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
4.05 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
   l. 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
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 – Pietraollo
   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 2016-2018 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
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  
**Title of Agenda Item:** 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:**

<table>
<thead>
<tr>
<th>Culture</th>
<th>Inner Ring—How we treat each other</th>
<th>Outer Ring—How we treat our work</th>
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<tbody>
<tr>
<td>Strategy</td>
<td>Rock #1—Establish enduring trust throughout our community</td>
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**Recommended Course of Action/Motion Requested:** I move to approve the consent agenda, including the minutes from the March 27th special board of education meeting.

**Approved By:** Dave Cruson, Board Secretary

**Date:** March 29, 2019
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:

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

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

DATE: March 29, 2019
**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:**

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

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

**DATE:** March 29, 2019
**BOARD MEETING OF:** April 11, 2019

**PREPARED BY:** Nicole Evans, Human Resources Manager

**TITLE OF AGENDA ITEM:** Approval of Matters Relating to Educational Support Personnel

**ACTION/INFORMATION/DISCUSSION:** Consent - Action

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**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.

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**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.

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

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

**DATE:** March 29, 2019
**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  
**TITLE OF AGENDA ITEM:** Approval of Matters Relating to Extra-Curricular Personnel  
**ACTION/INFORMATION/DISCUSSION:** Consent - Action

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**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:**

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

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

**DATE:** March 29, 2019
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 priorities 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:

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<td><strong>Keeping our word and following through on commitments to our community.</strong></td>
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<td><strong>Rock #3</strong>—Grow a robust portfolio of distinct and exceptional schools</td>
<td><strong>Handling new facility needs, as possible, with revenue streams now dedicated to that purpose.</strong></td>
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<td><strong>Rock #4</strong>—Build firm foundations of knowledge, skills and experience so all learners can thrive</td>
<td><strong>Improving programs, safety &amp; security, technology, and teacher compensation to put students in a place they can succeed.</strong></td>
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**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

**Recommended Course Of Action/Motion Requested:** 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
Mill Levy Override
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.
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:

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

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 28, 2019
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 MEETING ON: April 11, 2019
PREPARED BY: D. Garza, Executive Assistant to the BOE
TITLE OF AGENDA ITEM: 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.

<table>
<thead>
<tr>
<th>No.</th>
<th>Designation</th>
<th>Title</th>
<th>Reviewed by</th>
<th>Recommendations</th>
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<tbody>
<tr>
<td>7.03a</td>
<td>AEA</td>
<td>Standards Based Education</td>
<td>A Whetstine</td>
<td>Reviewed; no revisions recommended</td>
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<td>7.03b</td>
<td>CC</td>
<td>Administrative Organization</td>
<td>D Garza</td>
<td>Reviewed; no revisions recommended</td>
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<td>7.03c</td>
<td>CH</td>
<td>Policy Implementation</td>
<td>D Garza</td>
<td>Minor revisions</td>
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<td>7.03d</td>
<td>CHD</td>
<td>Administration in the Absence of Policy</td>
<td>D Garza</td>
<td>Reviewed; no revisions recommended</td>
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<td>7.03e</td>
<td>EB</td>
<td>Environmental and Safety Program</td>
<td>T Carey</td>
<td>Minor revision</td>
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<td>7.03f</td>
<td>EBAB, EBAB-R</td>
<td>Hazardous Materials</td>
<td>T Carey</td>
<td>Minor revisions</td>
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<td>7.03g</td>
<td>EBBA, EBBA-R</td>
<td>Prevention of Disease/ Infection Transmission</td>
<td>T Carey</td>
<td>Updated to reflect CASB/legal recommendations</td>
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<td>7.03h</td>
<td>GBJD</td>
<td>Staff Positions and Job Descriptions</td>
<td>P Andersen</td>
<td>Revise to reflect Board direction</td>
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<td>7.03i</td>
<td>JFC, JFC-R</td>
<td>Student Withdrawal from School/Dropouts</td>
<td>L Fletcher</td>
<td>Reviewed; no revisions recommended</td>
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<td>7.03j</td>
<td>JIC</td>
<td>Student Conduct</td>
<td>L Fletcher</td>
<td>Reviewed; no revisions recommended</td>
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<td>7.03k</td>
<td>JICDA</td>
<td>Code of Conduct</td>
<td>L Fletcher</td>
<td>Reviewed; no revisions recommended</td>
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<td>7.03l</td>
<td>KBBA, KBBA-R</td>
<td>Custodian and Noncustodial Parent Rights and Responsibilities</td>
<td>L Fletcher</td>
<td>Minor revision to regulation Reviewed policy; no revisions recommended</td>
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<td>7.03m</td>
<td>KDEB, KDEB-R</td>
<td>Controversial Communications</td>
<td>L Fletcher, D Watson</td>
<td>Reviewed; no revisions recommended</td>
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IMPACTS ON THE DISTRICT’S MISSION PRIORITIES—THE RINGS AND ROCKS:
### 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

**Date:** March 29, 2019
The Board of Education supports a system of education that develops and teaches standards that enable students to achieve the highest level of knowledge and skills. Academic standards will clearly identify what students should know and be able to do at key points in their school careers.

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

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

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

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

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

CROSS REFS:
- AE, Accountability/Commitment to Accomplishment
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

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<tr>
<th>Name</th>
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<th>Office/Custodian</th>
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<tr>
<td>Title</td>
<td>Administrative Organization</td>
<td>Board of Education/Executive Assistant to the BOE</td>
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<td>Board of Education/Executive Assistant to the BOE</td>
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Title | Policy Implementation
---|---
Designation | CH
Office/Custodian | Board of Education/Executive Assistant to the BOE

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

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

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

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

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

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

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

CROSS REF:
- BG, School Board Policy Process
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
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 plans, special areas of instruction, student transportation, school sports, occupational safety, etc.

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

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

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

LEGAL REFS:
- C. R. S. 22-1-101 through 9-1-106 (construction requirements, fire escapes, etc.)
- C.R.S. 22-3-101 through 22-3-104 (eye protective devices)
- C.R.S. 22-32-110(1)(w)(Board of education-specific powers)
- C.R.S. 22-32-124(2)(3) (building inspection)
- C.R.S. 24-10-106.5 (duty of care)
The Board of Education recognizes its responsibility for providing an environment which is reasonably secure from known hazards. There are many areas of the school operation, from science laboratories and art departments to custodial services and vehicle maintenance, which use a variety of materials that are hazardous.

### Environmental and Safety

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

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

The Chief Operations Officer or designee shall cause to be created 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
LEGAL REFS:

- 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. 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)*
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, custodial services, and the districts before and after care program personnel.

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

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

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

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

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

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

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

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<tr>
<th>Changes Requiring Board Approval</th>
<th>Changes Within Administrative Discretion</th>
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<tr>
<td>_ Change in job title</td>
<td>_ Formatting and template modifications</td>
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<tr>
<td>_ Change in FLSA status (exempt vs non-exempt)</td>
<td>_ Minor modifications to essential duties and responsibilities, qualifications, or other work factors</td>
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<tr>
<td>_ Move from one pay range to another pay range</td>
<td>_ Revisions to reflect shifts in the district’s lexicon</td>
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<td>_ Move from one salary schedule to another</td>
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<td>_ Change in reporting relationships</td>
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<td>_ Change in budgeted calendar days</td>
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<tr>
<td>_ Major modifications to essential duties and responsibilities, qualifications or other work factors</td>
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All administrative revisions must be approved by the Director of Human Resources. The administrative revision date will be noted in the board-approved job description and will be notated as an “Administrative Revision”. Job descriptions for all positions shall be housed on the district website at www.d49.org.

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

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

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

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 20+ (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
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 accountable 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 district’s website (www.D49.org) and the Board code of conduct policy contained therein. The Chief Education Officer/Zone Leaders shall ensure reasonable measures are taken to verify each student is familiar with the code. In addition, any significant change to the code shall be posted on the district’s website and included in publicly accessible Board policy update communications.

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

- Adopted: May 19, 1994
- Revised: August 10, 2000
- Revised: August 12, 2010
- Revised: October 27, 2011
- Revised: July 27, 2012
• Revised: September 12, 2013
• Revised: June 9, 2016
• Reviewed: April 11, 2019

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

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

1. Causing or attempting to cause damage to district property or stealing or attempting to steal district property of value.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Willful destruction or defacing of district property.
4. Commission of any act which if committed by an adult would be robbery or assault as defined by state law.
5. Committing extortion, coercion, or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, either orally or in writing or derogatory statements addressed publicly to an individual or a group that precipitate disruption of the school program or incite violence.
7. Engaging in “hazing” activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
8. Violation of the district’s policy on bullying prevention and education.
9. Violation of criminal law which has an effect on the district or on the general safety or welfare of students or staff.
10. Violation of any Board policy or building regulations.
11. Violation of the district's policy on weapons in the schools. Expulsion shall be mandatory for using or possessing a firearm in accordance with state law.
12. Violation of the Board's policy on student conduct involving drugs and alcohol.
13. Violation of the Board’s violent and aggressive behavior policy.
14. Violation of the Board's tobacco-free schools policy.
15. Violation of the Board’s policies prohibiting sexual or other harassment.
16. Violation of the Board's policy on nondiscrimination.
17. Violation of the Board’s dress code policy.
18. Violation of the Board's policy on gangs and gang-like activity.
19. Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or damage to property.
20. Directing profanity, vulgar language, or obscene gestures toward other students, school personnel, or others.
21. Lying or giving false information, either verbally or in writing, to a district employee.
22. Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism, or unauthorized collaboration with another person in preparing written work.
23. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
24. Behavior on or off school property that is detrimental to the welfare, safety, or morals of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.
25. Repeated interference with the district’s ability to provide educational opportunities to other students.
26. Continued willful disobedience or open and persistent defiance of proper authority, including refusal to obey a member of the district staff.

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

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

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

CROSS REFS:
• AC, Nondiscrimination/Equal Opportunity
• ADC, Tobacco-Free Schools
• ADD, Safe Schools
• ECAC, Vandalism
• GBGB, Staff Personal Security and Safety
• JBB, Sexual Harassment
• JIC, Student Conduct, and subcodes
• JICA, Student Dress Code
• JICC, Student Conduct on School Buses
• JICDD, Violent and Aggressive Behavior
• JICDE, Bullying Prevention and Restorative Interventions
• JICF, Secret Societies/Gang Activity
• JICH, Drug and Alcohol Involvement by Students
• JICI, Weapons in School
• JK, Student Discipline, and subcodes
• JKD/JKE, Suspension/Expulsion of Students
Custodial and Noncustodial Parent Rights and Responsibilities
(Assignment of Parental Responsibilities)

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

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

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

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

LEGAL REFS:
- 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:
- JLJIB, Student Dismissal Precautions
- JRA/JRC, Student Records/Release of Information on Students
The Board desires to enhance student learning by striving to provide an environment where students and staff feel safe and secure and take pride in their schools. To that end and to promote transparency within the district community, the Board adopts this policy.

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

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

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

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

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

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

LEGAL REFS:
- C.R.S. 22-32-110 (1)(r) (power to exclude materials that are immoral or pernicious)
• C.R.S. 18-9-110 (public buildings – trespass, interference)
• C.R.S. 18-9-117 (unlawful conduct on public property)

CROSS REFS:
• AC, Nondiscrimination/Equal Opportunity
• ADD, Safe Schools
• ECAC, Vandalism
• GBEB, Staff Conduct and Responsibilities
• GCQF, Discipline, Suspension and Dismissal of Professional Staff
• GDQD, Discipline, Suspension and Dismissal of Support Staff
• JICDA, Code of Conduct
• JICDF, Cyber Bullying
• JICDD, Violent and Aggressive Behavior
• JICEC, Student Distribution of Noncurricular Materials
• JICF, Secret Societies/Gang Activity
• JKD/JKE, Suspension/Expulsion of Students
• KFA, Public Conduct on District Property
**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  
**TITLE OF AGENDA ITEM:** 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.
### Outer Ring—How we treat our work

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rock #1</strong>—Establish enduring trust throughout our community</td>
<td>Offer transparency by modifying the boundaries instead of surprising families with balance enrolling new students</td>
</tr>
<tr>
<td><strong>Rock #2</strong>—Research, design and implement programs for intentional community participation</td>
<td></td>
</tr>
<tr>
<td><strong>Rock #3</strong>—Grow a robust portfolio of distinct and exceptional schools</td>
<td></td>
</tr>
<tr>
<td><strong>Rock #4</strong>—Build firm foundations of knowledge, skills and experience so all learners can thrive</td>
<td>Firm foundations come from not offering temporary solutions and disrupting families, rather from pursuing longer term solutions.</td>
</tr>
<tr>
<td><strong>Rock #5</strong>—Customize our educational systems to launch each student toward success</td>
<td></td>
</tr>
</tbody>
</table>

**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  
**Date:** March 29, 2019
The Best Choice to Learn, Work and Lead

### Capacity

<table>
<thead>
<tr>
<th></th>
<th>MRES</th>
<th>WHES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>650</td>
<td>600</td>
</tr>
<tr>
<td>Temporary</td>
<td>50</td>
<td>300</td>
</tr>
<tr>
<td>Available</td>
<td>1</td>
<td>298</td>
</tr>
</tbody>
</table>

### 2018/19 Meridian Ranch

Enrollment and Projections vs. Core and Modular Space

### 2018/19 Woodmen Hills

Enrollment and Projections vs. Core and Modular Space
Data:
- 21 BRES students attend WHES
- 34 BRES students attend MRES

Unknowns:
- Charter School Impact (LTA)
- Market/Rate of sales
### Development

<table>
<thead>
<tr>
<th></th>
<th>Proposal</th>
<th>MRES</th>
<th>WHES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Homes</td>
<td>2246</td>
<td>1310</td>
<td>2646</td>
</tr>
<tr>
<td>Students Generated</td>
<td>717</td>
<td>418</td>
<td>844</td>
</tr>
<tr>
<td>Timing</td>
<td>40-80/year</td>
<td>20-50/year</td>
<td>40-80/year</td>
</tr>
<tr>
<td>Viability for students</td>
<td>0 years</td>
<td>3.5 Years</td>
<td></td>
</tr>
</tbody>
</table>

**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: https://data.surveygizmo.com/r/500335_5ca38a1e881320.61898791
  ➢ Copy and paste into browser
MRES and WHES Boundary Proposal: Survey Comments

- **Rationale for Option**: 46%
- **Don't Change**: 19%
- **Bought for MRES**: 12%
- **Build Elem**: 6%
- **Expand BRES Boundary**: 10%
- **Other**: 7%

CATEGORIES
## Considerations

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

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
<th>UIPs include strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inner Ring</td>
<td>How we treat each other</td>
<td>strategies for supporting a culture of care with students and families.</td>
</tr>
<tr>
<td>Outer Ring</td>
<td>How we treat our work</td>
<td>purposeful and innovative actions to improve student achievement.</td>
</tr>
<tr>
<td>Rock #1</td>
<td>Establish enduring trust throughout our community</td>
<td>template to prioritize resources aligned with improvement efforts.</td>
</tr>
<tr>
<td>Rock #2</td>
<td>Research, design and implement programs for intentional community participation</td>
<td>DAACs and SAACs serve to provide community input into improvement process planning.</td>
</tr>
<tr>
<td>Rock #3</td>
<td>Grow a robust portfolio of distinct and exceptional schools</td>
<td>Leaders have autonomy to develop improvement strategies aligned with district strategic priorities and zone / school needs.</td>
</tr>
<tr>
<td>Rock #4</td>
<td>Build firm foundations of knowledge, skills and experience so all learners can thrive</td>
<td>strategies to build firm foundations in literacy and math.</td>
</tr>
</tbody>
</table>
Item 7.05 continued

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

**Budget Impact:** N/A  
**Amount Budgeted:** N/A

**Recommended Course Of Action/Motion Requested:** Move to 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
**Culture and Strategy of Continuous Improvement**

**Innovation Phase**
- Learn: investigation
  - Examine status quo
  - Data review/analysis
  - Research best practices
  - Conduct site visits
  - Select an approach
  - Pursue professional learning

**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

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

**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

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

Every Student

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

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

Supports

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

Careers and College

• College-level text books
• Exam fees for students
• You Science
• Career and Technical Education Training
Major Improvement Strategy
High Quality Teachers and Leaders

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

Professional Development

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

Retain and Recruit

• Recruiting Events
• National Board Certification
• Alternative Licensure
Looking Forward

- New software, Envisio, will replace Cascade for strategic action planning.
- Key Performance Indicators (KPIs) in addition to state-level requirements are being considered by departments and schools to support a more local approach to school accountability. Proposed legislation is supporting this direction at the state level.
Falcon Zone Targets

• Attain Academic Growth at the 50th percentile or higher on all CMAS ELA and Math assessments.
• Increase CMAS percentile rank in ELA and math by 5 percentage points at each school.
• Increase PSAT scores in math from 439.5 to 448.4 to reach a percentile rank of at least 50 to meet state accountability requirements.
• Achieve SAT Average of 1060 for 11th Grade Students.
Falcon Zone Strategies

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

• Increase the percentage of K-3 students on or above benchmark to 85% as measured by DIBELS.
• Meet or exceed the state achievement average on CMAS reading and math.
• Increase PSAT and SAT EBRW and Math scores to above the state average.
• Move AEC’s from Improvement to Performance on the AEC Framework.
• Increase teacher effectiveness through professional learning and mentorship.
iConnect Zone Strategies

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

- Increase median growth percentile scores in ELA and math.
- Increasing achievement percentile ranks in ELA and math.
- Increase student achievement in math and reading as evidenced by 5 point increase in average student median scale score.
- Meet at least the 50th median growth percentile in ELA and math.
- Continue to progress through HRS certification levels.
Power Zone Strategies

- **Aligning Curriculum and PD**
  - Differentiated PD
- **Effective Teaching In Every Classroom**
  - High Reliability Schools Level 2 Certification
- **Culture and Climate**
  - In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based on CKH.
- **Personalized Learning**
  - Creating more relevant and engaging learning opportunities for our students
- **49 Pathways**
  - Ensure all students are career and workforce ready by implementing individual pathways for students.
Sand Creek Zone Targets

- Meet or exceed the state average for 11th grade English SAT.
- Meet or exceed the state average for 11th grade Math SAT.
- Increase percentage of students at or above reading benchmark from 73 to 83.
- Increase 4-year graduation rate from 85.5 to 87.
- Increase parent satisfaction survey mean from 3.86 to 3.96.
Sand Creek Zone Strategies

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

If we...

FIRM FOUNDATIONS

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

EVERY STUDENT

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

**HIGHLY-QUALITY TEACHERS AND LEADERS**

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

*Then we will address...*

**FIRM FOUNDATIONS**

**Description:**
Leaders and teachers have not consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge, application and intervention support needed to ensure students master appropriate concepts and skills in reading and math.

**EVERY STUDENT**

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

**PROFESSIONAL DEVELOPMENT**

**Description:**
Teachers and leaders need on-going professional development to enhance instructional delivery to meet the needs of every student.
DATA-DRIVEN DECISION MAKING

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

Then we will change current trends for students

MATH PROFICIENCY

Description:
The district is underperforming in math achievement and growth.

READING PROFICIENCY

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

COLLEGE READINESS

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

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

Improvement Plan Information
Additional Information about the district
District 49 is located in the North Eastern region of El Paso County encompassing portions of Colorado Springs, Falcon and Peyton, Colorado. District schools include 21 district operated schools and 7 authorized charter schools, which combined serve approximately 22,000 students. District 49 is proud to offer a portfolio of exceptional schools and programs which include the International Baccalaureate Program, STEM, Core Knowledge and virtual, blended, alternative education and early college options. District 49 continues to work toward leading the way in offering innovative educational programs to meet the needs of every student. District 49 adopted GOAL Academy a large state-wide charter school serving a predominantly high-risk population of students, in July 2013. Our achievement and growth scores were impacted at the high school level with the addition of approximately 4,000 GOAL Academy students. However, our accreditation rating as indicated by our District Performance Framework continues to remain stable. Our strategic plan includes a vision for our District to be the "Best Choice," while our mission to Learn, Work and Lead is carried out through five strategic priorities:
1) Ensure District 49 is a trustworthy recipient of taxpayer investment 2) Research, design and implement programs for intentional community participation 3) Grow a robust portfolio of distinct and exceptional schools 4) Build a firm foundation of academic knowledge and skills that ensure a successful progression through school and beyond 5) Customize our educational systems to launch each student toward success. Our cultural priorities include 1) creating systems that promote a Community of Care 2) Systematically Equipping and Encouraging our staff

In fall 2015, District leaders submitted a PEAK award application to Rocky Mountain Performance Excellence (RMPEx) and received a "Foothills Award" for district processes which support our vision and mission, "Best Choice to Learn, Work and Lead." RMPEx also provided a feedback report which will drove further planning and improvement efforts in our quest toward excellence. D49 submitted its second annual application in September 2016 which resulted in recognition as a "Timberline Award" recipient. Our third annual self-study was submitted to RMPEx in August 2017 and a site visit was conducted in November 2017 resulting in D49's recognition as "Peak" award winner, the prestigious award within the RMPEx organization.

**Improvement Plan Information**

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

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

**School Contact Information**

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

**Title:** Executive Director of Learning Services  
**Mailing City / State / Zip Code:** Falcon CO 80831  
**Email:** awhetstine@d49.org
Narrative on Data Analysis and Root Cause Identification

Description of district Setting and Process for Data Analysis

District Overview

District 49 is located in the North Eastern region of El Paso County encompassing portions of Colorado Springs, Falcon and Peyton Colorado. District schools include 20 district operated schools and 7 authorized charter schools, which combined serve approximately 22,000 students. District 49 is proud to offer a portfolio of exceptional schools and programs which include the International Baccalaureate Program, STEM, Core Knowledge and virtual, blended, alternative education and early college options. District 49 continues to work toward leading the way in offering innovative educational programs to meet the needs of every student. District 49 adopted GOAL Academy a large state-wide charter school serving a predominantly high-risk population of students, in July 2013. Our achievement and growth scores were impacted at the high school level with the addition of approximately 4,000 GOAL Academy students. However, our accreditation rating as indicated by our District Performance Framework continues to remain stable. Our strategic plan includes a vision for our District to be the "Best Choice," while our mission to Learn, Work and Lead is carried out through five strategic priorities:

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 drive 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.

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)

<table>
<thead>
<tr>
<th>Prior Year Target</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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%)</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Prior Year Target: Increase percentile rank in ELA at the elementary level from 62 to 67 and from 67 to 72 in middle school.</td>
<td>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.</td>
</tr>
</tbody>
</table>

PERFORMANCE INDICATOR: ACADEMIC GROWTH

<table>
<thead>
<tr>
<th>Prior Year Target</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Prior Year Target:  Increase growth in math at the elementary and high school levels to at least a median growth percentile of 50.

Performance:  Goal Not Met: Results indicate the a MGP of 48 in math at the elementary level and 44 at the high school level in math. Middle school results indicate a MGP of 50.

**PERFORMANCE INDICATOR: POSTSECONDARY & WORKFORCE READINESS**

Prior Year Target:  Increase college readiness scores on SAT for General Education Campus High Schools to at least 509.2 on EBRW and 491.7 on math to meet and exceed state expectations for accountability.

Performance:  Goal Not Met: Results indicate a mean scale score of 502.6 in EBRW and 474.9 in math as measured by the 11th grade SAT.

**Trend Analysis**

**Trend Direction:** Increasing then stable

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

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

**Trend Direction:** Decreasing then stable

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

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

**Trend Direction:** Increasing then decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

Middle school achievement improved English Language Arts with a percentile rank increase observed from 56 in 2015 to 67 in 2017. A notable decrease was observed in 2018 with a percentile rank of 62.
Trend Direction: Stable  
Notable Trend: Yes  
Performance Indicator Target: Academic Achievement (Status)

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

Trend Direction: Stable  
Notable Trend: Yes  
Performance Indicator Target: Academic Growth

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

Trend Direction: Decreasing then increasing  
Notable Trend: Yes  
Performance Indicator Target: Academic Growth

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

Trend Direction: Increasing then stable  
Notable Trend: Yes  
Performance Indicator Target: Academic Growth

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

**Root Causes**

**Priority Performance Challenge: Math Proficiency**
The district is underperforming in math achievement and growth.

**Root Cause: Firm Foundations**
Leaders and teachers have not consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge, application and intervention support needed to ensure students master appropriate concepts and skills in reading and math.

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

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

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

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

**Root Cause: Firm Foundations**
Leaders and teachers have not consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge, application and intervention support needed to ensure students master appropriate concepts and skills in reading and math.

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

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

**Root Cause: Data-Driven Decision Making**
Leaders and teachers need continuous support and training on how to use data to increase student achievement and growth.
Priority Performance Challenge: College Readiness
Comprehensive High Schools are underperforming on college readiness exams. D49 schools rank below state averages for SAT achievement and growth.

Root Cause: Firm Foundations
Leaders and teachers have not consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge, application and intervention support needed to ensure students master appropriate concepts and skills in reading and math.

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

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

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

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

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

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

College Readiness
High School scores on college readiness exams have historically been below the state average. The PSAT and SAT are indicators of student readiness for college. In support of our strategic priority to Launch Every Student Toward Success, it is essential that our students perform well on college readiness exams.
Provide a rationale for how these Root Causes were selected and verified:

Root Cause Identification and Verification: After careful analysis by the District Unified Improvement Planning Committee of a variety of data sources (DPF, SPF, CMAS, SAT, PSAT, Graduation Rates, College Remediation and Drop-out Rates, and local data sources (DIBELS Next and DIBELS Math) we identified and verified the following root causes:

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

During the 18-19 school-year, these root causes were again examined and verified by the District Performance Framework, with input from the principals, Zone Superintendents, the Math Foundations Team and reviewed by the District Accountability Advisory Committee (DAAC), UIP sub-committee and Board of Education.

Action Plans
Planning Form

Firm Foundations

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

Associated Root Causes:
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

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Math Teachers Initiative</td>
<td>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.</td>
<td>06/01/2018 - 07/31/2019</td>
<td>Title II A Coordinator of Academic Performance</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

## Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
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<td>Title II A Coordinator of Academic Performance</td>
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</tr>
<tr>
<td>Activity</td>
<td>Dates</td>
<td>Title/Coordinator</td>
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<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Purchase textbooks for teachers participating in the University of</td>
<td>07/01/2018 - 07/31/2019</td>
<td>Title II A Coordinator of Literacy Performance</td>
<td></td>
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</tr>
<tr>
<td>Colorado math certificate program (up to 100.00 per book) Title II A.</td>
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</tr>
<tr>
<td>Send teachers and leaders to DIBELS Super Institute to learn strategies</td>
<td>07/01/2018 - 07/31/2019</td>
<td>coordinator of literacy Performance</td>
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<td>for assessing student skills in early literacy and math. July 2018 and</td>
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<td>2019</td>
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<tr>
<td>Extend Math Leadership Team Initiative</td>
<td>08/01/2018 - 05/31/2019</td>
<td>coordinator of academic performance</td>
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<tr>
<td>Continue implementation of a Math Leadership Team to build skills</td>
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<tr>
<td>with teacher leaders in the area of math instruction and leadership.</td>
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<tr>
<td>Teacher leaders will attend training and mentoring sessions throughout</td>
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<td>the school year in an effort to build capacity with math leadership.</td>
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<tr>
<td>Math Mindset Training</td>
<td>09/01/2018 - 09/30/2018</td>
<td>coordinator of academic performance</td>
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<tr>
<td>Bring in trainer to provide district leaders, principals, and</td>
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<td>instructional coaches with training on math mindset.</td>
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<tr>
<td>Google Math Apps Conference</td>
<td>09/08/2018 - 09/08/2018</td>
<td>title II A Education Technology Specialist (Classroom Instruction)</td>
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<tr>
<td>Host “Teaching Math with Google Apps” Conference for district teachers</td>
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<tr>
<td>and leaders. This conference provides strategies for educators in</td>
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<tr>
<td>grades 4-12 on improving math instruction with Google. Keynote Alice</td>
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<tr>
<td>Keeler.</td>
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<tr>
<td>myOn</td>
<td>12/22/2018 - 02/15/2019</td>
<td>title II A Coordinator of literacy performance</td>
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<tr>
<td>Provide teachers and leaders with myOn training to leverage the use</td>
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<td>of our digital library and its tools with students.</td>
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<tr>
<td>Leadership Summit</td>
<td>02/01/2019 - 03/22/2019</td>
<td>title II A Coordinator of literacy performance</td>
<td></td>
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</tr>
<tr>
<td>Institute a Leadership Summit to engage teachers and leaders in</td>
<td></td>
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<tr>
<td>best-practices in literacy and math instruction.</td>
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</tr>
</tbody>
</table>
Send Coordinator of Literacy Performance to Plain Talk Conference along with school principals and instructional coaches to support increased student achievement in literacy.

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.

**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.
<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Liaisons</td>
<td>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.</td>
<td>07/01/2018</td>
<td>Title I A</td>
<td>Coordinator of Title Programs</td>
</tr>
<tr>
<td>Purchase College Text Books</td>
<td>Purchase college-level text books for low income students participating in college-level coursework.</td>
<td>08/01/2018</td>
<td>Title IV</td>
<td>Director of Concurrent Enrollment</td>
</tr>
<tr>
<td>Provide Substitutes</td>
<td>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.</td>
<td>08/01/2018</td>
<td>Title III</td>
<td>Coordinator of English Language Development</td>
</tr>
<tr>
<td>Provide</td>
<td>Provide language interpreters for families of English learners for parent conferences, parent events, and meetings. Provide translated documents in native language.</td>
<td>08/01/2018</td>
<td>Title IA and Title III</td>
<td>Coordinator of English Language Development</td>
</tr>
<tr>
<td>Resource Type</td>
<td>Description</td>
<td>Start Date</td>
<td>End Date</td>
<td>Title</td>
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</tr>
<tr>
<td>Interpreters</td>
<td>Purchase supplemental instructional resources to meet the needs of English learners pre-K through 12th grade.</td>
<td>08/01/2018</td>
<td>05/24/2019</td>
<td>Title III</td>
</tr>
<tr>
<td>Purchase iPads for students to assist with language development needs.</td>
<td>08/01/2018</td>
<td>01/25/2019</td>
<td>Title III</td>
<td>Coordinator of English Language Development</td>
</tr>
<tr>
<td>Support for Migrant Students</td>
<td>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.</td>
<td>08/01/2018</td>
<td>05/31/2019</td>
<td>Title IV</td>
</tr>
<tr>
<td>Test Fee Reimbursement</td>
<td>Reimburse low-income families for student accelerated and advanced placement exam fees (ie. IB and AP).</td>
<td>09/01/2018</td>
<td>06/28/2019</td>
<td>Title IV</td>
</tr>
<tr>
<td>English Learner Family Supports</td>
<td>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.</td>
<td>09/03/2018</td>
<td>05/24/2019</td>
<td>Title III</td>
</tr>
<tr>
<td>Event Description</td>
<td>Date(s)</td>
<td>Title</td>
<td>Position</td>
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</tr>
<tr>
<td>Provide training for English Language Development Teachers and Para Professionals on strategies for teaching English Learners (i.e. Professional Learning Communities, WIDA Conference, CCIRA Conference, Teaching Learning Coaching Conference).</td>
<td>10/08/2018</td>
<td>Title III</td>
<td>Coordinator of English Language Development</td>
<td></td>
</tr>
<tr>
<td>Launch &quot;Get A Life Expo,&quot; for students in grades 6-10, and their parents to explore career options after high school and post-secondary study pathways.</td>
<td>10/11/2018</td>
<td>Local</td>
<td>Director of Career and Technical Education Work Place Learning Manager</td>
<td></td>
</tr>
<tr>
<td>Purchase subscription for You Science middle school career and college interest surveys for all middle school students.</td>
<td>10/15/2018</td>
<td>Title IV</td>
<td>Coordinator of Title Programs Director of Concurrent Enrollment</td>
<td></td>
</tr>
<tr>
<td>Send district leaders and teachers to the 33rd Annual CTEA Rocky Mountain States Conference November 1-2 to support district initiatives in instructional technology integration, innovation, design and engineering.</td>
<td>11/01/2018</td>
<td>Title IV</td>
<td>Director of Career and Technical Education</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>11/01/2018</td>
<td>Title II A</td>
<td>Falcon High School Principal</td>
<td></td>
</tr>
<tr>
<td>Present high school pathway options to district eighth graders to aide in planning for high school enrollment based on career and academic plans.</td>
<td>11/16/2018</td>
<td>Local</td>
<td>Zone Leaders, High School and Middle School</td>
<td></td>
</tr>
</tbody>
</table>
### 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

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide release time for teachers</td>
<td>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).</td>
<td>08/01/2017 - 05/17/2019</td>
<td>Coordinator of Professional Learning</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

## Action Steps Associated with MIS

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<thead>
<tr>
<th>Name</th>
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<th>Resource</th>
<th>Key Personnel</th>
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</thead>
<tbody>
<tr>
<td>Education Technology Training</td>
<td>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.</td>
<td>07/01/2018 - 06/28/2019</td>
<td>Title IV</td>
<td>Education Technology Specialists</td>
<td>In Progress</td>
</tr>
<tr>
<td>Professional Organizations</td>
<td>Pay fees for participation in professional development organizations (i.e. CASE, AASA, ASCD, Learning Forward).</td>
<td>07/01/2018 - 06/28/2019</td>
<td>Title II A</td>
<td>Executive Director of Learning Services</td>
<td>In Progress</td>
</tr>
<tr>
<td>Purchase books, supplies and technology to support professional development</td>
<td></td>
<td>07/01/2018</td>
<td></td>
<td>Coordinator of Professional Learning</td>
<td>In Progress</td>
</tr>
<tr>
<td>Professional Development Supplies</td>
<td>learning activities.</td>
<td>06/07/2019</td>
<td>Title II A</td>
<td>Professional Learning</td>
<td></td>
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</tr>
<tr>
<td>Schoology Next and ISTE</td>
<td>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.</td>
<td>07/17/2018 07/15/2019</td>
<td>Title II A</td>
<td>Education Technology Specialists</td>
<td>In Progress</td>
</tr>
<tr>
<td>Interpreters</td>
<td>Hire American Sign Language Interpreters for professional development events.</td>
<td>07/20/2018 06/28/2019</td>
<td>Title II A</td>
<td>Coordinator of Professional Learning</td>
<td></td>
</tr>
<tr>
<td>CASE</td>
<td>Send leaders to Colorado Association of School Executives Conferences in July 2018 and February 2019.</td>
<td>07/23/2018 02/15/2019</td>
<td>Title II A</td>
<td>Executive Director of Learning Services</td>
<td></td>
</tr>
<tr>
<td>Technology Coaches</td>
<td>Pay stipends to teachers to provide support, training and coaching on the use of instructional technology (i.e. Schoology Ambassadors and D49 #EdVenturers).</td>
<td>07/23/2018 05/24/2019</td>
<td>Title II A</td>
<td>Education Technology Specialists</td>
<td></td>
</tr>
<tr>
<td>Model Classroom</td>
<td>Pay teachers to support with the filming and production of a model classroom virtual library showcasing best-teaching practices across the district.</td>
<td>08/01/2018 06/28/2019</td>
<td>Title II A</td>
<td>Coordinator of Professional Learning</td>
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<td></td>
<td>Provide all district instructional coaches / lead mentors with</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Description</td>
<td>Start Date</td>
<td>End Date</td>
<td>Responsible Title</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<td>--------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Teacher Induction Program</td>
<td>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.</td>
<td>08/13/2018</td>
<td>05/10/2019</td>
<td>Coordinator of Professional Learning</td>
<td></td>
</tr>
<tr>
<td>Alternative Licensure</td>
<td>Pay fees for courses within alternative licensure and certification programs to certify hard-to-fill positions.</td>
<td>09/01/2018</td>
<td>05/17/2019</td>
<td>Executive Director of Individualized Education</td>
<td></td>
</tr>
<tr>
<td>National Board Certification</td>
<td>Pay course and exam fees for teachers pursuing National Board Certification.</td>
<td>09/01/2018</td>
<td>06/28/2019</td>
<td>Coordinator of Professional Learning</td>
<td></td>
</tr>
<tr>
<td>Google Apps for Littles</td>
<td>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.</td>
<td>09/08/2018</td>
<td>09/10/2018</td>
<td>Education Technology Specialist (Classroom Instruction)</td>
<td></td>
</tr>
<tr>
<td>Recruiting</td>
<td>Send human resources team to events to recruit hard-to-fill positions (i.e., math, science and special education). Purchase supplies for Human Resources staff for recruiting events.</td>
<td>10/01/2018</td>
<td>05/24/2019</td>
<td>Director of Human Resources</td>
<td></td>
</tr>
<tr>
<td>Leadership Blueprint</td>
<td>Send new district and building leaders to Leadership Blueprint Training in an effort to retain high-quality instructional leaders.</td>
<td>11/01/2018</td>
<td>11/30/2018</td>
<td>Coordinator of Professional Learning</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Title II A</th>
<th>Coordinator of Professional Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/30/2018</td>
<td>12/08/2018</td>
<td></td>
</tr>
</tbody>
</table>

Modern Teacher

Send Coordinator of Professional Learning to Modern Teacher National Conference to support Falcon Zone schools with implementation of digital convergence, personalized learning, and instructional design.

<table>
<thead>
<tr>
<th>Date</th>
<th>Title II A</th>
<th>Coordinator of Professional Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/01/2018</td>
<td>02/16/2019</td>
<td></td>
</tr>
</tbody>
</table>

School Target Setting

Priority Performance Challenge: Math Proficiency

**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** M

**ANNUAL PERFORMANCE TARGETS**

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

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

**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:** M

**ANNUAL PERFORMANCE TARGETS**

- **2018-2019:** Increase Median Growth Percentile in math at the elementary and middle school levels to 55.
- **2019-2020:** Increase Median Growth Percentile in math at the elementary and middle school levels to 55.
INTERIM MEASURES FOR 2018-2019: DIBELS Math Benchmark Assessments, Math Inventory Assessment, PSAT 8 / ACT Aspire, School-based Curriculum Measures

Priority Performance Challenge: Reading Proficiency

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS

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

2019-2020: Increase the percentage of students scoring at benchmark on DIBELS Next from beginning of the year to end of year.

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

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS

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

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

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

PERFORMANCE INDICATOR: Academic Growth

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

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

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

Priority Performance Challenge: College Readiness

PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: SAT

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

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

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

Addenda

DISTRICT 49

For Administrative Units with Gifted Education Programs

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

<table>
<thead>
<tr>
<th>Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Students Meets &amp; Exceeds in Their Identified Area of Giftedness</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>SY16</td>
</tr>
<tr>
<td>SY17</td>
</tr>
<tr>
<td>SY18</td>
</tr>
</tbody>
</table>

Last year's target was met as there was an increase in the percentage of students scoring "Exceeds" for both ELA and Math. In part, this may reflect a greater level of specificity in identification. The lower percentages in Math as compared to ELA are in line with district trends.

Disaggregate gifted student performance by sub-groups (e.g., grade ranges, minority, and FRED) to reveal strengths and/or gaps (disparities) in achievement and/or growth on state and/or district assessments.

In the interests of student privacy, student groups of less than 16 cannot be reported on. We review this data locally, but have not identified any notable gaps that require addressing.

Provide a data analysis that includes trend statements, prioritized performance challenges and root causes that investigates the needs of selected student groups.

The observed increases in students scoring "Exceeds", may be in part due to a greater level of specificity in identification. The lower percentages in Math as compared to ELA are in line with district trends. We believe that increased PD around identification and differentiation have led to better determination of giftedness and better instruction for these students.

Set targets for gifted students’ performance that meet or exceed state expectations that facilitate gifted students’ achievement and...

Section IV: Target Setting
growth (e.g., move-up, keep-up) in their area(s) of strength.

<table>
<thead>
<tr>
<th>Form</th>
<th>Section IV: Target Setting Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Achievement:</strong> Increase percentage of students scoring &quot;Exceeds&quot; in their area(s) of gifted identification.</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Section IV: Target Setting Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 &quot;Exceeds&quot; level for their identified area(s) as compared to the general district population.</td>
</tr>
</tbody>
</table>

Describe the interim measures to monitor progress of individual student performance for the selected student sub-group or grade level range.

<table>
<thead>
<tr>
<th>Section IV: Target Setting Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Section IV: Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create full GE program support D49's mission of being the best choice to learn, work, and lead, by addressing identification and family/community outreach. 2. Develop new and improved processes to support staff, communicate to stakeholders and increase academic achievement for gifted learners. 3. Implement a model of continuous improvement to monitor program effectiveness. 4. Improve leadership density by identifying staff members showing a high level of proficiency in key areas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. Identification and outreach</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 08/15/18-Staff Survey administered</td>
</tr>
<tr>
<td>• 01/01/19-Staff survey administered</td>
</tr>
<tr>
<td>• 03/01/19-Parent survey administered</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Process creation/improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• SY17-18-Ongoing-Review and Implement Identification procedures</td>
</tr>
<tr>
<td>• SY18-19-Ongoing We are adding talent areas to the identification as as deeper data digging for identification in Science and Social Studies</td>
</tr>
</tbody>
</table>

| 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**

4. Leadership Density

- 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

5. Specific Content Improvement

- 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.

Describe who has primary responsibility for implementing action steps for improvement of gifted student performance.

**Section IV: Action Plan**

<table>
<thead>
<tr>
<th>Development and District-Level Implementation</th>
<th>Coordinator of Gifted Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted Facilitators</td>
<td>School-Level Implementation</td>
</tr>
</tbody>
</table>

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).
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 'stick with it' (grit). This will help to increase our student's level of trial, practice and follow through - thus increasing their abilities. Based on the study of Growth Mindset and understanding of the brain: brainboosting activities (exercise, airwriting, yoga, etc) will be used twice a day on Workout Wednesdays to determine if there is a difference in attentional ability.

**ENSURE QUALITY INSTRUCTION AND USE OF APPROPRIATE ACCOMMODATIONS**

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

**USE EFFECTIVE INTERVENTION FOR DYSLEXIA AND ITS CO-MORBIDITIES**

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

**LACK OF TIME**

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

**LACK OF ACCOMMODATIONS AND ADEQUATE TIME**

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

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

Then we will change current trends for students

LOW 'ACHIEVEMENT' IN READING

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

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

LOW 'ACHIEVEMENT' IN MATH

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

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

**Improvement Plan Information**

**Additional Information about the school**
see further sections of UIP for this detail

**School Contact Information**

Name: Rebecca Thompson  
Mailing Street: 6275 Bridlespur Avenue  
Phone: (719) 494-8620  
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
School Overview

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

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

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

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

Hold a CALT (Certified Academic Language Therapist) License

Be continually evaluated by a QI (Qualified Instructor)

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

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

**Prior Year Targets**

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

**PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)**

<table>
<thead>
<tr>
<th>Prior Year Target:</th>
<th>NA - ALLIES opened as a school last year. It was our first year as a school and therefore there are no 'previous years' targets.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance:</td>
<td></td>
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</tbody>
</table>

**Current Performance**

• What is happening now?

