

AGENDA REGULAR BOARD OF EDUCATION MEETING April 11, 2019 Fantastic 49 - 6:00 p.m. Business Meeting - 6:30 p.m. Education Service Center - Board Room

Fantastic 49

- VRHS Wrestler Scores Historic Season
- Nutrition Services Team Serves Up Excellence
- FESoT Building Manager Helps Facility Shine
- Falcon Zone Girl Scouts Grow with Rain Barrel Project
- 1.00 Call to Order and Roll Call
- 2.00 Welcome and Pledge of Allegiance
- 3.00 Approval of Agenda

4.00 Consent Agenda

- 4.01 Action on Minutes of Special Board of Education Meeting 3/27/2019 Garza
- 4.02 Action on Matters Relating to Administrative Personnel White
- 4.03 Action on Matters Relating to Licensed Personnel White
- 4.04 Action on Matters Relating to Educational Support Personnel Evans
- 4.05 Action on Matters Relating to Extra Curricular Personnel Evans
- 5.00 Board Update
- 5.01 *Chief Officer Update*
- 5.02 Student Board of Representatives Update
- 6.00 Open Forum (3 minute time limit for each speaker)

7.00 Action Items

- 7.01 Action on MLO Op Funding Allocations Ridgway
- 7.02 Action on Teacher Appreciation Week Resolution Hilts
- 7.03 Action on Policy and Procedure Review 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 Hazardous Materials
 - g. EBBA Prevention of Disease/Infection
 - h. GBJD Staff Positions and Job Descriptions
 - i. JFC Student Withdrawal from School/Dropouts
 - j. JIC Student Conduct
 - k. JICDA Code of Conduct
 - 1. KBBA Custodian and Noncustodial Parent Rights and Responsibilities
 - m. KDEB Controversial Communications
- 7.04 Action on Boundary Change for Woodmen Hills Elementary School and Meridian Ranch Elementary School (5 minutes) Andrews/Chief Officers
- 7.05 Action on Unified Improvement Planning/School Action Plans Whetstine



BOE Regular Meeting April 11, 2019 Agenda – Page 2

- a. Sand Creek Zone (5 minutes) Dorsey
- b. POWER Zone (5 minutes) M. Pickering
- c. iConnect Zone
- d. Falcon Zone
- 7.06 Action on Individualized Education Job Descriptions 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
- 7.07 Action on Alternative Education Campus Application Renewal and Selection of Measures Whetstine/Franko
- 7.08 Action on Transportation Job Descriptions Pietraallo
 a. Title Change: Transportation Fleet Mechanic
 b. New: Transportation Non-Certified Fleet Technician
 c. New & Position Exists/Filled: Transportation Driver/Router
- 7.09 Action on Land Dedication Transfer Request Ridgway
- 7.10 Items Removed from Consent Agenda

8.00 Information Items

- 8.01 Process Improvement Update Garza
 - a. EBAB-R Hazardous Materials
 - b. EBBA-R Prevention of Disease/Infection
 - c. JFC-R Student Withdrawal from School/Dropouts
 - d. KBBA-R Custodian and Noncustodial Parent Rights and Responsibilities
 - e. KDEB-E Controversial Communications
- 8.02 Expulsion Information Lemmond
- 8.03 Student Study Trips Seeley
- 8.04 Current Legal Issues Ridgway/Hathaway
- 8.05 Board Sub-Committee Minutes Garza
- 8.06 Enhanced Security Community Advisory Team (ESCAT) Priorities Watson
- 8.07 Sand Creek Zone Performance Report Dorsey
- 8.08 Job Descriptions-Administrative Revisions Andersen

9.00 Discussions Items

- 9.01 2016 3B Projects Update (10 minutes) Lee/Willhelm
- 9.02 Pikes Peak Early College (PPEC) Relocation and Springs Studio for Academic Excellence (SSAE) Site Expansion Plans (10 minutes) Ridgway
- 9.03 2019-2020 Capital Maintenance and Improvement Priorities (10 minutes) Andrews/Almeida
- 9.04 2019-2020 Budget Focus and Financial Legislative Update (10 minutes) Sprinz
- 9.05 School Health Improvement Plans/Wellness Update (10 minutes) Duerr
- 9.06 Chief Officer Goals (15 minutes) Chief Officer Team

10.00 Other Business

11.00 Adjournment



BOE Regular Meeting April 11, 2019 Agenda – Page 3

DATE OF POSTING: April 4, 2019

Donna Garza Executive Assistant to the Board of Education



BOARD OF EDUCATION ITEM 4.01 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	April 11, 2019
PREPARED BY:	D. Garza, Executive Assistant to the Board
<u>Title Of Agenda Item:</u>	Approval of Minutes of Special Board of Education Meeting

3/27/19

ACTION/INFORMATION/DISCUSSION: Consent Agenda-Action

BACKGROUND OR RATIONALE

Board review and approval is required prior to posting minutes.

RELEVANT DATA AND EXPECTED OUTCOMES:

Once approved by the board, the minutes will be posted on the district website.

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	
Strateov	 Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement programs for intentional community participation Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive Rock #5— Customize our educational systems to launch each student toward success 	

<u>RECOMMENDED COURSE OF ACTION/MOTION REQUESTED</u>: I move to approve the consent agenda, including the minutes from the March 27th special board of education meeting.

<u>APPROVED BY:</u> Dave Cruson, Board Secretary



BOARD OF EDUCATION ITEM 4.02 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	April 11, 2019	
PREPARED BY:	Nicole Evans, Human Resources Manager	
<u>Title Of Agenda Item:</u>	Approval of Matters Relating to Administrative Personnel	
Action/Information/Discussion:	Consent - Action	

BACKGROUND OR RATIONALE

To gain Board of Education approval for personnel changes. The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement. Retirement and resignations, if any, are included in this roster.

RELEVANT DATA AND EXPECTED OUTCOMES:

By addressing these actions, the Board of Education is approving the necessary actions that allow the district to continue its' function of hiring and other associated personnel activities that impact student achievement.

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

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

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

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



BOARD OF EDUCATION ITEM 4.03 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	April 11, 2019	
PREPARED BY:	Nicole Evans, Human Resources Manager	
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Licensed Personnel	
ACTION/INFORMATION/DISCUSSION:	Consent - Action	

BACKGROUND OR RATIONALE

To gain Board of Education approval for personnel changes. The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement. Retirement and resignations, if any, are included in this roster.

RELEVANT DATA AND EXPECTED OUTCOMES:

By addressing these actions, the Board of Education is approving the necessary actions that allow the district to continue its' function of hiring and other associated personnel activities that impact student achievement.

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

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

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

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



BOARD OF EDUCATION ITEM 4.04 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	April 11, 2019	
PREPARED BY:	Nicole Evans, Human Resources Manager	
<u>Title Of Agenda Item:</u>	Approval of Matters Relating to Educational Support Personnel	
Action/Information/Discussion:	Consent - Action	

BACKGROUND OR RATIONALE

To gain Board of Education approval for personnel changes. The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement. Retirement and resignations, if any, are included in this roster.

RELEVANT DATA AND EXPECTED OUTCOMES:

By addressing these actions, the Board of Education is approving the necessary actions that allow the district to continue its' function of hiring and other associated personnel activities that impact student achievement.

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

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

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

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



BOARD OF EDUCATION ITEM 4.05 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	April 11, 2019	
PREPARED BY:	Nicole Evans, Human Resources Manager	
<u>Title Of Agenda Item:</u>	Approval of Matters Relating to Extra-Curricular Personnel	
Action/Information/Discussion:	Consent - Action	

BACKGROUND OR RATIONALE

To gain Board of Education approval for personnel changes. The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement. Retirement and resignations, if any, are included in this roster.

RELEVANT DATA AND EXPECTED OUTCOMES:

By addressing these actions, the Board of Education is approving the necessary actions that allow the district to continue its' function of hiring and other associated personnel activities that impact student achievement.

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

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

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

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



BOARD OF EDUCATION ITEM 7.01 OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:	April 11, 2019	
PREPARED BY:	Brett Ridgway, Chief Business Officer	
TITLE OF AGENDA ITEM: MLO Ops Funding Allocation Formula		
ACTION/INFORMATION/DISCUSSION:	Action	

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY: The constituents of District 49 have once again supported a measure put to them by the Board of Education, approving 2018-4C by a preliminary measure of 56% in favor to 44% opposed. With that, despite information distributed by the District and the campaign committee, many will now appropriately wonder, 'what does this really mean'.

RATIONALE: One of the major tenants of 2018-4C was that the purposes approved in 2014-34A and 2016-3B would stay consistent. Another aspect of 4C was that those two earlier overrides would be combined into the new result. Explaining how both of those things happen is now an appropriate discussion. This would include identifying and quantifying measures of secondary impacts (and beyond) to validate a new allocation methodology with a one-time reference to prior allocations.

RELEVANT DATA AND EXPECTED OUTCOMES: One of the unique complexities of 2014-3A and 2016-3B was that each had capital priorites and operational priorities. Now that the two are combined, how do we maintain the integrity of those priority intentions approved by the voters. We will do that with a clear, easy, allocation of total funds collected each year for those two purposes. We will also still engage with the Mill Levy Oversight Committee to make sure detailed plans and proposals fit with the voters intentions.

After an initial presentation of intentions for this distribution at the November 28, 2018 work session, additional work has been pursued to lead to a more complete definition for the district to use going forward. It is important to establish a new, appropriate, methodology for the allocation of MLO funds so that neither district staff nor community members nor school leaders are constantly 'looking back' to compare prior allocations and measure differences. A new methodology that is established through official Board of Education action would set a new starting point for all interested parties. The parameters for a new formula were first presented at the February 27, 2019 Board of Education work session. The proposal was subsequently presented to the VoW Compensation Team on March 6, 2019, the MLO Oversight Committee and District Advisory and Accountability Committee on March 12, 2019; as well as the Charter School Leadership Team that same day. None of audiences expressed concern about the proposal as presented, which is consistent with both the original presentation and that set forth herein.

INNOVATION AND INTELLIGENT RISK: Building our Future Community continues to be a very strategic and ongoing process. The structure that is now in place after the passage of 2018-4C allows for annual investment in the stated operational priorities of Teacher Compensation, Safety & Security, Technology, and Educational Programs and capital priorities of a ten year cycle for refresh and refurbish and paying on securitization agreements to fund capital projects for balancing the regular high schools and constructing new elementary schools. With this structure, D49 can continue to invest the revenue streams that come from 2018-4C into those priorities, expanding the spends as additional revenue comes available from annual growth in district constituent's cumulative assessed value of real property. This means future construction that can fit into the timeline of assessed value growth is already accounted for – completely unique in Colorado K12 education.

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

Inner Ring —How we treat each other	
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	Outer Ring—How we treat our work	
	Rock #1 —Establish enduring <u>trust</u> throughout our community	Keeping our word and following through on commitments to our community.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Strateov	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Handling new facility needs, as possible, with revenue streams now dedicated to that purpose.
S	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Improving programs, safety & security, technology, and teacher compensation to put students in a place they can succeed.
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

BUDGET IMPACT: The Mill Levy Override fund will continue to grow due to the increased collections from the consistent MLO rate that will be applied to the growing community we serve.

AMOUNT BUDGETED: 2018/19 adopted budget = \$16.3mm. Amended Budget will be limited to \$16.5mm

<u>RECOMMENDED COURSE OF ACTION/MOTION REQUESTED</u>: Move to approve the mill levy override annual funding allocation formula as recommended by the administration and direct the Chief Business Officer to bring appropriate policy changes to formally memorialize the necessary details of such.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: April 4, 2019



April 4, 2019

Providing stewardship, customer service and communication with and through our business team

Mill Levy Overrride

Annual Funding Allocation Sequence, Priorities, & Management Thereof

- 1. 76% of annual real property assessment funds received will be directed to Capital priorities to both make annual payments on previously issued Certificates of Participation, and accumulate additional available strips of annual funding to be collateralized to issue new Certificates of Participation to fund future large capital projects that are appropriately authorized by district constituents, the Board of Education, and District Administration.
- 2. 24% of annual real property assessment funds received will be directed to Operational priorities that were approved by district constituents during the elections of 2014-3A and 2016-3B. These 'MLO-Op' funds will be supplemented with a portion of specific ownership tax receipts each year that is, at a minimum 25% of the total specific ownership taxes received during each budget year.

The Operational funds will be further subdivided for the purposes of allocating funds to schools in the district into two pools of money

- a. 85% of the funds identified will be allocated to schools within the district based on resident student headcount.
- b. 15% of the funds identified will be allocated to schools within the districts based on total funded student count.

The Operational funds will also be additionally subdivided for the purposes of allocating funds to schools in the district into two other pools of money defined by priority spend type

- a. Between 60% 75% of funds shall be directed to spend priorities established by ballot measure 2014-4A.
- b. Amount measured between 25%-40% of funds shall be directed to operational spend priorities established by the ballot measure 2016-3B

In order to manage the timing of cash flows, the Business Office shall withhold availability of 40% of annual funding until the fourth quarter of each fiscal year.

All spends will be vetted by the MLO Oversight Committee for their observations of the propriety of spend relative to priorities established in 2014-3A and 2016-3B, providing either 'endorsements' or 'cautions' to such plans. The Business Office shall facilitate such reviews and handle all accounting for spends on a reimbursement basis for charter schools, and on an actual spend basis for district operated schools. The Business Office shall further produce reporting that any interested party may use to stay informed on historical spending and known projected spending uses.



BOARD OF EDUCATION ITEM 7.02 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	April 11, 2019
PREPARED BY:	Peter Hilts, Chief Education Officer
TITLE OF AGENDA ITEM:	Approval of Resolution for Teacher Appreciation Week
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND OR RATIONALE

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

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

May 6-10, 2019 is National Teacher Appreciation Week and we encourage community members and parents to let our teachers know how much we appreciate their commitment to ensuring the success of every student. Please take the time to say thank you. Send a card, make a phone call, or send an email.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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	
Strateov	 Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement programs for intentional community participation Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive Rock #5— Customize our educational systems to launch each student toward success 	

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

APPROVED BY: Peter Hilts, Chief Education Officer



TEACHER APPRECIATION WEEK HONORABLE PROCLAMATION MAY 6th – 10th, 2019

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

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

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

NOW THEREFORE, WE THE DISTRICT 49 BOARD OF EDUCATION PROCLAIM MAY 6th – 10th, 2019 TEACHER APPRECIATION WEEK

Marie La Vere-Wright, President

John Graham, Vice President

Kevin Butcher, Treasurer

Dave Cruson, Secretary

Joshua Fry, Director

Peter Hilts, Chief Education Officer

Brett Ridgway, Chief Business Officer

Pedro Almeida, Chief Operations Officer



BOARD OF EDUCATION ITEM 7.03 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	April 11, 2019
PREPARED BY:	D. Garza, Executive Assistant to the BOE
<u>Title Of Agenda Item:</u>	Policy and Procedure Review
ACTION/INFORMATION/DISCUSSION:	Action

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
7.03a	AEA	Standards Based Education	A Whetstine	Reviewed; no revisions
				recommended
7.03b	CC	Administrative Organization	D Garza	Reviewed; no revisions
				recommended
7.03c	СН	Policy Implementation	D Garza	Minor revisions
7.03d	CHD	Administration in the Absence	D Garza	Reviewed; no revisions
		of Policy		recommended
7.03e	EB	Environmental and Safety	T Carey	Minor revision
		Program		
7.03f	EBAB,	Hazardous Materials	T Carey	Minor revisions
	EBAB-R			
7.03g	EBBA,	Prevention of Disease/	T Carey	Updated to reflect CASB/legal
	EBBA-R	Infection Transmission		recommendations
7.03h	GBJD	Staff Positions and Job	P Andersen	Revise to reflect Board direction
	-	Descriptions		
7.03i	JFC, JFC-R	Student Withdrawal from	L Fletcher	Reviewed; no revisions
		School/Dropouts		recommended
7.03j	JIC	Student Conduct	L Fletcher	Reviewed; no revisions
				recommended
7.03k	JICDA	Code of Conduct	L Fletcher	Reviewed; no revisions
	-			recommended
7.031	KBBA,	Custodian and Noncustodial	L Fletcher	Minor revision to regulation
	KBBA-R	Parent Rights and		Reviewed policy; no revisions
		Responsibilities		recommended
7.03m	KDEB,	Controversial Communications	L Fletcher	Reviewed; no revisions
	KDEB-R		D Watson	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	
Strateov	 Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement programs for intentional community participation Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive Rock #7— Customize our educational systems to launch each student toward success 	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 a first read at the previous board meeting, I move to approve the thirteen policies in item 7.03 as recommended by the administration.

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



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
- <u>Reviewed: April 11, 2019</u>

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

District 49, El Paso County, Colorado



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	СН
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 <u>Ee</u>xecutive <u>A</u>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
- <u>Revised: April 11, 2019</u>

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
- <u>Revised: April 11, 2019</u>

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 it relates to hazardous substances and local laws concerning 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 Offficer or designee shall cause to <u>be be</u> create<u>d</u> 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

District 49, El Paso County, Colorado

- 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	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
- <u>Revised: April 11, 2019</u>

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	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 purposeposition 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
- <u>Revised: April 11, 2019</u>

LEGAL REFS:

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



Title	Student Withdrawal from School/Dropouts
Designation	JFC
Office/Custodian	Education/Director of Culture & ServicesCommunity 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
- <u>Reviewed: April 11, 2019</u>

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 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 (<u>www.D49.org</u>) 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

District 49, El Paso County, Colorado

- Revised: September 12, 2013
- •___Revised: June 9, 2016
- <u>Reviewed: April 11, 2019</u>

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. <u>Committing</u> 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. <u>Engaging</u> 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. <u>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.</u>
- 8. <u>Violation</u> of the district's policy on bullying prevention and education.
- 9. <u>Violation</u> 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. <u>Violation of the Board's dress code policy</u>.
- 18. <u>Violation of the Board's policy on gangs and gang-like activity</u>.
- 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.

District 49, El Paso County, Colorado

- 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
- 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

District 49, El Paso County, Colorado

- 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
- <u>Reviewed: April 11, 2019</u>

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	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
- <u>Reviewed: April 11, 2019</u>

LEGAL REFS:

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

District 49, El Paso County, Colorado

- 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



BOARD OF EDUCATION ITEM 7.04 OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:	April 11, 2019
PREPARED BY:	Melissa Andrews, Facility & Community Planning Manager
<u>TITLE OF AGENDA ITEM:</u>	Recommended Boundary Changes between WHES and MRES
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY: After opening Bennett Ranch Elementary School, some pressure relief came to Meridian Ranch Elementary School, but the Meridian Ranch Development continues to grow and the developer has increased densities from the original masterplan, adding students right back into the school. At the same time, development within the current boundary for Woodmen Hills Elementary School is nearing build out, and the school has sufficient space to accommodate development growth for several years. Therefore, altering the boundary between MRES and WHES will make better use of district facilities and resources and alleviate the need to 'balance enroll' students.

RATIONALE: There simply is not room to absorb the additional students that will be generated by development in the current MRES boundary, and that as the growth continues, there would be need to pursue the 'balance enrollment process' to WHES again anyway. We believe it is appropriate for the District to be proactive and find a solution, such as altering the boundaries, which provides transparency over enrolling students outside of the neighborhood boundaries until the time we build another elementary school.

RELEVANT DATA AND EXPECTED OUTCOMES: By opening BRES, MRES has reduced the enrollment to fit within the core, however there are an additional 3,556 homes coming, potentially bringing 1,134 elementary students into the current MRES boundary. Approximately 400 of those students are projected in the next five years. There is only one modular on site to accommodate any additional capacity needs.

At WHES, there are 400 homes planned for future development, but with the information we have today, there is currently no growth projected in this area over the next five years. Enrollment currently falls right at core capacity with the preschool, but there are an additional 150 seats available in the POD and another 150 seats available in modular buildings, providing adequate space to add students for the next couple of years.

INNOVATION AND INTELLIGENT RISK: The proposed boundary change provides transparency to newly enrolled students providing educational opportunities with the boundary of residence, rather than frustrating parents who get balance enrolled. With the amount of development expected through build out, this is not a permanent solution, but will be a 3 to 5 year bridge, until the District is able to build another elementary school in the vicinity. There will be existing families impacted with decisions on transportation and choice enrollment, but many of the homes are not yet constructed. It is important to make boundary changes in advance of as much construction as possible, to reduce the direct impact on families.

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

In order to establish trust through our community, we need to be transparent by modifying the boundaries instead of surprising families with balance enrolling new students. We will provide firm foundations by not offering temporary solutions and disrupting families. The intent is to find as long term of a solution as possible while we implement our long range plan and can get to a place where we can build another elementary school.

E Inner Ring—How we treat each other	
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	Outer Ring—How we treat our work	Find longer-term solutions when possible, while we develop and implement a long range plan that will lead us to a place where we can build another elementary school
Strateoy	Rock #1 —Establish enduring <u>trust</u> throughout our community	<i>Offer transparency by modifying the boundaries instead of surprising families with balance enrolling new students</i>
	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	Firm foundations come from not offering temporary solutions and disrupting families, rather from pursuing longer term solutions.
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

BUDGET IMPACT: Assuming the Board pursues the recommended changes, and offers a one-year transition opportunity as previously done in similar situations, the cost impact on this proposal will be to the transportation department having to provide one year of transportation to families that fall within the area moving from MRES to WHES.

AMOUNT BUDGETED: 2019/20 impacts that are not yet quantified.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After consideration at the previous work session, I move to approve the proposed boundary changes at Woodmen Hills Elementary and Meridian Ranch Elementary and offer a one-year transition opportunity to provide one year of transportation to families that fall within the area moving from MRES to WHES..

APPROVED BY:	Brett Ridgway, Chief Business Officer
	Pedro Almeida, Chief Operations Officer

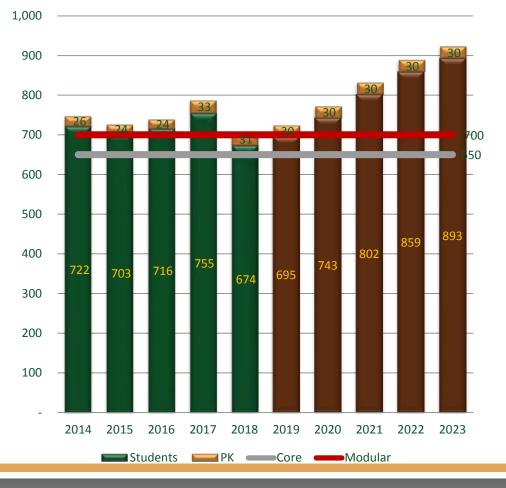


Woodmen Hills Elementary and Meridian Ranch Elementary Boundary Change

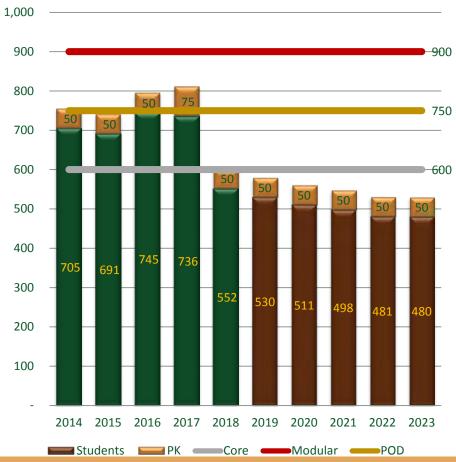
Melissa Andrews Community and Facilities Planning Manager

Capacity		
	MRES	WHES
Core	650	600
Temporary	50	300
Available	1	298

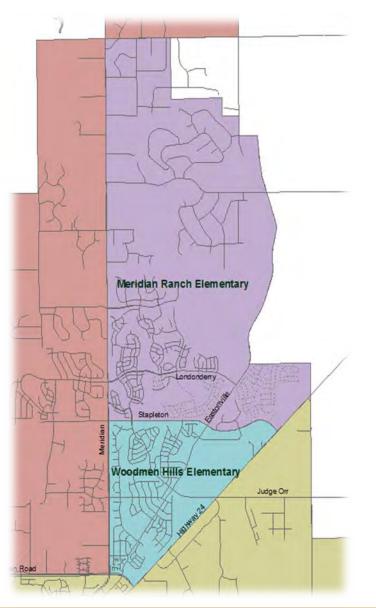
2018/19 Meridian Ranch Enrollment and Projections vs. Core and Modular Space







2018/19 Boundaries





Development

	Current WHES Boundary Current MRES Boundary	
Future homes	400	3556
Students generated	128	1134
Timing	> 5 years	85/year

Data:

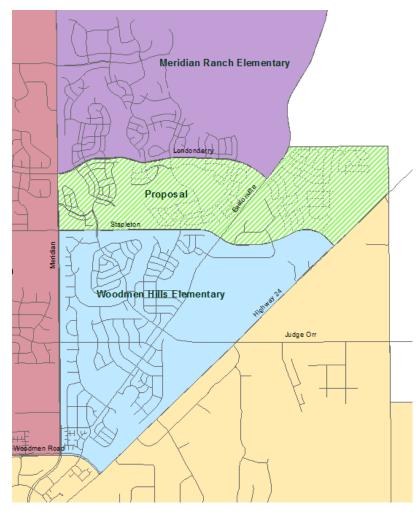
- 21 BRES students attend WHES
- 34 BRES students attend MRES

Unknowns:

- Charter School Impact (LTA)
- Market/Rate of sales

Development

District



	Proposal	MRES	WHES
Future Homes	2246	1310	2646
Students Generated	717	418	844
Timing	40-80/year	20-50/year	40-80/year
Viability for students		0 years	3.5 Years
Information			

Information MRES:

- Development in the proposed boundary currently closing 160 homes/year
- Only 69 vacant developed lots remaining
- 1176 Future Lots, all at preliminary plat, but do not have a timeline on progress forward

WHES:

- Development in the proposed boundary currently closing 112 homes/year
- Only 313 vacant developed lots remaining
- 1833 Future Lots, 345 of which are recorded and have a general timeline, 1488 are at preliminary plat with no timeline



Boundary Change Between MRES and WHES

Significant Questions And Survey Feedback

Survey: Information

- Rationale
 - ➢Growth at MRES
 - Space at WHES
 - Avoid balanced enrollment
- Consideration for Boundaries
 Minimize need for future adjustments
 Impact least number possible
 Transportation routes/costs



Survey: Information



- Description of Current Boundaries
 >WHES
 >MRES
- Description of Proposed Boundaries
 ➢ Proposed Boundary #1

 ✓ South of Londonderry
 ✓ 143 impacted students

 ➢ Proposed Boundary #2

 ✓ East of golf course/South of Londonderry
 ✓ 38 impacted students

Survey: Information



- Change for 2019-2020 school year
- Grandfather current affected students
- School of choice for younger students
- WHES guarantees current and younger attend same school
- Transportation provided for 2019-2020

Survey: Questions

10 Question Survey



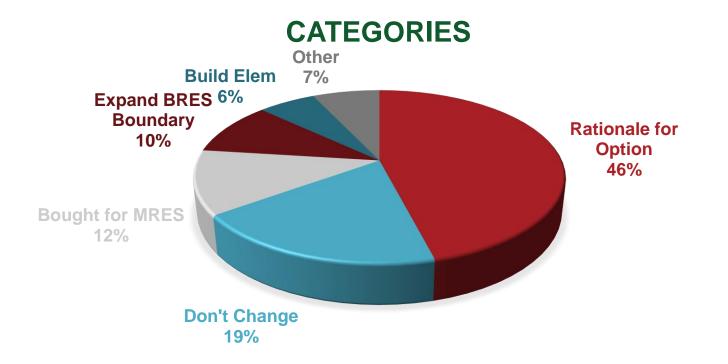
- Sent to all WHES and MRES Families and Staff
- Went live on April 1; Still collecting data
- Link to live data: <u>https://data.surveygizmo.com/r/500335_5c</u> <u>a38a1e881320.61898791</u>

Copy and paste into browser



MRES and WHES Boundary Proposal: Survey Comments





Considerations



Boundary	Effect on MRES	Effect on WHES
Current	50-80 Additional Students/Year	No Growth
Option 1	20-50 Additional Students/Year *Currently above capacity *Slow decrease as 143 grandfathered students move on to middle school	40-80 Additional Students/Year *Slow increase per year as grandfathered students go to middle school *Room for growth for 3.5 years
Option 2	20/50 Additional Students/Year *Currently above capacity *Negligible decrease as 38 grandfathered students move on to middle school	40-80 Additional Students/Year *Room for growth for 3.5 years



BOARD OF EDUCATION ITEM 7.05 OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:	April 11, 2019
PREPARED BY:	Amber Whetstine, Executive Director of Learning Services
<u>Title Of Agenda Item:</u>	Unified Improvement Planning / School Action Plans
Action/Information/Discussion:	Action

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:

ture	Inner Ring—How we treat each other	UIPs include strategies for supporting a culture of care with students and families.	
Cul	Outer Ring—How we treat our work	UIPs include purposeful and innovative actions to improve student achievement.	
	Rock #1 —Establish enduring <u>trust</u> throughout our community	The UIP process provides a template to prioritize resources aligned with improvement efforts.	
Strateov	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.	



BOE Regular Meeting April 11, 2019 Item 7.05 continued

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

BUDGET IMPACT: N/A

Amount Budgeted: N/A

<u>RECOMMENDED COURSE OF ACTION/MOTION REQUESTED</u>: Move to approve district and school level Unified Improvement Plans as presented in item 7.05.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 29, 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

Learn investigation

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

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Work preparation

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

Lead evaluation

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

CULTURE AND STRATEGY OF CONTINUOUS IMPROVEMENT

EARN LEARN

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

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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 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).

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

District

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 <u>career or college ready</u> by implementing individualized pathways at the secondary-level.
- Effectively plan for and deliver core instruction and provide necessary <u>supports and intervention</u> 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

District 19

Careers and College

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

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 highquality, job-embedded, professional development.

High-Quality Teachers and Leaders



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

Retain and Recruit

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- Recruiting Events
- National Board Certification
- Alternative Licensure

Looking Forward



- •New software, Envisio, will replace Cascade for strategic action planning.
- Key Performance Indicators (KPIs) in addition to statelevel 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.
 - o Achieve 3000
 - Focus on individual student goals
 - o 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 <u>every student</u>.

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.



- 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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

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:

Page 2 of 27

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	Title: Executive Director of Learning Services
Mailing Street: 10850 East Woodmen Road	Mailing City / State/ Zip Code: Falcon CO 80831
Phone: (719) 494-8951	Email: awhetstine@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of district Setting and Process for Data Analysis

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	R: 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 As	sociated 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 Α.



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.

IB Name	Description	Start/End/ Repeats	Key Personnel		Status
Action Steps As	sociated 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	Coordinator of English Language Development	

Implementation Benchmarks Associated with MIS

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.		Title III	Coordinator of English Language Development

Training for English Language Development Teachers	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
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 As	ssociated 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.		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	

Professional Development Supplies	learning activities.	06/07/2019	Title II A	Professional Learning	
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
nterpreters	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	
	Dravida all district instructional associate (load montors with				

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

Learning Forward	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	2018-2019: Increase percentile rank in math at the elementary and middle school levels by 5 points annually.
TARGETS	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	2018-2019: Increase Median Growth Percentile in math at the elementary and middle school levels to 55.
TARGETS	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

	2018-2019: Increase the percentage of students scoring at benchmark on DIBELS Next from beginning of the year to end of
ANNUAL PERFORMANCE	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).
TARGETS	2019-2020: Increase the percentage of students scoring at benchmark on DIBELS Next from beginning of the year to end of
	vear.

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



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL	2018-2019: Increase percentile rank in ELA at the elementary and middle school levels by 5 points annually.
TARGETS	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	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.
TARGETS	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 Red (include page nun	-	osswalk of Description	on in UIP Data Na	rrative or Action Plan
		% of Students Me	ets & Exceeds in	Their Identified Area	of Giftedness	
				ELA		Math
			Meets	Exceeds	Meets	Exceeds
Description on pressures towards	Castier III: Data	SY16	59	38	71	16
Record reflection on progress towards previous year's targets.	Section III: Data Narrative	SY17	50	47	73	19
		SY18	44	54	66	28
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			tudent groups of less ied any notable gaps		reported on. We review
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	specificity in identitity trends. We believe	ication. The lowe that increased F	scoring "Exceeds", m er percentages in Mat PD around identification ter instruction for thes	h as compared to I on and differentiation	ELA are in line with district
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	 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. Develop new and improved processes to support staff, communicate to stakeholders and increase academic achievement for gifted learners. Implement a model of continuous improvement to monitor program effectiveness. 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

- 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 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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

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 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.

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 allowed on standardized tests. These include use of a calculator, multiplication charts and a great length of time and patience.

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 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 Mailing Street: 6275 Bridlespur Avenue Phone:(719) 494-8620 Title: Mailing City / State/ Zip Code: Colorado Springs Colorado 80922 Email: rthompson@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis





- 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 <u>www.BrightSolutions.US</u>, <u>www.learningally.org</u>, and <u>www.understood.org</u>.

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

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.

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:

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



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:

IB Name	Description	Start/End/ Repeats	Key Personnel		Status
Action Steps As	sociated 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 inCoach to design and implement this assessment will guide us tomathematicalbetter direction in our teaching and use of the currentunderstandingsmathematical 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 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 Lab - prior to Lexia - to ensure the full 20 minutes is utilized.

Associated Root Causes:

IB Name	Description	Start/End/ Repeats	Key Personnel		Status
Action Steps As	ssociated 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	quarter is now spent with Therapists and ELA teachers in a PLC 05/24/2019	Paraprofessionals
Therapists and	environment to discuss each student and his/her particular	for classroom
ELA Professors	s struggle that may be supported by a team approach. Through this	coverage
	discussion, discovery of additional changes that may be needed	
	may also emerge.	

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	2018-2019: Achieve a percentile rank of at least 35 in Math Growth to receive a rating of Approaching
TARGETS	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	2018-2019: Achieve a percentile rank of at least 15 in Math achievement to receive a rating of Approaching					
TARGETS	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:		1) Date the Plan was presented to SAC for review:	November 28, 2018	2) Slonsture of Brinchael	aller all marries		3) Signature of SAC Chairperson:	4) Additional SAC members who betawed the alan					
	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	SAC Chairperson - Parent	PTA President - Parent	Parent	ELA Professor	ELA Professor	Take Flight Therapist	Take Flight Therapist	Take Flight Therapist	Take Flight Therapist	Take Flight Therapist	Take Flight Therapist	
	Unified improvement Planning Team: preparation of the plan. Parents must k Name	Jenniter Betzmer	Misty Huil	Mr. Pierce	Mrs. Jordan	Ms. Kennedy	Ms. Hinote	Mrs. Lee	Mrs. Scroggins	Mrs. Kennington	Mrs. Bergland	Mrs. McCluggage	





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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

Executive Summary

lf 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.

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

0		

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	+

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,
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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.

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	

Data Tracking System	Implement and maintain a data tracking system to monitor student progress and effectiveness of interventions.	08/31/2018 12/31/2018 Weekly	MTSS Coordinator Teachers	and Content Area	
Action Steps As	ssociated 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.

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	



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.

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 Teache	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

معمور 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 teachers	content area		
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 Ass						
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
 2018-2019: Overall elementary math achievement percentile rank will improve from 59 to 70 or above by 2021.

 PERFORMANCE
 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.



MEASURES / METRICS: M

ANNUAL PERFORMANCE	2018-2019: Overall median growth percentile for math will meet or exceed 50 each year through 2021.
TARGETS	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	2018-2019: Math achievement and growth ratings for minority students will improve to "Meets" or above each year through 2021.					
TARGETS	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

	2018-2019: Overall middle school achievement ratings for both ELA and Math will improve to "Meets" or above each year
ANNUAL	through 2021.
PERFORMANCE TARGETS	2019-2020: Overall middle school achievement ratings for both ELA and Math will improve to "Meets" or above each year

INTERIM MEASURES FOR 2018-2019: We will monitor our benchmark assessments throughout the year.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

	ANNUAL	2018-2019: Overall middle school achievement ratings for both ELA and Math will improve to "Meets" or above each year through 2021.
	TARGETS	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	2018-2019: Overall middle school growth ratings for both ELA and Math will improve to "Meets" or above each year through 2021.						
TARGETS	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

	ANNUAL PERFORMANCE							
	TARGETS	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



MEASURES / METRICS:

ANNUAL PERFORMANCE	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
TARGETS	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) Performence Plan

School Accountability Committee:		Ited to SAC for rev	luesday, Uctaber 13th 2018	2) Signature of Principal:	K.M.M.	3) Signature of SAC Chairperson:	ConRhaler	4) Additional SAC members who reviewed the plan:	Lisa Deflayos Guin Leodor	Michael Townsond Rick Dallmen	Corey Bundon Monson	Lawe Estavez	Heler Felen	
	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		1the Crede learher	5th Ciale teacher	Parent SO4 - MTSS Casidinder	Princol	Josh Rinepold / Parend	Rincipel	Teucher HS/MS	tecclor ms	Tealer HS/m3			
	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	Jenne Bell	Nicole leti	Rob Teti	Rebekah Andrano	Shunna Molnur	Rick Dohlmin	Bride Monson	Kerda Englad	Lose Dethylas	Kole Petta	C		





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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

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 Mailing Street: 11243 Londonderry Dr. Phone:(719) 495-5460 Title: Associate Principal Mailing City / State/ Zip Code: Peyton Colorado 80831 Email: amaranville@d49.org

Page 2 of 8





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

- 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

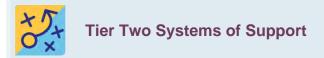
What would success look like: American Reading Company (120 mins. daily) Boost (10-15 mins. daily) K-1st Heggerty Phonemic Awareness (10 mins. daily) Kinder-Phonics Dance (5 mins. daily) Rebecca Sitton Spelling (30 mins. weekly)

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 As	sociated 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



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 As	ssociated 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

school year 75% of third grade students will be at benchmark on DIBELS assessment.

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:

P

	2018-2019: Currently 75% of fourth grade students are at benchmark on DIBELS assessment. By the end of the 2018-2019
ANNUAL PERFORMANCE TARGETS	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	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.
TARGETS	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

School Accountability Committee:		1) Date the Plan was presented to SAC for review:	February 25, 2019	Discontrol Britainel		3) Signature of SAC Chairperson:	4) Additional SAC members who reviewed the 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	Executive Principal Elementary Principal	Dean of Students Counselor	Reading Interventionist	SAC Chair & Parent Parent, SAC Vice-Chair, PTSA Rep	Parent	Explore Teacher & SAC Member
	Unified Improvement Planning Team: Names of people who preparation of the plan. Parents must be included. Please ty Name	Brian Smith Amanda Maranville	Kris Levi Rebekah Lusk	Wendi Cofer	John Newbill Sarah Rawlinson	Danielle Ryan Karne Holmes	Jessica Crawford Nelson





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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

Executive Summary

lf 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.



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:

READING

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.







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:













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:
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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

<u>PARCC</u>: 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.

<u>DIBELS</u>: 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	o 37.
2015	46
2016	38
2017	44
2018	37

Academic Achievement, Academic Growth, and Growth Gaps Summary in Math

<u>PARCC</u>: 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. <u>Math - Percentile Ranking:</u>

All Students - Our Percentile Rank increased from 40 to 39		
2015	43	
2016	31	
2017	40	

2018	39
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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 - <u>We lack a consistent approach to using data to differentiate and scaffold instruction that targets the specific needs of all learners.</u>

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 - <u>We lack a systematic approach for planning and delivering core math instruction</u> and then using data to identify student needs and make adjustments.

<u>Culture and Climate</u> - 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 - <u>We lack a process for on-boarding new teachers with school programs that</u> promote culture and climate.

Trend Analysis



Trend Direction: Increasing then decreasingNotable Trend: YesPerformance 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



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, at 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 As	sociated 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				

Provide opportunities for professional development for staff to

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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.

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.

Writing Instruction



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 08/01/2018
PYP school-wide. Weekly - Include time for collaboration for grade 08/01/2019 level teams with support from the Instructional Coach and the IB Coordinator to plan instruction and analyze data.

Interpreting - Hold parent teacher conferences each semester to discuss student progress. A translator will be available if

	Administrators,	
Local Funds Title I	,	
Funds 2018-2019:	Coach, Classroom	
Staff Training on	Teachers, Special	In Progress
ST Math \$5,000	Education, and	
	ELD Teachers	

	Principal,	
Local Funds Title I	Instructional	In Prograss
Funds	Coach, Classroom	In Progress
	Teachers	

Administrators, IB Coordinator Instructional Classroom Coach, Classroom In Progress Teachers Teachers, SPED, and ELD teacher

08/01/2018 Interpreter Title 1

08/01/2018

08/01/2019

08/01/2018

08/01/2019

Conferences - Interpreting	necessary and clerical staff will be utilized to provide parent support, interpreting, etc. for parent events and parent teacher conferences.	08/01/2019	= \$1,000	Staff Members	
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

Integration of

Services and

and Local

Programs

UIP and Parent Involvement Policy during Open House. The plan and policy will be available for review by all parents upon request. 08/01/2018 A copy of the Parent/Student Compact will be sent home at the 08/01/2019 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.

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 Coordination and Purchase supplies/parent involvement Profesional Development IB fees and Activities Books and subscriptions Local Classroom Federal, State, 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.

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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 08/0 Utilize Resources Resources. Touch Math, SRA, Connecting Math Concepts, Do the Math, Inquiry Boxes, ST Math). These resources will help

Involvement		
Supplies	Administrators,	
\$6,641.74 Title I	Classroom	In Progress
Funds 2018-2019	Teachers	0
= Purchase books		
for "One School,		
One Book"		
Program. Books		
\$20,000		

Principal, Building

08/01/2018 08/01/2019	Title 1 Local Funds	Leadership Team, Classroom Teachers	In Progress
08/01/2018 08/01/2019	Supplies Title 1 \$ = Books \$ = Printing \$ = Electronic Media - Title I 2018-2019	Administrators, Instructional	In Progress

Common Core in	teachers provide extensions and extra practice to the core	Supplies, Books,	Coaches,
Math	curriculum and support all student needs.	Electronic Media	Classroom
		\$5,000	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 As	ssociated 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
	(English Language Plan, READ Plans, Advanced Learning Plan,		Local Funds 2018-2019 Title I Funds = \$15,000 to purchase Saxon Phonics for grades K-3	Instructional Coach, GT Coach, Classroom Teachers, Literacy and Math Interventionists,	In Progress

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 08/01/2018 list and implement it school wide. All students will have access to 08/01/2019 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.

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 = \$4,000Electronic Media Title I =\$

Administrators. Classroom teachers, literacy and math In Progress interventionists



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	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
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

ANNUAL2018-2019:PERFORMANCE2019-2020:TARGETS2019-2020:

INTERIM MEASURES FOR 2018-2019:



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

2018-2019:

2019-2020:

INTERIM MEASURES FOR 2018-2019:

Priority Performance Challenge : Reading Growth



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL PERFORMANCE	2018-2019: CMAS ELA - Increase the Median Growth Percentile for all students to 50.0 or higher for the 2018-2019 school year.		
TARGETS	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



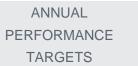
Priority Performance Challenge : Math Achievement



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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

Executive Summary

lf 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:

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).









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







School Contact Information

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.

- 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 Improvement **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.
	ELA: Achievement/Growth
	Overall: Approaching/Meets
	FRL: Approaching/Meets
	Minority: Approaching/Meets
Performance:	
	Math Achievement/Growth
	Overall: Meets/Exceeds
	FRL: Approaching/Exceeds
	Minority: Approaching/Meets

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 5ACADEMICessential 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.(STATUS)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

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/ App	Approached/	Approached/ Met/	Exceeded/	% of students at	Change from
			Approached	Wev	LXCCCucu	met or exceeded	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/Ex	ceeds					
	3rd ELA	4th ELA	5th ELA	3rd Math	4th Math	5th Math
State		4th ELA 46	5th ELA 47	3rd Math 39	4th Math 34	5th Math 36
	3rd ELA					

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:

ELAMeets (MGP = 59)
Free/Reduced-Price Lunch EligibleMeets (MGP = 54)
Minority StudentsMeets (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 stableNotable Trend: YesPerformance 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 increasingNotable Trend: YesPerformance 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%)

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 1Major Content------ 46%Standard 2Expression/Reasoning------ 38%Standard 3Modeling/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)	2018 48 (+2)	2018 46 (-1)
	2017 48 MGP (+6)	2017 46 MGP (+0)	2017 47 MGP (+0)
	2016 42	2016 46	2016 47
Minority-ELA	2018 54 (+14)	2018 46 (-2)	2018 47 (-1)
	2017 40 (-1)	2017 48 (+0)	2017 48 (+0)
	2016 41	2016 48	2016 48
Non-Minority-ELA	2018 60 (+13) GAP 6	2018 49 (+1) Gap 3	2018 52 (0) Gap 5
	2017 47 MGP (+2)	2017 48 MGP (+0)	2017 51 MGP (-1)
	2016 45	2016 48	2016 52
Male-ELA	2018 55 (+11)	2018 46 (+2)	2018 47 (0)
	2017 44 (+0)	2017 44 (+0)	2017 47 (+1)
	2016 44	2016 44	2016 46
Female-ELA	2018 64 (+17) Gap 9	2018 . 50 (-1) Gap 4	2018 54 (+1) Gap 7
	2017 47 (-1)	2017 51 (-1)	2017 53 (-1)
	2016 48	2016 52	2016 54
At or above Benchmark	2018 70 (+32)	2018 44 (-1)	2018 50
	2017 38 MGP (-4)	2017 45 MGP (+4)	2017 50 MGP (+0)
	2016 42	2016 41	2016 50

Below Benchmark	2018 57 (+2)	2018 51 (+1)	2018 50
	2017 55 (+9)	2017 50 (-1)	2017 50 MGP (+0)
	2016 46	2016 51	2016 50
FRL-Math	2018 70 (+23)	2018 46 (+3)	2018 46
	2017 47 (-2)	2017 43 (-7)	2017 46
	2016 49	2016 50	2016 46
Minority-Math	2018 60 (+32) GAP -13	2018 47 (+7) GAP -2	2018 48 GAP -4
	2017 28 (-12) GAP (-20)	2017 40 (-9) GAP (-2)	2017 48 (+1) GAP (-4)
	2016 40	2016 49	2016 47
Non-Minority-Math	2018 73 (+25)	2018 49 (+7)	2018 52
	2017 48 (5)	2017 42 (-8)	2017 52 (+0)
	2016 49	2016 50	2016 52
Male-Math	2018 69 (+21) GAP 1	2018 48 (+5) GAP -1	2018 51 GAP
	2017 48 (-4) GAP (-11)	2017 43 (-7) GAP (-3)	2017 51 (+2) GAP (-2)
	2016 52	2016 49	2016 49
Female-Math	2018 68 (+31)	2018 49(+9)	2018 49 GAP 2
	2017 37.0 (5)	2017 40 (-11)	2017 49 (-2)
	2016 38	2016 51	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
	2018 69 (+31)	2018 48 (+3)	2018 50
Below Benchmark	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.

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

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.

