Jason Flatt Act (suicide prevention) to be considered for state legislation.
- Community Outreach/Youth Violence Prevention: (SeSSI): Working with city leaders and community members to convert unused tennis courts into futsol courts in Southeast Colorado Springs.
- Youth Outreach: Conducted a mentoring session for two of our expelled/at-risk students who have been involved with gangs and drug activity.

- Suppression: assisted with resolving an issue with a known (SSS) Southside Soldados gang member at the VRHS vs SCHS basketball game. It was later learned that he was carrying a gun and was at the school to confront a known Crip gang member.
- Unannounced Drill: conducted a re-do unannounced drill at Remington which resulted in a PEAK performance rating for the school. Lockdown drill completed at Stetson Elementary. Very well executed.
- Community Outreach/Sporting Event: worked the Middle School Wrestling Tournament at SCHS-I did have to intervene verbally with a spectator and a coach who were behaving poorly.
- Significant Issue-Parental Drug Use: Evans elementary experienced DHS taking two set of siblings into protective custody on back-to-back days as a result of their parents being addicted to meth, and they learned the following day learned of another set of siblings whose parents are addicted to heroin
- Angry parent created a disturbance at Odyssey Elementary as the school was dismissing for the day. Parent was angered over her perception that the school administration had not appropriately investigated her allegation that another parent had assaulted her child. The investigation had clearly shown no evidence of an assault. The parent had refused to leave resulting in a police response and a subsequent trespassing charge initiated.
- K9 visits to Vista Ridge High School and Skyview Middle School. K9 scans revealed trace amounts of marijuana residue on paraphernalia in backpacks at Vista Ridge as well as odor residue on backpacks at Skyview.
- Securly software scan revealed a search of suicide methods specifically relating to the most common forms of suicide from a student at Vista Ridge. Security Specialist Glenn and SRO Langlais made contact with student and teacher and discovered the searches were conducted as a result of a class project. No threats.
- Vista Ridge, Skyview, and Ridgeview schools were placed in a lockout due to police activity in the immediate area of Skyview. Police were attempting to locate and arrest a domestic violence perpetrator.
- Aprox 25 Safe2Tell's received
- Active shooter drill planning for FHS
- Assist with criminal investigation at MRES
- Assist with removal of student during arrest at PHS
- Safety checks at all district schools during snow closures
- Facility vulnerability assessments

TRANSPORTATION
- 3 open route driver positions, 2 all-purpose driver positions and 1 relief driver position open.
- 3 drivers being released from training the first week of April.
- 3 driver trainees starting next week.
- 5 drivers that have been interviewed and started working on getting their permits.
    - With permits we can schedule them to start training.
- Bus purchasing for next year has begun.
- SY2019 routing plans preparation has begun.
- We are full steam in the middle of next year's budgeting process.
- On-Time Arrival percentages per zone are;
    - PZone- 94.2%
    - SCZone- 95.4%
    - FZone- 98.1%

ATTENDANCE STATISTICS YTD 2018-2019

Month	Employees	# School Days	% of Leave	Sick	Sick Bereavement	Sick FMLA	Personal	Dock	Dock FMLA	LWOP	LWP	Jury Duty	Total/Mth
August	97	22	4.7%	47.5	3	23	7.5	10.5	9				100.5
September	97	19	9.3%	60	7	55	10.5	14.5	22	1	0.5	0	170.5
October	106	12	6.1%	24.5	0	21	3.5	10	15	3		0.5	77.5
November	106	17	7.6%	45	2	40	11	11	27	0	0	1.5	137.5
December	110	15	8.8%	20.5	3	41.5	10	16.5	48.5	0	4	1	145
January	103	17	5.4%	42.5	0	17	3.5	21	10	0	0	0	94
February	103	18	5.1%	56.5	6	0	8.5	18.5	3	2	0	0.5	95
March		10											0
April		22											0
May		17											0
	AVG												
Totals YTD	181	169	11.7%	296.5	21	197.5	54.5	102	134.5	6	4.5	3.5	820

KEY STATISTICS

Number of Working Day for 18-19		Number of Dock Days	
169		102	0.3%

Number of Sick Days		Number of Dock FMLA Days	
296.5	1.0%	134.5	0.4%

Number of Bereavement Days		Number of LWOP Days	
21	0.1%	6	0.0%

Number of Sick FMLA Days		Number of LWP Days	
197.5	0.6%	4.5	0.0%

Number of Personal Days		Number of Jury Days	
54.5	0.2%	3.5	0.0%

February 2019

This month's Business Office Report returns to past practice of including input from all BOLT members, rather than having most posted in CASCADE and only a sample included in the board packet. With our intention to replace CASCADE as the cultural and strategic priority tracking mechanism, we are entering a transition phase between CASCADE and the new system (Envisio) and so we will return to prior styles of information distribution. The conversion of the ERP system (Electronic Records Processing) from Widenhammer-Alio to PowerSchool-BusinessPlus is slipping toward a major focus for the Human Resources and Financing & Accounting departments (down from an overwhelming focus). Business+ went live for Accounts Payable and General Ledger processing on July 1. The first payroll for the system processed on August 15, and second significant payroll processed on September 15. The crescendo of effort hit its peak over these milestones, transitioned into the 'early implementation' phase, that is now a customary implementation phase. We continue to find loose ends and unanticipated nuances that need to be addressed in the new system. We will be getting closer to a 'normal busy' in the coming months. I hope this allows for some decompression for our staff to recover from this extremely heavy lift.