Allies is in its second year of development. We continue to lay a solid foundation of emotional and academic support for children who have experienced struggles in their educational journey due to their diagnosis of Dyslexia, Dysgraphia and / or Dyscalculia or possessing characteristics in these areas. We tested all students in literacy at the beginning of the year found that 90% of our students scored below grade level expectation and well below benchmark on the DIBELS test and Math
assessments. Progress monitoring began within 4 weeks after the start of the year and we have seen growth in 99% of our students. The level of growth varies due to the attentional difficulties of the child, the Cognitive Achievement of the child and how severely they are 'blocked' by Dyslexia.

**Explanation of Growth Scores:**

Strength in ELA Growth Scores:

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

Needs in Math Growth Scores:

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

**Explanation of Achievement Scores:**

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

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

**Overall SPF:**

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

**PARTICIPATION:**

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

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

**Additional Trend Information:**

N/A - ALLIES opened last year and therefore 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 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 therefore 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, therefore 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.
**Continue to maintain a unique and positive culture**

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

**Associated Root Causes:**

**Implementation Benchmarks Associated with MIS**

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/</th>
<th>Key Personnel</th>
<th>Status</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Repeats</td>
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</table>

**Action Steps Associated with MIS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Train new teachers in Capturing Kids Hearts philosophies and expectations. Refresher training for returning staff in Capturing Kids' Hearts expectations.</td>
<td>08/01/2018</td>
<td>Administration</td>
<td>Complete</td>
<td></td>
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<td></td>
<td>All staff members are immersed in the &quot;Colors&quot; personality and strengths training and we work together as a staff to discuss our</td>
<td>08/01/2018</td>
<td>Administration</td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Date</td>
<td>Status</td>
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<td>--------------</td>
<td></td>
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<tr>
<td>Strengths Based Assessment and Dialogue</td>
<td>08/01/2018</td>
<td>In Progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PBiS Refresher dialogue and planning</td>
<td>08/01/2018</td>
<td>Complete</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Positive support of staff</td>
<td>08/01/2018</td>
<td>In Progress</td>
<td></td>
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</tr>
<tr>
<td>Teachers will participate in a Growth Mindset Book Study</td>
<td>08/01/2018</td>
<td>In Progress</td>
<td></td>
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<tr>
<td>Administration will visit another District 49 school</td>
<td>12/03/2018</td>
<td>In Progress</td>
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</tr>
</tbody>
</table>
**Restorative Practices**

Training to determine if use of these methods might help 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 (i.e. goal setting, data-driven instruction, PLCs, etc.)

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

**Associated Root Causes:**

**Implementation Benchmarks Associated with MIS**

<table>
<thead>
<tr>
<th>IB Name</th>
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**Action Steps Associated with MIS**

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<tr>
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</thead>
</table>

<p>| 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 |</p>
<table>
<thead>
<tr>
<th>Title</th>
<th>Text</th>
<th>Date</th>
<th>Owners</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Mathematical Understandings and Best Practices</td>
<td>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.</td>
<td>08/06/2018</td>
<td>Admin and Math Professors and Zone Math Coach</td>
<td>In Progress</td>
</tr>
<tr>
<td>Consistent use of Accommodations</td>
<td>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 Dyslexia and it's comorbidities: Dysgraphia, Dyscalculia, ADD/ADHD and anxiety. These are followed by a high level of expectation and inspection of the expectations.</td>
<td>08/06/2018</td>
<td>Admin and Staff</td>
<td>In Progress</td>
</tr>
<tr>
<td>Increase level of direct instruction and rigor of mathematical concepts</td>
<td>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.</td>
<td>10/01/2018</td>
<td>Math Professors</td>
<td>In Progress</td>
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<tr>
<td>Increase ability to determine</td>
<td>Current mathematical assessments do not reflect each students knowledge and struggles in a way that guides our improvements in our teaching or in our &quot;next steps&quot;. Working with the Zone Math coach.</td>
<td>01/22/2019</td>
<td>Administration, Math Professors, Zone Math Coach</td>
<td>In Progress</td>
</tr>
</tbody>
</table>
students’ growth in mathematical understandings. Coach to design and implement this assessment will guide us to better direction in our teaching and use of the current mathematical programing.

**Use effective intervention for dyslexia and its co-morbidities**

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

**Associated Root Causes:**

**Implementation Benchmarks Associated with MIS**

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<tr>
<td>Take Flight Therapists will utilize 5 minutes during Friday Comprehension (according to scope and sequence / Grammar, etc) to highlight the details - referring explicitly to the text as the basis for the answer. Take Flight Therapists will model finding specific details to prove an answer in writing in order to supplement this strategy being taught in the ELA classrooms. During Take Flight Therapy: therapists will not write the guiding sentences, etc. until students give the answer. Students may be relying on the therapists support too much and we must use a higher level of Gradual Release of Responsibility. Staff will bring Take Flight Students in first when 2nd recess ends: 5 minutes of Take Flight Therapy is getting lost for 5th grade each day in the transition from recess to the Take Flight Therapy rooms. Increase fidelity, time of use and support in place during on-line intervention programs in the blended learning lab. Lexia / Core 5 - ensure all grades are getting 20 min/day @ 5 days/week. Lexia “Lessons” now completed with students when they are ‘stuck’ on a level and use of spelling accommodations are used to curb avoidance and shut down. ST Math (Spacial Temporal Math) - ensure all grades are getting 20 min/day @ 5 days/week: ST Math now completed first in Blended Learning Lab - prior to Lexia - to ensure the full 20 minutes is utilized.</td>
<td>08/06/2018</td>
<td>CALTS: Certified Academic</td>
<td>In Progress</td>
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<tr>
<td>Standards in Comprehension</td>
<td>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.</td>
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<tr>
<td>Increase Gradual Release of Responsibility</td>
<td>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.</td>
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<tr>
<td>Increase time and level of support in on-line intervention programs</td>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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</td>
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</table>

| Language Therapists: Take Flight Therapists | CALTS: Certified Academic Language Therapists: Take Flight Therapists | In Progress |
| CALTS: Certified Academic Language Therapists: Take Flight Therapists | In Progress |
| CALTS: Certified Academic Language Therapists: Take Flight Therapists | In Progress |
| On-line Blended Learning Tutor | In Progress |
| Take Flight Therapists, ELA Professors, | In Progress |
Therapists and ELA Professors now spend a quarter in a PLC environment to discuss each student and his/her particular struggle that may be supported by a team approach. Through this discussion, discovery of additional changes that may be needed may also emerge.

School Target Setting

**Priority Performance Challenge: Low 'Achievement' in Reading**

**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** R

**ANNUAL PERFORMANCE TARGETS**

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

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

**Priority Performance Challenge: Low 'Growth' in Math**

**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:** M

**ANNUAL PERFORMANCE TARGETS**

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

**INTERIM MEASURES FOR 2018-2019:** Aimsweb Plus, Classroom Formative Assessments, ST Math Leveling, SMI: Scholastic Math Inventory
Priority Performance Challenge: Low 'Achievement' in Math

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

**ANNUAL PERFORMANCE TARGETS**

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

**INTERIM MEASURES FOR 2018-2019:** Aimsweb Plus, Classroom Formative Assessments, ST Math Leveling, SMI: Scholastic Math Inventory
School Accountability Committee UIP Signature Page 2018-2019

School _______ ALLIES __________________________

Accreditation Rating (Plan Type) ___Priority Improvement Plan_____

| Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role. |
|--------------|------------------|
| Name         | Position         |
| Jennifer Betzmer | SAC Chairperson – Parent |
| Misty Hull    | PTA President – Parent |
| Mr. Pierce    | Parent           |
| Mrs. Jordan   | ELA Professor    |
| Ms. Kennedy   | ELA Professor    |
| Ms. Hinote    | Take Flight Therapist |
| Mrs. Lee      | Take Flight Therapist |
| Mrs. Scroggins| Take Flight Therapist |
| Mrs. Kennington | Take Flight Therapist |
| Mrs. Bergland | Take Flight Therapist |
| Mrs. McCluggage | Take Flight Therapist |

School Accountability Committee:

1) Date the Plan was presented to SAC for review:
   November 28, 2018

2) Signature of Principal:
   [Signature]

3) Signature of SAC Chairperson:
   [Signature]

4) Additional SAC members who reviewed the plan:
   [List]

   [List]
Colorado's Unified Improvement Plan for Schools

EXECUTIVE SUMMARY

If we...

TARGET INTERVENTIONS THROUGH MTSS

ALIGN AND ARTICULATE CURRICULUM

IMPROVE INSTRUCTIONAL PRACTICE
Then we will address...

ELEMENTARY MTSS INTERVENTIONS

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

ELEMENTARY MATH INSTRUCTION

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

ELEMENTARY INSTRUCTIONAL PRACTICE

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

MIDDLE SCHOOL/HIGH SCHOOL VERTICAL ARTICULATION

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

MIDDLE SCHOOL/HIGH SCHOOL MTSS INTERVENTIONS

Description:
o MTSS interventions are not consistently intentional and targeted in nature.
MIDDLE SCHOOL/HIGH SCHOOL INSTRUCTIONAL STRATEGIES

Description:
- 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. 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). 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,
- (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.

Improve Elementary Math Growth and Achievement

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

Banning Lewis Academy is a high performing school currently serving students in grades K-10 on two campuses. Our Banning Lewis Ranch Academy
campus houses our K-5 students and our Banning Lewis Preparatory Academy Campus houses our middle school and high school students. Banning Lewis Academy has achieved a "Performance Plan" rating every year that this rating system has been in place in Colorado. After ten years as a single campus K-8 charter school, we opened our second campus in the fall of 2017, added ninth grade students, and expanded enrollment at all grade levels K-8. The 2018 SPF One-Year SPF is the first to include results with these three significantly impacting factors. We convened a school improvement plan team in the first semester of 2018 to engage the following three-step process:

• Review and analyze data for the purpose of identifying significant trends and prioritizing performance challenges.
• Determine performance targets and identify root causes for trends and challenges.
• Write major improvement strategies – include interim measures and implementation benchmarks.

The School Improvement Plan (SIP) Team consisted of educators in multiple roles from all levels (elementary, middle, high). Once the SIP Team completed its work, the draft plan was presented first to the School Accountability and Advisory Committee (SAAC) and then to the BLRA Board of Directors for review and approval.

Prior Year Targets

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

**PERFORMANCE INDICATOR: ACADEMIC GROWTH**

<table>
<thead>
<tr>
<th>Prior Year Target:</th>
<th>MGP in typical range (45-55) or above</th>
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<tbody>
<tr>
<td>Performance:</td>
<td>MGY at 49 for both math and ELA</td>
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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
<table>
<thead>
<tr>
<th>Assessment and Grade Level</th>
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<th>2016-2017</th>
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CMAS ASSESSMENT Meets or Exceeds Percentages for MATH Year-by-Year Comparison

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**ELA Cohort Year to Year Change**

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**PSAT Assessment Mean Score**

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**CMAS Assessment Meets and Exceeds Percentages for Science**

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**CMAS Assessment Meets or Exceeds Percentages for ELA**

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**CMAS Assessment Meets or Exceeds Percentage for Math**

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<th>+, -, or =</th>
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### CMAS Assessment Median Growth Percentile for ELA

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### CMAS Assessment Median Growth Percentile for Math

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### PSAT Assessment Mean Score Comparison

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### Additional Trend Information:

#### Trend Analysis

The School Improvement Plan (SIP) Team identified the following key trends as performance challenges:

- Identified Trend: Enrollment.
  - 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.
  - Performance target(s):
    - 1488 students for 2019-2020 school year.
    - 1623 students for 2020-2021 school year.
• Identified Trend: Elementary math.
  o Elementary math achievement and growth trends are not solidly positive.
  o Minority students in elementary have lower median growth percentiles than the overall BLRA elementary math median growth percentile.
  o Performance Target(s):
    Overall elementary math achievement percentile rank will improve from 59 to 70 or above by 2021.
    Overall median growth percentile for math will meet or exceed 50 each year through 2021.
    Math achievement and growth ratings for minority students will improve to “Meets” or above each year through 2021.
• Identified Trend: 6th and 8th grades.
  o Over the three year period 2016 to 2018, the trend is downward in both proficiency and growth for both 6th and 8th grades for ELA, Math and Science (8th only).
  o Performance Target(s):
    Overall middle school growth ratings for both ELA and Math will improve to “Meets” or above each year through 2021.
    Overall middle school achievement ratings for both ELA and Math will improve to “Meets” or above each year through 2021.

Root Causes

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

Root Cause: Elementary MTSS Interventions
MTSS interventions in math are not consistently research-based and aligned to individual student needs.

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

Root Cause: Elementary Instructional Practice
  o Implementation of high leverage, research-based instructional practice is inconsistent.
Priority Performance Challenge: 6th and 8th grade

Over the three year period 2016 to 2018, the trend is downward in both proficiency and growth for both 6th and 8th grades for ELA, Math and Science (8th only).

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

Root Cause: Middle School/High School MTSS Interventions
- MTSS interventions are not consistently intentional and targeted in nature.

Root Cause: Middle School/High School Instructional Strategies
- 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.
  - MTSS interventions in math are not consistently research-based and aligned to individual student needs.
  - 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.
  - Implementation of high leverage, research-based instructional practice is inconsistent.
- Root Causes - MS/HS.
  - Vertical articulation of core content area course sequences is inconsistent and not fully developed.
  - MTSS interventions are not consistently intentional and targeted in nature.
  - 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:
- MTSS interventions are not consistently intentional and targeted in nature.

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

Implementation Benchmarks Associated with MIS

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Meetings</td>
<td>Establish monthly meetings throughout the year</td>
<td>08/31/2018</td>
<td>MTSS Coordinator and Content Area</td>
<td>Monthly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12/31/2018</td>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>Communication Plan</td>
<td>Implement a communication plan that incorporates content area teachers,</td>
<td>08/31/2018</td>
<td>MTSS Coordinator and Content Area</td>
<td>Weekly</td>
</tr>
<tr>
<td></td>
<td>electives teachers, counselors, and administrators. Communication</td>
<td>12/31/2018</td>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>includes: (a) Students receiving interventions support. (b) Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>dates, times, and locations. (c) Individual student targeted interventions.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Implement and maintain a data tracking system to monitor student progress and effectiveness of interventions.  

### Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screening Data</td>
<td>Screening data is recorded and monitored regularly.</td>
<td>08/31/2018</td>
<td>MTSS Coordinator and Content Area Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targeted Interventions</td>
<td>Implement targeted interventions based upon screening data.</td>
<td>12/31/2018</td>
<td>MTSS Coordinator and Content Area Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness Tracking</td>
<td>Effectiveness of math interventions is recorded and monitored to inform next steps and adjusting interventions.</td>
<td>Weekly</td>
<td>MTSS Coordinator and Content Area Teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Align and Articulate Curriculum

**Associated Root Causes:**

- **Middle School/High School Vertical Articulation:**
  - 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:
- Implementation of high leverage, research-based instructional practice is inconsistent.

**Implementation Benchmarks Associated with MIS**

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Matter Expert Committee</td>
<td>Starting with mathematics, establish a Subject Matter Expert Committee at each site to develop the Standards Roadmap.</td>
<td>01/01/2019 01/31/2019</td>
<td>Administration and Content Area Teachers</td>
<td></td>
</tr>
<tr>
<td>Complete the Standards Roadmap</td>
<td>Starting with mathematics, complete the standards roadmap.</td>
<td>01/01/2019 07/31/2019</td>
<td>Administration and Content Area Teachers</td>
<td></td>
</tr>
<tr>
<td>Curriculum Resources</td>
<td>Starting with mathematics, develop/procure curriculum resources to support implementation of the standards roadmap.</td>
<td>01/01/2019 07/31/2019</td>
<td>Administration and Content Area Teachers</td>
<td></td>
</tr>
<tr>
<td>Plan of Action Committee</td>
<td>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.</td>
<td>02/01/2019 03/30/2019</td>
<td>Administration and Content Area Teachers</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Description</td>
<td>Start/End Date</td>
<td>Resource</td>
<td>Key Personnel</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>----------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Standards Roadmap: Scope and Sequence</td>
<td>Starting with mathematics, create a scope and sequence for each core content area.</td>
<td>01/01/2019 - 07/31/2019</td>
<td>Administration and Content Area Teachers</td>
<td></td>
</tr>
<tr>
<td>Standards Roadmap: Curriculum Map</td>
<td>Starting with mathematics, create a curriculum map for each core content area.</td>
<td>01/01/2019 - 07/01/2019</td>
<td>Administration and Content Area Teachers</td>
<td></td>
</tr>
<tr>
<td>Standards Roadmap: Proficiency Rubrics</td>
<td>Starting with mathematics, create a set of proficiency rubrics for standards that target depth of knowledge.</td>
<td>01/01/2019 - 07/01/2019</td>
<td>Administration and Content Area Teachers</td>
<td></td>
</tr>
<tr>
<td>Standards Roadmap: Unit Plans</td>
<td>Starting with mathematics, backwards design instructional units.</td>
<td>01/01/2019 - 07/01/2019</td>
<td>Administration and Content Area Teachers</td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td>Starting with mathematics, develop/procure curriculum resources to support implementation of the standards roadmap.</td>
<td>01/01/2019 - 07/01/2019</td>
<td>Administration and Content Area Teachers</td>
<td></td>
</tr>
</tbody>
</table>
Resources

Improve Instructional Practice

Associated Root Causes:

Elementary Instructional Practice:
o Implementation of high leverage, research-based instructional practice is inconsistent.

Middle School/High School Instructional Strategies:
o Instructional strategies employed in classrooms are not consistently high impact, research-based, and targeted.

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

Implementation Benchmarks Associated with MIS

<table>
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<tr>
<th>IB Name</th>
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<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide Best Instructional Practices</td>
<td>Develop a schoolwide set of best research-based instructional practices with common vocabulary.</td>
<td>01/01/2019 - 03/31/2019</td>
<td>Administrators and content area teachers</td>
<td></td>
</tr>
<tr>
<td>Determine Teacher</td>
<td>Determine the areas of teacher training needs based upon the schoolwide set of best research-based instructional practices.</td>
<td>04/01/2019 - 05/31/2019</td>
<td>Administrators and content area teachers</td>
<td></td>
</tr>
</tbody>
</table>
### PD Needs

**Provide Teacher PD**

Implement a system for providing access to teachers for PD targeted at their individual areas of need with the schoolwide set of best research-based instructional practices and track teacher progress through the targeted PD.  

<table>
<thead>
<tr>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/01/2019</td>
<td></td>
<td>Administrators and content area teachers</td>
<td></td>
</tr>
<tr>
<td>05/31/2020</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Monthly Instructional Practices PD**

Feature a key instructional practice from the schoolwide set of best research-based instructional practices during monthly PD.  

<table>
<thead>
<tr>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/01/2019</td>
<td></td>
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<tr>
<td>05/31/2019</td>
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<td></td>
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</tr>
</tbody>
</table>

**Enhanced Instructional Mentoring/Coaching**

Develop and implement an enhanced system for allowing for and encourage mentoring and peer-to-peer instructional coaching during the normal school day.  

<table>
<thead>
<tr>
<th>Start/End Date</th>
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<tr>
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<td>Administrators and content area teachers</td>
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<tr>
<td></td>
<td></td>
<td>03/31/2019</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine Teacher PD Needs</td>
<td>Determine the areas of teacher training needs based upon the schoolwide set of best research-based instructional practices.</td>
<td>04/01/2019</td>
<td></td>
<td>Administrators and content area teachers</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>05/31/2020</td>
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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.

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Monthly Instructional Practices PD

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Enhanced Instructional Mentoring/Coaching

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</thead>
<tbody>
<tr>
<td></td>
<td>Administrators and content area teachers</td>
<td></td>
</tr>
</tbody>
</table>

School Target Setting

Priority Performance Challenge : Elementary Math

**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** M

**ANNUAL PERFORMANCE TARGETS**

- **2018-2019:** Overall elementary math achievement percentile rank will improve from 59 to 70 or above by 2021.
- **2019-2020:** Overall elementary math achievement percentile rank will improve from 59 to 70 or above by 2021.

**INTERIM MEASURES FOR 2018-2019:** We will monitor our benchmark assessments throughout the year.
PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

2018-2019: Overall median growth percentile for math will meet or exceed 50 each year through 2021.

2019-2020: Overall median growth percentile for math will meet or exceed 50 each year through 2021.

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

PERFORMANCE INDICATOR: Disaggregated Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

2018-2019: Math achievement and growth ratings for minority students will improve to “Meets” or above each year through 2021.

2019-2020: Math achievement and growth ratings for minority students will improve to “Meets” or above each year through 2021.

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

Priority Performance Challenge: 6th and 8th grade

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

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

2019-2020: Overall middle school achievement ratings for both ELA and Math will improve to “Meets” or above each year
INTERIM MEASURES FOR 2018-2019: We will monitor our benchmark assessments throughout the year.

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

<table>
<thead>
<tr>
<th>Year</th>
<th>Academic Achievement Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>Overall middle school achievement ratings for both ELA and Math will improve to “Meets” or above each year through 2021.</td>
</tr>
<tr>
<td>2019-2020</td>
<td>Overall middle school achievement ratings for both ELA and Math will improve to “Meets” or above each year through 2021.</td>
</tr>
</tbody>
</table>

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

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

<table>
<thead>
<tr>
<th>Year</th>
<th>Academic Growth Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>Overall middle school growth ratings for both ELA and Math will improve to “Meets” or above each year through 2021.</td>
</tr>
<tr>
<td>2019-2020</td>
<td>Overall middle school growth ratings for both ELA and Math will improve to “Meets” or above each year through 2021.</td>
</tr>
</tbody>
</table>

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

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

<table>
<thead>
<tr>
<th>Year</th>
<th>Academic Growth Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>Overall middle school growth ratings for both ELA and Math will improve to “Meets” or above each year through 2021.</td>
</tr>
</tbody>
</table>
2019-2020: Overall middle school growth ratings for both ELA and Math will improve to “Meets” or above each year through 2021.

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

Priority Performance Challenge: Enrollment

PERFORMANCE INDICATOR: Other

MEASURES / METRICS:


2019-2020: o Performance target(s): 1488 students for 2019-2020 school year. 1623 students for 2020-2021 school year

INTERIM MEASURES FOR 2018-2019: We will monitor enrollment weekly throughout the school year.
School Accountability Committee UIP Signature Page 2018-2019

School **Banning Lewis Academy**

Accreditation Rating (Plan Type) **Performance Plan**

<table>
<thead>
<tr>
<th>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</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenna Bell</td>
<td>Parent/Special Educator</td>
</tr>
<tr>
<td>Nicole Teti</td>
<td>4th Grade Teacher</td>
</tr>
<tr>
<td>Rob Teti</td>
<td>5th Grade Teacher</td>
</tr>
<tr>
<td>Rebekah Andre</td>
<td>Parent/504 MTSS Coordinator</td>
</tr>
<tr>
<td>Shannon Molar</td>
<td>Principal</td>
</tr>
<tr>
<td>Rick Dohlmann</td>
<td>Asst Principal/Parent</td>
</tr>
<tr>
<td>Breiden Monsen</td>
<td>Principal</td>
</tr>
<tr>
<td>Kendra England</td>
<td>Teacher HS/MS</td>
</tr>
<tr>
<td>Lisa Dethayes</td>
<td>Teacher MS</td>
</tr>
<tr>
<td>Kathy Petrill</td>
<td>Teacher HS/MS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Accountability Committee:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Date the Plan was presented to SAC for review:</td>
</tr>
<tr>
<td>Tuesday, October 13th, 2018</td>
</tr>
<tr>
<td>2) Signature of Principal:</td>
</tr>
<tr>
<td>[Signature]</td>
</tr>
<tr>
<td>3) Signature of SAC Chairperson:</td>
</tr>
<tr>
<td>[Signature]</td>
</tr>
<tr>
<td>4) Additional SAC members who reviewed the plan:</td>
</tr>
<tr>
<td>Lisa Dethayes</td>
</tr>
<tr>
<td>Michael Townsend</td>
</tr>
<tr>
<td>Corey Gamba</td>
</tr>
<tr>
<td>Laura Estavoz</td>
</tr>
</tbody>
</table>
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](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.

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

✔️ State Accreditation

School Contact Information

Name: Amanda Maranville  
Title: Associate Principal  
Mailing Street: 11243 Londonderry Dr.  
Mailing City / State/ Zip Code: Peyton Colorado 80831  
Phone: (719) 495-5460  
Email: amaranville@d49.org
Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Bennett Ranch Elementary School is a brand new school opening for the 2018-2019 school year. The school was opened to help relieve the overcrowding in the surrounding two elementary schools. The students in the district were relocated to the new school as part of the realignment of the boundaries. Bennett Ranch has approximately 300 students in grades kindergarten through 5th grade. The staff was filled through an application and hiring process based on the mission and vision of the school.

- Mission: Bennett Ranch is committed to a community grounded on positive relationships, high standards, and responsive teaching. Our learners will pursue pathways of passion based on firm foundations, creativity, and grit.

- Vision: Bennett Ranch will develop independent, confident risk takers who are inspired to solve problems through resourceful thinking and collaboration.

- Bulls Lead the Way!

This UIP will be written based on our goals for this school year and the limited data that we have.

Prior Year Targets

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

Current Performance

- Our School did not receive a SPF due to it being a brand new school.

The data we were able to collect on our students from last year showed:

- 3rd Grade
  - ELA- 41% meet/exceed
  - Math 38% meet/exceed
• 4th Grade

  • ELA-62% meet/exceed
  • Math 34% meet/exceed

The data from our BOY DIBELS data showed:

  • 5th grade 75% at or above target
  • 4th grade 73% at or above target
  • 3rd grade 80% at or above target

The data from our MOY DIBELS data showed:

  • 5th grade 80% at or above target
  • 4th grade 75% at or above target
  • 3rd grade 73% at or above target

Trend Analysis

Additional Trend Information:

The data we were able to collect on our students from last year showed:

• 3rd Grade 2017-2018

  • ELA- 41% meet/exceed
  • Math 38% meet/exceed

• 4th Grade 2017-2018

  • ELA-62% meet/exceed
  • Math 34% meet/exceed
The data from our 2018 BOY DIBELS data showed:

- 5th grade 75% at or above target
- 4th grade 73% at or above target
- 3rd grade 80% at or above target

The data from our MOY DIBELS data showed:

- 5th grade 80% at or above target
- 4th grade 75% at or above target
- 3rd grade 73% at or above target

**Root Causes**

**Priority Performance Challenge: Primary Literacy Foundational Skills**
Phonemic Awareness and Alphabetic Principle Specific measures in DIBELS to build foundational skills

**Root Cause: Intervention Materials**
ensuring that the proper intervention materials are used to meet the correct needs of the students.

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

1. As part of our mission/vision as a school we believe and building a firm foundation for our students. This means ensuring every student has mastered the foundational skills necessary to become readers. We will focus our efforts as a school to ensure this goal can be met.

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

As a new school with a new curriculum we are faced with many challenges. It is important that we are aware of the needs of our students and select the proper intervention materials to meet those needs.
## Action Plans

### Planning Form

### Tier One Systems of Support

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

**Describe the research/evidence base supporting the strategy:**
A strong core curriculum focused on the foundational literacy skills will help up to meet our goal.

### Associated Root Causes:

### Implementation Benchmarks Associated with MIS

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>ARC Company</td>
<td></td>
</tr>
</tbody>
</table>

### Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC Professional Development</td>
<td>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.</td>
<td>08/01/2018 05/31/2019</td>
<td>American Reading Company</td>
<td>ARC representative, administration, teachers</td>
<td>In Progress</td>
</tr>
<tr>
<td>Teacher</td>
<td>Administration coaches teachers on implementation of intervention programs</td>
<td>08/01/2018 05/31/2020</td>
<td>teacher evaluation rubric, time</td>
<td>administration, reading interventionist</td>
<td>In Progress</td>
</tr>
</tbody>
</table>
Tier Two Systems of Support

What would success look like: Small group work with reading interventionist Kinder 15 mins 4 times a week 1st/2nd/3rd 45 mins 4 times a week (SIPPS)

Describe the research/evidence base supporting the strategy: Small group work will ensure we are focusing on specific student deficiencies.

Associated Root Causes:

Implementation Benchmarks Associated with MIS

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Team Meetings</td>
<td>Data Team meets every other week to look at data and adjust intervention groups to best meet the individual needs of students.</td>
<td>08/01/2018 05/31/2020</td>
<td>MClass, DIBELS, administration, reading interventionist, teachers</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
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<td>MClass, DIBELS</td>
<td>MClass, DIBELS, administration, reading interventionist, teachers</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

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:

2018-2019: Currently 75% of fourth grade students are at benchmark on DIBELS assessment. By the end of the 2018-2019 school year 78% of fourth grade students will be at benchmark on DIBELS assessment.

2019-2020: At the beginning of the 2019-2020 school year 78% of fifth grade students are at benchmark on DIBELS assessment. By the end of the 2019-2020 school year 81% of those students will be at benchmark on DIBELS assessment.

INTERIM MEASURES FOR 2018-2019: We will use DIBELS Next assessment to progress monitor students on this benchmark.

PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

2018-2019: Currently 80% of fifth grade students are at benchmark on DIBELS assessment. By the end of the 2018-2019 school year 83% of fifth grade students will be at benchmark on DIBELS assessment.

2019-2020: At the beginning of the 2019-2020 current students will be have moved on to middle school as sixth graders.

INTERIM MEASURES FOR 2018-2019: We will use DIBELS Next assessment to progress monitor students on this benchmark.
School Accountability Committee UIP Signature Page 2018-2019

School: Bennett Ranch Elementary School

Accreditation Rating (Plan Type): Performance

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Smith</td>
<td>Executive Principal</td>
</tr>
<tr>
<td>Amanda Maranville</td>
<td>Elementary Principal</td>
</tr>
<tr>
<td>Kris Levi</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>Rebekah Lusk</td>
<td>Counselor</td>
</tr>
<tr>
<td>Wendi Cofer</td>
<td>Reading interventionist</td>
</tr>
<tr>
<td>John Newbill</td>
<td>SAC Chair &amp; Parent</td>
</tr>
<tr>
<td>Sarah Rawlinson</td>
<td>Parent, SAC Vice-Chair, PTSA Rep</td>
</tr>
<tr>
<td>Danielle Ryan</td>
<td>Parent</td>
</tr>
<tr>
<td>Karne Holmes</td>
<td>Parent</td>
</tr>
<tr>
<td>Jessica Crawford Nelson</td>
<td>Explore Teacher &amp; SAC Member</td>
</tr>
</tbody>
</table>

1) Date the Plan was presented to SAC for review:  
   February 25, 2019

2) Signature of Principal: [Signature]

3) Signature of SAC Chairperson: [Signature]

4) Additional SAC members who reviewed the plan:
   [Signatures]
Executive Summary

If we...

STANDARDS AND INSTRUCTION

Description:
Ensure fidelity of standards-based core literacy and math instruction utilizing school wide programs. Provide all students with equal access to rigor. Utilize data to guide instructional decisions for all student abilities.

PRIMARY LITERACY

Description:
Increase the knowledge and implementation of instructional strategies in literacy. Refine our intervention systems to support all students to meet reading benchmark and promote primary literacy in grades K-3.

CULTURE AND CLIMATE

Description:
Improve campus culture to increase teacher efficacy, student pride in their work and school, and family engagement.

Then we will address...

READING

Description:
Due to teacher turnover and variety of experiences among staff, there is a need for training teachers in engagement strategies and consistency across the building.

READING

Description:
We lack a consistent approach to using data to differentiate and scaffold instruction that targets the specific needs of all learners (at/above benchmark, below benchmark).

WRITING

Description:
We lack a core writing curriculum that explicitly teaches the writing process across different text genres as well as the foundational skills required to write and communicate effectively.
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.
We have a rating of Approaching in 2018.

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

**Improvement Plan Information**

**Additional Information about the school**

**Improvement Plan Information**

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

- ✔ State Accreditation
- ✔ Title I Focus School

**School Contact Information**

Name: Michelle Slyter  
Title: Principal

Mailing Street: 1675 Winnebago Rd.  
Mailing City / State / Zip Code: Colorado Springs Colorado 80915

Phone: (719) 495-5299  
Email: mslyter@d49.org

**Narrative on Data Analysis and Root Cause Identification**

**Description of school Setting and Process for Data Analysis**

Evans International Elementary is an International Baccalaureate School serving approximately 640 students in Kindergarten through 5th grade. Evans 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
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.

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prior Year Target:</strong> Increase the Mean Scale Score for English Language Arts to the 50th Percentile (currently 736.6, needs to be 739.5 or better).</td>
</tr>
<tr>
<td><strong>Performance:</strong></td>
</tr>
</tbody>
</table>

| **Prior Year Target:** Primary Literacy - Reduce the number of students having a significant reading deficiency (SRD) by 10%. |
| **Performance:** |

| **Prior Year Target:** Primary Literacy - 75% or higher of learners in each grade level will score at or above benchmark with their composite scores on DIBELS Next |
| **Performance:** |
### Prior Year Target:
Increase the Percentile Rank for all students to 45 or higher (we are currently at 44 in 2016-2017).

### Performance:

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>Status Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
</tr>
<tr>
<td>Did not meet the target &quot;Increase the Mean Scale Score for English Language Arts to the 50th Percentile.&quot; (needed to be 739.5 or better, we scored 733.9)</td>
<td></td>
</tr>
<tr>
<td>Evans did not meet the target &quot;Increase the Percentile Rank for all students in ELA to 45% or higher.&quot; (2018 Percentile rank was 37%)</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

**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.
  - Kindergarten 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.
• **Academic Achievement, Academic Growth, and Growth Gaps Summary in Reading**

PARCC: In 2018 the school had an overall mean scale score of 733.9, falling in the approaching category. This was 11.6 points above the cut score for Does Not Meet and 5.6 points below the Meets category. The overall percentile ranking was 37, which was a 7 point decrease from the previous year. The sub-populations of English Learners (718.0), Free and Reduced Eligible (730.9), and Minority Students (733.5) all fell slightly below the school average. When looking at median growth percentiles, the school overall (39) was a 17 point decrease from the previous year.

DIBELS: In 2018 the school had 66.5% percent of students at benchmark. This is a 4.5 percent drop from the previous year. The school had 17% percent well below benchmark in 2018. This is an increase of 3 percent from the previous year. Overall the school showed growth from BOY to EOY (2017-2018) of 6 percent less students with their well below population and 9 percent more students with their at benchmark students.

<table>
<thead>
<tr>
<th>Reading - Percentile Ranking:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students - Our Percentile Rank decreased from 44 to 37.</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>46</td>
</tr>
<tr>
<td>2016</td>
<td>38</td>
</tr>
<tr>
<td>2017</td>
<td>44</td>
</tr>
<tr>
<td>2018</td>
<td>37</td>
</tr>
</tbody>
</table>

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

PARCC: In 2018 the school had an overall mean scale score of 730.2, falling in the mid-range of the approaching category. This was 9.3 points below the cut score for the Meets category. The overall percentile ranking was 39, which was a 1 point decrease from the previous year. The mean scale score for the sub-population of English Learners (715) was below the school average and fell in the Does Not Meet category, those with Free and Reduced Lunch (725.9) was slightly below the school average, the Minority students (729.3) were near the school average, and the Students with Disabilities (710.4) fell in the Does Not Meet category. When looking at median growth percentiles, the school overall (47) was an decrease of 14 points from the previous year.

Math - Percentile Ranking:

<table>
<thead>
<tr>
<th>Math - Percentile Ranking:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students - Our Percentile Rank increased from 40 to 39</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>43</td>
</tr>
<tr>
<td>2016</td>
<td>31</td>
</tr>
<tr>
<td>2017</td>
<td>40</td>
</tr>
</tbody>
</table>
**Priority Performance Challenges and Root Cause Analysis:**

**READING:** Since August 2015, we have been implementing the McGrawHill "Wonders" curriculum as our school wide core reading program. With this system, we have been able to deliver core reading instruction that focuses on text that is on-grade level or above and provides all students to equal access to high quality text. When students have gaps in reading, we utilize "Sonday" as an intervention delivered by our literacy interventionist in pullout groups. Through data analysis, frequent observations, and meeting with teachers we have identified a deficiency in the delivery of in-class, small group differentiated reading interventions to target student learning gaps. We believe this lack of differentiation is a root cause to our performance as a school in moving all learners to adequate growth in reading.  
Root Cause - **We lack a consistent approach to using data to differentiate and scaffold instruction that targets the specific needs of all learners.**

**WRITING:** Since August 2015, we have implemented the McGrawHill "Wonders" curriculum as our school wide core reading program. "Wonders" contains a solid writing curriculum that is integrated with reading. Though we have used the Wonders writing curriculum with consistency, we are finding there are still gaps in students writing skills that we need to supplement beyond the Wonders resource. Through data analysis, frequent observations, and meeting with teachers we have identified a need to vertically align our writing curriculum across the grade levels and define what high-quality writing looks like at each grade level. We will also be researching and looking into other writing curriculums/resources to either replace Wonders as the core writing program or to supplement Wonders. Root Cause - **We lack a core writing curriculum that explicitly teaches the writing process across different text genres as well as the foundational skills required to write and communicate effectively.**

**MATH:** Beginning in the 2014-15 school year, we implemented the Eureka (Engage NY) Math curriculum school wide. This curriculum has given us a consistent framework and has addressed the high expectations and rigor of the Common Core. Beginning in August 2016, we implemented ST Math as an online math enrichment for all students school wide. Our core curriculum provides the spiraling content and rigor for all students. Through data analysis and teacher observations, we continue to see a need with students' attainment of basic skills and prior math knowledge which has resulted in gaps in their abilities. We see a need to offer remediation and differentiation to support all students. Root Cause - **We lack a systematic approach for planning and delivering core math instruction and then using data to identify student needs and make adjustments.**

**Culture and Climate** - Evans is a PBIS school and we utilize "Capturing Kids Hearts" and "Restorative Practices" school wide. In 2014-2015, Title I funds were used to train our entire staff on the "Capturing Kids Hearts" model. Each year, new staff members have an opportunity to either attend a professional development or receive support from our instructional coach regarding CKH. We want to ensure fidelity with both of these programs, though teacher turnover greatly impacts us
with being able to consistently carry on these programs year after year. Root Cause - We lack a process for on-boarding new teachers with school programs that promote culture and climate.

Trend Analysis

<table>
<thead>
<tr>
<th>Trend Direction: Increasing then decreasing</th>
<th>Notable Trend: Yes</th>
<th>Performance Indicator Target: Academic Achievement (Status)</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Trend Direction: Increasing then decreasing</th>
<th>Notable Trend: Yes</th>
<th>Performance Indicator Target: Academic Achievement (Status)</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Trend Direction: Increasing then decreasing</th>
<th>Notable Trend: Yes</th>
<th>Performance Indicator Target: Academic Achievement (Status)</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Trend Direction: Increasing then decreasing</th>
<th>Notable Trend: Yes</th>
<th>Performance Indicator Target: Academic Achievement (Status)</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Trend Direction: Increasing then decreasing</th>
<th>Notable Trend: Yes</th>
<th>Performance Indicator Target: Academic Growth</th>
</tr>
</thead>
</table>
Reading (Growth) - our SPF and Median Growth Percentile/Rate show a decrease in Median Growth Percentile from 56.0 in 2017 to 39.0 in 2018.

**Trend Direction:** Increasing then decreasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Academic Growth

Math (Growth) - our SPF and Median Growth Percentile/Rate show a decrease in Median Growth Percentile from 61.0 in 2017 to 47.0 in 2018.

**Root Causes**

**Priority Performance Challenge: Reading Achievement**
Reading Proficiency by Third Grade: At beginning of year 2017-2018, 23% of Evans kindergarten through third graders were reading below benchmark as indicated by Dibels Next. At EOY 2017-2018, 20% of the same population were reading below benchmark.

**Root Cause: Reading**
Due to teacher turnover and variety of experiences among staff, there is a need for training teachers in engagement strategies and consistency across the building.

**Priority Performance Challenge: Reading Achievement**
2018 - We have a rating of Approaching and we are currently not meeting state expectations in English Language Arts.

**Root Cause: Reading**
We lack a consistent approach to using data to differentiate and scaffold instruction that targets the specific needs of all learners (at/above benchmark, below benchmark).

**Priority Performance Challenge: Reading Growth**
We have a rating of Approaching in 2018.

**Root Cause: Reading**
Due to teacher turnover and variety of experiences among staff, there is a need for training teachers in engagement strategies and consistency across the building.
Priority Performance Challenge: Math Achievement
We have a rating of Approaching in 2018.

Root Cause: Writing
We lack a core writing curriculum that explicitly teaches the writing process across different text genres as well as the foundational skills required to write and communicate effectively.

Priority Performance Challenge: Math Growth
We have a rating of Approaching in 2018.

Root Cause: Reading
We lack a consistent approach to using data to differentiate and scaffold instruction that targets the specific needs of all learners.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:
In 2017 we saw improvement in Reading Growth and Math Growth. Both were Achievement prior to 2017, and then both had a rating of Meets in 2017. Prior to that, we saw improvement (increases) in both reading achievement and Math Achievement from 2016 to 2017. We believe that consistency with our core reading and math curriculum contributed to those positive increases. In 2018 we have a rating of approaching in Reading Growth and in Math Growth. We will continue to use our core programs with fidelity and we will continue to refine our systems and process in the areas/subgroups where we have a rating of Approaching. Evans has a student population that changes by 1/3 each year, and we feel this population turnaround contributes to the results we see. Our efforts will focus on identifying learning gaps and then providing targeted interventions to close those gaps in reading and in math.

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

READING: Beginning August 2015, we have implement the McGrawHill "Wonders" curriculum as our school wide core reading program. With this system, we have been able to deliver core reading instruction that focuses on text that is on-grade level or above and provides all students to equal access to high quality text. Through data analysis, frequent observations, and meeting with teachers we have identified a deficiency in the delivery of in-class, small group differentiated reading instruction. We believe this lack of differentiation is a root cause to our performance as a school in moving all learners to adequate growth in reading. We lack a consistent approach to using data to differentiate and scaffold instruction that targets the specific needs of all learners (above grade level, at grade level, and below grade level).
Beginning 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. 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 required to write and communicate effectively.