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	
Barrow Barrow	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, Ins	tructional Coach	
1. Consistency in Mathematical Instruction	Supporting resources that assist students through our curriculum.	10/22/2018 05/24/2019	Teachers		
Action Steps As	sociated 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:

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			
مرجع المحموم ال 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	
Name 2A. Alpine Development	Description Using the Alpine Resources to strengthen our progress monitoring and encouraging conversations that support student growth.		Resource Alpine	Key Personnel	Status	

	1B. Tutoring	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
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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:

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:

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, Ad	dministration	
Action Steps A	ssociated with MIS				
Name	Description	Start/End Date	Resource	Key Personnel	Status
			Family Liaison		

1A. Family Fun Nights	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
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School Target Setting

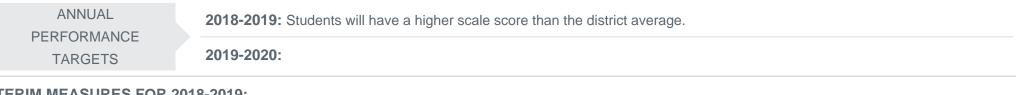


Priority Performance Challenge : Achievement for overall achievement in ELA (SPF)



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA



INTERIM MEASURES FOR 2018-2019:



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE	2018-2019: Students will have a higher MGP than the state average.
TARGETS	2019-2020:

INTERIM MEASURES FOR 2018-2019:







PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASUF	RES / METRICS: M					
D	ANNUAL	2018-2019: Students will have a higher scale score than the district average.				
P	ERFORMANCE TARGETS	2019-2020:				
INTERIM	INTERIM MEASURES FOR 2018-2019:					
poor F	PERFORMANCE INDICATOR: Academic Growth					
MEASUF	RES / METRICS: M					
D	ANNUAL	2018-2019: Students will have a higher MGP than the state average.				
F	TARGETS	2019-2020:				
INTERIM	INTERIM MEASURES FOR 2018-2019:					

2	2	4	2	ing Team: Names of people who were involved in the nts must be included. Please type name and role. Position Antrawary Antrawary Reacting Reacting Reacting Antrawary Reacting	2		School Accountability Committee:
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Ma blen Teacher 1 OHARE ATTENDANCE Y PACKETC ATTENDANCE Y PACKETC ATTENDANCE Y PACKETC ATTENDANCE Y DAVIN SURVEY Y NONT Y W MIT	Ma blen Teacher M OHARE ATTENDANCE Y PACKETC ATTENDANCE Y PACKETC ATTENDANCE THOM IN SCREETARCY POWENT POWENT	Ma blien Teacher MOHARE ATTENDANCE MARKETRE MARKETRE Thory POMIN SERVETHICH POMIN SERVETHICH	Ma blen Teacher Monthe Attendance ATTHOM IN SCREETING Thory POWENT PWENT	LA Ma Dien Teacher SN OHMRE ATTENDANCE REVETTINGT POMIN SCREETARY CHITNOT POWENT PWENT PWENT	ETC PRIMIN SURVE BOMIN SURVE PWIN SURVE TRICY PWINT PWINT	ian Pringle Po	1) Date the Plan was presented to SAC for review:
Thorp PWIN SALATARY	Thorp PWIN Save TRICY	Thor PACKETR BOMIN SERVET THICH	Thorp PWIN SALATARY	REAL PACKET REAL TAILY	ERC HOMIN SERVET TRICY	to Ma dien ATT	2) Signature of Principal:
Thor Parent And	Thor Parent And	Thop Parent And	Thor Parent And	Thor Parent And	PWM	THE PARKEN	
4) Additional SAC members who reviewed the Alichelle helley-Davies Michelle helley-Davies Melernie Helter	4) Additional SAC members who reviewe Michelle halley Davies Michelle halley Davies Me lance Holto	4) Additional SAC members who reviewed the Michelle Halley-Devices The Curric Helton	4) Additional SAC me Michelle ha Michelle ha	4) Additional SAC members wh Michele helley-D Me lance Helley-D Me lance Helley-D	4) Additional SAC member Alichelle helley Michelle helley		auntector
1 2	12	1 2	12	1 2	1 2		4) Additional SAC members who reviewed the plan:
melenne Helta	melerne Holta	melenne Helta	melena	melone Helt	Melence He		Michele helley-Douries
							meline Holto





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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

Executive Summary

lf 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

Title: Principal
Mailing City / State/ Zip Code: Peyton CO 80831
Email: cldegeorge@d49.org
Title: Assistant Principal
Mailing City / State/ Zip Code: Peyton CO 80831
Email: ntruex@d49.org

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 area

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. AC	ADEMIC 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 INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)

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.

	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
ACADEMIC	groups. The one bright spot was growth for our 10th graders in this area as they were in the 55th percentile for growth.
ACHIEVEMEN	r
(STATUS)	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
REFLECTION:	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

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 As	sociated 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	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 In Progress teachers

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 As	ssociated with MIS				
Name	Description	Start/End Date	Resource	Key Personnel	Status

3 Name	Description	Start/End/ Repeats	Key Personnel		Status
ssociated Roc	ot Causes: Benchmarks Associated with MIS				
	arch/evidence base supporting the strategy: How Family, Schoor pruary 2017 nmefoundation.org	ool, and Community I	Engagement Can Impro	ve Student Achieven	nent and Influen
×	nunity Engagement ess look like: Increase Community Engagement in at Least 3 Area	as By May 2019			
/alue Up Partnership	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
ocial/Emotional curriculum	and for high risk students through weekly small group meetings with school psychologist.	У 10/22/2018 05/15/2019	Time and Social/Emotional Curriculum	Counseling Staff, peer ambassadors and School Psychologist.	In Progress

Status

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

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	2018-2019: FHS will have at least a 10% decrease in the number of suicide and threat assessments from 1st quarter to 3rd quarter
TARGETS	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,

ANNUAL PERFORMANCE TARGETS community meetings, community in school, etc.)

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.

Accreditation Rating Performance School School Accountability Committee UIP Signature Page 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. Vichelle Ingela lohn 2517 assandra Kp non Newbill Fallon Name Prochinow JULA Sano Arneson iennittei Intire ruer Bern High Schoo, ormer arent aren 951St eacher 1531631 n munt eache ren tan Position 5 1-11 00 2) Signature of Principal: 4) Additional SAC members who reviewed the plan: 3) Signature of SAC Chairperson: Date the Plan was presented to SAC for review: **School Accountability Committee:** nhh 3 P 16ally PI 81/5 0 2 bi ennitter HUDESON





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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

Executive Summary

lf 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.

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	Title: Assistant Principal
Mailing Street: 9755 Towner Ave.	Mailing City / State/ Zip Code: Peyton CO 80831
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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

ACADEMICdistrict. 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. InACHIEVEMENT8th 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.

ACADEMIC focus on our English Language Arts curriculum.

GROWTH

REFLECTION: 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: DecreasingNotable Trend: YesPerformance 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 2015 - 6th Grade - 34% Meets 2015 - 6th Grade - 34% Meet



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 A	ssociated 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 As	sociated 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

scale score for this subgroup as measured by CMAS and reported on the School Performance Framework to 724.1.

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.





PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL	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.
TARGETS	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 724.1.

INTERIM MEASURES FOR 2018-2019: Progress monitoring for our Students with Disabilities will take place through AimsWeb.





PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

	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	
ANNUAL PERFORMANCE	percentile.	
TARGETS	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	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.
PERFORMANCE TARGETS	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.



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PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

		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 -
PER	ANNUAL	52%, and 8th Grade - 52%.
	TARGETS	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





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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

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 onging.

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









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 Mailing Street: 304 S. Victoria Ave Phone:(720) 260-8179 Name: Constance Jones Mailing Street: 304 South Victoria Avenue Phone: Title: Dir. of Compliance Mailing City / State/ Zip Code: Pueblo Colorado 81003 Email: kk.ash@goalac.org Title: Executive Director Mailing City / State/ Zip Code: Pueblo Co 81003 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: ACAI	DEMIC 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: POST	ISECONDARY & 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	R: 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%

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Trend Direction: Stable then increasingNotable Trend: YesPerformance 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 - 24.9 - 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.



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.



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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 onging.



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 onging.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel		Status
Action Steps As	sociated 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 As	sociated 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

05/30/2020

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 A	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	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.
TARGETS	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	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.
TARGETS	2019-2020: The target would be to improve the MGP, getting closer to a MGP of 50.



Priority Performance Challenge : Low Completion rate



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Completion Rate

ANNUAL	2018-2019: Our target will be a 49.5% completion rate, which would be a Meets rating.
TARGETS	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

	2018-2019: Our current dropout rate was 19.5%. The school has increased the rigor of its curriculum and feel this has
ANNUAL	contributed to an increase in dropout rate. We will continue to work toward the Approaching level of 12.8%, while maintaining
PERFORMANCE	higher academic rigor. The target for 2018-19 will be
TARGETS	
	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





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.
TARGETS	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

Traci Swingle	Aryn Henneke	Alan VanNorman	Marisola Rerucha	Travis Rosales	Anna Nava	Alicia Chavez	Ryan Mathews	Cameron McLaughlin	Jill Toussaint	Ted Hernandez	Carolyn Gery	Karla Ash	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. Position
Community Liason	Sr. Director - Curriculum	Parent	Board member	Social/Emotional Generalist	Coordinator Social/Emotional Support	Intervention Resource Coordinator	Assistant Principal	Regional Principal	Chief Learning Officer	Board Member	Chief Strategy and Innovation Officer	Sr. Dir. Of Compliance	ames of people who were involved in the included. Please type name and role. Position
	Jennifer Bowens	Nick Cocozella	Arryica Gilmer	Nikki Arriaga	Jennie Urquiza	4) Additional SAC members who reviewed the plan:	Comeren McSaughlin	3) Signature of SAC Chairperson:	Constance Jones	2) Signature of Principal:	12/5/2018	1) Date the Plan was presented to SAC for review:	School Accountability Committee:





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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

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 ACHIEVEMEN	T (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 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 three years 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 "meets". We have a rating of "meets", while students and minority students have a rating of "meets", while students with disabilities have a 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: 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. 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 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. 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: 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. During the 2016-17 school year, we placed major emphasis on reviewing and re-evaluatiing our 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 results in the vertional school year we instructional program. In addition, we

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



The school currently has an overall rating of Approaching, earning 52.8% points possible.

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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



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 A	ssociated 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 As	sociated 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 A	ssociated 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 Rtl 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



MEASURES / METRICS: M

ANNUAL PERFORMANCE	2018-2019: 10 point growth in mpg for math goal to be at 54th percentile		
TARGETS	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

School Accountability Committee:	 Date the Plan was presented to SAC for review: November 15, 2018 	2) Signature of Principal:	3) Signature of SAC Chairperson:	4) Additional SAC members who reviewed the plan:		
	mes of people who were involved in the ncluded. Please type name and role. Position Position Position Put UNL 141 T45	CPARENT, SULT	n Parel Dyg	AP 4P	5	
	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. Position WIMW HMM PMM PLANUL Position	Brin UNICCLEILEN	1 had Engler 506ext Descan	Maria Case		





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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

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	Title: Principal
Mailing Street: 6464 Peterson Rd.	Mailing City / State/ Zip Code: Colorado Springs CO 80923
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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: ACA	DEMIC 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

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%.

ACADEMIC
 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
 GROWTH
 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 on PARCC, only ELL and Free & Reduced students received an approaching status in ELA. PARCC Math & Science results for academic achievement indicate that middle school students achieved a Meets status for all disaggregated groups. PARCC ELA, Math & Science results for academic achievement indicate that middle school students achieved a Meets status for all disaggregated groups. PARCC ELA, Math & Science results for academic achievement indicate that middle school students achieved a Meets status for 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 growth at 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.



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: 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 an

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.



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
a sup		07/04/0040		
		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, Curr Administration, SPE		
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, Curriculu	m Coach, Admin	
Action Steps As	sociated with MIS				
Name	Description	Start/End Date	Resource	Key Personnel	Status
Teacher	Train New and Returning teachers on Curriculum, Data Analysis	07/23/2018	Curriculum, Chromebooks,	Curriculum Coach, Teachers,	
University	and Testing Practices	07/27/2018	Computer logins & programs	Administration, Trainers	
	and Testing Practices Several teachers from across grade levels participate in the monthly Rigor and Relevance cohort and disseminate information to the staff	07/27/2018 08/01/2018 05/31/2019			

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, Curriculu	ım Coach, Admin	
Action Steps As	ssociated 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		

and the second	STAR Testing gives data to target student's areas of strength as well as needs	05/31/2019 Quarterly	Teachers, Curriculur	n 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, Cu	urriculum coach
Action Steps As	sociated 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

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Staff was trained by Tina Vidovich on Question,Signal,Stem,Share,Assess

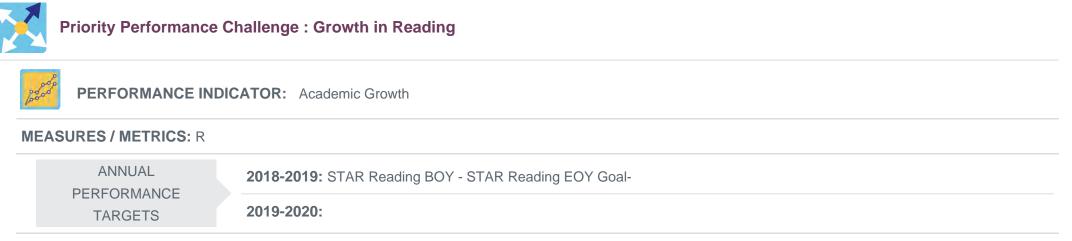
10/04/2018 10/04/2018

QSSSA Resources

Tina Vidovich, Teachers, Admin

QSSSA Training

School Target Setting



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



MEASURES / METRICS: M

ANNUAL PERFORMANCE	2018-2019: CMAS 2018-2019 Math Goal- All Students - MGP - 50.0
TARGETS	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	2018-2019: STAR Math BOY - STAR Math EOY Goal-
TARGETS	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

ANNUAL	2018-2019: CMAS 2018-2019 ELA Goal- All Students - MGP - 51.0
PERFORMANCE	0010 0000
TARGETS	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

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.

Position Name 0 2019 1. Date plan was presented to SAC for review: 2. Signature of Principal: 3. Signature of SAC Chairperson. 4. Additional SAC Members who reviewed the plan: ember -





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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

Executive Summary

lf 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

ACADEMIC GROWTH IN MATH

Then we will change current trends for students

Description:

Through the Evidence Statement analysis, teacher teams have determined that written expression in math should be a focal point of instruction.

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:

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	Title: Assistant Principal
Mailing Street: 10480 Rainbow Bridge Drive	Mailing City / State/ Zip Code: Peyton CO 80831
Phone:(719) 494-2903	Email: ekulbacki@d49.org
Name: Sheehan Freeman-Todd	Title: Principal
Mailing Street: 10480 Rainbow Bridge Dr	Mailing City / State/ Zip Code: Colorado Springs Colorado 80831
Phone:(719) 494-2902	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.				
34	ccording to the preliminary 2018 School Performance Framework, Reading Academic Growth had a negative growth trend. All students reported at 4%, those students in 4th grade 41.5% and 5th grade 27%. Subgroups: free/reduced-price lunch eligible 31.5%, minority students 29%, and udents with disabilities 29%. This is an area of focus in the 2018-2019 school year.				

ACADEMIC

GROWTH The disaggregated data shows that all ELA standards tested that required students to demonstrate understanding and thinking through writtenREFLECTION: 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





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	Key Personnel	
Action Steps As	ssociated 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	2018-2019: Increase the median growth percentile based on the school performance framework in Math to greater than 50%
TARGETS	2019-2020: Increase the median growth percentile based on the school performance framework in Math to greater than 54%

INTERIM MEASURES FOR 2018-2019:





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.



Priority Performance Challenge : Academic Growth in ELA



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS:

ANNUAL PERFORMANCE	2018-2019: Increase the median growth percentile in ELA as reported by the school performance framework to greater than 50%
TARGETS	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:

X	Priority Performance Challenge : Academic Achievement in Science						
P	PERFORMANCE INDICATOR: Academic Achievement (Status)						
М	EASURES / METRICS: S						
	ANNUAL 2018-2019:						
	PERFORMANCE 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:
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	es of people who were involved in the luded. Please type name and role. Position	
STEVEN PARK	CHARC	1) Date the Plan was presented to SAC for review:
sai	teacher	February 25,2018
Whendly Willen	teacher	2) Signature of Principal
Contraction of the		3) Signature of SAC Chairperson:
		4) Additional SAC members who reviewed the plan:
		John Welso

+





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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

Executive Summary

lf 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:
Mailing Street: 6275 Bridlespur Ave	Mailing City / State/ Zip Code: Colorado Springs CO 80922
Phone:(719) 494-8622	Email: mwedor@d49.org

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	The intervention block and focus on CORE instruction has supported the growth of OES students. The individual
(STATUS) REFLECTION:	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	К	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	3	4. 6	65 7	3 8	30 7	<i>'</i> 0. 4	9

DIBELS MOY	К	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	К	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 As	ssociated 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 A	ssociated 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 55/30/2020 Prioritized Evidence Outcomes	Tracking Data	Common tracking system to show growth of each team towards standards based on DOL data	10/01/2018 05/30/2020	_	Admin, teachers	
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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 A	ssociated 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	Leader in Me training. In addition, we will train Process	07/01/2019	Training Process	
Education	Champions to empower our teachers to build strong relationships		Champion	
Program	with parents, community and students		Training	
***	A group of student representative from each class to provide voice			
	and choice into school. They will meet monthly and discuss ways	09/28/2018	Military Coalition	Teacher
	to improve the school and provide more voice and choice for all	05/30/2021	Leader in Me	facilitators Admin
Little Leaders	students to develop student agency.			

School Target Setting



Priority Performance Challenge : Collaborative Ongoing Professional Development



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE	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.
TARGETS	2019-2020:

INTERIM MEASURES FOR 2018-2019:





PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

INTERIM MEASURES FOR 2	2018-2019:
Priority Performance	Challenge : Student Centered School
PERFORMANCE INI	DICATOR: Student Behavior
MEASURES / METRICS:	
ANNUAL PERFORMANCE	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
TARGETS	2019-2020:
INTERIM MEASURES FOR 2	2018-2019:





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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

Executive Summary

lf 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:







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	
Name: James Bonavita	Title: Associate Principal
Mailing Street: 11990 Swingline Road	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 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
 GROWTH 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
 REFLECTION: Reading scores for students this coming academic year.

PERFORMANCE INDICATOR: STUDENT ENGAGEMENT

 PHS is entering its 2nd year of our Sources of Strength program for Social Emotional Learning to increase student attendance

 Prior Year Target:
 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)
- 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 put 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. The 2nd year of Sources of Strength 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 have been trained to help students and peer leaders implement school-wide campaign of affective needs fulfillment. PHS has committed to implementing an MTSS process with fidelity. 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.

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 As	ssociated 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 As	ssociated 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	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%.
TARGETS	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 School Accountability Committee UIP Signature Page 2018-2019 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 Dies Hudee ownie Harmon 10 Ina Vidovich Britan 3 KKi Tethewing Human Hun Beners the Au(ti Nin Neinham 12 triat Hinh School Genericho Ruren+ RT . onnect Zane applications Purent Herec inte Mincipal Calle ocke Worker Circher Civi Dean of Studen 3 D'avaner t Mar 4) Additional SAC members who reviewed the plan: 3) Signature of SAC Chairperson: 2) Signature of Principal 1) Date the Plan was presented to SAC for review: School Accountability Committee: Greg Cax Connic Itarina Jani Harman NA. Fur 18





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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

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.



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 KnocheTitle: Executive PrincipalMailing Street: 6113 Constitution AveMailing City / State/ Zip Code: Colorado Springs CO 80915Phone: (719) 210-4210Email: dknoche@d49.orgName: Rochelle KolhouseTitle: Associate PrincipalMailing Street: 3850 Pony Tracks DriveMailing 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.

POSTSECONDARYMath 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 Accuptacer 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



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 As	sociated 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 stud	dents	
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
Jacob Partie	PPEC will implement and run a writing intervention program that will better align with the college level writing expectations. All core			
		09/10/2018		
Writing		05/24/2019	Teachers and students	

	content class.	
Program	students will participate in this intervention program through each	
Intervention	content area teachers will be trained in the platform and all	Weekly

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	2018-2019: PPEC will have a course completion rate of 94% or higher
TARGETS	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).



MEASURES / METRICS:

ANNUAL PERFORMANCE	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).
TARGETS	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	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
TARGETS	2019-2020:

INTERIM MEASURES FOR 2018-2019:



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:			
IN	TERIM MEASURES FOR 20	18-2019:			
	Priority Performance Challenge : Focus on writing process and frequency of writing assignments				
and a	PERFORMANCE INDICATOR: Academic Achievement (Status)				
M	EASURES / 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______

۰.

Accreditation Rating______No Rating Due To Insufficient State Data______

the second s	AT A STATE TO A STATE OF A STATE	School Accountability Committee:
Unified Improvement Planning Team: Na preparation of the plan. Parents must be in	mes of people who were involved in the	
Name	Position	
Rochelle Kolhouse	Associate Principal	
		1) Date the Plan was presented to SAC for review:
Adrianne Ryland	English Teacher	
		11/26/18
Wayne Beadles	Math Teacher	
	2	2) Signature of Principal:
Natalie Cummings	Electives Teacher	
		Faleen & Kelkan
Julie Butterworth	Science Teacher/SAC member	
		3) Signature of SAC Chairperson:
Dale Bonavita	Counselor	
		Manuface Austrant
Kris Rickert	Parent/SAC member	
		4) Type Names of additional SAC members who reviewed the plan:
Kendra Rickert	Parent/SAC member	
		Kris Rickert, Kendra Rickert, Candy Hendrix, and Julie Butterworth
Candy Hendrix	Parent/SAC member	



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		lection and critique of the scaffolding of their in	struction, tracking formative data

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

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	Structures and Leadership	EL Support and Services	Data Points/Evidence for Monitoring
Learning Targets	Actions		Progress

I can leverage crew to provide students with	Evidence of Student Growth Baseline
opportunities to demonstrate and reflect on PPSEL's Observable	Mid-Year: End-of-Year:
Character Traits. I can describe, with	Evidence of Staff Growth Baseline:
evidence, how Crew impacts my students.	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.

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.		SD: Facilitate HQW Protocol in December and May	<i>Evidence of Student Growth</i> Baseline
(analyzing, synthesizing etc). 1st Semester		SD: Planning product support	HQW Protocol Results Student Work Samplingcollect samples in
I can use the Workshop 2.0 lesson structure to increase the rigor for my students. 2nd Semester		SD: Provide rubric samples and resourcesSD: Support Sandra in planning PD and coaching	December for Don, Sandra and SD to evaluate Mid-Year: End-of-Year:
I can intentionally plan time and structures that allow students to revise work in order to improve the quality of work and thinking.		support for other grades	<i>Evidence of Staff Growth</i> Baseline: Mid-Year:

I can provide students with opportunities to celebrate the power of revision and multiple drafts.			End-of-Year:
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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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

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.



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









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 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 ACADEM

GROWTH REFLECTION:

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 As	ssociated 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 A	ssociated 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

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	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
TARGETS	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

Joanne Wheeler	Kenny Cross	Jennifer Hedding	Jessica VandeVusse	Dean Jaeger	Tim Garrett	Unified Improvement Planning Te preparation of the plan. Parents mu Name Don Knapp	
Teacher	Parent	Parent	Parent	Community Member	SAAC Chair	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	
4) Additional SAC members who reviewed the plan:	A Jun / De VA	3) Signature of SAC Chairperson	Don Knapp	2) Signature of Principal:	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	1) Date the Plan was presented to SAC for review:	School Accountability Committee:





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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

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
- Siennial Plan Eligible
- Combined Plan

School Contact Information

Name: Robert DaughertyTitle: PrincipalMailing Street: 2525 Canada DriveMailing City / State/ Zip Code: Colorado Springs Colorado 80922Phone: (719) 301-6200Email: 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: STUE	DENT 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.

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.

Performance:

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.

STUDENTA part-time dean of students was on staff during the 2017/18 school year and teachers were better equipped to handle classroom managementBEHAVIORissues due to improved professional development. The trend for behavior is in the positive direction and the school expects to see additionalREFLECTION: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



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 Coach, & Principa		
Action Steps A	ssociated with MIS				
Name	Description	Start/End Date	Resource	Key Personnel	Status

Feedback	development. A o each teacher.	coaching sheet will be used to track progress for	r	coaching resources from Jim Knight		
Tier	r 2 Interventions					
targeted one on		ents that have not responded to classroom instr struction. Success will be evident when the stude			•	
Associated R						
IB Name	Description	ssociated with MIS	Start/End/ Repeats	Key Personnel		Status
Action Steps	Associated with N	/ IS				
Name	Description		Start/End Date	Resource	Key Personnel	Status
School Target	_	hallenge : Reading and Math Achievem	ent			
PEF	RFORMANCE INDIC	CATOR: Academic Achievement (Status)				
MEASURES	6 / METRICS: ELA					
PER	ANNUAL FORMANCE ARGETS	2018-2019: Increase overall middle school ac 2019-2020: Continue to improve all middle sc 2020 of at least 741 or at the 50th percentile m	chool students in ELA			

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	2018-2019: Increase overall middle school achievement levels in mathematics from 729 in 2018 to 731 mean scale score in 2019.
TARGETS	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	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.
TARGETS	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.





MEASURES / METRICS: S

ANNUAL PERFORMANCE	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.
TARGETS	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:

B 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	Vouveroun CRAFT	1 g She
Mark Dickenson	Community member	altor berly
Greg Swark	Parent/ Cummunity Partne	12a
Hillary Dougles	Teacher	NOC. Dave
(1224 plcomidda	teachir	all
Brandon Epinoza	treather	
Rois Degrá uconse	PREMERPAL	100
Donna Greene		In Maria
Le Erica Warren	Career Development Adu	Sp ponna (Splene
	Asst. Principal	Lericallaria

2525 Canada Drive, Colorado Springs, CO 80922 (719) 301-6200 www.jamesirwin.org





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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

Executive Summary

lf 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.









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 Mailing Street: 2825 Pony Tracks Dr Phone:(719) 495-5257 Name: Suzy Ancell Mailing Street: 2825 Pony Tracks Dr Phone:7194955263

Title: Principal Mailing City / State/ Zip Code: Colorado Springs Colorado 80922 Email: Ifillo@d49.org Title: Assistant Principal Mailing City / State/ Zip Code: Colorado Springs Colorado 80922 Email: sancell@d49.org





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 b r o a d s p e c t r u m o f s e r v i c e s a n d p r o g r a m s. 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 n e c e s s a r y.

<u>Parent Family Involvement</u>: 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: ACA	DEMIC ACHIEVEMENT (STATUS)
	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.
Prior Year Target:	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
	*Students will score in the 70th percentile rank on state PARCC assessments. Our students will meet the expectations of 775 mean scale score
Performance:	(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	Many of our Student Groups were able to Meet expectations in both Achievement and Growth. Students with Disabilities continue to land in the
ACHIEVEMENT	DOES NOT MEET state expectations category. This population will continue to be a priority for this year as we focus on interventions and
(STATUS)	family engagement.
REFLECTION:	

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

ACADEMICWe saw tremendous growth in ELA and Math performance. All students ELA 61.0 MGP and Math 59.0 MGP . All other student groups that wereGROWTHreportable made growth above the 50.0 MGP. We will continue to strive to exceed 50.0 MGP to close the achievement gap and increaseREFLECTION: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%

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.



insert

Root Cause: Explicit Instruction in Targeted Writing Groups

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/Feedb	Teachers will be involved in an observation cycle with Literacy Coach and Administration back	07/23/2018 05/31/2018 Quarterly	Administration, Literacy Coach	Partially Met
DIBELS Data Analy 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 Benchmar Assessment	We will administer DIBELS assessment to all students three times per year.	08/10/2018 05/11/2018	Teachers, Instruc Administration	tional Staff,	Partially Met
CMAS Assessmen	Students will participate in state assessment in spring of 2019.	04/01/2019 04/27/2018	Admin, teachers,	school SAC	Not Met
Action Steps As	sociated 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
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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 As	sociated 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

Coaching Observation Cycles	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
Family Math Night	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



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 Repeats	sonnel Status
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DIBELS Benchmark Assessment	We will administer DIBELS assessments 3 times per year.	08/10/2018 05/03/2019	Admin, Teacher, Ir	nstructional 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, S	School SAC	Not Met
Action Steps As	sociated with MIS				
	Sociated with mid				
Name	Description	Start/End Date	Resource	Key Personnel	Status
			Resource Title I Funds \$80,000 (inclusively)	Key Personnel Admin	Status 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 As	ssociated 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, SAC	Admin, Teachers, Teachers, School SAC	
Action Steps As	ssociated 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





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

	2018-2019: Our students identified within the Student Groups will MEET state expectations in Science to represent their same age peers.
PERFORMANCE TARGETS	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
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PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL

2018-2019: Our students will score at 80% Proficient/Advanced on ELA state assessments.

PERFORMANCE

TARGETS

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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

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.









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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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 Targe	t: Increase	e median growth percentile to a 55% or higher in elementary grades annually in math.
Performance:	Did not r	meet target.
ACADEMIC GROWTH REFLECTION:	instructional strategies and teach	ears targets as expected. the target of 55% for ELA growth was attainable and with the focus on research based her coaching we thought we could meet this benchmark. Setting a target for 55% median growth in math was not evaluation year. Now that teachers and students have adopted a new math approach and curriculum we expect to rs to come.
PERFORMANCE	INDICATOR: DISAGGREGA	TED GROWTH
Prior Year Targe	t: Increase	e median growth percentile to a 55 or higher in elementary grades annually in math.
Performance:	Did not r	meet target.
DISAGGREGAT	ED 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 LAN	GUAGE DEVELOPMENT AND ATTAINMENT
Prior Year Targe	t: Increase	e median growth percentile to a 50 or higher in middle grades annually in math.
Performance:	Did not r	neet target.
PERFORMANCE	INDICATOR: OTHER	
Prior Year Targe	t: Increase	e participation rate to 95% or higher school-wide.
Performance:	Met targ	et

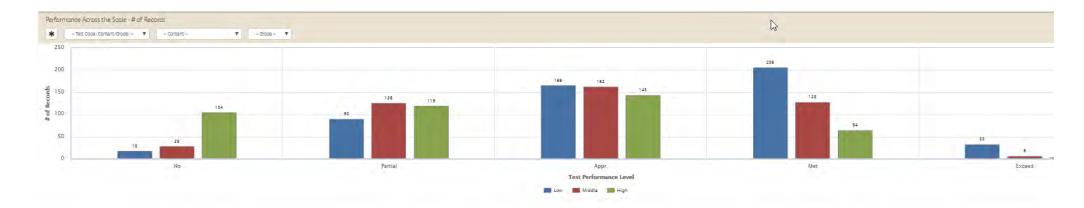
Current Performance

• 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.

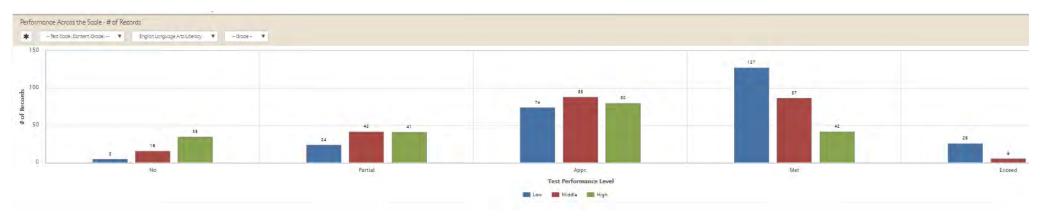
RMCA BOY K-5 DIBELS Benchmark Data

Rocky Mt Classical Ad	mahami							
	ademy							
4 Grade K								
Measures			20%	40%	60%	80%	Total Students	
Composite Score	17-18 BOY	-		-	_	_	131	
composite score		23(18%)		34 (26%)	19 (15%)	55	5 (41%)	
	17-18 MOY	3	22(17%)	34 (26%)		73	132	
	17-18 EOV	(2%)			_	_	124	
		1 15 (12	%)	42 (34%)		66	5 (53%)	
4 Grade 1								
Measures			20%	40%	60%	80%	Total Students	
Composite Score	17-18 BOY	_		-			144	
composite score		21 (15%)	18 (13%)	23(16%)		82	2 (56%)	
	17-18 MOY	13 (9%)	17 (12%)	33(23%)		80	143	
	17-18 EOY	14 (10%)	19 (13%)	30 (21%)			141	
		in from)	13 (13%)	30 (21.94)		10	(20.4)	
4 Grade 2								
Measures			20%	40%	60%	80%	Total Students	
Composite Score	17-18 BOY			_			155	
	17-18 MOY	24 (15%)	14 (9%)		55 (35%)	62	154	
		27 (18%)	22(14%)		\$2 (34%)	53	3(34%)	
	17-18 EOY	26 (17%)	16 (11%)		45 (30%)	63	150	
	1							
4 Grade 3							1	_
Measures			20%	40%	60%	80%	Total Students	
Composite Score	17-18 BOY	-	-	-			159	
and a second second		23(14%)	10 (6%)	42 (26%)		84	(54%)	
	17-18-MOY	23(14%)	14 (9%)	45 (28	*1	79	161	
	17-18 EOY	-					154	
		20 (13%)	12 (8%)	44 (299	5)	78	8 (50%)	
• Grade 4								
Measures		_	20%	40%	60%	80%	Total Students	
Composite Score	17-18 BOY		-			_	135	
Contraction of the second	17-18 MOY		3 (7%) 14 (10%)	_		100	1 (74%)	
	THE MUY		in an inter	entre .		ac.	134	
		14 (10%)	15(11%) 20(1					

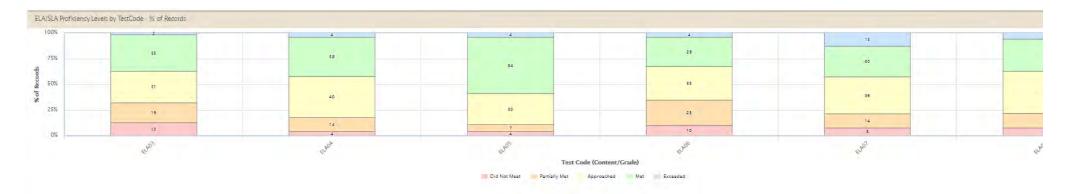
RMCA PARCC ELA Mean Scale Scores



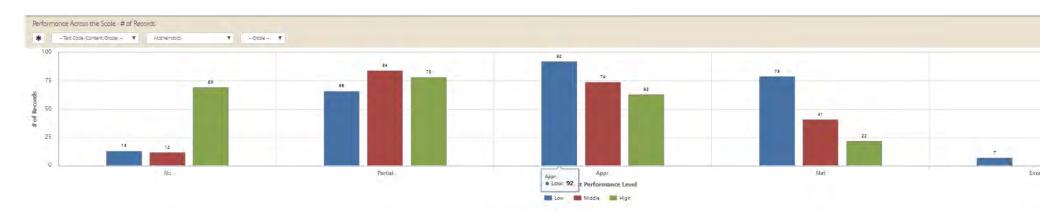
Performance CMAS Across the Scale



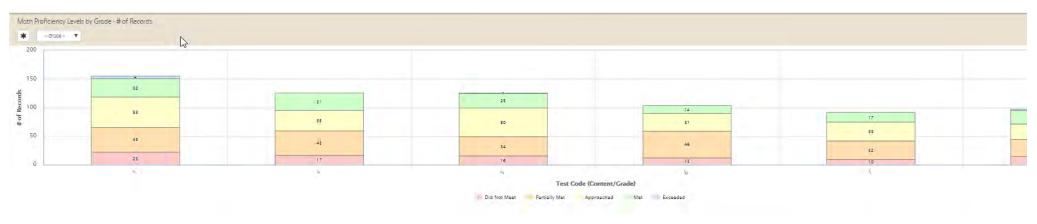
ELA Proficiency Levels



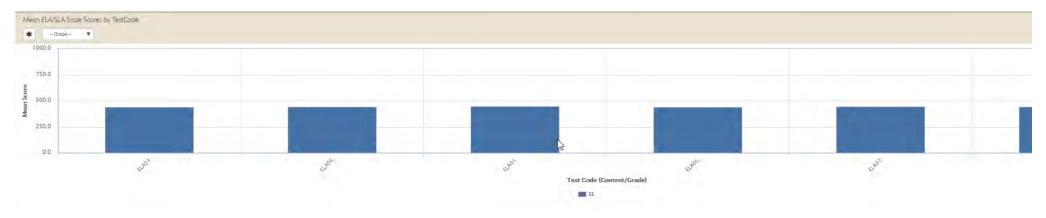
Performance Across the Scale



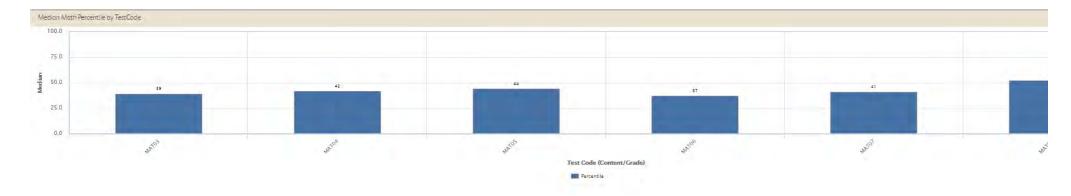
Math Proficiency by Grade

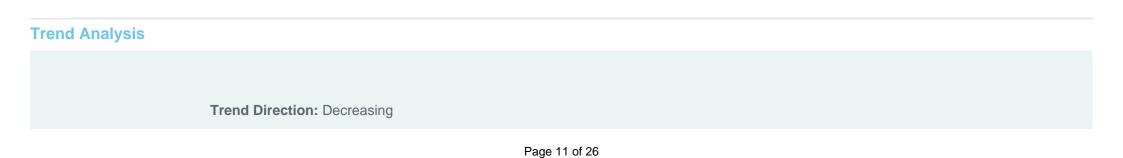


Mean Scaled Score ELA



Median Math Percentile







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



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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.





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			

Staff Professional Development Structure	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, Instr	uctional Coaches	Met
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, Instr	uctional Coaches	Partially Met
Action Steps As	sociated 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

Curriculum Program Evaluation	Conduct a program evaluation of all reading curriculum in the building.	03/01/2019 05/01/2019 Quarterly	Admin Team, Instru Building Leadershi		Partially Met
Action Steps As	sociated 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, Instr MTSS Team, Inter Assessment Coord	ventionists,	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, Tear Leadership Team	m Leads, Building	Partially Met
Action Steps As	sociated 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

	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
ANNUAL PERFORMANCE TARGETS	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	2018-2019: Continue to increase median growth percentile to a 55 or higher in elementary grades annually in English language arts and Math.
TARGETS	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	2018-2019: Improve both growth and achievement as measured by CMAS data for RMCA ELL population.
PERFORMANCE TARGETS	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.



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MAL D

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

	2018-2019: Increase growth measures for Free/Reduced-Price Lunch Eligible for ELA to Meets the standard on CMAS data.
ANNUAL	Increase growth and achievement measures for Free/Reduced-Price Lunch Eligible for Math to meets on CMAS data.
TARGETS	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 Raky Marstan Classical Academy Accreditation Rating (Plan Type Improvement

of people who were involved in the	School Accountability Committee:
ed. Please type name and role. Position	1) Date the Plan was presented to SAC for review: 3) Signature of Principal: 3) Signature of SAC (chargerson: 4) Additional SAC members who reviewed the plan:
	PARENT





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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

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:











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

Name: Theresa Ritz

Title: Principal





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Phone:(719) 494-8700
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Mailing City / State/ Zip Code: Colorado Springs Colorado 80923 Email: tritz@d49.org Title: Assistant Principal Mailing City / State/ Zip Code: Colorado Springs CO 80923 Email: kmoore@d49.org Title: Assistant Principal Mailing City / State/ Zip Code: Colorado Springs Colorado 80923 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/Rtl teams throughout the year, in order to maintain ongoing communication regarding any below grade level students. Parents

are met with in MTSS/Rtl 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 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.
	ased on available data, RVES met some of our prior year's targets and got close to meeting others, missing them by only a point r two. Academic achievement looked good, in most cases exceeding the district and the state.
PERFORMANCE INDICATOR: AC	ADEMIC 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.

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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.



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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.



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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.



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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	
1000 and				

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 Char	mpions, 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 Teacher	s, 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, M	odel 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 I	Boyd, Administration	
Action Steps Associated with MIS					
Name	Description	Start/End Date	Resource	Key Personnel	Status
Effecti	ive 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.

Wigh Reliability Schools (HRS) Level 2RVES 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 05/25/2020Administration, All StaffCertification ProcessVertification VertificationVertification Vertification07/01/2017 05/25/2020Administration, All Staff	IB Name	Description	Start/End/ Repeats	Key Personnel	Status
	High Reliability Schools (HRS) Level 2 Certification	focuses on effective teaching. The process encompasses many		Administration, All Staff	

Marzano NASOT Training	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
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.

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

ction Step	os Associated with	n MIS					
lame	Description		Start/End Date	Resource	Key Personnel	Status	
chool Targ	get Setting						
Pric	ority Performance	Challenge : Math Percentile Rank	k from School Performanc	e Framework, 3	3rd-5th, CMAS		
poor P	PERFORMANCE IND	DICATOR: Academic Achievement (Sta	atus)				
MEASUR	ES / METRICS: M						
		2018-2019: Ridgeview will perform	at the 58th percentile rank or hig	her in math, acco	ording to the SPF, as ir	dicated by mean	
ANNUAL PERFORMANCE		scale score on CMAS.					
	TARGETS	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 2	018-2019: Benchmark math assessmer	nts (Zone tests and Math Invento	ry), ST Math, Ref	lex Math, Dibels Math		
Pric	ority Performance	Challenge : Math Median Growth	Percentile from School C	MAS Growth R	eport, 4th Grade, (CMAS	
poord P	PERFORMANCE IN	DICATOR: Academic Growth					
MEASUR	ES / METRICS: M						
	ANNUAL	2018-2019: Ridgeview 2018-19 4th	graders will score at the 59th pe	ercentile or higher	for median growth in r	nath.	
PE	ERFORMANCE						

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

TARGETS



Priority Performance Challenge : ELA Median Growth Percentile from School CMAS Growth Report, 4th-5th Grade, CMAS

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL	2018-2019: Ridgeview 2018-19 4th & 5th graders will score at the 58th percentile or higher for median growth in ELA.
TARGETS	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





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	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.
TARGETS	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

Michael Pickering Sandy Speer Ellie Engman Kim Moore 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 Pam Russell Nikki Cortez Andrea Aragon E E A Teacher Zone Superintendent **Community Member** Teacher SAC Chairman Assistant Principal Acting Principal 4) Signatures of additional SAC members who reviewed the plan: 3) Signature of SAC Chairperson 2) Signature of Principal: 1) Date the Plan was presented to SAC for review: School Accountability Committee: K Thursday, January 24, 2019 S j 2 N

School Accountability Committee UIP Signature Page

School- Ridgeview Elementary

Accreditation Rating Performance





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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

Executive Summary

lf 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 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
Performance:	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)



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.

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 As	sociated 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

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.

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	

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.

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 Teach 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 As	sociated 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 Tea Leadership Team	aching Staff &	
محمور 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 Teach	ing 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 As	ssociated 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



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 Image: 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	2018-2019: Target of Academic Growth Percentile Rank for CO PSAT Math = 50
TARGETS	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

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

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. Accreditation Rating Performance School School Accountability Committee UIP Signature Page 2018-2019 DYANC! Name ans Sand Creek than Sanoo man AS Soc. Jean B are enther Listructure ender Position PININA eachis locler ŝ make ler-3) Signatur 4) Type Names of additional SAC members who reviewed the plan: 2) Signature of Principal: 1) Date the Plan was presented to SAC for review: School Accountability Committee: In November 27 of SAC Chairperson: inna 2018





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).





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











Then we will address...

CAS ALIGNMENT

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.

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:

<u>Growth</u> 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 area 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 A	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 As	sociated 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	2018-2019: Stetson students will achieve at 65% on the CMAS ELA assessment
TARGETS	2019-2020: Stetson students will achieve at 70% on the CMAS ELA assessment



Priority Performance Challenge : Math Proficiency



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL	2018-2019: Stetson students will achieve at 60% on the CMAS Math assessment
TARGETS	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	2018-2019: Stetson students will achieve at 40th MGP on the CMAS ELA assessment, and at the 50th MGP on the CMAS Math assessment.
TARGETS	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 Steten Elem

MORDEMEN Accreditation Rating (Plan Type

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:	Rachel Goldon	MPISSE WHELENG	LOSINE Fecterial Karen Rivler
	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 Name	Pencipal Tranching Corch						
	Unified Improvement Planning preparation of the plan. Parents Name	Sheepy Kyle Karen Birter						





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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

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.



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.

Page 3 of 39

CMAS SCIENCE ACHIEVEMENT

Description:

MATH 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.









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

Name: Catherine Tinucci Title: Principal Mailing Street: 6350 Windom Peak Blvd. Mailing City / State/ Zip Code: Colorado Springs Colorado 80923 Phone: (719) 761-4098 Email: ctinucci@d49.org Name: Patricia Gioscia **Title:** Assistant Principal Mailing Street: 6350 Windom Peak Blvd. Mailing City / State/ Zip Code: Colorado Springs Colorado 80923 Phone: (719) 495-5576 Email: pgioscia@d49.org Name: Meghan Sanders Title: Assistant Principal Mailing City / State/ Zip Code: Colorado Springs Colorado 80923 Mailing Street: 6350 Windom Peak Blvd. Phone: (719) 495-5567 Email: msanders@d49.org Name: Scott Bonynge Title: Assistant Principal Mailing City / State/ Zip Code: Colorado Springs Colorado 80923 Mailing Street: 6350 Windom Peak Blvd.

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, AlMs 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

Prior Year Targets

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

PERFORMANCE	INDICATOR: ACAD	EMIC 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:	spending time in gap curriculum experienc that continual staff tra In regards to science	chievement, we are finding the need to fill the basic computation gaps much more that in the past. We continue to struggle with filling measure versus moving forward with grade level content. In the past, our students came to us with three or four different es, which challenges our 6th grade teacher's ability to move full classes forward. We also recognize the tremendous impact ansition has on student performance. As with the rest of the state, our pool of qualified math teachers is in a crisis situation. achievement, there is such a large amount of content that students need to understand and remember for the state 8th grade only. We have to find the balance between curriculum design and student performance.
PERFORMANCE	INDICATOR: DISAG	GREGATED 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	6 th	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	6 th	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%
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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
8th Grade Beginning	Below Basic14.3%	Basic 30.5%	Proficient 29/8%	Advanced 25.5%

• 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

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

59%

• 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				2018-2019 Math 180 Data				
6th Grade	7th Grade	8th Grade	Concept Title (Success Zone)	6th Grade	7th Grade	8th Grade		
100%	100%	100%	Equal Groups in Multiplication	94%	100%	88%		
100%	100%	100%	Facts to Factors	93%	90%	100%		
97%	100%	100%	10 as a Factor	77%	60%	83%		
84%	100%	83%						
100%	70%	83%	Place Value in Multiplication	85%	90%	50%		
87%	100%	67%	Strategies for Multiplication	87%	90%	100%		
71%	25%	50%	Two Digit Multiplication	75%	88%	100\$		
42%	50%	50%						
100%	86%	100%	Equal groups of division	92%	83%	100%		
100%	83%	100%	Strategies for division	70%	100%	50%		
67%	75%	100%	Partial Quotients	40%	67%	N/A		
65%	64%	63%						
N/A	100%	100%	Understanding Fractions	N/A	63%	77%		
	6th Grade 100% 100% 97% 84% 100% 84% 100% 42% 100% 100% 67% 65%	6th Grade 7th Grade 100% 100% 100% 100% 97% 100% 97% 100% 100% 70% 84% 100% 100% 70% 100% 70% 42% 50% 100% 86% 100% 83% 100% 65% 64% 64%	6th Grade 7th Grade 8th Grade 100% 100% 100% 100% 100% 100% 97% 100% 100% 97% 100% 100% 100% 100% 83% 100% 70% 83% 100% 70% 83% 100% 70% 83% 100% 50% 50% 42% 50% 50% 100% 86% 100% 100% 83% 100% 667% 75% 100% 65% 64% 63%	6th Grade 7th Grade 8th Grade 100% 100% 100% Equal Groups in Multiplication 100% 100% 100% Facts to Factors 97% 100% 100% 10 as a Factor 84% 100% 83% Place Value in Multiplication 100% 70% 83% Place Value in Multiplication 87% 100% 67% Strategies for Multiplication 71% 25% 50% Two Digit Multiplication 100% 86% 100% Strategies for division 100% 83% 100% Equal groups of division 67% 75% 100% Partial Quotients	6th Grade 7th Grade 8th Grade 100% 100% 100% Equal Groups in Multiplication 94% 100% 100% 100% Facts to Factors 93% 97% 100% 100% 10 as a Factor 77% 84% 100% 83% Place Value in Multiplication 85% 87% 100% 67% Strategies for Multiplication 87% 71% 25% 50% Two Digit Multiplication 92% 100% 83% 100% 50% 50% 100% 86% 100% Strategies for division 92% 100% 83% 100% Strategies for division 92% 100% 86% 100% Equal groups of division 70% 67% 75% 100% Partial Quotients 40%	6th Grade 7th Grade 8th Grade 100% 100% 100% 100% 100% 100% 100% Equal Groups in Multiplication 94% 100% 100% 100% 100% Facts to Factors 93% 90% 97% 100% 100% 100% 10 as a Factor 77% 60% 84% 100% 83% Place Value in Multiplication 85% 90% 100% 70% 83% Place Value in Multiplication 87% 90% 71% 25% 50% Strategies for Multiplication 87% 90% 100% 86% 100% Equal groups of division 92% 83% 100% 83% 100% Equal groups of division 92% 83% 100% 83% 100% Equal groups of division 70% 100% 67% 75% 100% Partial Quotients 40% 67%		

2018-2019 Math 180 Data

2018-2019 Math 180 Data

				gains			
M-Skills 5	N/A	25%	62%	Inventory			
Adding and Subtracting Fractions	N/A	86%	50%	Adding and Subtracting Fractions	N/A	29%	17%
Equivalent Fractions on # line	N/A	90%	100%	Equivalent Fractions on # line	N/A	18%	0%
Strategies for Comparing Fractions	N/A	91%	100%	Strategies for Comparing Fractions	N/A	75%	78%
Fractions as Division	N/A	100%	100%	Fractions as Division	N/A	51%	58%
Equivalent Fraction Models	N/A	93%	100%	Equivalent Fraction Models	N/A	73%	69%

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, 78% grew 1 or more grade levels in the instructional reading level, 78% grew 1 or more grade levels in the instructional reading level and 89% grew 1 or more levels in the independent reading level in the instructional reading level and 78% grew 1 or more grade levels in the independent reading level in the frustration 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 (8 th)	12% point gain Pre to Post test

2018-2019 6th and 7th Grade SIPPS Summary Data

	Open and	Sight	Overall	
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Grade Level and Period	Phonics Pre Test Score out	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	Sight Syllable	Reading the entire
	Phonics	Post Test	Word
	Post Test	Score out of	Post Test
	Score of of 10	10	Score out of 10
8th			

Grade	9.6	8.8	8.8
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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 **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



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 A	ssociated 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 A	ssociated 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
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
<u>***</u>	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	

C

Administrative

PLC Meetings

incorporate into their classroom. Teacher leaders are invited to 08/02/2018 present a variety of topics that are designed to help teachers use 05/24/2019 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.