At this point of the year, from a business perspective, we start to really look forward with plans and budgeting for the coming school and fiscal years. While no fundamental change is happening in P-12 funding this year, there are several material changes that will make an impact like full day kindergarten funding, added upon a still robust economic forecast for 'normal' growth in per-pupil revenue. Details will come through presentation and discussion in the coming months.

Sincerely,

Brett Ridgway
Chief Business Officer

Purchasing and Contract Management

In Progress

Uploading contracts into new MS Access database. We currently have 247 contracts valued at over $31 million.

CO Quonset hut remodel

Vending Machine Contract with Pepsi

Student Data Privacy compliance process

SCHS Theater Upgrades AV/Lighting

Gym floor resurface at FHS and VRHS (Summer)

Gym Bleachers for SCHS (Summer)

In Planning

Scheduling Spring Break and Summer MLO projects

Stetson Elementary Kitchen Remodel

FMS carpet and cabinet project for summer

Asphalt Repair RFP

Evans bathrooms remodel

Summer ACM abatement

Gaga Pit for PPSEL

RFQ for Architects and Engineers

Utility tracking software for facilities

Stage curtains for FMS

Envisio for Strategy Planning

Blue Point for SCHS

Risk & Benefits

Shannon Hathaway

Work Comp - Historical Claims Data:

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	*2018/19*	
Claim - Total	122	138	119	121	103	125	*82*	ytd
Claims - Open	0	0	0	0	2	0	*13*	ytd
Claim Pd $	$173,497	$222,745	$234,781	$327,011	$650,442	$328,037	*$128,508*	ytd
Reserve $	$0	$0	$0	$0	*$116,347*	$0	*$76,293*	ytd
Experience Mod	1.00	0.86	0.82	0.87	0.72	0.73	*0.84*	

(as of 2/28/19)

18/19 mod rate was increased due to high 2016/17 claims *

19/20 mod rate expected to increase again (to .87?), due to new formula and 14/15 year falling off of 3 year calculation ***
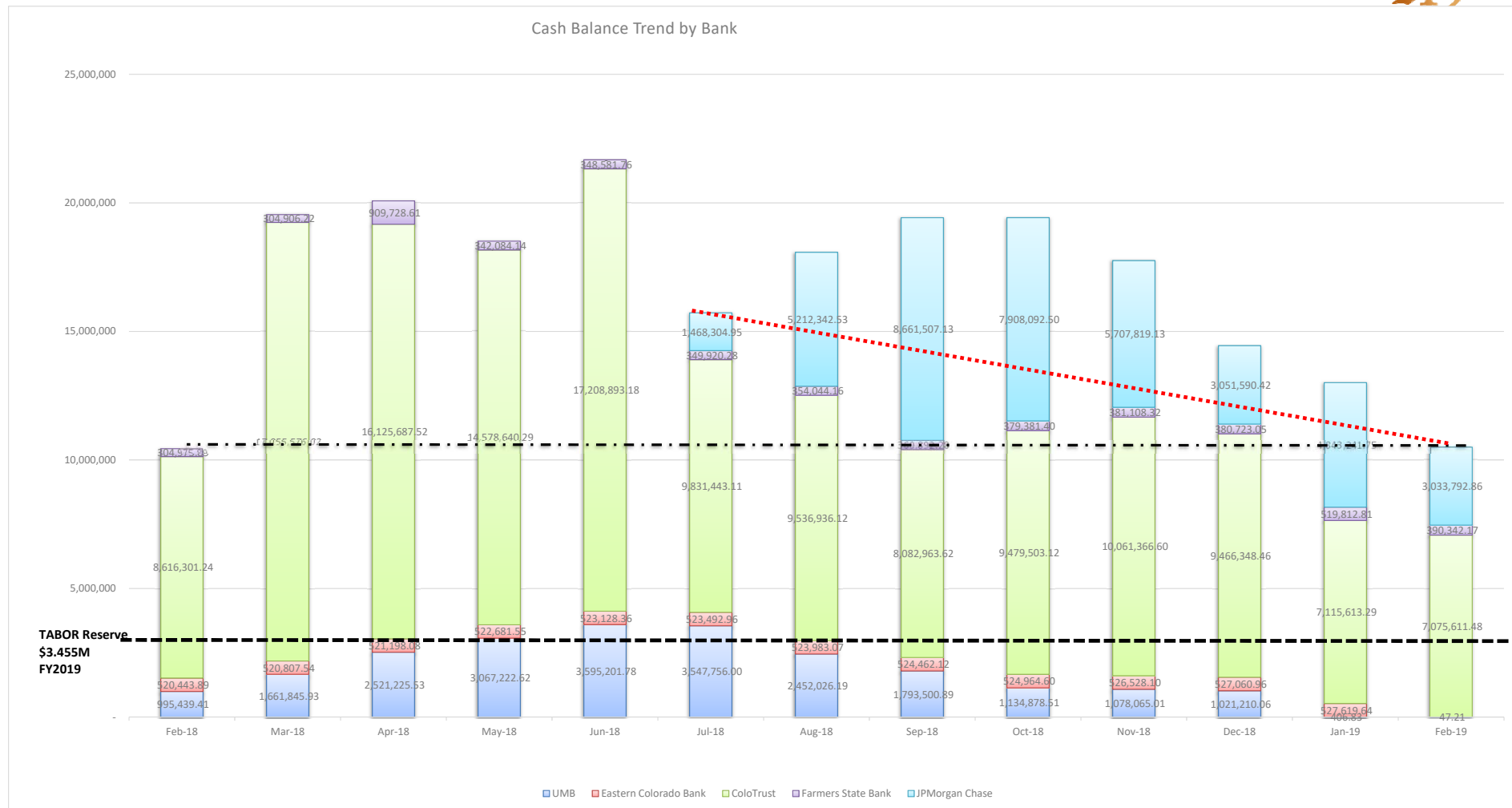
The Best Choice to Learn, Work and Lead