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

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Literacy Bock</td>
<td>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.</td>
<td>Local Funds Title Funds 08/01/2018 - 09/07/2018</td>
<td>Principal, Assistant Principal, Instructional Coach, Classroom Teachers</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Writing Across Academic Contents</td>
<td>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.</td>
<td>Local Funds Title I Funds 2018-2019: Books $20,000 Subscriptions Electronic Media Title I $22,659</td>
<td>Classroom Teachers</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>Hire and retain</td>
<td>All staff will be evaluated following the Evaluation Guidelines of the Sand Creek Innovation Zone Evaluation Council. Retention of</td>
<td>Local Funds Title I Administrators</td>
<td>Administrators</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td>Description</td>
<td>Date</td>
<td>Funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------</td>
<td>-----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highly Qualified Teachers</td>
<td>Highly Qualified Teachers at the end of the year.</td>
<td>08/01/2019</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifted and Talented Coach</td>
<td>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.</td>
<td>08/01/2018</td>
<td>Title I Funds 2018-2019: 0.5 Part Time GT Coach Salary $36,043.86 Benefits $12,615.35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Coach</td>
<td>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.</td>
<td>08/01/2018</td>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hire Math Interventionist</td>
<td>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.</td>
<td>08/01/2018</td>
<td>Title I Funds 2018-2019: Full Time Math Interventionist Salary $56,772 and Benefits $19,870.20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Provide opportunities for professional development for staff to
| **Staff training** | Adequately support and incorporate reading, writing, 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 Training) 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. |
| | **Local Funds Title I Funds 2018-2019:** | **Administrators, Instructional Coach, Classroom Teachers, Special Education, and ELD Teachers** |
| | **Staff Training on ST Math $5,000** | **In Progress** |
| **Writing Instruction** | Implement Wonders Writing Curriculum framework to students K-5th Grade August 2018 - Each grade level will give a BOY writing assessment and utilize a common rubric designed by each grade level team. On-going: through observation, evaluation, and collaboration with the instructional coach ensure that the Wonders writing curriculum is implemented with fidelity. Jan-April 2019 - The Evans Building Leadership Team will survey resources and curriculum to make decision about the writing program at Evans for 2019. |
| | **Local Funds Title I Funds** | **Principal, Instructional Coach, Classroom Teachers** |
| | **In Progress** | **In Progress** |
| **Master Schedule - PLC meetings** | Through scheduling instructional planning, ensure consistent time is devoted to integrating ELA and math instruction into all content areas (to include science and social studies). Implement the IB PYP school-wide. Weekly - Include time for collaboration for grade level teams with support from the Instructional Coach and the IB Coordinator to plan instruction and analyze data. |
| | **IB Coordinator Classroom Teachers** | **Administrators, Instructional Coach, Classroom Teachers, SPED, and ELD teacher** |
| | **In Progress** | **In Progress** |
| **Parent Teacher** | Interpreting - Hold parent teacher conferences each semester to discuss student progress. A translator will be available if |
| | **Interpreter Title 1** | **All Certified Evans** |
| | **Not Started** | **Not Started** |
Conferences - Interpreting
necessary and clerical staff will be utilized to provide parent support, interpreting, etc. for parent events and parent teacher conferences.

Home School Communication
August 2018 - Purchase planners and homework folders for every student and distribute on the first day of school.

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.

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.

Invite parents to open house and Pastries with Parents to orient them to school, Title 1 and answer questions. Review the school's
### Parent Involvement

UIP and Parent Involvement Policy during Open House. The plan and policy will be available for review by all parents upon request. A copy of the Parent/Student Compact will be sent home at the beginning of each school year. Actively recruit and encourage parent participation in PEC and SAC. Promote increased awareness and advertisement of monthly meetings and invite new parents to attend. Use social media - FB page for PEC and announcements. Hold Love and Logic Classes for parents.

<table>
<thead>
<tr>
<th>Date</th>
<th>Involvement Supplies</th>
<th>Administrators, Classroom Teachers</th>
<th>In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/01/2018</td>
<td>$6,641.74 Title I Funds 2018-2019 = Purchase books for &quot;One School, One Book&quot; Program. Books $20,000</td>
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<tr>
<td>08/01/2019</td>
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### Coordination and Integration of Federal, State, and Local Services and Programs

We coordinate funds in the following ways: Title 1 Funds - Salary of Instructional Coach Stipend for Instructional Coach Salaries for Literacy and Math Interventionists Salary for ELD Paraprofessional Stipend for IB/GT Coach Stipends for parent classes Purchase Intervention Materials and instructional supplies Purchase technology to support instruction Electronic Media Purchase supplies/parent involvement Profesional Development IB fees and Activities Books and subscriptions Local Classroom Materials and Supplies Enrichment (art, music, PE technology, Spanish) supplies Student health supplies IB Training Supplies, Resources, Administrative Supplies, Creative Units. We make budgetary decisions in the spring for the following school year and then review throughout the year. Budgets are adjusted based on staff development needs of teachers and instructional needs of students.

<table>
<thead>
<tr>
<th>Date</th>
<th>Title 1 Local Funds</th>
<th>Principal, Building Leadership Team, Classroom Teachers</th>
<th>In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/01/2018</td>
<td>$20,000</td>
<td></td>
<td></td>
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<tr>
<td>08/01/2019</td>
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### Utilize Resources Aligned to the Common Core

Utilize a variety of supplemental resources that are aligned to the common core in math (i.e. Engage NY Math, Math Progressions, Mountain Math, Common Core Aligned Math Workbooks and Resources. Touch Math, SRA, Connecting Math Concepts, Do the Math, Inquiry Boxes, ST Math). These resources will help

<table>
<thead>
<tr>
<th>Date</th>
<th>Supplies Title 1 $</th>
<th>Administrators, Instructional</th>
<th>In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/01/2018</td>
<td>$20,000</td>
<td></td>
<td></td>
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<tr>
<td>08/01/2019</td>
<td></td>
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</tbody>
</table>
Common Core in Math: Teachers provide extensions and extra practice to the core curriculum and support all student needs.

Supplies, Books, Electronic Media: $5,000
Coaches, Classroom Teachers

---

**Primary Literacy**

**What would success look like:** Increase the knowledge and implementation of instructional strategies in literacy. Refine our intervention systems to support all students to meet reading benchmark and promote primary literacy in grades K-3.

**Associated Root Causes:**

**Reading:**
We lack a consistent approach to using data to differentiate and scaffold instruction that targets the specific needs of all learners.

**Implementation Benchmarks Associated with MIS**

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/ Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
</table>

**Action Steps Associated with MIS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire Literacy Interventionist</td>
<td>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.</td>
<td>08/01/2018 08/01/2019</td>
<td>Title I Funds 2018-2019: Hire a full-time highly effective teacher as a literacy interventionist. Salary $47,940. Benefits $16,779</td>
<td>Principal, Literacy Interventionist</td>
<td>Complete</td>
</tr>
<tr>
<td>Master Schedule</td>
<td>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.</td>
<td>08/01/2018</td>
<td>N/A</td>
<td>Assistant Principal, Dean of Students, Classroom teachers, SPED teachers, ELD teachers, Interventionists</td>
<td>Complete</td>
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<tr>
<td>Technology Support and Training for Teachers</td>
<td>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.</td>
<td>08/01/2018</td>
<td>08/01/2019</td>
<td>Stipend and benefits for teacher to provide tech support to staff: Title I 2018-2019 = $1,350</td>
<td>Principal, Teacher In Progress</td>
</tr>
<tr>
<td>Student Learning Plans</td>
<td>Teachers will develop and support Student Learning Plans (English Language Plan, READ Plans, Advanced Learning Plan, RTI Plan)</td>
<td>08/01/2018</td>
<td>08/01/2019</td>
<td>Administrators, Instructional Coach, GT Coach, Classroom Teachers, Literacy and Math Interventionists, ELD Teacher</td>
<td>In Progress</td>
</tr>
<tr>
<td>Literacy Core Curriculum</td>
<td>Wonders curriculum. Develop and utilize pacing calendar, progress monitor with biweekly tests. Implement Saxon Phonics in grades K-3 to provide researched-based, consistent phonics instruction. Grade level teams will collaborate to align the Saxon Phonics skills to the Wonders scope and sequence.</td>
<td>08/01/2018</td>
<td>08/01/2019</td>
<td>Local Funds 2018-2019 Title I Funds = $15,000 to purchase Saxon Phonics for grades K-3</td>
<td>Principal, Leadership team, In Progress Teachers</td>
</tr>
</tbody>
</table>

Local Funds Title I
<table>
<thead>
<tr>
<th>Task</th>
<th>Start Date</th>
<th>End Date</th>
<th>Description</th>
<th>Funding 2018-2019:</th>
<th>Annual Budget 2018-2019</th>
<th>Principal, Position</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire General Education Paraprofessional</td>
<td>08/01/18</td>
<td>08/01/19</td>
<td>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.</td>
<td>2018-2019: Hire a full-time general education paraprofessional. Salary $13,944. Benefits $5,298.72</td>
<td></td>
<td>Library/Media Teacher</td>
<td>Complete</td>
</tr>
<tr>
<td>Hire ELD Paraprofessional</td>
<td>08/01/18</td>
<td>08/01/19</td>
<td>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.</td>
<td>2018-2019: Hire a full-time ELD Paraprofessional. Salary $13,944. Benefits $5,298.72</td>
<td></td>
<td>ELD Teacher</td>
<td>Complete</td>
</tr>
<tr>
<td>Professional Development - Planning and Prep</td>
<td>08/01/18</td>
<td>08/01/19</td>
<td>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.</td>
<td>2018-2019 Title I Budget: Stipend $1,500 and Benefits $525</td>
<td></td>
<td>Instructional Coach</td>
<td></td>
</tr>
<tr>
<td>Professional Development - planning and prep</td>
<td>08/01/18</td>
<td>08/01/19</td>
<td>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.</td>
<td>2018-2019 Title I Budget: Stipend $1,500 and benefits $525</td>
<td></td>
<td>Literacy Interventionist</td>
<td></td>
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<tr>
<td>Tech Equipment</td>
<td></td>
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<td></td>
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<td>Principal, Title I</td>
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<tr>
<td>Title I 2018-2019</td>
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<td>$15,159.57 Plus</td>
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</table>
Integrate and utilize technology to enhance learning and to provide tiered support and interventions in reading and math. Purchase additional iPads and ChromeBooks to increase the amount of student access to technology in every classroom. We will purchase "Lexia Core 5" from the CDE Approved Intervention list and implement it school wide. All students will have access to online libraries including Wonders and MyOn to build reading fluency and comprehension. Our existing iPads are older versions and are not compatible with Lexia software. Our existing iPads are older versions and are not compatible with Lexia software. Having additional iPads will enable students to meet their weekly Lexia usage minutes and curriculum targets.

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.
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.

Bring In training - train new staff in Capturing Kids Hearts 2018-2019 Title I = $5,000 08/01/2018 08/01/2019

Principal, Assistant Principal, All staff

Provide ongoing PD for staff in the "Restorative Practices" model. Utilize time during staff meetings to provide support and refresher information.

Principal, Assistant Principal, Dean of Students, All Staff

08/01/2018 08/01/2019

School Target Setting

Priority Performance Challenge : Reading Achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

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

<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
<th>2018-2019:</th>
<th>2019-2020:</th>
</tr>
</thead>
</table>

**INTERIM MEASURES FOR 2018-2019:**

**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** R

<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
<th>2018-2019:</th>
<th>2019-2020:</th>
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</thead>
</table>

**INTERIM MEASURES FOR 2018-2019:**

**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** R

<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
<th>2018-2019:</th>
<th>2019-2020:</th>
</tr>
</thead>
</table>
INTERIM MEASURES FOR 2018-2019:

Priority Performance Challenge : Reading Growth

PERFORMANCE INDICATOR:  Academic Growth

MEASURES / METRICS:  R

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

2019-2020:

INTERIM MEASURES FOR 2018-2019: DIBELS Next - Decrease the percentage of students in grades K-3 reading Well Below Benchmark levels from BOY to EOY to achieve Above Average Progress (as measured by the Amplify Progress Planning Tool). BOY 2018-2019 24% well below benchmark MOY 2018-2019 24% well below benchmark EOY 2018-2019 goal is to achieve 12%-15% scoring well below benchmark to see Above Average Progress DIBELS Next - Increase the percentage of students in grades K-3 reading At or Above Benchmark levels from BOY to EOY to achieve Above Average Progress (as measured by the Amplify Progress Planning Tool). BOY 2018-2019 63% At/Above Benchmark MOY 2018-2019 69% At/Above Benchmark EOY 2018-2019 goal is to achieve 74%-78% scoring at/above benchmark to see Above Average Progress

Priority Performance Challenge : Math Achievement

PERFORMANCE INDICATOR:  Academic Achievement (Status)

MEASURES / METRICS:  M

2018-2019: CMAS Math - Increase the Percentile Rank for All Students by 10% or more to achieve a percentile rank of 44 or
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

If we...

INCREASE COLLABORATION AND CONSISTENCY IN TIER 1 ELA INSTRUCTION K-5.

Description:
Provide an intentional focus on primary literacy instruction to achieve a goal of 100% reading proficiency by 3rd grade. Decrease the percentage of students requiring additional reading support. Also, develop consistent growth for students K-5 in reading and writing as measured by DIBELS and READING INVENTORY.

INCREASE COLLABORATION AND CONSISTENCY IN TIER 1 MATH INSTRUCTION K-5

Description:
Students will experience consistent routines throughout our system. Students will experience increase cognitive challenge during math instruction.

INCREASE COLLABORATION AND CONSISTENCY IN TIER 2 ELA INSTRUCTION K-5

Description:
Students who are targeted through our MTSS systems will show growth in reading as measured by the DIBLES and READING INVENTORY and progress monitoring data.

INCREASE COLLABORATION AND CONSISTENCY IN TIER 2 MATH INSTRUCTION K-5

Description:
Students who are targeted through our MTSS Systems will show growth in math as measured by the DIBELS Math as well as progress monitoring data.

STRENGTHEN PARTNERSHIPS WITH FAMILY AND COMMUNITY

Description:
Our events will be substantial (academically oriented, helpful, and fun). We will increase family participation. Our PTA will grow. Our school will increase partnerships with local community stakeholders.

Then we will address...

SPF - ELA (ENGLISH LANGUAGE ARTS)

Description:
We have an instructional system where students are moving up grade-levels while lacking foundational skills (letter sounds, phonics, phonemic awareness, decoding CVC). There is a lack of a consistent planning/approach to how teachers at FESoT teach reading and writing (ELA).

SPF FOR MATH
Description:
There is a lack of consistency in our instructional design K-5. We are not providing consistent cognitive challenge. Our system has promoted students that are lacking basic skills and number sense. There is a lack of a consistent implementation of essential math standards. There is a lack of identification, implementation, and assessment of the Colorado Academic Standards-Math.

Then we will change current trends for students

ACHIEVEMENT FOR OVERALL ACHIEVEMENT IN ELA (SPF)

Description:
According to our Preliminary 2018 SPF, we received an approaching rating with a state percentile ranking of 45 in achievement. We need 5% more to make this a "Meets" ranking. Our scale scores did not change from 2017 to 2018 staying at 737.

ACHIEVEMENT FOR SUBGROUPS IN MATH

Description:
According to our Preliminary 2018 SPF, we received an meets rating for all students with a state percentile ranking of 53 in achievement. Both our minority students and FRL groups were in the 35th percentile rank. Our Students with disabilities were at the 2nd percentile.

Access the School Performance Framework here: [http://www.cde.state.co.us/schoolview/performance](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
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 strive to prepare students for the future of work using technology as a tool for collaboration, communication, and innovation. All students have iPads (K-5). Technology is utilized in all classrooms via iPads, Smartboards, Apple TV/55" TV's, and document cameras. We are a PBIS School as well as a Capturing Kids Hearts School. Capturing Kids Hearts is a program by the Flippen Group to develop a staff member’s ability to generate and sustain positive, productive, and meaningful relationships with their students. Our school uses Restorative Practices in our discipline structures and emphasizes kindness in our student behavior.

Our current campus has been open since 1981 and thanks to the bond election was able to update our facility. We currently have an enrollment of 307 students with approximately 40.49% eligible for free/reduced lunch. We are also a Title 1 school which gives us additional funds to support our students. We have two teachers in each grade level for grades 2-5 and 3 teachers in Kindergarten and 1st Grades. We also have a full time reading interventionist (partially paid through title 1 funds), Title 1 math/gifted tutor, and half time instructional coach. We have a wonderful program for student with special needs that is supported by experienced staff members including 3 teachers and 8 para professionals. When we say 100% of our students will succeed, that means every one as we emphasize inclusion whenever possible.

We are making efforts to become the best elementary school in Colorado and the kind of school that improves the lives of our students and our community.

Team Involvement:
Our improvement planning process is open to the staff, parents, and community. We use committee structures, Parent/Community Meetings, and Grade Level Meetings to process our improvement planning. As a staff and a district we have embarked on planning efforts to improve student outcomes. Here is a summary of that work.
1. As a district we have come together as a feeder system (Falcon High, Falcon Middle, Meridian Ranch Elementary, Woodmen Hills Elementary, and Bennett Ranch Elementary) under the guidance of our Area Superintendent and the staff of the Modern Teacher Network. We are using a comprehensive framework that promises to prepare our staff to create engaging environments, enhanced experiences and elevated instruction. We have constructed a common Instructional Model and Philosophy that will unite our efforts as a zone and help improve student outcomes from PK-12 grade. It is centered around leveraging technology to personalize and transform education. Our first cohort of teachers are being trained this year. This initiative is listed in our Action Steps.

2. As a staff, teachers worked on a Grade level Improvement Plan (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.

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)</th>
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</thead>
<tbody>
<tr>
<td>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).</td>
</tr>
<tr>
<td>Performance: 88% in K 85% for 3rd</td>
</tr>
<tr>
<td>Prior Year Target:</td>
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<tr>
<td>Performance:</td>
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<tr>
<td>Prior Year Target:</td>
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<td>Performance:</td>
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**ACADEMIC ACHIEVEMENT (STATUS)**

- **Reading:** Our district is focused on providing firm foundations. In literacy we are committed to developing the phonemic awareness and decoding skills necessary to develop reading proficiency in our youngest scholars. We continue to invest in staff development in using Superkids and in using our data to plan for more targeted instruction. We brought in coaching from Amplify and Superkids. We believe improvement comes when we examine our routines and instructional designs and align our efforts to do research-based best practice. This will be a multi-year effort.

- **Math:** Our school is committed to sound instruction in mathematics. We want to increase the cognitive challenge our students experience in daily lessons. We brought in an online system that develops conceptual understanding of the fundamentals of math called ST Math. We identified the 5 essential standards in our PLC teams and then created short cycle assessments to measure growth here. We are working with McREL to observe, analyze, and coach us in improvement efforts based on their school improvement and innovation pathway. Phase 1 is adopting better routines. During the spring of 2018 McREL will have representatives here to assist us in identifying these routines. Phase 2 is ensuring that these routines are a consistent part of our practice. Phase 3 is developing collegial expertise. We are providing strong support for mathematics growth with the implementation of Zearn to support student growth in mathematics.

- **Family Partnerships:** We are embarking on a new initiative to have monthly family events where we can bring them together around different academic and student development needs. We have embraced our new Family Liaison position and have had increased parental involvement.
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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Did not Meet</th>
<th>Partially Met</th>
<th>Approached</th>
<th>Met</th>
<th>Exceeded</th>
<th>% of students at met or exceeded</th>
<th>Change from 2017 to 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd ELA</td>
<td>23%</td>
<td>29%</td>
<td>25%</td>
<td>23%</td>
<td>0%</td>
<td>23%</td>
<td>18% Loss</td>
</tr>
</tbody>
</table>
1. How does this compare to minimum state expectations?

<table>
<thead>
<tr>
<th>Percentile Rank</th>
<th>State Minimum for MEETS Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>45</td>
</tr>
<tr>
<td>MATH</td>
<td>53</td>
</tr>
<tr>
<td>SCI</td>
<td>53</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Median Growth Percentile</th>
<th>State Minimum for MEETS Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>50</td>
</tr>
<tr>
<td>MATH</td>
<td>68.5</td>
</tr>
<tr>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

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:
1. Are any patterns/trends evident over time?

No Pattern at this time - there was a downward trend overall but this year there seems to be a disruption to that trend except for third grade.

1. Are there differences in median student growth percentile across the disaggregated student groups?
Academic Growth:

ELA ----------------------------- Meets (MGP = 59)
Free/Reduced-Price Lunch Eligible------ Meets (MGP = 54)
Minority Students--------------------- Meets (MGP = 53.5)

MATH-------------------------------- Exceeds (MGP = 69)
Free/Reduced-Price Lunch Eligible------ Exceeds (MGP = 70)
Minority Students--------------------- Meets (MGP = 60)

According to our Preliminary 2018 SPF

In ELA, all students improved MGP. We moved into Meets across the board.
The gap for students in the Minority group stayed at 5 MGP.

In Math, all students improved the MGP. We scored 2 EXCEEDS and 1 Meets.
The students in the FRL group outperformed the overall growth scores. The gap for students in the Minority group was 9 MGP.

1. Which groups had higher?
Students in the FRL group were higher.

1. Which had lower MGPs?
Students in the Minority group were lower.

1. How does this compare to minimum state expectations?

State Expectations are to be at 50 MGP so we need the following to meet:

- ELA: (+9)
- Free/Reduced-Price Lunch Eligible: (+4)
- Minority Students: (+4)

- MATH: (+19)
- Free/Reduced-Price Lunch Eligible: (+20)
- Minority Students: (+10)

Trend Analysis

**Trend Direction:** Increasing then stable
**Notable Trend:** Yes
**Performance Indicator Target:** Academic Achievement (Status)
There is an upward trend that leveled off last year in our 5th grade ELA for the past four years. ELA % of 5th Grade Students Met or Exceeded

2018 47% 2017 49% 2016 42% 2015 37% 3 Year Average = 46% 5th ELA Falcon Elementary School 2017 49% (+7) 2016 42% District 49 2017 48% (+9) 2016 39% Colorado 2017 46% (+5) 2016 41%

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

4th grade has improved significantly in ELA. Over the past four years: ELA % of 4th Grade Students Met or Exceeded

2018 48% 2017 32% 2016 36% 2015 46% 3 Year Average = 39% 4th ELA FESoT 2018 48% (+16) 2017 32% (-4) 2016 36% D49 2018 48 (+3) 2017 45% (+1) 2016 44% Colorado 2018 46% (+2) 2017 44% (+2) 2016 42%

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

3rd grade dipped in 2016 and started to come up again in 2017 only to fall significantly in 2018. ELA % of 3rd Grade Students Met or Exceeded

2018 23% 2017 41% 2016 36% 2015 52% 3 Year Average = 33% 3rd ELA FESoT 2018 23% (-18) 2017 41% (+5) 2016 36% D49 2018 41% (-3) 2017 44% (+0) 2016 44% Colorado 2018 41% (+1) 2017 40% (0) 2016 38%

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

Cohort Data The cohort data chart shows a significant improvement in 4th grade this past year. There was a pattern where performance was dipping in 4th until last year.

ELA 2015 Group 52% (3rd) to 36% (4th) to 49%(5th) 2016 Group 36% (3rd) to 32% (4th) to 47%(5th) 2017 Group 41% (3rd) to 48% (4th) Up 16%

**Trend Direction:** Stable then increasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Academic Achievement (Status)
5th grade maintained the same score before showing a slight decline this year. In the three-year average, 5th grade has shown the highest average. Math % of 5th Grade Students Met or Exceeded 2018 41% 2017 39% 2016 44% 2015 44% 3 Year Average = 41% 5th Math FESoT 2018 41 (+2) 2017 39% (-5) 2016 44% D49 2018 34%(+2) 2017 32%(+2) 2016 30% Colorado 2018 31% (-3) 2017 34% (+4) 2016 30%

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

In math, there is a turn around over the past year and a wavy pattern for the past three years in the 4th grade group. Math % of 4th Grade Students Met or Exceeded 2018 31% 2017 21% 2016 30% 2015 45% 3 Year Average = 27.3% 4th Math FESoT 2018 31% (+10) 2017 21% (-9) 2016 30% D49 2018 32% (+0) 2017 32% (-2) 2016 34% Colorado 2018 34% (+0) 2017 34% (+4) 2016 30%

Trend Direction: Decreasing then increasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

Significant Gap identified with Minority Students in Mathematics within the Growth category in 2017. The improvement this year was a steep slope. 2018 60 MGP (+32) 2017 28 MGP 2016 40 MGP

Additional Trend Information:

OTHER TRENDS

1. How did students in each grade level perform on individual standards?

ELA % of 5th Grade Students Met or Exceeded by Standards
Standard 1 Literary Text 37% (-10)
Standard 2 Informational Text 42% (+6%)
Standard 3 Vocabulary 49% (+8%)
Standard 4 Writing Expression 21% (-20%)
Standard 5 Conventions ----------- 31% (-18%)

ELA % of 4th Grade Students Met or Exceeded by Standards
Standard 1 Literary Text ----------- 42% (+6)
Standard 2 Informational Text----- 38% (+6)
Standard 3 Vocabulary ----------- 59% (+26)
Standard 4 Writing Expression -- 30% (-2)
Standard 5 Conventions -----------34% (+19)

ELA % of 3rd Grade Students Met or Exceeded by Standards
Standard 1 Literary Text ----------- 40% (-11)
Standard 2 Informational Text----- 41% (-4)
Standard 3 Vocabulary ----------- 57% (+22)
Standard 4 Writing Expression -- 8% (-39)
Standard 5 Conventions ----------- 12% (-21)

Math % of 5th Grade Students Met or Exceeded by Standards
Standard 1 Major Content----------------------------- 41% (+6%)
Standard 2 Expression/Reasoning------------------- 25%
Standard 3 Modeling/App----------------------------- 33%
Standard 4 Supp/Cont ----------------------------- 47%
Math % of 4th Grade Students Met or Exceeded by Standards

Standard 1  Major Content------------------------------- 48%
Standard 2  Expression/Reasoning------------------- 22%
Standard 3  Modeling/App--------------------------- 30%
Standard 4  Supp/Cont ------------------------------ 38%

Math % of 3rd Grade Students Met or Exceeded by Standards

Standard 1  Major Content------------------------------- 46%
Standard 2  Expression/Reasoning------------------- 38%
Standard 3  Modeling/App--------------------------- 24%
Standard 4  Supp/Cont ------------------------------ 50%

1. Sub-content areas?

Math - Focus on Expression and Reasoning should help our students improve.

RESULTS FOR PARCC GROWTH 2016, 2017 State, School, District Comparison

Falcon Elementary School District 49 Colorado
<table>
<thead>
<tr>
<th>Category</th>
<th>2018</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FRL-ELA</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>54</td>
<td>48</td>
<td>42</td>
</tr>
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<td>2017</td>
<td>48</td>
<td>46</td>
<td>42</td>
</tr>
<tr>
<td>2016</td>
<td>42</td>
<td>46</td>
<td>46</td>
</tr>
<tr>
<td><strong>Minority-ELA</strong></td>
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<tr>
<td>2018</td>
<td>54</td>
<td>40</td>
<td>41</td>
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<td>46</td>
</tr>
<tr>
<td>2016</td>
<td>41</td>
<td>48</td>
<td>47</td>
</tr>
<tr>
<td><strong>Non-Minority-ELA</strong></td>
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</tr>
<tr>
<td>2018</td>
<td>60</td>
<td>47</td>
<td>45</td>
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<td>2017</td>
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<tr>
<td>2016</td>
<td>45</td>
<td>48</td>
<td>52</td>
</tr>
<tr>
<td><strong>Male-ELA</strong></td>
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<tr>
<td>2018</td>
<td>55</td>
<td>44</td>
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<td>2016</td>
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<td><strong>Female-ELA</strong></td>
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<tr>
<td>2018</td>
<td>64</td>
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<td>2016</td>
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<td>2016</td>
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<td>--------------------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Below Benchmark</td>
<td>57 (+2)</td>
<td>55 (+9)</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>51 (+1)</td>
<td>50 (-1)</td>
<td>50 MGP (+0)</td>
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<tr>
<td></td>
<td>50</td>
<td>50 MGP (+0)</td>
<td>50</td>
</tr>
<tr>
<td>FRL-Math</td>
<td>70 (+23)</td>
<td>47 (-2)</td>
<td>49</td>
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<td></td>
<td>46 (+3)</td>
<td>47 (+7)</td>
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<tr>
<td></td>
<td>46</td>
<td>46 (+1)</td>
<td>48 GAP -4</td>
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<tr>
<td>Minority-Math</td>
<td>60 (+32)</td>
<td>28 (-12)</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>47 (+7)</td>
<td>40 (-9)</td>
<td>48 (+1)</td>
</tr>
<tr>
<td></td>
<td>49 GAP -2</td>
<td>48 (+1)</td>
<td>47</td>
</tr>
<tr>
<td>Non-Minority-Math</td>
<td>73 (+25)</td>
<td>48 (-.5)</td>
<td>49</td>
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<td></td>
<td>49 (+7)</td>
<td>42 (-8)</td>
<td>52 (+0)</td>
</tr>
<tr>
<td></td>
<td>52</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>Male-Math</td>
<td>69 (+21)</td>
<td>48 (-4)</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>48 (+5)</td>
<td>43 (-7)</td>
<td>51 (+2)</td>
</tr>
<tr>
<td></td>
<td>51 GAP 1</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>Female-Math</td>
<td>68 (+31)</td>
<td>37.0 (-.5)</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>49 (+9)</td>
<td>40 (-11)</td>
<td>49 GAP 2</td>
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<td>51</td>
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</table>
At or above Benchmark

<table>
<thead>
<tr>
<th>Year</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>44</td>
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<td>67 (+22)</td>
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<td>2017</td>
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<td>38 (-8)</td>
<td>49 (+11)</td>
</tr>
<tr>
<td>2018</td>
<td>67 (+22)</td>
<td>49 (+11)</td>
<td>50</td>
</tr>
</tbody>
</table>

Below Benchmark

<table>
<thead>
<tr>
<th>Year</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>49</td>
<td>38 (-11)</td>
<td>69 (+31)</td>
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<tr>
<td>2017</td>
<td>49</td>
<td>45 (-7)</td>
<td>48 (+3)</td>
</tr>
<tr>
<td>2018</td>
<td>69 (+31)</td>
<td>48 (+3)</td>
<td>50</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Math</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>57</td>
<td>42 (-15)</td>
<td>53</td>
</tr>
<tr>
<td>Category</td>
<td>2016</td>
<td>2017</td>
<td>2018</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>All Students</td>
<td>48</td>
<td>44 (-4)</td>
<td>45</td>
</tr>
<tr>
<td>FRL</td>
<td>46</td>
<td>29 (-17)</td>
<td>32</td>
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<tr>
<td>Minority Students</td>
<td>57</td>
<td>38 (-19)</td>
<td>33</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
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)


   1. Lack of Collaborative (K-5) Approach on Targeted Areas of Need (5 Essentials, Parent connection, Web systems, After School Care)

---

Root Causes

Priority Performance Challenge: Achievement for overall achievement in ELA (SPF)
According to our Preliminary 2018 SPF, we received an approaching rating with a state percentile ranking of 45 in achievement. We need 5% more to make this a "Meets" ranking. Our scale scores did not change from 2017 to 2018 staying at 737.

Root Cause: SPF - ELA (English Language Arts)
We have an instructional system where students are moving up grade-levels while lacking foundational skills (letter sounds, phonics, phonemic awareness, decoding CVC). There is a lack of a consistent planning/approach to how teachers at FESoT teach reading and writing (ELA).

Priority Performance Challenge: Achievement for subgroups in Math
According to our Preliminary 2018 SPF, we received an meets rating for all students with a state percentile ranking of 53 in achievement. Both our minority students and FRL groups were in the 35th percentile rank. Our Students with disabilities were at the 2nd percentile.
Root Cause: SPF for Math

There is a lack of consistency in our instructional design K-5. We are not providing consistent cognitive challenge. Our system has promoted students that are lacking basic skills and number sense. There is a lack of a consistent implementation of essential math standards. There is a lack of identification, implementation, and assessment of the Colorado Academic Standards-Math.

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

Why were these challenges selected?

1. ELA Overall (English Language Arts) on SPF:
   We addressed this as a priority because we were able to move mathematics up last year and we meet expectations in achievement and exceed expectations in growth. Now we want to see similar results with our ELA scores.

2. Math on SPF:
   Our data shows these subgroups are falling behind in ELA. Our school mission is 100% of our students and we want to live up to that.

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

Our grade level and specialized teams analyzed data to determine root causes and to develop action steps. These teams included classroom teachers from all grade levels, special education teachers, specials teachers, an interventionist, parents, and administration. In our analysis, we considered the performance summary provided in the School Performance Framework report, CMAS/PARCC, DIBELS Next (mClass), ACT Aspire, AIMSWeb, DIBELS Math, and Burst Progress Monitoring Data. In addition to analyzing this data, our classroom teachers also analyzed data reading, writing, and math common assessments during weekly PLC meetings. As a team, we found that the trends were consistent across all measures. Based on the analysis, we determined priority needs and root causes. Each licensed staff member analyzed CMAS/PARCC data and provided reflections based on trends, targets of opportunity, and celebrations.

Action Plans
Planning Form

Increase Collaboration and Consistency in Tier 1 ELA Instruction K-5.

What would success look like: Provide an intentional focus on primary literacy instruction to achieve a goal of 100% reading proficiency by 3rd grade. Decrease the
percentage of students requiring additional reading support. Also, develop consistent growth for students K-5 in reading and writing as measured by DIBELS and READING INVENTORY.

Describe the research/evidence base supporting the strategy: McREL studies show how consistent routines raise student performance.

Associated Root Causes:

SPF - ELA (English Language Arts):
Students will experience consistent routines throughout our system. Students will experience increase cognitive challenge during math instruction.

Implementation Benchmarks Associated with MIS

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collaboration in ELA Instruction</td>
<td>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.</td>
<td>08/01/2018 - 05/24/2019 Monthly</td>
<td>Instructional Coach, Administration</td>
<td>Monthly</td>
</tr>
<tr>
<td>2. Consistency in ELA Instruction</td>
<td>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%</td>
<td>09/03/2018 - 05/24/2019 Quarterly</td>
<td>Michael Roth, Robyn Johnson</td>
<td>Quarterly</td>
</tr>
<tr>
<td>3. Consistency in EMPOWERfz</td>
<td>Developing our district's instructional model with consistency across grade levels.</td>
<td>10/05/2018 - 05/24/2019</td>
<td>Onsite Coaches</td>
<td>Onsite Coaches</td>
</tr>
</tbody>
</table>
### Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A. Leadership Academy Development</td>
<td>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.</td>
<td>09/14/2018 - 05/24/2019</td>
<td>All staff at the school. Modern Teacher Platforms. 3E Leadership Development (Our customized character and leadership development plan)</td>
<td>Counselor, Interventionists, Teacher PBL, Teacher, Instructional Coach, Area Superintendent</td>
<td>In Progress</td>
</tr>
<tr>
<td>1B. Launch READING INVENTORY</td>
<td>Our Zone Assessment Coordinator will develop our assessment plan for acquiring, training, and testing this new assessment.</td>
<td>10/01/2018 - 10/22/2018</td>
<td>READING INVENTORY ASSESSMENT D49 Licenses for Assessment</td>
<td>Zone Assessment Coordinator</td>
<td>Complete</td>
</tr>
<tr>
<td>2A. Training</td>
<td>Have Smarty Ants coaches train our teachers and Admin.</td>
<td>10/11/2018 - 10/31/2018</td>
<td>Smarty Ants License purchased from READ ACT Funds $6,130 for a three year license.</td>
<td>Smarty Ants Trainers</td>
<td>In Progress</td>
</tr>
<tr>
<td>3A. Cohort Development EMPOWERfz</td>
<td>Launch an initial cohort of teachers. They will partake in professional development that teaches them to be Architects of a Modern Teaching environment.</td>
<td>10/22/2018 - 05/24/2019</td>
<td>Modern Teacher Platform funded by the district. Three staff trained to coach on our site.</td>
<td>Area Superintendent, Modern Teacher Trainer</td>
<td>In Progress</td>
</tr>
</tbody>
</table>
Increase Collaboration and Consistency in Tier 1 Math Instruction K-5

What would success look like: Students will experience consistent routines throughout our system. Students will experience increase cognitive challenge during math instruction.

Describe the research/evidence base supporting the strategy: McREL studies show that schools improve when they adopt common routines and develop consistent delivery of these routines. Digital Promise research shows how many strategies increase cognitive challenge and support student growth.

Associated Root Causes:

SPF for Math:
There is a lack of consistency in our instructional design K-5. We are not providing consistent cognitive challenge. Our system has promoted students that are lacking basic skills and number sense. There is a lack of a consistent implementation of essential math standards. There is a lack of identification, implementation, and assessment of the Colorado Academic Standards-Math.

Implementation Benchmarks Associated with MIS

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Collaboration in Math Instruction</td>
<td>Many Strategies to work together as a school community to build mathematical engagement and growth in our students.</td>
<td>08/01/2018</td>
<td>Administration, Parent Leaders, Facilities</td>
<td>05/24/2019</td>
</tr>
<tr>
<td></td>
<td>Developing consistency using resources for primary mathematics. All students will be moving through the courses to achieve 1</td>
<td>09/03/2018</td>
<td>Administration, Parent Leaders, Facilities</td>
<td>05/24/2019</td>
</tr>
</tbody>
</table>
2. Consistency in Student Use of ST Math
    - years' worth of programming by May 2019. Quarterly check in at 25%, 50%, 75% and 100%
    - 05/24/2019 Quarterly
    - Administration, Instructional Coach

1. Consistency in Mathematical Instruction
    - Supporting resources that assist students through our curriculum.
    - 10/22/2018 05/24/2019
    - Teachers

### Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A. Coaching &amp; Training- ST Math</td>
<td>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.</td>
<td>10/22/2018 11/16/2018</td>
<td>Title 1 Provided site licenses and coaching for $18,000 $2,500 (Coaching)</td>
<td>ST Math Trainers Administration Instructional Coach</td>
<td></td>
</tr>
<tr>
<td>1B. Math Supplies</td>
<td>Purchase Math Materials that will help students accomplish the standards for the grade level.</td>
<td>10/22/2018 05/24/2019</td>
<td>Purchase workbooks from Zearn that help students progress through the curriculum. Title Funds: $7,290</td>
<td>Classroom Teachers</td>
<td>Complete</td>
</tr>
<tr>
<td>1A. Develop Monitoring</td>
<td>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</td>
<td>10/22/2018 05/24/2019</td>
<td>- Curiosity Works: A Guidebook for moving your school from</td>
<td>PBL Coaches Administration</td>
<td></td>
</tr>
<tr>
<td>Systems</td>
<td>include: PBL, Instructional Coaching, Software Purchases</td>
<td>improvement to innovation PBL Coaching $2,000</td>
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</tr>
<tr>
<td><strong>1.C Zearn Professional Development</strong></td>
<td>Investing in teachers mathematical thinking and instructional architecture. Online courses as well as professional support.</td>
<td>10/29/2018 05/24/2019</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3A. Develop Math Buddies</strong></td>
<td>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.</td>
<td>11/01/2018 05/24/2019</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3B. Environmental Support</strong></td>
<td>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.</td>
<td>12/03/2018 05/24/2019</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Increase Collaboration and Consistency in Tier 2 ELA Instruction K-5**

**What would success look like:** Students who are targeted through our MTSS systems will show growth in reading as measured by the DIBLES and READING INVENTORY and progress monitoring data.
Describe the research/evidence base supporting the strategy: Our READ Funding is based on Researched-based strategies. Our approaches for BURST and SIPPS are on the Colorado Approved Interventions List.

**Associated Root Causes:**

### Implementation Benchmarks Associated with MIS

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. MTSS Structure</td>
<td>Building our MTSS System so it gives just in time support to students and teachers.</td>
<td>01/01/2018-05/24/2019</td>
<td>Dean of Students</td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Interventionist</td>
<td>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.</td>
<td>08/01/2018-05/24/2019</td>
<td>2 Interventionists</td>
<td></td>
</tr>
</tbody>
</table>

### Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A. Alpine Development</td>
<td>Using the Alpine Resources to strengthen our progress monitoring and encouraging conversations that support student growth.</td>
<td>08/01/2018-05/24/2019</td>
<td>Alpine</td>
<td>Dean of Students</td>
<td></td>
</tr>
<tr>
<td>1A. Intervention Schedules and Planning</td>
<td>Putting a schedule together where intervention teachers are meeting with students in each grade level. We have an hour day set aside for intervention work.</td>
<td>08/02/2018-05/24/2019</td>
<td>Title Funds supported these positions: $49,600 Salary $15,969 Benefits</td>
<td>Full time Interventionist 1/2 Time Full time Interventionist</td>
<td>Complete</td>
</tr>
</tbody>
</table>
### 1B. Tutoring

Support struggling readers through providing targeted instruction using SIPPS.

| 10/22/2018 | READ Act Funds $4,600 SIPPS curriculum | Tutor | In Progress |

---

### Increase Collaboration and Consistency in Tier 2 Math Instruction K-5

**What would success look like:** Students who are targeted through our MTSS Systems will show growth in math as measured by the DIBELS Math as well as progress monitoring data.

**Describe the research/evidence base supporting the strategy:** Small group instruction that is personalized and targeted has shown growth results in students.

### Associated Root Causes:

**Implementation Benchmarks Associated with MIS**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Interventionist</td>
<td>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.</td>
<td>08/01/2018 05/24/2019</td>
<td>2 Interventionists</td>
<td></td>
</tr>
<tr>
<td>2. MTSS Structure Development</td>
<td>Building our MTSS System so it gives just in time support to students and teachers.</td>
<td>08/01/2018 05/24/2019</td>
<td>Dean of Students</td>
<td></td>
</tr>
</tbody>
</table>

### Action Steps Associated with MIS

<table>
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<th>Resource</th>
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<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A. Intervention</td>
<td>Putting a schedule together where intervention teachers are meeting with students in each grade level. We have an hour day</td>
<td>08/01/2018</td>
<td>Title Funds supported these</td>
<td>Full time Interventionist 1/2</td>
<td>Complete</td>
</tr>
</tbody>
</table>
Schedule and Plan

set aside for intervention work. 05/24/2019 positions: $49,600
Salary $15,969
Benefits

Time Interventionist

2A. Alpine Development
Using the Alpine Resources to strengthen our progress monitoring and encouraging conversations that support student growth. 08/01/2018 05/24/2019 Alpine Resource Dean of Students

Strengthen Partnerships with Family and Community

What would success look like: Our events will be substantial (academically oriented, helpful, and fun). We will increase family participation. Our PTA will grow. Our school will increase partnerships with local community stakeholders.

Describe the research/evidence base supporting the strategy: Pedro Noguera’s work identifies Teacher and Student Relationship Quality as the number 1 factor for helping children succeed. By building these relationships with families- and providing the families instructional support- we will give children a larger team to help them.

Associated Root Causes:

Implementation Benchmarks Associated with MIS

<table>
<thead>
<tr>
<th>IB Name</th>
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<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Family Partnership Development</td>
<td>To develop stronger bonds with the families that connect with our school. Developing an academic focus and parenting tips.</td>
<td>08/01/2018 05/24/2019 Monthly</td>
<td>Family Liaison, Administration</td>
<td></td>
</tr>
</tbody>
</table>

Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
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<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Family Liaison</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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).

Position (Provided by District Title Funds) Family Night Supplies and Game Materials $4,000
Family Liaison Administration PTA Leadership Military Child Coalition In Progress

School Target Setting

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

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

2018-2019: Students will have a higher scale score than the district average.

2019-2020:

INTERIM MEASURES FOR 2018-2019:

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

2018-2019: Students will have a higher MGP than the state average.

2019-2020:

INTERIM MEASURES FOR 2018-2019:
### Priority Performance Challenge: Achievement for subgroups in Math

**Performance Indicator:** Academic Achievement (Status)

<table>
<thead>
<tr>
<th>Measures / Metrics: M</th>
<th>2018-2019: Students will have a higher scale score than the district average.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANNUAL PERFORMANCE TARGETS</td>
<td>2019-2020:</td>
</tr>
</tbody>
</table>

**Interim Measures for 2018-2019:**

**Performance Indicator:** Academic Growth

<table>
<thead>
<tr>
<th>Measures / Metrics: M</th>
<th>2018-2019: Students will have a higher MGP than the state average.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANNUAL PERFORMANCE TARGETS</td>
<td>2019-2020:</td>
</tr>
</tbody>
</table>

**Interim Measures for 2018-2019:**
<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

School Accountability Committee

Accreditation Rating (Plan Type)

School: Fall Elementary School of Technology

School Accountability Committee UIP Signature Page 2018-2019
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

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

Executive Summary

If we...