Teachers are led through the New Art and Science of Teaching

Subs to support teacher participation Administrative and Instructional coach planning and implementation time	Instructional
Time for meeting after school	Reading Interventionist Instructional Coach Administration All content area teachers
Subs to support teachers being out of the classroom Teacher planning time for PLC Administrative and	and

Instructional coach planning

time

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 A	ssociated 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
200		ICATOR: Disaggregated Achievement
ME	EASURES / METRICS: M	
	ANNUAL	2018-2019: To increase student achievement in math by increasing the students' median scale score by 5 points.

 PERFORMANCE

 TARGETS
 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	2018-2019: To increase the student's median growth percentile by 1 percentile this year working to meet the 50th percentile in the future.
TARGETS	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 Schorl

Accreditation Rating (Plan Type Terhrmance Plan

School Accountability Committee:		1) Date the Plan was presented to SAC for review:	3-14-2019	2) Signature of Principal:	allerand amice .	3) Signature of SAC Chairperson:	alucel Warner	4) Additional SAC members who reviewed the plan:	Christy Marry	Pat claman	Kyan Sherman	Chris Loasolan	2	
二、二、二、二、二、二、二、二、二、二、二、二、二、二、二、二、二、二、二、	ames of people who were involved in the ncluded. Please type name and role.	Pruncipul	Assistant Annapol	Assistant Principal	Assistant Principal	8thorade Teacher	Teacher Coach	l'th Grade Teacher	It Grade Teacher	ELL Teacher	Sutte Teacher	Enrichment Teacher	Spid Teacher	
「二」「二」「二」「二」「二」」	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	Scott Banunge	Meghan Sanders	atricia Groscia	Jen Newberg	Carristant-Chive	Anthony DeJulio	Lindy Bachman	Mari Holt	Heather Wall	Joseph Karwin	Joseph Buchnnger	ר





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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

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









ELA ADEQUATE GROWTH

Description:

Overall Academic growth was not met in English Language Arts, earning a percentile ranking of 46%, falling in the category of "Approaching" according to state expectations.



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 InformationName: James KynerTitle: PrincipalMailing Street: 4350 Centerville DriveMailing City / State/ Zip Code: Colorado Springs CO 80922Phone: (719) 494-8600Email: kmariotti@d49.orgName: Carolyn LeyesTitle: Assistant PrincipalMailing Street: 4350 Centerville DriveMailing City / State/ Zip Code: Colorado Springs CO 80922Phone: (719) 494-8600Email: kmariotti@d49.orgPhone: (719) 494-8600Email: 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:	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.					
Performance:						
Prior Year Target:	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.					
Performance:						
Prior Year Target:	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.					
Performance:						

Current Performance

• <u>Review of current performance:</u>

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 $3^{rd} 4^{th}$, and 5^{th} 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.

Priority Performance Challenges: Based on data analysis and feedback from the Colorado Department of Education (School Performance Framework for Academic Achievement and Academic Growth from 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.



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
		Repeats		

Administration PLC 18-19 Schedule	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, Caroly	n Leyes	Partially Met
Action Steps A	Associated with MIS				
Name	Description	Start/End Date	Resource	Key Personnel	Status
	Teachers implementing SIPPS intervention receive 3 hours of training in September. SIPPS intervention monitoring and support	09/01/2018	SIPPS materials	Carolyn Leyes and selected staff	

10/01/2018

implementing

SIPPS

SIPPS Training



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

throughout the year

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 As	ssociated 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/ Key Personnel Repeats		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

	ANNUAL	2018-2019: 10% or less of students at SRES will be well below benchmark according to Dibels end of year data.									
	PERFORMANCE TARGETS	2019-2020:									
INTERIM MEASURES FOR 2018-2019: Dibels Progress Monitoring											
Priority Performance Challenge : ELA Adequate Growth											
200	PERFORMANCE INDICATOR: Academic Growth										
ME	MEASURES / METRICS: ELA										
ANNUAL PERFORMAN TARGETS		2018-2019: 83%-93% of SRES students will make their Pathways of Progress growth goal.									
	TARGETS	2019-2020:									
INTERIM MEASURES FOR 2018-2019:											
PERFORMANCE INDICATOR: Academic Growth											
ME	ASURES / METRICS: M										
	ANNUAL PERFORMANCE	2018-2019: Students will increase Median Growth Percentile rate to 58.0 from 53.0 according to CMAS growth report.									
F	TARGETS	2019-2020:									

INTERIM MEASURES FOR 2018-2019:

School Accountability Committee UIP Signature Page 2018-2019

School__Springs Ranch Elementary__

Accreditation Rating (Plan Type_Performance____

School Accountability Committee:	people who were involved in thePlease type name and role. Position	1) Date the Plan was presented to SAC for review: Principal November 6. 2018	Asst. Principal 20 Signature of Principal	Admin Secretary James E. Kyner A 200	Attendance Secretary 3) Signature of SAC Chairperson:	Jennifer Wynkoop annifer Tur, I	4) Additional SAC members who reviewed the plan:	Mariana Lewis	Rebecca Floyd	Diamond Dunn	Michelle Bolander	Jane Broekelman
	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 Name	Jim Kyner	Carolyn Leyes	Robin Gaisford	Linda Shabeck							





Colorado's Unified Improvement Plan for Schools

School: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE District: DISTRICT 49 SPRINGS STUDIO FOR ACADEMIC EXCELLENCE UIP 2018-19 Ora

> ID: 1110 | School ID: 2877 | Framework: Performance Plan: Low 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...

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: Performance:	Increase the School Mean Scale Score Percentile Rank by 10 points at each level (elementary, middle, high) 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.
Performance:	Current Performance Mean Score is 741.3- This needs to be increased by 10 points each year. 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: POST	SECONDARY & 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

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 Reseach 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

Star360 Math and Reading Interim Benchmarks	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
Action Steps As	sociated 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	
por a	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 Wixom and Rochel		
Action Steps As	sociated 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 As	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	2018-2019: Increase MGP as measured by Star 360 to 30th percentile in ELA- APPROACHING
PERFORMANCE TARGETS	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



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: Star360 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	2018-2019: Increase MGP as measured by Star360 to 35th percentile in ELA- Approaching
TARGETS	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



MEASURES / METRICS: M

	ANNUAL	2018-2019: Increase MGP as measured by Star360 to 15th percentile in Math-Approaching		
TARGETS		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				
2000 Constant	PERFORMANCE INDICATOR: Academic Achievement (Status)			
MEASURES / METRICS: S				
	ANNUAL PERFORMANCE	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

TARGETS

PERFORMANCE	
TARGETS 2019-2020: Outperform D49 average and state average. I grade.	Minimum of 510 average as measured on PSAT assessment in 10th

INTERIM MEASURES FOR 2018-2019: PSAT prep courses, Star360 Aleks, Implemented 8th Grade PSAT

School Accountability Committee UIP Signature Page 2018-2019

School: Springs Studio for Academic Excellence

Accreditation Rating (Plan Type) PERFORMANCE

<u>A</u>		School Accountability Committee:
Name	Position	
DAVID KNOCHE	EXECUTIVE PRINCIPAL	1) Date the Plan was presented to SAC for review:
ADAM BRAELA	ASSISTANT PRICIPAL	2-12-19; FINALIZED 3-16-19
LORI HALL	TEACHER	2) Signature of Principal:
JENNY OLSON	TEAFHER	D_ePKL
JENNIFER AUBAIN	TEACHER	3) Signature of SAC Chairperson:
AMANDA PETHTEL	COUNSELOR	Danielle Chwards
LAURA ISAKSON	SPED TEACHER	4) Additional SAC members who reviewed the plan:
DANIELLE EDWARDS	PARENT	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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

Executive Summary

lf 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 GroseTitle: PrincipalMailing Street: 6888 Black Forrest Rd.Mailing City / State/ Zip Code: Colorado Springs CO 80923Phone: (719) 494-8805Email: bgrose@d49.orgName: Elaine CharneyTitle: Assistant PrincipalMailing Street: 6888 Black Forrest RdMailing City / State/ Zip Code: Colorado Springs CO 80923Phone: (719) 494-8806Email: 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.

<u>Stakeholder Involvement</u>: 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 Students the participation rate was at the areas of Free/Reduced Lunch and Minority Students the participation rate was at 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=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.

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\sim	Column2	Role	arent	PARENT	Staff Member	Parent	PCURENT	Irain	Teachur	parent	Principal	NAAC. RON										
UIP 11/11/18	Column1 Column2	Print Name	the Somender	WAYNE SPRENGER	Tronica Alen-Wells	Edward W. Hens	Destiny williams	1.0	Margaret Jurek	CARATE CLARK	Quee Grass	Photon Canible										





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

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

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 RoseTitle: PrincipalMailing Street: 8308 Del Rio Rd.Mailing City / State/ Zip Code: Peyton Colorado 80831Phone: (719) 495-5500Email: arose@d49.orgName: Bethany StegmanTitle: Assistant PrincipalMailing Street: 8308 Del Rio Rd.Mailing City / State/ Zip Code: Peyton Colorado 80831Phone: (719) 495-5500Email: 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: ACA	DEMIC 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:	
GROWTH increased the MGP f	ease the median growth percentile for students with disabilities in ELA by 5 points for an MGP of 41. This target was met. We rom 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 his target was not met. We increased by 3.5 points for a 2018 MGP of 36.5.

Current Performance

<u>Academic Achievement Summary</u>

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 36.5.

DIBELS Early Literacy Data

3 Year BOY to EOY DIBELS Results for Kindergarten through Fifth Grade

	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%

EOY DIBELS Results for 3 Years

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 MGP 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/ Key Personr Repeats			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 As	sociated 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, Ka Karen Emerson	atie Kessler, and	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, Ka Karen Emerson	atie Kessler, and	Partially Met
Action Steps As	sociated 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 succe	ess 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 As	ssociated 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

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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
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Accreditation Rating (Plan Type) <u>Performance</u>

		School Accountability Committee:
Unified Improvement Planning Team: Nam	nes of people who were involved in the	
preparation of the plan. Parents must be included. Please type name and role.		
Name	Position	
Angela Rose	Principal	
		1) Date the Plan was presented to SAC for review:
Bethany Stegman	Assistant Principal	
		2-12-19
Stacey Montoya	Special Education Teacher	
		2) Signature of Principal:
Wendy Murphy	Parent	
WHES Team Leads	Teachers	
WHEO Four Ecous		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 7.06A BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	April 11, 2019
DREDARED BY	Dr. Nancy Lemmond, Executive Director of Individualized
PREPARED BY:	Education
<u>Title Of Agenda Item:</u>	Assistive Technology (AT) Specialist Job Description
ACTION/INFORMATION/DISCUSSION:	Action

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.
Strateov	 Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement programs for intentional community participation Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive Rock #5— Customize our educational systems to launch each student toward success 	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.

<u>RECOMMENDED COURSE OF ACTION/MOTION REQUESTED</u>: After review at the previous work session, I move to approve the job description for an Assistive Technology Specialist as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 28, 2019



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

ASSISTIVE TECHNOLOGY (AT) 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.

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.



BOARD OF EDUCATION ITEM 7.06B-E OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:	April 11, 2019
	Dr. Nancy Lemmond, Executive Director of Individualized
PREPARED BY:	Education
	Braillist, Individualized Education Programs Specialist, Culturally
TITLE OF AGENDA ITEM:	and Linguistically Diverse Education (CLDE) Technician, and
	Dean of Early Childhood Education Job Descriptions
ACTION/INFORMATION/DISCUSSION:	Action

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 paraeducators. 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



BOE Regular Meeting April 11, 2019 Item 7.06b-e continued

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.

	Inner Ring—How we treat each other	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.
Culture	Outer Ring—How we treat our work	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.
	Rock #1 —Establish enduring <u>trust</u> throughout our community	The addition and changes are measured, small steps to catch up to the increased student population and subsequent demands of our stakeholders.
tteev	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Str	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	

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



Rock #5— Customize our educational systems to	
launch each student toward success	

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

<u>RECOMMENDED COURSE OF ACTION/MOTION REQUESTED</u>: With prior review, I move to approve the job descriptions in item 7.06 b-e as recommended by the administration but to remain pending until 19-20 budget finalized.

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

DATE: March 28, 2019

I



DRAFT BRAILLIST

Job Title:	Braillist	R	elated Oroa	nization Cha	rt
Initial:	April 11, 2019	I.	ciated orga		
Revised:				of Special cation	
Work Year:	School Year	l			
Office:	Education				
Department:	Individualized Education/Special Education		Bra	illist	
Reports To:	Director of Special Education				
FLSA Status:	Non-Exempt				
Pay Range:	Educational Support Personnel Range 26				

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

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.

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:	<u>Special-Individualized</u> Education Program <u>s</u> Specialist	Related Organization Chart			
Initial:	March 25, 2009				
Revised:	June 8, 2017 <u>April 11, 2019</u>	Executive Director of Individualized Education or			
Work Year:	26 <u>0</u> 4 Days	Designee			
Office:	Education				
Department:	Special-Individualized Education Department	Individualized Education Programs			
Reports To:	Executive Director of Individualized Education or DesigneeDirector of Special Education	Specialist			
FSLA Status:	Non-Exempt				
Pay Range:	Educational Support Personnel Range 15Professional Technical Range 2				

SUMMARY: The <u>Special Individualized</u> Education Programs Specialist supervises and maintains the district's <u>special</u> education <u>support plans information system software application</u> and the <u>application software</u> developments that relate to <u>special education exceptional (special and/or gifted)</u> and <u>Culturally and Linguistically Diverse</u> <u>Education (CLDE)</u> students. The <u>Special Individualized</u> Education Programs Specialist provides technical support and training to staff on the <u>special education support plans</u> student <u>information system</u> database software and on state and federal <u>HEP</u> 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.
- Provide<u>s</u> a single point for the <u>Frontline Enrich application special education</u> end user to receive support, maintenance, and development<u>s</u> on the <u>special education</u> information system.
- Maintains effective communication with special educationidentified 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 <u>State-Colorado</u> Department of Education to maintain up-to-date knowledge of <u>education</u> <u>support plan</u> <u>HEP</u> 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.

- Maintains accurate special services student database (IEP software program) by updating, editing, and populating data.
- Assist in <u>R</u>reviewsing <u>HEP's student educational support plans</u> for compliance, completeness and accuracy.
- Oversee<u>s</u> student record filing.
- Writes and updates internal special education district guidelines and procedures as <u>deemed appropriate</u> <u>directed by special</u> <u>education administration</u> and disseminate information to staff.
- <u>Assist Partners with various</u> departments in preparing results of state-level audits.
- Reviews and uploads electronic files for compliance audits, updates records and notifiesy staff of noncompliance issues.
- Create<u>s</u> guidelines and spreadsheets on internal department audits. Consolidate<u>s</u> data from schools and generate<u>s</u> reports for special education administration<u>as</u> requested.
- Monitors and maintains special education documentation and <u>Frontline Enrich</u> information system with district's student information system.
- •___Notifiesy appropriate staff of errors and /or violations of state and federal guidelines.
- Maintains inactive student data.
- <u>Act-Serves</u> as a liaison between the Colorado Department of Education's Exceptional Students Leadership Unit, <u>CLDE</u>, 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-<u>supervises the Individualized Education Compliance Assistanthas no</u> 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:

- <u>Bachelor's degree or equivalent advanced training in student data management systems or Associate's degree</u> <u>coupled with post-secondary training and experience in student data management.</u><u>High school diploma or</u> equivalent.
- Advanced training and knowledge of special education support plans documentation database systems

Experience:

- <u>No 3-5 years of experience with Frontline/Enrich preferred.required; experience in Special Education</u> 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.

- 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 tasks</u> 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 (CELDE) TECHNICIAN

Job Title:	<u>Culturally and Linguistically Diverse</u> <u>Education English Language Development</u> (<u>CELDE</u>) Technician	
Initial:	July 2013	Related Organization Chart
Revised:	-September 2016-April 11, 2019	Coordinator of
Work Year:	<u>203-2601</u> days	Culturally and Linguistically Diverse
Office:	Education English Language Development	Education
Department:	English Language DevelopmentIndividualized Education/Culturally and Linguistically Diverse Education	Culturally and Linguistically Diverse
Reports To:	Coordinator of <u>Culturally and Linguistically</u> <u>Diverse Education</u> English Language Development	Education (CLDE) Technician
FLSA Status:	Non-Exempt	
Pay Range:	Support Staff Salary Schedule, Range 14Educational Support Personnel Range 10	

SUMMARY: The Culturally and Linguistically Diverse Education (CLDE) Technician <u>S</u>upports the <u>Culturally</u> and <u>Linguistically Diverse Education (CLDE)</u> <u>ELD</u>-staff to ensure effective and efficient operation of department. Provides administrative and clerical assistance to <u>ELD-CLDE</u> 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 <u>s</u>econd <u>H</u>anguage 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 <u>Hanguage aAssessments</u> (WMLS) and other <u>sStandardized tTests</u>, as needed.
- Assists with <u>p</u>Parent <u>H</u>involvement. _Establishes a positive and supportive relationship with English Learning (EL) <u>p</u>Parents. _Attends <u>ELD-CLDE</u> 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 <u>the Coordinator of Culturally and Linguistically Diverse Education (CLDE)</u> <u>English Language</u> 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.
- Assist<u>s</u> with coordination of WIDA ACCESS for ELs.
- Have <u>Utilizes</u> knowledge of administration, analyzing, and using the results of various student assessments.
- Assists in the development and submission to the Colorado Department of Education (<u>CDE</u>) a yearly count of all EL students assigned to the district and within state facilities for yearly funding.
- <u>Prepares oO</u>rders of supplies for all areas of the department.
- <u>Responsible forOversees</u> 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 <u>s</u>chool <u>d</u>-piploma 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

public education setting.

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.



Teacher on Special Assignment for Dean of Early Childhood Education

Job Title:	TOSA for Dean of Early Childhood Education	Related Organization Chart
Initial:	June 27, 2012	
Revised:	May 11, 2017<u>March 27</u>April 11, 2019	Executive Director of Individualized Education
Work Year:	197 days	
Office:	Education	Dean of Early
Department:	Special Individualized Education	Childhood Education
Reports To:	Assistant Director of Special Executive Director of Individualized Education	
FLSA Status:	Exempt	
Pay Schedule:	Licensed $\pm 10\%$	

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. 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 <u>Pre-school teachersEarly</u> <u>Childhood Educators</u> 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.

- Assists and supports in the evaluation of Early Childhood Education Para-Educators.
- Provides assistance to building <u>p</u>Principals in the <u>administration of the total pre-school program and is</u> the primary contact for coordinationng of all day-to-day <u>Early Childhood Program</u> 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 <u>principal Executive Director of Individualized EducationEducation</u> in matters relat<u>edion</u> 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 <u>with community-based agencies to foster improved programming for early childhood students (CPP, Head Start) and Child Find students.</u>
- 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 positions 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 degree plus additional coursework required for certification or licensure.
- Degree in Early Childhood <u>Education and/or Early Childhood</u> Special <u>Education</u> <u>Needs</u> or related areas with state license as a teacher ages 0-5 Early Childhood <u>Education or Early Childhood</u> Special Education.

Experience:

• Experience in programming for regular Early Childhood and Early Childhood Special <u>Education</u> <u>Needs</u> preferred.

• 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.
- <u>Must be proficient in the use of personal computers and common software applications including Microsoft</u> <u>Word, Excel, Outlook, and Power Point.</u>

Certificates, Licenses, & Registrations:

- Colorado Department of Education Teacher License
- •___Endorsement in Early Childhood Special Education required
- <u>Administrator's License strongly preferred</u>
- 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. <u>While performing the duties of this job, the employee will work primarily in a usual office or school environment.</u>

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.



BOARD OF EDUCATION AGENDA ITEM 7.07

BOARD MEETING OF:	April 11, 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.

<u>RATIONALE</u>: 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:

ture	Inner Ring—How we treat each other	
Cul	Outer Ring—How we treat our work	
	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Strateov	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 launch each student toward success	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

<u>RECOMMENDED COURSE OF ACTION/MOTION REQUESTED</u>: Move to approve the Alternative Education Campus Renewal Applications and Proposed Measures for GOAL Academy and Patriot High School as recommended by the administration.

APPROVED BY: Peter Hilts, CEO

DATE: April 2, 2019

A school that wishes to be designated for the first time os on Alternative Education Campus or to renew its designation os an Alternative Education Campus must submit the following application verifying that the school meets eligibility criterio 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 moy submit this form by either emoiling 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	CI	DE 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

Has a budget separate from any other public school

Has nontraditional methods of instruction delivery

Has a public process to ensure accountability

x

x

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

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 tones	3/12/19	
School Principal/Adr	ninistrator Name (Type or Print)	School Principal/Administrator Signature	Date	
School District Super	intendent Name (Type or Print)	School District Superintendent Signature	Date	
School District Boarc	President Name (Type or Print)	School District Board President Signature	Date	
		zuired		





Colorado Department of Education

Percentage of At Risk Student Population Detail

District Code: 1110 - DISTRICT 49

2019-2020 School Year

	pludent ropulation	# of student
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
	# 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%

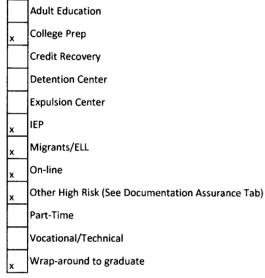
Page: 1



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)



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):

х Has a specialized mission to serve special needs or at-risk populations

х 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

х Has an administrator who is not under the supervision of an administrator at another school

Has a budget separate from any other public school х

Has nontraditional methods of instruction delivery х

х 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 th	е
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 a counted in the enrollment of the other public	and come from other public schools where the part- s school ; or	time students are
	х	More than 90% of students have either an Inc and/or meet the definition of a "high-risk" stu	dividualized Education Programs (IEPs) pursuant to sudent as illustrated on the following page.	§ 22-20-108, C.R.S,
Jim Bonavi	ita 🚽	Tim Bonavita	XS&	4/2/2019
Schoo	ol Prin	cipal/Administrator Name (Type or Print)	School Principal/Administrator Signature	Date
Peter Hilts			\bigcirc	
Schoo Marie LaVo		rict Superintendent Name (Type or Print) /right	School District Superintendent Signature	Date



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)	21
2		Committed: # of students who have been committed to the Department of Human Services following adjudication as juvenile delinquents	2
3	ermined	Detained: # of students who are in detention awaiting disposition of charges that may result in commitment to the Department of Human Services	0
4	CDE determined	Dropout: # of students who have dropped out of school	58
5		Expelled: # of students who have been expelled	2
6		Migrant: # of students who are migrant, as defined in Section 22-23-103 (2), CRS	0
7	1	Homeless: # of students who are homeless, as defined in Section 22-1-102.5 (2), CRS	1
8	nined	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.	0
9	ict determined	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. <i>Only high school students are eligible for this category</i> .	10
10	District	Other High Risk: # of students who fall into other district defined high risk categories	57
9	Tot	al # of students meeting any high risk category (unique count of high risk students)	87
10	School's total student population		91
11	Total % of high-risk students (row 9 divided by row 10)		96%



SCHOOL MISSION

	t of School Mission: We foster a pathway-driven, non-traditional environm skills, emphasizing mastery of relevant course-work so that every student		
Descriptio	n that most closely mirrors your school's mission and student population	n (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 INFORMATI	<u>ON</u>	
		Circle or highlight	Yes/No
s your sch	ool a dropout-recovery program?	Yes	No
s your sch	ool intended to transition students back to their home school?	Yes	No
oes your	school award diplomas?	Yes	No





Patriot High School Alternative Education Campus

Proposed Additional Measures for 2019 School Performance Framework

<u>Achievement:</u> No additional measures are planned beyond the state required measures

<u>Growth:</u> Star Enterprise Math Median Growth Percentile Star Enterprise Reading Median Growth Percentile

<u>Student Engagement:</u> Returning Student Rate

<u>Post-Secondary Workforce Readiness:</u> Credit Course Completion by Student Percentage



GOAL Academy's AEC Planned Measures for the 2019 SPF

<u>Achievement</u>: No additional measures are planned beyond the state required measures.

<u>Growth</u>: Star Growth Math Star Growth Reading This will be the first year GOAL has used these measures. This is our local assessment that we administer 3 times/year to monitor student growth.

<u>Student Engagement</u>: Returning Student Rate Student re-engagement rate

Post -Secondary Workforce Readiness: Concurrent Enrollment Passer Rate WorkKeys Certificate



BOARD OF EDUCATION ITEM 7.08 OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:	April 11, 2019
PREPARED BY:	Jack Pietraallo, Director of Transportation
<u>Title Of Agenda Item:</u>	Transportation Positions
	Change job title of Transportation Fleet Mechanic to
	Transportation Certified Technician with no monetary or
ACTION/INFORMATION/DISCUSSION:	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.

respect and care for our employee's personal growth.	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.
--	--	--



	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.
teev	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.
Stra	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.

<u>BUDGET IMPACT</u>: 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.

<u>AMOUNT BUDGETED</u>: 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.

<u>RECOMMENDED COURSE OF ACTION/MOTION REQUESTED</u>: 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 29, 2019



TRANSPORTATION CERTIFIED FLEET MECHANIC TECHNICIAN			
Job Title:	<u>Transportation Certified</u> Fleet <u>Mechanic Technician</u>	Related Organization Chart	
Initial:	February 1, 2008	Transportation	
Revised:	<u>April 11, 2019</u>	Fleet	
Work Year:	261 <u>Full Year</u>	Supervisor	
Office:	Operations		
Department:	Transportation	Transportation Certified Fleet Technician	
Reports To:	Transportation Fleet Supervisor	Fleet lechnician	
FLSA Status:	Non <u>-e</u> Exempt		
Pay Range:	Educational Support Personnel Range 13		

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.

- Certifyies pupil transportation vehicles per <u>Colorado Department of Education (CDE)</u> regulations for use.
- Performs preventive maintenance; reviews, records and certify certifies state inspections.
- Diagnoses and repairs all types of vehicles and equipment correctly.
- Diagnoses electrical and mechanical faults.
- Fabricates and repairs with all types of welding equipment.
- Records repairs, specifications, usage of parts and fluids.
- Responds to roadside repairs and service calls.

- 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.

• 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.



I KANSI OKTATION TAON-CERTIMED I LEET TECHNICIAN			
Job Title:	Transportation Non-Certified Fleet Technician Related Organization Ch		
Initial:	April 11, 2019	- Transportation	
Revised:		- Fleet - Supervisor	
Work Year:	Full Year	Cupervisor	
Office:	Operations		
Department:	Transportation	Transportation Non-Certified Fleet	
Reports To:	Transportation Fleet Supervisor	Technician	
FLSA Status:	Non-Exempt		
Pay Range:	Educational Support Personnel Range 8		

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.

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.

STRICT #49 BOARD APPROVED JOB DESCRIPTION					Dist	rict
	TRANSPORTATION DRIVE	r/ R	OU	TER		
Job Title:	Transportation Driver/Router		Rel	ated Organ	ization Cl	hart
Initial:	April 11, 2019		NCI.			lart
Revised:				Transpo Mana		
Work Year:	School Year					
Office:	Operations					
Department:	Transportation	Γ	Tra	nsportat	ion Driv	or/
Reports To:	Transportation Manager		IIa	Rou		,en
FLSA Status:	Non-Exempt	L				
		-				

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

Pay Range: Educational Support Personnel Range 7

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 ٠ 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. ٠
- 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.

• 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 7.09 OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:	April 11, 2019
PREPARED BY:	Brett Ridgway, Chief Business Officer
<u>Title Of Agenda Item:</u>	Land Dedication Transfer Request
Action/Information/Discussion:	Action

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:

ılt	Inner Ring—How we treat each other	
Ū	Outer Ring—How we treat our work	Innovation is pursued with this request.
	Rock #1 —Maintain an enduring <u>trust</u> with our community	
V	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Exploring process improvements transparently with clear indications of intended benefit to our customers and stakeholders.
Strateg	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	



BOE Regular Meeting April 11, 2019 Item 7.09 continued

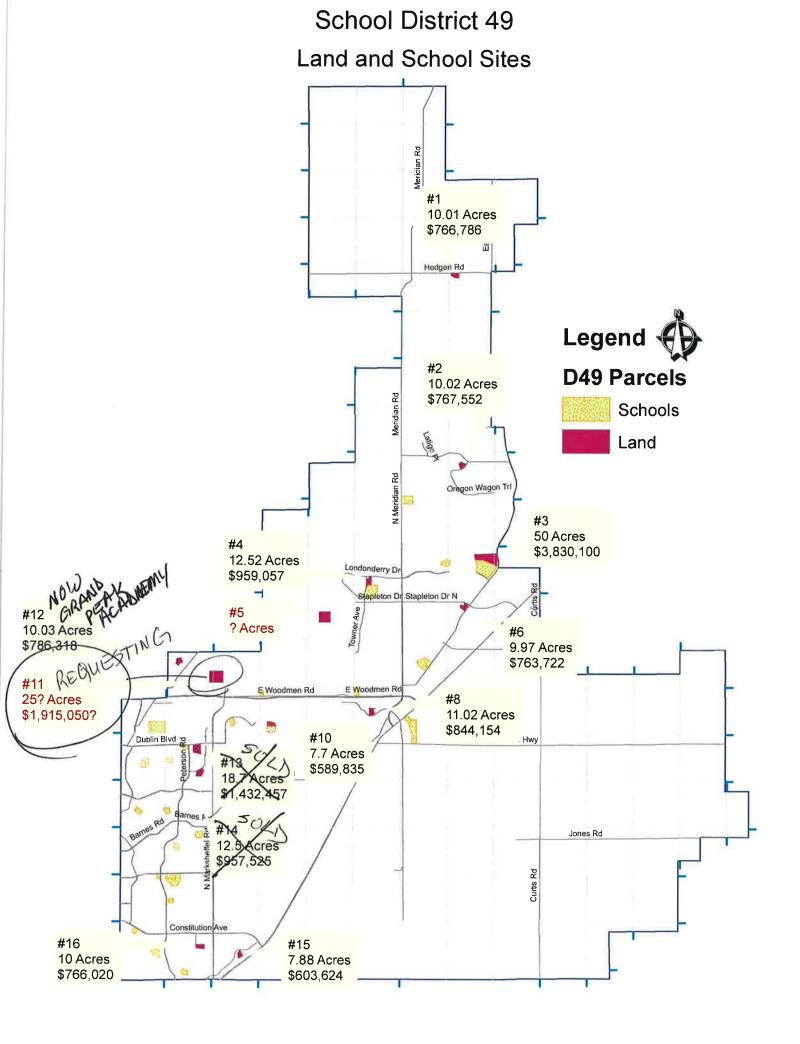
BUDGET IMPACT: This will have impact on facilities maintenance as they will need to add this parcel to their work routine. Also some potential impact to property and liability insurance costs. Neither impact would be material to the overall district budget and would only necessitate some small reallocations of funds, if anything.

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the land dedication transfer request described in item 7.09 as recommended by the administration.

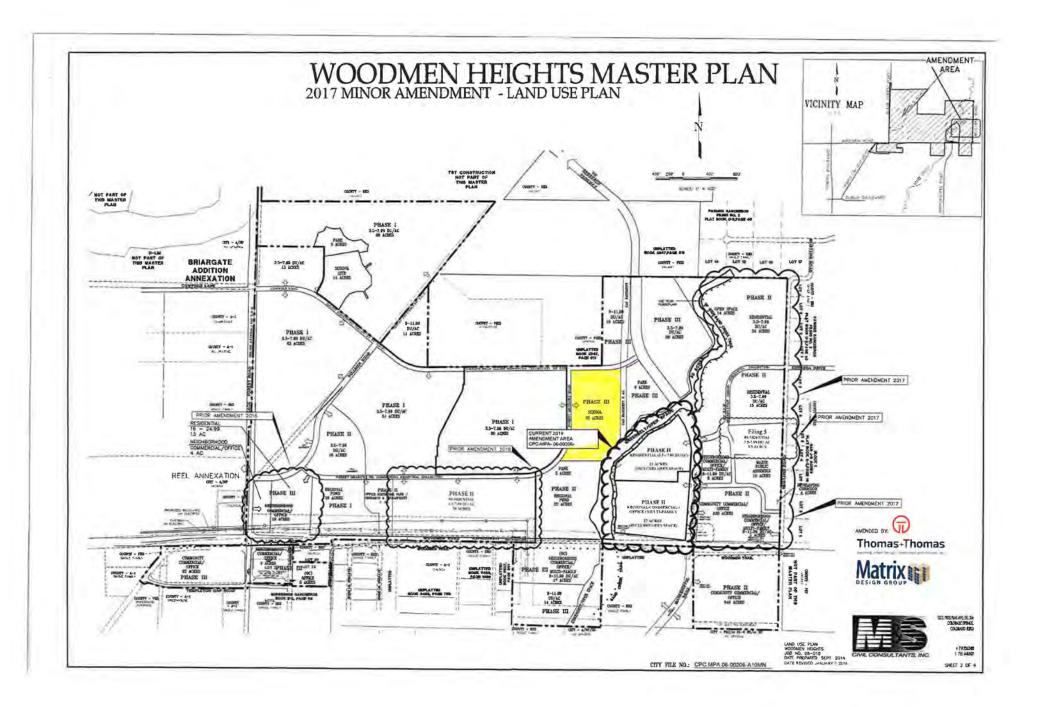
APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: March 28, 2019











BOARD OF EDUCATION ITEM 8.01 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: April 11, 2019

PREPARED BY: D. Garza, Executive Assistant to the BOE

TITLE OF AGENDA ITEM: Process Improvement Update

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE

We seek to continuously improve our processes in the district.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

No.	Designation	Title	Reviewed by	Recommendations
8.01a	EBAB-R	Hazardous Materials	T Carey	Minor revisions
8.01b	EBBA-R	Prevention of Disease/ Infection Transmission	T Carey	Updated to reflect CASB/legal recommendations
8.01c	JFC-R	Student Withdrawal from School/Dropouts	L Fletcher	Reviewed; no revisions recommended
8.01d	KBBA-R	Custodian and Noncustodial Parent Rights and Responsibilities	L Fletcher	Minor revision to regulation Reviewed policy; no revisions recommended
8.01e	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	
Strateov	 Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement programs for intentional community participation Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive Rock #5— Customize our educational systems to launch each student toward success 	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

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





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.

BOARD-APPROVED POLICY OF DISTRICT 49

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 an entropy of a 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.

BOARD-APPROVED POLICY OF DISTRICT 49

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 infirst 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.

BOARD-APPROVED POLICY OF DISTRICT 49

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
- <u>Revised: April 11, 2019</u>

CROSS REFS:

- DJB, Purchasing Procedures
- EBCA, Disaster Plans
- EBCB, Safety Drills



BOARD-APPROVED POLICY OF DISTRICT 49

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:

- 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, <u>Always</u> 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, pPocket 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.

<u>Although HIV (Human Immune-deficiency Virus)/AIDS (Acquired Immune Deficiency Syndrome) has</u> 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.

District 49, El Paso County, Colorado

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.

<u>2</u>. HIV/AIDS is transmitted by getting blood, semen or vaginal secretions into the blood stream of a noninfected 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

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

*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
- <u>Revised: April 11, 2019</u>



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Student Withdrawal from School/Dropouts	
Designation	JFC-R	
Office/Custodian	Education/Director of Culture & ServicesCommunity 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
- <u>Reviewed: April 11, 2019</u>



BOARD-APPROVED POLICY OF DISTRICT 49

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 decisionmaking, 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

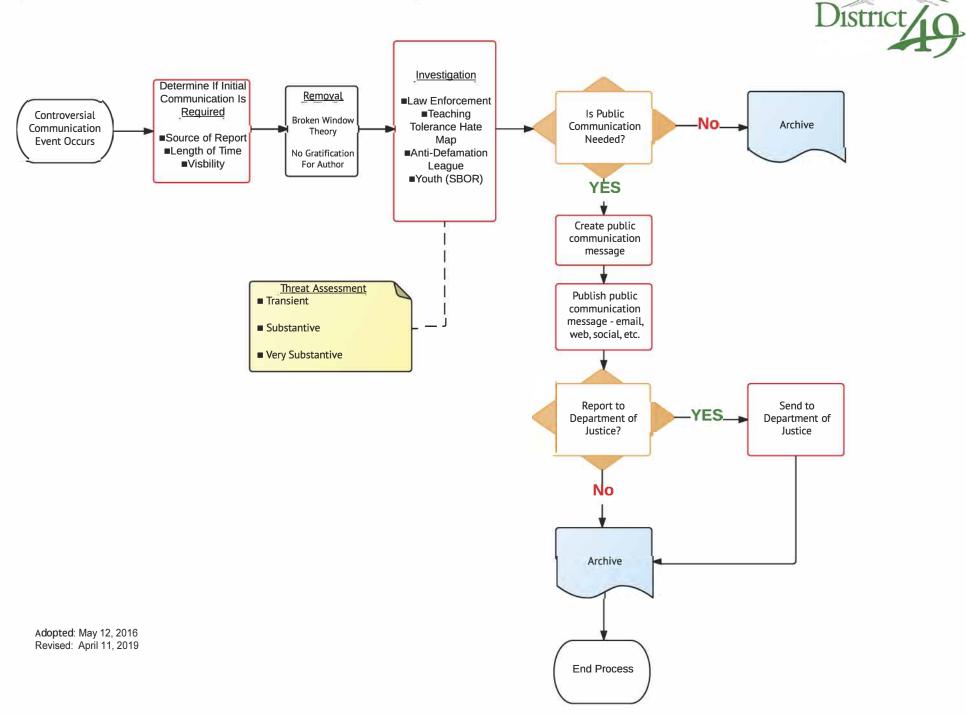
- 1. Both parents have the right to access the student's educational records, unless one parent provides the district with a currently effective court order that specifically indicates otherwise with regards to the student's educational records
- 2. If a student's parents are divorced, legally separated,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

District 49, El Paso County, Colorado

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
- <u>Revised: April 11, 2019</u>

KDEB-E - CONTROVERSIAL COMMUNICATIONS





BOARD OF EDUCATION ITEM 8.02 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: April 114, 2019

PREPARED BY: N. Lemmond, Executive Director of Individualized Education

TITLE OF AGENDA ITEM: Expulsion Information

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE

See attached confidential sheet for list of expulsions in March 2019 per board policy.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Unner Ring —How we to Outer Ring—How we to		
community Rock #2 —Research, de programs for intentional Rock #3 — Grow a robu exceptional <u>schools</u> Rock #4 — Build <u>firm for</u> skills and experience so a	<u>community</u> participation ust <u>portfolio of distinct and</u> <u>pundations</u> of knowledge, ull learners can thrive pur educational systems to	Ensures compliance with all Colorado Revised Statutes. Provide alternative pathways to students that align with 49 Pathways Initiative.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

<u>APPROVED BY:</u> Peter Hilts, Chief Education Officer

DATE: March 28, 2019



BOARD OF EDUCATION ITEM 8.03 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	April 11, 2019
PREPARED BY:	Barbara Austin-Seeley, Executive Assistant to CEO
TITLE OF AGENDA ITEM:	8.03 Student Study Trips
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND OR RATIONALE

FHS

HOSA International Leadership Conference in Orlando, FL

Depart-6/18/19 Return-6/23/19

7 Students will attend this trip.

Cost of trip will be \$956 per student (students will only pay \$500 out of pocket, HOSA grants cover the rest) and includes transportation, meals, lodging, tours and conference fees.

HOSA ILC gives students opportunities to compete in skills and knowledge competitions at an international level, to attend symposiums, showcases, and classes that are related to leadership, character-building, and various healthcare issues. They have an opportunity to network with healthcare workers, representatives from government and nonprofit agencies, and post-secondary institutions.

Fundraising will be part of this trip.

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	
Strateov	 Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement programs for intentional community participation Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive Rock #5— Customize our educational systems to launch each student toward success 	Travel study is an important component of an appealing education, and participation in student leadership is central to our commitment to be the best district for leaders.

<u>RECOMMENDED COURSE OF ACTION/MOTION REQUESTED</u>: Information only

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 26, 2019



BOARD OF EDUCATION ITEM 8.04 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	April 11, 2019
PREPARED BY:	Shannon Hathaway, Risk & Benefits Manager
TITLE OF AGENDA ITEM:	Current Legal Issues
ACTION/INFORMATION/DISCUSSION:	Information - Confidential

BACKGROUND OR RATIONALE

With an organization the size of District 49, serving 20,000+ plus students, with 2,000 + employees and a constituency of over 85,000, with 80 busses on the road every day, serving the public good in public education, there will always be legal situations in at hand. This report will be a regular, confidential, information item so that the Board can be aware of what current issues, what that issue is about, and who is involved.

RELEVANT DATA AND EXPECTED OUTCOMES:

District 49 .Business Office Staff, along with legal counsel will always work to protect the institution and ideals of public education, pursuing the best possible outcome on each legal situation. Sometimes, the best outcome does involve a settlement or other action that is recommended by either legal counsel or insurance representatives.

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

C u l t u r e	Inner Ring—How we treat each other Outer Ring—How we treat our work	Handling legal issues with intentionality for the appropriate outcome, to protect the District, its vision and mission, supports cultural priorities.
S t r a t e g y	 Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement programs for intentional community participation Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive Rock #5— Customize our educational systems to launch each student toward success 	Risk Management is not about simply avoiding risk, but measuring the cost and feasibility of various levels of risk avoidance against potential lost opportunity. Risk is not simply monetary, but perceptual and strategic as well. Our Risk Management strives to balance these priorities in support of the district vision, mission, culture and strategic goals.

<u>RECOMMENDED COURSE OF ACTION/MOTION REQUESTED</u>: No action necessary – information only. All information presented in this item should be kept strictly confidential. *<u>No changes from last month.</u>*

<u>APPROVED BY:</u> Brett Ridgway, Chief Business Officer

DATE: April 4, 2019



BOARD OF EDUCATION ITEM 8.05 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: April 11, 2019

PREPARED BY: D. Garza, Executive Assistant to the Board

TITLE OF AGENDA ITEM: Board Sub-Committee Minutes

ACTION/INFORMATION/DISCUSSION: Information Item

BACKGROUND OR RATIONALE

At the 2018 Annual Peak Planning meeting the Board requested the inclusion of board sub-committee minutes as an information item in the board packet.

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only.

<u>APPROVED BY:</u> Dave Cruson, Board Secretary

DATE: March 28, 2019



Regular Meeting of Education reEnvisioned BOCES Held in Excellence Lab, District 49 Creekside Building 3850 Pony Tracks Drive, Colorado Springs, CO 80922 Tuesday Evening, February 19, 2019 at 4:02pm Board President Don Griffin in the Chair, and Annette Ridgway acting as Secretary

Guests/Staff in Attendance: Annette Ridgway, Brad Miller, Brett Ridgway, Sarah Schuchard, Ranae Roth, Robin Wise, Nicole Tiley, Kindra Wittmyre, Ken Witt, PPOS Students-Caleb & Angelina, CPA Student-Anna

Guest/Staff on Conference Call: Amy Attwood

Board of Directors Roll Call:

	Drosendahl	Griffin	Harris	LaVere- Wright	Richard	Snowberger
Here	Х	Х	Х	Х		
NOT Here					х	Х

Approval for the Agenda:

Motion: LaVere-Wright, to approve the agenda Second: Drosendahl Motion Passed: 4-0

	Drosendahl	Griffin	Harris	LaVere- Wright	Richard	Snowberger
Voted AYE	Х	Х	Х	Х		
Voted NAY						
Not at mtg.					Х	Х
Abstain						

Approval for Consent Agenda:

Motion: LaVere-Wright, to approve minutes from January 15, 2019 meeting Second: Drosendahl

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	LaVere- Wright	Richard	Snowberger
Voted AYE	Х	Х	Х	Х		
Voted NAY						
Not at mtg.					Х	Х
Abstain						



Approval for Agenda Action Items:

A. RFP Update, No Action

B. Banking Authorization for Annette Ridgway

Motion: LaVere-Wright, to authorize banking signature authority for Annette Ridgway for all bank accounts of Colorado Digital BOCES and Education reEnvisioned BOCES

Second: Harris

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	LaVere- Wright	Richard	Snowberger
Voted AYE	Х	Х	Х	Х		
Voted NAY						
Not at mtg.					Х	Х
Abstain						

Approval to Adjourn at 5:00pm:

Motion: LaVere-Wright Second: Drosendahl Motion Passed: 4-0

	Drosendahl	Griffin	Harris	LaVere- Wright	Richard	Snowberger
Voted AYE	Х	Х	Х	Х		
Voted NAY						
Not at mtg.					Х	Х
Abstain						

Minutes Respectfully Submitted by: Annette Ridgway, Acting Secretary

STUDENT BOARD OF REPRESENTATIVES UPDATE March 26, 2019

Students from PHS, VRHS, SCHS, PPEC and FHS have been meeting once a month with various personnel from the district to ask questions and to give input on decisions that affect them and their peers. At each meeting, the prior work session and future board agenda is looked at and discussed. Peter Hilts and Kevin Butcher bring out topics that they would like student feedback from or highlight items they think the students would be interested in.

- Students got together with their school groups and listed out what is working well and what needs improvement at their schools. It is important for them to know the issues and bright spots of other schools since they now represent not only their high school, but also students in the district
- In December, 5 SBOR students attended the CASB (Colorado Association of School Boards) conference held at the Broadmoor. Students heard guest speakers and attended breakout sessions. From this, students were given resources such as grants available to students for improvements at their school. Rachel Washburn, SCHS, is currently in the process of obtaining a grant to revamp the bathrooms at Sand Creek for next school year.
- Peter Hilts did an APEX profile on each student to show them their strengths as it pertains to Learn, Work and Lead. Students took a survey and Peter put the results together to show them what different personalities, strengths and weaknesses they have, work well with and do not work well with.
- Pedro Almeida met with students on the new security initiatives they have been working on with the security council to get the SBOR's input and perspective; students brought up issues they saw, likes and dislikes of each, and recommendations moving forward
- Brett Ridgway came in to talk to students about the long version of "The Best Choice to Learn, Work and Lead" and gave their feedback and input on likes and dislikes. They were also able to look ahead to the parts of the mission and vision statement (including the rocks) that will be updated next year
- Dr. Kim Boyd will be attending the SBOR's last meeting in April to address mental health awareness issues, programs available, and upcoming events for students in the district; the majority of the students felt this was an important topic and requested Dr. Boyd come in

Lauren Stuart

Sand Creek High School Math Teacher StuCo Advisor Community Liaison



BOARD OF EDUCATION ITEM 8.06 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	April 11, 2019
PREPARED BY:	David Watson, Director of Safety and Security
TITLE OF AGENDA ITEM:	Enhanced Security Community Advisory Team (ESCAT) Initiatives
<u>IIILE OF AGENDATIEM.</u>	Update
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND : Director of Safety and Security will provide update to Board Of Education on each ESCAT initiative presented by COO at the February 2, 2019 Annual Planning Summit.