		2017-18			2018-19			EoP	Full Year Trend (Annualized)			ADB
		EoP Balance	EoP Interest	EoP Yield	YTD Balance	YTD Interest	YTD Yield	Balance Chg%	Interest $	Interest $ Var	Rate / Vol / Mix Var	Balance Chg%
Program Funds (Fund 10, 19, 17, 15)												
	1st Bank	246,015	3,295	0.57%	159,700	4,713	1.21%	(35.09%)	7,079	3,784	3 / 1 / 0	46.96%
	COLOTRUST	17,783,966	157,869	2.14%	9,099,114	119,219	2.42%	(48.84%)	179,073	21,204	30 / -65 / 56	(29.19%)
	Farmer's State Bank	348,582	9,115	2.45%	390,342	11,017	4.44%	11.98%	16,548	7,432	7 / 1 / 0	5.83%
	Eastern Colorado Bank	680,281	37,839	1.05%	528,142	3,514	0.15%	(22.36%)	5,278	(32,560)	-5 / 32 / -60	591.34%
	UMB Pooled Cash	3,595,202	-	n/a	47	14,728	0.00%	(100.00%)	22,122	22,122	n/a	(85.46%)
	JPMorgan Chase	-	-	n/a	3,033,793	64,294	2.90%	-	96,573	96,573	n/a	127.62%
	Other (Petty Cash & F21 CT)	500	-	n/a	500	-	n/a	-	-	-	n/a	n/a
	Total Cash & Investments	**22,654,546**	**208,118**	**1.12%**	**13,211,638**	**217,483**	**1.75%**	**(41.68%)**	**326,673**	**118,554**	**101 / 32 / -14**	**17.86%**
Bond & COP Redemption Funds (Fund 39,14,16, 49)												
	COLOTRUST	60,346,752	1,151,627	3.12%	19,996,348	476,805	1.94%	(66.86%)	716,188	(435,439)	-892 / -1208 / 1665	(51.20%)
	Easter Colorado Bank	-	22,685	-	3,091,519	-	n/a	-	-	(22,685)	0 / 0 / -23	n/a
	Bank of New York	-	14,207	n/a	-	-	n/a	-	-	(14,207)	n/a	(100.00%)
	UMB Pooled Cash	-	-	n/a	-	-	n/a	-	-	-	n/a	n/a
	Total Cash & Investments	**60,346,752**	**1,188,520**	**3.23%**	**23,087,867**	**476,805**	**1.94%**	**(61.74%)**	**716,188**	**(472,331)**	**-1035 / -1416 / 1979**	**(54.37%)**
Insurance Reserve & Transaction Funds (Fund 18 & 64)												
	COLOTRUST	71,244	36,536	4.76%	732,445	11,853	2.32%	+ 1,000%	17,804	(18,732)	-62 / -84 / 127	(69.60%)
	UMB Pooled Cash	-	-	n/a	-	-	n/a	-	-	-	n/a	n/a
	Total Cash & Investments	**71,244**	**36,536**	**4.76%**	**732,445**	**11,853**	**2.32%**	**+ 1,000%**	**17,804**	**(18,732)**	**-63 / -86 / 130**	**(70.11%)**