SAT PREPARATION

Description:
All student groups will increase the average SAT score by at least 12%

IMPROVE STUDENT SOCIAL/EMOTIONAL WELL-BEING

Description:
Falcon High School Will Show a 10% Decrease in Threat and Suicide Assessments From 1st Quarter Through 3rd Quarter
COMMUNITY ENGAGEMENT

Description:
Increase Community Engagement in at Least 3 Areas By May 2019

Then we will address...

READING COMPREHENSION INSTRUCTION NEEDED

Description:
Reading comprehension as defined by PSAT/SAT, particularly in non-fiction materials is decreasing and has not been specifically addressed through focused instruction.

MATH COMPUTATION INSTRUCTION

Description:
Math computation has not been specifically taught and practiced at the high school level. Most students use calculators in their high school math classes. Specific computation instruction and practice is not typically in evidence.

RESILIENCE AND PERSEVERANCE NEEDED

Description:
Students are struggling with social/emotional issues and data from assessments show that resilience and perseverance are areas where our students are struggling.

COMMUNITY ENGAGEMENT AT HIGH SCHOOL LEVEL IN DECLINE

Description:
Community Engagement as measured by attendance at Back to School Nights, Parent Teacher Conferences, and etc. is on the decline. Many discussions with SAC and PTSA have shown that we need to let parents and the community know that they are needed and encouraged to participate in their child's education and the school as a whole.

Then we will change current trends for students

ELA SAT PREPARATION

Description:
The Average ELA SAT Score at FHS will Increase By At Least 12% through SAT preparation.

MATH SAT PREPARATION

Description:
The average Math SAT score at FHS will increase by at least 12% through SAT preparation and computation warm ups.

EMOTIONAL WELL BEING OF STUDENTS

Description:
Falcon High School Will Show a 10% Decrease in Threat and Suicide Assessments From 1st Quarter Through 3rd Quarter

COMMUNITY ENGAGEMENT

Description:
Increase Community Engagement in at Least 3 Areas By May 2019

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

<table>
<thead>
<tr>
<th>Name: Cheryl Goodyear-DeGeorge</th>
<th>Title: Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailing Street: 10255 Lambert Rd.</td>
<td>Mailing City / State/ Zip Code: Peyton CO 80831</td>
</tr>
<tr>
<td>Phone: (719) 491-0327</td>
<td>Email: <a href="mailto:cldegeorge@d49.org">cldegeorge@d49.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: Nathan Truex</th>
<th>Title: Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailing Street: 10255 Lambert Rd</td>
<td>Mailing City / State/ Zip Code: Peyton CO 80831</td>
</tr>
<tr>
<td>Phone: (719) 505-4267</td>
<td>Email: <a href="mailto:ntruex@d49.org">ntruex@d49.org</a></td>
</tr>
</tbody>
</table>

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Falcon High School (FHS) is a suburban/rural school in Falcon School District 49. There are currently approximately 1250 students with the following demographic breakdown: Minority 31%, White: 69%, students on IEPs 11%, students on ALPs 6%, English Language Learners 3% and Free and Reduced lunch: 21%. FHS, the oldest high school in District 49, was founded in 1900. During the 2007 school year, students and staff moved into a new, eco-friendly building. FHS hosts four career academies, Health Sciences, Finance, Information Technology, and Art. There is also an ACE program, which includes an internship in a school-based print shop, as well as a 250+ student Air Force JROTC program. FHS offers over 20 AP, PPCC and CU succeed classes and special education and resource programs that are inclusive by nature, while our mild to severe needs programs are primarily center-based, but expanding to provide more inclusion for students in general education classes. A large engineering program and a new American Sign Language program have been added over the past two years.
Many new processes and procedures have been put in place to focus on improving school climate and increasing student achievement. Some of those changes included returning to block scheduling, a special late start Friday schedule to facilitate Professional Learning Community meeting time and in-school intervention time, and a shift from a traditional grading system to Competency-based grading. FHS also received a state waiver allowing for E-days (electronic days) on late start or snow closure days, to give students the opportunity to continue learning even when they are not physically in school. In an effort to move forward and address any areas of concern, student climate surveys, the development of a student Principal's council and teacher MTSS surveys have been completed. Input is also being solicited from the community through quarterly parent meetings and monthly School Accountability and the PTSA meetings. Increased parent and staff involvement in each of these committees/organizations continues to be a focus at FHS. Over the past five years Professional Learning Community Groups (PLC) and Building Leadership teams (including administrators and teachers) have worked together to identify the greatest areas of need and plans for improvements in student achievement. Professional development for the 2018-2019 school year to date has been focused on data analysis and the identification of specific student skills that need to be strengthened at FHS. A new focus on the learner-centered classroom through the Modern Teacher platform guides the PD at FHS this year. A large part of this PD has been teacher led. Additional focus has been placed on professional development around differentiation strategies for our gifted and special education populations, as well as universal literacy and math strategies to help all student groups. In addition to the activities listed above, all departments at the school participated in data analysis/root cause analysis to first identify the key skill deficits in their own content areas and then completed further analysis to identify key areas of focus that would increase student achievement across content areas. As a result of the findings from this analysis, a school wide goal to address analysis and interpretation of text across content areas was developed.

There has also been a focus on writing and a removal of remedial classes in math. All students coming in to Falcon High School take either Algebra or Algebra A (one semester of Algebra spread out over a year). This was very different and a challenge for many of our Special Education students and staff. It has paid dividends in math growth with our students with disabilities. FHS is rated Performance Plan: Meets 95% Participation per the 2018 School Performance Framework.

Prior Year Targets

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

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prior Year Target:</strong> 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.</td>
</tr>
<tr>
<td><strong>Performance:</strong> 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.</td>
</tr>
<tr>
<td><strong>Prior Year Target:</strong> Overall SAT average score of at least 1070.</td>
</tr>
</tbody>
</table>
**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.

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<table>
<thead>
<tr>
<th>ACADEMIC ACHIEVEMENT (STATUS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>REFLECTION: Growth and achievement overall declined at FHS over the 2017-2018 school year. Our 9th graders in particular did poorly overall on the PSAT in all areas. They were in the 35th percentile in both math and ELA. Academic grades for this class reflected this as well with a higher percentage of 9th graders failing on or more classes than we have seen in recent history. The greatest area of concern was in the area of Reading and Writing, an area of strength for FHS in the past. Data review and PSAT/SAT question analysis showed that reading was an area of concern for all student groups. The one bright spot was growth for our 10th graders in this area as they were in the 55th percentile for growth.</td>
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</tbody>
</table>

Focused work with the Special Education has improved the quality of the IEPs and has ensured that nearly all goals are tied to standards or workforce readiness. Math continues to be an area where FHS students overall struggle with both achievement and growth. Our 11th graders showed the most growth by moving from the 39.5 percentile to 41.5. |

The two areas of strength from 2017, growth for students on IEPs and Gifted and Talented students, is missing from this year's report, both for 2017 and 2018. We are trying to find the reason for this data being missing. |

---

**Current Performance**

- Although Falcon High School continues to be on a Performance Plan, overall growth and achievement is declining. Although we continue to excel in Postsecondary and Workforce readiness, data shows that our students are struggling overall in the areas of both growth and achievement. Our 9th graders in particular struggled in 2017 in all areas. We saw a decrease in school attendance, academic performance as reflected by grades, and in testing for all 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 EmpowerFZ, 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**

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts All Students</td>
<td>26</td>
<td>46</td>
<td>40.5</td>
</tr>
<tr>
<td>FRL</td>
<td>20</td>
<td>51.5</td>
<td>41.5</td>
</tr>
<tr>
<td>Minority</td>
<td>28</td>
<td>46</td>
<td>40.5</td>
</tr>
<tr>
<td>Students w/Disability</td>
<td>39</td>
<td>43</td>
<td>No data</td>
</tr>
<tr>
<td>Math All Students</td>
<td>35</td>
<td>38</td>
<td>38.0</td>
</tr>
</tbody>
</table>
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:**

<table>
<thead>
<tr>
<th></th>
<th>Median Growth Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td>26 46 40.5</td>
</tr>
<tr>
<td>FRL</td>
<td>20 51.5 41.5</td>
</tr>
<tr>
<td>Minority</td>
<td>28 46 40.5</td>
</tr>
<tr>
<td>Students w/Disability</td>
<td>39 43 No data</td>
</tr>
</tbody>
</table>

| **Math All Students**    |                          |
| 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 previous 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

<table>
<thead>
<tr>
<th>SAT Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What would success look like:</strong> All student groups will increase the average SAT score by at least 12%</td>
</tr>
<tr>
<td><strong>Describe the research/evidence base supporting the strategy:</strong> College Board and Khan Academy report 100-150 point increases on SAT following focused SAT preparation</td>
</tr>
<tr>
<td><strong>Associated Root Causes:</strong></td>
</tr>
<tr>
<td><strong>Reading Comprehension instruction needed:</strong></td>
</tr>
<tr>
<td>Reading comprehension as defined by PSAT/SAT, particularly in non-fiction materials is decreasing and has not been specifically addressed through focused instruction.</td>
</tr>
<tr>
<td><strong>Math Computation Instruction:</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
## Implementation Benchmarks Associated with MIS

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Student Awareness of Importance of Assessments and Resources</td>
<td>Provide communication for parents and students regarding testing, the value thereof, and resources for assessment preparation.</td>
<td>10/01/2018 03/01/2019 Monthly</td>
<td>FHS Administration</td>
<td>Met</td>
</tr>
</tbody>
</table>

| SAT Preparation | Daily/Weekly SAT Preparation for all students | 10/01/2018 04/05/2019 Weekly | FHS Staff | Partially Met |

## Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Classroom Preparation</td>
<td>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.</td>
<td>09/21/2018 03/29/2019</td>
<td>Khan Academy College Board</td>
<td>All FHS Staff</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

| 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.

**Parent Communication**

<table>
<thead>
<tr>
<th>Parent Communication Details</th>
<th>Start Date</th>
<th>End Date</th>
<th>Website, Autodialer, and Newsletter</th>
<th>Falcon Administration and Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10/22/2018</td>
<td>03/29/2019</td>
<td></td>
<td>In Progress</td>
</tr>
</tbody>
</table>

---

**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 increased 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**

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Education on</td>
<td>Increase student awareness of resources and strategies to improve social/emotional health.</td>
<td>10/01/2018</td>
<td>Counseling Staff</td>
<td>Partially Met</td>
</tr>
<tr>
<td>Social/Emotional</td>
<td></td>
<td>05/01/2019 Weekly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action Steps Associated with MIS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Social/Emotional Curriculum

Provide social/emotional education for students through advisory and for high risk students through weekly small group meetings with school psychologist.

<table>
<thead>
<tr>
<th>Time and Social/Emotional Curriculum</th>
<th>Counseling Staff, peer ambassadors and School Psychologist.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/22/2018</td>
<td>05/15/2019</td>
</tr>
</tbody>
</table>

Value Up Partnership

Work with non-profit group and SAC to educate parents and students on social/emotional issue facing our students.

Value Up and financing through Chamber of Commerce

<table>
<thead>
<tr>
<th>SAC Co-chair and FHS Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/05/2018</td>
</tr>
</tbody>
</table>

Community Engagement

What would success look like: Increase Community Engagement in at Least 3 Areas By May 2019

Describe the research/evidence base supporting the strategy: How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform February 2017 nmefoundation.org

Associated Root Causes:

Implementation Benchmarks Associated with MIS

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Community Involvement</td>
<td>Increase parent/community involvement</td>
<td>09/01/2018</td>
<td>FHS Administration and SAC Co-chair</td>
<td>Partially Met</td>
</tr>
<tr>
<td></td>
<td></td>
<td>05/15/2019</td>
<td>Monthly</td>
<td></td>
</tr>
</tbody>
</table>

Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>FHS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Description</td>
<td>Start Date</td>
<td>End Date</td>
<td>Time and website</td>
<td>Responsible Parties</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------</td>
<td>-----------</td>
<td>---------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Increased SAC and PTSA Membership</td>
<td>Increase SAC and PTSA membership by at least 10%</td>
<td>08/01/18</td>
<td>05/01/19</td>
<td>Time and website</td>
<td>Administration, SAC Chair, PTSA President</td>
</tr>
<tr>
<td>ESCAPE Students Community Service</td>
<td>Escape students will complete monthly service projects in the community, raising awareness of FHS and promoting community involvement in FHS</td>
<td>08/17/18</td>
<td>05/17/19</td>
<td>Transportation and subs for field trips</td>
<td>Cohort of ESCAPE teachers and students</td>
</tr>
<tr>
<td>Parent Nights/Education/Communication</td>
<td>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</td>
<td>09/01/18</td>
<td>05/01/19</td>
<td>Print shop, website, personnel for website, newsletter, ad planning events</td>
<td>FHS Administration, SAC Chair, and Athletic Director</td>
</tr>
</tbody>
</table>

**School Target Setting**

**Priority Performance Challenge : ELA SAT Preparation**

**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** ELA
ANNUAL PERFORMANCE TARGETS

**2018-2019:** Increase average SAT scores by at least 12% from 2017

**2019-2020:** Increase average SAT scores by at least 7% from 2018

INTERIM MEASURES FOR 2018-2019: SAT practice test in August and again in April prior to SAT test.

**Priority Performance Challenge: Math SAT Preparation**

**Priority Performance Challenge: Emotional Well Being of Students**

**Performance Indicator:** Other

**Measures / Metrics:**

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

**2019-2020:** FHS will have at least an additional 10% decrease in the number of suicide and threat assessments from 1st quarter to 3rd quarter

INTERIM MEASURES FOR 2018-2019: Monthly reports on suicide and treat assessments as well as surveys from student ambassador program.

**Priority Performance Challenge: Community Engagement**

**Performance Indicator:** Other

**Measures / Metrics:**

**2018-2019:** Increase community engagement in at least 3 areas by May 2019. (newsletter, PTSA attendance, SAC attendance,
ANNUAL PERFORMANCE TARGETS

2019-2020: Increase community engagement in at least 3 areas by May 2019. (newsletter, other community communication, PTSA 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.
Colorado's Unified Improvement Plan for Schools

Executive Summary

**If we...**

**EFFECTIVE INSTRUCTIONAL PRACTICES**

**Description:**
Falcon Middle School staff will implement effective instructional practices to effectively differentiate instruction for all learners in the classroom.

**EMPOWER FZ - MODERN TEACHER**

**Description:**
Falcon Middle School staff will engage in professional learning to implement a process of designing modern learning environments, leveraging technology, that focus on the individual learning needs of students.
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNER CENTERED CULTURE</td>
<td>Instructional Practices are not intensively focused on meeting the individual learning needs of all students.</td>
</tr>
<tr>
<td>ENGLISH LANGUAGE LEARNERS ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE ARTS</td>
<td>English Language Learners did not meet expectation for academic achievement in the area of English language arts according to the 2018 School Performance Framework.</td>
</tr>
<tr>
<td>STUDENTS WITH DISABILITIES ACADEMIC ACHIEVEMENT</td>
<td>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.</td>
</tr>
<tr>
<td>ACADEMIC GROWTH</td>
<td>Falcon Middle School did not meet the overall expectation for Academic Growth according to the 2018 School Performance Framework.</td>
</tr>
<tr>
<td>ENGLISH/LANGUAGE ARTS</td>
<td></td>
</tr>
</tbody>
</table>
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](http://www.cde.state.co.us/schoolview/performance)

**Improvement Plan Information**

**Additional Information about the school**

Falcon Middle School recently expanded to become part of the Firebird Nation Campus in District 49. Administration, Staff, and Community members from Falcon Middle School and the Falcon Zone worked to build, plan, and open Bennett Ranch Elementary School as a partner within the Firebird Nation Campus. Together, these two schools are working to transform teaching and learning for students and prepare them for what is to come in the "22nd Century". This process is timely, as recent achievement data suggests new efforts are needed to enhance the process of teaching and learning for our students. Over the past year, we have worked to build a new mission and vision that will guide the efforts of our work and align Falcon Middle within the Firebird Nation Campus to Bennett Ranch Elementary School. Our new Mission and Vision for Falcon Middle are:

**Mission:** Falcon Middle School is committed to a community built on trust, positive relationships, and high standards to create an environment that ignites academic curiosity and innovation.

**Vision:** Falcon Middle School will develop empowered learners who are intrinsically motivated critical thinkers with the perseverance to solve problems.

School Improvement efforts align to this new Mission and Vision along with the Falcon Zone Empower FZ process through the Modern Teacher Framework. All Falcon Middle School instructional staff are working through the professional learning components of this framework to ensure teaching and learning is focused on developing empowered learners. The first priority with this work will transform the overall culture to a learner centered culture that ensures all students will demonstrate competencies of the standards and take ownership of their personal learning. Staff have also desegregated our student achievement data to identify gaps in our instructional planning to help focus lessons and units on the critical information and skills that students must know and be able to do. Falcon Middle School staff will ensure that data drives instruction focused on engaging environments, enhanced opportunities, and elevated instructional practices so that all learners demonstrated the necessary level of achievement.

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

✔ State Accreditation

**School Contact Information**

**Name:** Brian Smith  
**Mailing Street:** 9755 Towner Ave.  
**Phone:** (719) 495-5232  
**Title:** Executive Principal  
**Mailing City / State / Zip Code:** Peyton CO 80831  
**Email:** bsmith@d49.org

**Name:** Chad Belveal  
**Mailing Street:** 9755 Towner Ave.  
**Phone:** (719) 495-5232  
**Title:** Assistant Principal  
**Mailing City / State / Zip Code:** Peyton CO 80831  
**Email:** cbelveal@d49.org

**Name:** Michael Anderson  
**Mailing Street:** 9755 Towner Ave.  
**Phone:** (719) 495-5232  
**Title:** Assistant Principal  
**Mailing City / State / Zip Code:** Peyton CO 80831  
**Email:** mdanderson@d49.org

**Name:** Kava Lientz  
**Mailing Street:** 9755 Towner Ave.  
**Phone:** (719) 495-5232  
**Title:** Assistant Principal  
**Mailing City / State / Zip Code:** Peyton CO 80831  
**Email:** klientz@d49.org

**Narrative on Data Analysis and Root Cause Identification**

**Description of school Setting and Process for Data Analysis**

Falcon Middle School is located in Eastern El Paso County in Falcon School District 49. We are a public middle school servicing 6th, 7th, and 8th grades. Falcon Middle School has approximately 1,000 students that all take core classes in Reading, Writing, Mathematics, Science, and Social Studies. All students also have the opportunity to take two different exploratory classes each 9-week quarter through 6th grade and the first half of 7th grade. Beginning in the second half of 7th grade and all through 8th grade, students elect into specific Exploratory classes that map towards a specific pathway or skill set aligning toward future academic and career pursuits. All students develop ICAP (Individual Career and Academic Plans) plans throughout their experience in Middle School to help determine specific Pathways of study students should pursue as they advance to high school. Based on the Preliminary 2018 School Performance Framework, Falcon Middle School received a Performance Plan rating.

As part of our professional development and professional learning community (PLC) time during the 17-18 and 18-19 school years, all FMS staff reviewed the achievement and growth data from CMAS to begin the school improvement planning process. Staff identified positive and negative trends in our data for each grade level, compared our data to other middle schools, and also looked at disaggregated data for our different subgroups. Staff collaborated to identify the priority performance...
challenges from this data that lead to the development of action steps to improve our student achievement. Falcon Middle School meets in the overall indicator rating for academic achievement.

In the academic achievement area, Falcon Middle School received a rating of Meets the expectation overall according to the 1-year school performance framework. For achievement, Free/Reduced Lunch eligible students were approaching in the areas of English/Language Arts, Math, and Science. English Language Learners did not meet in Language Arts and were approaching in Math. Our students with disabilities did not meet expectation in the area of English/Language Arts, Math, and Science. Minority students are approaching in the areas of English/Language Arts, Math and Science for academic achievement.

Falcon Middle School was Approaching in the state performance expectation in academic growth overall according to the 1-year school performance framework. More specifically, our students with disabilities population is approaching in the areas of English/Language Arts and Math. Our Free/Reduced Lunch eligible students were approaching in the areas of English/Language Arts and Math. Our minority students are approaching in academic growth in English/Language Arts but Meet expectation in the area of Math.

Throughout the 18-19 school year, FMS Teachers will be administering common quarterly assessments mapped to the essential content and skills from the standards. Teachers will be analyzing data from these assessments and submitting reflections to indicate areas of strength and additional areas of focus as the school year progresses. Teachers will also be identifying specific academic and behavioral interventions needed for students on their teams and work with grade level administrators and counselors to progress monitor these interventions. Achieve 3000 will be available to assist with literacy based interventions that are needed to ensure students have fundamental reading skills necessary for success in other disciplines throughout the school.

Stakeholder involvement: Falcon Middle School’s Administrative team, Leadership team, Faculty, PTSA, and School Accountability Committee were all involved in the review of school achievement data to prioritize our performance challenges. Staff have been analyzing the CMAS achievement data and Quarterly Common Assessment data to determine where our specific achievement gaps are. The summary of their findings will be presented to both the PTSA and School Accountability Committee for review and input. The feedback and ideas from these parent-run committees as well as our Leadership Team and Faculty were all used to formulate the actions steps within this unified improvement plan. The plan will be presented for review and approval to the School Accountability Committee sometime in December of 2018. The final revised plan for 2018-2019 will be presented to the School Accountability Committee in February of 2019.

Prior Year Targets

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

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 2016-2017 our mean scale score for English Language Learners was 721.8. Our goal for 17-18 is to increase our mean...</td>
</tr>
</tbody>
</table>
**Prior Year Target:**

scale score for this subgroup as measured by CMAS and reported on the School Performance Framework to 726.8.

**Performance:**

In 2017-2018, the mean scale score for English Language Learners was 719.2. We did not meet the target of 726.8 due to the decrease in scaled score for this category as reported on the school performance framework.

**Prior Year Target:**

Our current mean scale score for students with disabilities in math is 706.8. Our goal for 17-18 is to increase our mean scale score for this subgroup as measured by CMAS and reported on the School Performance Framework to 711.8.

**Performance:**

In 2017-2018, the mean scale score for students with disabilities in math was 703.1. We did not meet the target of 711.8 due to the decrease in scale score for this category as reported on the school performance framework.

**Prior Year Target:**

Our current mean scale score for students with disabilities in ELA is 706.2. Our goal for 17-18 is to increase our mean scale score for this subgroup as measured by CMAS and reported on the School Performance Framework to 711.2.

**Performance:**

In 2017-2018, the mean scale score for students with disabilities in ELA was 701.0. We did not meet the target of 711.2 due to the decrease in scale score for this category as reported on the school performance framework.

**Prior Year Target:**

Our current mean scale score for students with disabilities in science is 482.8. Our goal for 17-18 is to increase our mean scale score for this subgroup as measured by CMAS and reported on the School Performance Framework to 487.8.

**Performance:**

In 2017-2018, the mean scale score for students with disabilities in Science was 510.3. We did meet this target as we exceeded the set target of 487.8 in this category as reported on the school performance framework.

In looking at the data for the CMAS assessments, you can see that Falcon Middle School had an overall achievement indicator percentage of 64.3% in Math and Language Arts combined.

In 6th grade ELA, 31% of the students met or exceeded the overall performance level, compared to the state average of 43%. The 6th grade ELA students scored slightly below the district average. In 7th Grade ELA, 46% of the students met or exceeded the overall performance level, compared to the state average of 47%. 7th grade ELA students also scored slightly below the district average. In 8th Grade ELA, the overall performance score was 46% meets or exceeds. The state average of 43% was 3% lower than the FMS average. 8th grade ELA students also scored slightly below the district average. These comparisons indicate the English Language Arts overall is a major focus for Falcon Middle School in the coming year.

In 6th grade Math, 24% of the students scored in the meet or exceeds categories, which was 6% lower than the state, and 1% lower than the
ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:

In 7th Grade Math, 30% of FMS student scored meets or exceeds, which was 1% higher than the state and 3% higher than the district. In 8th Grade Math, 31% of students scored in meets or exceeds which was 3% higher than the state and 5% higher than the district average. In the Algebra Assessment, 91% of FMS students scoring meets or exceeds, which is 16% higher than the state and 6% higher than the district average. These results indicate that Falcon Middle did perform better in the Math area, but that additional curriculum work is needed to ensure significantly more students demonstrate a rating of meets or exceeds on CMAS.

For the CMAS Science assessment, FMS had 39% of students meet or exceed. FMS scored 8% higher than the state and 6% higher than the district average.

Overall, Falcon Middle School scored a Meets rating for Academic Achievement according to the 2018 School Performance Framework. We also scored Meets for Academic Achievement in the areas of English Language Arts, Math, and Science for Academic Achievement as well.

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target: Currently our median growth percentile for English Learners in ELA is the 27th percentile in the state. Our goal for 17-18 is to increase our school percentile ranking in ELA as measured by CMAS to the 32nd percentile.

Performance: In 2017-2018, our percentile ranking in ELA for our English Learners was unable to be measured as we had a student group population overall less than 20. This indicates that we are unable to determine if this growth target was met as reported by the school performance framework.

Overall, based on our 2017-2018 CMAS Assessment results and the 2018 School Performance Framework, Falcon Middle School received an Approaching rating in the area of Academic Growth. In the area of English/Language Arts and Math, FMS received an Approaching rating on the 2018 SPF.

In looking at the data from the School CMAS Growth Report, you can see in the area of English Language Arts, overall, Falcon Middle School performed at the 41st percentile, which was 9% lower than the district and state. In 6th Grade ELA, FMS scored at the 36.5th percentile. This is 11.5 percentile points lower than the district average and 13.5 percentile points lower than the state. In 7th Grade ELA, FMS scored in the 45th percentile. This is 5 percentile points lower than the state and 4 percentile points lower than the district. In 8th Grade ELA, FMS scored in the 43rd percentile. This was 7 percentile points lower than the state and 9 percentile points lower than the district percentile. This data also indicates the need for a
ACADEMIC GROWTH REFLECTION:

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 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

<table>
<thead>
<tr>
<th>Trend Direction:</th>
<th>Decreasing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notable Trend:</td>
<td>Yes</td>
</tr>
<tr>
<td>Performance Indicator Target:</td>
<td>Academic Achievement (Status)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Trend Direction:</th>
<th>Stable then increasing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notable Trend:</td>
<td>Yes</td>
</tr>
<tr>
<td>Performance Indicator Target:</td>
<td>Academic Achievement (Status)</td>
</tr>
</tbody>
</table>

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
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

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.

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

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
</table>

Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
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<tbody>
<tr>
<td>Title</td>
<td>Details</td>
<td>Dates</td>
<td>Status</td>
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</tr>
<tr>
<td><strong>Eureka Math</strong></td>
<td>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.</td>
<td>07/24/2018 05/22/2020</td>
<td>In Progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Competency Based Grading</strong></td>
<td>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.</td>
<td>08/01/2018 05/22/2020</td>
<td>In Progress</td>
<td></td>
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</tr>
<tr>
<td><strong>Amplify Science</strong></td>
<td>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.</td>
<td>08/01/2018 05/22/2020</td>
<td>In Progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>American Reading Company</strong></td>
<td>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</td>
<td>08/06/2018 05/22/2020</td>
<td>In Progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grade Level Administrators and Counselors</strong></td>
<td>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</td>
<td>09/01/2018 05/24/2019</td>
<td>In Progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTSS Process</td>
<td>Identify common themes where specific intervention and supports are needed.</td>
<td>Resources</td>
<td></td>
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<tr>
<td>Achieve 3000</td>
<td>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.</td>
<td>Achieve 3000, MLO Funds, Training time for staff</td>
<td>Falcon Middle School Faculty and FMS Administration</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>In Progress</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Unit Planning &amp; Vertical Articulation</td>
<td>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.</td>
<td>Professional Development time, Budget for Curriculum resources.</td>
<td>FMS Administration, FMS Teachers, and FMS Staff.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Not Started</td>
<td></td>
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<tr>
<td>Instructional Walk-Through</td>
<td>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.</td>
<td>Collaboration time with administration</td>
<td>FMS Administration and Leadership Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Started</td>
<td></td>
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</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMS Mission and Vision</td>
<td>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.</td>
<td>05/01/2018 - 08/31/2018</td>
<td>FMS Professional Learning Time, Budget to print new Mission and Vision signs around the building</td>
<td>Complete</td>
</tr>
</tbody>
</table>

### Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
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<td>FMS Mission and Vision</td>
<td>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.</td>
<td>05/01/2018 - 08/31/2018</td>
<td>FMS Professional Learning Time, Budget to print new Mission and Vision signs around the building</td>
<td>FMS Administration, FMS Staff</td>
<td>Complete</td>
</tr>
<tr>
<td>Falcon Zone Launch</td>
<td>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.</td>
<td>07/27/2018 - 08/31/2018</td>
<td>Professional Learning Time</td>
<td>Falcon Zone Administration, All Falcon Zone Staff</td>
<td>Complete</td>
</tr>
<tr>
<td>Admin PLC</td>
<td>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.</td>
<td>09/06/2018 - 05/16/2019</td>
<td>Admin PLC Professional Learning Time</td>
<td>FMS Administration and all FMS Faculty</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>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</td>
<td>09/17/2018</td>
<td>PLC Collaboration</td>
<td>FMS Administration &amp;</td>
<td></td>
</tr>
</tbody>
</table>
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.

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.

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.

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.

Priority Performance Challenge: Students with Disabilities Academic Achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

2018-2019: Our current mean scale score for students with disabilities in math is 703.1. Our goal for 18-19 is to increase our mean scale score for this subgroup as measured by CMAS and reported on the School Performance Framework to 714.1.

2019-2020: Our current mean scale score for students with disabilities in math is 714.1. Our goal for 19-20 is to increase our mean scale score for this subgroup as measured by CMAS and reported on the School Performance Framework to 731.2.

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

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

2018-2019: Our current mean scale score for students with disabilities in ELA is 701.0. Our goal for 18-19 is to increase our mean scale score for this subgroup as measured by CMAS and reported on the School Performance Framework to 724.1.

2019-2020: Our current mean scale score for students with disabilities in ELA is 724.1. Our goal for 18-19 is to increase our mean scale score for this subgroup as measured by CMAS and reported on the School Performance Framework to 740.1.

INTERIM MEASURES FOR 2018-2019: Progress monitoring for our Students with Disabilities will take place through AimsWeb.
**Priority Performance Challenge: Academic Growth**

**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS: M**

**2018-2019:** Currently, Falcon Middle School is in the 49th percentile for academic growth in Math according to the 2018 School Performance Framework. Our goal for 18-19 is to increase our growth percentile for academic growth in Math to the 50th percentile.

**2019-2020:** Currently, Falcon Middle School is in the 50th percentile for academic growth in Math according to the 2019 School Performance Framework. Our goal for 19-20 is to increase our growth percentile for academic growth in Math to the 53rd percentile.

**INTERIM MEASURES FOR 2018-2019:** Interim Measures for 18-19 consist of Eureka Math/Engage NY Common Assessments to measure student proficiency in the grade level math standards.

**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS: ELA**

**2018-2019:** Currently, Falcon Middle School is in the 41st percentile for academic growth in English Language Arts according to the 2018 School Performance Framework. Our goal for 18-19 is to increase our growth percentile for academic growth in English Language Arts to the 50th percentile.

**2019-2020:** Currently, Falcon Middle School is in the 50th percentile for academic growth in English Language Arts according to the 2019 School Performance Framework. Our goal for 19-20 is to increase our growth percentile for academic growth in English Language Arts to the 53rd percentile.

**INTERIM MEASURES FOR 2018-2019:** Interim Measures for 18-19 consist of the Quarterly Common Assessments administered by each classroom teacher, Achieve 3000 Literacy Intervention data, and IRLA data from the administered literacy assessments in 6th grade language arts classes.
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 - 52%, and 8th Grade - 52%.

2019-2020: Currently Falcon Middle School has the following percentages of students meeting and exceeding in English Language Arts according to 2019 CMAS data: 6th Grade - 41%, 7th Grade - 52%, and 8th Grade - 52%. Our goal for 19-20 is to increase each of these achievement percentages to the following percent of meets and exceeds: 6th Grade - 51%, 7th Grade - 60%, and 8th Grade - 60%.

INTERIM MEASURES FOR 2018-2019: Interim Measures for 18-19 consist of the Quarterly Common Assessments administered by each classroom teacher, Achieve 3000 Literacy Intervention data, and IRLA data from the administered literacy assessments in 6th grade language arts classes.
School Accountability Committee UIP Signature Page 2018-2019

School: Falcon Middle School

Accreditation Rating (Plan Type): Performance

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Smith</td>
<td>Executive Principal</td>
</tr>
<tr>
<td>Chad Belveal</td>
<td>Assistant Principal &amp; Athletic Director</td>
</tr>
<tr>
<td>Michael Anderson</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Kava Lientz</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Spencer Owen</td>
<td>8th Grade Counselor &amp; Team Leader</td>
</tr>
<tr>
<td>Ariel Hull</td>
<td>7th Grade Counselor</td>
</tr>
<tr>
<td>Lisa Murdock</td>
<td>6th Grade Counselor</td>
</tr>
<tr>
<td>Karen Hobson</td>
<td>Administrative Assistant &amp; PTA President</td>
</tr>
<tr>
<td>David Power</td>
<td>6th Grade Team Leader</td>
</tr>
<tr>
<td>Matt Simpson</td>
<td>6th Grade Team Leader &amp; SAC Member</td>
</tr>
<tr>
<td>Amy Baik</td>
<td>6th Grade Team Leader</td>
</tr>
<tr>
<td>Nicole Sinnott</td>
<td>7th Grade Team Leader</td>
</tr>
<tr>
<td>Kristy Sundberg</td>
<td>7th Grade Team Leader</td>
</tr>
<tr>
<td>Rebecca Bashor</td>
<td>7th Grade Team Leader</td>
</tr>
<tr>
<td>Bethany Champlin</td>
<td>8th Grade Team Leader</td>
</tr>
<tr>
<td>Fawn Copeland</td>
<td>8th Grade Team Leader</td>
</tr>
<tr>
<td>Tim Scheck</td>
<td>Campus Technology Instructional Coach</td>
</tr>
<tr>
<td>Carrie Clay</td>
<td>Special Education Team Leader</td>
</tr>
<tr>
<td>Miltihza McNeil</td>
<td>Explore Team Leader</td>
</tr>
<tr>
<td>Emily Callahan</td>
<td>Explore Team Leader</td>
</tr>
<tr>
<td>John Newbill</td>
<td>SAC Chair &amp; Parent</td>
</tr>
<tr>
<td>Sarah Rawlinson</td>
<td>Parent, SAC Vice-Chair, PTSA Rep</td>
</tr>
<tr>
<td>Danielle Ryan</td>
<td>Parent</td>
</tr>
<tr>
<td>Karne Holmes</td>
<td>Parent</td>
</tr>
<tr>
<td>Jessica Crawford Nelson</td>
<td>Explore Teacher &amp; SAC Member</td>
</tr>
</tbody>
</table>

1) Date the Plan was presented to SAC for review:
   February 25, 2019

2) Signature of Principal:
   [Signature]

3) Signature of SAC Chairperson:
   [Signature]

4) Additional SAC members who reviewed the plan:
   [Signatures]
Executive Summary

If we...

STRENGTHEN SCHOOL CULTURE THROUGH FOCUS ON ENGAGEMENT AND ACADEMIC GROWTH.

Description:
Create a culture that fosters engagement and high academic expectations of students. Show-up, Connect, Succeed - This will be demonstrated by 1) increasing the percentage of students participating directly with teachers and online curriculum each day. 2) increasing the percentage of students who stay on-track to complete courses within the scheduled timeframe of a quarterly calendar.

INSTRUCTIONAL MODEL:

Description:
Align internal data systems and structures to provide student-centered and data-driven instructional support, that leads to a higher percentage of students participating in Concurrent Enrollment (CCE). This will include the use of core academic data and Social-Emotional data provided by a body of evidence (STAR 360 Assessment, Reading Plus Insight, PairIn, SAT/PSAT, CMAS). Internal metrics will focus on individual student growth measured periodically throughout the school year. We will use said data to help efficiently staff areas of need and provide high quality professional development.

ALIGNMENT OF RESOURCE ALLOCATION TO MEET ACADEMIC NEEDS.

Description:
Assess student growth data trends, teacher observations, and instructional needs through needs assessment and allocate personnel resources to ensure highest impact instructional staff are married to highest need areas. Success in this area would include 1) the use of functional, accurate data dashboards, making data accessible to multiple levels of employees (principals/teachers/counselor/social workers) 2) teacher/student ratios would be at a manageable ratio 3) counselor/student ratios would be within industry guidelines 3) advisor/student ratios would be less than 30:1.

Then we will address...

INCOMPLETE STRUCTURES TO ENSURE STUDENT ENGAGEMENT.

Description:
While GOAL systems and processes that support student engagement and high expectation have been established, full implementation is not yet complete statewide. We are at approximately 50% implementation.

RESOURCE ALLOCATION (STAFFING LEVELS)

Description:
GOAL is working to determine the appropriate mix of instructional teachers and social-emotional/engagement support personnel to ensure academic success.

INSTRUCTIONAL MODEL

Description:
GOAL Academy is in year three of changing the instructional model. Professional Development is a high priority to ensure instructional staff members are effective online/blended teachers. In the last two years, 76 teachers were hired. Efforts to support these teachers are ongoing.

Then we will change current trends for students

EXPECTED ACADEMIC GROWTH BELOW TARGET.

Description:
Students are not growing academically at a rate fast enough to get them to grade level by graduation. This is evidenced by MGP ratings for PSAT at the Approaching level in English Language Arts and the Does Not Meet level in math.

LOW COMPLETION RATE

Description:
The completion rate of students increased to 48.5% but is below meeting the performance target of 49.5% and will target sub-groups to increase overall performance in this area.

HIGH DROPOUT RATE

Description:
GOAL Academy’s dropout rate of 19.5% is higher than the AEC norm of 12.7%

SAT SCORES AT APPROACHING LEVEL

Description:
The SAT scores for EBRW (429.5) was 2.0 points below the "meets" mark, and the SAT scores for Math (399.9) was 6.6 points below the "meets" mark.

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

Additional Information about the school

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  
**Email:** kk.ash@golac.org  
**Title:** Dir. of Compliance

**Name:** Constance Jones  
**Mailing Street:** 304 South Victoria Avenue  
**Phone:**  
**Mailing City / State/ Zip Code:** Pueblo Co 81003  
**Email:** c.jones@golac.org  
**Title:** Executive Director

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 throughout the state of Colorado. In order to manage the size of the school, in 2016-17, five regions were formed and a principal for each region was hired. Representatives from various regions and departments worked as a committee to write the UIP. Participants included the Sr Directors of Accountability and Curriculum, the Chief Strategy and Innovation and Learning and Engagement Officers, Executive Director, Regional principals and assistant principals. The Plan was reviewed and approved by the School Accountability Committee and the Board of Directors.

In addition to our online curriculum, GOAL Academy has 22 MOU’s (Memorandum Of Understanding) with a variety of community colleges and tech schools throughout the state of Colorado providing concurrent enrollment opportunities, workforce development courses, and experiential education intended to support the education of our diverse population. GOAL Academy also partners with judicial districts to support resolution of student truancy issues following a comprehensive intervention plan implemented by GOAL Academy staff members. Additionally GOAL Academy utilizes a robust student intervention program designed to support student success. The MTSS (multi-tier support system) process includes in-house support services as well as partnerships with external agencies collaborating to support student challenges such as homelessness, economic hardships, teen parents, and student/family mental health issues. To support implementation of this model, additional licensed school
counselors and licensed school social workers were hired. GOAL Academy recognizes that working with mental health agencies, the department of probation, housing agencies, food banks, homeless shelters, and other community agencies in which GOAL Drop In Centers and GOAL students are located is essential to student success. GOAL’s collaborative community approach is a core value in serving a diverse population such as GOAL’s. A complement to the MTSS systems is our academic support program which is inclusive of the utilization of diagnostic and prescriptive programs guided by a combination of reading and math interventionist support. Additional services are proved for English learners through a scaffolded approach with the utilization of tutoring services, tiered instruction, and designated staff at each site.

Before accounting for parent refusals, GOAL Academy’s participation rate on state assessments ranged from 74.7% on 11th grade Science to 88% on PSAT10. The "accountability participation rate" for all assessments was over 99%. The school will continue to utilize the communication tools provided by CDE to communicate the importance and the value of student participation in the state assessments and will continue to work toward a minimum of 95% participation.

### Prior Year Targets

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

#### PERFORMANCE INDICATOR: ACADEMIC GROWTH

<table>
<thead>
<tr>
<th>Prior Year Target:</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance:</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prior Year Target:</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance:</td>
<td>Target was met. PSAT results in Reading were at an Approaching level and 11th grade student achieved an Approaching rating.</td>
</tr>
</tbody>
</table>

#### PERFORMANCE INDICATOR: POSTSECONDARY & WORKFORCE READINESS

<table>
<thead>
<tr>
<th>Prior Year Target:</th>
<th>The goal for 2017-18 would be to maintain a &quot;Meets&quot; rating with a Completion rate within 49.5-69.4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance:</td>
<td>The target was not met, but the completion rate improved to 48.5%</td>
</tr>
</tbody>
</table>

Our current drop-out rate was 16.3%, our goal is to continue to lower that rate, with an ultimate goal of 12.8%, which is the
Prior Year Target: Approaching rating.
Performance: The target was not met, and the dropout rate increased to 19.5%

**PERFORMANCE INDICATOR: STUDENT ENGAGEMENT**

Prior Year Target: The goal for the 2017-18 school year is to reduce the truancy rate to 10%
Performance: The target was met with an 8.2% truancy rate.

**Current Performance**

- **Internal Assessments:**
  
  **Star 360:**
  
  Students took an initial Star 360 Math and Reading test at the beginning of 2018-19 school year, and this data provides us the baseline information to track achievement, growth, and to plan instruction for our students. Below is a snapshot of the baseline data showing the percentage of students at grade level, those on watch, those needing intervention and those needing urgent interventions.

  Need to update:
  
  **Reading:**
  
  24% - At grade level
  19% - On Watch
  29% - Intervention
  30% - Urgent Intervention

  **Math**
  
  33% - At grade level
  18% - On grade level
  26% - Intervention
  23% - Urgent Intervention

  With only 24% of our students reading at grade level, and 33% of the students at grade level in math, the need for strong literacy and math interventions continues.
to be a priority for 2018-19.

PAIRIN Assessment

Pairin is a longitudinal, research-based, social-emotional measurement for non-academic essential skills. Pairin tracks over 100 changeable attitudes, motivations, and behavioral proficiencies attributed to success and preparedness for college and career readiness. The report outlines the results in three separate formats; student, teacher, and parent. Baseline data will highlight the skills which deserve the most focus with individual students and provides a mechanism to measure growth over time. A focus for us this year will be on Post Secondary Workforce Readiness composite score, measuring soft skills needed for success in the workplace, as well as the Imperatives Composite score, measuring social-emotional awareness. The beginning of year score for Readiness is 72 and the Imperatives Composite score is 82. Our goal for both scores by End-of-Year is 90 or above.