Relevant Data and Expected Outcomes: $\rm N/A$

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

C u 1	Inner Ring—How we treat each other Outer Ring—How we treat our work	Inner Ring- We value security, and in order to teach our students entrusted into our care the learning environment must be secure.
u r e		Outer Ring- D49 invests time, energy and resources exploring and researching best practices in the area of school safety and security.
S t	 Rock #1—Establish enduring <u>trust</u> throughout our community Rock #2—Research, design and implement programs for intentional <u>community</u> participation 	Rock 1: School security is a fundamental mission of the districts. We will continue to build upon the foundational trust of our community.
r a t e g	 Rock #3— Grow a robust <u>portfolio of distinct and</u> exceptional <u>schools</u> Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive 	Rock 2: ESCAT was formed as a community voice on security topics for consideration and implementation. We will continue to research and suggest best practices through collaboration with our community.
y y	Rock #5 — Customize our educational systems to launch each student toward success	Rock 4: Safe and secure learning environments are foundational to student success and achievement.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: None (BOE is receiving update)

APPROVED BY: Pedro Almeida, Chief Operations Officer

DATE: 03/29/2019



ESCAT Initiatives Update

David Watson Director of Safety and Security

ESCAT Initiatives



- 1. Blue Point
- 2. Safety and Security Window Film
- 3. Communications Enhancements- Radios
- 4. Centralize Site Based Security
- 5. Arm Security Staff

Blue Point



- Executed Mil Levy request for \$400,000 for 7 secondary school locations
- Locations
 - Falcon High
 - Falcon Middle
 - Patriot High/ FLC
 - Vista Ridge High
 - Skyview Middle
 - Sand Creek High
 - Horizon Middle

Blue Point Cont.



- Initial "Pilot" install completed at Sand Creek High over Spring Break
- 6 other secondary locations will be installed over summer break
- Inspiration View: using construction funding, will install system in May
- Plan and funding needed to implement in remaining elementary and other campuses

Safety Security Window Film



- Awarded funding in our CO school safety grant application - \$99,000 for district wide implementation
- Measurements completed district wide
- Scope of work created
- Begin installation in June
- Final quote

Communications Enhancement-Hand Held Radios



- Awarded funding in our CO school safety grant application - \$82,600
- Improve radio communications throughout the district
- Scope of work



- Currently in planning stage
- Finalizing several options to present to district leadership and BOE

Arming Security Staff



- Currently in planning stage
- Developing several options to include a centralized and decentralized plan for armed and unarmed security staff
- Will present to district leadership and BOE for future considerations and guidance



Questions?



BOARD OF EDUCATION 8.07 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	April 11, 2019
PREPARED BY:	Sean Dorsey, Sand Creek Zone Leader
<u>Title Of Agenda Item:</u>	Sand Creek Zone Performance Report
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND OR RATIONALE

The update is the 2018 2nd semester performance report for the Sand Creek Zone.

RELEVANT DATA AND EXPECTED OUTCOMES:

The Sand Creek Zone performance report will emphasize, but not be limited to, performance data aligned with district, zone, and school goals.

Імр	ACTS ON THE DISTRICT'S MISSION PRIORITIES—T	HE RINGS AND ROCKS:
ė	Inner Ring—How we treat each other	
Sulture	Outer Ring—How we treat our work	
Cu		
	Rock #1 —Establish enduring <u>trust</u> throughout our community	Update the BOE with regard to the performance of the Sand Creek Zone.
Stratepy	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Provide an overview of efforts to support primary proficiency.
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Update the BOE as to ongoing initiatives and priorities in the Sand Creek Zone, including our performance
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	excellence work with the Studer Education Group, as well as our emphasis pertaining to Visible Learning
	Rock #5 — Customize our educational systems to launch each student toward success	throughout the zone.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: April 3, 2019



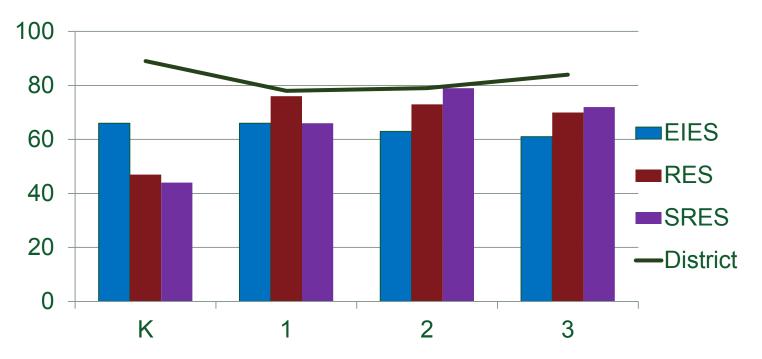
Sand Creek Zone Performance Report

Sean Dorsey April 2019





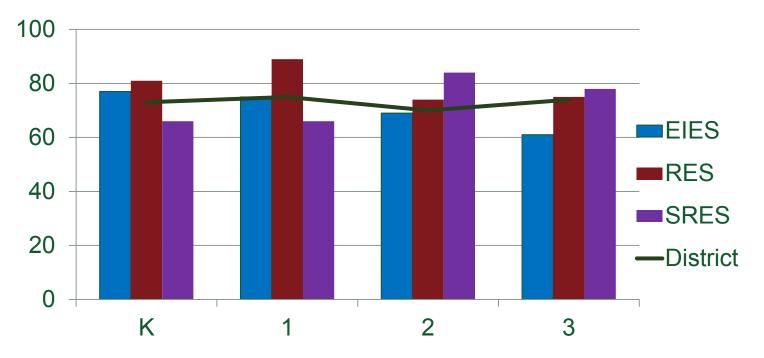
DIBELS BOY 2018-2019 Composite At/Above Benchmark







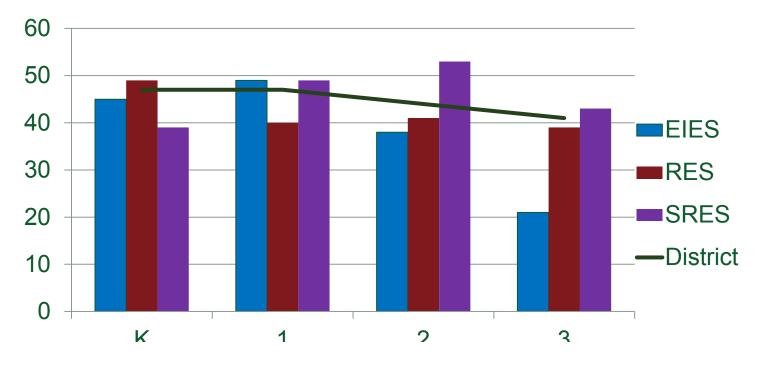
DIBELS MOY 2018-2019 Composite At/Above Benchmark







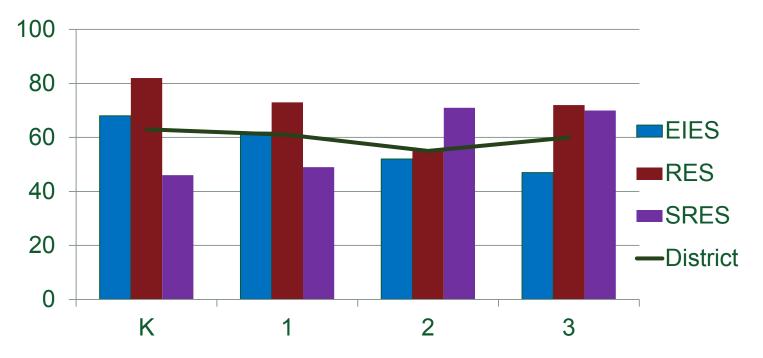
DIBELS BOY 2018-2019 Composite At/Above Benchmark







DIBELS MOY 2018-2019 Composite At/Above Benchmark





Our Sand Creek Message (What We Deliver) Pursuit of Excellence



Our Sand Creek Identity

Commitment Inclusive Personalized Paths Pride

Growth Mindset Heart

EVERY

STUDIEN

Our Sand Creek Zone Goals

Student Success

- Graduates of the Sand Creek Zone are prepared for post-secondary success in college and career
- Provide ongoing opportunities for students to participate in decisions about personalized paths to success
- Student engagement and ownership in the learning environment
- Every student a reader by 3rd grade



NUMBER OF TAXABLE PARTY OF TAXABLE PARTY

People

- Focus on communicating the successes of the zone-students, employees, alumni
- Retain and recruit quality staff
- Maximize employee engagement by providing opportunities for input
- Leaders share the "why" and focus on consistent two-way communication between leaders and employees

Service

- Vertical alignment and seamless transitions between levels for all students & families
- Communicate with stakeholders the processes and systems of the zone (what departments do, why and how to access support)
- Focus on maximum return on investment of all resources for student achievement



COMMUNITY

Innovation & Growth

- All stakeholders have an opportunity to have a voice in zone initiatives
- Personalized learning paths for students with an emphasis in individual development
- Increase enrollment from outside the zone and district

Sand Creek Zone Scorecard





	Student Success	People	Service	Innovation & Growth
* * * * * * * * *	Goal 1: SAT-Meet or exceed the state average for 11 th grade English SAT Goal 2: SAT-Meet or exceed the state average for 11 th grade Math SAT Goal 3: PARCC-Meet or exceed the state average in 6-8 ELA Goal 4: PARCC-Meet or exceed the state average in 6-8 Math Goal 5: Increase % of students at or above benchmark in reading from _73_to_33_ (Reading DIBELS Goal 6: Increase % of students at or engagement overall mean on survey from _3.9_to_4.01_ Goal 7: Increase 4 year Graduation Rate from _85.5_to_87.0_ Goal 8: Meet or exceed expected median growth percentile as measured by state assessments, at elementary and secondary levels	▼ Goal 1: Increase employee engagement overall mean from _3.84_ to _3.94_	 Goal 1: Increase parent satisfaction survey mean from _3.86 to _3.96_ Goal 2: Attain a "timberline" rating on the D49 Finance Scorecard 	 Goal 1: Increase the number of students "choicing in" to Sand Creek Zone in a single year from 250 (current yr) to 275 (next yr) Goal 2: Stakeholders will have an opportunity to have a voice in zom initiatives. Goal 3: Increase number of students participating in concurrent enrollment classes from <u>71 to 100</u> by August 2019
		Progres	ss Monitoring	
	Student Success	People	Service	Innovation & Growth
* * * * * * * *	SAT/PSAT practice assessments- Khan Academy logins Eureka end of module assessments/practice assessment completion (K 5,9-11) ACT Aspire quarterly assessments (6-8) Accuplacer Assessment (9-10) Monitor ST Math syllabus completion at Evans and Remington	 Monitor number of completed rounds once per month Review rounding summary forms once per quarter 	 Via principals/zone leader meetings, spot check action plan progress Monitor Personnel and Implementation spend on a monthly basis. Monitor the percent of General Fund account in the negative on a monthly basis 	Review choice data on a quarterly basis

Sand Creek Zone Scorecard District



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Student Success	People	Service	Innovation & Growth
 Through instructional rounds participants will use questioning to validate learners understanding of success criteria and learning intentions Through the observation/feedback/coaching cycle, leaders support teachers in integrating teacher- to-students and student-to-student feedback aligned with stated success criteria Develop a guiding coalition comprised of zone leadership and teachers to explore the adoption of the AVID program for the 2019-2020 school year Develop formative and interim measures, particularly at the high school level, to ascertain students 'academic growth 	 Round on employees 2x a year Conduct 30/30 day meetings with new certified employees Rounding Summary two times per year Results rollout for EE survey results Provide individualized professional development to all employees 2x per year Reward and recognize staff for exhibiting criteria aligned with Sand Creek Standards of Excellence. Validate that Sand Creek Standards are deployed with building leaders through quarterly meetings All buildings will rollout two zone identity elements to staff prior to January 2019 	 Rollout results and develop action plans Highlight and share best practices schools are using to increase parent satisfaction Zone leader rounding with parents at SAC/PTO meeting two times per semester. Create and distribute a rounding summary to be shared with staff Discover and advertise community resources that will be of benefit to all families in the Sand Creek Zone Require building administrative assistants to rectify negative accounts on a weekly basis. Spend 80% of the 2018-2019 zone implementation budge by June 30, 2019 	 Convene a Bright Ideas group, oncoper semester, to consider and endorse creative ideas to be funde by the zone Create and disseminate Sand Creel Zone marketing video

Evans International Scorecard



	Student Success	People	Service	Innovation & Growth
* * * * * *	PARCC / CMAS - Meet or exceed the state/district average in 3-5 ELA PARCC / CMAS - Meet or exceed the state/district average in 3-5 Math PARCC - Achieve a Median Growth Percentile of 50 or above in ELA PARCC - Achieve a Median Growth DIBELS Reading - Increase the percentage of students scoring Green from EOY 2017- 2018 to EOY 2018-2019 DIBELS Math - Establish a baseline using 2018-2019 BOY data	 Increase employee engagement overall mean from 3.79 to 3.99 Acknowledge those mentioned during Rounds and admin meetings through an email, in person, or note 	 Increase parent satisfaction survey mean from 4.05 to 4.10 Increase the mean for item: I receive positive phone calls, notes, or e-mails about my child from the school from 3.63 to 3.78 	 Increase the number of students "choicing in" to Evans International from 2017-18 to 2018-19 Increase the number of opportunities that students have to be recognized for achievement towards positive behavior or academics Increase # of annual opportunities for stakeholders to have a voice in zone decisions from to
-		Progre	ss Monitoring	
** * * *	Wonders assessments DIBELS Reading – consistent progress monitoring and benchmark assessments DIBELS Math – Progress monitoring for students scoring well below benchmark and receiving math pullout intervention ST Math – All students will set goals and monitor progress throughout the year Lexia progress – All students will have access to Lexia at their instructional level.	Review Rounding Summary Forms with leadership team during admin leadership meetings.	 Utilize Class Dolo, PAWSitive Office Referrals, and notes sent home by classroom teachers. Quarterly Newsletters sent home to all families Invite parents to SAC and PEC (Parent Engagement Club) meetings by sending out reminders and calling parents who have expressed interest. 	 ✓ Quarterly Review of choice-in student # ✓ Pride Assemblies each quarter

Evans International Scorecard



Strategic Actions				
 Align best instructional practices with Visible Learning Framework Refine MTSS Process (improved to identify student needs and provide targeted intervention) Observation/Feedback Cycle (5 per year) Data-based beam meetings Leadership Model – Administrators, and instructional coach will serve as Primery. 	Complete 2 Rounds with each employee each year Conduct 30/90 Day Rounds with new employees Rounding Summary Results Rollout for EE Survey Results	 Results Rollout for Parent/Student Survey Results Results rollout of parent engagement survey with Evans SAC committee Increase the amount of positive feedback parents receive about their students (Class Dajo, PAWSitive Office Referrals, and notes sent home by teachers) 	 Develop a promotional package highlighting ontstanding EIES programs. Highlight outstanding EIES programs and student achievement in quarterh newsletters senthome school wide 	

Remington Scorecard



People	Service	Innovation & Growth
 Acknowledge those mentioned during Rounds through an email, in person, or a written card. 	 Increase parent satisfaction survey mean from <u>4.01</u> to <u>4.25</u>. 	Maintain current "choice in" numbers
Progress	Monitoring	the second se
Review Rounding Summary data. Teacher feedback (Teacher Spotlight)	Perceptual Observations – parent phone calls. SAC/PTSA increase volunteers	Infinite Campus Reports from Enrollment Department
	Increase employee engagement overall mean from <u>4.23</u> to <u>4.50</u> Implement "Spotlight on Teachers" shared through Remington Newsletter and school Website Acknowledge those mentioned during Rounds through an email, in person, or a written card. Maintain and retain highly effective teachers. Progress Beview Rounding Summary data.	Increase employee engagement overall mean from <u>4.23</u> to <u>4.50</u> Implement "Spotlight on Teachers" shared through Remington Newsletter and school Website Acknowledge those mentioned during Rounds through an email, in person, or a written card. Maintain and retain highly effective teachers. Progress Monitoring Perceptual Observations – parent phone calls. Perceptual Observations – parent phone calls.

Remington Scorecard



	Strateg	ic Actions	
 Align best instructional practices with Visible Learning Frameworks (learning intentions, success criteria and feedback) Students are able to answer the three questions: What are you learning? How does it look when you are successful? Where are you going next? Students have a clear understanding of the Mighty Mustang Learner. Realign reading interventions below level to SIPPS. Focus on teachers providing meaningful, valuable, timely, feedback to students in all classrooms. PLCs - focus on DIBELS subscores to align interventions directly to reading deficils. Provide professional development in vocabulary to improve PARCC vocabulary deficit found in PARCC data analysis implementation of PBIS practices 	Complete 2 Rounds with each employee each year Complete 30 day and 90 day Rounds with all new employees. Rounding Summary Results Rollout for EE Survey Results Collaborate with Lauren Stuert on Teacher Spotlight reporting Provide teachers with growth and leadership opportunities based on the self-identified needs of the teacher.	 Results Rollout for Parent/Student Survey Results Personal phone calls home to encourage parent and student participation in tutoring, SAC, PTSA and other volunteer opportunities. DOJO training for all classroom teachers, with full implementation beginning in August 2018. Collaboration with Kayla Higbee (RES Community/School Liaison) to increase Parent involvement and Community Relationships 	 Through Zone committee of parents, lear and review data and input of why they choic into Remington Visibility through Website Showcase programs and other opportunitie for students Transparency of goals and achievemen acores

Springs Ranch Scorecard



and a	Creek Zone Scorecard 2018-201	19 School: Springs Ranch Eleme	streatly
Student Success	People	Service	nnovation & Growth
 Goal 1: The Median Growth Percentile for the All Students category will increase from the 46th percentile to the 51st percentile from 2018 to 2019 in English Language Arts. Goal 2: The Median Growth Percentile for the All Students category will increase from the 53th percentile to the 58th percentile from 2018 to 2019 in Math. Goal 3: Students who perform in the Well Below Benchmark category according to their composite score in Reading Oblets will decrease from 19% to 5% from BOY 2018 to EOY 2019 on grade level Benchmark assessments. Goal 4: Reading goal – 90% of students will make expected growth according to pathways of progress. 	Goal: Increase the employee engagement overall mean from 3.62 to 3.77 according to Employee Engagement Survey.	 Goal: Increase the mean score of parent satisfaction according to the survey from 4.17 to 4.22 on the Parent Satisfaction Survey. 	 Goal: Increase the number of new choice students enrolling in Springs Ranch Elementary from 47 BOY 2018 to 52 BOY 2019 Goal: Increase student enrollment at Springs Ranch Elementary from 544 to 560 from the beginning of the 2018-19 school year to the beginning of the 2019-20 school year.
	Progress	Monitoring	and the second
Monitoring Goal 1,3,4; Dibels Reading Benchmark data to review composite scores and the change in percentage of students failing into the Below and Well Below Benchmark category. Monitoring Goal 2: MOY Math Benchmark Dibels data to review Composite, Computation, Concept & Application growth from BOY Benchmark data. Monitoring Goal 3,3,4; Common willing prompts reviewed and scored during EtC Imes.	 Monitoring Goal 1: Employee Engagement Survey. Rounding Summary Review with leadership team. Meeting Exit tickets - Check for understanding and offering feedback 	Monitoring Goal 1: * February 2018 Parent Satisfaction Survey Results. * Teacher Communication Log	 Monitoring Goal 1: Quarterly Review of students who are currently enrolled as School of Choice along with additional choice applications received since BOY.

Springs Ranch Scorecard



Strategic Actions				
 Action: Math intervention structure implemented to grades 2-3 that includes pull out and push-in support for 30 minutes daily at least 3x a week. Students performing below grade level in math will be using "Do the Math" and "Matific" Math programs to increase growth in math skills. Students who are in the RTI process and have IEP goals in Math will engage in Moby Max online Math instruction to address skill gaps. Action: Monthly PLC meetings with the administration team that are scheduled throughout the year to discuss data monitoring in math, literacy, and writing. Action: Pilot Core Curriculums to include "CKLA" and "Wit & Wisdom" to support literacy growth and achievement. Action: Reading Intervention structure that includes grades K-5 to receive pull-out and push in support for at least 3x a week. Grades K, 3. & 2 receive 50 minutes of pull out support for ad leacher. Action: Grade level teams receive an additional 40-minute common planning time every 7" day to participate in a team PIC meeting for data review, intervention updates, and discussing the needs of the kids. Visible Learning Impact cycle around writing 	 Actions: Round on Employees 2X a year. Conduct 30/90 Day Meetings with new employees. Rounding Summary shared with staff efter Rounding session. Results Rollout for EE Survey Results Communication Tools for keeping staff informed. Daily News, Monday Morning Memo and Friday Forecast (Zweek glanco) Share scorscard and Zone plan with staff. Begin roll out of Standards of Excellence Inclusive and Grawth Mindset Reward and recognize slaff through notes, emails, and announcements Provide opportunities for transparency and input through soliciting feedback and understanding during meetings with pillar aligned agendas and exit tickets 	 Actions: Results Rollout for Parent/Student Survey Results Action: Host SAC Meetings quarterly. Host quarterly community events to include "Reading Night", "Watch Dog Pizza Night", "One School One Book Launch", etc. Send out school newsletter monthly. Conduct Home visits for Incoming Kindergarten students. Fach student provided with a positive note on phone call home each quarter in addition to progress reports, conferences, report cards. 	 Action: Host Open House Kindergarter, Rickoff in the Spring for Incomin, Kindergarten families. Action: Administration to Speak with Spring Banch Home Owners Association Action: Provide robust after schoo opportunities. Produce brochure communicating highlight of SRES. Updated Teacher web pages and school wel site 	

Horizon Scorecard



Student Success	People	Service II	nnovation & Growth
CMAS-Meet or exceed the state and/or district average in 6-8 ELA. CMAS-Meet or exceed the state and/or district average in 6-8 Math. CMAS-Achieve a Median Growth Percentile of 50 or above in ELA. CMAS-Achieve a Median Growth Percentile of 50 or above in MAth. 70% of students in READ 180 will meet or exceed expected growth. 70% of students in MATH 180 will meet or exceed expected growth. Decrease the number of student suspensions by 5% from 132 to 126. Increase the % of students making Renaisance by 5% from 126 to 1297 in the first three quarters.	 Increase employee engagement overall mean from 4.21 to 4.25. Increase "success stories" shared through Praiseworthy Panther nominations by 20% from 43 to 52. Acknowledge those mentioned during Rounds through an email, in person, or postcard home. 	 Increase parent satisfaction survey mean from 3.75 to 3.85. Increase the mean for item: I receive positive phone calls, notes or emails about my child from school from 3.46 to 3.56. Increase student satisfaction survey mean from 3.61 to 3.76. 	 Create and implement a better transition process from 8th to 9th grade. Increase the number of students "choiding in" to Horizon by_276
	Progress I	Vionitoring	
 Classroom Assessments ACT Aspire Assessment in Reading ACT Aspire Assessment in English. Review Renaissance numbers each quarter.	leadership team weekly during admin loadership meetings. Complete 30/90 rounds with new employees	 Monitor postcards sent home on a monthly basis Kindness campaign and theme during school year, through Renaissance 	 Quarterly Review of choice-in student #'s. WEB day schedule and program for August 1^d.

Horizon Scorecard



	Strateg	ic Actions	
 Align best instructional practices with Visible Learning Framework Implement Visible Learning strategies in classrooms throughout the building. Focus on teachers providing meaningful, valuable, timely, feedback to students in all classrooms. "Kindness" campaign and theme for Renaissance during 2018-19 school year. 	 Complete 2 Rounds with each employee each year Complete 30 day and 90 day Rounds with all new employees. Results Rollout for EE Survey Results Send staff postcards home, 10 per quarter, per teacher Share out scorecard and make connection to zone scorecard, twice per year Rollout Zone Standards of Excellence 	Results Rollowt for Parent/Student Survey Results Send staff postcards home, 10 per quarter, per teacher Grantude reflection journal completed by students weekly.	 PowerSchool training for parents. Create and post tutorials for 8th grade students for registering for classes at Sano Creek Through Zone survay of parents, learn and review data and input of why they choice into Horizon.

Sand Creek Scorecard



Student Success	People	Service	Innovation & Growth
es of the Sand Creek Zone are prepared for post-secondary success in college and career Goal 1: SAT – Meet or exceed the state Mean Score for 11 th grade English SAT Score- 515 Goal 2: SAT – Meet or exceed the state Mean Score for 11 th grade Math SAT Score - 503 Goal 3: Increase Graduation Rate from <u>% to _</u> % Goal 4: Decrease the Number of students who fail English (& II by	Leaders share the "why" and focus on consistent two-way communication between leaders and employees • Goal 1: Increase employee engagement overall mean from 3.49 to 3.69	 Immunicate with stakeholders the processes and systems of the zone (what departments do, why and how to access support) Goal 1: Increase parent satisfaction overall mean from 3.05 to 3.25 Goal 2: Increase student satisfaction overall mean from 3.21-3.41 	ease enrollment from outside the zone and district increase the number of students who "choice in" to Sand Creek High School from 80 (18-19) to 90 (19-20)
	Progress	Monitoring	
 Monitoring Goal 1: Interim and practice PSAT & SAT test results Monitoring Goal 2: Monitor number of PSAT & SAT test prep sessions on content area standards Monitoring Goal 3: Monitor grade distribution (9 th & 10 th ELA & Math) data - report quarterly Monitoring Goal 4: Monitor and meet with students not on track to graduate	 Monitoring Goal 1: Review the Employee Engagement Survey and Rounding summary 2x per year with rationale Monitoring Goal 2: 30/90 day Rounding with new hires with summery results to Leadership Team 	 Monitoring Goal 2: Data of positive communication logged and reported to evaluator 	 Monitoring Goal 1: Quarterly data review of student choice Monitoring Goal 2: Collect student ICAP data on pathway interest and completion

Sand Creek Scorecard



Strategic Actions				
 Action: Prep sessions during core classes and blended classes will be using the SAT Prep class in GradPoint) Action: Share individual performance results with students in English and Math classes - frequency Action: Visible Learning - emphasize teacher derity in communicating learning intentions, success criteria, and feedback to students through professional development training, teacher observation, feedback and coaching conversations Action: Digital Chizenship implemented in the blended classes Action: Collect and analyze data on referrals related to attendance and disrespectful behavior from 1st to 2st semester Action: Identify Students who are failing 9th & 10th Grade ELA and Math Action: Provide interventions for students not meeting grade level for 9th & 10th Grade ELA and Math 	 Action: Round on Employees 2x a year Action: Conduct 30/90 Day Meetings with new employees Action: Rounding Summary rollout to staff 2x a year Action: Results Rollout for EE Survey to staff Actions: Results Rollout for PS Survey to staff Action: Results Rollout for Student Satifiant on Survey to staff Action: Intentional rollout of Standards of Excellence Action: Master Schedule discussions with departments in March/April 2019 	 Action: Results Rollout for Parent and Student Survey Results with SAC at the first meeting 18-19 school year Action: All teachers will send at least one positive communication home per month during the 18-19 school year Action: Leadership Wall defining roles and responsibilities Action: Name badges for all front office staff Action: Training for parents to access PowerSchool parent portal at Back-to-School night and grade level nights Action: Training for parents on the APP at Back to School Night and grade level nights Action: Create a Leadership Document which provides students and families with names, titles, contact information, roles and responsibilities of the leadership tam. Make the document available on the website, front office, events and activities. 	 Action: Create a multi-media marketing package for SCH5 to be deployed across diverse platforms and populations Action: Educate all staff regarding pathways, courses, programs, and plans of study during staff meetings Action: Training for staff on JCAP and College & Career Prep by grade level 	

Visible Learning and Studer Education Summary



Visible Learning

- Multiple days of coaching with VL consultants
- Emphasis on the importance of feedback for students in the learning process
- Aligning observation, feedback, and coaching practices with visible learning strategies
- Cohorts of teachers implementing visible learning strategies in their classrooms and measuring the impact on students' growth

Studer Education

- Hosted multiple leadership development institutes to equip our leaders with continuous improvement strategies
- Surveyed key stakeholders and used results to create actions to better serve students, staff, and parents

People

Parent Academy

- Social and Emotional Wellness (December)
- Diet and Nutrition (February)
- Substance Abuse Expert Panel (May)

Rounding

 Parent input on measures of a successful school during SAC meetings throughout the Zone





Zone Recognition

For going above and beyond in the areas of People, Service, Growth & Innovation and Student Success

2018-2019 Recipients

- Lisa Walker, RES Paraprofessional
- Lori Maher, HMS Instructional Coach
- Demetrio Rodriguez, EIES Custodian
- Alyssa Nicholson, SCHS Teacher
- Misty O'Connor, SRES Teacher
- Paul Beyer, SCHS Student
- Karen Parks, RES Teacher
- Greg Boxa, SCHS Custodian
- Kevin Gould, HMS Teacher
- Leslie Garza, HMS Counselor
- Erika Siemieniec, SCHS Teacher

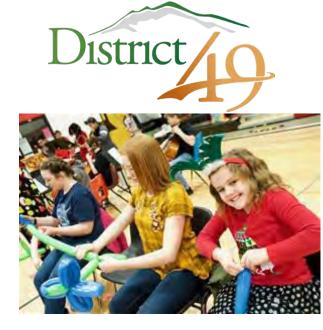






Service

- **SCHS**' NHS raised \$2000 and **SRES** brought in over 4000 cans of food for Harvest of Love in the fall
- **HMS**' JOI Club hosts Christmas Party for Fostering Hope Foundation
- **SCHS**' FBLA raised over \$500 for March of Dimes in the spring
- **EIES** collected food and non perishables during a "Week of Thanks" and delivered them to the ICU at Penrose, COS Police, the Ronald McDonald house, Cimarron Hills Fire Department and Peterson AFB





Growth & Innovation



SCHS FBLA is the largest student organization in D49

- Had 3 state champs within first 3 years
- Qualified for Nationals in Baltimore

New Course Development

 Added Nutrition and Health 2 in the Health Pathway







Daniel's Scholarship Recipients from SCHS

Derrius Rahman and Bruce Smith

HMS Girls and Boys Basketball were League Champions

3 SCHS State Qualifiers

- Charles Lyons (wrestling)
- Savana Baker (swimming)
- Noah Malmberg (speech & debate)



Renaissance Program Thriving

- Over 400 at HMS
- Over 600 at SCHS
- Earning a GPA above 3.0

Girls Soccer

1st in the state

Literacy Nights Huge Success

- SRES had over 100 families
- EIES had 500 total in attendance

RES hosts Cooking Club

- Helps with student independence Follow recipes to create snacks Staff donated kitchen essentials for students to use

District





BOARD OF EDUCATION ITEM 8.08

BOARD MEETING OF:	April 11, 2019
PREPARED BY:	Paul Andersen, Director of Human Resources
TITLE OF AGENDA ITEM:	Job Description Administrative Revisions
ACTION/INFORMATION/DISCUSSION:	Information Item

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Per policy GBJD, 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, 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.

<u>RATIONALE</u>: 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

- 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
- Major modifications to essential duties and responsibilities, qualifications or other work factors

Changes Within Administrative Discretion

- 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".

<u>RELEVANT DATA AND EXPECTED OUTCOMES</u>: The presentation of administratively modified job descriptions serves to keep the board informed of changes and demonstrates transparency to stakeholders.

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	Accurate and up-to-date job descriptions promote respect and responsibility by providing clarity to the employee. This clarity positively impacts purpose, learning and teamwork.
Stratepv	Rock #1 —Establish enduring <u>trust</u> throughout our community	Our thoughtful, transparent job description development and approval process promotes trust with 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 launch each student toward success	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only; no action requested.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: April 4, 2019



PROGRAMMER (ACADEMIC SYSTEMS AADMINISTRATION)			
Job Title:Data AnalystProgrammer (Academic Systems Administrator)Initial:October 11, 2018		Related Organization Chart	
Work Year:	261 Days	Academic Performance	
Office:	Education		
Department:	Learning Services	Programmer	
Reports To:	Coordinator of Academic Performance (Academic Sy Administrat		
FLSA Status:	Exempt		
Pay Range:	Professional Technical Range 3		

POSITION SUMMARY: The Programmer for Academic Systems Administration is responsible for creating and maintaining databases of district assessments, learning management systems and tools, and managing and maintaining data warehouses. The Programmer serves District 49 to support academic platforms, assessments and systems.

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.

- Conducts programming and data migration for all academic systems (<u>e.g., ie.</u> data entry and data uploads, retrieval and analysis-).
- Submits reports to the Colorado Department of Education regarding academic performance data and reporting. Assists teachers and administrators with data uploads and migration for assessment tools and data management resources.
- Validates integrity to ensure all data uploads are accurate and submitted on time.
- Manages data governance over state-wide systems and district-specific applications.
- Utilizes SQL or equivalent programming language to construct, analyze and validate data files for academic systems and state reporting purposes.
- Creates and maintains databases of student assessment results to include state and district assessment measures. Reconciles discrepancies and provides oversight for all verification and student biographical data (SBD) processes related to student assessment data.

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

- Performs programming functions to facilitate information transfers between academic data systems to include uploads, downloads, and related database management/programming (ie. myOn, Schoology, CEDAR, Destiny, ACT Aspire, Aims Web, Amplify, Lexia, and other district and state assessments).
- Maintains a high level of knowledge and skill related to using programs and software by learning new software and keeping abreast of trends (networking with other district data managers, attending regional and state-level training and meetings).
- Consolidates academic data and generates reports for administration within the Education Office. Serves as the lead consultant to zones and schools on accessing data-bases to generate reports.
- Ensures all state-required reports within the department are submitted on time and accurately to CDE as required.
- Performs other duties as assigned.

Supervision & Technical Responsibilities:

This position has no supervisory responsibilities.

Budget Responsibility:

This position has no budgetary 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 in a related field of study or equivalent experience required.

Experience:

- Five (5) years of experience in data and reporting, statistical analysis, programing, or database management.
- Experience working with diverse educational community.

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills.
- Competent in programming concepts, methods and techniques.
- 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.
- Open to feedback and growth opportunities.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Knowledgeable about state-required school data reporting.
- Knowledgeable about structure and design of databases and programs.
- Must be proficient in the use of personal computers and software applications including Microsoft Word, Excel, Outlook, Power Point, SQL and Access.

Certificates, Licenses, & Registrations:

• Criminal background check required for hire.

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.

• 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, evaluate, and use interpersonal skills.



BOARD OF EDUCATION ITEM 9.01 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: April 11, 2019

PREPARED BY: Ron Lee, Director of 3B MLO

TITLE OF AGENDA ITEM: <u>3B MLO Projects Update</u>

ACTION/INFORMATION/DISCUSSION: Discussion Item

BACKGROUND OR RATIONALE

Discussion item, 3B project updates.

RELEVANT DATA AND EXPECTED OUTCOMES:

Clarity of understanding our current 3B MLO projects and status of the projects.

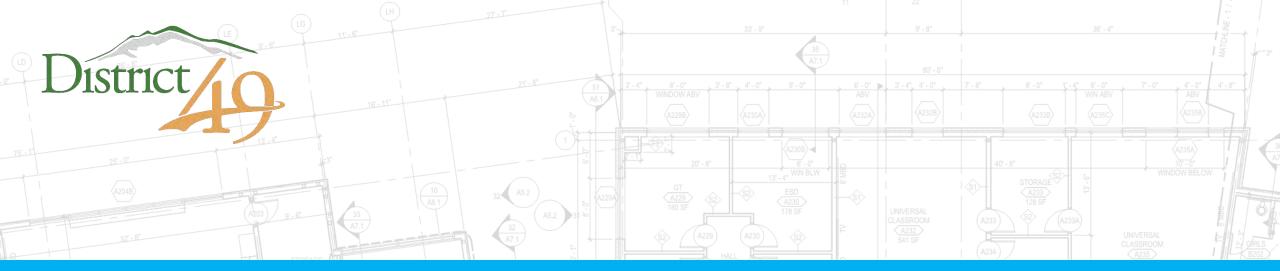
IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other Outer Ring—How we treat our work	Always mindful with our integrity, we manage every project to the best possible outcome.
Strategy	 Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement programs for intentional community participation Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive Rock #5— Customize our educational systems to launch each student toward success 	Continually provide clear and concise communication with our community and carry out their requests with effectiveness and efficiency. Providing newly refreshed and safe learning environments assists with the growth and development towards this distinction of exceptional schools.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Review of the current 3B MLO report and make any inquiries needed for clarity or direction.

APPROVED BY: Pedro Almeida, Chief Operations Officer

DATE: March 28, 2019



MLO 3B UPDATES APRIL 11, 2019



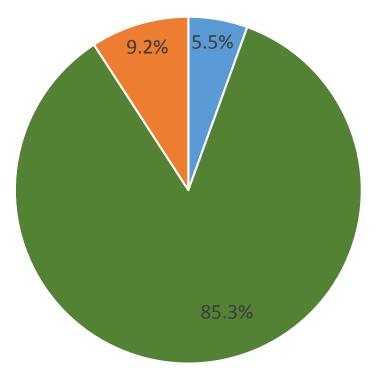




District 49 P2 Projects

Project Info:

- Projects are being scoped and coordinated for Summer Break work. Principals all got project lists updated to District by beginning of March. The last month has been used organizing the projects, finalizing bids and project scheduling.
- There are approx. 60 projects of various size being take on this summer. Projects will complete the majority of the P2 remaining scope. Some projects as has been a strategy of previous summers are being packaged together to increase efficiency.
- It is the expectation/goal that less than 2% of the remaining budget/projects will remain at summers end.



- Project Scope In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)
- Project Scope in Planning (No PO or Encumbered Cost)



P2 Projects

Project hightlights:

- Sand Creek High School Auditorium Sound and Lighting systems upgrade.
- Vista Ridge and Falcon High School Gym floors refinished.
- Falcon Middle School Carpet and Millwork replacement
- Evan Elementary School Bathroom Remodel
- Camera upgrades at Multiple Schools

0	Task Name	Start	Finish	January 1 12/23 1/27	March 11 3/3	1 1/7	May 21 5/12	6/16		Augus
4	16-Add Additional Wall	Mon 6/3/19	Fri 8/2/19	1060 1161	313		J/ 15	- wr19		1/6/
5	17-Gym Chairs	Mon 6/3/19	Fri 8/2/19				1		-	
6	18-Score Table	Mon 6/3/19	Fri 8/2/19						_	
7	19-Classroom & Front Office Furniture	Mon 6/3/19	Fri 8/2/19						_	
8	20-Central Speaker in Auditorium	Mon 6/3/19	Fri 8/2/19				1			
9	Skyview Middle School	Tue 5/30/17	Fri 8/2/19				-	_		8
0	01-Flooring refresh	Tue 5/30/17	Fri 7/26/19		_		_	_	-	1
5	Phase 4 - Classroom Carpeting Lower Level	Mon 6/3/19	Fri 7/26/19				1		1	Unite
0	06-Building Automation	Mon 3/18/19	Fri 3/29/19		100	District 49				
3	09-Bleachers, ADA, Site Work	Mon 6/3/19	Fri 8/2/19				1		-	W
14	10-Building Caulking	Mon 6/3/19	Fri 8/2/19				1			1
15	11-Building Infrastructure	Mon 6/3/19	Fri 8/2/19						_	
16	12-Camera Upgrade	Mon 6/3/19	Fri 8/2/19							
7	13-Custodial Equipment	Mon 6/3/19	Fri 8/2/19						_	
8	14-Furniture Update	Mon 6/3/19	Fri 8/2/19				1			
9	15-Site Improvements	Mon 6/3/19	Fri 8/2/19						_	
0	Odyssey Elementary School	Thu 6/1/17	Tue 5/14/19		_					
6	04-Additional Furniture	Wed 5/1/19	Tue 5/14/19			1000				
7	Ridgeview Elementary School	Tue 5/30/17	Fri 7/26/19		_	-	_	_		
0	03-Safety & Security Package	Thu 3/1/18	Tue 5/1/18							
2	Network Updates			days and the second sec						
0	05-Flooring	Tue 5/30/17	Fri 7/26/19			-	_		-	
5	Phase 5 - Core (yellow)	Mon 6/3/19	Fri 7/26/19				1.0		-	Unit
9	Stetson Elementary School	Tue 5/30/17	Fri 6/28/19		_			-1		
3	05-Fixed Furnishings	Tue 5/30/17	Fri 1/26/18							
6	Book cases & cabinets???									
7	06-Paint Refresh	Mon 10/9/17	Fri 10/20/17							
9	Paint - New Scope	an experience and a fair fair of the second	and a start of the start of the							
1	08-Library Furniture									
2	09-LED Fixtures Upgrade	Wed 5/1/19	Fri 6/28/19			1		Ac	cess En	ergy
3	10-Technology (infrastructure access points)		1.							
4	11-Main Office Refresh/Ceiling Tile									
5 🗸	12-Stalf Lounge Refresh	Mon 10/8/18	Fri 10/19/18							
6	for all and the states with the states	and the second second								
7	14-Gym Sound System									
8	Sand Creek Zone	Mon 5/29/17	Fri 8/2/19		_			_		1
19	Sand Creek High School	Tue 5/30/17	Fri 12/7/18							





Falcon High School

- P3 Project Complete
- Final Cost \$5,516,308.33
- \$133,691.67 under budget



Vista Ridge High School

- P3 Project Complete
- Closing out project finances
- Will be able to report final numbers at next months board meeting.



Sand Creek High School

- P3 Project Complete
- Closing out project finances
- Will be able to report final numbers at next months board meeting.



Bennett Ranch Elementary

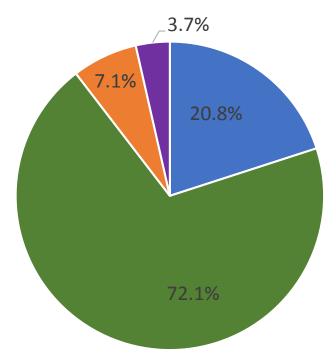
- Finalizing summer modifications
- Completing final purchases



Inspiration View Elementary School

Milestones

- Contingency is tracking better than anticipated. To date, roughly 21% of owner contingency has been spent.
- Construction is in progress and on schedule.
 - Exterior metal panel installation is on-going
 - Millwork cabinetry is being installed
 - Flooring, ceilings, doors and wall tile installation is nearing completion
 - Interior glass has been installed
 - Gym Mural is complete
 - Interior painting is nearing completion
 - Project will be Punched at end of April
- Furniture has been ordered through OfficeScapes for May / June delivery
- Meetings continue with Homeschool program to coordinate move and purchase furniture and equipment.
- Meetings are occurring with Principal Kristy Rigdon for budget and schedule planning.



- Project Scope In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)
- Project Scope in Planning (No PO or Encumbered Cost)
- Project Contingency





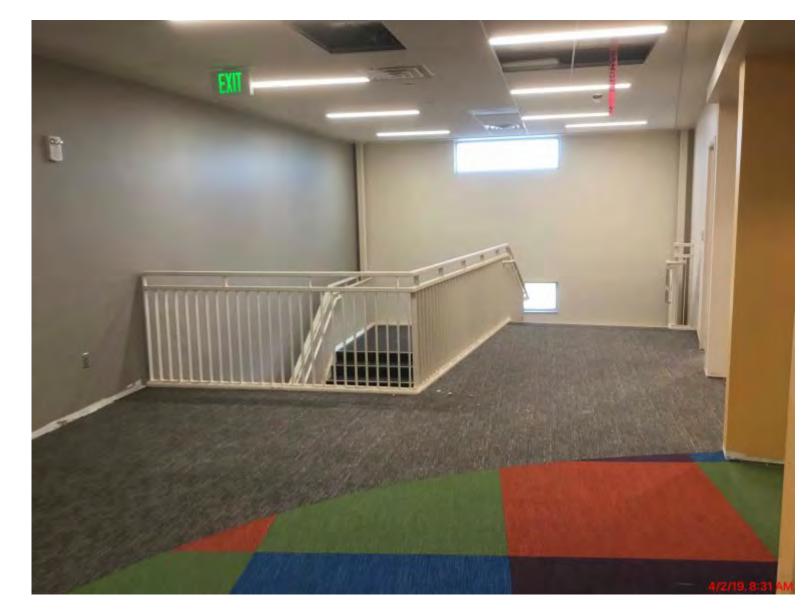






















Project Update Report

Project Name:

Wember Inc. Project Number: Issue Date: District 49 Schools – P2, P3 & P4 Projects 2016.63 April 03, 2019

The purpose of this update is to report on the current status of the District 49 School P2, P3 & P4 Projects. This report is to serve as a summary of pertinent information related to the projects at this point (information current through April 3, 2019).

Budget Key

Initial Budget	Approved Budget for the MLO approved by the schools SAC.
Current Forecast	Current planned funds to be expended on the Project. Number may be different the Initial Budget due to understanding of Costs Estimated or Contracted during the Planning and Bidding Process.
Committed Cost	Contracts, Purchases or any cost that has been encumbered as a PO. Nothing is considered Committed till a PO is in place.
Projected to Complete	Estimated costs to complete project. Estimates could be those of a contractors or just the Project Team.
Projected (Over)/Under	Amount project is over or Under from the "Initial Budget" (Not Current Forecast)

Other Definitions

GC -	General Contractor
HVAC -	Heating, Ventilation, & Air Conditioning
Substantial Complete -	State in the progress of Work when the Work or designated portion thereof is sufficiently complete in
	accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use.
Value Engineering (VE)	An organized team effort directed at analyzing the functions of systems, equipment, facilities, services,
	and supplies for the purpose of achieving the essential functions at the lowest life-cycle cost consistent
	with required performance, reliability, quality, and safety.

Overall P2 Budget Summary

			A Initial Budget	C Current Budget	G Committed Cost	H Projected To Complete	l Projected (Over)/Under
<u>A</u>	Falcor	Zone	\$6,124,500.00	\$6,124,500.00	\$5,388,231.11	\$16,459.00	\$719,809.89
	<u>A.1</u>	FHS - Falcon High School	\$1,378,000.00	\$1,378,000.00	\$1,268,348.41	\$0.00	\$109,651.59
	<u>A.2</u>	FMS - Falcon Middle School	\$2,441,000.00	\$2,441,000.00	\$2,158,150.84	\$0.00	\$282,849.16
	<u>A.3</u>	FES - Falcon Elementary School of Technology	\$1,039,500.00	\$1,039,500.00	\$715,447.61	\$294,325.75	\$29,726.64
	<u>A.4</u>	MRE - Meridian Ranch Elementar School	y \$571,000.00	\$571,000.00	\$570,959.45	\$0.00	\$40.55
	<u>A.5</u>	WHE - Woodmen Hills Elementary School	\$695,000.00	\$695,000.00	\$655,769.80	\$16,459.00	\$22,771.20
B	Power	Zone	\$4,783,000.00	\$4,783,000.00	\$4,039,086.64	\$450,964.41	\$292,948.95
	<u>B.1</u>	VRH - Vista Ridge High School	\$1,167,500.00	\$1,167,500.00	\$880,883.22	\$259,995.00	\$26,621.78
	<u>B.2</u>	SMS - Skyview Middle School	\$1,549,500.00	\$1,549,500.00	\$1,271,694.78	\$20,000.00	\$257,805.22
	<u>B.3</u>	OES - Odyssey Elementary School	\$384,000.00	\$384,000.00	\$371,439.89	\$0.00	\$12,560.11
	<u>B.4</u>	RVE - Ridgeview Elementary School	\$680,500.00	\$680,500.00	\$649,927.29	\$21,687.41	\$8,885.30
	<u>B.5</u>	SES - Stetson Elementary School	\$1,001,500.00	\$1,001,500.00	\$865,141.46	\$149,282.00	(\$12,923.46)
<u>_</u> C	Sand (Creek Zone	\$6,946,500.00	\$7,546,500.00	\$6,356,486.67	\$43,000.00	\$1,147,013.33
	<u>C.1</u>	SCH - Sand Creek High School	\$2,711,500.00	\$3,311,500.00	\$2,700,998.71	\$0.00	\$610,501.29
	<u>C.2</u>	HMS - Horizon Middle School	\$1,538,500.00	\$1,538,500.00	\$1,538,552.94	\$0.00	(\$52.94)
	<u>C.3</u>	EES - Evans International Elementary School	\$1,230,500.00	\$1,230,500.00	\$793,785.97	\$0.00	\$436,714.03
	<u>C.4</u>	RME - Remington Elementary School	\$791,500.00	\$791,500.00	\$703,580.46	\$43,000.00	\$44,919.54
	<u>C.5</u>	SRE - Springs Ranch Elementary	\$674,500.00	\$674,500.00	\$619,568.59	\$0.00	\$54,931.41
<u>D</u>	I Conn	ect Zone	\$1,154,000.00	\$1,404,000.00	\$1,382,407.48	\$0.00	\$21,592.52
	<u>D.1</u>	SSAE - Springs Studio for Academic Excellence	\$75,500.00	\$75,500.00	\$68,716.43	\$0.00	\$6,783.57
	<u>D.2</u>	FLC - Falcon Legacy Campus	\$990,000.00	\$1,240,000.00	\$1,237,458.68	\$0.00	\$2,541.32
	<u>D.3</u>	MOH -Mohawk (Home School Program)	\$88,500.00	\$88,500.00	\$76,232.37	\$0.00	\$12,267.63
<u>E</u>	Charte	r Schools	\$992,000.00	\$1,037,000.00	\$741,474.44	\$260,545.34	\$34,980.22
	<u>E.1</u>	BLA - Banning Lewis Ranch Academy	\$399,000.00	\$444,000.00	\$208,119.78	\$206,400.00	\$29,480.22
	<u>E.2</u>	ICA - Imagine Classical Academy	\$258,500.00	\$258,500.00	\$258,500.00	\$0.00	\$0.00
	<u>E.3</u>	PPS - Pikes Peak School or Expeditionary Learning	\$209,000.00	\$209,000.00	\$209,000.00	\$0.00	\$0.00
	<u>E.4</u>	RMCA - Rocky Mountain Classica Academy	I \$125,500.00	\$125,500.00	\$65,854.66	\$54,145.34	\$5,500.00
<u>F</u>	Owne	r Requirements	\$0.00	\$186,400.00	\$186,400.00	\$0.00	\$0.00
	Total		\$40,000,000.00	\$41,976,400.00	\$35,982,217.68	\$1,836,263.25	\$4,157,919.07

P3 & P4 Summary

Falcon High School

- Project is complete. Budget is finalized. There is a final rectification with the district but was rectified at the first of the year so the amount should not change much.
- Final Project Cost = \$5,516,308.33. This is \$133,691.67 under budget.