https://www.colorado.gov/pacific/dora/public-deposit-protection-act-pdpa

		EoP Balance	EoP Interest	EoP Yield	YTD Balance	YTD Interest	YTD Yield	Balance Chg%	Interest $	Interest $ Var	Rate / Vol / Mix Var	Balance Chg%
All Other Funds (Fund 21, 22, 25, 26, 43, 73, 74)												
	1st Bank (BASE49)	21,973	-	n/a	171,186	-	n/a	679.08%	-	-	n/a	n/a
	1st Bank (Fees)	21,931	-	-	188,652	-	n/a	760.20%	-	-	n/a	n/a
	Farmer's State Bank (NutrSvc)	55,561	-	-	249,100	4,655	1.91%	348.34%	6,992	6,992	8 / 0 / -1	(12.97%)
	Deposits in Process (NutrSvc)	-	-	n/a	458,093	-	n/a	-	-	-	n/a	n/a
	Farmer's State Bank (Trans)	50,599	310	0.45%	57,044	92	0.20%	12.74%	138	(172)	0 / 0 / 0	(50.90%)
	COLOTRUST	-	-	n/a	-	-	n/a	-	-	-	n/a	n/a
	Activity Accts (CT)	646,099	9,901	1.52%	656,418	10,320	2.38%	1.60%	15,500	5,599	6 / 0 / 0	1.67%
	Activity Accts (UMB & FSB)	-	-	n/a	-	-	n/a	-	-	-	n/a	n/a
	Other UMB Pooled Cash	-	-	n/a	-	-	n/a	-	-	-	n/a	n/a
	Other (Cash Drawers & F43 CT)	44,791	54	0.11%	71,460	40	0.12%	59.54%	60	6	0 / 0 / 0	(15.82%)
	Total Cash & Investments	**840,954**	**10,265**	**0.71%**	**1,851,953**	**15,106**	**1.57%**	**120.22%**	**22,691**	**12,425**	**14 / -2 / 0**	**(12.97%)**
Total Cash & Investments by Institution												
	1st Bank	289,919	3,295	0.40%	519,538	4,713	0.85%	79.20%	7,079	3,784	3 / 0 / 0	10.58%
	COLOTRUST	78,848,061	1,346,032	2.95%	30,484,326	607,876	2.00%	(61.34%)	913,065	(432,967)	-845 / -1281 / 1693	(48.76%)
	Bank of New York	-	14,207	n/a	-	-	-	-	-	(14,207)	n/a	(100.00%)
	Farmer's State Bank	454,742	9,426	1.14%	696,486	15,764	2.87%	53.16%	23,678	14,252	16 / -1 / -1	(11.88%)
	Eastern Colorado Bank	680,281	60,524	1.64%	3,619,661	3,514	0.14%	432.08%	5,278	(55,245)	-86 / -34 / 65	(35.93%)
	JPMorgan Chsae	-	-	n/a	3,033,793	64,294	n/a	-	96,573	96,573	n/a	-
	UMB	3,595,202	-	n/a	47	-	n/a	(100.00%)	-	-	n/a	n/a
	Other (Petty Cash, DiP)	45,291	54	0.08%	530,053	40	0.08%	+ 1,000%	60	6	0 / 0 / 0	14,865.79%
	Total Cash & Investments	**83,913,496**	**1,433,538**	**2.49%**	**38,883,903**	**696,200**	**1.81%**	**(53.66%)**	**1,045,733**	**(387,804)**	**-677 / -1070 / 1360**	**(42.75%)**

Please note that public entity funds (like school districts) are regulated to a point beyond normal FDIC insurance limits. This is part of The Public Deposit Protection Act (PDPA) (C.R.S., 11-10.5-101), which exists ". . . to ensure that public funds held on deposit in banks are protected in the event that the bank holding the public deposits becomes insolvent. The PDPA protects only public funds placed in bank deposit accounts. Bank deposit accounts include: checking, savings, money-market deposit, and certificate of deposit (CD) accounts."

Colotrust is not a bank but is regulated by The Investment Funds - Local Government Pooling Act (CRS Part 7, Article 75, Title 24), which prescribes specific investment policies, organizational & management structures. Colotrust is the largest provider of LGIP products and services in Colorado, in business since 1985. CBO Brett Ridgway serves on the volunteer Board of Directors for Colotrust. District 49's relationship with Colotrust predates his service on the Colotrust board and there is no monetary benefit to either the District or Mr. Ridgway through his particpation.