GOAL will administer the Pairin survey twice over the course of the year. Social / emotional data will form an additional lens to demonstrate student growth and will operate in tandem with STAR 360 academic data to provide a composite growth report for each student.

PARCC results:

English Language Arts:
2015 - Grade 9 - 5% Met, 20% were in the Approached category
2016 - Grade 9 - 1% Exceed, 7% Met, 20% were in the Approached category
2017 - Grade 9 - 8% Met, 30% were in the Approached category
2018 - PSAT 8/9 -33% met ERW Benchmark

Math -
2015 - Algebra 1 - 1% Met - 12% were in the Approached category
2016 - Algebra 1 - 2% Met - 17% were in the Approached category
2017 - Algebra 1 - 3% Met - 13% were in the Approached category
2018 = PSAT 8/9 - 13% met Math Benchmark
Trend Analysis

Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Academic Growth

Goal Academy's math MGP had shown a very slight positive 3-year trend on the TCAP assessment from 2012-2014: 2012: 28, 2013: 29, 2014: 31 A baseline MGP for Math - PARCC assessment for 2016 is 43. This is a large increase over the trend from TCAP, but since this is a baseline year for PARCC, it is unknown whether the MGP for PARCC and TCAP are comparable. GOAL Academy showed a decrease from 43 in 2016 to 39 in 2017. The MGP for 2018 was 33.0. This MGP is for the College Board assessments PSAT 8/9, PSAT 10, and SAT. Given the new assessments, it is difficult to determine the trend.

Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Postsecondary & Workforce Readiness

SAT 11th grade students took the SAT test in 2017, so baseline scores are noted. EBRW score - 426.9 and math score - 400.8 These baseline scores are within the "Approaching" category. 2018 - EBRW score - 429.5 and math score 399.9 The 11th grade SAT scores are stable.

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Postsecondary & Workforce Readiness

Completion Rate: GOAL Academy’s completion rate has shown an increase from 2017 (46.8%) to 2018 (48.5%) 2011- 24.85 % 2012 - 31.3% 2013 – 42.8% 2014 – 43.8% 2015 - 44.1%, 2016 - 44.1, 2017 - 46.8% 2018 - 48.5%

Trend Direction: Stable then increasing
Notable Trend: Yes
Performance Indicator Target: Postsecondary & Workforce Readiness

Dropout rate: The dropout rate decreased significantly from 2013- 24.9% to 2014 – 15.7%, then showed a slight increase to 16.4% in 2016, it dropped to 16.5 in 2017, and had an increase to 19.5% in 2018 2013 – 24.9 2014 – 15.7 2015 - 15.0 2016 - 16.4%, 2017-16.3% 2018-19.5%

Root Causes
Priority Performance Challenge: Expected academic growth below target.
Students are not growing academically at a rate fast enough to get them to grade level by graduation. This is evidenced by MGP ratings for PSAT at the Approaching level in English Language Arts and the Does Not Meet level in math.

Root Cause: Incomplete structures to ensure student engagement.
While GOAL systems and processes that support student engagement and high expectation have been established, full implementation is not yet complete statewide. We are at approximately 50% implementation.

Root Cause: Resource allocation (Staffing levels)
GOAL is working to determine the appropriate mix of instructional teachers and social-emotional/engagement support personnel to ensure academic success.

Root Cause: Instructional Model
GOAL Academy is in year three of changing the instructional model. Professional Development is a high priority to ensure instructional staff members are effective online/blended teachers. In the last two years, 76 teachers were hired. Efforts to support these teachers are ongoing.

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.

Root Cause: Instructional Model
GOAL Academy is in year three of changing the instructional model. Professional Development is a high priority to ensure instructional staff members are effective online/blended teachers. In the last two years, 76 teachers were hired. Efforts to support these teachers are ongoing.

Root Cause: Resource allocation (Staffing levels)
GOAL is working to determine the appropriate mix of instructional teachers and social-emotional/engagement support personnel to ensure academic success.

Priority Performance Challenge: High dropout rate
GOAL Academy’s dropout rate of 19.5% is higher than the AEC norm of 12.7%

**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.

**Priority Performance Challenge: SAT scores at Approaching level**
The SAT scores for EBRW (429.5) was 2.0 points below the "meets" mark, and the SAT scores for Math (399.9) was 6.6 points below the "meets" mark.

**Root Cause: Instructional Model**
GOAL Academy is in year three of changing the instructional model. Professional Development is a high priority to ensure instructional staff members are effective online/blended teachers. In the last two years, 76 teachers were hired. Efforts to support these teachers are ongoing.

**Root Cause: Resource allocation (Staffing levels)**
GOAL is working to determine the appropriate mix of instructional teachers and social-emotional/engagement support personnel to ensure academic success.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:
The areas of low academic growth, low completion rate, low SAT scores and high dropout rate were identified as priority improvement (challenges) opportunities, as GOAL Academy’s progress in these areas are not meeting AEC standards and improving the school’s performance in these areas are essential to the previously identified school-wide goals. While we will continue to work diligently towards ensuring every student shows at least one year’s growth in one year’s time in reading and math, recent national research indicates that High-Risk students will need substantially longer time frames to achieve one year of academic growth. We will also remain focused on the pursuit of 100% graduation rate.

Provide a rationale for how these Root Causes were selected and verified:
The root causes were selected after data analysis of course completion results and assessments results, through dialogue with staff members representing multiple ed. zones. Staff consensus is that root causes that were identified in 2017-18, still remain relevant and we should continue with the action plan.
steps to correct the previously identified root causes.

The feedback from two independent reviews validated the root causes and the action plan that is in place. The independent reviews were done in Fall of 2017 for renewal purposes, and an extensive review by AdvancED in 2015, for accreditation purposes.

Action Plans
Planning Form

Strengthen school culture through focus on engagement and academic growth.

What would success look like: Create a culture that fosters engagement and high academic expectations of students. Show-up, Connect, Succeed - This will be demonstrated by 1) increasing the percentage of students participating directly with teachers and online curriculum each day. 2) increasing the percentage of students who stay on-track to complete courses within the scheduled timeframe of a quarterly calendar.

Associated Root Causes:

Incomplete structures to ensure student engagement.: While GOAL systems and processes that support student engagement and high expectation have been established, full implementation is not yet complete statewide. We are at approximately 50% implementation.

Resource allocation (Staffing levels): GOAL is working to determine the appropriate mix of instructional teachers and social-emotional/engagement support personnel to ensure academic success.

Instructional Model:
GOAL Academy is in year three of changing the instructional model. Professional Development is a high priority to ensure instructional staff members are effective online/blended teachers. In the last two years, 76 teachers were hired. Efforts to support these teachers are ongoing.

### Implementation Benchmarks Associated with MIS

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/ Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Fidelity</td>
<td>Consistent, aligned curriculum as a result of complete implementation of scope and sequence and common assessments in 100% of courses.</td>
<td>06/12/2017 - 12/30/2019</td>
<td>General Fund</td>
<td>Sr. Director of Curriculum and Instruction</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Continued training by the Flippen Group to implement the EXCEL model throughout the whole organization.</td>
<td>07/17/2017 - 05/30/2020</td>
<td>General Fund</td>
<td>Chief Learning and Engagement Officer</td>
</tr>
<tr>
<td>Initiate/Implement PBIS</td>
<td>Positive Student Culture Program tied to Show Up, Connect, Succeed Targets</td>
<td>01/15/2018 - 08/30/2019</td>
<td>General Fund</td>
<td>Chief Learning and Engagement Officer and Regional Leadership</td>
</tr>
<tr>
<td>Professional Development-Pairin</td>
<td>Professional Development in the Pairin social and emotional assessment for all staff members.</td>
<td>08/01/2018 - 05/30/2020</td>
<td>General Fund</td>
<td>Data Scientist and Chief Strategy and Innovation Officer</td>
</tr>
</tbody>
</table>
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 ongoing.

**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

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<tbody>
<tr>
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</table>

### Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Success Plan</td>
<td>Individualized Student Plan with multiple data sets, used in college and career advising</td>
<td>08/07/2017-05/30/2019</td>
<td>General Funds</td>
<td>Counseling Team</td>
<td>In Progress</td>
</tr>
<tr>
<td>Curriculum Fidelity</td>
<td>To ensure consistent, aligned curriculum and the use of common assessments the common assessment data will be monitored and</td>
<td>05/30/2018-05/30/2020</td>
<td>General Fund</td>
<td>Senior Director of Curriculum and Instruction,</td>
<td></td>
</tr>
<tr>
<td>- Common Assessment</td>
<td>Curriculum and Instruction Coordinator</td>
<td></td>
<td></td>
<td></td>
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<td>------------------------------------------------------------------------------------</td>
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<tr>
<td>evaluated through statewide PLC's.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Fidelity-Course Scope and Sequence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To ensure consistent and aligned curriculum, course scope and sequence implementation through &quot;backwards&quot; planning will be completed for all courses</td>
<td>05/30/2018 05/30/2020 General Fund Curriculum and Instruction Coordinator, Principals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>07/15/2018 05/30/2020 General Fund Curriculum and Instruction Coordinator, Principals, Sr. Director of Curriculum and Instruction, Professional Development Specialist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Refine advising processes for Concurrent Enrollment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>12/30/2018 08/30/2019 General Fund Career and College Counseling Coordinator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement a high quality mentoring program for new staff.</td>
<td>12/30/2018 General Fund Curriculum and Instruction Coordinator, Professional</td>
</tr>
</tbody>
</table>
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

<table>
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<tr>
<th>IB Name</th>
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<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL Site efficiency evaluation</td>
<td>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</td>
<td>10/03/2016 - 12/31/2019</td>
<td>None</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
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</tr>
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<tr>
<td>GOAL Site efficiency evaluation</td>
<td>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</td>
<td>10/03/2016 - 12/31/2019</td>
<td>None</td>
<td>Operations staff</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>Complete analytics on Pods (groupings of students/teachers/paraprofessionals) to determine characteristics of successful Pod groups to better understand how to group</td>
<td>12/30/2018</td>
<td>General Fund</td>
<td>Chief Strategy and Innovation Officer,</td>
<td></td>
</tr>
</tbody>
</table>
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 Principals, Curriculum and Instruction Coordinator

School Target Setting

Priority Performance Challenge: Expected academic growth below target.

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

2018-2019: Our target would be an Approaching rating on the Math portion of the PSAT, which would mean a Median Growth Percentile (MGP) >= 35. This would mean an increase from 33 to 35.

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


PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS

2018-2019: Our target would be to improve from the 2017-18 result of 36 MGP (Approaching) to a MGP of 40 on the PSAT assessments.

2019-2020: The target would be to improve the MGP, getting closer to a MGP of 50.
INTERIM MEASURES FOR 2018-2019: Star Reading Assessment: Our target SGP (Student Growth Percentile) for 2018-19 is 50.

Priority Performance Challenge: Low Completion rate

PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Completion Rate

<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019: Our target will be a 49.5% completion rate, which would be a Meets rating.</td>
</tr>
<tr>
<td>2019-2020: The target will be to maintain a Meets rating.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019: Our current dropout rate was 19.5%. The school has increased the rigor of its curriculum and feel this has contributed to an increase in dropout rate. We will continue to work toward the Approaching level of 12.8%, while maintaining higher academic rigor. The target for 2018-19 will be</td>
</tr>
<tr>
<td>2019-2020: The target will be</td>
</tr>
</tbody>
</table>

INTERIM MEASURES FOR 2018-2019: The interim measure will be to track the retention rate of each POD (accountability cluster of students and Para/Teacher teams), with a target goal of 75%.

Priority Performance Challenge: SAT scores at Approaching level
PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: SAT

**ANNUAL PERFORMANCE TARGETS**

**2018-2019:** Our goal is to get a "Meets" rating for SAT Math and Evidence Based Reading & Writing (EBRW). The EBRW score in 2018 was 429.5, just short of the 431.5 cut-point for "Meets". The math score in 2018 was 399.9. The cut-point for "Meets" is 406.5.

**2019-2020:** Our goal is to maintain a "Meet" rating for both Math and EBRW.

**INTERIM MEASURES FOR 2018-2019:** Increase the average grade level equivalency (GLE) for our 11th graders on the Star Reading and Math test. GLE at the Beginning of year for reading was 7.3 GLE. GLE at Beginning of year for math was 6.8. Our goal is that every student would make at least one year's growth in one year's time, and that our average GLE would increase to 8.3 in reading and 7.8 in math.
<table>
<thead>
<tr>
<th>Community Liaison</th>
<th>Ted Swingle</th>
</tr>
</thead>
<tbody>
<tr>
<td>S: Director - Curriculum</td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Board Member</td>
<td></td>
</tr>
<tr>
<td>Social/Emotional Support Coordinator</td>
<td></td>
</tr>
<tr>
<td>Intervention Resource Co-ordinator</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td></td>
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<tr>
<td>Regional Principal</td>
<td></td>
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<tr>
<td>Chief Learning Officer</td>
<td></td>
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<tr>
<td>Board Member</td>
<td></td>
</tr>
<tr>
<td>Chief Strategy and Innovation Officer</td>
<td></td>
</tr>
<tr>
<td>S: Dir. of Compliance</td>
<td></td>
</tr>
</tbody>
</table>

School: Academy Goal Academy

Accreditation Rating (Plan Type: AEC Improvement)

School Accountability Committee UIP Signature Page 2018-2019
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 spirit. However, there remains a lack of adequate, purposeful, and meaningful feedback provided to students and staff. We also have not attained the appropriate buy-in as to the value of assessment from our student, staff, and parent community.
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](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  
Title: Principal  
Mailing Street:  
Mailing City / State / Zip Code:  
Phone: (719) 495-5210  
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)**

<table>
<thead>
<tr>
<th>Prior Year Target:</th>
<th>Achieve the 50th median growth percentile as determined on the School Growth Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance:</td>
<td>The goal was met for ELA, achieving a percentile rank of 60. The goal was met for math, achieving a percentile rank of 51</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prior Year Target:</th>
<th>Currently have a rating of approaching for Academic Achievement on the school performance framework.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Math has a rating of approaching, while ELA has a rating of meets.</td>
</tr>
<tr>
<td></td>
<td>Goal is to have an overall rating of meets</td>
</tr>
<tr>
<td>Performance:</td>
<td>Goal was met -- a rating of Meets was achieved for both ELA and Math</td>
</tr>
</tbody>
</table>

**ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:** The goal for language arts and math was met for both. ELA had a percentile rank of 60 and math 51

**PERFORMANCE INDICATOR: ACADEMIC GROWTH**
Prior Year Target: Achieve the 50th Median Growth Percentile as reported in the School Performance Framework.

Performance: Goal was met. Rating of Meets was achieved for academic growth.

ACADEMIC GROWTH

REFLECTION: We experienced very good growth in language arts. MPG is 53. Overall math has an MPG of 47, which is a rating of approaching.

Current Performance

- Historically, Horizon’s performance on state assessments in reading, math and writing has experiences some decreases in each area. However, 2017 PARCC data demonstrates positive results, the highest scores Horizon has had as a school in many areas. This is a tribute to the work staff have done to continuously improve instruction and the changes we have made as a school over the past three years.

As we review 2018 CMAS data compared to 2017, 2016 and 2015 data, we see an increase in the % of meets/exceeds in all grades and all subject areas with the exception of 8th grade math which is inconsistent. In addition, significant increases are noted over the past three years, results are the highest results we have had as a school since CMAS/PARCC has been taken. In 6th grade math we saw an increase of 3% from 2017 (21%) to 2018 (25%), both are increases from previous years. 7th grade math experienced a significant increase from year 2016 (10%), to 2017 (22%) 2018 results were the same (22%). 8th grade math has been inconsistent over the past four years, 2015 (7%), 2016 (7%), 2017 (17%) and 2018 (12%). Algebra scores show increases over three years, but a decrease in the last year 2016 (58%) to 2017 (85%), 2018 (79%). In English Language Arts, we experienced significant increases in all grades in CMAS scores from 2015 to 2018. In 6th grade ELA, we experienced a 12% increase over three years from 2016 (28%) to 2017 (35%) to 2018 (40%) in the meets/exceeds categories. In 7th grade ELA, we experienced a 24% increase from 2016 (24%) to 2017 (48%) with a slight drop in 2018 (46%) but still increases over three years in the meets/exceeds categories. In 8th grade ELA, we experienced a 22% increase over three years from 2016 (22%) to 2017 (35%) to 2018 (44%) in the meets/exceeds categories. In 8th grade science we have also seen increases over the past four years, increasing by 22% over that time, from 2015 (11%) to 2016 (14%) to 2017 (20%) and 2018 (33%). All three grades have posted the highest scores we have had over the past three years.

During the 2016-17 and again in 2017-18 we have taken a major step forward in the quality and consistency of teaching practices, planning and personnel, as well as the delivery of intervention. We are confident we will continue to see improvement in scores on 2019 CMAS. However, as PARCC is an unreliable measure of school performance we are excited to continue implementing ACT Aspire for Reading and Science this year and are hopeful it will provide relevant and useful data that we can utilize as a gauge of instruction and student performance as well as gain a better understanding of the areas students are struggling and need additional support. We continue to feel our students are performing better than CMAS scores indicate and are looking forward to having another system for collecting and analyzing data that is relevant.
The 2018 School Performance Framework shows Horizon with the plan type of "Performance", attaining 64.4% of points. The 95% participation rate was met overall and in all subject areas. We have a rating of "meets" for Academic Achievement and a rating of "meets" for Academic Growth. Within the area of Academic Achievement: English Language Arts - overall rating of "meets", the subgroup of English Learners, and Free/Reduced students have a rating of "approaching", Minority students achieved a rating of "meets", while students with disabilities has a rating of "does not meet". In the area of math - overall rating of "meets", students with disabilities have a rating of "does not meet", all other subgroups are rated as "approaching". In the area of science - overall rating of "meets", students with disabilities and English learners have a rating of "does not meet" and all other group a rating of "approaching". Moving to Academic Growth: An overall rating of "meets" was achieved in both English and Math. In the area of English Language Arts, the subgroup of English learners achieved a rating of "Exceeds’. Free/Reduced 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 spirit. 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-evaluating our intervention process, as far as placing students in intervention, as well as the systems we utilize to deliver intervention. We made major changes to math intervention for the 2016-17 school year and evaluated our reading intervention. To start the 2017-18 school year, we implemented a new reading intervention program, Read 180, to match our math (Math 180) intervention program. In addition, we adjusted our staffing to provide both a Reading and Math Interventionist starting with the 2017-18 school year. Results from the 2017-18 showed our Math 180 intervention had very positive results with some of the highest growth in Math 180 in the nation. Although there were good results in Read 180 as well, they weren’t as significant as math. We will continue to deliver both interventions as part of our instructional program. In addition, we have a demonstrated need to
improve and update or resources and curriculum for science instruction. With the start of the 2018 school year, we are now implementing Amplify science which is a blended learning curriculum that provides both hands-on experiential activities as well as one to one computer simulations and learning.

**All staff is Highly Qualified each year. Staff is retained through a variety of instructional support systems and through staff development provided throughout the year as well as ongoing feedback from the Instructional Coach. A culture of pride and high expectations creates an environment and place where staff want to be.

Trend Analysis

<table>
<thead>
<tr>
<th>Trend Direction: Increasing</th>
<th>Notable Trend: Yes</th>
<th>Performance Indicator Target: Academic Achievement (Status)</th>
</tr>
</thead>
<tbody>
<tr>
<td>**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 &quot;approaching&quot;.</td>
<td></td>
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</tr>
<tr>
<td>**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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trend Direction: Increasing then stable</td>
<td></td>
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</tbody>
</table>
Yes

**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 2017-18 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 spirit. However, there remains a lack of adequate, purposeful, and meaningful feedback provided to students and staff. We also have not attained the appropriate buy-in as to the value of assessment from our student, staff, and parent community.

**Priority Performance Challenge: Academic Achievement**
The school currently has an overall rating of Approaching, earning 52.8% points possible.

**Root Cause: Standards and Instruction**
There has been inconsistent use of utilizing standards in planning for and delivering instruction. There has been an inconsistent use, and availability of, resources to enhance instruction. There has not been a consistent, reliable, system of assessment in place that provides the necessary knowledge to evaluate student learning, or lack of. There have not been consistent expectations for collaborative planning time and staff has not always had the opportunities to participate in discussions to improve teaching and learning.

**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.

**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”.

**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 spirit. However, there remains a lack of adequate, purposeful, and meaningful feedback provided to students and staff. We also have not attained the appropriate buy-in as to the value of assessment from our student, staff, and parent community.
Provide a rationale for how these Root Causes were selected and verified:

Root causes were selected and verified through a look at our processes and procedures in place in the school. We examined needs, and areas we are lacking, as a leadership team, then with the building leadership team, then staff, and also our SAC.

Action Plans
Planning Form

#1 - Culture

What would success look like: Implement strategies to create a culture of respect and high expectations among staff and students.

Associated Root Causes:

Culture:
Academic pride, school spirit, and the implementation of instructional best practices need to improve across the school. Strides have been made in improving the culture and school spirit. However, there remains a lack of adequate, purposeful, and meaningful feedback provided to students and staff. We also have not attained the appropriate buy-in as to the value of assessment from our student, staff, and parent community.

Implementation Benchmarks Associated with MIS

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
</table>

Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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,</td>
<td>11/01/2016</td>
<td></td>
<td>Principal</td>
<td>In Progress</td>
</tr>
<tr>
<td>Service/Event</td>
<td>Description</td>
<td>Start Date</td>
<td>End Date</td>
<td>Responsible Parties</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
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<td></td>
</tr>
<tr>
<td>Studer Education</td>
<td>Service, finance, and quality. Through services of staff and parents will get a scorecard to assist in making continuous improvement through evidence-based leadership.</td>
<td>05/31/2019</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veteran's Day</td>
<td>Connect with the community through Veterans Day assembly and other various guest speakers throughout the school (historical conflict, bullying, chemistry, Constitution, engineering/design)</td>
<td>11/11/2016 11/11/2019</td>
<td></td>
<td>All instructional &amp; administrative staff Not Started</td>
<td></td>
</tr>
<tr>
<td>Renaissance Committee</td>
<td>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</td>
<td>07/01/2017 06/30/2019</td>
<td>2018-19 Title</td>
<td>Admin, Instructional Staff In Progress</td>
<td></td>
</tr>
<tr>
<td>Instructional Coach</td>
<td>Hire IC to provide specific feedback and coaching to teachers on best instructional practices</td>
<td>08/01/2017 05/31/2019</td>
<td>2018-19 Title - Salary and Benefits- $104,225</td>
<td>Principal, Instructional Coach Complete</td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td>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.</td>
<td>08/01/2017 05/31/2019</td>
<td>2017-18 Title</td>
<td>Administrators, Instructional Coach, IB Coordinator, Teaching staff, Special Education and ELD Teachers In Progress</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue 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,</td>
<td>08/01/2017</td>
<td>2018-19 Title</td>
<td>Principal Assistant</td>
<td></td>
</tr>
<tr>
<td>Boys Town</td>
<td>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</td>
<td>05/31/2019</td>
<td>$4,000</td>
<td>Principal, Teaching Staff</td>
<td>Complete</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>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</td>
<td>08/01/2017 05/31/2019</td>
<td>2017-18 Title $5,100</td>
<td>All instructional and Administrative Staff</td>
<td>In Progress</td>
</tr>
<tr>
<td>IB</td>
<td>Maintain status as International Baccalaureate school delivering MYP programme. To include a review of planners and evaluation visit.</td>
<td>08/01/2017 05/31/2019</td>
<td>2018-19 Title $13,070</td>
<td>Administrators, Instructional Coach, IB coordinator, Teaching staff, Special Education and ELD Teachers</td>
<td>In Progress</td>
</tr>
<tr>
<td>Common Expectations</td>
<td>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....</td>
<td>08/01/2017 05/31/2019</td>
<td>Administration Team, Staff</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>AVID</td>
<td>Investigate and analyze the addition of AVID program.</td>
<td>04/20/2018 01/31/2019</td>
<td>2017-18 Title I training -$25,500</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 stipend to account for this time.

- 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.

#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.
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Coach</td>
<td>Hire IC to provide specific feedback and coaching to teachers on best instructional practices</td>
<td>08/01/2016 - 08/31/2019</td>
<td>2018-19 Title - salary and benefits - $104, 225</td>
<td>Principal, Instructional Coach</td>
<td>In Progress</td>
</tr>
<tr>
<td>Visible Learning</td>
<td>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 Criteria as well as the different types of feedback to students.</td>
<td>08/01/2017 - 05/31/2019</td>
<td>All Staff</td>
<td></td>
<td>In Progress</td>
</tr>
<tr>
<td>Innovations Institute</td>
<td>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.</td>
<td>08/01/2017 - 05/31/2019</td>
<td>Zone funds</td>
<td>Innovation Teachers(2) Principal</td>
<td>In Progress</td>
</tr>
<tr>
<td>IB School</td>
<td>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.</td>
<td>08/01/2017 - 05/31/2019</td>
<td>Yearly MYP fee and evaluation expenses. 2018-19 Title $15,070</td>
<td>All instructional and administrative staff</td>
<td>Complete</td>
</tr>
<tr>
<td></td>
<td>Provide opportunities for project-based, PLTW (project lead the way), STEM learning for all students through science, math, and</td>
<td>08/01/2017</td>
<td>Administrators, Instructional</td>
<td></td>
<td>In Progress</td>
</tr>
<tr>
<td>Topic</td>
<td>Description</td>
<td>Start Date</td>
<td>End Date</td>
<td>2018-19 Title</td>
<td>Title</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>STEM &amp; Robotics</td>
<td>PRIDE classes. This includes offering after school opportunities through the Robotics club.</td>
<td></td>
<td>05/31/19</td>
<td></td>
<td>Coach, IB Coordinator, Instructional Staff</td>
</tr>
<tr>
<td>Instruction</td>
<td>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</td>
<td>08/01/17</td>
<td>05/31/19</td>
<td>$16,000</td>
<td>Administrators, Instructional Coach, IB Coordinator, Instructional Staff</td>
</tr>
<tr>
<td>Professional Learning Time</td>
<td>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</td>
<td>08/01/17</td>
<td>05/31/19</td>
<td></td>
<td>Administrators, Instructional Coach, IB Coordinator, Instructional Staff</td>
</tr>
<tr>
<td>Common Plan Time</td>
<td>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</td>
<td>08/01/17</td>
<td>05/31/19</td>
<td></td>
<td>Administrators, Instructional Coach, IB Coordinator, Teaching staff, Special Education and ELD Teachers.</td>
</tr>
<tr>
<td>Schedule</td>
<td>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.</td>
<td>08/01/17</td>
<td>05/31/19</td>
<td>$14,940</td>
<td>Principal</td>
</tr>
</tbody>
</table>
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 TPRS strategies in foreign language classrooms. Training for AVID.

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.

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

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
</table>

Action Steps Associated with MIS
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interventionist</td>
<td>Hire an Interventionist to provide reading and/or math interventions to student in 6th, 7th, 8th grade. Interventionist will also be very involved in RtI process, collecting and analyzing data, collaborating with teachers and parents and ensure students are receiving needed intervention.</td>
<td>07/01/2016 - 07/31/2019</td>
<td>zone funds READ 180 training - Title I - $200</td>
<td>Principal</td>
</tr>
<tr>
<td>Geography Bowl</td>
<td>Provide stipend to staff for implementing Geography Bowl, providing opportunity to students to showcase their research and literacy skills (approx. 12 meetings &amp; competition)</td>
<td>09/01/2016 - 02/28/2019</td>
<td>Title I 2018-19 $600</td>
<td>Principal, Teaching Staff</td>
</tr>
<tr>
<td>Math Intervention</td>
<td>Hire a math interventionist to provide additional, necessary, support to students with a demonstrated need for math support.</td>
<td>07/01/2017 - 08/31/2019</td>
<td>2018-19 Title I $60,750</td>
<td>Principal</td>
</tr>
<tr>
<td>Brain Pop</td>
<td>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.</td>
<td>08/01/2017 - 05/31/2019</td>
<td>2018-19 Title I $1,800</td>
<td>Principal, Teaching staff, IB Coordinator</td>
</tr>
<tr>
<td>Math 180</td>
<td>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.</td>
<td>08/01/2017 - 05/31/2019</td>
<td>2018-19 Title I $4,500</td>
<td>Zone leader, school administration, math teachers, intervention teacher, instructional coach</td>
</tr>
<tr>
<td>READ 180</td>
<td>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.</td>
<td>08/01/2017 - 05/31/2019</td>
<td>2018-19 Title I $4,500</td>
<td>Principal, Instructional Coach, Intervention teacher</td>
</tr>
<tr>
<td>Task</td>
<td>Description</td>
<td>Start Date</td>
<td>End Date</td>
<td>Funding</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>Master Schedule</td>
<td>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.</td>
<td>08/01/2017</td>
<td>05/31/2019</td>
<td></td>
</tr>
<tr>
<td>Study Help</td>
<td>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</td>
<td>08/01/2017</td>
<td>05/31/2019</td>
<td>2018-19 Title - $11,060</td>
</tr>
<tr>
<td>ELD Para</td>
<td>Hire a full-time ELD paraprofessional to provide additional, consistent support to our English Language Learners in their core classes</td>
<td>08/01/2017</td>
<td>05/31/2019</td>
<td>2018-19 Title -salary and benefits $19,966</td>
</tr>
<tr>
<td>Advanced Class</td>
<td>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</td>
<td>08/01/2017</td>
<td>05/31/2019</td>
<td></td>
</tr>
<tr>
<td>Knowledge Bowl</td>
<td>Provide stipend to staff for implementing Knowledge Bowl, providing opportunity to students to showcase their skills (approx. 25 meetings &amp; competition)</td>
<td>09/01/2017</td>
<td>04/30/2019</td>
<td>Title I 2018-19 $2,500</td>
</tr>
<tr>
<td>Battle of the Books</td>
<td>Provide stipend to staff for implementing Battle of the Books, providing opportunity to students to showcase their reading and comprehension skills (approx. 15 meetings &amp; competition)</td>
<td>10/31/2017</td>
<td>04/30/2019</td>
<td>2018-19 Title $1500</td>
</tr>
</tbody>
</table>

**School Target Setting**

**Priority Performance Challenge : Math Achievement**
PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

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

2019-2020:

INTERIM MEASURES FOR 2018-2019:

Priority Performance Challenge: Academic Achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

2018-2019: Achieve an overall rating of meets for Academic Achievement on the SPF.

2019-2020:

INTERIM MEASURES FOR 2018-2019:
**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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Penny</td>
<td>Parent, 6th</td>
</tr>
<tr>
<td>Windy Hart</td>
<td>Teacher, 7th</td>
</tr>
<tr>
<td>Beth McLellan</td>
<td>Parent</td>
</tr>
<tr>
<td>Jamie Moute</td>
<td>Parent</td>
</tr>
<tr>
<td>Chad Engler</td>
<td>Community member</td>
</tr>
<tr>
<td>Robert Degen</td>
<td>Parent</td>
</tr>
<tr>
<td>Jon Melle</td>
<td>Parent</td>
</tr>
<tr>
<td>Maria Case</td>
<td>AP</td>
</tr>
</tbody>
</table>

**School Accountability Committee:**

1) 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:
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.
<table>
<thead>
<tr>
<th>DEPTH OF KNOWLEDGE QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
</tr>
<tr>
<td>Level of questioning was not consistent with instructional rigor required to reach DOK levels 2, 3 and 4.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DISAGGREGATED GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
</tr>
<tr>
<td>Analysis of STAR &amp; CMAS scores exposes a need to address both growth and academic achievement in disaggregated groups as well as Quartile 3 and Quartile 4 students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTIONAL TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
</tr>
<tr>
<td>Instructional time not used proficiently in the classrooms, lack of time spent on grade level standards aligned instruction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTIONAL STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IMPLEMENTATION OF NEW WRITING BENCHMARK ASSESSMENT AND SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

*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
Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Imagine Classical Academy Indigo Ranch (ICA) is a PK-8 classical education public charter school in Falcon District 49. Our classical education is based on the Core Knowledge sequence. The current year is the beginning of our tenth year as a school. Our administration is comprised of our principal, vice principal and dean of students. Our school is comprised of approximately 12% military families which contribute to a somewhat mobile population and 41% minority students in 3rd – 8th grade. Currently our student population is 706 students K-8, 13% of whom are receiving free & reduced lunch. Currently we have 43 students or about 6% receiving special education services and a total of 22 ELL students, or 3.1% will take the ACCESS 2.0 test this year.

Process and Stakeholder Involvement:

Multiple committees and stakeholders had an opportunity to contribute to the Imagine Classical Academy Indigo Ranch UIP. Teacher’s engaged in a process for root cause analysis using previous year’s data for achievement and growth in CMAS leading to recommendations for action steps. These reflections were reviewed by a team of teachers and administrators comprised of an intermediate grade teacher, a primary grade teacher, a middle school teacher, the academic coach, the dean of students, the asst. principal and the principal. Our SAC committee which includes parents and a community member reviewed the UIP and outcomes from our most recent state assessments and our local norm referenced assessments, STAR/Renaissance and DIBELsNext. Imagine Classical Academy Indigo Ranch’s governing board will review and approve our 2018-2019 UIP.

Prior Year Targets

Consider the previous year’s progress toward the school targets. Identify the overall magnitude of the school performance challenges.
PERFORMANCE INDICATOR: ACADEMIC GROWTH

<table>
<thead>
<tr>
<th>Prior Year Target:</th>
<th>2017-18 STAR Reading goal EOY : LG 1.09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance:</td>
<td>EOY: LG 1.047</td>
</tr>
<tr>
<td>Prior Year Target:</td>
<td>CMAS ELA 2017-18 59% MGP</td>
</tr>
<tr>
<td>Performance:</td>
<td>CMAS ELA - 47% MGP</td>
</tr>
<tr>
<td>Prior Year Target:</td>
<td>2018-18 STAR Math goal EOY : LG 1.06</td>
</tr>
<tr>
<td>Performance:</td>
<td>EOY: LG 1.041</td>
</tr>
<tr>
<td>Prior Year Target:</td>
<td>CMAS MATH 2017-18 56% MGP</td>
</tr>
<tr>
<td>Performance:</td>
<td>CMAS MATH - 49% MGP</td>
</tr>
</tbody>
</table>

**ACADEMIC GROWTH REFLECTION:**

We did not meet our first goal of a mean Reading Learning Gain for all students of 1.09, as measured by the Fall to Spring STAR Reading Assessment. We achieved a 1.047 mean Reading Learning Gain. The overall target may have been set too high as the only grade level to reach the target was 1st grade 1.132, in addition middle school underachieved, 6th grade .990, 7th grade .973 and 8th grade .994 which brought our overall learning gain down significantly.

We did not meet our second target of a CMAS ELA MGP of 59%, the target was reasonable as we set it 2 percentage points higher than the previous year. However, when looking at grade level MGP it is evident that our overall scores were severely affected by underachievement of the middle school, 6th grade dropped 45% from 84%-39%, 7th grade dropped 26% from 79.5%-53.5%, 8th grade dropped 35% from 77%-42%.

We did not achieve our third target of a mean Math Learning Gain for all students of 1.06, as measured by the Fall to Spring STAR Math Assessment. We achieved a 1.041 mean Math Learning Gain for all students with 1st, 2nd and 5th grades scoring at or above the 1.06 mean Math Learning Gain. Our middle school underachieved, 6th grade .964, 7th grade 1.0 and 8th grade .997 which brought our overall learning gain down significantly.

We did not meet our fourth target of a CMAS Math MGP of 56%, the target was reasonable as we set it 2 percentage points higher than the previous
year. However, when looking at grade level MGP it is evident that our overall scores were severely affected by a drop in all grade levels except one, 4th grade increased 24.5% from 33%-57.5%, 3rd grade dropped 5% from 54%-49%, 5th grade dropped 6% from 58%-52%, 6th grade dropped 25.5% from 68.5%-43%, 7th grade dropped 16.5% from 49.0%-32.5%, 8th grade dropped slightly 1.5% from 50.5%-49.0%.

Current Performance

Data Trends:
In analyzing the available data, we looked for the most significant increases or decreases within grade levels or disaggregated groups in order to determine which trends were the most notable. They are as follows:

We identified the following trends in Academic Achievement: DIBELSNext scores for students who were reading at benchmark 2017-2018 indicate Kindergarten, first and third grade students made well above average progress, second grade students scored above average progress. DIBELSNext benchmark scores for 2017-2018 indicate that the following percent of students ended the year proficient or advanced: Kindergarten 83%, first grade 80%, second grade 89%, third grade 89%, K-3 86% overall.

The CMAS ELA proficiency percentile scores (met or exceeded) for ICA elementary students stayed about the same as they went from 42% in 2017 to 41% in 2018, 4th grade improved their percent by 6.5%, 5th grade improved their percent by 9.8%, while 3rd grade dropped by 18.2%. The CMAS ELA proficiency percentile scores (met or exceeded) for ICA Middle School students saw a significant drop as they went from 57% in 2017 to 45% in 2018, 8th grade dropped by 1.2%, 7th grade dropped by 9.8%, while 6th grade dropped by 25.9%. The CMAS Math proficiency percentile scores (met or exceeded) for ICA elementary students stayed about the same at 35% in 2017 to 34% in 2018, 3rd grade improved by 3%, 4th grade improved by 2.3%, while 5th grade dropped by 8.8%. The CMAS Math proficiency percentile scores (met or exceeded) for ICA Middle school students in 6th&7th Grade dropped from 30% in 2017 to 25% in 2018, 6th grade dropped by 8.7%, 7th grade dropped by 2.4%. With no reported scores for 2017 8th grade achieved at 39% (Met or Exceeded) for 2018.

We identified the following trends in Academic Growth: DIBELSNext progress for students 2017-2018 who began the year well below benchmark indicate that students in all grade levels K-3 made well above average progress. Current DIBELSNext ELAT descriptors for 2018-2019 indicate Kindergarten students scored 69% BOY to % MOY which indicates progress while first grade 62% BOY to % MOY made progress, second grade scored 84% BOY to % MOY which is progress and third grade scored 83% BOY to % MOY which is progress. The overall 2017-2018 STAR Reading % of students at or above grade level moved from 53.7% BOY to 66% EOY School wide with an overall learning gain of 1.047. The overall 2017-2018 STAR Math % of students at or above grade level moved from 70% BOY to 75.1% EOY School wide with an overall learning gain of 1.041. These scores indicate an upward trend in academic growth.
he CMAS ELA Median Growth percentile scores for ICA students dropped as school wide the MGP dropped from 57% in 2017 to 47% in 2018, 4th grade dropped by 1%, 5th grade increased by 5.5%, 6th grade dropped significantly by 45%, 7th grade dropped by 26%, while 8th grade dropped by 35%. The CMAS Math Median Growth percentile scores for ICA students decreased from 54% in 2017 to 49% in 2018, 4th grade improved by 24.5%, while 5th grade dropped by 6%, 6th grade dropped by 25.5%, 7th grade dropped by 16.5%, 8th grade dropped by 1.5%.

Trend Analysis

**Trend Direction:** Increasing then stable

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

Our previous year (2016-17) Academic Achievement (Status) of Performance was right on par with our high expectations as a school. Last year PARCC ELA, Math and Science results for academic achievement indicated that elementary students achieved a Meets status for all students on PARCC, Only a few disaggregated groups received an approaching status in ELA and Math. PARCC ELA and Math results for academic achievement indicate that middle school students achieved a Meets status for all students with only two disaggregated groups at an approaching status. Science results showed an approaching status for all students and groups. We achieved at a higher level in five of the six categories as compared to 2015-16. Our Current year (2017-18) Academic Achievement (Status) of Performance with equivalent overall scores did not meet with our high expectations for improved academic achievement as a school. This year PARCC ELA results for academic achievement indicated that elementary students achieved a Meets status for all students on PARCC, only ELL and Free & Reduced students received an approaching status in ELA. PARCC Math & Science results for academic achievement indicated that elementary students achieved an Approaching status for all students and all disaggregated groups. PARCC ELA, Math & Science results for academic achievement indicate that middle school students achieved a Meets status for all students and all disaggregated groups with the exception of approaching status for Free & Reduced in Math and ELA. We achieved at a higher level in three of the six categories as compared to 2016-17.

**Trend Direction:** Increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Growth

We identified the following trends in Academic Growth: DIBELSNext scores for students who were reading at or above benchmark 2017-2018 indicate grade K-3 students made well above average progress, second grade students made above average progress, with all other grade levels making well above average progress. The overall DIBELSNext benchmark score was 71% BOY and 86% EOY which ELAT identifies as Above Average for typical benchmark growth. The overall DIBELSNext benchmark score for 2017-2018 increased from 66% BOY to 86% EOY which ELAT identifies as Well Above Average for typical benchmark growth. The descriptor stayed at Well
Above average progress, 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 third priority performance challenge is CMAS Math Growth Scores, in 2017-2018 ICA showed a decline in scores for all grades except 4th grade. Across grade levels in specific sub-categories performance is not strong. Identified areas of challenge are reasoning and major content, in addition understanding of problem solving concepts using modeling and constructed responses was an identified area of need. We believe that by putting an intentional focus on addressing these challenges we will be able to improve the instruction, learning and test results within our school community.

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

**Root Causes Rationale:**
The writing program we brought in to have a vertical, standards based benchmark assessment for writing was ineffective. Lack of reading curriculum and resources meant we were not specifically targeting vocabulary of Common Core Standards. We transitioned our 3-5 reading curriculum in 2017-2018 to CKLA Hybrid. We are committed to implementation of the CKLA curriculum with fidelity. Our purchase of the Hybrid Edition is aligned to Standards based objectives, but has required time for teachers to gain mastery with the tool. Engagement with writing inside CKLA is still a concern, as students are not proficient in reading informational text and written expression. In spite of extensive training it took several months for teachers to gain proficiency with the new curriculum. Instructional time was not used proficiently in the classrooms, lack of time spent on grade level standards aligned instruction. Level of questioning was not consistent with instructional rigor required to reach DOK levels 2,3 or 4. Inconsistent targeted differentiated instruction by grade levels did not meet student needs. Our annual data historically shows a continual deficiency in the lack of academic growth in our students with growth gaps. We nearly met our annual Math growth goals, however disaggregated groups of students did not meet benchmark despite making over a full year of growth. Students with significant learning gaps did not make enough progress to close the learning gap. Until 2015-2016, ELL and GT populations were not identified. We have instituted a new MTSS/RTI process in order to address our issues with disaggregated groups and students beginning well below. CMAS, STAR/Renaissance, WIDA Access and DIBELSNext data were used to determine the significance of the learning gaps of our students with disabilities who need to catch up. In order to respond to expectations of the common core and 21st century skills, students need a variety of learning modalities and a higher engagement level. In particular, student writing, speaking and thinking needed to be infused into our daily instructional expectations.