Bennett Ranch Elementary

- Working thru warranty and outstanding items during spring break.
- After year of use there are some small projects that are being planned for Summer to improve the function of the school. Project budget was held back for this.

Sand Creek Elementary

- Project is complete. Some final furniture is ordered for the commons area.
- Project is contract closed out with GC
- Finalizing and rectifying finances. Final amount can be reported next month. Project is in budget.

Vista Ridge High School

- Project is complete.
- Finalizing project finances and closing out all contracts. Final reported amounts will be reported in next months report.

- Contingency is tracking better than anticipated. To date, roughly 21% of owner contingency has been spent.
- Construction is in progress and ahead of schedule.
 - Exterior metal panel installation is on-going
 - Millwork cabinetry is being installed
 - Flooring, ceilings, doors and wall tile installation is nearing completion
 - o Interior glass has been installed
 - Gym Mural is complete
 - Interior painting is nearing completion
 - o Project will be Punched at end of April
 - Furniture has been ordered through OfficeScapes
- Meetings continue with Homeschool program to coordinate move and purchase furniture and equipment.
- Meetings are occurring with Principal Kristy Rigdon for budget and schedule planning.

Overall Budget

		C Current Budget	G Committed Cost	H Projected To Complete	l Projected (Over)/Under	J Incurred Costs
Α	Falcon High School	\$5,650,000.00	\$5,542,212.33	\$1,095.00	\$106,692.67	\$5,510,789.11
в	Bennett Ranch Elementary	\$23,300,000.00	\$23,136,907.08	\$50,052.90	\$111,510.24	\$22,705,593.33
С	Sand Creek High School	\$4,850,000.00	\$4,812,551.80	\$4,000.00	\$33,448.20	\$4,780,396.87
D	Inspiration View Elementary	\$24,400,000.00	\$22,662,485.32	\$1,594,765.56	\$142,749.12	\$17,598,110.70
Е	Vista Ridge High School	\$7,000,000.00	\$6,863,888.47	\$6,000.00	\$130,111.53	\$6,787,633.29
	Total	\$65,200,000.00	\$63,018,045.00	\$1,655,913.46	\$524,511.76	\$57,382,523.30

- Individual budgets for each project can be found on following pages.
- Committed Cost is only amounts under contract or PO. Project to Complete are costs estimated for project.

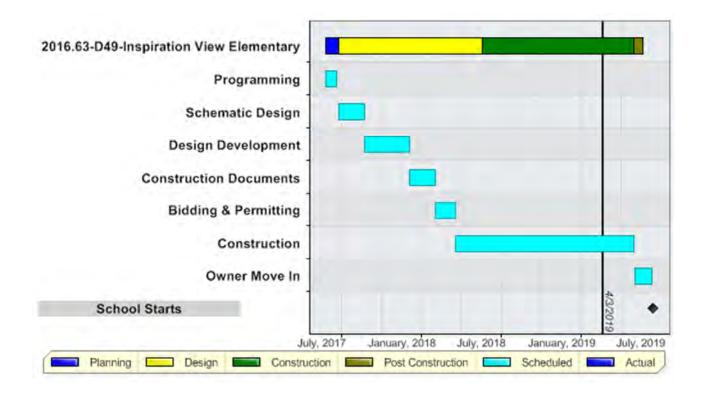
Next Steps

- Continue to attend weekly construction meetings for Inspiration View Elementary.
- Attend and organize meetings to coordinate any pending owner decisions, and budget management for Inspiration View Elementary.

Submitted by: Ashley Trunnell / Matt Wilhelm

Inspiration View Elementary Schedule

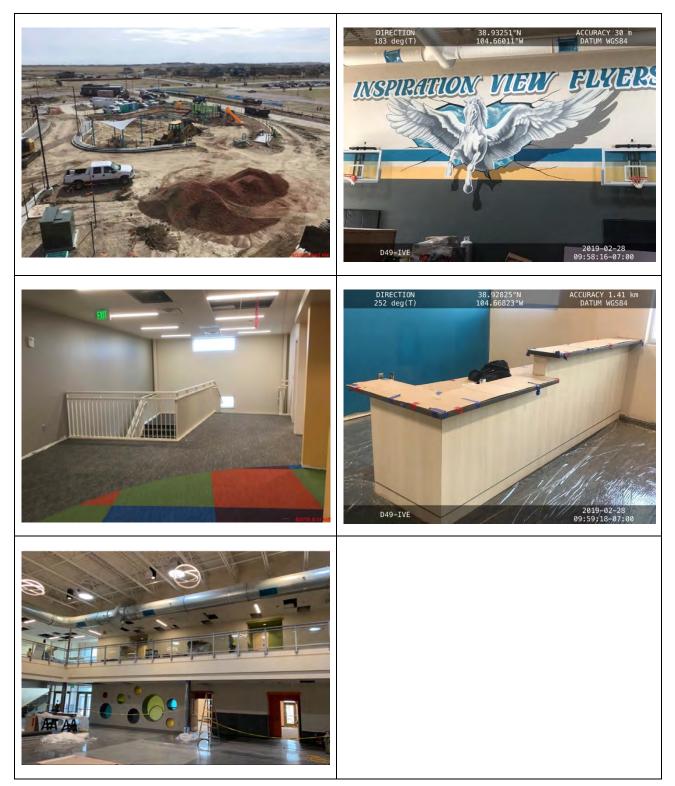
Project is on Schedule. Below are some of the key milestone dates. The more detailed master schedule and construction schedules can also be found on Owner Insite.

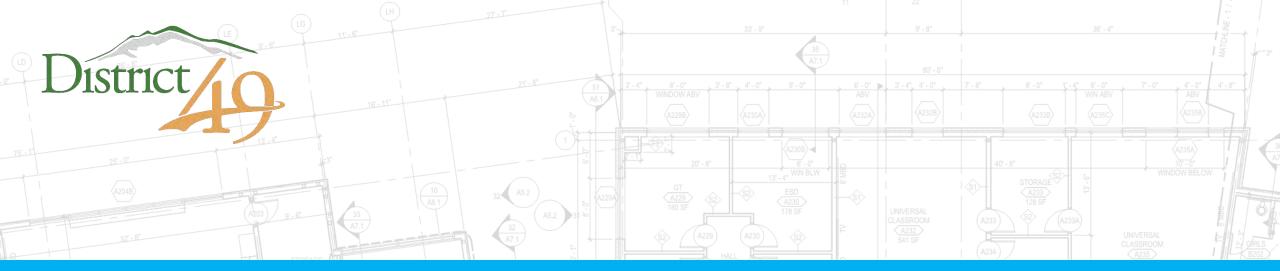


Inspiration View Elementary Financials

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
Α	Land & Lease Cost	\$1,000.00	\$269.00	\$731.00	\$0.00	\$269.00
в	Owners Requirements	\$1,942,939.00	\$1,909,554.00	\$33,075.00	\$310.00	\$1,617,419.67
С	Construction	\$19,651,144.63	\$19,651,144.63	\$0.00	\$0.00	\$15,702,355.29
D	Permits, Utilities & Fees	\$303,475.00	\$240,120.53	\$55,501.00	\$7,853.47	\$234,346.53
Е	Furniture, Fixture and Equipment	\$1,317,000.00	\$815,135.71	\$493,343.56	\$8,520.73	\$5,343.76
F	Technology	\$470,000.00	\$46,261.45	\$412,115.00	\$11,623.55	\$38,376.45
G	Contingencies & Escalation	\$714,441.37	\$0.00	\$600,000.00	\$114,441.37	\$0.00
	Total	\$24,400,000.00	\$22,662,485.32	\$1,594,765.56	\$142,749.12	\$17,598,110.70

All contracts, invoices, and documents to date are available on Owner Insite
 <u>http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8151</u>





MARCH 14, 2019

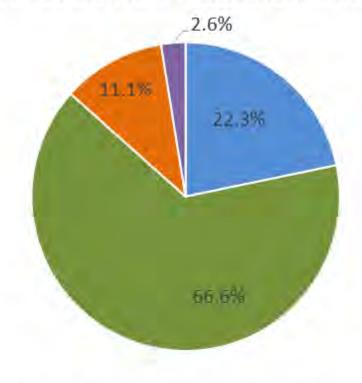




Milestones

- Contingency is tracking better than anticipated. To date, roughly 29% of owner contingency has been spent.
- Construction is in progress and on schedule.
 - Building is no longer using temporary electricity
 - Exterior metal panel installation is on-going
 - Millwork cabinetry is being installed
 - Flooring, ceilings, doors and wall tile installation is nearing completion
 - Exterior storefront installation is on-going
 - Interior glass has been installed
 - Gym Mural is complete
 - Interior painting is nearing completion
- Furniture has been ordered through OfficeScapes for May / June delivery
- Meetings continue with Homeschool program to coordinate move and purchase furniture and equipment.
- Meetings are occurring with Principal Kristy Rigdon for budget and schedule planning.

Inspiration View Elementary School



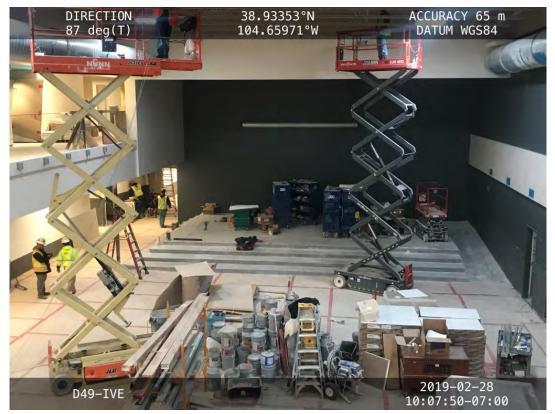
Project Scope In Progress (Under Contract/PO)
 Project Work in Place (Completed Scope)
 Project Scope in Planning (No PO or Encumbered Cost)





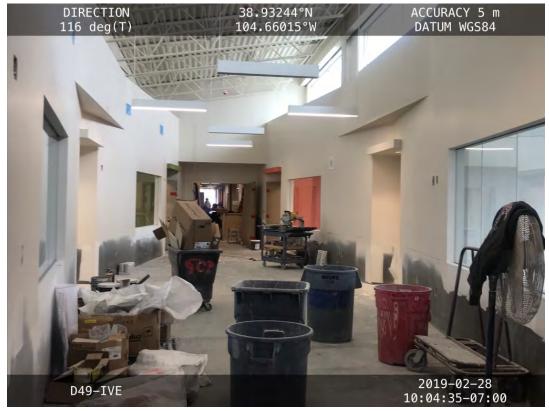


VIEW FROM PRE-K / HOMESCHOOL PARKING LOT



VIEW INTO COMMONS FROM LEVEL 2



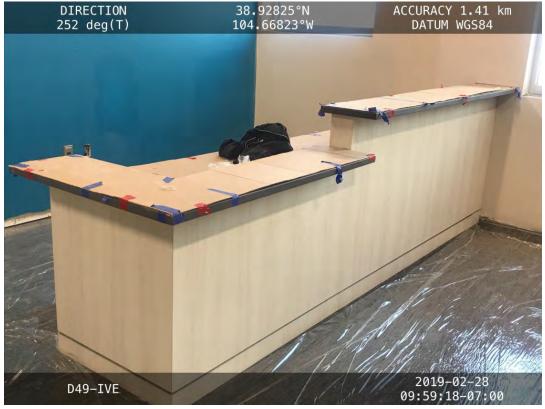


VIEW OF LEVEL 2 CLASSROOM COORIDOR

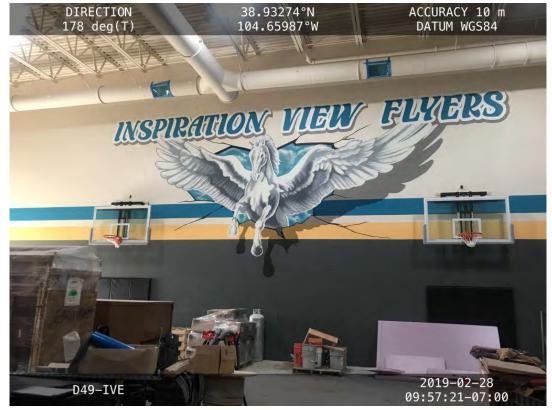


VIEW OF LEVEL 1 CLASSROOM COORIDOR





VIEW OF ADMIN CABINETRY



VIEW OF GYM MURAL





VIEW OF DISPLAY SHELVING IN ART ROOM



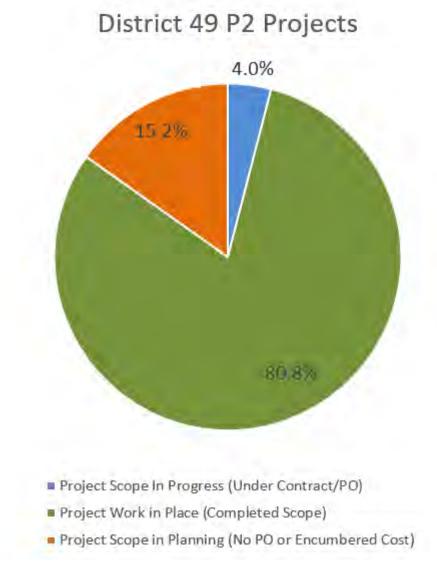
VIEW OF STUDENT RESTROOM WALL TILE





Project Info:

Projects are being scoped and coordinated for Spring and Summer work.





Project Update Report

Project Name: Wember Inc. Project Number: Issue Date: **District 49 Schools – P2, P3 & P4 Projects** 2016.63 March 06, 2019

The purpose of this update is to report on the current status of the District 49 School P2, P3 & P4 Projects. This report is to serve as a summary of pertinent information related to the projects at this point (information current through March 6, 2019). Projects for P2 are being planned for Spring Break and Summer Break work.

Budget Key

Initial Budget	Approved Budget for the MLO approved by the schools SAC.
Current Forecast	Current planned funds to be expended on the Project. Number may be different the Initial Budget due to understanding of Costs Estimated or Contracted during the Planning and Bidding Process.
Committed Cost	Contracts, Purchases or any cost that has been encumbered as a PO. Nothing is considered Committed till a PO is in place.
	-
Projected to Complete	Estimated costs to complete project. Estimates could be those of a contractors or just the Project Team.
Projected (Over)/Under	Amount project is over or Under from the "Initial Budget" (Not Current Forecast)

Other Definitions

GC -	General Contractor
HVAC -	Heating, Ventilation, & Air Conditioning
Substantial Complete -	State in the progress of Work when the Work or designated portion thereof is sufficiently complete in
	accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use.
0 0 V /	An organized team effort directed at analyzing the functions of systems, equipment, facilities, services, and supplies for the purpose of achieving the essential functions at the lowest life-cycle cost consistent with required performance, reliability, quality, and safety.

Overall P2 Budget Summary

			A	С	G	Н	I.
			Initial	Current	Committed	Projected To	Projected
			Budget	Budget	Cost	Complete	(Over)/Under
<u>A</u>	Falcor	Zone	\$6,124,500.00	\$6,124,500.00	\$5,368,676.11	\$342,784.75	\$413,039.14
	<u>A.1</u>	FHS - Falcon High School	\$1,378,000.00	\$1,378,000.00	\$1,268,348.41	\$0.00	\$109,651.59
	<u>A.2</u>	FMS - Falcon Middle School	\$2,441,000.00	\$2,441,000.00	\$2,158,150.84	\$32,000.00	\$250,849.16
	<u>A.3</u>	FES - Falcon Elementary School of Technology	\$1,039,500.00	\$1,039,500.00	\$715,447.61	\$294,325.75	\$29,726.64
	<u>A.4</u>	MRE - Meridian Ranch Elementa School	\$571,000.00	\$571,000.00	\$570,959.45	\$0.00	\$40.55
	<u>A.5</u>	WHE - Woodmen Hills Elementa School	ry \$695,000.00	\$695,000.00	\$655,769.80	\$16,459.00	\$22,771.20
<u> </u>	Power	Zone	\$4,783,000.00	\$4,783,000.00	\$3,950,139.63	\$293,115.58	\$539,744.79
	<u>B.1</u>	VRH - Vista Ridge High School	\$1,167,500.00	\$1,167,500.00	\$871,894.97	\$46,768.00	\$248,837.03
	<u>B.2</u>	SMS - Skyview Middle School	\$1,549,500.00	\$1,549,500.00	\$1,238,111.11	\$70,000.00	\$241,388.89
	<u>B.3</u>	OES - Odyssey Elementary School	\$384,000.00	\$384,000.00	\$371,439.89	\$0.00	\$12,560.11
	<u>B.4</u>	RVE - Ridgeview Elementary School	\$680,500.00	\$680,500.00	\$649,927.29	\$21,687.41	\$8,885.30
	<u>B.5</u>	SES - Stetson Elementary School	al \$1,001,500.00	\$1,001,500.00	\$818,766.37	\$154,660.17	\$28,073.46
<u>_C</u>	Sand (Creek Zone	\$6,946,500.00	\$7,546,500.00	\$6,250,261.73	\$930,716.99	\$365,521.28
	<u>C.1</u>	SCH - Sand Creek High School	\$2,711,500.00	\$3,311,500.00	\$2,662,139.71	\$494,007.00	\$155,353.29
	<u>C.2</u>	HMS - Horizon Middle School	\$1,538,500.00	\$1,538,500.00	\$1,519,902.00	\$0.00	\$18,598.00
	<u>C.3</u>	EES - Evans International Elementary School	\$1,230,500.00	\$1,230,500.00	\$745,070.97	\$388,353.40	\$97,075.63
	<u>C.4</u>	RME - Remington Elementary School	\$791,500.00	\$791,500.00	\$703,580.46	\$38,655.00	\$49,264.54
	<u>C.5</u>	SRE - Springs Ranch Elementary	y \$674,500.00	\$674,500.00	\$619,568.59	\$9,701.59	\$45,229.82
<u>D</u>	I Conn	lect Zone	\$1,154,000.00	\$1,404,000.00	\$1,382,407.48	\$9,000.00	\$12,592.52
	<u>D.1</u>	SSAE - Springs Studio for Academic Excellence	\$75,500.00	\$75,500.00	\$68,716.43	\$4,000.00	\$2,783.57
	<u>D.2</u>	FLC - Falcon Legacy Campus	\$990,000.00	\$1,240,000.00	\$1,237,458.68	\$0.00	\$2,541.32
	<u>D.3</u>	MOH -Mohawk (Home School Program)	\$88,500.00	\$88,500.00	\$76,232.37	\$5,000.00	\$7,267.63
<u>E</u>	Charte	er Schools	\$992,000.00	\$1,037,000.00	\$741,474.44	\$285,545.34	\$9,980.22
	<u>E.1</u>	BLA - Banning Lewis Ranch Academy	\$399,000.00	\$444,000.00	\$208,119.78	\$231,400.00	\$4,480.22
	<u>E.2</u>	ICA - Imagine Classical Academy	y \$258,500.00	\$258,500.00	\$258,500.00	\$0.00	\$0.00
	<u>E.3</u>	PPS - Pikes Peak School or Expeditionary Learning	\$209,000.00	\$209,000.00	\$209,000.00	\$0.00	\$0.00
	<u>E.4</u>	RMCA - Rocky Mountain Classic Academy	al \$125,500.00	\$125,500.00	\$65,854.66	\$54,145.34	\$5,500.00
<u>F</u>	Owne	r Requirements	\$0.00	\$186,400.00	\$186,400.00	\$0.00	\$0.00
	Total		\$20,000,000.00	\$21,081,400.00	\$17,879,359.39	\$1,861,162.66	\$1,340,877.95

P3 & P4 Summary

Falcon High School

• Project is complete.

Bennett Ranch Elementary

Final close-out work will take place over Spring Break.

Sand Creek Elementary

• Project is complete.

Inspiration View Elementary

• Contingency is tracking better than anticipated. To date, roughly 29% of owner contingency has been spent.

- Construction is in progress and on schedule.
 - o Building is no longer using temporary electricity
 - Exterior metal panel installation is on-going
 - Millwork cabinetry is being installed
 - o Flooring, ceilings, doors and wall tile installation is nearing completion
 - Exterior storefront installation is on-going
 - o Interior glass has been installed
 - o Gym Mural is complete
 - Interior painting is nearing completion
- Furniture has been ordered through OfficeScapes
- Meetings continue with Homeschool program to coordinate move and purchase furniture and equipment.
- Meetings are occurring with Principal Kristy Rigdon for budget and schedule planning.

Vista Ridge High School

• Project is complete.

Overall Budget

		C Current Budget	G Committed Cost	H Projected To Complete	l Projected (Over)/Under	J Incurred Costs
Α	Falcon High School	\$5,650,000.00	\$5,542,212.33	\$1,095.00	\$106,692.67	\$5,476,887.02
В	Bennett Ranch Elementary	\$23,300,000.00	\$23,136,907.08	\$50,052.90	\$113,040.02	\$22,701,889.33
С	Sand Creek High School	\$4,850,000.00	\$4,811,746.80	\$4,000.00	\$34,253.20	\$4,760,481.87
D	Inspiration View Elementary	\$24,400,000.00	\$21,687,104.95	\$2,605,433.00	\$107,462.05	\$16,242,844.43
Е	Vista Ridge High School	\$7,000,000.00	\$6,855,625.74	\$6,000.00	\$138,374.26	\$6,769,556.29
	Total	\$65,200,000.00	\$62,033,596.90	\$2,666,580.90	\$499,822.20	\$55,951,658.94

• Individual budgets for each project can be found on following pages.

• Committed Cost is only amounts under contract or PO. Project to Complete are costs estimated for project.

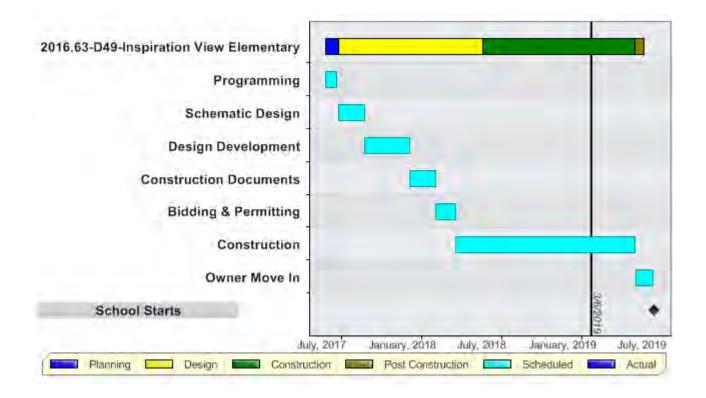
Next Steps

- Continue to attend weekly construction meetings for Inspiration View Elementary.
- Attend and organize meetings to coordinate any pending owner decisions, budget management, and furniture selection for Inspiration View Elementary.

Submitted by: Ashley Trunnell / Matt Wilhelm

Inspiration View Elementary Schedule

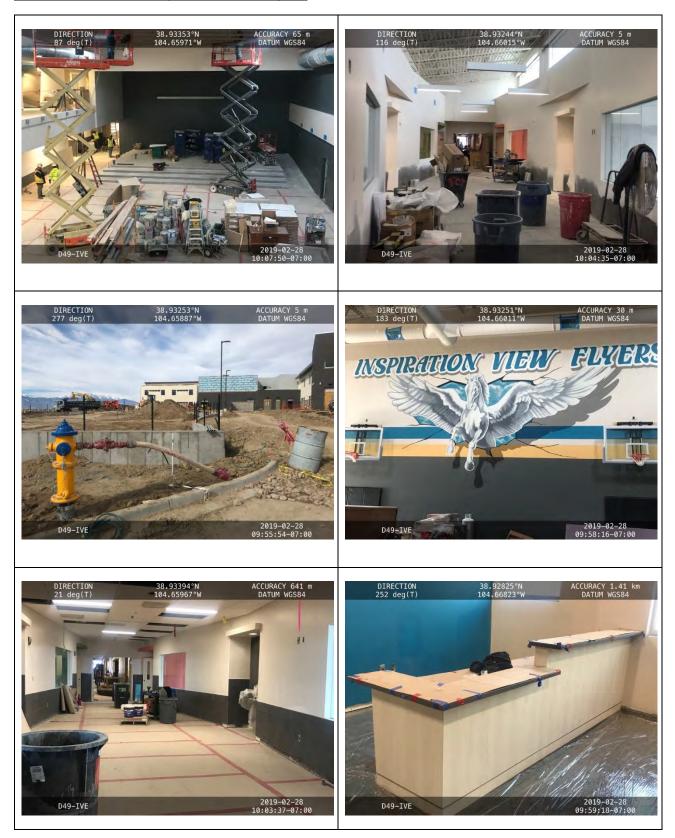
Project is on Schedule. Below are some of the key milestone dates. The more detailed master schedule and construction schedules can also be found on Owner Insite.



Inspiration View Elementary Financials

		C Current Budget	G Committed Cost	H Projected To Complete	l Projected (Over)/Under	J Incurred Costs
Α	Land & Lease Cost	\$1,000.00	\$269.00	\$731.00	\$0.00	\$269.00
в	Owners Requirements	\$1,991,139.00	\$1,909,554.00	\$31,910.00	\$49,675.00	\$1,609,527.06
С	Construction	\$19,516,975.82	\$19,516,975.82	\$0.00	\$0.00	\$14,389,009.24
D	Permits, Utilities & Fees	\$394,975.00	\$240,120.53	\$133,501.00	\$21,353.47	\$234,346.53
Е	Furniture, Fixture and Equipment	\$1,385,000.00	\$7,824.00	\$1,377,176.00	\$0.00	\$5,216.00
F	Technology	\$470,000.00	\$12,361.60	\$457,638.40	\$0.00	\$4,476.60
G	Contingencies & Escalation	\$640,910.18	\$0.00	\$600,000.00	\$40,910.18	\$0.00
	Total	\$24,400,000.00	\$21,687,104.95	\$2,600,956.40	\$111,938.65	\$16,242,844.43

 All contracts, invoices, and documents to date are available on Owner Insite <u>http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8151</u> Inspiration View Elementary Construction Progress





BOARD OF EDUCATION ITEM 9.02 OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:	April 11, 2019
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	PPEC relocation and SSAE site expansion plans
Action/Information/Discussion:	Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY: At the February 2, 2019 Annual Planning Summitt, Chief Operations Officer Pedro Almeida presented a strategy for moving toward the development of a Long Term Capital Plan for District 49. That presentation indicated that the process would take much of the 2019 calendar year, but also indicated that some sequencing of specific events would be necessary and likely during the development of the plan – which is to be a living document that is appropriately adjusted in future years.

One item given focus then was described as the next 'New Small Building'. One of the options presented was constructing the next new small building at the campus of the Springs Studio for Academic Excellence (SSAE) to largely be used by Pikes Peak Early College (PPEC), both being District 49 Operated portfolio schools. The site was originally planned for such an expansion before Distict 49 even acquired the site. After further work and reflection, District Administration is ready to formally puruse that scenario.

It is believed, among the group of school, zone, and district administration that early discussion in this venue is appropriate as an effective transition plan does effect the 2019/20 school year and communications about such impacts will begin this month.

RATIONALE: While distinct schools, PPEC and SSAE do share resources and some commonalities in program design that makes a colocation very feasible and highly efficient. Pursuing this option frees up space at District 49's Creekside Success Center for re-purposing to other, needed, space priorities that would not benefit from a colocation with SSAE like PPEC would.

RELEVANT DATA AND EXPECTED OUTCOMES:

- 1. PPEC and SSAE would begin colocation in the 219/20 school year. While this will be a difficult inconvenience for the schools students, staff, parents alike; school, zone and district leadership believe the move will provide a good precursor to the move into newly built space, and it is an acceptable, even preferred, scenario over remaining in space occupied in the 2018/19 school year.
- 2. Construction of the new space would begin in the fall of 2019 under a strategy similar to District 49's recent success with the ALLIES building on the campus of Odyssey Elementary School both in terms of construction planning and execution and financing arrangements.

INNOVATION AND INTELLIGENT RISK: Leveraging a prior success with the ALLIES building into a next high priority small space need with small tweaks is a highly appropriate strategy and continues to set District 49 apart as a truly innovative school district in the area, region and state.

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

Inner Ring —How we treat each other	
9	



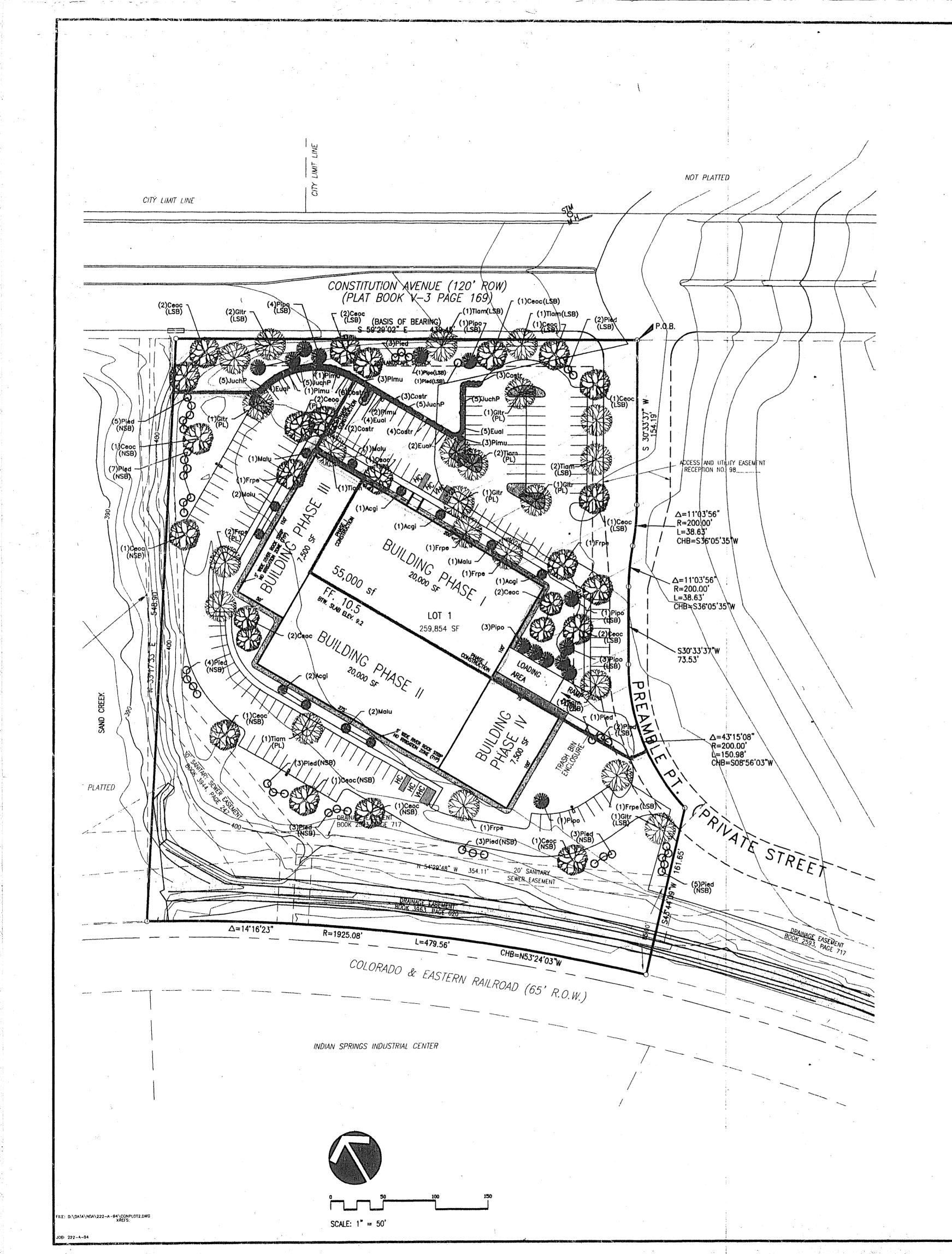
	Outer Ring—How we treat our work	Innovation and Teamwork are both highly displayed and leveraged with this proposal. Persons from all three offices have, and will continue, to work together to plan and bring this plan to fruition.
	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Strateov	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	PPEC and SSAE are already unique parts of the district portfolio. This plan, and this move, will strengthen both programs to provide even better service to our student and family customers.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to launch each student toward success	

BUDGET IMPACT: The repayment term for this construction will be designed to perfectly abut to the expiring repayment term for the ALLIES building so that there is no complete add to annual spending and is then, instead, a normal adjustment of annual spending amounts, beginning in the 2020/21 fiscal year. There will be some impact to the 2019/20 capital maintenance and improvement budget as well, but should be relatively small since principal payments will not begin until July 2020.

AMOUNT BUDGETED: TBD. Current annual spend for ALLIES is ~ \$1.1mm.

<u>RECOMMENDED COURSE OF ACTION/MOTION REQUESTED</u>: Provide any guidance/suggestions/feedback, as well as endorsement/caution of the plan to district administration; and determine when formal action by the Board might be preferred and required at a future meeting.

APPROVED BY: Brett Ridgway, Chief Business Officer Pedro Almeida, Chief Operations Officer Peter Hilts, Chief Education Officer **DATE:** April 4, 2019

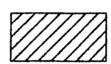


PLANT LOCATION CODE

(LSB) (NSB) (PL)	LANDSCAPE SETBACK TR NON-STREET BOUNDARY PARKING LOT TREES ALL OTHER TREES ARE			
PLAN	r list			
CODE	SCIENTIFIC NAME	COMMON NAME	SIZE	QUANTIT
DECIDUOUS	TREES			
Frpe Acgi Ceoc Malu Tiam Gitr	Fraxinus pennsylvanica 'Marshalls' Acer ginnala Cettis occidentalis Malus sp. Tilia americana Gleditsia triacanthos 'inermis	Marshalls Seedless Ash Amur Maple Common Hackberry Flowering crabapple American Linden Thomless Honeylocust	1.5" Cal. 1.0" Cal. 1.5" Cal. 1.0" Cal. 1.5" Cal. 1.5" Cal.	8 5 23 7 9 7
CONIFEROU	S TREES			
Pied Pipo	Pinus edulis Pinus ponderosa	Pinon Pine Ponderosa Pine	6' Hgt. 6' Hgt.	42 14
DECIDUOUS	SHRUBS		TOTAL TREES	115
Eual	Euonymus alata	Burning Bush	5-601	15
Costr	Cornus stolonifera	Redtwig Dogwood	5-601	18
CONIFEROU	s shrubs			
^P lmu JuchP	Pinus mugo Juniperus chinensis 'Phitzeriana	Mugo pine Phitzer Juniper	5-Gal 5-Gal	10 20
			TOTAL SHRUBS	63

NATIVE

IRRIGATION AND GROUND COVER ZONES



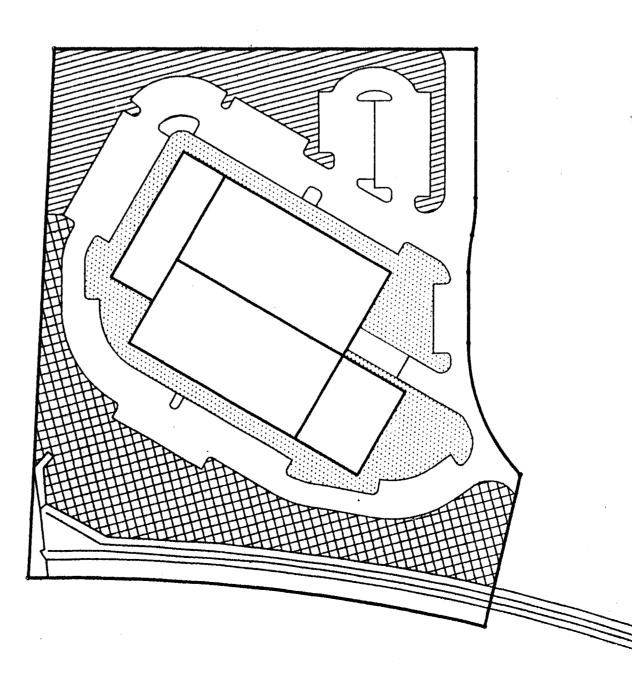
This area ground cover will be seeded with a native grass seed mix and will be permanently irrigated with an automatic sprinkler system. Bare spots will be reseede until an all areas are established



This area ground cover will be seeded with a native grass seed mix and will be temporarily irrigated until the trees and native seed are established, then natives will rely upon natural precipitation. A two year minimum time for establishment will be required. Bare spots will be resceded until an all areas are established.



This area ground cover will be seeded or sodded with a bluegrass variety and will be permanently irrigated with an automatic sprinkler system. Bare spots will be reseeded or sodded until an all areas are established. A five foot no irrigation zone around the building foundation should be observed.



LANDSCAPE STANDARDS LANDSCAPE SETBACKS

1. Landscape Setback along Constitution Ave. 439.45 In.ft. of street frontage 1 tree/20 In.ft.	25' depth 22 trees	25' depth 22 trees
2. Landscape Setback along Preamble Pt.	10' depth	10' depth
455.96 In.ft. of street frontage 1 tree/30 In.ft.	15 trees	15 trees
NON-STREET BOUNDARY TREES		
161.65 In.ft. of boundary 1 tree/30'In.ft. 2. South Boundary	5 trees	5 trees
479.56 in.ft. of boundary 1 tree/30 in,ft.	16 trees	16 trees
2. West Boundary 548.90 In.ft. of boundary 1 tree/30 In.ft.	18 trees	18 trees
INTERIOR LANDSCAPE 5% of net acreage 5.97 net acres	0.30 ac	2.97 ac
1 tree/500 sq.ft. of min. net area (12,993 sq.ft.)	26 trees	28 trees
PARKING LOT TREES		
1 tree/15 Parking spaces 167 parking spaces	11 trees	11 trees

LANDSCAPE NOTES

QUANTITY

1. All plant materials shall be in accordance with AAN specifications for Number One Grade.

All turf areas will be irrigated with an automatic irrigation system in those areas specified on the plan. All shrub beds to be irrigated with an automatic drip (trickle) irrigation system.

3. The irrigation system shall be adjusted to a low water requirement, based upon the specific needs of the selected plant material.

4. All trees to be balled & burlapped or containerized.

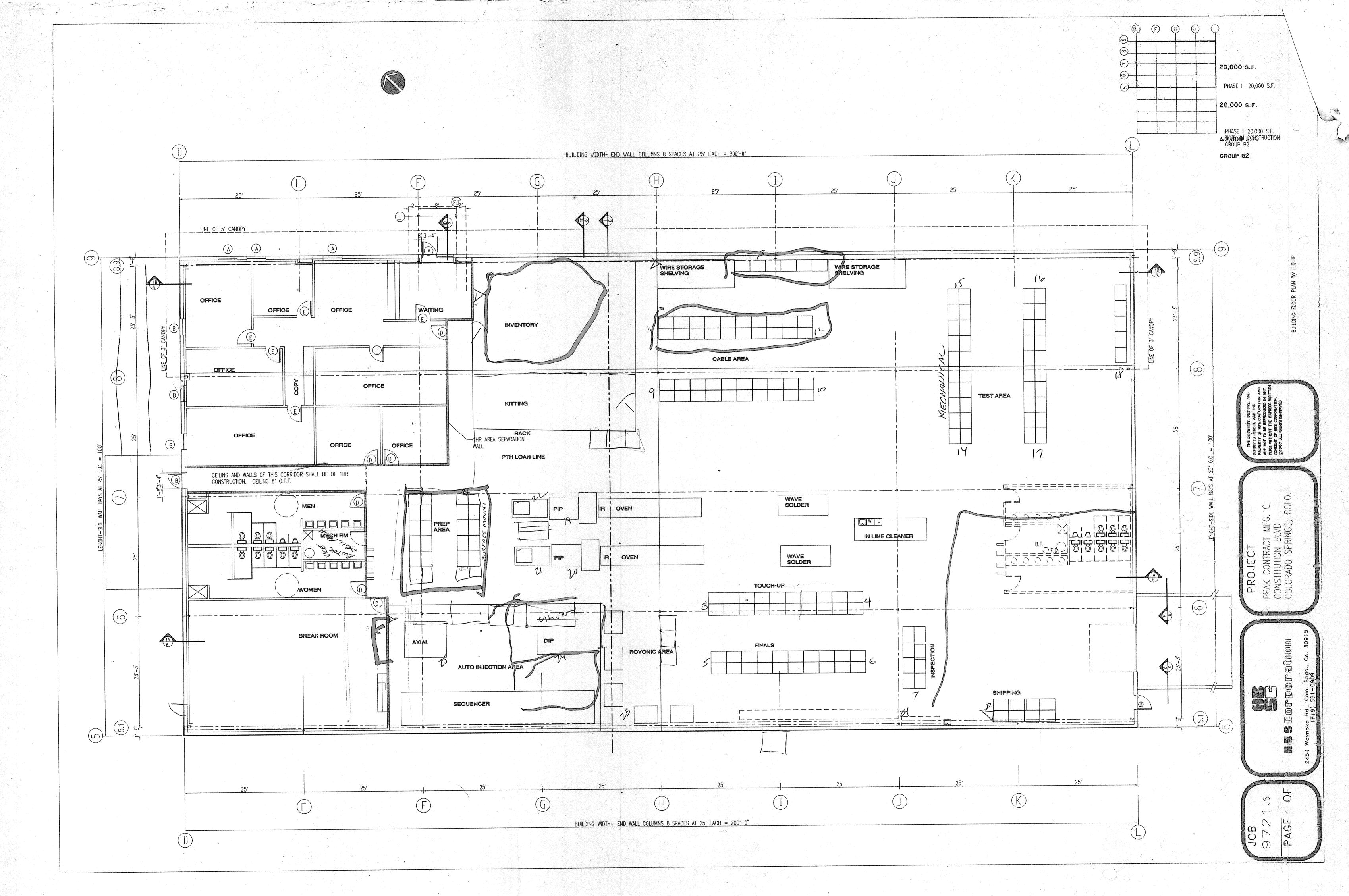
5. All shrub beds to be mulched with 1^{-1} 1 1/2" river rock (3" average depth) on typar filter fabric unless otherwise noted.

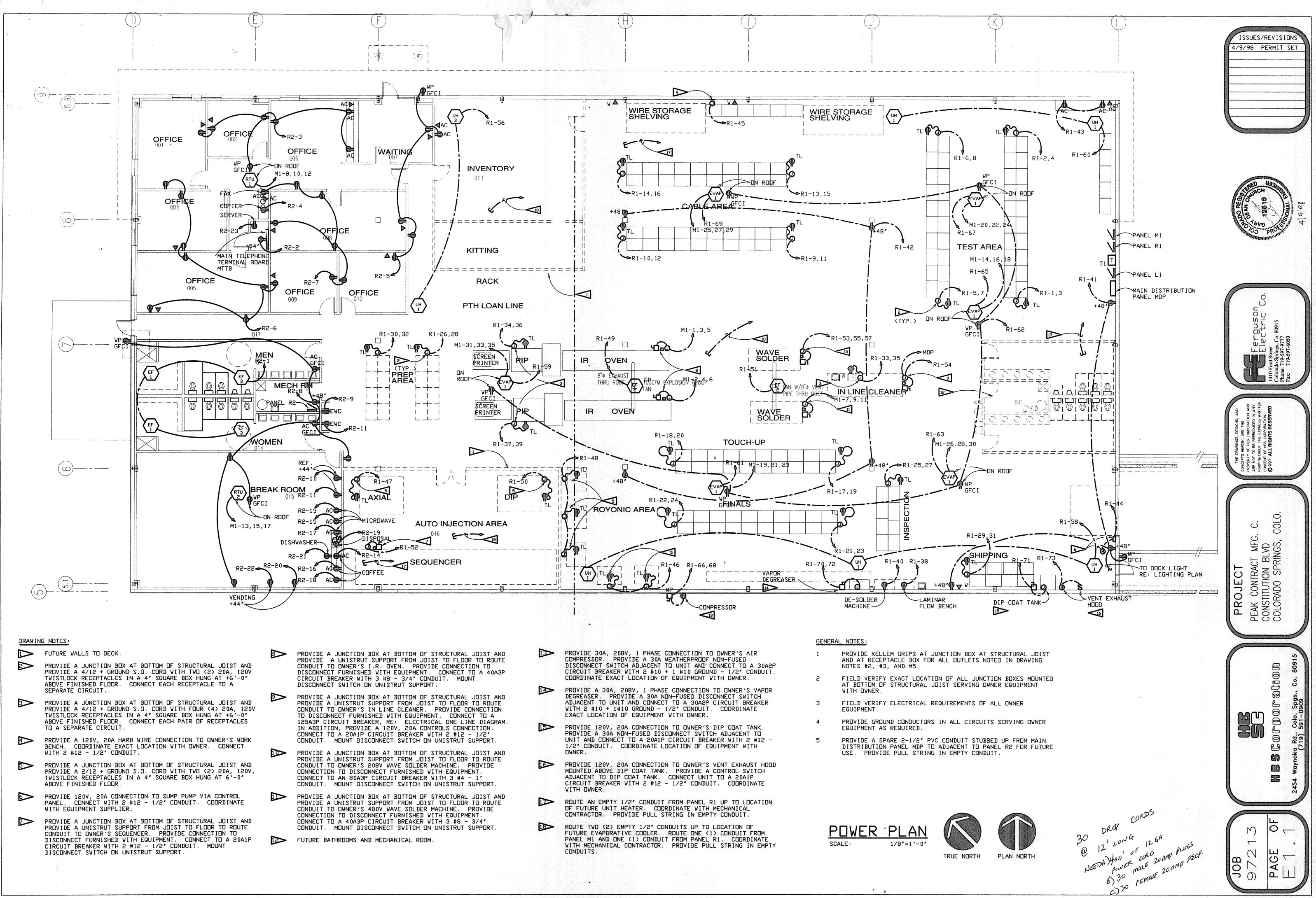
6. Edging between grass and shrub beds shall be 1/8" x 4" steel set level with top of sod and staked.

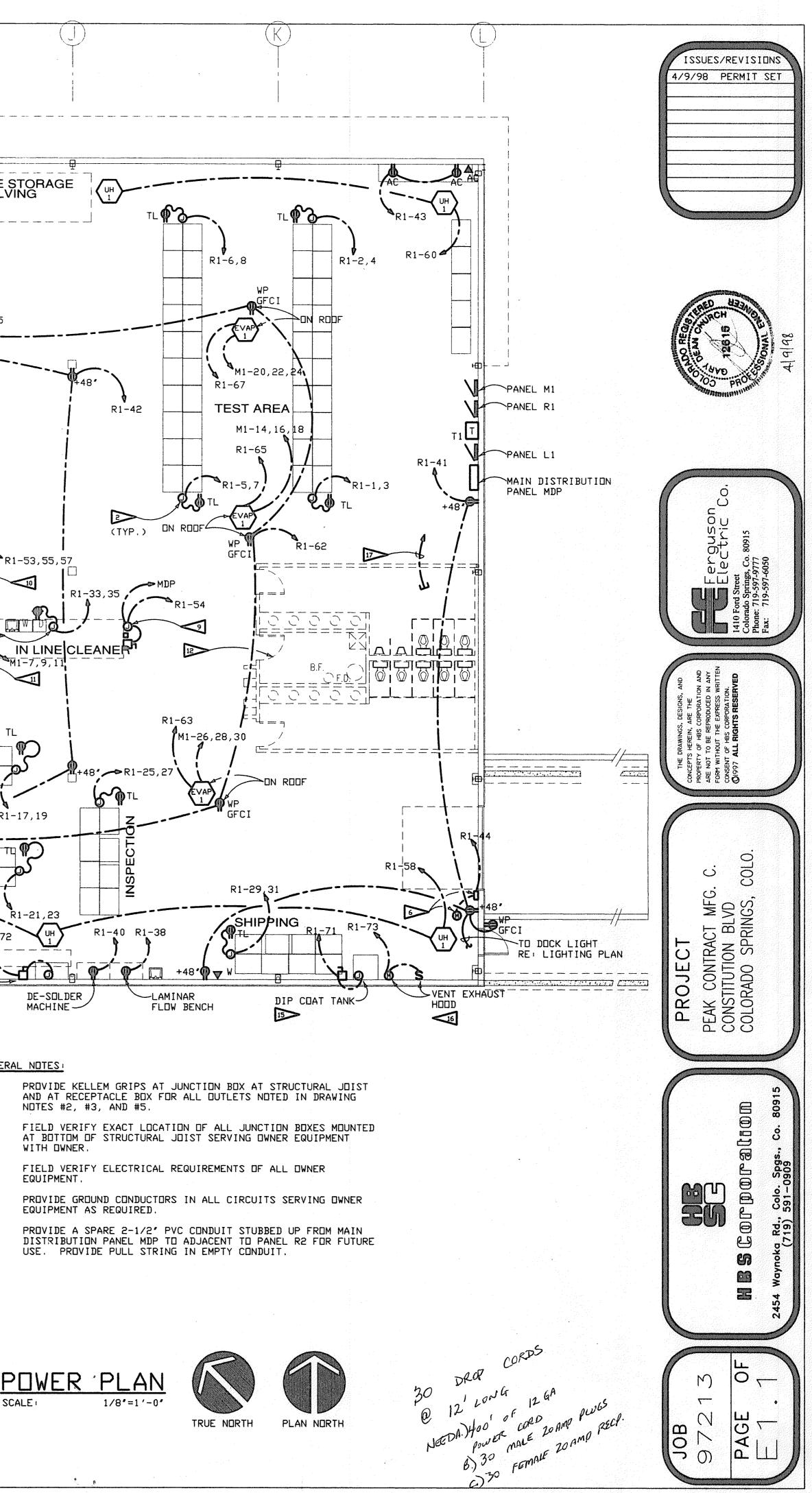
Minor changes of species and plant location may be made at time of construction, however any substituted species must be in accordance with the list of recommended plant species outlined within the El Paso County Landscape Policy Manual.