Cash Balance Trend by Bank

TABOR Reserve
$3.455M
FY2019

	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19

UMB | Eastern Colorado Bank | ColoTrust | Farmers State Bank | JPMorgan Chase

Financial Transparency Report

February 2019

El Paso County Colorado School District 49

10850 Woodmen Road
Peyton, CO 80831-8127
U.S.A.

Average. Monthly Yield   2.61%

ACCOUNT SUMMARY

Report Period			Beginning Balance	Contributions	Withdrawals	Income Earned	Average Daily Balance	Month End Balance
Current Month	01-Feb-19	28-Feb-19	29,079,171.85	20,418,825.88	19,073,486.25	57,433.12	28,748,557.93	30,481,944.60
Previous Month	01-Jan-19	31-Jan-19	33,387,036.08	22,882,790.06	27,257,561.63	66,907.34	30,472,950.56	29,079,171.85
Fiscal Year To Date	01-Jul-18	28-Feb-19	78,848,061.03	153,916,708.69	203,002,689.97	719,864.85	46,273,621.90	30,481,944.60

COLOTRUST PLUS+

GENERAL FUND

Report Period			Beginning Balance	Contributions	Withdrawals	Income Earned	Average Daily Balance	Month End Balance
Current Month	01-Feb-19	28-Feb-19	7,115,613.29	16,984,560.34	17,039,992.84	13,049.29	6,530,681.89	7,073,230.08
Previous Month	01-Jan-19	31-Jan-19	9,466,348.46	13,630,755.66	15,996,302.15	14,811.32	6,762,470.34	7,115,613.29

16-3B PROJECT FUND

Report Period			Beginning Balance	Contributions	Withdrawals	Income Earned	Average Daily Balance	Month End Balance
Current Month	01-Feb-19	28-Feb-19	12,423,913.07	0.00	275,092.13	24,551.62	12,289,805.99	12,173,372.56
Previous Month	01-Jan-19	31-Jan-19	6,910,037.97	8,126,893.75	2,635,564.50	22,545.85	10,229,728.34	12,423,913.07

El Paso County Colorado School District 49

10850 Woodmen Road
Peyton, CO 80831-8127
U.S.A.

Average. Monthly Yield   2.61%

MLO ACCOUNT

Report Period			Beginning Balance	Contributions	Withdrawals	Income Earned	Average Daily Balance	Month End Balance
Current Month	01-Feb-19	28-Feb-19	7,849,634.63	2,486,972.61	506,967.56	16,838.68	8,429,565.81	9,846,478.36
Previous Month	01-Jan-19	31-Jan-19	15,786,383.81	179,140.65	8,142,157.20	26,267.37	11,989,809.57	7,849,634.63

SCHOOL ACTIVITIES

Report Period			Beginning Balance	Contributions	Withdrawals	Income Earned	Average Daily Balance	Month End Balance
Current Month	01-Feb-19	28-Feb-19	655,108.09	0.00	0.00	1,310.11	655,812.25	656,418.20
Previous Month	01-Jan-19	31-Jan-19	653,670.11	0.00	0.00	1,437.98	654,430.50	655,108.09

INSURANCE FUND

Report Period			Beginning Balance	Contributions	Withdrawals	Income Earned	Average Daily Balance	Month End Balance
Current Month	01-Feb-19	28-Feb-19	1,034,902.77	947,292.93	1,251,433.72	1,683.42	842,691.98	732,445.40
Previous Month	01-Jan-19	31-Jan-19	570,595.73	946,000.00	483,537.78	1,844.82	836,511.81	1,034,902.77

Human Resources Monthly Report

Voice of the Workforce Process Refinements

Paul Andersen, Director of Human Resources
March 20, 2019

VoW Annual Vendor Review

Based on feedback from our first RMPEx application, we determined to establish a systematic way to measure workforce engagement. In October 2016, we launched our first Voice of the Workforce (VoW) annual survey with the help Korn Ferry. Korn Ferry administered the 2017 and 2018 surveys as well. After working with this vendor over the last three years, we have decided to evaluate other vendors to assist us in this mission-critical work.

We have issued a request for proposals for a survey system to enable us to continue to conduct an employee engagement survey, to trend past performance, receive relevant benchmark comparisons, to help identify the current employee engagement throughout the district, and to inform opportunities for improvement. We will evaluate proposals in April and make a decision by the end of May.

We are very excited to learn more about best practices in measuring engagement and satisfaction as well as seeing how other systems may offer more robust reporting and analysis to drive improvement.

New Hire Orientation Feedback

Every newly hired D49 workforce member attends an orientation session presented by Human Resources. Our primary objective in orientation is to ensure that all new hire paperwork is in order so that each person is vetted and cleared to work and can be paid.

The HR team is asking whether what we do in orientation is meeting the needs of our new hires. To answer these questions, the HR team will implement a post-orientation survey that will ask about the effectiveness of what we currently do and to get ideas about what would make it more useful.

Our desire is to launch new hires toward their best possible start with D49. We'll use what they tell us to design a *Best Choice* orientation process.