**Action Plans**

**Planning Form**

**Commit to an Intentional Focus on Reading Comprehension**

What would success look like: Students will demonstrate proficiency when required to infer, respond to or comprehend text. With a goal of ensuring all students are proficient in reading and analysis across grade levels and genres.

Describe the research/evidence base supporting the strategy: The National Reading Panel Report of 2000 confirmed comprehension as one of the big 5 ideas of reading. Research also supports depth of knowledge instruction and guiding students to think critically. Research shows students have limited opportunities to orally process what they are learning, to make meaning in the company of their peers, and to read or write for authentic purposes.

**Associated Root Causes:**

**Disaggregated Groups:** Analysis of STAR & CMAS scores exposes a need to address both growth and academic achievement in disaggregated groups as well as Quartile 3 and Quartile 4 students.
Instructional Strategies:
In order to respond to expectations of the common core and 21st century skills, students need a variety of learning modalities and a higher engagement level. In particular, student writing, speaking and thinking needed to be infused into our daily instructional expectations.

Implementation of New Writing benchmark assessment and services:
We purchased and implemented Writing Studio which is a companion program to CKLA, Writing Studio is a standards based writing and benchmark assessment program. Writing Studio proved to be an ineffective tool.

CKLA Curriculum Implementation:
We are committed to implementation of the CKLA curriculum with fidelity. Our purchase of the Hybrid Edition is aligned to Standards based objectives, but has required time for teachers to gain mastery with the tool. Engagement with writing inside CKLA is still a concern, as students are not proficient in reading informational text and written expression.

Depth of Knowledge Questions:
Level of questioning was not consistent with instructional rigor required to reach DOK levels 2, 3 and 4.

Instructional Time:
Instructional time not used proficiently in the classrooms, lack of time spent on grade level standards aligned instruction.

Implementation Benchmarks Associated with MIS

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
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<th>Key Personnel</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>07/31/2018</td>
<td></td>
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</tr>
<tr>
<td><strong>DibelsNEXT &amp; Reading Fluency Benchmark Testing</strong></td>
<td>Benchmark tests to create differentiated instruction, ascertain growth and target specific needs.</td>
<td>08/01/2018 Quarterly</td>
<td>Teaching Staff, Curriculum Coach, Administration, SPED personell</td>
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<td>Resources</td>
<td>District employees and teachers</td>
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<td>Write Now Right Now Training</td>
<td>Staff was trained on new writing program including conventions, rubrics and benchmark testing</td>
<td>08/31/2018 08/31/2018</td>
<td>Curriculum, Chromebooks/Laptops</td>
<td>Teachers, Trainer</td>
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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:**
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### 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.

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STAR Testing gives data to target student's areas of strength as well as needs.

STAR Testing

Quarterly common assessment to compare with exemplars and adjust instruction.

Writing Benchmark Testing

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<td>Talk, Read, Talk, Write</td>
<td>National Trainer and Author Nancy Motley trained staff on her program Talk, Read, Talk, Write</td>
<td>09/28/2018 - 09/28/2018</td>
<td>Talk, Read, Talk, Write book and resources</td>
<td>Nancy Motley, Teachers</td>
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</tr>
</tbody>
</table>
School Target Setting

Priority Performance Challenge : Growth in Reading

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS

2018-2019: STAR Reading BOY - STAR Reading EOY Goal

2019-2020:


Priority Performance Challenge : CMAS Math Scores

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS


2019-2020:

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

<table>
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<td>2019-2020:</td>
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Priority Performance Challenge: CMAS ELA Scores

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

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PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA
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**2018-2019:** CMAS 2018-2019 ELA Goal - All Students - MGP - 51.0

**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
Unified Improvement Planning Team: Name of people who were involved in the preparation of the plan. Parents must be included. Please print name and role.

Name

Daniel Speer
Dawn Engelsbrecht
Viola Lee

Position

Dean of Students
Teacher/SAC secretary
Teacher

1. Date plan was presented to SAC for review: March 5, 2019

2. Signature of Principal:

3. Signature of SAC Chairperson:

4. Additional SAC Members who reviewed the plan:

Marcia Billingsley / SAC Member
Chesley Bunchman / SAC/PTO member
Dawn Engelsbrecht / SAC secretary
Viola Lee / SAC Member


Executive Summary

If we...

PROFESSIONAL DEVELOPMENT

Description:
Teachers have received training on administering Dibels math for benchmarking and progress monitoring. Student skill gaps will be targeted based on need through the DIBELS math screener and instructed in small groups. Through this gaps in math will be addressed which should impact growth positively.

TIER 3 PROFESSIONAL DEVELOPMENT

Description:
Students with disabilities will grow with additional professional development of SPED teachers in remediating math. This intentional approach should impact growth scores by allowing students to master precursor skills. Our Sonday and SIPP 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.

**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**
MRES needed additional validated interventions in literacy and math to address needs. MRES needed to provide further professional development to help teachers master literacy. Math intervention needed to address gaps for students and help them establish essential skills. MRES adopted SIPPS to support reading and IXL to support reading & math Tier 3 Interventions. Case managers adjusted push in time to support within the classroom rather than using a pull out model.

**CORE CURRICULUM (CKLA)**

Description:
CKLA is in year 4 of implementation. Work has been done with grade level teams to move from Implementation to Innovation on the CKLA Matrix. We need time to see if the phonics and skills strand impacts this further as students move up in grades. The scope and sequence was found to have gaps in written expression. PLC's have focused on this conversation to impact instruction and learning by looking at unit extensions and pausing points.

**PROFESSIONAL DEVELOPMENT IN LITERACY**

Description:
Continue to build literacy capacity with staff. Move beyond implementation phases of reading program and interventions. Empower teaching staff to use their professional judgement to make academic adjustments for students.

**MASTER SCHEDULE**

Description:
The master schedule leaves little dedicated time to science instruction. Teams are working on adjusting their schedules.

**SCIENCE DOES NOT HAVE CURRICULUM**

Description:
Currently, teachers are using a variety of materials and kits to teach science with.
MATH WRITTEN EXPRESSION

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

Then we will change current trends for students

ACADEMIC GROWTH IN MATH

Description:
For the past three years, Meridian Ranch's Academic Growth as reported on the School Performance Framework has been Approaching.

ACADEMIC ACHIEVEMENT AND GROWTH STUDENTS WITH DISABILITIES - BOTH ELA AND MATH

Description:
MRES school performance framework indicates that student with disabilities Does Not Meet in achievement for both ELA and Math. Academic Growth for ELA is Does Not Meet and Math is Approaching.

ACADEMIC GROWTH IN ELA

Description:
MRES school performance framework indicates that growth in ELA is Does Not Meet.

ACADEMIC ACHIEVEMENT IN SCIENCE

Description:
MRES school performance framework indicates achievement is Approaching.

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

Additional Information about the school

According to the 2018 Impact Aid Forms, Meridian Ranch Elementary 36% of families with an active duty parent/guardian.

For the 2018-2019 school year, Meridian Ranch Elementary has 670 students currently enrolled in grades K-5. This is about 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

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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.

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior Year Target: Increase the median growth percentile in Math as reported by the school performance framework report from 36 percent to 50 percent.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATOR: ACADEMIC GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior Year Target: Increase the median growth percentile in ELA as reported by the school performance framework report from 44 percent to 50 percent.</td>
</tr>
<tr>
<td>Performance: The target was not met. The median growth percentile for all students was reported at 34 percent.</td>
</tr>
</tbody>
</table>

**ACADEMIC GROWTH REFLECTION:**

According to the preliminary 2018 School Performance Framework, Reading Academic Growth had a negative growth trend. All students reported at 34%, those students in 4th grade 41.5% and 5th grade 27%. Subgroups: free/reduced-price lunch eligible 31.5%, minority students 29%, and students with disabilities 29%. This is an area of focus in the 2018-2019 school year.

The disaggregated data shows that all ELA standards tested that required students to demonstrate understanding and thinking through written expression showed that the school performed as a lower rate than both the district and state. Work with written expression and our reading program
CKLA will be an ongoing PLC work session for all grades K-5. Another factor to consider for 2019 testing is having all students test on chromebooks and not iPads.

Current Performance

- Meridian Ranch has been a school that up until this point has consistently been a Performance school, however over the past three years while achievement has remained somewhat steady there has been a growing gap in the ability to show growth. The overall Academic Achievement is at 61.7% - which is slightly below the 62.5% needed for reaching Meets. All students were at Meets in both ELA and Math with Approaching in Science. This combined with academic growth ratings of Does Not Meet in ELA and Approaching in Math resulted in the school on Improvement Plan status. Academic Growth for English Language Arts for all students is 34% and Math for all students is 46%.

To assist in the development of our Unified Improvement Plan, members of the Data Leadership Team (DLT), a committee consisting of teachers, specialized staff, and administration, began by reviewing the Grade Level Disaggregated Reports, School Performance Framework, and Trend Data. Staff participated in a data dig exploring both achievement and growth scores from the previous year’s CMAS/PARCC test. Dibels Next scores were also examined over the previous three years to look at reading predictors for success. The committee was able to draw several conclusions and questions arose as they sifted through the data.

After a close analysis of the three-year trend in the CMAS School Performance Frameworks, most notable is the fluctuation of ELA growth scores from 40 percent to 44 percent and 44 percent to 34 percent. The committee discussed this trend using Evidence Statement Analysis charts to look at areas of the test where to identify where students struggled within the test and establish root causes. Through the analysis of this data staff determined that students struggled in constructed response and written expression. The team decided to look over the CKLA (core curriculum) to determine if the area of student struggle was being targeted effectively. It was determined that students had limited writing exposure and opportunities that include writing extensions that are project based, high interest and engaging. In addition, it is felt that more emphasis needs to be placed on modeling, and writing instruction in order for students to use multiple texts, resources in order to support their thinking and demonstrate their understanding in both Math and English Language Arts.

Trend Analysis
**Trend Direction:** Stable  
**Notable Trend:** Yes  
**Performance Indicator Target:** Academic Achievement (Status)

MRES Academic Achievement has shown a stable three year trend in which student scores are rated as Meets for Academic Achievement in Math for Minority Students for years 2016-2018 as determined by CMAS School Performance Frameworks. This is a notable trend because the number of Minority Students has increased.

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

MRES Academic Growth has shown a three year trend that is decreasing in English Language Arts as determined by CMAS Growth Report, in comparison to the State that maintains a trend of 50 percent for all students for the past three years. This is a notable trend because we have scored 40 percent to 44 percent to 34 percent, with all three years sitting well below the state average and expectation.

**Trend Direction:** Decreasing then increasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Academic Growth

MRES Academic Growth has shown a three year trend that was decreasing and is now increasing in Mathematics as determined by CMAS Growth Report, in comparison to the State that maintains trend of 50 percent for all students for the past three years. This is a notable trend because we have scored 45.5 percent to 36 percent to 46 percent. While this is below the state average this is a positive swing of meeting the state average of 50 percent.

**Root Causes**

**Priority Performance Challenge: Academic Growth in Math**  
For the past three years, Meridian Ranch's Academic Growth as reported on the School Performance Framework has been Approaching.

**Root Cause: Eureka Curriculum Implementation**  
The curriculum needs adjustment to address the growth of students. Grade level teams reviewed units of study in Eureka math and adjusted their instructional timelines. In addition, grade level teams adjusted their end of unit assessments and short cycle assessments throughout the unit.

**Root Cause: Math Written Expression**
Through the Evidence Statement analysis, teacher teams have determined that written expression in math should be a focal point of instruction.

**Priority Performance Challenge: Academic Achievement and Growth Students with Disabilities - both ELA and Math**

MRES school performance framework indicates that student with disabilities Does Not Meet in achievement for both ELA and Math. Academic Growth for ELA is Does Not Meet and Math is Approaching.

**Root Cause: Math/Reading Professional Development**

MRES needed additional validated interventions in literacy and math to address needs. MRES needed to provide further professional development to help teachers master literacy. Math intervention needed to address gaps for students and help them establish essential skills. MRES adopted SIPPS to support reading and IXL to support reading & math Tier 3 Interventions. Case managers adjusted push in time to support within the classroom rather than using a pull out model.

**Priority Performance Challenge: Academic Growth in ELA**

MRES school performance framework indicates that growth in ELA is Does Not Meet.

**Root Cause: Core Curriculum (CKLA)**

CKLA is in year 4 of implementation. Work has been done with grade level teams to move from Implementation to Innovation on the CKLA Matrix. We need time to see if the phonics and skills strand impacts this further as students move up in grades. The scope and sequence was found to have gaps in written expression. PLC’s have focused on this conversation to impact instruction and learning by looking at unit extensions and pausing points.

**Root Cause: Professional Development in Literacy**

Continue to build literacy capacity with staff. Move beyond implementation phases of reading program and interventions. Empower teaching staff to use their professional judgement to make academic adjustments for students.

**Priority Performance Challenge: Academic Achievement in Science**

MRES school performance framework indicates achievement is Approaching.

**Root Cause: Master Schedule**

The master schedule leaves little dedicated time to science instruction. Teams are working on adjusting their schedules.
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.
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

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
</table>

Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
</table>

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.
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

Action Steps Associated with MIS

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
**Priority Performance Challenge: Academic Growth in Math**

**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:**

<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
<th>2018-2019: Increase the median growth percentile based on the school performance framework in Math to greater than 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2019-2020: Increase the median growth percentile based on the school performance framework in Math to greater than 54%</td>
</tr>
</tbody>
</table>

**INTERIM MEASURES FOR 2018-2019:**

**Priority Performance Challenge: Academic Achievement and Growth Students with Disabilities - both ELA and Math**

**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:**

<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
<th>2018-2019: Increase the growth percentile in ELA and Math to increase academic achievement for students with disabilities from Does Not Meet to Approaching.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2019-2020: Increase the growth percentile in ELA and Math to increase academic achievement for students with disabilities from Does Not Meet to Approaching.</td>
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</table>

INTERIM MEASURES FOR 2018-2019:

Priority Performance Challenge: Academic Growth in ELA

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS:

<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
<th>2018-2019: Increase the median growth percentile in ELA as reported by the school performance framework to greater than 50%</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2019-2020: Increase the median growth percentile in ELA as reported by the school performance framework to greater than 54%</td>
</tr>
</tbody>
</table>

INTERIM MEASURES FOR 2018-2019:

Priority Performance Challenge: Academic Achievement in Science

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: S

<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
<th>2018-2019: Increase achievement of all 5th grade students in Science from Does Not Meet to Approaching.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2019-2020: Increase achievement of all 5th grade students in Science from Does Not Meet to Approaching.</td>
</tr>
</tbody>
</table>

INTERIM MEASURES FOR 2018-2019:
Executive Summary
If we...

MAJOR IMPROVEMENT STRATEGY #1 EFFECTIVE TEACHING IN EVERY CLASSROOM

Description:
Ensure that all teachers’ classrooms are offering an innovative culture with purposeful learning opportunities and personalized environments, aligned with Colorado Academic Standards. These opportunities will promote the development of thoughtful problem solvers and critical thinkers while raising academic achievement.

MAJOR IMPROVEMENT STRATEGY #2 COLLABORATIVE ONGOING PROFESSIONAL DEVELOPMENT

Description:
Through a personalized approach to professional development, educators at Odyssey Elementary will be empowered to hone and advance their skills, ultimately establishing themselves as world-class educators.

**MAJOR IMPROVEMENT STRATEGY #3- STUDENT-CENTERED SCHOOLS**

**Description:**
Through effective stakeholder engagement and support structures, learners throughout our community will experience a vast range of new possibilities while building lifelong, positive relationships that strengthen the school, neighborhood, and surrounding areas.

*Then we will address...*

**EFFECTIVE TEACHING IN EVERY CLASSROOM**

**Description:**
There is a discrepancy between evaluation data and student performance data. The majority of the evaluations of teacher effectiveness highly proficient 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](http://www.cde.state.co.us/schoolview/performance)

Improvement Plan Information

Additional Information about the school

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

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**Phone:** (719) 494-8622  
**Title:** Principal  
**Email:** smcafee@d49.org

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**Phone:** (719) 494-8622  
**Title:**  
**Mailing City / State / Zip Code:** Colorado Springs Colorado 80922  
**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, a 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.

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prior Year Target:</strong> 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.</td>
</tr>
<tr>
<td><strong>Performance:</strong></td>
</tr>
</tbody>
</table>

| **Prior Year Target:** Increase the percentage of students scoring at benchmark on DIBELS Next by 20 percentage points from the beginning of the year to end of the year. Decrease the percentage of students scoring well below benchmark on DIBELS NEXT by 10 percentage points from the beginning of the year to end of the year. |
| **Performance:** |
ACADEMIC ACHIEVEMENT
(STATUS) REFLECTION:
The intervention block and focus on CORE instruction has supported the growth of OES students. The individual intervention block is also supporting each individual needs.

PERFORMANCE INDICATOR: STUDENT BEHAVIOR

Prior Year Target: Decrease the percentage of student discipline referrals by 20 percent from the end of 2017 school year to the end of the 2018 school year.

Performance:

Current Performance

- Students at Odyssey have been increasing reading achievement from the BOY to the EOY. The 2017-18 school year students BOY to EOY have increased 18%. The data is continuing to trend up from BOY to EOY for the past four years.

The area we will be focusing on to have improved is Kindergarten to First-grade data. Each year there is the regression. As well as EOY to the next year BOY. Throughout the year we make gains as a school but the following year we start over.

The 2015-16 PARCC average as a collective ELA 3rd-5th grade was 34% of the student meet or exceed expectations. The 2016-17 PARCC ELA data demonstrated an increase in growth. An average collective 3rd-5th-grade average was 38% of our students meet or exceed expectations. We had a 4% increase of our students meeting and exceeding expectations. The 2017-18 CMAS ELA data is 41.6% of our students meet or exceed expectations. This is an increase of 3.6. Over the past three years, ELA proficiency in state testing has increased 7.6% school wide.

ELA is a continued focus for core instruction. The percentile ranking for proficiency ELA measured on state testing is 50th. This meets state expectation. The percentile ranking for ELA growth is 46th percentile. This is approaching state expectations.

The 2017-18 CMAS Math data shows 21 percent of students proficient on Math 3rd-5th grade. The percentile ranking for proficiency Math measured on state testing is 46th percentile ranking. This approaches state expectation. The percentile ranking for Math growth is 38 percentile. This is approaching state expectations. Math is an area of concentration for the 2018-19 school year.

Trend Analysis

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth
Odyssey students are on an incline in DIBELS reading and CMAS reading as a school proficiency. This is a notable trend because it is continuing to trend up and students are continuing to grow.

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

Odyssey students are declining math growth measured on CMAS math as a school. This is a notable trend because our students are below state expectation in math.

**Additional Trend Information:**

<table>
<thead>
<tr>
<th>DIBELS BOY</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tr>
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<td>67</td>
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<table>
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**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 proficient 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

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
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### Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td>Description</td>
<td>Start Date</td>
<td>End Date</td>
<td>Notes</td>
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<td>----------------------------------------------------------------------------</td>
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<td>--------------------------------------------</td>
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<tr>
<td>Revisit walkthrough form and revise based on previous year observational data</td>
<td>07/01/2018</td>
<td>10/01/2020</td>
<td>The New Arts and Science of Teaching Book Admin, teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend Kagan Training, personalization training, Authentic Performance Task, Backwards planning</td>
<td>08/01/2018</td>
<td>05/30/2020</td>
<td>Kagan Training Understanding By Design Personalization with G &amp; D Admin, teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create several opportunities for teachers to engage in instructional rounds and provide peer feedback to each other</td>
<td>08/12/2018</td>
<td>05/30/2020</td>
<td>Walkthrough form, Instructional Rounds Handbook Teachers, Admin Team</td>
<td></td>
<td></td>
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<tr>
<td>Training on Instructional Model</td>
<td>09/01/2018</td>
<td>05/30/2019</td>
<td>Instructional Videos, Marzano Focused Evaluation, Walkthrough Form, New Arts and Science of Teaching Admin team, teachers</td>
<td></td>
<td></td>
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<tr>
<td>Increase observations to all subject areas and frequency</td>
<td>09/15/2018</td>
<td>05/30/2020</td>
<td>Walkthrough Form, NAST Admin</td>
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**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

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<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
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<tbody>
<tr>
<td>PLC</td>
<td>Work on common planning template on Objectives and Formative Assessments</td>
<td>09/01/2018 05/30/2020 Weekly</td>
<td>Admin team</td>
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Action Steps Associated with MIS

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<tr>
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<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Electronic data tools</td>
<td>Electronic programs to support student learning and analyze data on how student achievement is increasing</td>
<td>07/01/2018 05/30/2020</td>
<td>Lexia, ST Math, Reflex Math, DIBELS</td>
<td>Admin, Tech support, Central Office Tech</td>
<td></td>
</tr>
</tbody>
</table>
Common tracking system to show growth of each team towards standards based on DOL data

Prioritized Evidence Outcomes

10/01/2018 05/30/2020

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

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Action Steps Associated with MIS

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<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td>Communication</td>
<td>Increase communication and marketing of the school through Facebook, Twitter, Newsletter and website.</td>
<td>10/15/2017</td>
<td>Facebook Twitter Website Marketing from District</td>
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<td></td>
<td>05/30/2021</td>
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<tr>
<td>Leader in Me</td>
<td>Leader in Me resources and program will be implemented - first training staff in 7 Habits of Highly Effective People and then</td>
<td>07/02/2018</td>
<td>7 Habits of Highly Effective People Leader in Me</td>
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**Character Education Program**

Leader in Me training. In addition, we will train Process Champions to empower our teachers to build strong relationships with parents, community and students.

**Little Leaders**

A group of student representative from each class to provide voice and choice into school. They will meet monthly and discuss ways to improve the school and provide more voice and choice for all students to develop student agency.

---

**School Target Setting**

**Priority Performance Challenge : Collaborative Ongoing Professional Development**

**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** ELA

**ANNUAL PERFORMANCE TARGETS**

**2018-2019:** Increase the percentage of students scoring at benchmark on Dibels by 20 percentage points from the beginning of the year to the end of the year. Increase CMAS proficiency in ELA to 50 percent. This is an increase of 8.4 in one year. Increase CMAS Math growth to 50 percentile.

**2019-2020:**

**INTERIM MEASURES FOR 2018-2019:**

**Priority Performance Challenge : Effective Teaching in Every Classroom**

**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** ELA
2018-2019: 80 percent of the staff will score proficient on teacher evaluations.

2019-2020:

INTERIM MEASURES FOR 2018-2019:

Priority Performance Challenge: Student Centered School

PERFORMANCE INDICATOR: Student Behavior

MEASURES / METRICS:

2018-2019: Decrease the percentage of student discipline by 20 percent from the end of 2017-18 school year to the end of 2018-19 school year

2019-2020:

INTERIM MEASURES FOR 2018-2019:
Executive Summary

If we...

IMPLEMENT THE INSTRUCTIONAL WAY

Description:
Students will gain post secondary workforce readiness skills and gain academic confidence by exploring different career pathways. Students will demonstrate transferable skills from school to work in all subject areas. Building capacity among the staff through professional development activities focused on strong research based Tier 1 instructional practices. Success will be indicated through higher achievement and growth in both Math and Reading.

LOW ACHIEVEMENT AND GROWTH IN READING
Description:
Students’ lack of literacy skills inhibits students from growing and achieving as expected. Currently, a large sector of our students are below grade level in reading based on data collected from STAR360 Reading assessments and LanguageLive assessments. Students have been placed into a Reading Intervention class with our Reading Interventionist to help them increase their skills. The challenges of improving student success is directly related to their ability to read on grade level. Improving academic growth and academic achievement is also determined by the quality of instruction in the classroom.

IMPLEMENT AN EFFECTIVE MTSS FRAMEWORK

Description:
Universal Tier I instruction with layered continuum of supports (Tier 2, Tier 3) including: Evidence-Based Practices; Family, School, and Community Partnering; Team-Driven Shared Leadership; Data-Based Problem Solving and Decision-Making. (Academic, Behavioral, Culture)

Then we will address...

LOW ACHIEVEMENT AND GROWTH IN MATH

Description:
A lack of quality math instruction over a two year time period has put our students at a disadvantage for improving their math skills. The addition of Aleks math, quality instruction, and support from the zone has helped improve overall math skills.

LOW ACHIEVEMENT AND GROWTH IN READING

Description:
A lack of literacy intervention does not allow students to access blended learning curriculum with success. The addition of a reading specialist has helped improve overall literacy skills, including, coding, fluency, and comprehension. Language Live and ThinkCerca programming will also help engage students and increase their skill levels.

MUTI-LAYERED MTSS FRAMEWORK

Description:
Organize coordinated systems of training, coaching, and resources to all staff. Focus will be on Academics, Behavioral Expectations, and Culture.

Then we will change current trends for students

LOW ACHIEVEMENT AND GROWTH IN MATH

Description:
Currently, CO SAT Math for PWR is the only measure in which PHS earned a Does Not Meet. Even though CO PSAT Math earned an Approaching rating the past two school years, it is clear we need to focus on achieving and growing in this area. PHS is using Aleks Math online programming to increase the skills and confidence levels of students who have historically had difficulties in Math. Additionally, STAR Math testing is giving PHS the data necessary to drill down to the skill deficiencies each student may have. (See RC#1)

LOW ACHIEVEMENT AND GROWTH IN READING

Description:
We are in our 2nd year of focusing on reading. However, our students continue to struggle with their levels of reading. Switching from reading Horizons to LanguageLive is having positive outcomes. Our Reading Interventionist's role is to help guide teachers through the development of lesson planning that complements our online curriculum and working with our lowest readers. The addition of ThinkCerca writing program will also help with student thought processing and word recognition. (See RC #2)

AFFECTIVE EDUCATION

Description:
The lack of an affective evidence-based curriculum for students who struggle with behavioral and social-emotional issues impacts their academic success and daily attendance, which, in turn, increases the likelihood of truancy as well. Sources of Strength programming is in its 2nd year of implementation school-wide to give students a message of hope, help, and strength and gives them avenues to open up to peers and adults alike. Restorative Practices is having a positive effect on students, but it does not go far enough to re-engage them into their course work. Additionally, PHS has a newly implemented and focused attention on the MTSS process. PHS staff continues to research and review practices in social-emotional learning to have the most positive impact for our students.(See RC #3)
Access the School Performance Framework here: http://www.cde.state.co.us/schoolview/performance

**Improvement Plan Information**

**Additional Information about the school**

**Improvement Plan Information**

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

- ✔ State Accreditation

**School Contact Information**

- **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:
Prior Year Targets

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

**PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)**

**Prior Year Target:** Achieve a "meets" rating for English PSAT for grades 9-10 on the AEC framework.

**Performance:**

**Prior Year Target:** Achieve an "approaching" rating for math PSAT for grades 9-10 on the AEC framework.

**Performance:**

**ACADEMIC ACHIEVEMENT (STATUS)**

**REFLECTION:** Patriot High School received an approaching rating in academic achievement for 2017-2018. Due to attention to better oversight, focused intervention resources, more attention to monitoring instructional practice, and increased student and staff buy-in to the online curriculum, PHS attained modest increase in student academic growth and achievement, as well as Student Engagement and PSWF. PHS hit its target of Approaching in CO PSAT Math for the 2017-2018 academic school year.

**PERFORMANCE INDICATOR: ACADEMIC GROWTH**

**Prior Year Target:** All students will increase their reading proficiency at least 2 grade levels using Reading Horizons as the growth measure along with Star360.

**Performance:**
### ACADEMIC GROWTH REFLECTION:

PHS received an approaching rating in Academic Growth for our optional measure in Star Reading. While PHS did not hit the target of a 2 grade level increase for all students, PHS did make positive gains in student and staff buy in that should help it continue along the path of increased Reading scores for students this coming academic year.

### PERFORMANCE INDICATOR: STUDENT ENGAGEMENT

**Prior Year Target:**

PHS is entering its 2nd year of our Sources of Strength program for Social Emotional Learning to increase student attendance rates with a goal of an average daily attendance rate of 90%. Additionally, for 2018-2019, a fresh look and focused attention on the MTSS process to re-engage students has been newly implemented.

**Performance:**

Student 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.

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**Action Plans**

**Planning Form**

**Implement the Instructional Way**

**What would success look like:** Students will gain post secondary workforce readiness skills and gain academic confidence by exploring different career pathways. Students will demonstrate transferable skills from school to work in all subject areas. Building capacity among the staff through professional development activities focused on strong research based Tier 1 instructional practices. Success will be indicated through higher achievement and growth in both Math and Reading.

**Describe the research/evidence base supporting the strategy:** John Hattie's Effect Size, McRel: Classroom Instruction That Works, Making it Stick: The Science of Successful Learning by Peter Brown
### Associated Root Causes:

**Implementation Benchmarks Associated with MIS**

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Star360 Math</td>
<td>Benchmarking will be completed 4 times during the school year to measure growth</td>
<td>08/01/2018-05/24/2019</td>
<td>Star360, Open Classrooms, Working Laptops</td>
<td>Academic Counselor, Reading Interventionist, Staff Data Analyst.</td>
</tr>
<tr>
<td>Math Lab</td>
<td>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.</td>
<td>08/01/2018-11/08/2018</td>
<td>Aleks Math, Working Laptops</td>
<td>Associate Principal, Academic Counselor, Math Teacher</td>
</tr>
<tr>
<td>Aleks Math</td>
<td>Online program to help increase student skills and confidence levels in Math.</td>
<td>08/01/2018-05/24/2019</td>
<td>Working Laptops, Internet</td>
<td>Associate Principal, Academic Counselor, Math Teacher</td>
</tr>
</tbody>
</table>

### Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
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### 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

Action Steps Associated with MIS

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</tr>
</thead>
<tbody>
<tr>
<td>Star360 Reading Benchmark</td>
<td>Benchmarking will be completed 4 times during the school year to measure growth</td>
<td>08/01/2018 - 05/24/2019</td>
<td>Star360 Licenses, Open classrooms, Working Laptops</td>
<td>Associate Principal, Reading Interventionist, Academic Counselor, Social Worker.</td>
<td></td>
</tr>
<tr>
<td>Language Live</td>
<td>Students with severe skills deficits will be placed in a Reading Intervention class taught by our Reading Interventionist using Language Live online programming.</td>
<td>08/01/2018 - 05/24/2019</td>
<td>Language Live programming, working laptops</td>
<td>Associate Principal, Reading Interventionist, Academic Counselor</td>
<td></td>
</tr>
</tbody>
</table>

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

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<tbody>
<tr>
<td>Peer Leaders and Adult Leaders</td>
<td>Twice Monthly Meetings to implement program</td>
<td>11/06/2017-05/18/2019</td>
<td>Using Sources of Strength Program Activities</td>
<td>School Social Worker, Peer Leaders and Adult Leaders</td>
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<td>Using Sources of Strength Program Activities</td>
<td>School Social Worker, Peer Leaders and Adult Leaders</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

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

2018-2019: Maintain an a "meets" rating for English PSAT for grades 9-10 on the AEC framework.


INTERIM MEASURES FOR 2018-2019: Star 360 Reading, Language Live, ThinkCerca

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M


Priority Performance Challenge: Affective Education

PERFORMANCE INDICATOR: Student Engagement
MEASURES / METRICS: Attendance

ANNUAL PERFORMANCE TARGETS

2018-2019: Implement Sources of Strength program for Social Emotional Learning to increase student attendance rates with a goal of an average daily attendance rate of 90%.

2019-2020: Continue to research and review SEL programming that will have a positive impact on student engagement to increase attendance to 90%.

INTERIM MEASURES FOR 2018-2019:
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tony Horan</td>
<td>President</td>
</tr>
<tr>
<td>George Lederman</td>
<td>Principle</td>
</tr>
<tr>
<td>Linda Herman</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Andrew Loomes</td>
<td>Director of Student Services</td>
</tr>
<tr>
<td>Dave Nash</td>
<td>Vice-Principal</td>
</tr>
<tr>
<td>Mr. Wilson</td>
<td>Teacher</td>
</tr>
</tbody>
</table>

**School Accountability Committee:***

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graham</td>
<td>Chair</td>
</tr>
<tr>
<td>Sue Loo</td>
<td>Member</td>
</tr>
<tr>
<td>Jane Smith</td>
<td>Member</td>
</tr>
<tr>
<td>Mark Johnson</td>
<td>Member</td>
</tr>
</tbody>
</table>

**School:**

**Accreditation Rating (Plan Type):**

**2018-2019**

**Date:**

**1/1/18**

**Signature:**

**Date:**

**1/1/18**

**Signature:**
Executive Summary

If we...

PRACTICAL APPLICATION OF DEPTH OF KNOWLEDGE (DOK)

Description:
Students who consistently engage in lessons and activities that require higher levels of thinking, critical thinking and the utilization of their problem solving skills will have a deeper mastery of their learning. Teacher expectations for students will go beyond the simple recalling and retelling of factual/content information. Students will be required to do something with their knowledge and expand upon it.

GREATER EMPHASIS ON 21ST CENTURY AND WORK FORCE READINESS SKILLS

Description:
As part of our iCAP process, students will gain the skills necessary for college and work force readiness. The skills embedded in this program as well as embedded within each classroom are things like collaboration, community service, critical thinking/problem solving, informational literacy, invention/creativity, and self advocacy. Students will earn badges and micro-credentials in these skills to signify their skills mastery.

**COLLEGE LEVEL WRITING AND CROSS CURRICULAR WRITING**

**Description:**
Students will be able to write in a manner acceptable for college level writing requirements. Students will present a claim, evidence, reasoning and counter argument in their papers as well as anticipate the appropriate audience in their writing. Teachers will have consistent writing requirements in each academic discipline to emphasize the importance as such as well as expose students to the different types of writing in each content area.

Then we will address...

**NOT ENOUGH EMPHASIS ON 21ST CENTURY AND WORK FORCE READINESS SKILLS**

**Description:**
Educators are aware of DOK and what each level means. However, many educators believe these levels that level one must be mastered first prior to moving students up to DOK 2 and then 3. As a result, we have implemented the practices of Rigor and Relevance to demonstrate this process is not a tiered strategy, but rather quadrants that can operate cohesively with other quadrants.

**STUDENTS ARE NOT ADEQUATELY PREPARED FOR COLLEGE LEVEL WRITING**

**Description:**
Students are struggling to meet the writing expectations in their college writing courses. Writing lacks depth and research. Assessment data shows that (from ThinkCERCA baseline assessment) students are not proficient with college level writing. Educators will be working to remedy this through a cross curricular focus on writing as well as implementing a CERCA model to provide a writing framework for students.

**NOT ENOUGH EMPHASIS ON 21ST CENTURY AND WORK FORCE READINESS SKILLS**

**Description:**
Students are often instructed in the academics in school, but not necessarily instructed on the skills necessary to be successful. These skills include, critical thinking, problem solving, goal setting, time management, leadership, perseverance and so on. A focus on these skills as well as training for students who lack these skills will better prepare them for college courses and/or the work force.

Then we will change current trends for students

DELIVERY OF RIGOROUS/RELEVANT CONTENT AND INSTRUCTION

Description:
Students at PPEC who have completed coursework prior to their enrollment, with success, however, their previous successes were in traditional middle and high school courses. We are not seeing a translation of these successes and or skills when students encounter academic challenges and rigorous content. Many students have misconstrued their ability to transfer their academic skills to these more challenging situations and in turn to their college level courses. and have had to regain skill sets that may have been missed in previous years. A focus on not only rigorous, but relevant content and the skills necessary to tackle learning that is a bit more open-ended and less prescriptive will assist students with translating these skills to other environments outside of the classroom. We want to ensure that our students are not only experiencing challenging curriculum, but that they are also developing those essential skills for 21st century learners (critical thinking, problem solving). Providing students with a relevant or real world context for their learning will enable students to apply the skills and knowledge that they are learning to any future careers or college courses they may engage in.

COLLEGE AND CAREER READINESS SKILLS

Description:
According to data from CMAS, our school did not meet state expectations on the PWR indicator. We are in the "approaching" status for this category. This data is based upon 38 valid records or 38 students who took the assessment. This is a small sample size for our data so we believe with the right measures in place, our status will quickly change from "approaching" to "meets" during the 2018-2019 school year. In response to this data, we are placing a greater emphasis on developing the skills that students need to be successful in both the workforce as well as in college classes. Not only will we provide students with a challenging, college preparation curriculum, but also our newly revised iCAP program featuring YouScience. YouScience is a program that utilizes student interest combined with student aptitudes to help direct them toward potential career and education options. Embedded within our iCAP program we have instituted a badging system and micro-credentialing system to mark student achievement of the necessary 21st Century and work force readiness skills.

FOCUS ON WRITING PROCESS AND FREQUENCY OF WRITING ASSIGNMENTS
Description:
Students have demonstrated college readiness through the Accuplacer assessment in English. However, upon enrollment of a college level English class, data demonstrates that students are not necessarily equipped with the skills to tackle writing to meet the expectations of a college classroom. As a result, we are placing a greater emphasis on writing across the curriculum as well as implemented some writing intervention programs to provide students with a writing framework. College level writing must be based upon claims and evidence. As a school we have adopted the CERCA (claim, evidence, reasoning, counterargument, audience) model to provide students with a framework for writing that will meet the expectations for college level writing.

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

**Improvement Plan Information**

**Additional Information about the school**

As an early college high school, Pikes Peak Early College would like to focus our efforts on three key aspects of our day to day operations. We would like to focus on delivering critical thinking and problem solving driven lessons that are rigorous and relevant to student’s degree plans and to the workforce. We would also like to increase our focus on writing instruction across the curriculum. We would like to see our students obtain a greater understanding of college level writing in all content areas as well as the skills to become better college level writers. Finally, we want to ensure our students are learning and acquiring 21st century skills combined with the skills necessary to enter the workforce. We will be addressing our college and career readiness skills through our classroom instruction and through our newly revised iCAP process. These goals and area of focus are an expansion from some of our problems of practice during the 2017-2018 school year. We were able to achieve an average of 1100 and higher on our PSAT/SAT data and we had a 94% successful completion rate of college courses (students earning a grade of a "C" or higher).

**Improvement Plan Information**

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

- ✔ State Accreditation

**School Contact Information**

**Name:** David Knoche  
**Mailing Street:** 6113 Constitution Ave  
**Phone:** (719) 210-4210  
**Email:** dknoche@d49.org  

**Title:** Executive Principal

**Name:** Rochelle Kolhouse  
**Mailing Street:** 3850 Pony Tracks Drive  
**Email:** dknoche@d49.org  

**Title:** Associate Principal

**Mailing City / State / Zip Code:** Colorado Springs CO 80915  
**Mailing City / State / Zip Code:** Colorado Springs CO 80922
Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Pikes Peak Early College (PPEC) is a blended online high school serving all student populations including those underrepresented in postsecondary programs and institutions. PPEC students will thrive in a blended online learning environment with individualized online learning coupled with scheduled, in-class discussions, labs, presentations, assessments, and other interactive activities, all under the supervision of highly qualified, licensed secondary teachers. PPEC will operate as an Early College high school in partnership with postsecondary partners, Pikes Peak Community College (PPCC) and University of Colorado, Colorado Springs (UCCS). PPEC students will expect to accomplish college level coursework, primarily delivered in a traditional in-class and hybrid online format through Concurrent Enrollment while in high school, simultaneously earning high school and college credits. PPEC is now in its third year with grades 9 through 12+1, with approximately 170 students with 144 students attending college courses at one of our regional institutions of higher education. PPEC will pay for college tuition and fees, based on the Colorado Community College System tuition rate. The Early College model has provided the opportunity for an increased number of D49 students to complete general education courses for transfer, and to complete Associate of Arts (AA), Associate of Science (AS), Associate of General Studies (AGS), and Associate of Applied Science (AAS) degrees and professional credentials as well as complete various certification programs. Pikes Peak Early College is in its third year of existence and lacks baseline data to effectively make longitudinal programmatic or instructional adjustments.

PPEC will focus their improvement efforts in relation to D49 district UIP data expectations. The areas of focus will be illustrated in three target areas: 1. Data specific outcomes in relation to D49 district UIP 2. Anecdotal school efforts and 3. Qualitative based outcomes.

Prior Year Targets

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

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)</th>
<th>Prior Year Target:</th>
<th>80% of PPEC students in 10th grade will reach readiness benchmark on the PSAT in Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance:</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Prior Year Target:</td>
<td>80% of PPEC students in 10th grade will reach readiness benchmark on the PSAT in EBRW</td>
<td></td>
</tr>
<tr>
<td>Performance:</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Prior Year Target:</td>
<td>PPEC students will have a 92% success rate as measured by college transcript grades</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Prior Year Target</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPEC will have an average score of 1100 or higher</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prior Year Target</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPEC will have a course completion rate of 92% or higher</td>
<td>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%.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prior Year Target</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>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.</td>
</tr>
</tbody>
</table>
## POSTSECONDARY & WORKFORCE READINESS REFLECTION:

Math targets have been the concern as we have not used effective diagnostic tools to evaluate the math skills of incoming students. Grades have been a poor reflection of baseline math skills. Investigating math diagnostic tools has been and will be a priority. We are now using the MAT 121 pre-test to evaluate college readiness in math. Students who test college ready for math on the Accuplacer were not necessarily demonstrating success in the MAT 121 course. As a result, we have also instituted implementing the MAT 121 pre-test (provided to us by the college) to ensure college readiness for the course.

### Current Performance

- PPEC did not have enough data to generate an SPF. The only measure on our SPF that had any kind of data was through our PWR. PPEC received an "approaching" status in this category that we will address through our priority performance challenges. Our measures of SAT, PSAT and concurrent enrollment course completions have been strong and we are continuing to focus on how to better prepare our students for college courses as well as support college students and their needs.

### Trend Analysis

### Additional Trend Information:

Not applicable

### Root Causes

#### Priority Performance Challenge: Delivery of rigorous/relevant content and instruction

Students at PPEC who have completed coursework prior to their enrollment, with success, however, their previous successes were in traditional middle and high school courses. We are not seeing a translation of these successes and or skills when students encounter academic challenges and rigorous content. Many students have misconstrued their ability to transfer their academic skills to these more challenging situations and in turn to their college level courses. and have had to regain skill sets that may have been missed in previous years. A focus on not only rigorous, but relevant content and the skills necessary to tackle learning that is a bit more open-ended and less prescriptive will assist students with translating these skills to other environments outside of the classroom. We want to ensure that our students are not only experiencing challenging curriculum, but that they are also developing those essential skills for 21st century learners (critical thinking, problem solving). Providing students with a relevant or real world context for their learning will enable students to apply the skills and knowledge that they are learning to any future careers or college courses they may engage in.

#### Root Cause: Not enough emphasis on 21st Century and Work Force Readiness Skills

Educators are aware of DOK and what each level means. However, many educators believe these levels that level one must be mastered first prior to moving students up to DOK 2 and then 3. As a result, we have implemented the practices of Rigor and Relevance to demonstrate this process is not a tiered strategy, but rather quadrants that can operate cohesively with other quadrants.
Priority Performance Challenge: College and Career Readiness Skills
According to data from CMAS, our school did not meet state expectations on the PWR indicator. We are in the "approaching" status for this category. This data is based upon 38 valid records or 38 students who took the assessment. This is a small sample size for our data so we believe with the right measures in place, our status will quickly change from "approaching" to "meets" during the 2018-2019 school year. In response to this data, we are placing a greater emphasis on developing the skills that students need to be successful in both the workforce as well as in college classes. Not only will we provide students with a challenging, college preparation curriculum, but also our newly revised iCAP program featuring YouScience. YouScience is a program that utilizes student interest combined with student aptitudes to help direct them toward potential career and education options. Embedded within our iCAP program we have instituted a badging system and micro-credentialing system to mark student achievement of the necessary 21st Century and work force readiness skills.