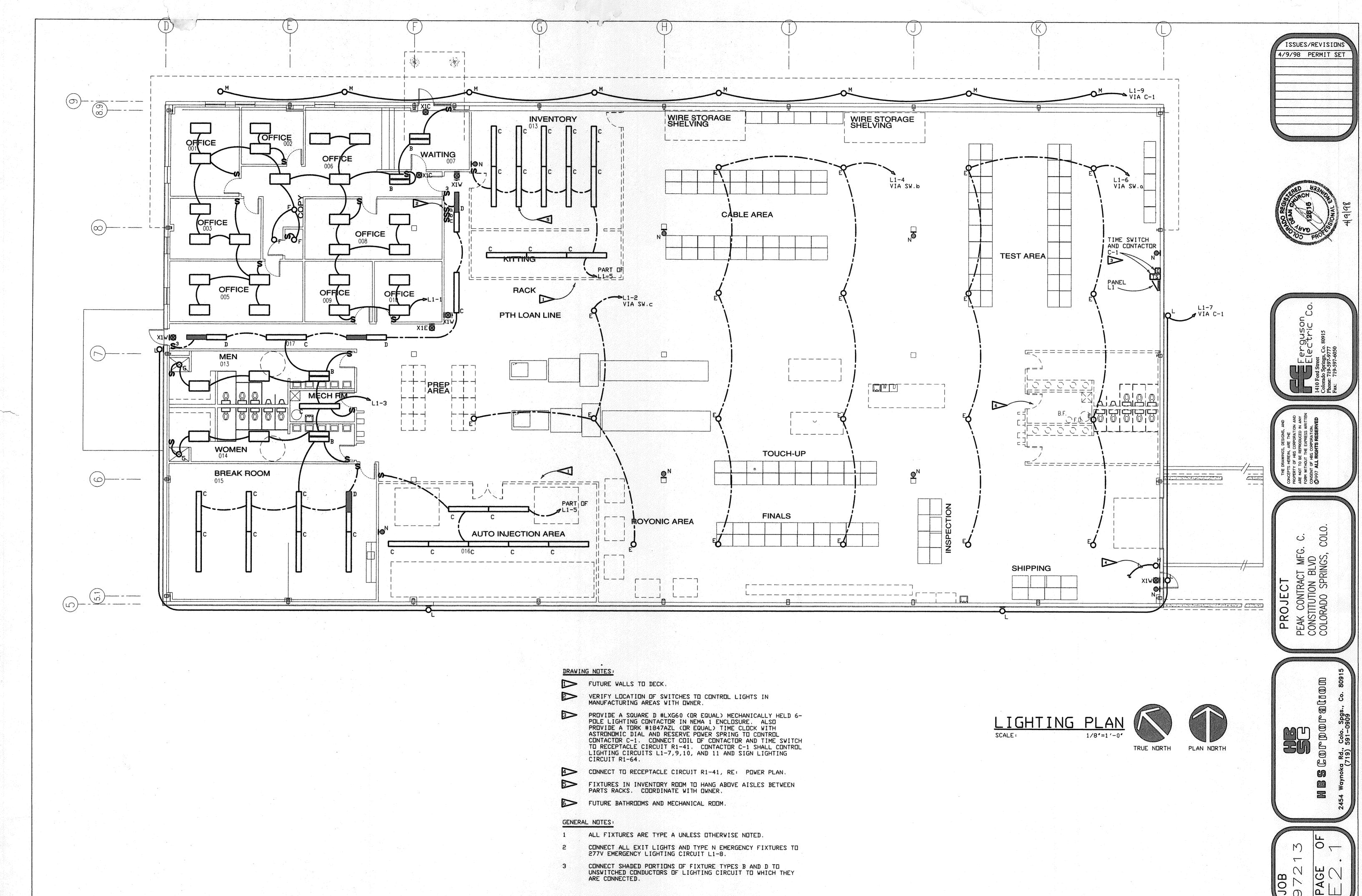
8. The landscape materials to be provided to the project will be provided by the building owner and maintained by the building owner.

CONSTITUTION HILLS INDUSTRIAL PARK #1 Landscape Plan Bldg. DEVELOPMENT MANAGEMENT, INC. Prepared For: 4065 N. Sinton Rd. Suite 200 Colorado Springs, CO 80907 (719) 593—2600 NASS DESIGN ASSOCIATES Prepared By: 111 S. Tejon Suite 301 Colorado Springs, CO 80903 (719) 475-2406 Designed By: Preparation: 04—20—98 Revised: H S Corporation 2454 Waynoka Rd., Colo. Spgs., (719) 591–0909 Sheet 2 of 2

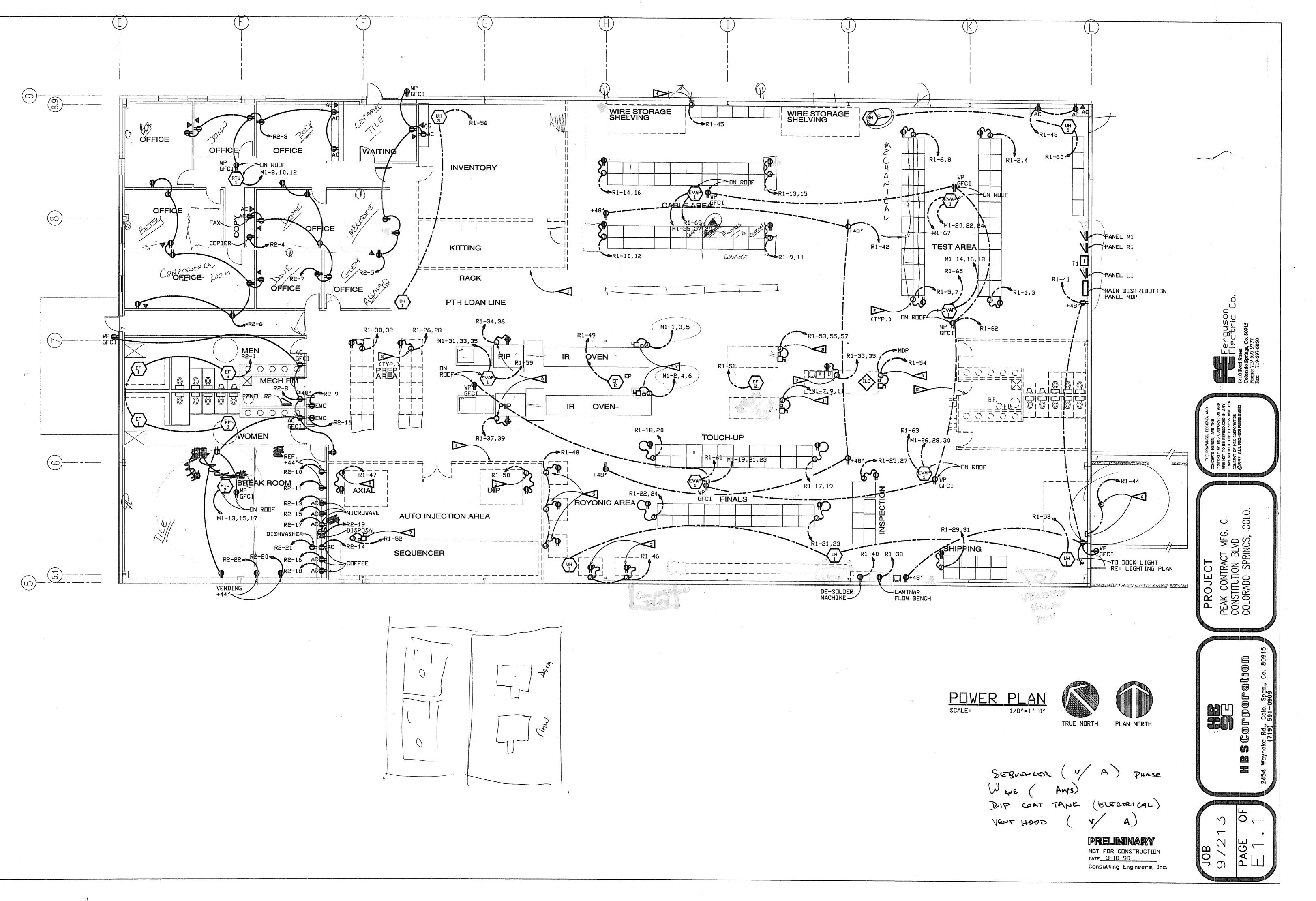


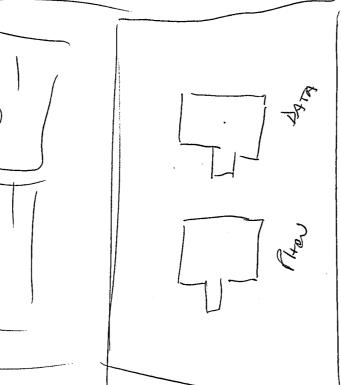


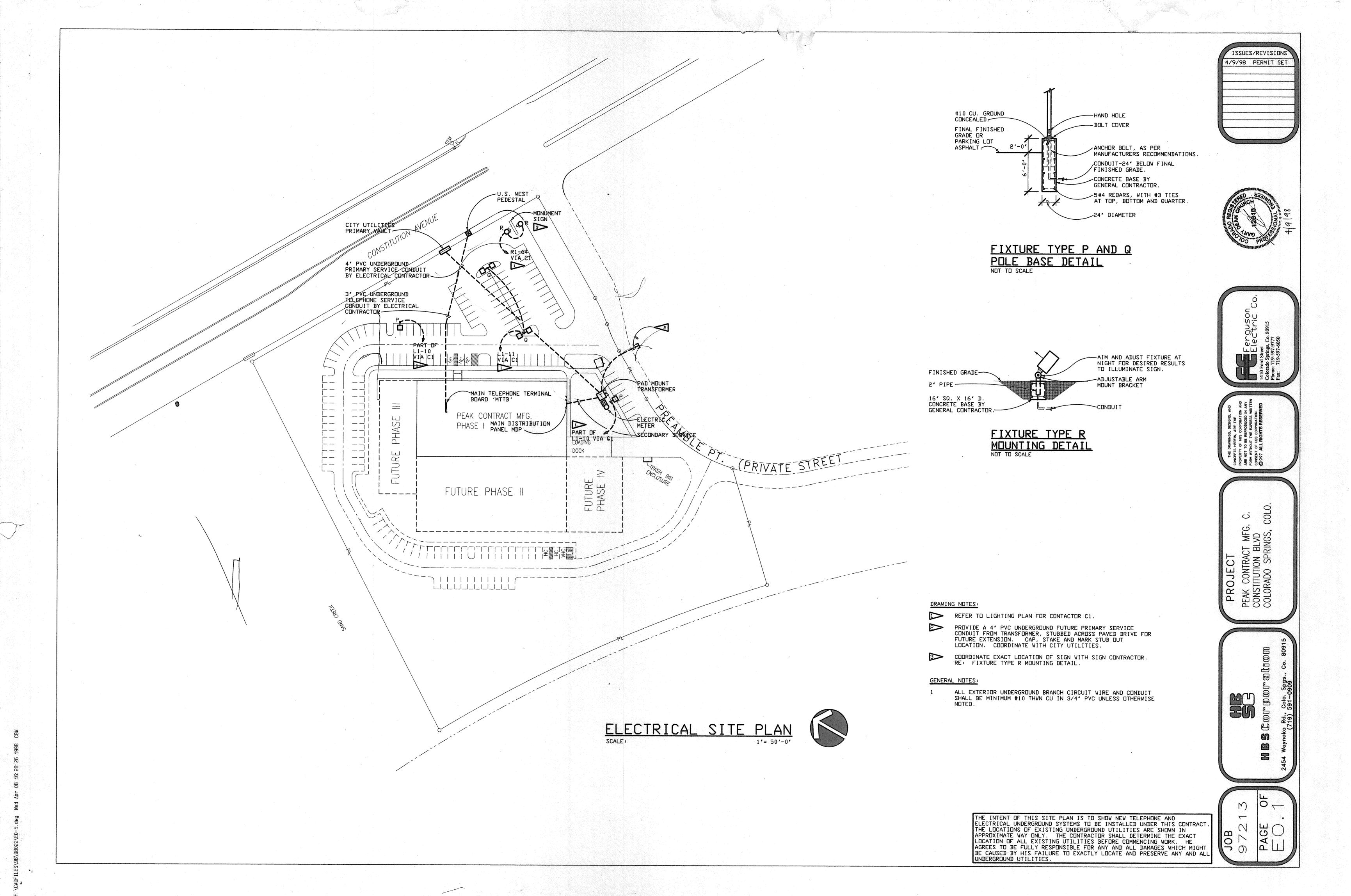




DRAW	ING NOTESI
	FUTURE WALLS TO DECK.
	VERIFY LOCATION OF SWITCHES TO CONTROL LIGHTS IN MANUFACTURING AREAS WITH OWNER.
	PROVIDE A SQUARE D #LXG60 (OR EQUAL) MECHANICALLY HELD 6- POLE LIGHTING CONTACTOR IN NEMA 1 ENCLOSURE. ALSO PROVIDE A TORK #1847AZL (OR EQUAL) TIME CLOCK WITH ASTRONOMIC DIAL AND RESERVE POWER SPRING TO CONTROL CONTACTOR C-1. CONNECT COIL OF CONTACTOR AND TIME SWITCH TO RECEPTACLE CIRCUIT R1-41. CONTACTOR C-1 SHALL CONTROL LIGHTING CIRCUITS L1-7,9,10, AND 11 AND SIGN LIGHTING CIRCUIT R1-64.
	CONNECT TO RECEPTACLE CIRCUIT R1-41, RE: POWER PLAN.
Þ	FIXTURES IN INVENTORY ROOM TO HANG ABOVE AISLES BETWEEN PARTS RACKS. COORDINATE WITH OWNER.
	FUTURE BATHROOMS AND MECHANICAL ROOM.
GENER	RAL NOTES
1	ALL FIXTURES ARE TYPE A UNLESS OTHERWISE NOTED.
2	CONNECT ALL EXIT LIGHTS AND TYPE N EMERGENCY FIXTURES TO 277V EMERGENCY LIGHTING CIRCUIT L1-8.
3	CONNECT SHADED PORTIONS OF FIXTURE TYPES B AND D TO UNSWITCHED CONDUCTORS OF LIGHTING CIRCUIT TO WHICH THEY







DLR Group

Architecture Engineering Planning Interiors

523 South Cascade Avenue, Suite 100 Colorado Springs, CO 80903

March 26, 2019

Brett Ridgway Chief Business Officer School District 49 10850 East Woodmen Rd. Peyton, CO 80831

RE: Fee Proposal - Springs Studio of Academic Excellence Expansion

Dear Brett:

Per your request, DLR Group is pleased to present a fee proposal for the Springs Studio of Academic Excellence (SSAE) expansion. The following fee proposal is based upon a percentage of anticipated construction cost for the project and the outlined project delivery schedule. Additionally, we have agreed to defer payment up to our July invoices (refer to Special Conditions paragraph).

DESCRIPTION of PROJECT SCOPE:

Project scope consist of A/E services for a planned expansion of the Springs Studio of Academic Excellence facility. The planned expansion is adjacent to the existing facility and may share site features. At this time the project definition is scope is based upon the following criteria:

Building Size:	20,000 gsf
Site Development:	less than 1.5 acres
Cost per square foot:	\$ 235/sf *
Construction Cost:	\$ 4,700,000 (site and building)

*Assume new water service and transformer into site, along with paved parking, site lighting and water quality basin.

SCOPE OF SERVICES:

Services include: Programming, design, and development of permitting documents and construction administration services.

Anticipated Consultants include: Civil, Landscape, Structural, Mechanical, Plumbing, Electrical and Technology are included in fee proposal. Food service, roofing and geotechnical consultants not included in fee proposal.

Proposed Consultants: Per our conversation with the District the following consultants are included in the proposed fee.

Civil:	JPS Engineering, Inc.
Structural:	MGA, Inc.
Mechanical /Plumbing:	ME Engineers
Electrical:	ME Engineers
Technology:	BCER

Colorado Springs and locations worldwide

PROPOSED FEE:

The proposed lump sum A/E fee is \$ 321,950 (6.85% of the anticipated construction cost). The proposed reimbursable allowance for the project is \$14,200; this amount is in addition to the A/E fee.

- DLR Group reserve the right to request a fee adjustment if the final construction cost exceeds the anticipated cost by five (5) percent.
- Fees do not include any services related to the preparation of drainage report, planning or entitlement submittals.
- · Fee assumes a single permitting and bidding package.
- Reimbursable expenses shall be billed month for mileage, meals and printing. Major printing for Contractor and Owner is not included.

FEE BY PHASE OF WORK:

Fee by Phase	e of Work	Fee	by Phase	
PROG	0%	\$	1.14	
SD	17%	\$	54,732	
DD	26%	\$	83,707	
CD	27%	\$ \$	86,927 9,659	
BN	3%			
CA	25%	\$	80,488	
co	2%	\$	6,439	
-2.5	100%	\$	321,950	
reimbursib	le	\$	14,200	
1		\$	336,150	

ANTICIPATED SCHEDULE:

April 1, 2019
April – mid May 2019
mid May - June 2019
July - August 2019.
September - October of 2019.
November 2019 – June 2020
July 2020

HOURLY RATES:

The following hourly rates will be applied for any additional service request.

Managing Principal – Greg Cromer	\$ 235/hr
Project Leader/Architect - JaDee Harsma	\$ 175/hr
Project Coordinator - David Riggs	\$ 125/hr
BIM Coordinator	\$ 115/hr
Admin Support	\$ 85/hr

PROJECT INVOICING:

DLR Group will submit to the District monthly billing reflecting the percentage of completion for each phase of work as outlined in the fee proposal. Payment is due within 30 days of receipt of invoice. DLR Group reserves the right to suspend services upon failure of timely payment. District 49 School District Springs Studio Phase 2 - Fee Proposal

SPECIAL CONDITIONS:

Deferred Payment: Due to special circumstances, DLR Group and consulting engineers agree to suspend payment of submitted invoices up to the July 2019 invoice. Upon receipt of the July invoice the District agree to pay all past invoices in full. within 30 days. If District elects not pay within 30 days, interest charges of 20% will be charged on all past due amounts. Furthermore, if payment is not made, DLR Group reserves the right to stop services immediately.

CONTRACTING:

DLR Group anticipates entering into a full contractual agreement upon acceptance of the fee proposal. The District agrees to incorporate all conditions of this fee proposal in the final contract for the work.

If you find the following fee proposal acceptable, please returned signed copy to DLR Group as soon as possible. DLR Group will not be able to start work until District has return this fee proposal or email accepting this fee proposal.

Please call if you have any questions or would like to review this proposal.

SUBMITTED BY: AGREED TO: (Client Signature) (Client Signature) Greg Cromer, AIA, Vice Pres. - DLR Group (Printed Name and Title) (Printed Name and March 26, 2019 (Date) (Date)





BOARD OF EDUCATION ITEM 9.03 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	April 4, 2019
PREPARED BY:	Brett Ridgway, Chief Business Officer
<u>Title Of Agenda Item:</u>	2019-2020 Capital Maintenance and Improvement Priorities
Action/Information/Discussion:	Discussion

BACKGROUND OR RATIONALE Each year, several members of the District Business and Operations offices take a tour of all facilities to identify, both from their own observations and by consulting with each building's staff members, what needs for maintenance and improvements exist. The group consolidates the list and assigns priority to projects to present a consolidated list of needs to the Chief Officer Team.

RELEVANT DATA AND EXPECTED OUTCOMES: After the Chief Officer team review, the result is fed into the budget process for the upcoming year. With several different funding options, the team also determines what projects can and should be enabled by the different funding sources of (1) normal [fund 15] capital maintenance & improvement funds, (2) safety & security items that are appropriate for fund MLO 14-3A; what items are appropriate adds to 'refresh and refurbish' intentions of MLO 16-3B; and (4) what items are appropriate and may be of interest to refer to FCBC.

For 2019/20, the proposal shows approximately \$4.25mm of projects from fund 15. Additional projects and related spends will be proposed to be sourced from Mill Levy Override funds as well as some from FCBC.

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	
Strateov	 Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement programs for intentional community participation Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive Rock #5— Customize our educational systems to launch each student toward success 	Completing a thorough, objective process to determine facility needs and assign priorities and presenting those results to support the enduring trust with our community to be transparent with such decisions and to establish a firm foundation for our schools and programs to effectively serve our customers

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Provide any feedback or guidance on the proposed list before it gets officially folded into the 2018/19 budget process and associated documentation.

APPROVED BY:

Brett Ridgway, Chief Business Officer Pedro Almeida, Chief Operations Officer DATE: April 8, 2019

Locatio

Comments

on	Description	Account Number	(Original) Budgeted Funds for 2019-2020	

			101 2019-2020	2020	Showing	Order				
	Capital Reserve-Funded Projects									
DW	Contingency (2019-2020 Funded Projects)	15-800-00-9000-0840000-0000-98000002	\$ 195,316.46	195,316.46	195,316.46		ć .	s -	195,316.46	4.6%
ALLIES	Allies Building Interest	15-143-41-4100-0833000-0000-91430001	\$ 33,198.04	33,198.04	33,198.04	1	¢ _	\$	33,198.04	
ALLIES	Allies Building Principle	15-143-41-4100-0913000-0000-91430002	\$ 1,086,343.02	1,086,343.02	1,086,343.02	, ,	\$	ş s -	1,086,343.02	
Lease	SSAE Lease - Principal	15-464-49-5100-0913000-0000-94640006	\$ 93,159.50	93,159.50	93,159.50	1	\$	ş s -	93.159.50	
Lease	SSAE Lease - Interest	15-464-49-5100-0833000-0000-94640005	\$ 44.832.22	44,832.22	44,832.22		\$ -	\$ -	44.832.22	
Lease	Creekside Principle	15-540-41-4100-0913000-0000-95400017	\$ 170,604.12	170,604.12	170,604.12		\$ -	\$ -	170,604.12	
Lease	Creekside Interest	15-540-41-4100-0833000-0000-95400016	\$ 135,238.08	135,238.08	135,238.08		\$ -	\$ -	135,238.08	
Lease	Bus Lease 18/19	15-720-27-5100-0833000-0000-97200013	\$ 106,966.99	106,966.99	106,966.99)	\$ -	\$ -	106,966.99	
Lease	Bus Lease 19/20	15-720-27-5100-0913000-0000-97200014	\$ 111,026.48	111,026.48	111,026.48		\$ -	\$ -	111,026.48	
TRANS	Buses	15-720-27-2790-0732000-0000-97200012	\$ 1,051,815.09	1,051,815.09	1,051,815.09)	\$-	\$-	1,051,815.09	
DW	Districtwide - Parking Lot Repair	15-800-26-2630-0430000-0000-98000011	\$ 100,000.00	100,000.00	100,000.00)	\$-	\$-	100,000.00	
DW	DW - Repair & Maint of Concrete	15-800-26-2630-0430000-0000-98000012	\$ 100,000.00	100,000.00	100,000.00)	\$-	\$ -	100,000.00	
DW	Phase 1 Elem Lockdown Pushbar Replacement	15-800-26-2661-0430000-0000-98000026	\$ 75,000.00	75,000.00	75,000.00)	\$-	\$ -	75,000.00	
SSAE	Entry Road Repair	15-464-26-2630-0430000-0000-94640007	\$ 10,000.00	10,000.00	10,000.00)	\$ -	\$ -	10,000.00	
SSAE	East Mod Removal	15-464-26-4200-0723000-0000-94640008	\$ 10,000.00	10,000.00	10,000.00)	\$-	\$-	10,000.00	
SSAE	SSAE Expansion Const Interest	15-464-49-5100-0833000-0000-94640009	\$ 150,000.00	150,000.00	150,000.00)	\$-	\$-	150,000.00	
FMS	RTU #19 Replacement	15-220-26-2691-0430000-0000-92200011	\$ 50,000.00	50,000.00	50,000.00)	\$-	\$-	50,000.00	
FMS	Boiler/Heat Exchanger Replacement	15-220-26-2691-0430000-0000-92200012	\$ 100,000.00	100,000.00	100,000.00)	\$-	\$-	100,000.00	
FMS	Phase 1 Mod Refresh	15-220-26-2623-0430000-0000-92200013	\$ 60,000.00	60,000.00	60,000.00)	\$-	\$-	60,000.00	
FMS	Engineer Evaluation - Floor & Wall Cracks	15-220-43-4300-0723000-0000-92200014	\$ 5,000.00	5,000.00	5,000.00)	\$-	\$-	5,000.00	
FMS	Front Door Replacement	15-220-26-2623-0430000-0000-92200015	\$ 15,000.00	15,000.00	15,000.00)	\$-	\$-	15,000.00	
HMS	Sped Mod Removal	15-225-26-4200-0723000-0000-92250013	\$ 10,000.00	10,000.00	10,000.00)	\$-	\$-	10,000.00	
HMS	Panther Den Drainage Correction	15-225-26-2623-0430000-0000-92250014	\$ 115,000.00	115,000.00	115,000.00)	\$-	\$-	115,000.00	
HMS	Boiler Addition	15-225-26-2691-0430000-0000-92200015	\$ 200,000.00	200,000.00	200,000.00)	\$-	\$-	200,000.00	
PHS	Grease Trap Replacement	15-330-26-2623-0430000-0000-93300014	\$ 11,500.00	11,500.00	11,500.00)	\$-	\$-	11,500.00	
PHS	ADA Compliant Concrete - North Entrance	15-330-26-2630-0430000-0000-93300015	\$ 60,000.00	60,000.00	60,000.00)	\$ -	\$-	60,000.00	
EEIS	Fire Alarm Upgrade	15-131-26-4600-0723000-0000-91310007	\$ 150,000.00	150,000.00	150,000.00)	\$-	\$-	150,000.00	
CSSC	Partition/Cubicle Install	15-540-26-4200-0733000-0000-95400021					\$-	\$-	0.00	
	Total of Original Budgeted Capital Projects		\$ 4,250,000.00	\$ 4,250,000.00	\$ 4,250,000.00		\$-	\$-	\$ 4,250,000.00	

Current Forecast

(Adjusted) for 2019-

Purchase

Order

Encumbered

Paid

Available Balance

Balance Currently

Showing

Additional Projects & Spends Identified as Necessary & Subsequently Pursued - 2019-2020									
Total of Additional Projects		\$-	\$ -	\$-		ş -	ş -	0.00	
Unbudgeted Additional		\$-							
Total of Approved and Additional Projects		\$ 4,250,000.00	\$ 4,250,000.00	\$ 4,250,000.00		\$-	\$-	4,250,000.00	

Completion of Prior Year Capital Projects (Funds carried over from 2018-2019)									
Total of LY Carry forward Projects		\$-	\$-	\$-		\$-	\$-	0.00	
Unbudgeted Carry forward		\$-							
Total of Approved, Additional, & Rolled Projects		\$ 4,250,000.00	\$ 4,250,000.00	\$ 4,250,000.00		\$-	\$-	4,250,000.00	

EL PASO COUNTY SCHOOL DISTRICT 49 Capital Projects Financial Summary FY 19/20



Location	Description	Account Number	(Original) Budgeted Funds for 2019-2020	Current Forecast (Adjusted) for 2019- 2020	Balance Currently	Purchase Order	Encumbered	Paid	Available Balance	Comments
	FCBC Funded Projects for 2019-2020									

Total of FCBC Funded Projects	\$-	\$-	\$-	\$-	\$-	0.00	
Total of Fund 15	\$ 4,250,000.00	\$ 4,250,000.00	\$ 4,250,000.00	\$ -	\$-	4,250,000.00	

Grand Total of All Capital Projects	\$ 4,250,000.00	\$ 4,250,000.00	\$ 4,250,000.00	\$ -	\$-	\$ 4,250,0	00.00



BOARD OF EDUCATION ITEM 9.04 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	April 11, 2019
	Brett Ridgway, Chief Business Officer
PREPARED BY:	Ron Sprinz, Director of Finance
TITLE OF AGENDA ITEM:	2019-20 Budget and Financial 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.
Strateov	 Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement programs for intentional community participation Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive Rock #5— Customize our educational systems to launch each student toward success 	Having conversations about budget development is a major contributor to maintaining an enduring trust with our community.

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

<u>APPROVED BY:</u> Brett Ridgway, Chief Business Officer

DATE: March 28, 2019

El Paso County Colo School District 49

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

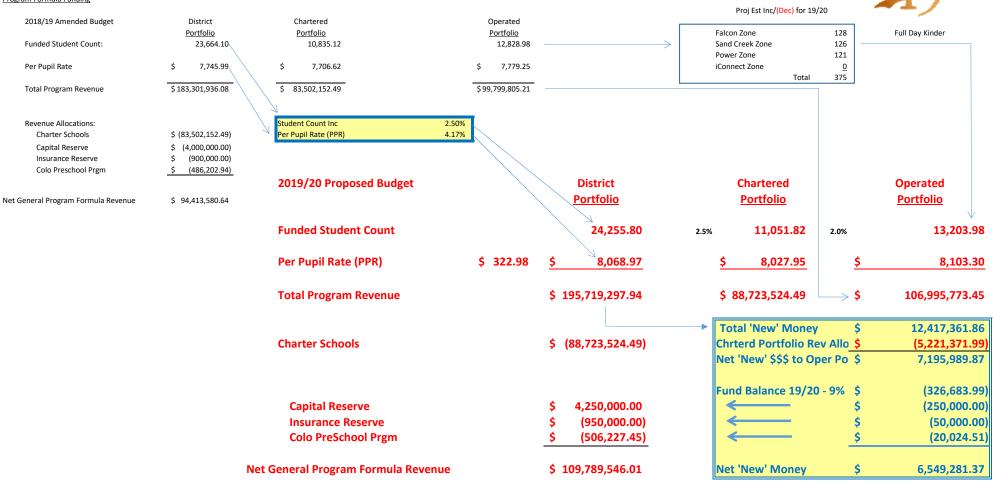
Program Formula Funding

Per Pupil Rate

Revenue Allocations:

Charter Schools

Capital Reserve Insurance Reserve







El Paso County School District 49

2019/20 Budget Planning

L

Launch <u>Point</u> 2018/19 Amend % of Category	Program Formula <u>Funding Revenue</u> 99,799,805 y 90.70%	All Other <u>Revenue</u> 10,234,439 9.30%	Total <u>Revenue</u> 110,034,244	District Wide Personnel <u>Expense</u> 91,312,402 82.99%	District Wide Implementation <u>Expense</u> 18,721,842 17.01%	District Wide Total <u>Expense</u> 110,034,244	<u>Net Rev / (Exp)</u> -
	(Program Formula Funding)	-575	000			Dete	Maluma
	PFF Budget Drivers	<u>sFTE</u>	PPR	PFF Rev		<u>Rate</u>	<u>Volume</u>
	2018/19	12,828.98	7,779.25	99,799,805.21			
	2019/20 Projected Change	13,203.98	8,103.30	106,995,795.08		4 4 5 7 3 5 3 0 3	2 020 727 04
	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%
	· · · · · · · · · · · · · · · · · · ·						
		t Take' Adjustment		(222 622 22)		(100 701 00)	
	Balance the launch			(326,683.99)		(188,731.22)	(137,952.77)
	Maintain Capital M	•	its	(250,000.00)		(144,429.50)	(105,570.50)
	increase Prop & Lia	b Insurance		(50,000.00)		(28,885.90)	(21,114.10)
	CPP rate change			(20,024.51)		(20,024.51)	
						0 775 404 70	
	N	let New Money		6,549,281.37		3,775,181.70	2,774,099.67
	i			5.95%			
						4,284,987.89	1,149,962.10
	Consist	ent 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%
	Į.				Mix Adj	-	
		Impl	ementation Costs	1,114,331.38	17.01%	643,769.29	470,562.09
			% of Launch Pt.	5.95%		3.44%	2.51%
	Pa	tos Changes for th	e 'Usual Suspects'	(150,000.00)		(150,000.00)	
	Kd	ites changes for the	c osual suspects	()		. , ,	i i i
	Ka	ites changes for the		964,331.38		493,769.29	470,562.09

2018/19	Pe	Personnel Breakout							
Launch Pt.	Gross Pay	<u>Benefits</u>	<u>Total</u>						
	68,999,606.25	22,312,796.03	91,312,402.28						
		32.34%	tot benefit %						
2019/20 Scenai	rios	21.60%	PERA / MC portion						
гн	2019 health plan chg =	761,040.00	Ĵ						
20	2019 neurin plan eng -	701,040.00	j						
2.00%	1,379,992.13	1,059,118.30	2,439,110.42						
2.25%	1,552,491.14	1,096,378.09	2,648,869.23						
2.50%	1,724,990.16	1,133,637.87	2,858,628.03						
2.75%	1,897,489.17	1,170,897.66	3,068,386.83						
2.84%	1,956,273.35	1,183,595.04	3,139,868.40	3.44%					
4.00%	2,759,984.25	1,357,196.60	4,117,180.85						
4.20%	2,897,983.46	1,387,004.43	4,284,987.89	4.69%					
4.50%	3,104,982.28	1,431,716.17	4,536,698.45						
5.57%	3,843,675.98	1,591,274.01	5,434,949.99	5.95%					
6.00%	4,139,976.38	1,655,274.90	5,795,251.27						
6.72%	4,636,711.65	1,762,569.72	6,399,281.37	7.01%					
\$\$\$ Available	\$\$\$ Available	\$\$\$ Available	\$\$\$ Available						
Current Person	New Person	Current Imp	New Imp						
3,139,868.40	2,295,081.60	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

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VoW Compensation Team Season 3, Session 3

Creekside Success Center April 4, 2019

Brett Ridgway, Chief Business Officer Paul Andersen, Director of Human Resources Peter Hilts, Chief Education Officer



• Legislative & Budget Update:

Legislative – no new news

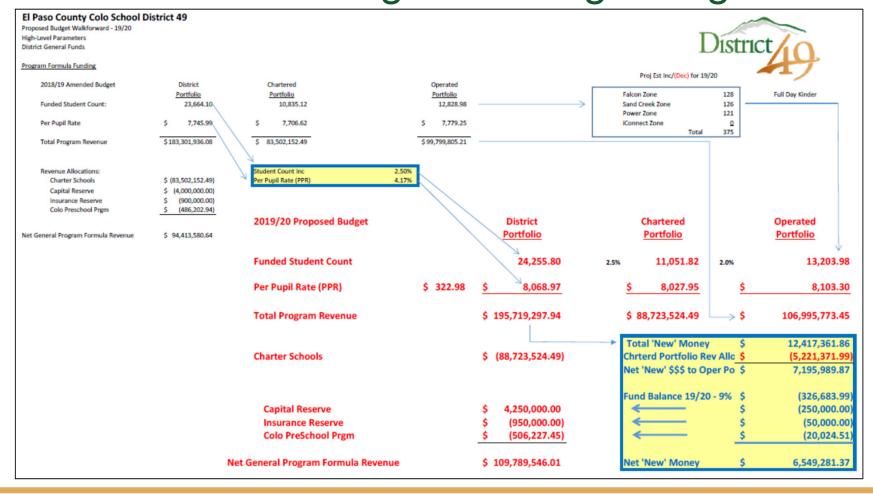
- Interim Legislative Committee
- Joint Budget Committee Full Day K
- Other good legislative involvement



- Legislative & Budget Update:
 - 2019/20 Budget: changes to next year's budget from this year are accomplished one of two ways:
 - 1. 'New Money' becomes available and is allocated to priorities. (norm for growing districts)
 - 2. 'Old Money' may be allocated differently than the prior year(s). (norm for shrinking districts)

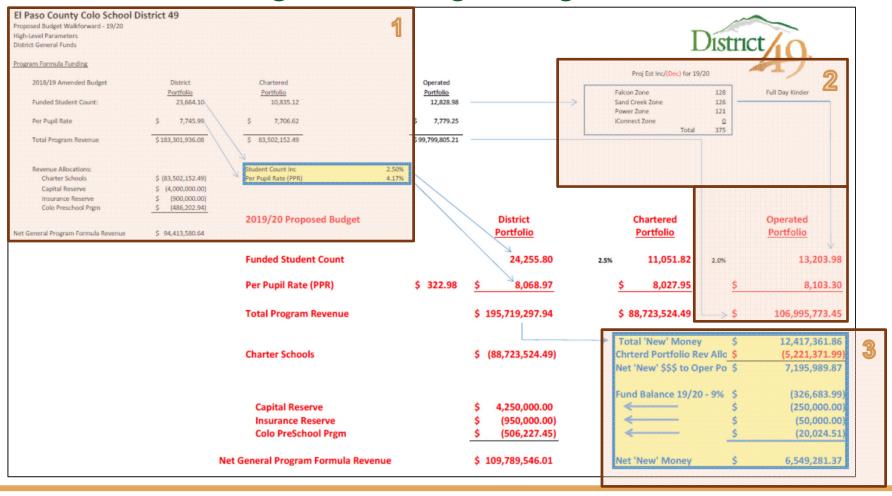


2019/20 BoE Budget Framing – Page 1:





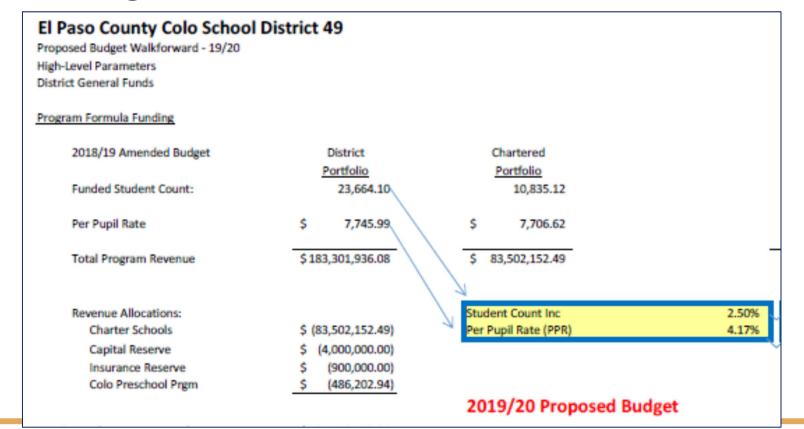
• 2019/20 Budget Framing – Page 1 - Zoom Ins:



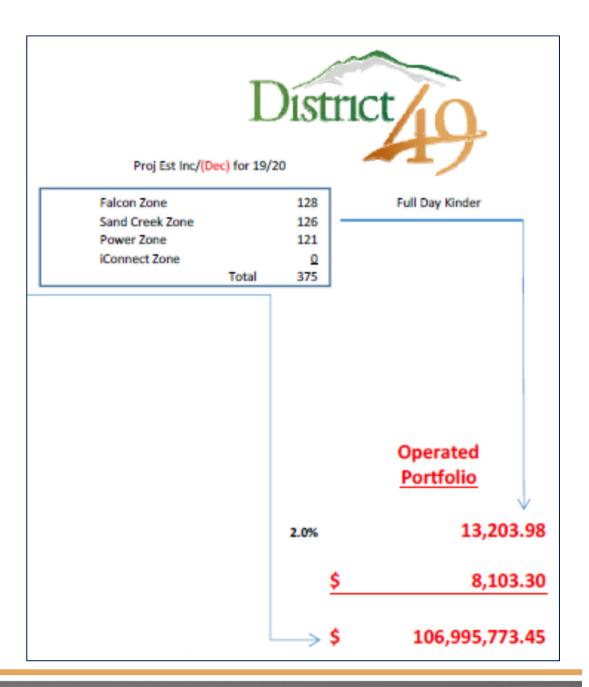


• 2019/20 Budget Update:

- Page 1, Zoom #1:



- 2019/20
 Budget
 Update:
 - Page 1Zoom #2



- 2019/20
 Budget
 Update:
 - Page 1:Zoom #3

Chg to Cap Maint/Improv \$ Chg to Prop/Liability Insura Chg to CPP (formulaic)



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 BoE Budget Framing – Page 2:

District

2019/20 Budg	get Planning											
2013/20 8008	Ber Fighting			District Wide	District Wide	District Wide						
Launch	Program Formula	All Other	Total	Personnel	Implementation	Total		2018/19	Pe	rsonnel Breako	ut	1
Point	Funding Revenue	Revenue	Revenue	Expense	Expense	Expense	Net Rev / (Exp)	Launch Pt.	Gross Pay	Benefits	Total	
017/18 Amend	99,799,805	10,234,439	110,034,244	91,312,402	18,721,842	110,034,244	-		68,999,606.25	22,312,796.03	91,312,402.28	
% of Category	90.70%	9.30%		82.99%	17.01%					32.34%	tot benefit %	
								2019/20 Scenario	05		PERA / MC portion	
	(Program Formula Funding)								_	5		
	PFF Budget Drivers	SFTE	PPR	PFF Rev		Rate	Volume	2H 20	19 health plan chg =	761,040.00	†	
	2017/18	12,828.98	7,779.25	99,799,805.21				2.00%	1,379,992.13	1,059,118.30	2,439,110.42	
	2018/19	13,203.98	8,103.30	106,995,795.08				2.25%	1,552,491.14	1,096,378.09	2,648,869.23	
	Projected Change	375.00	324.05	7,195,989.87		4,157,252.83	3,038,737.04	2.50%	1,724,990.16	1,133,637.87	2,858,628.03	1
		2.92%	4.17%	7.21%		57.77%	42.23%	2.75%	1,897,489.17	1,170,897.66	3,068,386.83	
								2.84%	1,956,273.35	1,183,595.04	3,139,868.40	3.44%
	'First	Take' Adjustment	<u>s</u>					4.00%	2,759,984.25	1,357,196.60	4,117,180.85	
	Balance the launch p	point (DAA Target	s), redistribute	(326,683.99)		(188,731.22)	(137,952.77)	4.20%	2,897,983.46	1,387,004.43	4,284,987.89	4.69%
	Maintain Capital Ma		nts	(250,000.00)		(144,429.50)	(105,570.50)	4.50%	3,104,982.28	1,431,716.17	4,536,698.45	
	increase Prop & Liab	Insurance		(50,000.00)		(28,885.90)	(21,114.10)	5.57%	3,843,675.98	1,591,274.01	5,434,949.99	5.95%
	CPP rate change			(20,024.51)		(20,024.51)		6.00%	4,139,976.38	1,655,274.90	5,795,251.27	
								6.72%	4,636,711.65	1,762,569.72	6,399,281.37	7.01%
	Ne	et New Money		6,549,281.37		3,775,181.70	2,774,099.67					
	i			5.95%				\$\$\$ Available	\$\$\$ Available	\$\$\$ Available	\$\$\$ Available	
						4,284,987.89	1,149,962.10	Current Person	New Person	Current Imp	New Imp	
	Consiste	nt Distributions:	Personnel Costs	5,434,949.99	82.99%	3,139,868.40	2,295,081.59	3,139,868.40	2,295,081.60	643,769.29	470,562.09	
			% of Launch Pt.	5.95%		3.44%	2.51%					
								5,434,949.99	0.00	643,769.29	470,562.09	
		Internet	ementation Costs	1,114,331.38	Mix Ad	643,769.29	470,562.09	6,399,281.37				
		Impi	% of Launch Pt.	1,114,331.38	17.01%	3.44%	470,562.09	6,399,281.37	0.00	150,000.00	0.00	
			76 OF LAUTICITY C.	3.33%		3.4470	2.31%					
	Rat	es Changes for the	e 'Usual Suspects'	(150,000.00)		(150,000.00)						
	Nat	ea enungea roi the	e osadi suspects	(200,000.00)		(100,000.00)	i		137,999.21			
				964,331.38		493,769.29	470,562.09		137,333.21			
				304,331.30		455,765.25	470,502.05					
		otal Available afte	er 'Usual Suspects'	6,399,281.37			- i					
				5,000,000,000								
	L											

2019/20 Budget Framing – Page 2 - Zoom Ins:

District

El Paso County School District 49 2019/20 Budget Planning

			-	District Wide	District Wide	District Wide						1
aunch Point L8 Amend of Category	Program Formula <u>Funding Revenue</u> 99,799,805	All Other <u>Revenue</u> 10,234,439	Total <u>Revenue</u> 110,034,244	Personnel <u>Expense</u> 91,312,402 82.99%	Implementation <u>Expense</u> 18,721,842 17.01%	Total <u>Expense</u> 110,034,244	Net Rev / (Exp)	2018/19 Launch Pt.	Gross Pay 68,999,606.25		<u>Total</u> 91,312,402.28 ot benefit %	
of Category	90.70%	9.30%		82.99%	17.01%			2019/20 Scenario	20		ERA / MC portion	
	(Program Formula Funding) <u>PFF Budget Drivers</u> 2017/18 2018/19 Projected Change	<u>sFTE</u> 12,828.98 13,203.98 375.00	PPR 7,779.25 8,103.30 324.05	<u>PFF Rev</u> 99,799,805.21 106,995,795.08 7,195,989.87		<u>Rate</u> 4,157,252.83	<u>Volume</u> 3,038,737.04		119 health plan chg = 1,379,992.13 1,552,491.14 1,724,990.16	761,040.00 1,059,118.30 1,096,378.09 1,133,637.87	2,439,110.42 2,648,869.23 2,858,628.03	
		2.92% t Take' Adjustments		7.21%	e de seuer de le source de las deuxes de le de	57.77%	42.23%	2.75% 2.84% 4.00%	1,897,489.17 1,956,273.35 2,759,984.25	1,170,897.66 1,183,595.04 1,357,196.60	3,068,386.83 3,139,868.40 4,117,180.85	3.44%
	Balance the launch Maintain Capital Mi increase Prop & Lial	point (DAA Targets aint & Improvemen), redistribute	(326,683.99) (250,000.00) (50,000.00)		(188,731.22) (144,429.50) (28,885.90)	(137,952.77) (105,570.50) (21,114.10)	4.20% 4.50% 5.57%	2,139,584.23 2,897,983.46 3,104,982.28 3,843,675.98	1,337,196.60 1,387,004.43 1,431,716.17 1,591,274.01	4,284,987.89 4,536,698.45 5,434,949.99	
	CPP rate change		_	(20,024.51)		(20,024.51)	-	6.00% 6.72%	4,139,976.38 4,636,711.65	1,655,274.90 1,762,569.72	5,795,251.27 6,399,281.37	7.01%
	N	et New Money		6,549,281.37 5,95%		3,775,181.70	2,774,099.67	SSS Available	SSS Available	SSS Available	\$55 Available	
	Consist	ent Distributions:	Personnel Costs % of Launch Pt.	5,434,949.99 5.95%	82.99%	4,284,987.89 3,139,868.40 3.44%	2,295,081.59 2.51%	Current Person 3,139,868.40 5,434,949.99	<u>New Person</u> 2,295,081.60 0.00	Current Imp 643,769.29 643,769.29	<u>New Imp</u> 470,562.09 470,562.09	
		Imple	ementation Costs % of Launch Pt.	1,114,331.38 5.95%	Mix Adj 17.01%	643,769.29 3.44%	470,562.09 2.51%	6,399,281.37	0.00	150,030.00	0.00	
	Ra	tes Changes for the	'Usual Suspects'	(150,000.00) 964,331.38		(150,000.00) 493,769.29	470,562.09		137,999.21			
	n n n n waar o actoma actor same is as waar at at	Total Available afte	r 'Usual Suspects'	6,399,281.37	es ans analist kan al databat de de databat her he ander	es e un come du la come la su mante en ancere	U DI DINNE DE LE SANS IL 25 MART DE LI 10					



• 2019/20 Budget Update Page 2:

- Zoom #1:

(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 p	oint (DAA Targets),	redistribute	(326,683.99)		(188,731.22)	(137,952.77)
Maintain Capital Mai	int & 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)	-
Ne	t New Money		6,549,281.37	_	3,775,181.70	2,774,099.67
			E 05%			



• 2019/20 Budget Update Page 2:

– Zoom #2:	– Zoom #2:				Rate	Volume
Net New Money		6,549,281.37			3,775,181.70	2,774,099.67
		5.95%				
	_				4,284,987.89	1,149,962.10
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	-	
Imple	ementation Costs	1,114,331.38			643,769.29	470,562.09
	% of Launch Pt.	5.95%			3.44%	2.51%
						i
Rates Changes for the	'Usual Suspects'	(150,000.00)			(150,000.00)	
		964,331.38			493,769.29	470,562.09
Total Austichia dana		6 200 204 27				
Total Available after	"Usual Suspects"	6,399,281.37				
L						

District

VCT 3.3

 2019/20 Budget Update

> Page 2: —

Zoom #3:

			Rate	Volume
			4,284,987.89	1,149,962.10
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%

What prefer for Rate / Volume\$?