Tuning in to Our Workforce

We have identified an opportunity to improve how we learn from workforce members who decide to leave D49. We have used an exit interview process for several years, but have not been using the information to help make us a better organization. Knowing we can and should do better, the HR team has developed a whole new approach and survey. We have developed a new set of questions. In addition, we will move away from Survey Monkey to Survey Gizmo.

Thanks to the support of the communications team, we have built and are ready to start using our new survey process. After HR receives a resignation notice, an HR team member will send an email with exit information including the link to the new survey. When a survey is submitted, HR will be notified and the response will be reviewed by an HR team member. (Under our old process, the submitted surveys were not reviewed in a timely manner.)

The new process will put us in a much better position to track and respond to concerns and ideas expressed by the exiting employees.

The Best Choice to Learn, Work and Lead

Community and Facility Planning
2/15/2019-3/20/2019

- Provided additional boundary options for MRES and WHES with an analysis to Falcon Zone Leader
  - Assessing numbers of families impacted and student generation from new development
- Ensuring D49 receives proper school sites from development in the Northwest portion of the District
  - Calculation student generation
  - Calculation acreage owed from each development
  - Identifying school site location options
- Updating Capital Master List
  - Gathering data from School site Audits, building managers, Facilities staff, Principals, Zone leaders, and department heads.
- Geocoding students to provide enrollment department school of residence data for Power School
- Working on the El Paso County Master Plan
  - Providing school perspective on topics such as disparities of fee-in-lieu of land rates between City and county for development, safe walk routes to schools, grey water system options, commercial/industry for CTE relationships and careers/jobs for our graduates.
- Various Long Range Planning topics

The Best Choice to Learn, Work and Lead

Finance Group

- In an effort to move the district from Passive Budget Mgmt (Bottom line budget managing) to Active Budget Mgmt (Individual Line Item budget managing) the Finance Group has decided to report on the number of Negative Balance Accounts (Accounts with higher spend than the amount budgeted) in each account at each location.

- Negative balances can occur for many different reasons. However, it is up to each school to identify when an account has been over spent and make the necessary budget transfer to 'cover' the increased spend. This is particularly important in the school's Building or School Mgd Budget. Even better would be for the school to identify future spend and make the necessary adjustments before making the purchase. We are seeing an increasing number of these types of transfers.

- The percentages you will see on the following slides do not take into account dollar amounts, so an account that is $.01 overspent will have the same effect that an account that is overspent by $1,000.00

- Please keep in mind that, there are NUMEROUS accounts within our Trial Balance, and transactions occur at all times during the month. Issues are being worked constantly to help keep within our goal of 10%, but as you will see there are a number of areas outside of the goal. These issues are 'OK' as long as there are plans to work with the Finance Group and/or send in budget transfers.
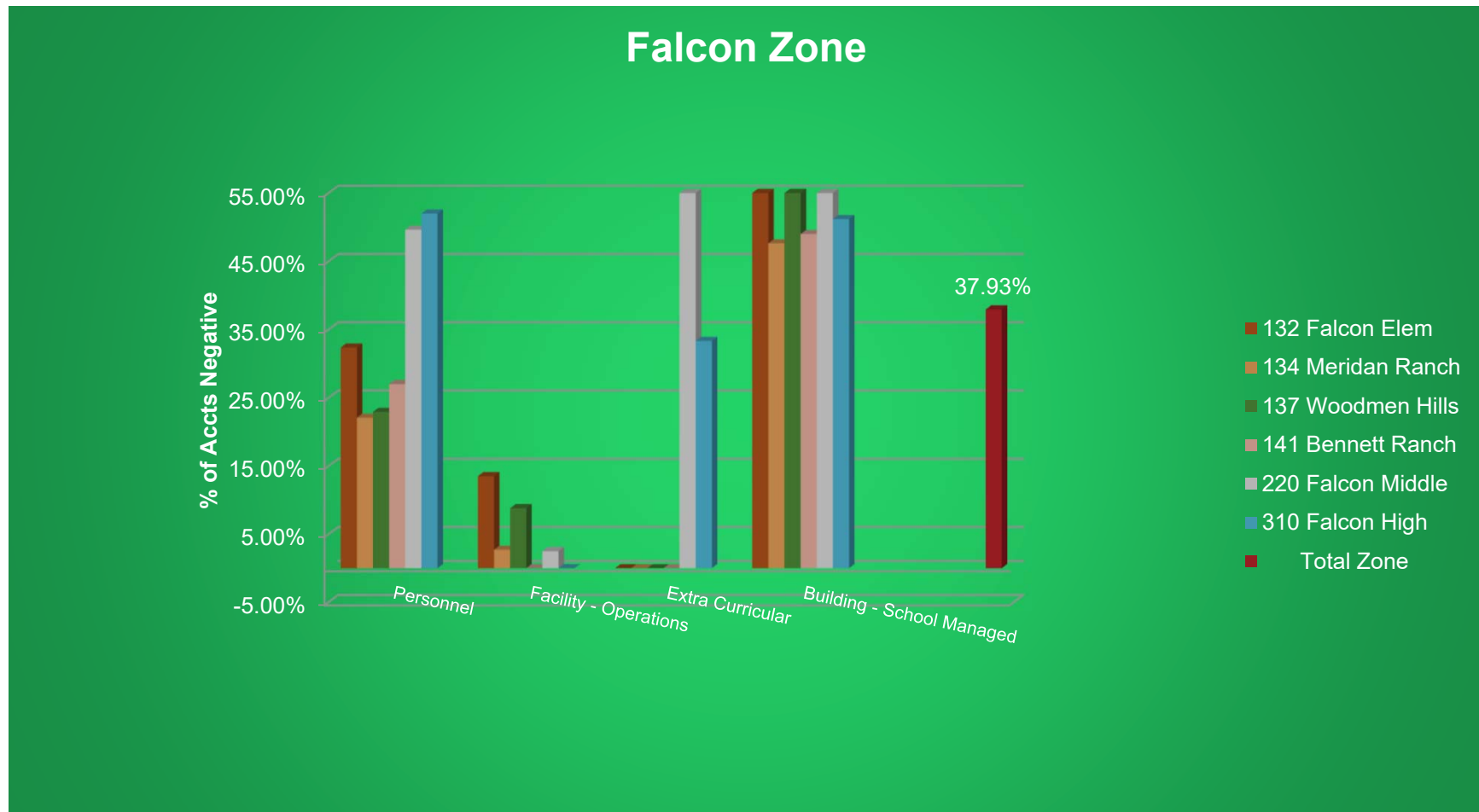
Finance Group