Root Cause: Not enough emphasis on 21st Century and Work Force Readiness Skills
Students are often instructed in the academics in school, but not necessarily instructed on the skills necessary to be successful. These skills include, critical thinking, problem solving, goal setting, time management, leadership, perseverance and so on. A focus on these skills as well as training for students who lack these skills will better prepare them for college courses and/or the work force.

Priority Performance Challenge: Focus on writing process and frequency of writing assignments
Students have demonstrated college readiness through the Accuplacer assessment in English. However, upon enrollment of a college level English class, data demonstrates that students are not necessarily equipped with the skills to tackle writing to meet the expectations of a college classroom. As a result, we are placing a greater emphasis on writing across the curriculum as well as implemented some writing intervention programs to provide students with a writing framework. College level writing must be based upon claims and evidence. As a school we have adopted the CERCA (claim, evidence, reasoning, counterargument, audience) model to provide students with a framework for writing that will meet the expectations for college level writing.

Root Cause: Students are not adequately prepared for college level writing
Students are struggling to meet the writing expectations in their college writing courses. Writing lacks depth and research. Assessment data shows that (from ThinkCERCA baseline assessment) students are not proficient with college level writing. Educators will be working to remedy this through a cross curricular focus on writing as well as implementing a CERCA model to provide a writing framework for students.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:
It is imperative that the foundation of a blended early college school foster a rigorous and relevant environment that produces students who can self advocate, manage time and become independent learners. Without these skills, students will be inadequately prepared for post secondary work when they can demonstrate academic readiness. A lack of these soft skills prevents students from understanding how to deal with adversity and the skills necessary
for their postsecondary coursework or job function.

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

These root causes were established based on qualitative data and coursework data. Weekly PLC meetings facilitated conversations around student classroom performance.

Action Plans
Planning Form

Practical application of Depth of Knowledge (DOK)

What would success look like: Students who consistently engage in lessons and activities that require higher levels of thinking, critical thinking and the utilization of their problem solving skills will have a deeper mastery of their learning. Teacher expectations for students will go beyond the simple recalling and retelling of factual/content information. Students will be required to do something with their knowledge and expand upon it.

Associated Root Causes:

Practical application of DOK/rigor and relevance:
Educators are aware of DOK and what each level means. However, many educators believe these levels that level one must be mastered first prior to moving students up to DOK 2 and then 3. As a result, we have implemented the practices of Rigor and Relevance to demonstrate this process is not a tiered strategy, but rather quadrants that can operate cohesively with other quadrants.

Implementation Benchmarks Associated with MIS

Start/End/
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

Peer observations 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.
Badging and Micro-Credentialing

Students will begin to apply for and 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 workforce readiness skills.

**Action Steps Associated with MIS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
</table>

**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**

<table>
<thead>
<tr>
<th>IB Name</th>
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<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
</table>

PPEC will implement and run a writing intervention program that will better align with the college level writing expectations. All core
Intervention Program content area teachers will be trained in the platform and all students will participate in this intervention program through each content class.

### Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vertical Alignment of High School English Classes to College English Classes</td>
<td>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).</td>
<td>08/06/2018 - 05/24/2019</td>
<td>College English text and syllabus, high school online course content and writing intervention tool along with the state standards.</td>
<td>High School English teacher and College English Professor</td>
<td>Complete</td>
</tr>
</tbody>
</table>

### 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 of 1110 or higher
  - **2019-2020:**

  **INTERIM MEASURES FOR 2018-2019:** Accuplacer diagnostic assessment taken at the beginning and middle of the school year.
### Completion Rate

<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
<th>2018-2019: PPEC will have a course completion rate of 94% or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020:</td>
<td></td>
</tr>
</tbody>
</table>

**INTERIM MEASURES FOR 2018-2019:** Data will be taken at the end of semester 1 to determine the completion rates for first semester (college courses).

**PERFORMANCE INDICATOR:** Other

### Priority Performance Challenge: College and Career Readiness Skills

**PERFORMANCE INDICATOR:** Postsecondary & Workforce Readiness

<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
<th>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).</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020:</td>
<td></td>
</tr>
</tbody>
</table>

**INTERIM MEASURES FOR 2018-2019:** Data taken from walkthroughs after the first semester will be used as a benchmark guiding our practice going forward.
PERFORMANCE INDICATOR: Student Behavior

MEASURES / METRICS:

2018-2019: Students will begin to earn badges and micro-credentials in the 21st century and work force readiness skills related to these categories, collaboration, community service, critical thinking/problem solving, invention/creativity, informational literacy and self advocacy. The badges and micro-credentials will signify mastery of these skills.

2019-2020:

INTERIM MEASURES FOR 2018-2019:

Priority Performance Challenge: Focus on writing process and frequency of writing assignments

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: W

ANNUAL PERFORMANCE TARGETS

2018-2019: 70% of PPEC students in 9th and 10th grade will reach readiness benchmark on the ThinkCERCA end of year assessment as compared to their baseline assessment taken in the fall.

2019-2020:

INTERIM MEASURES FOR 2018-2019: ThinkCERCA assessment provided in the middle of the school year to assess where students are beyond the baseline taken in the fall. This assessment will come shortly after the end of the first semester.

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

2018-2019: 95% of PPEC students in 10th grade will reach readiness benchmark on the PSAT in EBRW, this is an increase
from last year's expectations since we did meet our benchmark this past school year.

2019-2020:

INTERIM MEASURES FOR 2018-2019:
School Accountability Committee UIP Signature Page 2017-2018

School: Pikes Peak Early College

Accreditation Rating: No Rating Due To Insufficient State Data

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rochelle Kolhouse</td>
<td>Associate Principal</td>
</tr>
<tr>
<td>Adrianne Ryland</td>
<td>English Teacher</td>
</tr>
<tr>
<td>Wayne Beadles</td>
<td>Math Teacher</td>
</tr>
<tr>
<td>Natalie Cummings</td>
<td>Electives Teacher</td>
</tr>
<tr>
<td>Julie Butterworth</td>
<td>Science Teacher/SAC member</td>
</tr>
<tr>
<td>Dale Bonavita</td>
<td>Counselor</td>
</tr>
<tr>
<td>Kris Rickert</td>
<td>Parent/SAC member</td>
</tr>
<tr>
<td>Kendra Rickert</td>
<td>Parent/SAC member</td>
</tr>
<tr>
<td>Candy Hendrix</td>
<td>Parent/SAC member</td>
</tr>
</tbody>
</table>

1) Date the Plan was presented to SAC for review:
   11/26/18

2) Signature of Principal:
   [Signature]

3) Signature of SAC Chairperson:
   [Signature]

4) Type Names of additional SAC members who reviewed the plan:
   Kris Rickert, Kendra Rickert, Candy Hendrix, and Julie Butterworth
Work Plan Overview:

<table>
<thead>
<tr>
<th>4-Year Impact Goals</th>
<th>Mastery of Knowledge and Skills</th>
<th>Character</th>
<th>High Quality Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PPSEL students can articulate their conceptual understanding of mathematical content and demonstrate the ability to transfer those skills to novel situations.</td>
<td>PPSEL students exemplify PPSEL character traits inside PPSEL and into the broader community.</td>
<td>PPSEL students create complex and authentic work through deeper learning experiences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2018-2019 Performance Benchmarks</th>
<th>Mastery of Knowledge and Skills</th>
<th>Character</th>
<th>High Quality Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PPSEL students will demonstrate their conceptual understanding of mathematical concepts through authentic experiences that supplement the curriculum.</td>
<td>PPSEL students will show evidence of being part of a strong Crew by frequent demonstrations of the Observable Character traits.</td>
<td>PPSEL students engage in rigorous work that requires perseverance and responsibility for learning as they work through revision and multiple drafts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2018-2019 Implementation Priorities</th>
<th>Mastery of Knowledge and Skills</th>
<th>Character</th>
<th>High Quality Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>
Leadership Goal

All PPSEL teachers engage in critical reflection and critique of the scaffolding of their instruction, tracking formative data while making instructional decisions.

<table>
<thead>
<tr>
<th>Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4-Year MKS Impact Goal:</strong></td>
</tr>
<tr>
<td><strong>2018-19 MKS Performance Benchmarks:</strong> PPSEL students can articulate their conceptual understanding of mathematical content and demonstrate the ability to transfer those skills to novel situations.</td>
</tr>
<tr>
<td><strong>Rationale (How will this year’s implementation priorities move you towards meeting this year’s MKS Performance Benchmarks?):</strong> 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.</td>
</tr>
<tr>
<td><strong>Implementation Priorities:</strong> Core Practice 15.A</td>
</tr>
</tbody>
</table>

<p>| 2018-2019 Leadership Goal | Core Practice 10: Planning Effective Lessons | Core Practice 23: Crew | Core Practice 12: Planning for and Supporting High Quality Work |
| Core Practice 11: Delivering Effective Lessons | Core Practice 26: Promoting Courage and Adventure | Core Practice 15: Teaching Mathematics |</p>
<table>
<thead>
<tr>
<th>Leadership and Faculty Learning Targets</th>
<th>Structures and Leadership Actions</th>
<th>EL Support and Services</th>
<th>Data Points/Evidence for Monitoring Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can craft rigorous Learning Targets that demonstrate the learning outcomes for my students (not the doing). 1st Semester</td>
<td>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.</td>
<td>School designer will be used as an outside eye to gather evidence of rigorous lessons.</td>
<td>Evidence of Student Growth:</td>
</tr>
<tr>
<td>I can provide opportunities for students to discuss and write about their mathematical thinking.</td>
<td></td>
<td></td>
<td>Baseline</td>
</tr>
<tr>
<td>I can use the Workshop 2.0 lesson structure (and other structures) to increase the rigor for my students.</td>
<td></td>
<td></td>
<td>Mid-Year:</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td>End-of-Year:</td>
</tr>
<tr>
<td>I can provide students with opportunities to grapple with</td>
<td></td>
<td></td>
<td>Evidence of Staff Growth: PPSEL staff will demonstrate through their inclusion of PPSEL Character Traits in weekly Crew plans.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mid-Year:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>End-of-Year:</td>
</tr>
</tbody>
</table>
### 4-Year Character Impact Goal:

<table>
<thead>
<tr>
<th>2018-19 Character Performance Benchmarks:</th>
<th>PPSEL students will show evidence of being part of a strong Crew by frequent demonstrations of the Observable Character traits.</th>
</tr>
</thead>
</table>

**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

<table>
<thead>
<tr>
<th>Leadership and Faculty Learning Targets</th>
<th>Structures and Leadership Actions</th>
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</tr>
</thead>
</table>

© 2016 EL Education Inc.
I can leverage crew to provide students with opportunities to demonstrate and reflect on PPSEL’s Observable Character Traits.

I can describe, with evidence, how Crew impacts my students.

<table>
<thead>
<tr>
<th>Evidence of Student Growth</th>
<th>Evidence of Staff Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>Baseline:</td>
</tr>
<tr>
<td>Mid-Year:</td>
<td>Mid-Year:</td>
</tr>
<tr>
<td>End-of-Year:</td>
<td>End-of-Year:</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Leadership and Faculty Learning Targets</th>
<th>Structures and Leadership Actions</th>
<th>EL Support and Services</th>
<th>Data Points/Evidence for Monitoring Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can design daily and long term tasks that require complex thinking. (analyzing, synthesizing etc). 1st Semester</td>
<td>SD: Facilitate HQW Protocol in December and May</td>
<td>SD: Planning product support</td>
<td><em>Evidence of Student Growth Baseline</em></td>
</tr>
<tr>
<td>I can use the Workshop 2.0 lesson structure to increase the rigor for my students. 2nd Semester</td>
<td>SD: Provide rubric samples and resources</td>
<td>SD: Support Sandra in planning PD and coaching support for other grades</td>
<td>HQW Protocol Results</td>
</tr>
<tr>
<td>I can intentionally plan time and structures that allow students to revise work in order to improve the quality of work and thinking.</td>
<td>SD: Support Sandra in planning PD and coaching support for other grades</td>
<td></td>
<td>Student Work Sampling—collect samples in December for Don, Sandra and SD to evaluate</td>
</tr>
</tbody>
</table>

**Evidence of Staff Growth**

<table>
<thead>
<tr>
<th>Baseline:</th>
<th>Mid-Year:</th>
<th>End-of-Year:</th>
<th>Mid-Year:</th>
</tr>
</thead>
</table>

© 2016 EL Education Inc.
I can provide students with opportunities to celebrate the power of revision and multiple drafts.

End-of-Year:
Executive Summary

THE SCHOOL IMPLEMENTS CURRICULUM THAT IS ALIGNED TO COLORADO ACADEMIC STANDARDS

Description:
Each classroom will implement the school's math curriculum with fidelity, with teachers monitoring data, providing re-teaching as data would indicate is appropriate and gives students challenging extensions to the learning.

SYSTEMS OF SUPPORT

Description:
Teachers will use data to drive instruction, to differentiation for the needs of all students, to check for understanding and re-teach content when necessary. Teachers will also give many different routes and opportunities to meet standards.

Then we will address...

**INSTRUCTION THAT LACKED RIGOR AND LACK OF CURRICULAR IMPLEMENTATION**

**Description:**
It was determined that the delivery of instruction hasn't accomplished the implementation of full curriculum or rigor required for students to progress.

**INADEQUATE DIFFERENTIATION OF INSTRUCTION**

**Description:**
Formative data was not being used in a way to allow for sufficient levels of differentiation in instruction to address the needs of a wide variety of learners.

Then we will change current trends for students

**5TH AND 6TH GRADE MATH ACHIEVEMENT**

**Description:**
Across time, 5th and 6th grade cohort groups have lower math achievement than before 5th grade and after 6th grade on the PARCC assessment.

**MIDDLE SCHOOL ELA GROWTH FOR STUDENTS WHO QUALIFY FOR FREE AND REDUCED LUNCH**

**Description:**
Students who qualify for Free and Reduced lunch at the Middle School level have struggled in ELA growth over time, taking a sharp drop in 2017.

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

Additional Information about the school

Improvement Plan Information

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

- ✔ State Accreditation

School Contact Information

Name: Don Knapp
Mailing Street: 11925 Antler's Ridge Dr
Phone: (719) 522-2580

Title: Principal
Mailing City / State/ Zip Code: Falcon CO 80831
Email: don.knapp@ppsel.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Pikes Peak School of Expeditionary Learning is a Preschool-8th Grade school in Falcon, Colorado. There are about 415 students in the school and each grade level has 2 classes per grade level except for Preschool, which serves around 30 students.

The School Accountability Committee (SAC) of Pikes Peak School of Expeditionary Learning (PPSEL) consists of members representing various departments and stakeholders. Parents, teachers, and administration contribute to the development of this plan. Members of the SAC analyze school level data, look at trends for the data, and develop sections of the plan. The plan is then approved by the SAC as a whole. After it is approved by the SAC, this plan will be presented to the District Accountability Advisory Committee and the Falcon D49 School Board.

Efforts focus on what worked last school year, what was successful, what was not, and strategies moving forward.

Prior Year Targets

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

PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)

Prior Year Target: Increase student achievement levels on PARCC in 5th and 6th grade from 15.5% proficient to 20.5% proficient.
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:

PPSEL elementary students did not meet the target for median growth percentile. One of the reasons that PARCC test scores were low at PPSEL for 2017 was technology difficulties. There were many test irregularities because of internet connectivity issues. Students were sometimes unable to finish tests or submit tests. Even when they were able to finish and submit, some students had long delays after each question or had to physically move location during testing. These irregularities impacted student test scores.

With this in mind, the school plans to approach achievement and growth in terms of strategies for instruction rather than focusing on the technological issues. Technology shouldn’t be an issue in 2018, therefore a focus on instructional practices and strategies for improvement make the most sense.

Current Performance

- Local data and state PARCC data had a large variance in terms of performance. As discussed previously, there were large issues with technology during PARCC testing which impacted scores. Local data as a whole school showed that students were on target in Math and just below target in ELA. On PARCC testing, state data had students performing much lower. Having said that, PPSEL was able to achieve a "Performance" rating on its School Performance Framework.

Working strictly from state level data, elementary students met the state target in academic achievement, but not in academic growth. Middle school students met the target in both achievement and growth. Elementary students ranked in the 61st percentile in ELA and 38th in Math in terms of academic achievement. This means that they remained the same in ELA and increased by 5 percentage points in Math.
Middle school students performed in the 59% percentile in ELA and 57% percentile in Math in achievement. This means they decreased by 17 points in ELA and 7 in Math.

In terms of academic growth, elementary students had a median growth percentile (MPG) of 41 for ELA and 36 for Math. These students decreased their MGP by 2 points in ELA and .5 points in Math.

Middle school received an MPG of 53 for ELA and 55.5 for Math. That means that they decreased their MGP by 4 points in ELA and 3.5 points in Math.

Middle School students had a decrease in both ELA and Math from the previous year and elementary students decreased in all areas except ELA achievement, which remained the same.

Trend Analysis

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

In each of the previous three years, 5th and 6th grade students had proficiency levels in PARCC that were lower than 3rd and 4th grade and 7th and 8th grade. This trend is notable because cohort group performance dipped in those grades only to rebound after those grade levels.

**Trend Direction:** Decreasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Disaggregated Growth

Middle School students who qualify for Free or Reduced lunches are on a steep decline in terms of Academic Growth on the ELA PARCC assessment. Student had a MPG of 50.5 in 2016 and a MPG of 33.0 in 2017, which is a drop of 17.5 points.

Root Causes

**Priority Performance Challenge: 5th and 6th grade math achievement**  
Across time, 5th and 6th grade cohort groups have lower math achievement than before 5th grade and after 6th grade on the PARCC assessment.
Root Cause: Instruction that lacked rigor and lack of curricular implementation
It was determined that the delivery of instruction hasn't accomplished the implementation of full curriculum or rigor required for students to progress.

Priority Performance Challenge: Middle School ELA growth for students who qualify for Free and Reduced lunch
Students who qualify for Free and Reduced lunch at the Middle School level have struggled in ELA growth over time, taking a sharp drop in 2017.

Root Cause: Inadequate differentiation of instruction
Formative data was not being used in a way to allow for sufficient levels of differentiation in instruction to address the needs of a wide variety of learners.

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

5th and 6th grade math achievement - this was listed as a performance challenge because data over time shows that students are not performing as well in 5th and 6th grade. This is true when looking just at the data and when looking at cohort data. The dip in scores increased to 21 percentage points in 2017.

Middle School ELA Growth for students who qualify for Free and Reduced Lunch - This is a performance challenge because these students haven't met growth goals over the last several years. In 2017, not only were the goals not met, but the Median Growth Percentile took a sharp drop, dropping 15.5 points.

Provide a rationale for how these Root Causes were selected and verified:
The process used for the Root Causes were based on Root Cause Analysis as compiled by Preuss. The team looked at the data (evidence) closely--we looked at grade levels, gender, and other available disaggregated data. They were selected and verified using a 5 Whys protocol.

Action Plans
Planning Form
The school implements curriculum that is aligned to Colorado Academic Standards
What would success look like: Each classroom will implement the school's math curriculum with fidelity, with teachers monitoring data, providing re-teaching as data would indicate is appropriate and gives students challenging extensions to the learning.

**Associated Root Causes:**

<table>
<thead>
<tr>
<th>Instruction that lacked rigor and lack of curricular implementation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was determined that the delivery of instruction hasn't accomplished the implementation of full curriculum or rigor required for students to progress.</td>
</tr>
</tbody>
</table>

**Implementation Benchmarks Associated with MIS**

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

**Action Steps Associated with MIS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
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<tbody>
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</tbody>
</table>

**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:**

<table>
<thead>
<tr>
<th>Inadequate differentiation of instruction:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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<th>Start/End Date</th>
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<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
</table>
School Target Setting

Priority Performance Challenge : 5th and 6th grade math achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

2018-2019: Increase student achievement levels on PARCC in 5th and 6th grade from 20.5% proficient to 25.5% proficient.

2019-2020:

INTERIM MEASURES FOR 2018-2019:

Priority Performance Challenge : Middle School ELA growth for students who qualify for Free and Reduced lunch

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

2018-2019: Increase the Median Growth Percentile on PARRC for middle school students who qualify for Free and Reduced lunch from 38.0 to 43.0

2019-2020:

INTERIM MEASURES FOR 2018-2019:
<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Date</th>
<th>Summary of Plan</th>
<th>Date of Plan Presented</th>
<th>District AEP Plan Reference Number</th>
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</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Joanna Wheeler</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Parent</td>
<td>Henry Cross</td>
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<tr>
<td>Parent</td>
<td>Jennifer Heding</td>
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<td>Parent</td>
<td>Jessica Vanderlasse</td>
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<tr>
<td>Principal</td>
<td>Dean Jagger</td>
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<tr>
<td>SAAC Chair</td>
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<tr>
<td>Don Kopp</td>
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</tbody>
</table>

**Accreditation Rating:** Performance

**School:** Peaks Peak School of Expeditionary Learning

School Accountability Committee UIP Signature Page 2018-2019

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**School Accountability Committee:**

- Additional SAC members who reviewed the plan:
  - Don Kopp

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**SAAC Chair:**

- Date the Plan was Presented to SAAC for Review:
  - 1/4/01

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**District AEP Plan Reference Number:**

- Description of Plan:
  - The SAAC was informed of the PPSA Board decision to utilize HB 15.

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**Position:**

- Principal
- SAAC Chair
- Don Kopp
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.

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 of the classroom time from monitoring student behavior to active teaching and academic time.

2. As a startup school, the second performance challenge was related to having many new staff members with minimum education experience. The opportunity for growth in this area was big. The school implemented professional development for all staff every Friday afternoon from 2:00 P.M. to 4:00 P.M. Professional Development topics included classroom management, the Effective Teaching Cycle, understanding kids from tough places, working with data, and the art of teaching.

3. The third major area of improvement was related to reading and math skills schoolwide. During the 2016/17 school year the school ranked in the 11th percentile for ELA and 30th percentile for mathematics. During the 2017/18 school year, the school implemented math and reading labs, after school tutoring, student placement based on ability rather than grade level, and provided extended time classes for math and reading. The overall percentile rankings improved from 11th to 28th for ELA and 30th to 43rd from 2017/18 to 2017/18 school year.

**Improvement Plan Information**

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

- [✓] State Accreditation
- [✓] School Improvement Support Grant
- [✓] Biennial Plan Eligible
- [✓] Combined Plan

**School Contact Information**

**Name:** Robert Daugherty  
**Title:** Principal  
**Mailing Street:** 2525 Canada Drive  
**Mailing City / State / Zip Code:** Colorado Springs Colorado 80922  
**Phone:** (719) 301-6200  
**Email:** rob.daugherty@jamesirwin.org
Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Power Technical Early College (PTEC) is a charter school authorized by District 49 in El Paso County Colorado. The school is unique in that we are a grades 6 through 14 school with a focus on skilled trades and engineering. In addition to strong traditional academics, PTEC boasts as strong focus on character education, work ethic, and Career & Technical Education (CTE). The skilled trades include welding, machining, construction, fine woodworking, Computer Aided Design, and engineering.

As one of only four Pathways in Technology (P-TECH) schools in Colorado, PTEC offers students the opportunity to remain at the school for up to two additional years and receive a tuition-free associate’s degree in one of the following:

- Machining Technology (Advanced Manufacturing or Machining Emphasis)
- Architectural Engineering
- Construction Management
- Heating, Air-Conditioning, & Refrigeration Technology
- Computer Aided Design (Electronics, HVAC, or Mechanical Emphasis)
- Robotics (formally Electronics Technology)
- Welding

The mission of PTEC is to prepare students to enter the workforce with the skills necessary to be successful in a trade while also having the character and work ethic to become the most valuable members in their chosen trade.

The vision of PTEC is that students who graduate from this school will have the necessary skills to be workforce ready in a world that demands firm mathematical, technological, and communication expertise. Graduates from PTEC will possess the work ethic and positive character traits that will not only allow them to be successful, but to also have the fortitude to rise to the top of their respective trades.

The process for developing this UIP includes input from all stakeholders including teachers, James Irwin Charter Schools executive staff, School Accountability Committee, and community partners. In addition to a strong focus on improving reading, writing, mathematics, and science achievement, the school also has a responsibility to focus improvement on CTE certifications and post-secondary & workforce readiness. The goals that are being developed include academic, workforce readiness, work ethic, and character.

Prior Year Targets

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

**PERFORMANCE INDICATOR: ACADEMIC GROWTH**
### 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.

### Prior Year Target:

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).

### Performance:

Academic growth increased from the 19th and 26th median growth percentile in ELA and math, respectively in 2017 to the 34.5th and 47th median growth percentile in 2018.

---

### PERFORMANCE INDICATOR: STUDENT BEHAVIOR

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.

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### Performance:

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.
3. The total number of behavioral infractions increased from 519 to 690 between 2017 and 2018 school years with an increase in students from 160 (2017) to 237 (2018). The equates to an average of 3.24 infractions per student in 2017 and 2.91 infractions per student in 2018. A net decrease in behavioral issues and evidence that the goal was achieved.

**STUDENT BEHAVIOR REFLECTION:**
A part-time dean of students was on staff during the 2017/18 school year and teachers were better equipped to handle classroom management issues due to improved professional development. The trend for behavior is in the positive direction and the school expects to see additional decreases in the number of infractions per student in the 2018/19 school year.

**PERFORMANCE INDICATOR: OTHER**

Prior Year Target:
The next performance challenge was about the new school, new staff. The school didn’t open its doors in our building. We had to wait a month and a half to move into PTEC. This year has been about 165 students and staff learning to navigate multiple facilities and creating multiple sets of expectations for all. No staff member has been a part of this school and are also learning the culture as we go. Out of 13 staff members, 5 have worked in education for 5 or more years in various roles. The remaining 8 are in their first year to 4th year of teaching, and yet, all are in their first year at PTEC. We have professional development periodically, Terry Dodds of Novel Ideas a direct instruction expertise and comes in twice a year to coach. We have onsite coaching and will send teachers to seminars as the funds and seminars are available. Teachers and students will be given surveys at the end of the year this year to see if they are getting the culture. We will continue this on next year with a beginning, middle, and end of year culture survey.

Performance:
During the 2016/17 school year, the staff simply did not receive sufficient support and professional development. During the 2017/18 school year, we added two hours of professional development every Friday from 2:00 P.M. to 4:00 P.M. The additional PD time and development resulted in improved consistency and classroom management.

**Current Performance**

- Below is a comparison of data from the 2017 and 2018 SPF:

<table>
<thead>
<tr>
<th>ELA Achievement: All Students</th>
<th>2017 SPF</th>
<th>2018 SPF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Rate</td>
<td>78.6%</td>
<td>98.6%</td>
</tr>
<tr>
<td>Mean Scale Score</td>
<td>721.7</td>
<td>731.0</td>
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<tr>
<td>Math Achievement: All Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td></td>
<td></td>
</tr>
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</tr>
<tr>
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<td>723.4</td>
<td>729.0</td>
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<tr>
<td>Percentile Rank</td>
<td>30</td>
<td>43</td>
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<tr>
<td>Rating</td>
<td>Does Not Meet</td>
<td>Approaching</td>
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<table>
<thead>
<tr>
<th>Science Achievement: All Students</th>
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<tbody>
<tr>
<td>Participation Rate</td>
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<tr>
<td>Mean Scale Score</td>
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<td>Rating</td>
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<table>
<thead>
<tr>
<th>ELA Growth: All Students</th>
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<tbody>
<tr>
<td>Median Growth Percentile</td>
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<td>Rating</td>
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<table>
<thead>
<tr>
<th>Math Growth: All Students</th>
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<tbody>
<tr>
<td>Median Growth Percentile</td>
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</table>

In many student groups the number of students were too few to be included in the summary data. There were increases in achievement and growth from 2017 to 2018 in most areas except for CMAS Science.
For all students and student sub-groups, achievement and growth need significant improvement over the next school year to bring ratings into the meets categories.

**Trend Analysis**

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

Median Growth Percentile increased from 26.0 to 47.0 between 2017 and 2018. This is significant growth in the positive direction and only 3 percentile points from the meets category.

**Root Causes**

**Priority Performance Challenge: Reading and Math Achievement**

Although on the rise from the previous year, the middle school math and ELA achievement scores are only in the "approaching" categories. Most of the reported student groups are consistent with the mean scale scores of all students for the school, so there is not a unique student group that is driving achievement scores, on average, higher or lower. The challenge for the 2018/19 school year is to raise achievement scores for all students.

- **Root Cause: Students entering school with low ELA and mathematics skills.**
  As a new school, we are adding a large percentage of new students each year. One of the impressions of Power Technical is that we are a trade school and that academics are second to skilled trades. This is not the goal and opinion of the school, but we do receive quite a few students that enter the school already low in reading and mathematics.

- **Root Cause: Staff Experience**
  As a 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 a 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 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 rationale 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:

<table>
<thead>
<tr>
<th>SPF Year</th>
<th>CMAS ELA Achievement (Mean Scale Score / Percentile Rank)</th>
<th>CMAS ELA Growth (Median Growth Percentile)</th>
<th>CMAS Math Achievement (Mean Scale Score / Percentile Rank)</th>
<th>CMAS Math Growth (Median Growth Percentile)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>721.7 / 11%</td>
<td>19.0%</td>
<td>723.4 / 30%</td>
<td>26.0%</td>
</tr>
<tr>
<td>2018</td>
<td>731.0 / 28%</td>
<td>34.5%</td>
<td>729.0 / 43%</td>
<td>47.0%</td>
</tr>
</tbody>
</table>

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 Engmann 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

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted Professional Development</td>
<td>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.</td>
<td>08/17/2018 05/30/2020 Weekly</td>
<td>Assistant Principal, Instructional Coach, &amp; Principal</td>
<td></td>
</tr>
</tbody>
</table>

Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Coaching &amp;</td>
<td>The instructional coach in partnership with the assistant principal will create an instructional coaching plan that monitors skills taught in weekly professional development. The plan will be weighted based on staff members with most need for improvement and skills being taught during professional</td>
<td>08/17/2018 05/20/2019</td>
<td>Tracking sheets Instructional</td>
<td>Assistant Principal Instruction Coach</td>
<td></td>
</tr>
</tbody>
</table>
Feedback development. A coaching sheet will be used to track progress for each teacher.

coaching resources from Jim Knight

**Tier 2 Interventions**

**What would success look like:** Students that have not responded to classroom instruction and have been identified as struggling with mathematics or ELA will receive targeted one on one or small group instruction. Success will be evident when the student is meeting or exceeding goals set by teacher and student and when the student meets or exceeds goals set by NWEA.

**Associated Root Causes:**

**Implementation Benchmarks Associated with MIS**

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
</table>

**Action Steps Associated with MIS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
</table>

**School Target Setting**

**Priority Performance Challenge : Reading and Math Achievement**

**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** ELA

**ANNUAL PERFORMANCE TARGETS**

**2018-2019:** Increase overall middle school achievement levels in ELA from 731 in 2018 to 736 mean scale score in 2019.

**2019-2020:** Continue to improve all middle school students in ELA achievement by having a mean scale score for all students in 2020 of at least 741 or at the 50th percentile mark for 2020.
INTERIM MEASURES FOR 2018-2019: NWEA will be assessed three times per year to access student achievement in reading and writing. Goals will be set in improving achievement by the same percentages needed to teach the annual performance target. Interventions and classroom instruction will be adjusted and improved quarterly.

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2018-2019:</strong> Increase overall middle school achievement levels in mathematics from 729 in 2018 to 731 mean scale score in 2019.</td>
</tr>
<tr>
<td><strong>2019-2020:</strong> 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.</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2018-2019:</strong> 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.</td>
</tr>
<tr>
<td><strong>2019-2020:</strong> Continue to decrease negative behavioral infractions by another 7% during the 2019/20 school year.</td>
</tr>
</tbody>
</table>

INTERIM MEASURES FOR 2018-2019: Monthly and quarterly reports will be used to monitor changes.

Priority Performance Challenge: 8th Grade Science Achievement
PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: S

2018-2019: Based on CMAS results, the school was very low (18 percentile) in 8th grade science. The goal is to see an increase of at least ten percentile point for 2019. The most likely improvements will be realized by better alignment with state standards.

2019-2020: Continue to improve 8th grade science scores through better alignment and instruction. The performance target for the 2020 SPF will be that the school is at least at the 40th percentile in science.

INTERIM MEASURES FOR 2018-2019:
On this day, January 31, 2019, the Power Technical SAC is approving the Unified Improvement Plan for 2018-2019.

<table>
<thead>
<tr>
<th>Printed Name</th>
<th>Representation / Title</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Shiver</td>
<td>Volunteer / Co-PI</td>
<td></td>
</tr>
<tr>
<td>Mark Dickenson</td>
<td>Community Member</td>
<td></td>
</tr>
<tr>
<td>Greg Smith</td>
<td>Parent / Community Partner</td>
<td></td>
</tr>
<tr>
<td>Hillary Douglas</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Greg McCormick</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Brandon Spence</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Ross Dominguez</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Donna Greene</td>
<td>Career Development Advisor</td>
<td></td>
</tr>
<tr>
<td>LeErica Warren</td>
<td>Asst. Principal</td>
<td></td>
</tr>
</tbody>
</table>

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

**If we...**

**TARGET EXPLICIT INSTRUCTION FOR READING INTERVENTION**

**Description:**
We will see growth at or above 50.0 MGP with our students who are not yet proficient in our subgroups. We will see success when each teacher is delivering explicit instruction in reading that is aligned with identified skills deficit areas and deliver instruction with concrete routines, pacing, and rigor.

**TARGET EXPLICIT INSTRUCTION FOR MATH INTERVENTION**

**Description:**
We will see growth (at or above 50.0 MGP) with our students who are not yet proficient in Math in our subgroups. We will see success when each student is receiving specific instruction aligned with the identified skill deficit supported by DIBELS data.

**TIER I CORE LITERACY INSTRUCTION**

**Description:**
We will see 85% of our students meeting state expectations on ELA assessments.

**TEIR I LITERACY/SCIENCE INSTRUCTION**

**Description:**
We will see our reaching proficiency in Science by receiving a rating of MEETS.

**TIER 1 WRITING INSTRUCTION**

**Description:**
We will see 85% of our students meeting state expectations on ELA assessments. We will see an increase in our subcategory scores that reflect writing. We will see students receiving small group instruction with timely feedback aligned with the identified skill deficits.

*Then we will address...*

**EXPLICIT INSTRUCTION IN TARGETED READING GROUPS**

**Description:**
Teachers/Interventionists were instructing using SIPPS along with collecting and analyzing data within the intervention program itself, but intensive, explicit routines and strategies were not evident on a regular basis. We were not seeing explicit routines for small group reading instruction that included high engagement strategies, and adequate pacing.

**TIER I CORE LITERACY INSTRUCTION**
Description:
Remington’s Literacy curriculum is in the 3rd year of full implementation phase and teachers need to continue to receive PD, feedback on instructional delivery, and analysis of formative assessment to ensure fidelity and rigor of the CKLA curriculum. A priority for this year is to ensure our CKLA literacy program is delivered with fidelity and rigor to increase student growth and achievement. We identified a need to focus/train/model best practices to our new staff joining Remington after implementation of CKLA.

TARGETED MATH INTERVENTIONS

Description:
We have math interventions in place at each grade level but do not have a system to deliver explicit instruction to meet the specific skill deficit. Our students with disabilities and EL learners continue to Not Meet Expectations when we analyze the data at a deeper level.

TIER I MATH CURRICULUM

Description:
Remington’s Math curriculum is in the 3rd year of full implementation phase and teachers need to continue to receive PD, feedback on instructional delivery, instructional coaching, and analysis of formative and summative assessment on a regular basis. A priority for this year is to ensure our Eureka Math program is delivered with fidelity and rigor to increase student growth and achievement. We identified a need to focus/train/model best practices to our new staff joining Remington after implementation of our school wide math curriculum. We are seeing tremendous growth as documented on our SPF and need to continue to deliver rigorous instruction.

AUTHENTIC OPPORTUNITIES TO PRACTICE APPLICATION OF KNOWLEDGE

Description:
Students had limited opportunities to access technology and apply their skills to authentic science tasks. Students were limited on the generalization of skills needed to complete online activities and assessments.
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:

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

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

Name: Suzy Ancell
Mailing Street: 2825 Pony Tracks Dr
Phone: 7194955263

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 
broad spectrum of services and programs. In March of 2018, we became eligible for TITLE I funding as our population of students receiving Free and Reduced services increased to meet the 
threshold for eligibility.

Current data, progress towards prior year's performance targets, prioritization of performance challenges were first reviewed by the Remington Leadership Team. This group of professionals consists of General Education teachers from each grade level, Special Education teacher, Interventionists, Literacy Coach, Math Coach, Counselor, Assistant Principal and the Principal. As a team, we initially met to analyze data, identify needs and challenges, and to isolate root causes. The Leadership Team members shared the information with their grade level teammates during PLC meetings and communicated questions or concerns back to the committee. From there, a Data Dig was held to further analyze our data as a community to include parents, district specialist, the district assessment coordinator, a School Advisory Committee representative and Remington staff. Our data was presented in multiple ways to identify curriculum and instructional needs, trends, and possible root causes. Furthermore, the Leadership Team met with the School Advisory Committee to share results and collect specific input and provide feedback. The Leadership team meets quarterly with the SAC to review our Schoolwide Plan and reviews progress monitoring data and make adjustments to our action steps if necessary.

Parent Family Involvement: Based on Studer survey results, it was identified through analysis of the results that our parents felt school communication is an area of need. Parents will receive ongoing reports of their child's progress. Remington will communicate with parents thought a variety of modalities to include our website, DOJO, newsletters, emails, face to face meetings and phone calls. Remington has included school
informative brochures that provide parents information out school policies to also include our Title I brochure. We will also communicate with families at our School Accountability and PTA meetings. We will host family informational events to include parent resources and opportunities to engage in their child's education. Furthermore, we will hold a Title I annual meeting for parents to learn about the Title I program at Remington.

### Prior Year Targets

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

**PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)**

<table>
<thead>
<tr>
<th>Prior Year Target:</th>
<th>Performance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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</td>
</tr>
<tr>
<td>The number of students reaching or exceeding grade level expectations (Benchmark) on DIBELS Next will be at 85% or higher.</td>
<td></td>
</tr>
<tr>
<td>Students will score in the 70th percentile rank on state PARCC assessments. (2016 results were 58th percentile rank)</td>
<td></td>
</tr>
<tr>
<td>Our students will meet the state expectations by scoring at least 775.0 (mean scaled score)</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>This subgroup continues to perform below targets 699.7 Scaled Score.</td>
</tr>
<tr>
<td>Implementation school wide of the Literacy Program CKLA will be implemented with fidelity and rigor in 100% of all classes. Target MET</td>
<td>Teachers will be observed/provided feedback on fidelity and rigor &quot;look fors&quot; during lessons. Data will be collected to determine implementation accuracy. Target MET</td>
</tr>
</tbody>
</table>
**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 MET

**Performance:**

Teachers 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
(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.
Many of our Student Groups were able to Meet expectations in both Achievement and Growth. Students with Disabilities continue to land in the DOES NOT MEET state expectations category. This population will continue to be a priority for this year as we focus on interventions and family engagement.

**PERFORMANCE INDICATOR: ACADEMIC GROWTH**

<table>
<thead>
<tr>
<th>Prior Year Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**Performance:**

Target Met in All reportable areas with the exception of Students with IEP. Partially met target. (30.0 MGP)

We saw tremendous growth in ELA and Math performance. All students ELA 61.0 MGP and Math 59.0 MGP. All other student groups that were reportable made growth above the 50.0 MGP. We will continue to strive to exceed 50.0 MGP to close the achievement gap and increase achievement.

### Current Performance

*State Assessment Results Longitudinal Look. 2016, 2017, 2018*

#### Proficiency Levels

Scores shown: met & exceeds %  approaching & partially met %  did not meet %

<table>
<thead>
<tr>
<th>ELA</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met &amp; Exceeds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36%</td>
<td>41%</td>
<td>37%</td>
<td>43%</td>
</tr>
<tr>
<td>Approaching &amp; Partially Met</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48%</td>
<td>47%</td>
<td>51%</td>
<td>47%</td>
</tr>
<tr>
<td>Did not meet</td>
<td>16%</td>
<td>13%</td>
<td>12%</td>
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<tr>
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<td>---</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Met &amp; Exceeds</th>
<th>41%</th>
<th>37%</th>
<th>42%</th>
<th>38%</th>
<th>32%</th>
<th>30%</th>
<th>49%</th>
<th>24%</th>
<th>37%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching &amp; Partially Met</td>
<td>49%</td>
<td>51%</td>
<td>53%</td>
<td>52%</td>
<td>60%</td>
<td>61%</td>
<td>43%</td>
<td>69%</td>
<td>51%</td>
</tr>
<tr>
<td>Did not meet</td>
<td>10%</td>
<td>12%</td>
<td>5%</td>
<td>11%</td>
<td>8%</td>
<td>9%</td>
<td>9%</td>
<td>7%</td>
<td>12%</td>
</tr>
</tbody>
</table>

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 Groups*Our students with Disabilities continue to score in the DOES NOT MEET category for state expectation in both ELA and Math.
*Our students classified in the Free & 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)
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.

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.

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.

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

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.
Increasing Trend Direction: Yes
Notable Trend: Academic Growth
Performance Indicator Target: ELA AND MATH GROWTH- Students identified in the Free and Reduced Lunch category have made significant gains in both growth and achievement. These students are MEETING state expectations from previous years.

Root Causes

**Priority Performance Challenge: Academic Growth in ELA to Include Student Groups**
ELA SUB GROUP populations: Our challenge is to ensure that each student achieves grade level proficiency in reading by increasing student growth in subgroups. Student identified as EL Learners and Students with Disabilities are continuing to perform below proficiency expectations. The MGP rate is below the 50.0 threshold when data is analyzed at a deeper level. It is also affirmed by the achievement ratings as well. (APPROACHING and DOES NOT MEET respectively)

**Root Cause: TIER I Core Literacy Instruction**
Remington’s Literacy curriculum is in the 3rd year of full implementation phase and teachers need to continue to receive PD, feedback on instructional delivery, and analysis of formative assessment to ensure fidelity and rigor of the CKLA curriculum. A priority for this year is to ensure our CKLA literacy program is delivered with fidelity and rigor to increase student growth and achievement. We identified a need to focus/train/model best practices to our new staff joining Remington after implementation of CKLA.

**Root Cause: Explicit Instruction in Targeted Reading Groups**
Teachers/Interventionists were instructing using SIPPS along with collecting and analyzing data within the intervention program itself, but intensive, explicit routines and strategies were not evident on a regular basis. We were not seeing explicit routines for small group reading instruction that included high engagement strategies, and adequate pacing.