2018/19	18/19 Personnel Breakout					
Launch Pt.	Gross Pay	Benefits	Total			
	68,999,606.25	22,312,796.03	91,312,402.28			
		32.34%	ot benefit %			
019/20 Scenario	<u>05</u>	21.60% p	ERA / MC portion			
2H 20	019 health plan chg =	761,040.00				
2.00%	1,379,992.13	1,059,118.30	2,439,110.42			
2.25%	1,552,491.14	1,096,378.09	2,648,869.23			
2.50%	1,724,990.16	1,133,637.87	2,858,628.03			
2.75%	1,897,489.17	1,170,897.66	3,068,386.83			
2.84%	1,956,273.35	1,183,595.04	3,139,868.40	3.44%		
4.00%	2,759,984.25	1,357,196.60	4,117,180.85			
4.20%	2,897,983.46	1,387,004.43	4,284,987.89	4.69%		
4.50%	3,104,982.28	1,431,716.17	4,536,698.45			
5.57%	3,843,675.98	1,591,274.01	5,434,949.99	5.95%		
6.00%	4,139,976.38	1,655,274.90	5,795,251.27			
6.72%	4,636,711.65	1,762,569.72	6,399,281.37	7.01%		
\$\$\$ Available	\$\$\$ Available	\$\$\$ Available	\$\$\$ Available			
Current Person	New Person	Current Imp	New Imp			
3,139,868.40	2,295,081.60	643,769.29	470,562.09			
5,434,949.99	0.00	643,769.29	470,562.09			

The Best Choice to Learn, Work and Lead



- Current Thinking/Recommendations:
 - Move ~\$1.1mm from Personnel Volume Change to Personnel Rate Change to target 4.2% <u>average</u> annual pay change \$3,139,868 + 1,149,115 = \$4,284,988
 - 2. Allocate \$250k of Personnel Volume Change for VCT priorities
 - Personnel Vol Chg =\$2,295,081- transfer to rate Chg1,149,115- fund VCT priorities250,000Net Personnel Vol Chg\$ 895,966



- What does it mean #1? ~ MLO oversight
 - When money is shifted from volume to rate, it implies that we also get more efficient.

Clear/Questions? Endorse/Caution?

\$895k in Personnel Volume \$ ≈ 20 net new positions across the entire district (depending on mix) (teachers, bus drivers, para's, admins, facilities – All!) New Bldg!

Clear/Questions? Endorse/Caution?



- External Factor requires primary focus:
 - Final Change to Minimum Wage prescribed
 by 2016's Amendment 70: 90¢ per hour
 = 8.1% change to minimum wage
 - **Remember!** Budget Personnel Rate change = 4.2%
 - Options to recognize minimum wage chg:
 - Fully Distribute 90¢ per hour to all cells on ESP schedule (i.e. no compression)
 - 2. Allow for some compression with a targeted minimum increase for all, re-stepping when necessary to achieve minimum.



- Information for Opining:
 - Option 1: Fully Distribute 90¢ per hour
 Cost ~ \$ 980k in gross pay (5.7% avg pay chg) (range of 8.1% - 2.8%)
 + 430k in benefits

\$1,410k of Rate funds used

Remaining Rate Funds = \$4,284,988 - 1,410,000 = \$2,874,988

> ≈ 3.9% avg pay chg for all salaried employees



- Information for Opining:
 - Option 2: Allow for some compression on the ESP table

Every \$100k of gross pay increase reduction from ESP pool to other segments $\approx \rightarrow$

+0.18% to avg chg to all other segments - 0.58% to avg chg to ESP segment



• Information for Opining:

The 2019/20 Budget - ESP Options Continuum								
for ESP segment	Maximum ESP <u>Compression</u>	<u>Compress Opt 1</u>	<u>Compress Opt 2</u>	<u>Compress Opt 3</u>	Minimum (No) ESP Compression			
new gross pay \$	\$571,672	\$744,360	\$750,553	\$781,101	\$980,000			
minimum chg % average chg % maximum chg %	0.67% 3.31% 9.19%	2.39% 4.31% 9.19%	2.51% 4.35% 9.19%	2.80% 4.52% 9.19%	2.81% 5.67% 8.09%			
Impact to other Se	gments							
new gross pay \$	\$2,564,569	\$2,391,881	\$2,385,688	\$2,355,140	\$2,156,241			
average chg %	4.60%	4.29%	4.28%	4.23%	3.87%			
					1			



- Administration's recommendation for 2019/20 budgeted change to ESP pay:
 - Compression Option #3
 - some re-ranging & re-stepping to achieve:
 2.8% min. chg / 9.2% max. chg / 4.5% avg. chg

Clear/Questions? Endorse/Caution?

- If Caution, hedge which way?



- Licensed Staff Pay Change Options
 - Primary benefit of the change to the schedule two years ago was top open up the in between - the potential of mixing change in base and step changes.
- For 2019/20, then, we have that kind of potential:
 - 1 step, 2 steps, 3 steps?



Licensed Staff Pay Change Options

	Full Base	= min MLO 90 +	SchedBase	#Steps	ChgBase	Tot Chg			
2018/19	36,108.00	420	35,688.00						
			Rate Change \$ Available:		1 720 501 06	individiua	l result bo	oundaries	
			Tale	ale Change & Available.		1,720,301.00	<u>min %</u>	avg %	<u>max %</u>
2019/20	37,500.00	420	37,080.00	1	1,392.00	1,713,163.87	1.99%	3.84%	6.33%
	37,008.00	420	36,588.00	2	900.00	1,717,951.11	1.29%	3.85%	8.13%
	36,516.00	420	36,096.00	3	408.00	1,712,529.83	0.58%	3.84%	8.27%
	36,036.00	420	35,616.00	4	(72.00)	1,712,660.67	-0.16%	3.84%	8.36%

 As with other schedules, everyone gets the change in base and the corresponding change from their step adjustment.



- Administration's recommendation for 2019/20 budgeted change to Licensed pay:
 - 'Normal Adjustment'
 - 1 step + \$1,392 change in base to achieve:
 2.0% min. chg / 6.3% max. chg / 3.8% avg. chg

Clear/Questions? Endorse/Caution?

- If Caution, hedge which way?



- Prof/Tech Staff Pay Change Options
 - Primary benefit of the change to the schedule two years ago was top open up the in between - the potential of mixing change in base and step changes.
- For 2019/20, then, we have that kind of potential:
 - 1 step, 2 steps, 3 steps?



Prof/Tech Staff Pay Change Options

The 2019/20 Budget - Prof/Tech Options Continuum

<u>2018/19 Base</u>	Base Chg	<u>2019/20 Base</u>	<u># Steps</u>	Rate \$ used			
		Rate Change \$ /	Available =	94,307.11		3.50%	
				01,007.11	<u>min</u>	avg	max
42,396.00	1,500.00	43,896.00	1	101,796.00	2.40%	3.57%	4.73%
42,396.00	900.00	43,296.00	2	99,012.00	1.44%	3.47%	4.50%
42,396.00	396.00	42,792.00	3	99,036.00	0.63%	3.47%	4.50%
42,396.00	(96.00)	42,300.00	4	97,200.00	-0.15%	3.40%	4.53%

 As with other schedules, everyone gets the change in base and the corresponding change from their step adjustment.

VCT 3.3



- Administration's recommendation for 2019/20 budgeted change to Prof/Tech pay:
 - 'Normal Adjustment'
 - 1 step + \$1,500 change in base to achieve:
 2.4% min. chg / 4.7% max. chg / 3.6% avg. chg

Clear/Questions? Endorse/Caution?

- If Caution, hedge which way?

VCT 3.3



- Administrative Staff Pay Change Options
 - Changes to other schedules brought their math in line with the Admin schedule.
 Various mixes of base change & steps.
- For 2019/20, then, we have that kind of potential: 1 step, 2 steps, 3 steps?
- Any reason to do anything different than the others

VCT 3.3



- Administration's recommendation for 2019/20 budgeted change to Administrative pay:
 - 'Normal Adjustment'
 - 1 step + change in base to achieve: 3.3% avg. chg

Clear/Questions? Endorse/Caution?

- If Caution, hedge which way?



BOARD OF EDUCATION ITEM 9.05 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

 BOARD MEETING OF:
 April 11, 2019

 PREPARED BY:
 Rachel Duerr, Health and Wellness Coordinator

 TITLE OF AGENDA ITEM:
 School Health and Wellness Plan Update

 Action/Information/Discussion:
 Discussion

BACKGROUND OR RATIONALE

For compliance with School Wellness Policy ADF, schools will submit School Health Improvement Plans (SHIPs) annually.

RELEVANT DATA AND EXPECTED OUTCOMES:

All schools have SHIPs based on their assessment, needs and school priorities. The SHIPs must focus on one of the ten components of the Whole School, Whole Community, Whole Child model. The ten components include: Family Engagement, Community Involvement, Health Education, Physical Education and Physical Activity, Health Services, Nutrition Environment and Services, Counseling, Psychological and Social Services, Physical Environment, Social and Emotional Climate, and Health Promotion for Staff.

Information item for the board of education to show current progress on SHIPs for each school as well as wellness program highlights. Research shows a link between health outcomes and the academic success of students.

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

Culture	Inner Ring—How we treat each other Outer Ring—How we treat our work	
Strateov	 Rock #1—Establish enduring trust throughout our community Rock #2—Research, design and implement programs for intentional community participation Rock #3— Grow a robust portfolio of distinct and exceptional schools Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive Rock #5— Customize our educational systems to launch each student toward success 	District 49 has received national and state level recognition for our work around healthy schools as well as a number of outside grants to support our work. Family Engagement and Community Involvement are two components of the WSCC model and many schools include these in their SHIPs. SHIPs provide the framework for each school to focus on continuous improvement around school health. Each school tailors SHIPs to meet the needs of their individual populations. School health teams have autonomy to develop health improvement strategies aligned with the mission, vision and needs of the school. Research shows a link between health outcomes and the academic success of students.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Amber Whetstine, Executive Director of Learning Services; Peter Hilts, Chief Education Officer





Wellness Update Rachel Duerr Coordinator of Health & Wellness

Grant Updates



- CDE Student Wellness Grant
 - District-wide
 - \$45,814/year for three years
- The Colorado Health Foundation
 - Creating Healthy Schools
 - Evans Elementary School
 - Horizon Middle School
 - \$68,371 for two years



Cooking Matters for Families

Falcon Zone



- Falcon High School
- Falcon Middle School
- Falcon Elementary School
- Bennett Ranch
 Elementary School
- Meridian Ranch
 Elementary School
- Woodmen Hills

Elementary School



WHES Water Bar

iConnect Zone



- Banning Lewis Ranch Academy
- Banning Lewis Preparatory Academy
- GOAL Academy
- Falcon Homeschool Program
- Imagine Classical Academy Indigo Ranch
- Patriot High School
- Pikes Peak Early College
- Power Technical Early College
- Rocky Mountain Classical Academy
- Springs Studio for Academic Excellence



PPEC CPR

Power Zone

- Vista Ridge High School
- Skyview Middle School
- Academy for Literacy
 Learning and Innovation
- Odyssey Elementary School
- Ridgeview Elementary School
- Stetson Elementary School







VRHS Bikes

Sand Creek Zone



- Sand Creek High School
- Horizon Middle School
- Evans Elementary School
- Remington Elementary School
- Springs Ranch Elementary School



District-wide Initiatives



- District-wide Wellness Advisory Council
- GoNoodle Plus
- D4.9K Walk/Run
- READ Camp
- Professional Development
- Staff Wellness



WALKT#BER



Buns on the Run Team!

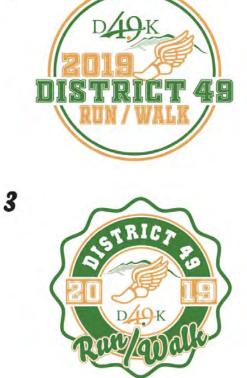
Save the Date!

D4.9K Walk/Run

- Saturday, September 14
- Falcon High School







2019 D4.9K Logo Finalists



What is the School Health Improvement Plan?

The School Health Improvement Plan is a school's one-year work plan to address the school's health need(s). The following provides guidance for completing each component of a SHIP.

SHIP Components	SHIP Checklist
Priority Area: <u>Ten Components of The Whole School, Whole Community,</u> <u>Whole Child Model</u>	
It is recommended school teams complete a school health assessment, such as Smart Source and identify priority areas for improvement from the Whole School, Whole Community, Whole Child model prior to writing their SHIP. Your SMART objectives should demonstrate how you will improve your selected priority area. Which priority area(s) did your school team decide to address this year? Does your SMART objective align with your priority area(s)?	 Priority area(s) for improvement has
For example: After completing your assessment, your school health team identified the following priority areas to address this school year:	been identified by the school health team using an assessment and prioritization process
Provide students with opportunities for physical activity on a daily basis outside of the physical education program	 SMART objective(s) demonstrates efforts to improve priority area
Classrooms offer non-food or healthy rewards	
Based on your priority areas, your SMART objectives might look like this:	
• By December 1, 75% of teachers and staff will implement physical activity breaks in their classroom on a daily basis.	
 By December 1, 100% of teachers and staff will use non-food rewards for behavior or accomplishments. 	

SMART Objective:	
 Well-written objectives always answer the following question: WHO is going to do WHAT, WHEN, and TO WHAT EXTENT? They should describe participants, actions or interactions, and activities. Specific: Who? (Target Population) and What? (Action/Activity) Measurable: How much change is expected? Attainable: Can it be realistically accomplished given current resources and constraints. Relevant: Does it address needs and proposes reasonable action steps to lead to desirable results. Time-phased: Does it provide a timeline indicating by when the objective will be met. 	 Specific Measurable Attainable Relevant Time-phased
Data Collection:	
Data collected should show evidence that you successfully met or made progress towards meeting the SMART objective. Data can be qualitative (e.g., student reactions) or quantitative (e.g., student grades or results from an assessment.) Generally speaking, data are collected to get a baseline and then again after a plan has been implemented.	 Data collection is aligned with the SMART objectives
Action Steps:	Action steps are clear, complete, and in
 Action steps are the activities needed to implement the SHIP and reach the stated SMART objective. When writing action steps, start them with a verb. In addition to the action steps necessary for achieving the SMART objective, SHIPs should also include the following action steps: Regular meetings with your school health team Data collection activities (e.g., pre and post surveys, assessments, observations, etc.) Work on your school/district wellness policy (e.g., assessing communicating, revising, implementing, etc.) 	 the correct sequential order Action steps are aligned with the SMART objective Budget is realistic and clearly aligned with action steps Responsibilities are shared across all team members Staff and students, beyond the team, are involved Data collection is built into the action steps Team and grant responsibilities are built into action steps
 Things to Remember: 1. Don't try to take on everything at once! 2. The focus of the SHIP should be on the health needs/highest priorities identified through the s 3. Get input from other individuals in your school on how best to address your school's health needs. 4. Meet regularly with your school health team and monitor SHIP progress. 	
 Build sustainability efforts into your SHIP. A final consideration, if you gave your SHIP to someone who is not familiar with your plan wou on doing? If no consider adding more details! 	ld they understand what you are planning

ALLIES

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Beth Drake

Principal: Rebecca Thompson

Priority Area #1: What priority area have you selected to focus your efforts?

Student and Staff Movement- Workout Wednesday

SMART Objective #1 (desired change): New Objective
Continuing/Expanded Objective

Data: What data will you collect that will indicate the objective has been achieved? observing teacher/student participation

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
95% of staff and Students will have directed movement weekly. Every Wednesday students and Staff will exercise together for a 8-10 mins through out the day.	8/22/18-5/20/19	Beth Drake	0	completed
Use Go Noodle to encourage movement for brain breaks and as well as indoor recess.	8/22/18-5/20/19	All staff	0	completed
BUDGET NEEDED FOR THIS OBJECTIVE:			\$	

Co-leader Name(s): Beth Drake Principal: Rebecca Thompson

Priority Area #2: What priority area have you selected to focus your efforts? Maintain the climate and culture of the ALLIES students through the Capturing Kids Hearts/ PBIS philosophy/practices. Staff will recognize, acknowledge, and encourage students to model approperiate behavior; while showing that they are appreciated.

Data: What data will you collect that will indicate the objective has been achieved? improvment/ maintain positive behaviors

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
---	-----------------------	--------------------------	--	-----------------------------

Purchase items that will reward and student behavior	acknowledge	11/22/18	Beth Drake and Sandi Esperan	\$264.89 CDE	
4 20 pieces Dragons \$9.99each	\$39.96 Amazon				
1 100 piece bubbles \$29.99 each Trading	\$29.99 Oriental				
2 mini footballs \$16.99/set of 6	\$33.98 OT				
2 basketballs \$32.99 /set of 6	\$65.98 OT				
3 finger puppets \$11.99/doz Trading	\$35.97 Oriental				
3 legos/4 pack\$19.97	\$59.01 Amazon				
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 246.89		

Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:

Banning Lewis Preparatory Academy

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Mark Carlson and Wes McKenzie

Principal: Brandon Monson

Priority Area #1: What priority area have you selected to focus your efforts?

We will hold a PLC Fitness workout with staff every semester.

SMART Objective #1 (desired change): ******* New Objective
Continuing/Expanded Objective

Data: What data will you collect that will indicate the objective has been achieved?

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Schedule Date for Fitness Workouts	Oct 15th	Carlson	0.00	
Schedule Date for Fitness Workouts	Oct 15th	McKenzie	0.00	
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 0.00	1

Co-leader Name(s): Mark Carlson and Wes McKenzie Principal: Brandon Monson

Priority Area #2: What priority area have you selected to focus your efforts?

We want to better our weight/fitness room for staff and student wellness. We would purchase kettle bells for workouts with 6-10th grade students and staff.

SMART Objective #2 (desired change): New Objective

Data: What data will you collect that will indicate the objective has been achieved? Informal Feedback from Teachers and Coaches as to use and productivity

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Purchase Kettle Bell Sets	Nov 1	Carlson	500	Complete d
		McKenzie	500	

Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:

We will be using the \$2000.00 (Medicaid funds) to better the fitness equipment available for students. In addition, we have already purchased equipment for classroom teachers to use outside for fitness breaks. The \$300.00 was donated from TCHF. Our school has a House and Order system for our students to engage in every day. One day even week, for 30 minutes, the students will be participating in physical fitness games and exercises. Houses and Orders challenge each other in competitive physically active activities.

Banning Lewis Ranch Academy

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Amanda Edler and Derik Brooks

Principal: Shannon Molnar

Priority Area #1: What priority area have you selected to focus your efforts?

Creating activity areas on the asphalt that encourage individual movement and group activities.

SMART Objective #1 (desired change):X New Objective
Continuing/Expanded Objective

Data: What data will you collect that will indicate the objective has been achieved?

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Obtain bids for painting playground	10/30/18	Amanda and Derik	Х	Х
Presented and approved by board	10/30/18	Shannon Molnar	X	Х
Paint the playground. Some of the activities we want to add for recess are: 4-Square, Hopscotch, Alphabet loop, Map of USA, Emojis for think space and conflict resolution with peers, fitness lines, mazes with start and finish areas etc	1/30/19	Amanda and Derik	5,500	x
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 5,500	

Co-leader Name(s): Amanda Edler and Derik Brooks Principal: Shannon Molnar

Priority Area #2: What priority area have you selected to focus your efforts?

Creating a safer playground by removing the "donut" and under laying shape pointed cement. This will help cut down on the number of head injuries at recess. This will allow for a piece of safer playground equipment to be installed at a later time.

SMART Objective #2 (desired change): X New Objective
Continuing/Expanded Objective

Data: What data will you collect that will indicate the objective has been achieved? Head injury report from nurse.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Obtain bids to remove the "donut" due to numerous head injuries on a daily basis. This needs to be removed as	10/30/18	Amanda and Derik	Х	

well as the sharp cement under the bark that kids hit their heads on.				
Remove the "Donut" and sharp cement.	12/9/18	Amanda and Derik	This project is not able to be done with our budget this year.	
BUDGET NEEDED FOR THIS OBJECTIVE:			\$	

Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:

Beyond the activities in our SHIP we plan to use our inside floors and create a sensory path for students to support the social emotional needs of the students. A sensory path gives those students who need a minute to calm down a place to walk that is active and engaging by can be done alone. Applied for and received the CDE mini-grant to help support the path.

Bennet Ranch Elementary School

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Christy Kennedy (BRES), Jessica Emery and Samantha Cates (FMS) Principal: Amanda Maranville (BRES), Brian Smith (Campus)

Priority Area #1: What priority area have you selected to focus your efforts?

Physical Activity - Weekly Community Mile Walk Training.

SMART Objective #1 (desired change): x New Objective
Continuing/Expanded Objective:

Students and staff from both BRES and FMS campuses will have an opportuntive to train twice a week for 4-6 weeks to run or walk a mile. At the end of the time students and staff can participate in color race.

Data: What data will you collect that will indicate the objective has been achieved? Number of participants in both daily training and the walk/run race.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Check with FMS about holding campus walk	December 7		NA	
Check with AD at FMS about track season	November 30		NA	
Promote walk/run training days	Febuary 11		NA	
BUDGET NEEDED FOR THIS OBJECTIVE: color powder	-		\$ 500.00	

Co-leader Name(s): Christy Kennedy Principal: Amanda Maranville				
Priority Area #2: What priority area have you selecte	d to focus your effo	rts?		
Staff Wellness - Building relationships and camaraderie	for a new building			
SMART Objective #2 (desired change): x New Objective	e 🗆 Continuing/Expanded	Objective		
80% of BRES staff will participate in at least 1 event hos	ted by D49 or BRES	by the end of the yea	r.	
Data: What data will you collect that will indicate the	objective has been	achieved? Data		
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Sharing District event emails	all year	Christy	NA	
Meeting with school health team	all year	Christy	NA	
Step challenge within building	November 1	Christy	NA	Yes

Most ounces of water drank in a week - monitored by app	January 31	Wellness Team	NA	
BUDGET NEEDED FOR THIS OBJECTIVE:			\$0	

Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school: Buddy bench Football 360 Water bottles for students pedometers so classes can compete against each other

Evans International Elementary School

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Bryan Mickelson, Kristen Billingsley

Principal: Michelle Slyter

Priority Area #1: What priority area have you selected to focus your efforts?

Physical Activity

SMART Objective #1 (desired change):

Evans Elementary will continue to improve recess and access to adapted equipment. Focus on increasing the physical activity of students with special needs and having a place for all students to gather on the playground. All 650 students will have access to these items.

□ New Objective X Continuing/Expanded Objective

Data: What data will you collect that will indicate the objective has been achieved? Monitor the usage of the items.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Picnic table	01/2019	Mickelson, Billingsley	\$1,245.92 Medicaid Funds	Ordered
Various Adapted Equipment (pumper car, exercise ball and base, mini trampoline, and parachute)	01/2019	Mickelson, Billingsley	\$694.74 Medicaid Funds	Ordered
Various Recess Eguipment (tetherballs, gaga balls, tug- of-war rope, and mini tunnels)	01/2019	Mickelson, Billingsley	\$500	Yes
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 2,440.66	

Principal: Michelle Slyter

Priority Area #2: What priority area have you selected to focus your efforts

Staff Wellness

SMART Objective #2 (desired change):

Evans Elementary will focus on getting the staff more active and provide healthy snack options. There is currently a Zumba class 2 days a week and a monthly hiking club.

X New Objective
Continuing/Expanded Objective

Data: What data will you collect that will indicate the objective has been achieved?

Track the number of staff members that attend:

- Zumba
- Hiking

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Water bottle prizes for anyone that promoted staff wellness	09/2018	Mickelson, Billingsley,	\$300	Yes
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 300	

Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:

Fourth and fifth grade students get chosen to participate in student council to promote leadership and school activities. Evans works with an organization that gives bags of new clothing to ten students who are in need. For Thanksgiving, each grade level sponsors a community organization. The grade level brings in needed items, and writes letters of thanks. During October, Evans has Healthy Choice Days to give information and promote healthy choices at school, home, and within the community. Each day a new theme is presented and an activity is completed within the class. Small groups are held each day by the counselor to work a variety of skills. Skills like social skills, grief, changing families, and anger are worked on. Activities are held to increase students' physical activity before school, after school and during in class activity breaks.

Falcon Elementary School

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Melissa Ardolf, Jarrod Torrez Principal: Michael Roth

Principal: Michael Roth

Priority Area #1: What priority area have you selected to focus your efforts?

We would like to continue a high level of staff participation in our wellness initiatives. Last year showed our highest levels of participation yet.

SMART Objective #1 (desired change): X New Objective
Continuing/Expanded Objective

By May 2019, Falcon Elementary School of Technology School Health Team will implement and/or continue a minimum of 2 initiatives to INCREASE STAFF WELLNESS for at least 75% of the FES staff population of 50.

Supporting staff with healthy eating and lifestyle changes.

Data: What data will you collect that will indicate the objective has been achieved?

- o Smoothies for staff members
- o Flavored water to promote staying hydrated
- Staff support with after school student activities and programs
- o Create and distribute a spring break wellness checkilst
- o Submit a success story

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
D4.9 walk/run - promote - 18 participants	9/28/18	Ardolf/Torrez	N/A	yes
GoNoodle Staff Challenge	May 2019	Ardolf/Torrez	N/A	
offer smoothies	May 2019	Ardolf/Torrez	N/A	
Submit Success Story	April 2019	Ardolf/Torrez	N/A	
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ N/A	

Co-leader Name(s): Melissa Ardolf and Jarrod Torrez Principal: Michael Roth

Priority Area #2: What priority area have you selected to focus your efforts?

By May 2019, the Falcon Elementary School of Technology School Health Team will implement and/or continue a minimum of 4 initiatives to INCREASE PHYSICAL ACTIVITY for at least 50% of the FES student/staff population of 307.

Supporting staff with healthy eating and lifestyle changes.

SMART Objective #2 (desired change): X New Objective
Continuing/Expanded Objective

Data: What data will you collect that will indicate the objective has been achieved?

- Go Noodle: Whole year for the whole school
- Walking Club
- Jump Rope for Heart
- Wiggle Wednesday Warm Up- whole year for whole school

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Ordered fruit smoothie mixes for staff	May 2019	Torrez/ Ardolf	\$100 (TCHF)	Yes
Large water containers for fruit infusion H2O	May 2019	Torrez/Ardolf	\$200 (TCHF)	Yes
Go Noodle will be used by each classroom teacher for their entire class daily for at least 15 to 20 minutes.	May 2019	Torrez/Ardolf	N/A	
BUDGET NEEDED FOR THIS OBJECTIVE:	•		\$300	

Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school: Jump Rope for Heart Skate City Field Day for all students in May Participation of Free Hot on Yoga for all staff members. Heart Rate Monitors for PE - Medicaid Funds

Falcon Homeschool Program

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Principal: Katie Boal Priority Area #1: What priority area have you selected to	to focus vour effo	orts?		
Employee Wellness	·····			
SMART Objective #1 (desired change):				
Falcon Homeschool Program is working to provide a options to school. We will provide needed supplies t			ng staff to bring he	ealthy snack
x New Objective Continuing/Expanded Objective		-		
Data: What data will you collect that will indicate the ol	bjective has been	achieved?		
Monitor periodically the amount and type of fruit con throughout the year if needed. Poll staff during mor containers. Encourage them to share recipes and ic	hthly staff meetings	on their use of the ble	nders and smooth	
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Explain the need for, purchase and install a community fruit basket at each campus for staff to contribute to and take from each day.	Oct 2018	J'Net McMahon Sandi Heckel	0	\checkmark
Purchase blenders for each campus that are easy to use to prepare personal smoothies for staff members.	Oct 2018	Theresa Klinitski	\$80	\checkmark
Purchase individual containers for staff to take home and fill with healthy ingredients to create smoothies during the day.	Oct 2018	Theresa Klinitski Sandi Heckel	\$50	\checkmark
Research, create and share a healthy smoothie recipe book with each staff member.	Oct 2018	Theresa Klinitski	0	\checkmark
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 130 (TCHF rolld	over funds)

Co-leader Name(s): Theresa Klinitski Principal: Katie Boal				
Priority Area #2: What priority area have you selected to	to focus your effo	orts?		
Physical Activity				
SMART Objective #2 (desired change):				
Falcon Homeschool Program will provide an elective about the benefits and basics of yoga.	e course option to	all Academic Program	students and staff	to learn
x New Objective Continuing/Expanded Objective				
Data: What data will you collect that will indicate the ol	bjective has been	n achieved?		
Note how many students choose to participate. Rec levels, quality of sleep and exerience with yoga.	cord their answers	to pre and post survey	questions regard	ing stress
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Purchase a class set of yoga mats (10) and blocks (10)	Oct 2018	Theresa Klinitski	\$140	\checkmark
Locate beginner yoga videos online (https://www.doyogawithme.com/yoga-beginners)	Jan 2018	Theresa Klinitski	\$0	~
BUDGET NEEDED FOR THIS OBJECTIVE:			\$90 - (TCHF rollov \$50 - (CDE funds)	,

	ader Name(s): Theresa Klinitski ipal: Katie Boal
Priori	ity Area #3: What priority area have you selected to focus your efforts?
	Physical Activity
SMA	RT Objective #2 (desired change):
	All 250 Falcon Homeschool Program students will continue to have access to PE and recess equipment needed to increase and maintain physical movement.
	w Objective x Continuing/Expanded Objective
Data:	What data will you collect that will indicate the objective has been achieved?
	Note how many students choose to participate and use the provided equipment. Randomly poll students about their favorite things to do and play at recess time. Continue to add equipment as needed.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Poll students and staff to learn what play and sport equipment is needed or most wanted.	Dec 2018 - Feb 2019	Theresa Klinitski Nancy Carder Sandi Heckel	\$0	\checkmark
Purchase playground equipment: hula-hoops, hacky sacks, volleyballs, soccer balls, large colorful cones, and	March 2018	Theresa Klinitski	\$200	\checkmark
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 200 - CDE	

Co-leader Name(s): Theresa Klinitski Principal: Katie Boal				
Priority Area #3: What priority area have you selected	to focus your effo	orts?		
Flexible Seating Options for Classrooms	-			
SMART Objective #2 (desired change):				
All 250 Falcon Homeschool Program students can activities. When students are comfortable it allows ta also been shown to enhance a cooperative learning helps students learn more.	hem to be more rel	laxed and engaged in c	assroom activitie	s. It has
New Objective x Continuing/Expanded Objective				
Data: What data will you collect that will indicate the o	bjective has been	achieved?		
Talk to teachers and students before, during and an information about student behavior, attention span				gain
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Provide flexible seating options to teachers and collect feedback and additiona ideas.	Jan - March 2019	Theresa Klinitski	\$0	
Purchase several different types of flexible seating choices and disperse among the classrooms at the Enrichment and Academic programs.	April 2019	Theresa Klinitski Nancy Carder Sandi Heckel	\$2000	

Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:

- Jump Rope for Heart event in February at the Falcon Homeschool Enrichment Program.
- Couch to 5K elective for the Falcon Homeschool Academic Program.
- Discussing the benefits of holding a Health and Wellness Expo for the families of FHP and the Community which could include a screening of the movie Screenagers.

Falcon High School

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Cheryl Allen Greg Morris

Principal: Cheryl DeGeorge

Priority Area #1: What priority area have you selected to focus your efforts?

Get a wellness team

SMART Objective #1 (desired change):x New Objective
Continuing/Expanded Objective

Data: What data will you collect that will indicate the objective has been achieved?

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Community wellness walk - Did not work out	ASAP	Greg/Cheryl/Nate	Medicaid (1500)	0
BUDGET NEEDED FOR THIS OBJECTIVE: Getting quo	ote from ACE class	s to make signs in	\$	

Co-leader Name(s): Cheryl Allen Greg Morris Principal: Cheryl DeGeorge				
Priority Area #2: What priority area have you selecte	d to focus your effo	orts?		
Staff Fitness Friday (TGIFF -Thanks Goodness it's Fitne	ss Friday) Before PL	C (7:00-7:30)		
SMART Objective #2 (desired change):x New Objective	Continuing/Expanded	Objective		
Data: What data will you collect that will indicate the	objective has been	achieved? Weekly	Attendance/Trends	s
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Changed - now send weekly emails to do in room Introduce staff fitness activities prior to PLC time on Friday mornings.	Start: October 26	Greg Morris	None needed	1

BUDGET NEEDED FOR THIS OBJECTIVE:		¢ ()	
Using leftover supplies to encourage	staff participation	Ф О	

Priority Area #3: What priority area have you selected	ed to focus your effo	orts?			
Outdoor Picnic Wellness Area					
SMART Objective #2 (desired change):x New Objective	□ Continuing/Expanded	Objective			
Data: What data will you collect that will indicate the	objective has been	achieved? Weekly A	ttendance/Trends	6	
Action steps to achieve SMART Objective (By When) Responsible (Note funding stream)					
Buy picnic tables for outdoor east side of building	Start: November 1	Cheryl Allen	CDE Funds (500)	1	
Students waitng for rides after school activities					
Band, flags, sports & Theatre all wait on east side					
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 500		

Priority Area #4: What priority area have you selected	ed to focus your effo	orts?		
Order snacks student to be handed out by Admin, coun	selor & Security			
SMART Objective #2 (desired change):x New Objective	Continuing/Expanded	Objective		
Data: What data will you collect that will indicate the	e objective has been	achieved? Weekly	Attendance/Trends	S
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Get list of approved snacks from nutrition and order	Start: November 1	Cheryl Allen	Medicaid request (1500)	1
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 121.07	
			φ ΙΖΙ.07	

SMART Objective #5 (desired change):x New Objective
Continuing/Expanded Objective
Data: What data will you collect that will indicate the objective has been achieved? Weekly Attendance/Trends

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
In process of getting quote for books from Value Up- Mike Donahue for our health class. May have to donate and sign for printing 40 copies rights, and have D11 print.	Start: April 2019	Cheryl Allen	Medicaid request (1500)	0
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 800.00	

SMART Objective # (desired change):x New Objective Continuing/Expanded Objective Data: What data will you collect that will indicate the objective has been achieved? Weekly Attendance/Trends					
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed	
Bring in an after school self defense class.	Start: April 2019	Cheryl Allen	Medicaid request (1500)	0	
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 1200.00		

Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school: We created a poem, and are going to give one fitness band to each staff member

Falcon Middle School

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Christy Kennedy (BRES), Jessica Emery (FMS), Samantha Cates (FMS) Principal: Amanda Maranville (BRES), Brian Smith (Campus)

Priority Area #1: What priority area have you selected to focus your efforts?

Weekly Community Mile Walk Training.

SMART Objective #1 (desired change): x New Objective
Continuing/Expanded Objective:

Students and staff from both BRES and FMS campuses will have an opportuntive to train twice a week for 4-6 weeks to run or walk a mile. At the end of the time students and staff can participate in color race.

Data: What data will you collect that will indicate the objective has been achieved? Number of participants in both daily training and the walk/run race.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Check with FMS about holding campus walk	December 7		NA	
Check with AD at FMS about track season	November 30		NA	
Promote walk/run training days	Febuary 11		NA	
BUDGET NEEDED FOR THIS OBJECTIVE: color powder			\$ 500.00	

Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:

Falcon Middle School

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Samantha Cates (FMS), Jessica Emery (FMS),

Principal: Brian Smith

Priority Area #1: What priority area have you selected to focus your efforts?

Emotional support and encouragement

SMART Objective #1 (desired change): New Objective , X- Continuing/Expanded Objective:

Students will design and apply inspirational and encouraging quotes throughout the school.

Data: What data will you collect that will indicate the objective has been achieved? we will take photos of the finished murals and decals

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
organize student groups to begin work on murals	November 15,16	Samantha Cates Jessica Crawford- Nelson Counseling team	NA	х
hang finished murals	Christmas Break	Custodial staff	NA	х
BUDGET NEEDED FOR THIS OBJECTIVE: n/a				

Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:

We are working on implementing a stronger and more intentional system for creating a positive social/emotional climate and culture at FMS. We have been approved to begin using a top-rated curriculum directed towards this for the next school year.

GOAL Academy

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Lakeisha Lacy Principal: Ramon Arriaga

Priority Area #1: What priority area have you selected to focus your efforts? Student nutrition (cooking classes) offer cooking classes to students through Cooking Matters. Classes will be offered twice a week for six weeks and will be two hours long. This will include one hour of nutrition education and one hour of hands on cooking. The students will also go on a grocery store tour to educated on labels and how to shop healthy on a budget.

******Update. We were not able to hold the cooking classes due to a flood that happened at the site we were holding the classes. Repairs were not made in time and we were not able to promote and get enough participation to hold at a different location.

SMART Objective #1 (desired change): New Objective XContinuing/Expanded Objective Classes will be offered in new locations and a new group of students. By May 2019 Goal High School will create an environment that promotes student participation with healthy nutrition outside of physical education class, by providing a 6-week cooking class for the students twice a week for two hours. 1 hour of nutrition education and 1 hour of hands on cooking. In addition to a grocery tour to assist with purchasing healthy meals on a budget.

Data: What data will you collect that will indicate the objective has been achieved?

- Attendance for cooking class.
- Student Participation in nutrition class for the entire 6 weeks.
- Pre survey to gage student knowledege re: nutritional facts
- Post survey to show growth in knowledge

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Meet with Assistant Principal to discuss details and dates to offer class	Aug 2018	Lakeisha Lacy	None	х
Schedule a meeting with Cooking Matters staff and Goal High School staff to talk about details	Nov 1, 2018	Lakeisha Lacy	None	

Meet with Cooking matters instructors and schedule classes	By November 1, 2018	Lakeisha Lacy/Jessica (cooking matters staff)	None	
Advertise classes and send out student sign-up flyers	Nov, 1 2018	Jennie Uzuiza/ Fountain staff	None	
Provide cooking supplies for 35 students (order (groceries, supplies, cutting boards, measuring supplies)	Nov, 1 2018	Lakeisha Lacy	1000.00	
BUDGET NEEDED FOR THIS OBJECTIVE:			\$	

Co-leader Name(s): Principal: Priority Area #2: What priority area have you selected to focus your efforts? **SMART Objective #2 (desired change):** New Objective Continuing/Expanded Objective Data: What data will you collect that will indicate the objective has been achieved? Budget Action Needed Timeline Person(s) Action steps to achieve SMART Objective Step (Note funding (By When) Responsible Completed stream) **BUDGET NEEDED FOR THIS OBJECTIVE:** \$

Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:

Looking into social-emotional resources for students including stress balls in place of cooking class.

Horizon Middle School

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Katherine Dykema, Sara Kolhoff **Principal:** Dustin Horras

Priority Area #1: What priority area have you selected to focus your efforts?

Staff Health and Wellness Initiatives

SMART Objective #1 (desired change): New Objective Continuing/Expanded Objective

Horizon Middle School Staff will have at least one health and wellness-related activity for all staff members each month during the school year

Data: What data will you collect that will indicate the objective has been achieved?

We will maintain meeting minutes, newsletters, and other documentation to indicate completion of the objective. # of participants for each program.

Walktober: 26

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Establish a timeline and desired activities for the year	September 1, 2018	K. Dykema, S.Kolhoff	N/A	9/1/2018
Offer outside opportunites for health and wellness- Hiking Club. Promoted with prized and other incentives.	Ongoing; once a month throughout the year	K.Dykema, S. Kolhoff	\$300.00	Yes
Staff wide challenges during breaks. Walktober, November challenge (Thanksgiving break), Spring Break. Staff will keep track and report back. Participants will be placed in a raffle for prizes.	Fall break, spring break	K.Dykema, S. Kolhoff	\$200	After Spring Break
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 500.00	

Co-leader Name(s): Katherine Dykema, Sara Kolhoff **Principal:** Dustin Horras

Priority Area #2: What priority area have you selected to focus your efforts?

Student Mental Wellness; Kindness

SMART Objective #2 (desired change):
New Objective
Continuing/Expanded Objective

HMS will launch a "Random Acts of Kindness" theme for the school year 2018-2019 to raise awareness of the importance of being kind to each other.

Data: What data will you collect that will indicate the objective has been achieved?					
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed	
Analyze data collected from the Studer Action Plan survey and find an area of need for improvement.	End of 2017 School year (data collection)	HMS admin.	\$0	Aug. 10,2018	
Incorporate needed mental wellness support into existing HMS programs- Boystown and Renaissance. Kindness assembly and motivational guest speaker.	Throughout the year- Ongoing	K. Dykema, S. Kolhoff, L. McClain, L. Maher	\$0		
Work with guidance counselors and National Junior Honor Society to form committees to have reliable student feedback and engagement in regards to student wellness and kindness.	Starting 2nd Semester	K. Dykema, S. Kolhoff, H. Daron, K. Leonhardt	\$0	Formed by March 15th	
BUDGET NEEDED FOR THIS OBJECTIVE:			\$0		

Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:

D49 Kickboxing and Yoga Classes - funded through grant/Mile High Fitness

Outside Classroom/ Garden - paid for through Medicaid Grant

New water bottle station for 7th grade hallway

School-based Weight Training Club - open to other schools but capped at 15 people (due to space and safety)

Imagine Classical Academy

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Lynn Day, Amanda Ralston Principal: Frank Fowler

Priority Area #1: What priority area have you selected to focus your efforts? Student nutrition & physical activity

SMART Objective #1 (desired change): New Objective Continuing/Expanded Objective Our student wellness goal for the 2018-2019 shool year is to increase daily physical activity and increase nutritional awareness.

Data: What data will you collect that will indicate the objective has been achieved?

-collecting/tallying calendars returned by students

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Send home calendars of physical activities (and a spot to include number of fruits/vegetable servings)	Monthly	Lynn, Erika	0	
Collect calendars, reward students for participating	Monthly	Lynn, Amanda, PTO	\$150	
Keep track of Go Noodle minutes in classrooms	Quarterly	Amanda	0	
Making more activities available at recess (hopscotch, 4 square, cornhole, etc)	Ongoing	Lynn, classroom teachers		
Present a nutritional unit		Erika		
Wellness Corner write-ups in school's monthly newsletter	Monthly	Lynn, Erika, Amanda		
Nutritional Themed bulletin boards in school	Ongoing	Erika, Lynn		
TGIFF (Thank God It's Fitness Friday) every Friday morning over the morning announcements	Every Friday	Lynn	0	
BUDGET NEEDED FOR THIS OBJECTIVE:			\$	

Co-leader Name(s): Lynn Day, AManda Ralston Principal: Frank Fowler

Priority Area #2: What priority area have you selected to focus your efforts? Social emotional Wellness

SMART Objective #2 (desired change): New Objective Continuing/Expanded Objective To improve the social emotional wellness aspect in our school by helping kids to feel they are part of the school community.

Data: What data will you collect that will indicate the objective has been achieved?

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Buddy bench in playground		PTO, Lynn	\$400	Х
Present mindfulness activites (yoga, relax activites) during PE classes (also using Go Noodle)	Ongoing	Lynn (classroom teachers)		
Possible mental health lessons to the middle school classes		Erika		
BUDGET NEEDED FOR THIS OBJECTIVE:			\$	

Staff Goal:

To decrease anxiety using meditation, yoga, stretching and physical activity breaks during staff meetings and professional developments days.

Hydration station for staff (ongoing)

Merdian Ranch Elementary School

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Tarike Adams, Bailee Smith Principal: Sheehan Freeman-Todd

Priority Area #1: What priority area have you selected to focus your efforts?

Additional flexible seating for classrooms (morning meetings, circle time); smarter use of limited classroom space.

SMART Objective #1 (desired change): New Objective X Continuing/Expanded Objective

Utilizing flexible seating for small group intervention times in the hallways to promote a better learning environment other than simply sitting on the floor where it can become very uncomfortable for the students and the staff member working with them.

Data: What data will you collect that will indicate the objective has been achieved? Engaging students and staff to guage the effectiveness floor cusions used in limited classroom space.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Medicaid application completed for Kid Cushions	Fall Break	Tarike Adams, Bailee Smith, Patricia Samora		Yes
Purchase 12 packs (6 cushions per pack) distribute 2 packs per grade level. Tricia Samora, administration secretary will be placing the order during the last week of fall break and shipping directly to MRES.	After Fall Break	Tarike Adams, Bailee Smith, Patricia Samora	\$899.40	Yes
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 899.40	

Co-leader Name(s): Tarike Adams, Bailee Smith
Principal: Sheehan Freeman-Todd
Priority Area #2: What priority area have you selected to focus your efforts?
Social/Emotional well being
SMART Objective #2 (desired change): New Objective X Continuing/Expanded Objective
Fidget boxes for all classes to accomodate more student needs. Old supply has become extremely worn.

Data: What data will you collect that will indicate the objective has been achieved? Ask teachers and staff if enough fidgets are provided to cover students in need. Ask if fidgets are being used and helping with student focus in class.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Purchase 35 fidget boxes with assorted items		Tarike Adams,		
	Fall Break	Bailee Smith,	\$399.65	Yes
		Patricia Samora		
Distribute fidget boxes to each class and admin staff.		Tarike Adams,		
	After Fall Break	Bailee Smith,		
		Patricia Samora		
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 399.65	

Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:

- 2017-18 We had a Health Jam day that every student experienced various presenters and/or activities. These were Mindfulness, Exercise class, Nutrition presentation, Hygiene and hand-washing presentation, and Dental presentation to K-2 only. Grade level Mindfulness sets purchased as a result of positive student feedback on Mindfulness sessions (\$72 TCHF)
- Apex Fun Run-A team of four from Apex spends two weeks on our campus to teach the students character lessons and build the hype for the Fun Run. Students have friends and family pledge to donate money for each lap they run during the event. Students run on a 1/16th mile track and can run up to 59 laps!
- Jump rope for Heart- Students raise money for the American Heart Association and jump rope to celebrate their healthy hearts! Our event takes place in PE during their normal Perspectives time and we talk about nutrition, healthy choices, and heart healthy habits.

Odyssey Elementary School

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Mark Breeding and Diane Neff

Principal: Sarah McAfee

Priority Area #1: What priority area have you selected to focus your efforts?

By May 24, 2019, Odyssey Elementary School (OES) will offer a morning walking club every Wednesday to 100% of the student body to promote physical and emotional health before school.

SMART Objective #1 (desired change): New Objective Continuing/Expanded Objective

Data: What data will you collect that will indicate the objective has been achieved?

of students participating

track student steps using Fitstep pedometers

of steps taken/14ers hiked/sessions attended

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Promote Walking Wednesday	8/5/18	Mark and Diane		Y
Order CO 14er poster for tracking	9/30/18	Diane Neff	\$43.19	Y
Walking Club Tshirt for students that qualify	4/1/19	Mark Breeding	\$450	
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 500ish	

Co-leader Name(s):

Principal:

Priority Area #2: What priority area have you selected to focus your efforts?

By February 1, 2019, Odyessey Elementary School (OES) Health and Wellness Team will conduct a Student Climate and Voice survey to 100% of the 3rd, 4th, and 5th grade classrooms.

SMART Objective #2 (desired change): New Objective Continuing/Expanded Objective

Data: What data will you collect that will indicate the objective has been achieved?

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Promote Health and Wellness Group to 4th and 5th Graders/Hand out Applications	10/1/2018	Mark and Diane	0	Y

Review finished applications/Parent Communication/Set Meeting schedules	11/1/2018	Mark and Diane	0	Y
Develop Student Climate and Voice Survey	12/1/2018	Mark and Diane	0	Y
BUDGET NEEDED FOR THIS OBJECTIVE:			\$	

Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and **family in your school:** Staff Wellness - we created a fitness room, hiking club, Zumba, monthly challenges

Patriot High School

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Brian Newman

Principal: Jim Bonavita

Priority Area #1: What priority area have you selected to focus your efforts? In PE, learning the difference between being physically active exercising and training. We will record, track and graph our progress in the weight room as well as our steps (pedometer). I would also like to create posters in regards to nutrtion, hydration, physical activity.