- With the implementation of Business Plus, there have been new challenges as to keeping up with the number of negative accounts. The total district has roughly 29.28% (down from 32%) of our accounts that are running a negative balance, against a goal of 10%

- February Update: Work on the POWER Zone and iConnect Zone has resulted in positive results.

- Challenge number 1 is the personnel accounts. Our new financial system (Business Plus) posts payroll expenses differently than our previous system (Alio) and understanding how and why the system posts as it does has taken some time. Now that the finance dept has a better understanding of this process, the district should see a dramatic decrease in the number of negative accounts in Personnel accounts.

- Challenge number 2 is we have changed how money is moved at a location, either budgeted spend or actual spend. In the past, each location i.e. school would submit a transfer on paper and the finance department would initiate the transfer in our former Financial system (Alio). Now, we are asking the schools to initiate their own transfers in our current financial system (Business Plus) and the finance dept approves/denies through a workflow process. The challenge is the learning curve of our new process. Schools are doing a great job at learning and making the necessary adjustments. Most of the negative accounts at the Building - School Mgd have to do with Worker's Comp and how the Payroll is posting. These should clear as the finance dept tackles Challenge number 1.

The Best Choice to Learn, Work and Lead
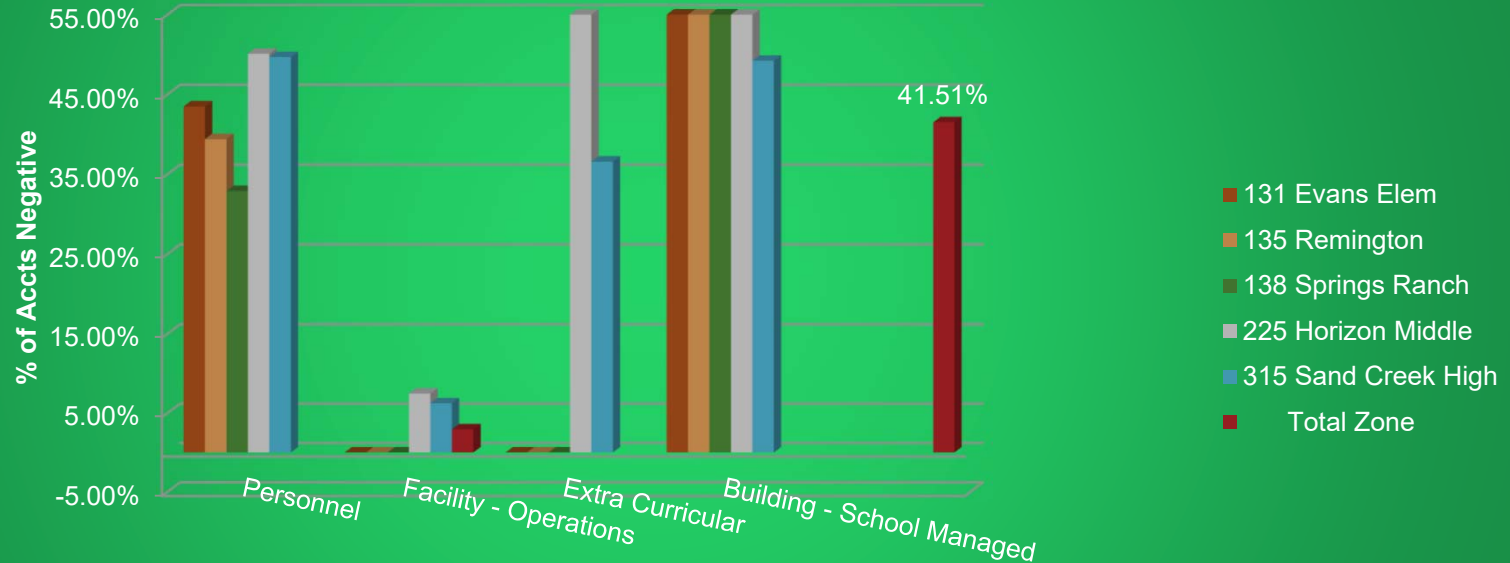
Finance Group

Falcon Zone

Finance Group

Finance Group

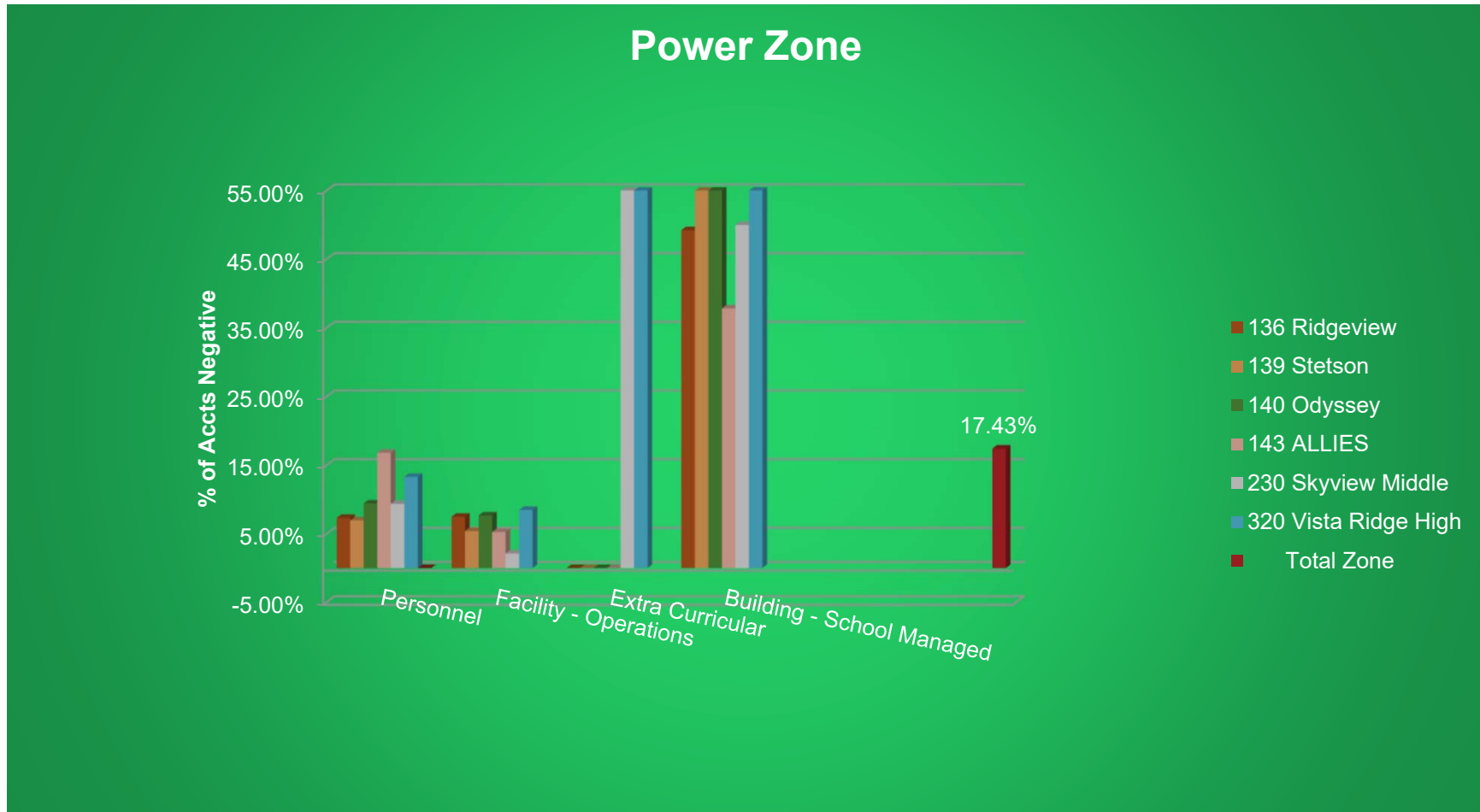# Finance Group

Finance Group