SMART Objective #1 (desired change): New Objective X Continuing/Expanded Objective

Data: What data will you collect that will indicate the objective has been achieved?Students record daily, weekly and monthly data...(record and calculate steps; weight lifting test evert 4 weeks.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Weekly meetings and check in with Co-worker	Weekly (FRI)	Brian and ?	0	
Teach students how to record, track and graph their information	Aug 31, 2018	Brian	0	
Incorporate the graphic design team to assist with creating posters	Aug 31, 2018	Brian	?	
BUDGET NEEDED FOR THIS OBJECTIVE:			\$	

Priority Area #2: What priority area have you selecte Fruit Smoothies created on a weekly basis for Friday and students.				
SMART Objective #2 (desired change): New Objective	e XContinuing/Expanded (Objective		
Data: What data will you collect that will indicate the documentation of when smoothies were made.	objective has been	achieved?Receipts	for ingredients ar	nd
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Obtain funding for ingredients	Nov. 9, 2018	Brian/Eric L.	\$40	
Acquire dates for weekly meetings	Nov. 9, 2018	Brian		
Serve smoothies at meetings	Nov. 9, 2018	Brian		
Decide what the healthy student snack will be	Nov. 9, 2018	Brian/Eric L.	\$40	
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 80.00	

Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school: The posters that we create (with the students) will bring awareness and expand thier knowledge on nutrition, hydration, smoking (vaping), and sleeping. Setting goals in PE/Weight Training and achieving these goals...showing the students that they can succeed when they put in the work and the time.

Applied for CDE mini-grant to support health education hygenie and dental health lessons.

Pikes Peak Early College

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Karri Verrill

Principal: Rochelle Kolhouse

Priority Area #1: What priority area have you selected to focus your efforts? Health and Wellness, and Life Saving Skills.

SMART Objective #1 (desired change): New Objective Continuing/Expanded Objective Students will be exposed to life saving skills by becoming CPR Certified. Students will develop leadership skills and have opportinites to save lives.

Data: What data will you collect that will indicate the objective has been achieved? Total of 60 students and staff took the class.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
CPR/AED Certification for staff and students (Heartsmart)	August 3rd	Adrianne Ryland	1,500.00	Medcaid
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 1,500.00	

Co-leader Name(s): Karri Verrill Principal: Rochelle Kolhouse				
Priority Area #2: What priority area have you selected	d to focus your effo	orts? Stress manager	nent and mindfu	Iness
SMART Objective #2 (desired change): New Objective benifents of Yoga, mindfullness and health snack breaks. Data: What data will you collect that will indicate the				explore the
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Mindful Space for Students	April 2019	Karri Verrill	500.00	Medcaid

\$ 500.00

BUDGET NEEDED FOR THIS OBJECTIVE:

High Trails for all staff and students

Healthy Breakfast for students. Our school doesn't provide breakfast or lunch. We want students to have healthly choices close to them, not going out making bad choices with fast food. Spent \$200.00.

April 10th - Kim Boyd will present educating them on the healthy whole body, including wellness, drug prevention, mental health, and healthy relationships a healthy lunch will be provided. Spent \$150.00

May 1st Dave Pratt presents during their lunch for a lunch and learn type thing to talk about internet awareness/social media and how to protect themselves etc. Lunch provided for students. Spent \$150.00.

Power Technical Early College

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): LeErica Warren

Principal: Rob Daugherty

Priority Area #1: What priority area have you selected to focus your efforts?

Health and Wellness Class

SMART Objective #1 (desired change):X New Objective Continuing/Expanded Objective

Data: What data will you collect that will indicate the objective has been achieved? Verify teacher has what he needs

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Plan out the year	9/15/18	Warren, Firlit	0	
Decide on supplies then order - Hydroflasks to promote hydration - See below	9/20/18	Warren, Firlit	300.00 TCHF 984.10 CDE	Yes
Implement new supplies to class	upon arriaval	Firlit	0	
BUDGET NEEDED FOR THIS OBJECTIVE: 0.00			\$ 1284.10	
0.00 Soccer, flag football and basketball supplies are some of the things the character teacher will use this year in addition to his unit on nutrition. The health and wellness teacher would like to spend time teaching and encouraging our 8th graders to get outside and find something fun to do. He will teach them how to work as a team and individually. Nets, cones, flags, balls, jerseys are things we will purchase. I am also purchasing Rory story cubes for all classes as a way to integrate movement pieces into the curriculum in a fun and educational way. Every subject area can use the cubes in some form or another.				

Co-leader Name(s): Principal:					
Priority Area #2: What priority area have you selected to focus your efforts?					
SMART Objective #2 (desired change): New Objective Continuing/Expanded Objective					
Data: What data will you collect that will indicate the objective has been achieved?					

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
BUDGET NEEDED FOR THIS OBJECTIVE:			\$	

We encourage students to get out at lunch and walk/run/play outside for a bit. We encourage staff to focus on their self care efforts that will allow them to refuel frequently. We don't have a plan for family yet

Remington Elementary School

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Suzy Ancell and Rocio Padilla Principal: Lisa Fillo

Priority Area #1: What priority area have you selected to focus your efforts? Social Emotional and Climate

By May 2019, 80% of our classroom teachers will be implementing Restorative Practice community circles and using Table Topics 5 days a week, we will improve Remington Elementary School climate by reducing office referals by 10%.

SMART Objective #1 (desired change):New Objetive

Data: What data will you collect that will indicate the objective has been achieved?

End of the year classroom teacher survey

End of the year office referal data

Using D49 Climate Survey Results as supporting data

Random classroom observations of community circles - quaterly (minimum of 5 class observed each quarter)

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Table Topics - Buy	Aug. 30, 2018	Rocio Padilla	\$301.50	Yes
Table Topics - Give to all classroom teachers	Sep. 6, 2018	Ancell/Padilla	0	Yes
Provide Support for implementation	Oct. 1, 2018	Padilla	0	Yes
Apply for CDE Student Wellness Mini-Grant to purchase additional Table Topics/Think Jars	Dec. 2018	Padilla	\$748.13	Yes
BUDGET NEEDED FOR THIS OBJECTIVE: \$301.50 - from TCHF funds for one set for each classro \$748.13 = from CDE Mini-Grant additional set of Table Fast in a Jar and Choices in a Jar for classrooms, Tabl grade level	Topics of What D	o You Think, Think	\$	

Priority Area #2: What priority area have you selected to focus your efforts? Physcial Activity and Social Emotional Climate

By May 2019, with the implementation of playground supervision zones and by providing students with additional supports for recess (conflict resoultion lessons and structured activities), we will decrease office referrals that occur at recess by 10%.

Continue....

Remington Elementary will increase daily physical activity level through before school, after school, and in-class activities. At least one before/after school activity that will include 20 students and one before school activities that will include at least 20 students will be held. All students (610) will be involved in in-class activity breaks between August 2018 and May 2019.

SMART Objective #2 (desired change): X New Objective X Continuing/Expanded Objective

Data: What data will you collect that will indicate the objective has been achieved? Playground Behavioral Supports (new)

- Create and present to staff and student new safety and behavior rules for playgournd
- Create and present to staff playgound supervsion training
- Provide students with conflict resoultions lessons to empower them to solve minor conflict
- Provide students with rules and structured activities at recess to incrase physical activity and help decrease the opportuinty for minor conflict.

Girls on The Run (cont.)

- Number of participants enrolled in Girls on the Run
- Number of girls participating in Girls on the Run Fall 20178 16 and Spring 2019 Pending
- Number of weeks both GOTR will be implemented 10 week sessions
- Number of seasons or sessions provided 8th season at RES as of August 2015
- Total number of minutes of physical activity offered through GOTR
 - o approximately 1900 min for Fall 2017 not including 5k
 - o approximately 1900 min for Spring 2018 not including 5k

GoNoodle (cont.) - saw in increase in users and total minutes for 2018-2019 school year

- Febuary 2019 23 active users Total minutes 30,811
- January 2019 23 active users Total minutes 32,631
- December 2018 21 active users Total minutes 18,622
- November 2018 20 active users Total minutes 27,385
- October 2018 19 active users Total minutes 18,535
- September 2018 21 active users Total minutes 28,118
- August 2018 26 active users Total minutes 35,661

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
PBIS presentation to staff and students on playground usage	Aug. 2018	Rocio Padilla and Suzy Ancell	\$0	Yes
PBIS Playground Supervsion Training	Sep. 2018	Rocio Padilla and Suzy Ancell	\$0	Yes
K-5 Conflict Resoultion Lessons by Counselor	Aug. 2018	Rocio Padilla	\$0	Yes
Purchase of Soccer Equipment for Playground	Feb. 2019	Rocio Padilla	\$500	Yes
Purchase of Addtional Recess Equipment	April 2019			No
BUDGET NEEDED FOR THIS OBJECTIVE:			\$	

RES supports... 3rd-5th grade Basketball Program (Dec. 2018-March 2019) Boosterthon (November 2018) Land Sharks Morning Dance Club

Rocky Mountain Classical Academy

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

Co-leader Name(s): Tanner Humprhey and Tanner Keiley Principal: Cullen McDowell

Priority Area #1: What priority area have you selected to focus your efforts? Nutrition

SMART Objective #1 (desired change): New Objective X Continuing/Expanded Objective Install one hydration station in the downstairs hallway by gym to promote hydration by May 2019.

Data: What data will you collect that will indicate the objective has been achieved?

of water bottles saved:

Lesson on hydration for students during PE

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Work with John Ballew to get quote	Dec 2018	Tanner H.		
If within budget, order or work with school to cover any excess costs			\$1,000 CDE	Х
Install		John B.		
BUDGET NEEDED FOR THIS OBJECTIVE:			\$	

Co-leader Name(s): Tanner Humprhey and Tanner Keil Principal: Cullen McDowell	еу					
Priority Area #2: What priority area have you selected	to focus your effo	orts?				
Kids Physical Health						
SMART Objective #2 (desired change): X New Objective	Continuing/Expande	d Objective				
Start a Fitness Class for 4th-8th Graders, where kids can stay after sc start at the beginning of May 2019.	hool and work to impro	ove their endurance, agility, a	& overall physical He	alth. Class will		
Data: What data will you collect that will indicate the objective has been achieved? # of Kids in class, Before & After Fitness tests to see results						
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed	Action Step Completed		

			(Note funding	
			stream)	
Order Equipment for Class	April 2019	Tanner H.	~\$1000	
Start Class after school beginning on April 29th		Mike S.		
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ ~ 1000 Medica	id

We will be using the stationary bikes that we will order for our fitness class for PE as well. The kids who are injured and cannot participate in PE, will be able to ride the stationary bikes to still get excercise.

Ridgeview Elementary School

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Lori Dion, Jessica Orinak, Andrea Aragon

Principal: Kim Moore

Priority Area #1: What priority area have you selected to focus your efforts?

Encouraging active play for students while at recess

SMART Objective #1 (desired change): X New Objective
Continuing/Expanded Objective

Data: What data will you collect that will indicate the objective has been achieved?

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Selecting Equipment	Nov. 2018	Lori & Jessica	\$500	Х
Placing Order	Dec. 2018	Lori & Rachel D		Х
Distributing Equipment	Jan. 2019	Lori, Jessica & Andrea		х
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 500.00	

Co-leader Name(s): Jessica Orinak, Lori Dion, Andrea Aragon Principal: Kim Moore

Priority Area #2: Encourage more outdoor lessons and class meetings by creating a safe, seated space, away from the playground that can accommodate a full class.

SMART Objective #2 (desired change): X New Objective
Continuing/Expanded Objective

Data: What data will you collect that will indicate the objective has been achieved?

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Brainstorm ideas to increase outdoor teaching	Nov. '19	Health comm	0	Х
Gather quotes and select tables that best fit our needs	Apr. 19?	Jessica & Andrea	?	
Work with Rachel to place order			up to \$2000 ??	
	Nov. '19	Health comm	(could be multi-	
			year	

			project/investm ent	
BUDGET NEEDED FOR THIS OBJECTIVE:		\$ 2000.00		

Student health fair Teacher wellness initiative (two monthly teacher water bars & one teacher chair massage day) WorkOut Wednesdays (1x month)- schoolwide Boosterthon Fun Run- schoolwide fundraiser Go Noodle Brain Break exercises Kagan strategies- student engagement Professional Development (Capturing Kids Hearts for new staff, Kagan training for all certified staff)

Adding playground equipment and facilities including: turf, sun shades, play structures that encourage development of core strength and balance and sports equipment for students.

District: Stress Management course - AHA District Challenges- 4.9K Diabetes Prevention Program Flu shots offered Hot on Yoga- free membership for the year Walktober competition with D20 - 28 RVES staff participated

Before/After School Enrichments: Walk Of Wellness walks- 1x week Girls on the Run Cheerleading Jump rope Volleyball Softball Track Team for 4th and 5th graders

Boy Scouts/Girl Scouts

Sand Creek High School Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Rebekah Davis and Jennifer Tomme Principal: Audra Lane

Priority Area #1: What priority area have you selected to focus your efforts?

Community Involvement

SMART Objective #1 (desired change):

On April 18th, 2019, SCHS will host a zone-wide health expo with participation from other zone schools and local community health vendors to present information regarding living a healthy lifestyle. This expo will be open to all staff, students, and community families.

□ New Objective X Continuing/Expanded Objective

Data: What data will you collect that will indicate the objective has been achieved?

of participants

Feedback from participants and vendors

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
 Set date for Health Expo Reserve rooms - gym, wrestling room, stage, etc Put on zone calendar - contact Cindy Miller Put on school calendar 	December 16, 2018	Rebekah Davis Jennifer Tomme Lauren Stuart	\$0	Yes
Set schedule for planning meetings - Dates: 10/5/18, 12/15/18, 1/30/19, 2/26/19, 3/10/19	December 16, 2018	Rebekah Davis Jennifer Tomme Lauren Stuart	\$0	Yes
 Assign tasks and deadlines for Contacting vendors - invite School level incentives Marketing plan Volunteer recruitment 	March 16, 2019	Rebekah Davis Jennifer Tomme Lauren Stuart	\$0	Yes

	April 2019	Rebekah Davis Jennifer Tomme Lauren Stuart	\$0	
BUI	DGET NEEDED FO	OR THIS OBJECTIVE:	\$ supported through donations and zone budget	
Priority Area #2: What priority area have you selected Physical Activity	to focus your effo	orts?		
 SMART Objective #2 (desired change): By September 29, 2018 SCHS will support the District 4.9 to participate New Objective X Continuing/Expanded Objective Data: What data will you collect that will indicate the comparticipants - 554 Feedback from participants via survey - 95% of responder 	bjective has been	achieved?		
Action steps to achieve SMART Objective	Timeline (By When)	Person(s)	Budget	
		Responsible	Needed (Note funding stream)	Action Step Completed
· · ·	Septemer 10, 2018	Responsible Rebekah Davis Jennifer Tomme Rachel Duerr		Step
	•	Rebekah Davis Jennifer Tomme	(Note funding stream)	Step Completed

Collect and share race participant survey data	December 31, 2018	Rachel Duerr	\$0	Yes
Serve on planning committee for 2019 Event	ongoing	Rebekah Davis Jennifer Tomme	\$0	Yes
BUDGET NEEDED FOR THIS OBJECTIVE:				ough donations, fees

***Copy and paste this table if you have more than two SMART Objectives.

Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:

SCHS promotes district staff wellness challenges and provides opportunities for students to get involved with the Health Committee as well as SWAT (Students Working Against Tobacco).

Staff participate in staff wellness programs and fitness opportunities.

Hosting Parent Wellness Academy in December for Mental Health and in January for Fitness & Nutrition.

Stetson Elementary School

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Renee Sills, Matt Monfre

Principal: Sherry Kyle

Priority Area #1: What priority area have you selected to focus your efforts?

Increase physical activity and wellness among the students, staff, and community.

SMART Objective #1 (desired change): New Objective XContinuing/Expanded Objective

By May 2019, Stetson will continue supporting existing programs (Work Out Wednesdays, Physical Activity in the Classroom, GoNoodle, Walk and Bike to School Days, Fuel Up to Play 60, Morning Physical Activity Challenge, District-wide wellness initiatives) and encourage increased usage to include 80% of students and staff.

Data: What data will you collect that will indicate the objective has been achieved?

*Number of students/staff/parents/community participating in Walk and Bike to School Days

• We will hold Walk and Bike to School Day in May.

*Number of classrooms and number of activity breaks played using GoNoodle

*Number of classrooms and minutes (goal 30 minutes) doing physical activity in the classroom, collect survey of results *Number of students/staff/parents/community participating in Fuel Up to Play 60 events

*Collect survey results of classrooms participating in Morning Physical Activity Challenge and Work Out Wednesdays

*Number of students/staff/parents/community participating in District Wellness Initiatives, collect survey

- D4.9K Run Walk 9/29/18 147 SES students/staff/parents/community Awarded golden shoe award and \$200 for highest % participation!
- Walktober October 2018- 39 SES staff members participated

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Continue GoNoodle Leader Board	Monthly	Deb/Renee/ Rachel	\$0	х
Provide Physical Activity in the Classroom resources for teachers	Ongoing	Renee/Matt	\$100	х
Walk/Bike to School Days	Oct./May	Wellness Team	\$50	
"Work Out" Wednesday	Yearlong	Wellness Team	\$0	х
Fuel Up to Play 60 events	Yearlong	Elizabeth/Melynda/ Matt/Student Team	\$50	Х

Morning Physical Activity Challenge	Yearlong	Stephanie/Matt	\$0	Х
Promote District Wellness Initiatives (D4.9K run/walk, Hot on Yoga)	September 29, 2018	Wellness Team	\$0	Х
BUDGET NEEDED FOR THIS OBJECTIVE:			\$200	

Co-leader Name(s): Renee Sills, Matt Monfre

Principal: Sherry Kyle

Priority Area #2: What priority area have you selected to focus your efforts?

Increase healthy eating among the students, staff, and community.

SMART Objective #2 (desired change): New Objective XContinuing/Expanded Objective

By May 2019, Stetson will continue supporting existing programs (Fuel Up to Play 60, Nutrition Services, District-Wide Wellness Initiatives) and encourage increased consumption of fruits/vegetables and dairy to include 80% of students and staff.

Data: What data will you collect that will indicate the objective has been achieved?

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Have 3rd, 4th, 5th students register on fueluptoplay60.com	Dec 1, 2018	Matt/Laurie/ Wellness Team/Staff	\$0	1
Make posters/signs promoting healthy eating in the cafeteria	Ongoing	Chris/?	\$150	1
Promote District Wellness Initiatives (Weight Watchers, etc.)	Ongoing	Wellness Team	\$0	1
BUDGET NEEDED FOR THIS OBJECTIVE:	I		\$ 150	1

Co-leader Name(s): Renee Sills, Matt Monfre Principal: Sherry Kyle

Priority Area #3: What priority area have you selected to focus your efforts?

Increase resources for teachers and students about mental, and social health.

By May 2019, 80% of our classroom teachers will be implementing Restorative Practice community circles and using Table Topics 5 days a week, we will improve Stetson Elementary School climate by reducing office referals by 10%.

SMART Objective #3 (desired change): X New Objective Continuing/Expanded Objective

By May 2019, Stetson will support a new program that will provide resources to the staff and students in dealing with mental and social health.

End of the year classroom teacher survey

End of the year office referal data

Random classroom observations of community circles - quaterly (minimum of 5 class observed each quarter)

Data: What data will you collect that will indicate the objective has been achieved?

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Apply for mini-grant to support Restorative Practice community circles				х
Table Topics Kids on the Go 25 @ \$9.00 Table Topics Can You Imagine 5 @ \$9.00 Table Topics What Do You Think 5 @ \$9.00	November 2018	Wellness Team	\$315.00 CDE Mini-Grant	Yes
Teacher Training	Ongoing		\$435.00 CDE Mini- Grant	
BUDGET NEEDED FOR THIS OBJECTIVE:			\$750.00	

Boosterthon Hot on Yoga Kagan Strategies Medicaid Grants Fuel Up to Play 60 grant FEF grants Soccer club

Shade structure for playground - Medicaid & School

Skyview Middle School

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Tony Marino and Megan Rasmusen Principal: Cathy Tinucci

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.

□ New Objective □ Continuing/Expanded Objective

Data: What data will you collect that will indicate the objective has been achieved? Track number of times stress balls are used a students. Student survey after the use of the stress to see if it helped.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Skyview WSCC Team meeting to discuss and begin planning for logistics of distributing stress balls.	Begin Aug Continue through the rest of the school year	WSCC Team	\$0	Aug 2018
Purchase stress balls through Amazon.com	Sept. 2017 On-going	Whole School Co- Leaders	\$500	Sep. 2018
Inform staff at a staff meeting of the stress balls, their role and purpose for students.	Begin Dec	Co-Leaders	\$0	In Progress
Include information in the School Newsletter to reach parents	Dec. 2017 On-going	WSCC Team SMS Secretary	\$0	In Progress
Distribute information to students through their REACH class.	Dec. 2017 On-going	WSCC Team IC Secretary	\$0	In Progress

Collect data	End of each Health meeting	Health Group		In Progress
Submit success story	May 1st, 2019	Whole School Co- Leaders		April 2019
BUI	DGET NEEDED FO	R THIS OBJECTIVE:	\$500	
Co-leader Name(s): Tony Marino and Megan Rasmuse Principal: Cathy Tinucci	n			
Priority Area #2: What priority area have you selected physical health. The priority is to educate students how to	-			social and
 SMART Objective #2 (desired change): By May 2019, I students to paticipate in. □ New Objective □ Continuing/Expanded Objective 	D49 Skyview Middle	e School will host a sch	ool-wide field day	for all
Data: What data will you collect that will indicate the c -Track number of students who participate. -Survey teachers on how they feel the day went.	bjective has been	achieved?		
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Skyview WSCC Team meeting to discuss and begin planning Field Day.	Begin Aug Continue through the rest of the school year	WSCC Team	\$0	Aug 2018
Broadcast Field Day program through the Broadcasting class (Friday TV News announcements)	Begin Dec	Broadcasting Teacher, Class, WSCC Team	\$0	In Progress
Include Field Day information in the School Newsletter to reach parents	Dec. 2018 On-going	WSCC Team SMS Secretary	\$0	In Progress
Distribute Field Day information to parents through Schoology, SMS Facebook page, etc	Dec. 2018 On-going	WSCC Team IC Secretary	\$0	In Progress
Collect data	March 15, 2019	Club Sponsers	\$0	In Progress

Submit success story	May 1st, 2019	Whole School Co- Leaders	\$0	May 2019
BUDGET NEEDED FOR THIS OBJECTIVE:		\$0		

- Logic puzzles and athletic equipment were purchased for our grade level REACH stores. These itmes focused on promoting physical activity, spacial reasoning, and problem solving.
- Some Medicaid funds were spent on automatic blood pressure monitors along with stethoscopes and manual blood pressure cuffs. The monitors will help support the CTE program and Health/PE Department at Skyview.
- Remaining Medicaid funds were spent on a hospital grade thermometer. This thermometer will give accurate readings of body temperatures in the health room. Also, fitness sticks were purchased for each grade level team at Skyview. This is a way for all content areas to use and implement physical activity in the classroom. Finally, first aide kits were purchased. These kits will be accessible in every evacuation zone if there is a medical emergency.

Springs Ranch Elementary School

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Jeff Ingram and Brian Hepperle Principal: Jim Kyner

Priority Area #1: What priority area have you selected to focus your efforts? Maintain and increase Physical Activity and Wellness among the Springs Ranch Elementary population (Students, Staff, Community)

SMART Objective #1 (desired change): By May 2019, Springs Ranch Elementary School (SRES) will continue 5 existing programs and implement 2 new programs to increase physical activity and wellness for 100% of Springs Ranch students.

□ New Objective x Continuing/Expanded Objective

Data: What data will you collect that will indicate the objective has been achieved?

of students participating in the Walk-a-Thon

- # of students participating in Walk To School day
 - o The raw number of students participating in at least one of the above programs should equal 100% of our student population.

Data from GoNoodle for each classroom

of staff participating in District Wellness Programs

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
NEW - After installing new two new playgrounds, students will be taught safety protocols and activities during Physical Education classes.	August 2018	Jeff Ingram	\$0	Complete
NEW - Promote and encourage staff to participate in District Wellness Programs (D4.9K, Hot on Yoga, Walktober contest with Distrtict 20)	School Year 2018-19	Jeff Ingram/Brian Hepperle	\$0	On-going
CONT - GoNoodle will be utilized to increase brain breaks, zumba, and general physical activity level within the classrooms.	School Year 2018-19	All SRES Staff	\$0	In Progress
CONT – Springs Ranch will increase physical activity breaks in the classroom by providing teachers with brain break resources	School Year 2018-19	All SRES Staff	\$0	On-Going
CONT – Host an all school Walk-a-Thon fundraiser for Springs Ranch as an alternative to fundraisers that	August 29, 2018	Brian Hepperle Jeff Ingram	\$400 (healthy	Complete

feature poor nutrition foods. Money raised to benefit Chevenne Mountain Zoo			snacks)	
CONT – Participate in the National "Walk-to-School" Day	October 2018	WSCC Team, Springs Ranch PTO	\$0	Complete
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 400.00	

Co-leader Name(s): Jeff Ingram and Brian Hepperle Principal: Jim Kyner

Priority Area #2: What priority area have you selected to focus your efforts? Financially help support the purchase and installation of a new electronic and remote controlled scoreboard in the Springs Ranch Gymnasium.

SMART Objective #2 (desired change): Physical Activity (Add equipment and materials to

X New Objective \Box Continuing/Expanded Objective

Data: What data will you collect that will indicate the objective has been achieved?

of students participating in daily Physical Education classes

of students participating in winter basketball program (with other schools)

of staff, classrooms, students using group cards

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
 NEW - Install new Scoreboard in the gym to be used for activities during Physical Education classes (timer, scores, etc.) and for Basketball season (January-March 2019) Other monies were used for the majority of this equipment and install 	August 2018	Jeff Ingram	\$600	Complete
NEW - Purchase "cards" for staff to use at staff meetings and then implement into their classrooms	August 2018	Jeff Ingram & Brian Hepperle	\$100	Complete
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 700.00	

Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school: Participation in the Annual Sand Creek Wellness Expo held in the Spring.

Springs Studio for Academic Excellence Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Cathy Toffel, Lori Hall

Principal: David Knoche

Priority Area #1: What priority area have you selected to focus your efforts? Yoga & healthy living/eating class for our Middle/Elementary School Students

SMART Objective #1 (desired change):X New Objective
Continuing/Expanded Objective

Data: What data will you collect that will indicate the objective has been achieved?

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Students at SSAE grades1-8 will have an opportunity to take a YOGA and a healthy living/eating class from Dale Bonavita, counselor at PPEC. Dale is volunteering her time for this activity at SSAE. Kick off to our Wednesday Healthy breakfast for Middle/Elementary Students after Yoga and every Wednesday going forward	March 13th (Due to Snow, this has been rescheduled to April 8, 2019)	Lori Hall/Cathy Toffel	500	We will provide a healthy breakfast for MS/Elem students every Wednesday until funds run out
BUDGET NEEDED FOR THIS OBJECTIVE:			\$500	

Co-leader Name(s): Cathy Toffel, Lori Hall Principal: David Knoche

Priority Area #2: What priority area have you selected to focus your efforts? Students in grades 1-12 will be impacted positively by the click and grow garden tower/wall. This garden grows fresh fruits & vegetables indoor in two months or less. The garden will be used for learning about healthy eating. The students will also participate in the growing and care of the plants.

SMART Objective #2 (desired change): New Objective X Continuing/Expanded Objective

Data: What data will you collect that will indicate the objective has been achieved?

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Write the medicaid grant in order to gain \$2,000 to help support the cost of Click and Grow Garden Tower/Wall	Will start end of April	Lori Hall	2,000 (medicaid grant)	The money has been awarded to SSAE for this project.
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 2000.00	<u> </u>

Priority Area #3: What priority area have you selected to focus your efforts?				
SMART Objective #3 (desired change): New Objective	Continuing/Expanded	d Objective		
Data: What data will you collect that will indicate the o	objective has been	achieved?		
Action steps to achieve SMART Objective (By When) Responsible (Note funding Step			Action Step Completed	
BUDGET NEEDED FOR THIS OBJECTIVE:				

Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:

Vista Ridge High School

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Sam Baldwin, Lindsay Mock

Principal: Bruce Grose

Priority Area #1: What priority area have you selected to focus your efforts? Physical Activity - Equipment needs for adventure PE class (mountain bikes)

SMART Objective #1 (desired change): New Objective X Continuing/Expanded Objective

Data: What data will you collect that will indicate the objective has been achieved?

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Determine seller and cost	Dec, 2018	Devin Allen		Х
Purchase bikes	Jan, 2019	Devin Allen	\$900.00	Х
Utilize bikes in class	April, 2019 and beyond	Devin Allen		
BUDGET NEEDED FOR THIS OBJECTIVE:		\$900.00		

Co-leader Name(s): Sam Baldwin, Lindsay Mock Principal: Bruce Gross				
Priority Area #2: What priority area have you selected	d to focus your effc	orts?		
Physical Activity - The bike will be used for athletes reha	b and for muscular e	endurance in strength	classes.	
SMART Objective #2 (desired change): New Objective	X Continuing/Expanded	I Objective		
Data: What data will you collect that will indicate the	objective has been	achieved?		
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Determine seller and cost	Dec 2018	Justin Loudon	· · · · ·	Х
Purchase bike	Dec 2018	Justin Loudon	\$700.00	Х
Utilize bike in class and rehab for athletes	Ongoing	Justin Loudon		
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 700.00	

Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:

Our school continues to have after school activities in place along with daily physical education classes to keep the students of our school healthy. Staff is provided district wide yoga among other activities throughout the year as well.

We used monies allocated to support our counseling team with supplies that and resources that can help with students battling mental health and wellness.

Woodmen Hills Elementary School

Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2018-2019

Co-leader Name(s): Kalyn Wilbur, Kelly Baun Principal: Angela Rose

Priority Area #1: What priority area have you selected to focus your efforts?

• Provide students with opportunities for physical activity on a daily basis outside of the physical education program

SMART Objective #1 (desired change): New Objective x Continuing/Expanded Objective

• By end of year, 75% of teachers and staff will implement physical activity breaks in their classroom on a daily basis. We will also implement Table Topic cards to support social/emotional wellness and build relationships.

Data: What data will you collect that will indicate the objective has been achieved?
GoNoodle data reports
Friday Fit Club memberships
Climbing Club memberships
Table Topic Cards
Activity Playground Stencils

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Promote and have students sign up for Friday Fit Club	due Oct. 30	Wilbur and Baun	\$500	
Promote and have students sign up for Climbing Club	due Oct 24	Patton	\$0	
Encourage staff to use Brain Breaks (GoNoodle and Fit Sticks) during the school day.	August 2	Committee	\$0	x
Purchase activity playground stencils	by November 9th	Committee	\$2,000	
Purchase Roll out mat with disks	by January	Committee	\$500	Х
Purchase ergonomic stool	by January	Kelly Baun	\$75	Х
Purchase Table Topic Cards	August	Wilbur and Baun	\$300	Х
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 3,375	

Principal: Angela Rose Priority Area #2: What priority area have you selected to focus your efforts? Provide staff with healthy opportunities that support physical and mental wellness. SMART Objective #2 (desired change): New Objective Continuing/Expanded Objective By May 24, 2019, 75% of staff members at WHES will participate in at least one of the optional wellness activities offered. Data: What data will you collect that will indicate the objective has been achieved?

-Data from Hot on Yoga and the district about how many signed up - 17 staff signed up, # of visits Aug: 10, Sept: 18, Oct: 22, Nov: 13, Dec: 11, Jan: 34, Feb: 35

- # of participants in the D49 4.9K - 39

-A volunteer sheet in the lounge for Friday Fit Club

-We will record amount of gallons consumed from the water bar

-Survey the staff on their participation

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
One Water Bar Day per quarter in the staff lounge	August 30th December 14th February 28th April 19th	Committee	\$200 PTA, grade level, or other committee will provide funding	
Promote the D49 4.9k Run	Through September 29th	Committee	\$0	х
District Hot on Yoga membership	Entire year	committee	\$0	
Zone Zumba at our school	8/13- 11/12	Kelly and Kalyn	\$0	
Promote teacher participation by volunteering for Friday Fit Club	10/22-4/26	Committee	\$0	
Promote Walkober Challenge	October	Committee	\$0	
BUDGET NEEDED FOR THIS OBJECTIVE:			\$ 200	

Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:

PTA sponsored Fun Run, Landsharks Running Club, Spring family night with health and wellness vendors, Garden Club. 2018 D4.9K - 21 staff, students and parents participated 2018 Hot on Yoga - Aug 7 staff member signed up and 25 visits 28 staff participating in Walktober.

Recess equipment and storage - Medicaid



BOARD OF EDUCATION ITEM 9.06 BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	April 11, 2019
PREPARED BY:	Pedro Almeida, Chief Operations Officer
<u>Title Of Agenda Item:</u>	Chief Officer Goals
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND OR RATIONALE

The Board of Education runs an annual performance review process for each of the chief officers. Normally coming out of that process is the decision of whether to continue the employment of said chief officer for another year. If employment is proposed to continue, the chief officer will be committing not only to support the District's Cultural and Strategic goals that come from the annual 'Culture and Strategic Planning Process', but also to have specific goals and objectives for improved organizational and individual performance.

Relevant Data And Expected Outcomes:

It is expected that professional goals are related to observations and/or conclusions made in prior review cycles and/or related to upcoming adjustments in the organization that will require particular focus for chief officer success in the upcoming year. Appropriate definition and execution of the individual professional goals create the best opportunity for success of the chief officer and, by extension, the office they oversee and the District as a whole.

The attached objectives list recommend chief officer goals for all 3 chief officers, with clearly defined areas of primary responsibility and areas of shared or supporting responsibility. Once agreed upon between the BOE and the chief officers, these objectives will serve as a guiding document for chief officer actions and activity.

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	Properly defining performance goals will enhance the district-wide focus upon treating people right by including leadership expectations that enhance trust, respect, care and responsibility as part of those goals. Additionally, it will provide clear direction and guidance on how the office will approach our work on a daily basis.
	Rock #1—Establish enduring <u>trust</u> throughout our community Rock #2—Research, design and implement	Pools #1 Transporter coals and public reporting will
Λ	programs for intentional community participation	Rock #1 – Transparent goals and public reporting will build trust by clearly showing the community what areas
Strateov	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	the chief officers will focus upon. These become areas whereby the BOE can hold the chief officers
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	appropriately accountable, which in turn will further build trust in the community.
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: The BOE and chief officers discuss, modify as needed and agree upon the identified performance goals.



BOE REGULAR MEETING APRIL 11, 2019 ITEM 9.06 CONTINUED

<u>APPROVED BY:</u> Pedro G. Almeida, Chief Operations Officer; Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer.

DATE: March 28, 2019

2019 Chief Officer Objectives



In response to inputs from the VoW Annual, VoW Learning Tour, external site review, our financial audit, workforce report, and other inputs, the BOE and chief officers have established these seven priorities for 2019:

	OBJECTIVE	LEADERSHIP
1	D49 will prioritize our practice of valuing the educational support personnel (ESP) segment of our workforce	CBO, CEO, COO
	by considering three emphases:	
	 Strategic compensation, including recognition of relevant experience, relevant certifications, and the competitive employment climate. 	
	2. Empowering ESP staff through access to training, equipment, and data systems.	
	3. Respecting ESP staff through differentiated VoW strategies, inclusion in staff meetings and training, and	
	systems to recognize excellent performance by ESP colleagues.	
2	D49 will prioritize strategic compensation by continuing to convene the VoW Compensation Teams (VCT);	CBO and CEO
	and by continuing to make budget recommendations informed by total compensation comparisons and strategic	
	priorities.	
3		CEO
	the success of peer-driven professional development (PD ²) and individually paced professional learning to offer	
	our workforce more leadership of their own learning.	
4	D49 will prioritize the Enhanced Security Initiative to integrate the Voice of the Community and security	COO and CEO
	experts in adopting and implementing measures to enhance security across the district.	
5	D49 will prioritize strategic facility planning by managing the interaction of enrollment growth, revenue	COO and CBO
	projections, facility life cycles, and electoral dynamics.	
6	D49 will prioritize technology service and quality by learning more about user experiences and expectations	COO, CBO, and
	and by resetting service level standards and the contract cycle for outsourced IT services.	CEO
7	D49 will review the strategic priorities (big rocks) as part of the tri-annual review of that portion of our	CBO, CEO, COO
	organizational profile.	

These priorities are not numbered to indicate priority between them, simply to distinguish one from another in conversation. Only one of the seven priorities are assigned to a single chief officer (#3 to CEO). Each Chief Officer is assigned leadership in four priorities.

The Board of Education endorsed these priorities at the Annual Planning Summit on February 2, 2019. Following presentation of these priorities to the public at the February 27, 2019 Board of Education work session, each Chief Officer will present goals specific to their role, and to their office of oversight, to be used in their annual performance reviews in the fall of 2019.

1 Valuing Education Support Personnel who provide direct service to students and parents, or provide organizational support that is critical to district success, will reinforce that all workforce segments add value.

		.
Why?	How is this plan aligned to one or more cultural commitments or strategic priorities?	 Through the VoW Annual survey, and the VoW learning tours, we learned that ESP colleagues feel undervalued in terms of compensation, empowerment, and respect. Our objective to value education support personnel reflects those three dimensions. D49 will prioritize our practice of valuing the educational support personnel (ESP) segment of our workforce by considering three emphases: Strategic compensation, including recognition of relevant experience, relevant certifications, and the competitive employment climate. Empowering ESP staff through access to training, equipment, and data systems. Respecting ESP staff through differentiated VoW strategies, inclusion in staff meetings and training, and systems to recognize excellent performance by ESP colleagues. Cultural Compass: Respect, and Care. Big Rocks: Purpose and Teamwork
Who?	Who has leadership along with primary responsibility and accountability? (RACI)	 All three offices employ education support personnel, with significant concentrations in operations and education. Therefore, all three chief officers share ownership. The chief officers, along with leaders who supervise ESP are accountable CO's will consult with HR and payroll related to positions and compensation, Learning Services/IT for training and equipment, and supervisors for respect and recognition. CO's will inform all senior leaders and the BoE specifically, and all other workforce members generally through our Peakview communications system.
What?	What work or support process may be monitored and adjusted as needed?	Because it is such a comprehensive issue, this objective will require adjustments to position, compensation, professional learning, and recognition processes.
When?	What is the timeline of activity and completion for this plan?	This objective will begin immediately, with progress monitored on the 2019 VoW and a more summative evaluation on the 2020 VoW and 2020 Workforce report.
How Well?	What key performance indicator (KPI) will provide a credible report of performance?	 Specific programs established and operational for improving recognition of ESP staff Improved VoW participation rates and satisfaction levels as reported by ESP ESP participation in professional learning and scores on the "obstacles" question Improved VoW scores and comments related to respect and recognition Retention levels and trends for workforce categories in the ESP segment

2 Strategic compensation, including recognition of relevant experience, relevant certifications, and the competitive employment climate.

	entennatei		
Why?	How is this plan aligned to one or more cultural commitments or strategic priorities?	Strategic Compensation is D49's best and only way to compete in an environment that provides less funding to D49 than to other surrounding, districts. Cultural Compass: Innovation, Respect, and Care. Big Rocks: Enduring Trust, Community Engagement.	
Who?	Who has leadership along with primary responsibility and accountability? (RACI)	 <i>R</i> CBO will lead and have primary responsibility <i>A</i> CEO, COO, DHR all have accountability to make sure it happens productively. <i>C</i> VOW Compensation Team (VCT), Zone Leaders, BoE shall be consulted to shape the final decisions and actions. <i>I</i> All other staff shall be informed of the results. 	
What?	What work or support process may be monitored and adjusted as needed?	Placement of new hires on their appropriate pay schedule Zone leaders and principals will collaborate on investing the 5% recruit and 5% retain funds for strategic purposes.	
When?	What is the timeline of activity and completion for this plan?	This work will principally occur in the spring to inform the coming budget year.	
How Well?	What key performance indicator (KPI) will provide a credible report of performance?	 Results of VCT participation and feedback to the process employed to identify and clarify issues and solutions. Results of 2019/20 new hire feedback, gleaned from survey data, VoW survey and Learning Tour results, and anecdotal feedback. 	

3 D49 will prioritize professional learning and career development for all workforce members.

Why?	How is this plan aligned to one or more cultural commitments or strategic priorities?	Supporting professional learning and development is perfectly aligned to True North on our cultural compass as well as our commitments to teamwork and purpose. Our work is learning and depends on learning, so this objective addresses how we treat our work. Professional learning and development is also an engagement strategy because our workforce is part of our community and enhancing the capacity of our colleagues make our community stronger.	
Who?	Who has leadership along with primary responsibility and accountability? (RACI)	 R The CEO, in strong collaboration with the Learning Services department, is responsible for leading and monitoring efforts to improve learning and development. All senior leaders, and individual employees are accountable to take advantage of learning and development opportunities. C Learning services and other senior leaders will consult with all employees as well as partners and suppliers who provide professional learning and development. I The CO's will inform the HR department as well as the BoE about progress to enhance and elevate professional learning. 	
What?	What work or support process may be monitored and adjusted as needed?	Our systems for designing, marketing, evaluating and improving professional learning are all subject to continuous improvement efforts, so we will innovate or incrementally improve all aspects of professional learning for all workforce segments.	
When?	What is the timeline of activity and completion for this plan?	Primary improvement planning will conclude in July, with implementation commencing at the Leadership Launch event and continuing throughout the 2019-2020 school year.	
How Well?	What key performance indicator (KPI) will provide a credible report of performance?	 Participation in all Aha! Network learning opportunities Satisfaction rating levels and trends for PL programs Participation and ratings for Pro Day learning opportunities 	

4 D49 will prioritize the Enhanced Security Initiative to integrate the Voice of the Community and security experts in adopting and implementing measures to enhance security across the district.

udopting and implementing measures to enhance security deross the district			
Why?	How is this plan aligned to one or more cultural commitments or strategic priorities?	 D49 has a clear legal and moral obligation to students, staff and the community to (1) regularly assess our readiness for security threats and (2) constantly improve our prevention of and reaction measures for potential threats. Cultural Compass: Trust, Responsibility, Care, Teamwork, Innovation, Learning, Purpose Big Rocks: Enduring Trust 	
Who?	Who has leadership along with primary responsibility and accountability? (RACI)	 <i>R</i> COO will lead and have primary responsibility <i>CEO, Dir of Safety and Security, Zone Leaders, Building Leaders, and Facilities</i> <i>A</i> Directors each have accountability to ensure effective preparation, emplacement, and execution of security measures and procedures <i>C</i> CBO, TQAM, Dir of Communications, Dir of Transportation, Nutrition Services Dir <i>BOE, Dir of Culture and Services, Executive Dir of Learning Services, Executive Dir of</i> 	
		Individualized Education	
What?	What work or support process may be monitored and adjusted as needed?	Routine internal vulnerability assessments must be conducted and reviewed. The Enhanced Security Community Advisory Team (ESCAT) must meet regularly to consider and propose initiatives to enhance security	
When?	What is the timeline of activity and completion for this plan?	BOE-supported security enhancement measures will each be implemented on distinct timelines, depending on the complexity and resource requirement of each initiative.	
How Well?	What key performance indicator (KPI) will provide a credible report of performance?	For each initiative, set a planned timeline for completion and then track progress towards completion along that timeline	

5 D49 will prioritize strategic facility planning by managing the interaction of enrollment growth, revenue projections, facility life cycles, and electoral dynamics.

Why?	How is this plan aligned to one or more cultural commitments or strategic priorities?	Strategic Facility Planning is key to D49's future. Educational and support facilities must match constantly growing requirements to ensure D49 consistently achieves its Vision and Mission. D49 also has an obligation to the community to ensure effective and efficient use of resources by exemplifying proactive planning that anticipates requirements. Cultural Compass: Purpose, Teamwork, Care, Responsibility, Trust Big Rocks: Enduring Trust, Community Engagement, Firm Foundations.
Who?	Who has leadership along with primary responsibility and accountability? (RACI)	 <i>R</i> COO will lead and have primary responsibility. <i>A</i> CBO, Facility Directors & Community Planning Mgr. all have accountability to make sure it happens productively. <i>C</i> Zone Leaders, BoE shall be consulted to shape the final decisions and actions. <i>I</i> All other staff & community shall be informed of the results.
What?	What work or support process may be monitored and adjusted as needed?	Demographic modeling and planning will need to have current data that is complete, valid, and accurate. Planning working groups will research and prepare facility growth or adjustment options for consideration.
When?	What is the timeline of activity and completion for this plan?	This should cover much of calendar 2019, with substantial work and effort completed around fall break of the 2019/20 school year.
How Well?	What key performance indicator (KPI) will provide a credible report of performance?	Establishment of clearly identified and justified facilities requirements for the next 3 to 5 years. Establishment of specific facilities priorities in a particular sequence, tied to expected changes in related input variables also used in financial and school program planning.

6 D49 will prioritize technology service and quality by learning more about user experiences and expectations and by resetting service level standards and the contract cycle for outsourced IT services.

Why?	How is this plan aligned to one or more cultural commitments or strategic priorities?	Technology is an essential part of our work and the delivery of educational content to our students. Being informed of, and then attentive to, any deficiencies in design and performance are critically important. Cultural Compass: Learning, Innovation, Purpose, Responsibility Big Rocks: Enduring Trust, Firm Foundations, Every Student
Who?	Who has leadership along with primary responsibility and accountability? (RACI)	 <i>R</i> COO will lead and have primary responsibility. <i>A</i> CBO, CEO, Technology Quality Assurance Mgr., Purchasing & Contract Mgr. all have accountability to make sure it happens productively. <i>C</i> Zone Leaders, Ed Tech Team, power users shall be consulted to shape the final decisions and actions. <i>I</i> All other staff & BoE shall be informed of the results.
What?	What work or support process may be monitored and adjusted as needed?	 Establishment of regular inventory monitoring interpreted by the Technology Master Plan to inform and shape development of budget priorities and sequencing Establishment of regular reporting of staffing capacity applied to D49 needs by internal and external resources to include measures of both time and expertise The CEO and LS department will implement systems to train and monitor instructional applications for technology systems. Revision of IT vendor contract structure to provide clear benchmarks for service performance in support of D49 requirements
When?	What is the timeline of activity and completion for this plan?	Ongoing through calendar year 2019, with substantial work and effort completed around fall break of the 2019/20 school year. An RFP completed, bids received, and contracting vendor selected by end of November 2019.
		• Distinct measures of network system performance organized into a dashboard for
How Well?	What key performance indicator (KPI) will provide a credible report of performance?	 Distinct measures of network system performance organized into a dashboard for regular monitoring Execution of an appropriate RFP process as defined and measured in Purchasing & Contract dept. KPI's Completion of an initial D49 Technology Master Plan for use in projecting and implementing technology requirements in 2020

7 D49 will review the strategic priorities (big rocks) as part of the tri-annual review of that portion of our organizational profile.

Why?	How is this plan aligned to one or more cultural commitments or strategic priorities?	 An important part of deployment of identity and purpose across the organization is accomplished with the definition of the Vision & Mission, Cultural Priorities, and Strategic Priorities. Reviewing each of these items in a tri-annual cycle is appropriate to validate the relevance and propriety of each item, and every word, illustration, and simplification of those items to ensure they resonate with stakeholders. Big Rocks: All Big Rocks are subject to revalidation: Enduring Trust, Community Engagement, Portfolio of Schools, Firm Foundations, Every Student.
	Who has leadership	<i>R</i> CBO will lead and have primary responsibility.
Who?	along with primary	A CEO & COO have accountability to make sure it happens productively.
	responsibility and	C Zone Leaders, BoE shall be consulted to shape the final decisions and actions.
	accountability? (RACI)	I All other staff & community shall be informed of the results.
What?	What work or support process may be monitored and adjusted	 Establishing of information gathering processes from stakeholders regarding the propriety of current strategic priorities and representations thereof. Use of said information to draft options for stakeholder consideration.
	as needed?	• Execution of process to vet options with stakeholders to develop a final recommendation.
When?	What is the timeline of activity and completion for this plan?	This should cover much of calendar 2019, with substantial work and effort completed by the 2019 Thanksgiving holiday.
How Well?	What key performance indicator (KPI) will provide a credible report of performance?	 Update to BoE of progress on process. Final report/recommendation to BoE.