**Priority Performance Challenge: Academic Growth in Math to Include Student Groups**
MATH SUB GROUP populations: Our challenge to ensure that each student achieves grade level proficiency by increasing student growth in math. Student identified as Students with Disabilities are continuing to perform below proficiency expectations. The MGP rate is below the 50.0 threshold when data is analyzed at a deeper level. It is also affirmed by the achievement rating of DOES NOT MEET.

**Root Cause: Targeted Math Interventions**
We have math interventions in place at each grade level but do not have a system to deliver explicit instruction to meet the specific skill deficit. Our students with disabilities and EL learners continue to Not Meet Expectations when we analyze the data at a deeper level.

**Root Cause: TIER I Math Curriculum**

Remington’s Math curriculum is in the 3rd year of full implementation phase and teachers need to continue to receive PD, feedback on instructional delivery, instructional coaching, and analysis of formative and summative assessment on a regular basis. A priority for this year is to ensure our Eureka Math program is delivered with fidelity and rigor to increase student growth and achievement. We identified a need to focus/train/model best practices to our new staff joining Remington after implementation of our school wide math curriculum. We are seeing tremendous growth as documented on our SPF and need to continue to deliver rigorous instruction.

**Priority Performance Challenge: Academic Achievement in Science**

Our challenge is to ensure all students reach academic proficiency in Science. Our students were rated as APPROACHING expectations in 2018. This is a drop from the previous year when they MET expectations.

**Root Cause: Authentic Opportunities to Practice Application of Knowledge**

Students had limited opportunities to access technology and apply their skills to authentic science tasks. Students were limited on the generalization of skills needed to complete online activities and assessments.

**Root Cause: Explicit Instruction in Targeted Reading Groups**

Teachers/Interventionists were instructing using SIPPS along with collecting and analyzing data within the intervention program itself, but intensive, explicit routines and strategies were not evident on a regular basis. We were not seeing explicit routines for small group reading instruction that included high engagement strategies, and adequate pacing.

**Root Cause: TIER I Core Literacy Instruction**

Remington’s Literacy curriculum is in the 3rd year of full implementation phase and teachers need to continue to receive PD, feedback on instructional delivery, and analysis of formative assessment to ensure fidelity and rigor of the CKLA curriculum. A priority for this year is to ensure our CKLA literacy program is delivered with fidelity and rigor to increase student growth and achievement. We identified a need to focus/train/model best practices to our new staff joining Remington after implementation of CKLA.

**Priority Performance Challenge: Academic Achievement in Literacy**

Our challenge is to ensure all students reach academic proficiency in Literacy. Our overall Achievement scores are below Remington's high expectations of 85% of our students meeting or exceeding expectations.
Root Cause: Authentic Opportunities to Practice Application of Knowledge

Students had limited opportunities to access technology and apply their skills to authentic science tasks. Students were limited on the generalization of skills needed to complete online activities and assessments.

Root Cause: TIER I Core Literacy Instruction

Remington's Literacy curriculum is in the 3rd year of full implementation phase and teachers need to continue to receive PD, feedback on instructional delivery, and analysis of formative assessment to ensure fidelity and rigor of the CKLA curriculum. A priority for this year is to ensure our CKLA literacy program is delivered with fidelity and rigor to increase student growth and achievement. We identified a need to focus/train/model best practices to our new staff joining Remington after implementation of CKLA.

Root Cause: Explicit Instruction in Targeted Reading Groups

Teachers/Interventionists were instructing using SIPPS along with collecting and analyzing data within the intervention program itself, but intensive, explicit routines and strategies were not evident on a regular basis. We were not seeing explicit routines for small group reading instruction that included high engagement strategies, and adequate pacing.

Root Cause: Explicit Instruction in Targeted Writing Groups

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 be 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 to 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.
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

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation/Feedback</td>
<td>Teachers will be involved in an observation cycle with Literacy Coach and Administration</td>
<td>07/23/2018 05/31/2018 Quarterly</td>
<td>Administration, Literacy Coach</td>
<td>Partially Met</td>
</tr>
<tr>
<td>DIBELS Data Analysis Meetings</td>
<td>PLC focus meeting to identify current performance DIBELS PM SCORES and trends with data to determine if intervention is aligned skill deficit (Data Wall)</td>
<td>08/01/2018 05/31/2018 Monthly</td>
<td>Teachers, Literacy Coach, Admin, Interventionist</td>
<td>Partially Met</td>
</tr>
</tbody>
</table>
We will administer DIBELS assessment to all students three times per year.

**DIBELS Benchmark Assessment**

Students will participate in state assessment in spring of 2019.

**CMAS Assessments**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>Teachers will receive PD/coaching on explicit instruction, pacing, and rigor.</td>
<td>07/30/2018</td>
<td>School Funds, Title I Funds $4,000</td>
<td>Literacy Coach, Lead Mentor, Literacy Conference</td>
<td>In Progress</td>
</tr>
<tr>
<td>Coaching Observation Cycles</td>
<td>Literacy Coach and Teachers will participate in observation/feedback cycles to focus on explicit instructional strategies, routines, and rigor.</td>
<td>08/20/2018</td>
<td>Local resources Title I Funds $660 for substitutes</td>
<td>Admin, Lit Coach, Interventionists and Teachers</td>
<td>In Progress</td>
</tr>
<tr>
<td>Professional Book Study</td>
<td>Teachers will participate in a book study focused on explicit instruction written by Anita Archer and Charles Hughes</td>
<td>08/23/2018</td>
<td>Local resources</td>
<td>Teachers and Administration, Literacy Coach</td>
<td>In Progress</td>
</tr>
<tr>
<td>Afterschool</td>
<td>We will provided students tutoring by a licensed teachers.</td>
<td>09/11/2018</td>
<td>Title I Funds $1,550.40</td>
<td>Admin, teachers</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

Additional information:
- **DIBELS Benchmark Assessment**
  - 08/10/2018
  - 05/11/2018

- **CMAS Assessments**
  - 04/01/2019
  - 04/27/2018

**Action Steps Associated with MIS**
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

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<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIBELS Math</td>
<td>We will administer assessments to all students 3 times per year</td>
<td>08/10/2018 05/11/2018</td>
<td>Teachers, Instructional Staff, Administration</td>
<td>Partially Met</td>
</tr>
</tbody>
</table>
### 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**
  - Key Personnel: Teachers, Math Coach, Admin
  - Status: Partially Met

**CMAS assessments**

- **Students will participate in state assessments in spring 2019**
  - **04/01/2019**
  - **04/26/2019**
  - Key Personnel: Admin, teachers, school SAC
  - Status: Partially Met

### Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Authentic Opportunities to Practice Application of Knowledge:</strong></td>
<td>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.</td>
<td><strong>05/31/2018</strong>&lt;br&gt;<strong>11/01/2018</strong></td>
<td>Title I Funds&lt;br&gt;$80,000 (inclusively for all curricular areas)</td>
<td>Admin</td>
<td>In Progress</td>
</tr>
<tr>
<td><strong>Hired a Math Coach</strong></td>
<td>RES hired a Math Instructional Coach</td>
<td><strong>07/27/2018</strong>&lt;br&gt;<strong>05/29/2019</strong></td>
<td>Title I Funds&lt;br&gt;$53,710</td>
<td>Admin</td>
<td>Complete</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>Teachers will receive ongoing PD from our Math Coach and Math Leadership team.</td>
<td><strong>09/10/2018</strong>&lt;br&gt;<strong>05/04/2019</strong></td>
<td>Local resources, Title I funds&lt;br&gt;$4,000 (inclusive of all sub)</td>
<td>Admin, teachers, Math Coach</td>
<td>In Progress</td>
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</tbody>
</table>
Coaching Observation Cycles

Math Coach and teachers will participate in observation/feedback cycles to focus on explicit instructional strategies, routines, and rigor.

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<thead>
<tr>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>09/10/2018 05/01/2019</td>
<td>Teachers, Math Coach, Admin</td>
<td>In Progress</td>
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</table>

Local resources

Family Math Night

We will provide families with resources to access our curriculum and support their students.

<table>
<thead>
<tr>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
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<tbody>
<tr>
<td>09/25/2018 09/25/2018</td>
<td>Admin</td>
<td>Complete</td>
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</tbody>
</table>

Title I Funds

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

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
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We will administer DIBELS assessments 3 times per year.

<table>
<thead>
<tr>
<th>DIBELS Benchmark Assessment</th>
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<tbody>
<tr>
<td>We will administer DIBELS assessments 3 times per year.</td>
</tr>
<tr>
<td>08/10/2018</td>
</tr>
<tr>
<td>05/03/2019</td>
</tr>
<tr>
<td>Admin, Teacher, Instructional Staff</td>
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<tr>
<td>Partially Met</td>
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</tbody>
</table>

PLC meetings to focus on current data of all students to ensure students are making at least one year's growth.

<table>
<thead>
<tr>
<th>DIBELS Data Analysis Meetings</th>
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</thead>
<tbody>
<tr>
<td>PLC meetings to focus on current data of all students to ensure students are making at least one year's growth.</td>
</tr>
<tr>
<td>08/13/2018</td>
</tr>
<tr>
<td>05/10/2019 Monthly</td>
</tr>
<tr>
<td>Admin, Teachers, Interventionists, Literacy Coach</td>
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<tr>
<td>Partially Met</td>
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Students will participate in state assessment in Spring of 2019.

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<tr>
<th>CMAS Assessment</th>
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<tbody>
<tr>
<td>Students will participate in state assessment in Spring of 2019.</td>
</tr>
<tr>
<td>04/01/2019</td>
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<tr>
<td>04/26/2019</td>
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<tr>
<td>Admin, teachers, School SAC</td>
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<tr>
<td>Not Met</td>
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**Action Steps Associated with MIS**

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<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Authentic Opportunities to Practice Application of Knowledge:</strong></td>
<td>Students had limited opportunities to access technology and apply their skills to authentic literacy tasks. Students were limited on the generalization of skills needed to complete online activities and assessments.</td>
<td>05/31/2018 11/01/2018</td>
<td>Title I Funds $80,000 (inclusively)</td>
<td>Admin</td>
<td>In Progress</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>New teachers will receive Professional Development with the CKLA curriculum.</td>
<td>07/31/2018 07/31/2018</td>
<td>Local Resources</td>
<td>Admin and New Teachers</td>
<td>In Progress</td>
</tr>
<tr>
<td><strong>Coaching Observation Cycles</strong></td>
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<tr>
<td><strong>Literacy Coach and teachers will participate in observation/feedback cycles to focus on Explicit instructional Strategies, routines, and rigor.</strong></td>
<td>08/20/2018</td>
<td>Local resources</td>
<td>Admin. Literacy Coach, Interventionists, and teachers</td>
<td>In Progress</td>
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<tr>
<td>05/03/2019</td>
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<thead>
<tr>
<th><strong>CDE Grant Consultant</strong></th>
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<tbody>
<tr>
<td><strong>Observation/feedback site visits from our consultant and providing research based strategies and resources necessary to continue to improve reading instruction.</strong></td>
<td>08/21/2018</td>
<td>ELG Grant funds</td>
<td>Admin, teachers, consultant</td>
<td>In Progress</td>
</tr>
<tr>
<td>04/16/2019</td>
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<thead>
<tr>
<th><strong>Literacy PD</strong></th>
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<tbody>
<tr>
<td><strong>Literacy Team will attend training on Explicit Instruction at Literacy Conference in Pueblo.</strong></td>
<td>09/26/2018</td>
<td>Local resources</td>
<td>Admin and Literacy Team</td>
<td>Complete</td>
</tr>
<tr>
<td>09/28/2018</td>
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<table>
<thead>
<tr>
<th><strong>Family Literacy Night</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>We will host a Family Literacy Night that offers parents the opportunity to select breakout sessions.</strong></td>
<td>10/25/2018</td>
<td>Title I Funds</td>
<td>Admin, Teachers</td>
<td>In Progress</td>
</tr>
<tr>
<td>10/25/2018</td>
<td>$1,600</td>
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**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

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<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIBELS</td>
<td>We will administer DIBELS assessments to all students 3 times per year to</td>
<td>08/10/2018</td>
<td>Admin, Teachers, Interventionist, Lit</td>
<td>Partially Met</td>
</tr>
<tr>
<td></td>
<td>ensure our students are making growth in their reading skills to access</td>
<td>05/10/2018</td>
<td>Coach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>science content.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMAS Science</td>
<td>Students will participate in state assessment in 2019.</td>
<td>04/01/2019</td>
<td>Admin, teachers, school SAC</td>
<td>Not Met</td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td>04/26/2019</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Action Steps Associated with MIS
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic Opportunities to Practice Application of Knowledge:</td>
<td>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.</td>
<td>05/30/2018 - 11/01/2018</td>
<td>Title I Funds $80,000 (inclusively)</td>
<td>Admin</td>
<td>In Progress</td>
</tr>
<tr>
<td>Science Curriculum</td>
<td>Research science curriculum that aligns with state standards and students can demonstrate their proficiency through formative/summative assessments.</td>
<td>09/17/2018 - 12/21/2018</td>
<td>Local Resources</td>
<td>Admin and Tech/GT Specialist</td>
<td>In Progress</td>
</tr>
<tr>
<td>a050G00001jsre5</td>
<td>STEM Family Night</td>
<td>09/25/2018 - 09/25/2018</td>
<td>Title I Funds $1,600</td>
<td>Admin, Teachers, Community Liaison</td>
<td>Complete</td>
</tr>
<tr>
<td>Site Visits</td>
<td>Team will conduct site visits to school demonstration success on CMAS assessments.</td>
<td>01/07/2019 - 05/17/2019</td>
<td>Local Resources</td>
<td>Admin and Tech/GT Specialist</td>
<td>Not Started</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMAS Assessment</td>
<td>Students will participate in state assessments that include written expression subcategories.</td>
<td>04/01/2019 04/26/2019</td>
<td>Admin, Teachers, Teachers, School SAC</td>
<td>Not Met</td>
</tr>
</tbody>
</table>

## Action Steps Associated with MIS

<table>
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<tr>
<th>Name</th>
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<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic Opportunities to Practice Application of Knowledge</td>
<td>Students will have more opportunities to access technology and apply skills to authentic science tasks.</td>
<td>05/21/2018 08/06/2018</td>
<td>Title I Funds $80,000 (inclusively)</td>
<td>Admin, teachers</td>
<td>In Progress</td>
</tr>
<tr>
<td>Online Science Resources</td>
<td>School subscription to online platforms that support science standards and technology.</td>
<td>08/06/2018 05/31/2019</td>
<td>Local resources for subscription</td>
<td>Admin, teachers</td>
<td>Complete</td>
</tr>
<tr>
<td>Focused Writing Groups</td>
<td>Teachers will begin to implement small group instruction to provide explicit feedback for student skill deficits</td>
<td>01/14/2019 05/20/2019</td>
<td>Local Resources</td>
<td>Admin, Teachers, Literacy Coach, Interventionist</td>
<td>Not Started</td>
</tr>
</tbody>
</table>

## School Target Setting
Priority Performance Challenge: Academic Growth in ELA to Include Student Groups

**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:** ELA

<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
</tr>
</thead>
</table>

**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

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**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.

2019-2020: Our students identified within the Student Groups will MEET state expectations in Science to represent their same age peers.

INTERIM MEASURES FOR 2018-2019: TBD

Priority Performance Challenge: Academic Achievement in Literacy

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

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

2019-2020: Our students will score at 85% Proficient/Advanced on ELA state assessments.

INTERIM MEASURES FOR 2018-2019: DIBELS Benchmark assessments DIBELS Progress Monitoring CKLA reading assessments
Executive Summary

If we...

TEACHER ACCOUNTABILITY

Description:
Effectively implement data driven Tier 1 teaching strategies and the use of effective standards based lesson planning that support literacy and math proficiency, through a focused and clear teacher evaluation and observation cycle, the teacher accountability process will lead to improved student outcomes. By focusing administration priorities towards improving teacher effectiveness, the evaluative team will complete weekly classroom observations, teacher feedback sessions and reactive professional development of teaching strategies geared to teacher needs. By implementing focused and clear expectations for teacher practices through the evaluation process and collection of priority teaching data on priority strategy (student management, standards alignment, and assessment strategies) implementation, teacher practices will improve and result in the positive student outcomes.
PRIMARY LITERACY AND MATH INSTRUCTION AND INTERVENTION

Description:
Commit to an intentional focus on Primary Literacy and Math instruction and intervention in grades K-5 with a goal of ensuring all student groups are proficient by the end of 5th grade, student outcomes as measured by CMAS and STAR Assessments will increase. School administration and teachers are working on improving the teacher knowledge base, in order to meet the needs of our student population, including our high needs populations of SPED, FRL and minority populations. A review of student data has shown that while our subgroups (minority and FRL) have earned a rating of met on RMCA's yearly SPF, our student population as a whole have decreased proficiency in Math and ELA over the last three years. By implementing a closed feedback coaching cycle on high yield teaching strategies and student differentiation with teachers, the administrative team intends to correct this downward trend. This commitment has not been held with fidelity across all classrooms in the past. As this process continues, the administrative team will conduct a program evaluation of the above practices to determine quarterly effectiveness.

RAPID REACTIVE PROFESSIONAL DEVELOPMENT

Description:
Insist that teachers have the best process of professional development in order to improve researched based instructional strategies in the classroom, student outcomes based on CMAS and internal STAR data will improve. All teachers need to be able to: Effectively plan using student data; Analyze student work product and outcomes; Align Core Knowledge and State Standards; Plan for effective student engagement in ELA, Math, Science and History; and to differentiate for all students. A professional development program that is able to provide rapid response to teacher and student data needed to be implemented. Using instructional coaches to conduct weekly professional development aligned to teacher observation, teacher needs, and student data, has been used to ensure a successful professional development model.

Then we will address...

TEACHER ACCOUNTABILITY - DATA-DRIVEN INSTRUCTION

Description:
Teachers are beginning the work of using data to drive instructional practices and improve instruction through regular feedback. This is still in the early stages of implementation and is not being used with fidelity, but has improved.

PROFESSIONAL DEVELOPMENT - TEACHING STRATEGIES
Description:
Teachers are beginning the work of using data to drive instructional practices and improve instruction through regular feedback. This is still in the early stages of implementation and is not being used with fidelity. Using data effectively in order to change teaching strategies and lack of effective planning towards state standards has been the root cause of this issue.

TEACHER ACCOUNTABILITY - DIFFERENTIATED INSTRUCTION

Description:
Leaders and teachers are working on creating the knowledge base of working with high needs populations. This practice and professional development is centered on an effective feedback program necessary to improve both tier 1 instruction and tier 2 strategy implementation. This is not done with fidelity across all classrooms. However, we have developed a process that supports students with academic and behavioral needs. As this process continues to develop, a program evaluation will be conducted.

PROFESSIONAL DEVELOPMENT - CORE INSTRUCTION

Description:
Leaders and teachers have not consistently used researched based effective instructional practices in both tier 1 and tier 2 instruction. This includes student engagement strategies, differentiation, and lesson planning.

PROFESSIONAL DEVELOPMENT - STANDARDS ALIGNMENT

Description:
A lack of effective lesson planning addressing both Core Knowledge scope and sequence and Colorado State Standards has not been implemented in RMCA. This has been a focus of the entire instructional staff for the last 18 months.

PRIMARY LITERACY INTERVENTION - MTSS

Description:
Leaders and teachers have not ensured the RTI/MTSS structures and processes are uniform throughout the school. These strategies have not been consistently implemented with fidelity from grade level to grade level. A focus on primary literacy intervention, tier 2 instructional practices, and professional development are mandated to close this gap.

Then we will change current trends for students

ACADEMIC ACHIEVEMENT IN MATH AND READING

Description:
At the elementary level, our teachers lack the strategies and instructional methods to differentiate for all students. Intervention staffing and processes have not been stable over the last several years, to provide adequate support to struggling learners. Overall 3-5th grade students at RMCA are on a steady decline with the median growth percentile in the area of English Language Arts and Math on CMAS-PARCC over the last three years. This is in comparison to the state’s average of 51.0. Median growth percentile for Math in the 2018-2019 school year fell to "does not meet" with a growth percentile of 30.0.

DISAGGREGATED ACHIEVEMENT

Description:
The subgroups Minority Students and Free/Reduced-Price Lunch Eligible grew over previous years scores to an average above the Median Growth percentile of the rest of the population in ELA. While the free and reduce population had a median growth percentile above the median growth of all students our minority population fell half a percentage point lower at 35.5 than all students. Due to shifting demographics RMCA staff are working on the strategies to address the needs of these particular subgroups.

ACADEMIC GROWTH IN MATH AND ELA

Description:
Elementary school students continuing to score below state MGP MATH and ELA on CMAS-PARCC in 2018-19 (2016 = Math 46.0 MGP, ELA 49.0 MGP; 2017 = Math 24.0 MGP, ELA 39.0 MGP; 2018 = Math 30.0 MGP, ELA 47.0 MGP ). When RMCA can improve the academic growth of these areas all students, including dis-aggregated groups will see significant increase in academic achievement on state exams.

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

Name: Christianna Fogler
Mailing Street: 4620 Antelope Ridge
Phone: (719) 550-5331

Name: Cullen McDowell
Mailing Street: 4620 Antelope Ridge
Phone: (719) 550-5331

Name: Leslie Winzenreid
Mailing Street: 4620 Antelope Ridge Dr
Phone: (702) 550-5413

Name: Martina Meadows
Mailing Street: 4620 Antelope Ridge Dr.
Phone: (702) 550-5413

Name: Mako Winston
Mailing Street: 4620 Antelope Ridge Dr.
Phone: (702) 550-5413

Title: Headmaster
Email: cfogler@rmcacs.org

Title: Principal
Email: cmcdowell@rmcacs.org

Title: Asst Principal
Email: lwinzenreid@rmcacs.org

Title: Asst Principal
Email: mmeadows@rmcacs.org

Title: Asst. Principal
Email: mako@rmcacs.org

Mailing City / State / Zip Code: Colorado Springs Colorado 80922
Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Description of School Setting:
Rocky Mountain Classical Academy is a K-8 school that utilizes the Core Knowledge Scope and Sequence as well as the Classical Education approach. RMCA serves 1,183 students and is located at 4620 Antelope Ridge of Colorado Springs. RMCA exists to support parents in developing citizens of integrity and character through a Core Knowledge Classical approach to education. The basis of this development is rooted in an academically rigorous, content-rich, classical educational program with Core Knowledge emphasis. RMCA embraces a classical approach to education, seeking to inspire excellence by holding forth examples in each subject field, which have stood the test of time and have been widely recognized as the very best. It is a philosophy in which students are taught time-tested, high quality literature, art, music, science, math, geography and history. In addition, student learn the best modern thought on these subjects. The key pillars of "a passion for learning, analytical thinking, and virtuous character" are based on a solid foundation of knowledge.

Process for Data Analysis and Developing the UIP:
The school's local and state data was reviewed by administrative team. The current data points were presented and reviewed by school leadership UIP team (principals, dean of instruction, testing coordinator, RTI/MTSS coordinator, interventionist, team leads). After the initial work by administrative team, the UIP team began looking at data to identify trends and Priority Performance Challenges. The draft UIP plan was then presented to the Rocky Mountain Classical Academy’s School Accountability and Advisory Committee and then the School Board. After presenting the initial information, the committee continued to work to formulate the plan based on data analysis. The plan was reviewed by the UIP team and the SAC, revised, and reviewed and accepted by the SAC. Upon acceptance, the Unified Improvement Plan will be accepted by the local board and presented to Falcon School District 49 DAAC.

Prior Year Targets

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

**PERFORMANCE INDICATOR: ACADEMIC GROWTH**

<table>
<thead>
<tr>
<th>Prior Year Target:</th>
<th>Increase median growth percentile to a 55 or higher in elementary grades annually in English language arts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance:</td>
<td>Did not Meet target.</td>
</tr>
<tr>
<td>Prior Year Target</td>
<td>Performance</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Increase median growth percentile to a 55% or higher in elementary grades annually in math.</td>
<td>Did not meet target.</td>
</tr>
</tbody>
</table>

**ACADEMIC GROWTH REFLECTION:**

We did not meet the previous years targets as expected. The target of 55% for ELA growth was attainable and with the focus on research based instructional strategies and teacher coaching we thought we could meet this benchmark. Setting a target for 55% median growth in math was not attainable during a curricular reevaluation year. Now that teachers and students have adopted a new math approach and curriculum we expect to see steady increases in the years to come.

**PERFORMANCE INDICATOR: DISAGGREGATED GROWTH**

<table>
<thead>
<tr>
<th>Prior Year Target</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase median growth percentile to a 55% or higher in elementary grades annually in math.</td>
<td>Did not meet target.</td>
</tr>
</tbody>
</table>

**DISAGGREGATED GROWTH REFLECTION:**

We did not meet the median growth of 55% or higher in math. This goal was not attainable during this time frame.

**PERFORMANCE INDICATOR: ENGLISH LANGUAGE DEVELOPMENT AND ATTAINMENT**

<table>
<thead>
<tr>
<th>Prior Year Target</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase median growth percentile to a 50% or higher in middle grades annually in math.</td>
<td>Did not meet target.</td>
</tr>
</tbody>
</table>

**PERFORMANCE INDICATOR: OTHER**

<table>
<thead>
<tr>
<th>Prior Year Target</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase participation rate to 95% or higher school-wide.</td>
<td>Met target.</td>
</tr>
</tbody>
</table>

**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 population 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**
### RMCA PARCC ELA Mean Scale Scores

#### Rocky Mt Classical Academy

#### Grade 4

<table>
<thead>
<tr>
<th>Measure</th>
<th>25%</th>
<th>50%</th>
<th>65%</th>
<th>80%</th>
<th>Total (\text{Students})</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite Score</td>
<td>24 (19%)</td>
<td>44 (37%)</td>
<td>67 (55%)</td>
<td>87 (71%)</td>
<td>127 (100%)</td>
</tr>
<tr>
<td>17-18 BD1</td>
<td>21 (18%)</td>
<td>36 (31%)</td>
<td>56 (47%)</td>
<td>72 (61%)</td>
<td>125 (100%)</td>
</tr>
<tr>
<td>17-18 MD1</td>
<td>23 (19%)</td>
<td>45 (37%)</td>
<td>68 (56%)</td>
<td>85 (70%)</td>
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<tr>
<td>17-18 EY1</td>
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<td>40 (33%)</td>
<td>59 (49%)</td>
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</tr>
</tbody>
</table>

#### Grade 5

<table>
<thead>
<tr>
<th>Measure</th>
<th>25%</th>
<th>50%</th>
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<th>80%</th>
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<tr>
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<td>25 (19%)</td>
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<td>17-18 BD1</td>
<td>22 (18%)</td>
<td>37 (30%)</td>
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<tr>
<td>17-18 EY1</td>
<td>21 (17%)</td>
<td>42 (34%)</td>
<td>61 (50%)</td>
<td>78 (63%)</td>
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</tr>
</tbody>
</table>

#### Grade 6

<table>
<thead>
<tr>
<th>Measure</th>
<th>25%</th>
<th>50%</th>
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</thead>
<tbody>
<tr>
<td>Composite Score</td>
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<td>54 (42%)</td>
<td>77 (60%)</td>
<td>97 (76%)</td>
<td>160 (100%)</td>
</tr>
<tr>
<td>17-18 BD1</td>
<td>27 (20%)</td>
<td>45 (40%)</td>
<td>67 (56%)</td>
<td>87 (71%)</td>
<td>145 (100%)</td>
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<tr>
<td>17-18 MD1</td>
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Performance CMAS Across the Scale

ELA Proficiency Levels
Performance Across the Scale

Math Proficiency by Grade

Mean Scaled Score ELA
Trend Analysis

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

Elementary school students are on a continued declining trajectory in MATH on CMAS-PARCC in 2018-19 (2015 = 738.9 MSS; 2016 = 742.0 MSS; 2017 = 735.1 MSS; and 2018 = 729.7 MSS). This is a notable trend because while improvement efforts are underway the school is seeing a significant drop in MSS Math over the last three years. We have not seen the gains we expect to see in our Math assessments it is declining and sits well below the state expectation of meets cutpoint of 734.3 MSS (Source: SPF/SD).

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

Elementary school students are on a continued stagnate trajectory in English/Language Arts on CMAS-PARCC in 2018-19 (2015 = 745.5 MSS; 2016 = 745.6 MSS; 2017 = 743.8 MSS; and 2018 = 745.5 MSS). This is a notable trend because while improvement efforts are underway the school is not seeing the significant gains we expect to see in our ELA assessments it is improving and sits above the state expectation of 739.5 MSS (Source: SPF/SD).

Trend Direction: Stable  
Notable Trend: Yes  
Performance Indicator Target: Academic Growth

Elementary school students are on a continuing to score below state MGP MATH and ELA on CMAS-PARCC in 2018-19 (2016 = Math 46.0 MGP, ELA 49.0 MGP; 2017 = Math 24.0 MGP, ELA 39.0 MGP; 2018 = Math 30.0 MGP, ELA 47.0 MGP). This is a notable trend because while improvement efforts are underway the school is seeing continued steady discrepancy in MGP as related to State Norms.

Trend Direction: Stable  
Notable Trend: Yes  
Performance Indicator Target: English Language Development and Attainment

RMCA has a larger ELL population than other D49 schools. While there is no reportable state data for our ELL population, internal assessments indicate show a lack of academic language and literacy skills in this population.
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.

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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.

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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.

**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

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Feedback Cycle</td>
<td>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.</td>
<td>08/01/2018 – 06/01/2019 Weekly</td>
<td>Admin Team</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Create a weekly process for ensuring teacher data driven professional development. Through classroom observation</td>
<td></td>
<td></td>
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</table>
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.

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<th>Resource</th>
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</thead>
<tbody>
<tr>
<td>Embed Professional Development Days</td>
<td>Create a calendar to embed professional days for all staff. (9 Days)</td>
<td>03/01/2018 - 08/01/2018</td>
<td>Admin Team, Board of Directors, Instructional Coaches</td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>Professional Development Hours</td>
<td>Create a format for professional development hours needed for all staff (45 Hours) then implement monthly professional development for areas of need.</td>
<td>08/01/2018 - 03/12/2019</td>
<td>Admin Team, Instructional Coaches</td>
<td>In Progress</td>
<td></td>
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<tr>
<td>Digital Format for</td>
<td>Create google sheet shared with all teachers to track their</td>
<td>09/01/2018</td>
<td>Cullen McDowell</td>
<td>Complete</td>
<td></td>
</tr>
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</table>
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.

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<tr>
<td>Continued Professional Development</td>
<td>Create a format for continued professional development in teaching students in high needs areas.</td>
<td>08/01/2017 - 06/01/2019 Monthly</td>
<td>Instructional Coaches</td>
<td>Partially Met</td>
</tr>
<tr>
<td>DIBELS Training</td>
<td>Give DIBELS training to all elementary staff members, use effective data in meetings, and plan for lessons using the data.</td>
<td>08/01/2018 - 06/01/2019 Monthly</td>
<td>Admin Team, Assessment Coordinator, Instructional Coaches</td>
<td>Met</td>
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Conduct a program evaluation of all reading curriculum in the building.  

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<tr>
<td>Curriculum Program Evaluation</td>
<td>Conduct a program evaluation of all reading curriculum in the building.</td>
<td>03/01/2019</td>
<td>Admin Team, Instructional Coaches, Building Leadership Team</td>
<td>Partially Met</td>
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</tr>
<tr>
<td>All Staff Trained in Seven Steps</td>
<td>Have all staff trained in the use of Seven Steps to a Language Rich Environment and Talk, Read, Talk, Write.</td>
<td>08/01/2018 - 12/01/2018</td>
<td>Instructional Coaches</td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>CKLA Program Evaluation</td>
<td>Begin program evaluation of CKLA to determine effectiveness.</td>
<td>03/01/2019 - 05/01/2018</td>
<td>Admin Team, Building Leadership Team, Instructional Coaches</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>DIBELS Training</td>
<td>Conduct DIBELS training at the beginning of the year and semester calibration in DIBELS assessment.</td>
<td>08/01/2019 - 06/01/2019</td>
<td>Assessment Coordinator</td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>Weekly Data Meetings</td>
<td>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.</td>
<td>08/15/2019 - 06/01/2019</td>
<td>Admin Team, Instructional Coaches, Assessment Coordinator, Team Leads</td>
<td>Complete</td>
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</table>
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:
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<tr>
<td>Implement New Intervention Process</td>
<td>Create a process for tier 2 and tier 3 intervention implementation.</td>
<td>08/01/2017 - 05/01/2019 Weekly</td>
<td>Admin Team, Instructional Coaches, MTSS Team, Interventionists, Assessment Coordinator</td>
<td>Met</td>
</tr>
<tr>
<td>Effective Planning</td>
<td>Create a process for all teachers to effectively plan for standards based instruction.</td>
<td>08/01/2018 - 12/01/2019 Quarterly</td>
<td>Admin Team, Team Leads, Building Leadership Team</td>
<td>Partially Met</td>
</tr>
</tbody>
</table>

Action Steps Associated with MIS

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<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create WIN Time</td>
<td>With fidelity, create a schedule intervention block for all students to have their needs meet (What I Need Time).</td>
<td>08/01/2017 - 08/15/2018</td>
<td></td>
<td>Admin Team, Instructional</td>
<td>Complete</td>
</tr>
<tr>
<td>Conduct Teacher</td>
<td>Ongoing observation of teacher practice to ensure student</td>
<td>08/01/2018</td>
<td></td>
<td>Admin Team, Instructional</td>
<td>In Progress</td>
</tr>
<tr>
<td>Observations and Evaluations</td>
<td>outcomes.</td>
<td>05/01/2020</td>
<td>Coaches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
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<td>------------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Enhance Data Procurement and Usage</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment Coordinator to create a functional assessment calendar and hold weekly data meetings using STAR, DIBELS, and internal assessment data.</td>
<td>08/01/2018</td>
<td>In Progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>08/15/2019</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conduct Instructional Rounds</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Determine a problem of practice for RMCA using the Instructional Rounds Format.</td>
<td>08/15/2018</td>
<td>Complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10/01/2018</td>
<td></td>
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</tr>
</tbody>
</table>

**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 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.


**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:**

<table>
<thead>
<tr>
<th>PERFORMANCE TARGETS</th>
<th>2018-2019:</th>
<th>2019-2020:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continue to increase median growth percentile to a 55 or higher in elementary grades annually in English language arts and Math.</td>
<td>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.</td>
</tr>
</tbody>
</table>


**Priority Performance Challenge : Disaggregated Achievement**

**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:** ELP

<table>
<thead>
<tr>
<th>PERFORMANCE TARGETS</th>
<th>2018-2019:</th>
<th>2019-2020:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Improve both growth and achievement as measured by CMAS data for RMCA ELL population.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Priority Performance Challenge: Academic Growth in Math and ELA

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS

2018-2019: Increase growth measures for Free/Reduced-Price Lunch Eligible for ELA to Meets the standard on CMAS data. Increase growth and achievement measures for Free/Reduced-Price Lunch Eligible for Math to meets on CMAS data.

2019-2020: Continue to increase academic achievement by an average of ten points per school year for the next three years in English language arts and Math.

School Accountability Committee UIP Signature Page 2018-2019

School: Rocky Mountain Classical Academy

Accreditation Rating (Plan Type): Improvement

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.

Name  Position
Lori Parker  Parent
Mako Winston  Parent
Beverly Oliver  Parent
Lori Shibley  PTO

School Accountability Committee:

1) Date the Plan was presented to SAC for review:
   3/6/19

2) Signature of Principal:
   [Signature]

3) Signature of SAC Chairperson:
   [Signature]

4) Additional SAC members who reviewed the plan:
   [List of names]
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
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
This is an area of strength for RVES, but it continues to be an area of focus and concern because our perception is that students with challenging behaviors increase each year and teaching becomes more difficult. This impacts learning in all content areas.

**GUARANTEED LEARNING IN ELA**

Description:
We have concerns regarding K-5th vertical alignment in ELA, especially in regards to writing, and we need to fine-tune use of our core resources.

**EFFECTIVE TEACHING IN ELA**

Description:
RVES educators and leaders continue to learn best practice elements and strategies within the Marzano framework. With ELA, we need to improve our framework implementation within the Feedback and Content categories of the NASOT framework.

*Then we will change current trends for students*

**MATH PERCENTILE RANK FROM SCHOOL PERFORMANCE FRAMEWORK, 3RD-5TH, CMAS**

Description:
Ridgeview 2017-18 students performed at the 56th percentile rank for all tested 3rd-5th graders in Math, as indicated by mean scale scores on CMAS.

**MATH MEDIAN GROWTH PERCENTILE FROM SCHOOL CMAS GROWTH REPORT, 4TH GRADE, CMAS**

Description:
Ridgeview 2017-18 4th graders scored at the 57.5 percentile in regards to their growth from 3rd grade.

**ELA MEDIAN GROWTH PERCENTILE FROM SCHOOL CMAS GROWTH REPORT, 4TH-5TH GRADE, CMAS**

Description:
Ridgeview 2017-18 4th & 5th graders scored at the 56th percentile in regards to their growth.

ELA MEDIAN GROWTH PERCENTILE FROM SCHOOL CMAS GROWTH REPORT, 4TH GRADE, CMAS

Description:
Ridgeview 2017-18 4th graders scored at the 53rd percentile in regards to their growth.

ELA PERCENTILE RANK FROM SCHOOL PERFORMANCE FRAMEWORK, 3RD-5TH, CMAS

Description:
Ridgeview 2017-18 students performed at the 68th percentile rank for all tested 3rd-5th graders in ELA, as indicated by mean scale scores on CMAS.

Access the School Performance Framework here: [http://www.cde.state.co.us/schoolview/performance](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
Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

**Description of School Setting**
Ridgeview Elementary School is located in Northeast Colorado Springs in District 49. Our staff is comprised of mainly experienced teachers, but many are within their first 3-5 years at RVES. Ridgeview is a Pre-K through 5th grade school, serving approximately 718 K-5th grade students and 55 preschool students, 773 students in total. Our enrollment fluctuates some, but overall is on the rise and has been for several years. Student attendance rates tend to be slightly higher than the state's average, and our mobility rates are higher than the state's average as well. Ridgeview houses an SSN1 program that supports students with cognitive delays and limitations. We currently have a teaching staff of approximately 60 dedicated and hardworking teachers. Students come to RVES from a variety of cultural backgrounds and with a variety of learning needs. Regarding race/ethnicity, we have two significant categories---approximately 55% of our students are listed as White/Non-Hispanic and 45% of our student population is considered a race/ethnicity other than White/Non-Hispanic. 23% of our population is considered Hispanic. Of our total students, about 49% are male and 51% are female. Ridgeview has approximately 23% of our students eligible for free/reduced lunch, which is similar to the prior two school years. Approximately 24% of our students are from military families. With the home building and growth in our neighborhood, we tend to have a fairly high percentage of student who are new to RVES.

**Process for Data Analysis**
Ridgeview administration, POWER Zone leaders (feeder pattern school leadership), and district administration analyze data, with an emphasis on literacy data. However, this school year and last we have increased our focus on math in addition to literacy. Team Leaders are designated for each grade level/department team; they set the agenda for the weekly PLC meetings and facilitate this process. Administration attends PLC meetings regularly. Ridgeview Elementary PLC teams look at data regularly to determine student progress and instructional needs; the focus is DIBELS Next data and common formative assessment data for both ELA (English Language Arts) and math. Last year we added quarterly, standards-based, common math assessments as well. Also, each PLC team functions as a Reading & Data Team about once monthly, led by our Instructional Coach and Principal. These meetings focus specifically on literacy data and best practices for literacy instruction. PLC meetings also serve as collaborative staff level MTSS/RtI teams throughout the year, in order to maintain ongoing communication regarding any below grade level students. Parents
are met with in MTSS/RtI meetings throughout the year, as well. PLC Team Leaders make up the school Leadership Team, with representation from all grade levels and departments, and this team reviews data periodically to determine areas of strength and weakness and to determine a root cause(s) for areas where improvement is needed. Next steps are determined. The Reading & Data Team meetings also support with this data analysis process. In addition, longitudinal data is shared with the staff as the School Advisory Committee (SAC) which includes parent representation, teachers, and administration. Data is also periodically shared at Parent Coffees and other parent events. In addition to meetings at which school-wide, grade level, and sub group data is analyzed, administration also meets with individual teachers throughout the year to analyze CMAS data (ELA and math), Dibels Next data, and a comprehensive profile of each below grade level (BGL) reader at our school. Administration drafts the UIP based upon pieces from all of these data discussions, and the staff has the opportunity to review it and provide feedback for revision. The SAC reviews the UIP and provides feedback as well. Ridgeview Elementary is a performance plan school this year. We made huge growth and improvements from the previous year, and we are very proud of that! We are working hard to maintain this CMAS growth and even improve further, so our root causes and improvement strategies will look very similar to last year. Once we have maintained this growth, across time, we will begin to focus more on pockets where growth is needed versus overall growth.

**Notable Changes**

At the beginning of the 14-15 school year, District 49 identified literacy as an intensive, primary focus for elementary schools. The goal is to move all students to at-grade-level or benchmark reading status by the end of their 3rd grade school year. As elementary schools, we have always focused on literacy, but this district-wide movement has intensified our focus. It has allowed us to utilize additional resources and personnel focused on the literacy outcomes we are seeking. Ridgeview fully embraced this initiative and we have made significant changes as a result, over the past several years. In addition, the district has elevated our focus on mathematics for last school year and this school year, 2017-18 and 2018-19. We are focused on and committed to overall improvement with math, in addition to literacy.

Ridgeview's enrollment numbers have been a notable factor across the last several years. The October count number (K-5th) for 2015-16 was 718. For 2016-17 the October count number was 761. This year we are at 718 students for our October count number. We have two grade levels that are full, and we are sending approximately thirty Kindergartners and fifteen 2nd graders to a nearby school; some of those students have siblings that chose to choice into the neighboring school. This, along with nearby charter schools, most likely account for the decrease in our enrollment.

**Prior Year Targets**

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

**PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)**
**Prior Year Target:**

**READING:** By the end of the 2017-18 school year, 5% or fewer of students will be in the intensive category, according to Dibels Next benchmarking.

**Performance:**

6% of students ended the year in the intensive category on Dibels Next, so we missed our goal by 1 point, but this is still celebratory data.

---

**Prior Year Target:**

**READING:** Ridgeview will perform at the 63rd percentile rank for all tested 3rd-5th graders in English Language Arts, as indicated by mean scale scores on CMAS.

**Performance:**

We scored at the 68th percentile rank for all tested 3rd-5th graders in ELA, exceeding our goal.

---

**Prior Year Target:**

**MATH:** Ridgeview will increase from the 40th to the 50th percentile rank or higher, according to the SPF, as indicated by mean scale score on CMAS.

**Performance:**

We scored at the 56th percentile rank for all tested 3rd-5th grades in Math, exceeding our goal.

---

**Prior Year Target:**

**READING:** By the end of the 2017-18 school year, 90% of Ridgeview K-5th graders will score at or above benchmark according to Dibels Next Composite data. This will be an increase from 74% at the beginning of the school year.

**Performance:**

88% of students were at benchmark or above on Dibels Next, so we missed our goal by 2 points, but this is still celebratory data.

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**ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:**

Based on available data, RVES met some of our prior year's targets and got close to meeting others, missing them by only a point or two. Academic achievement looked good, in most cases exceeding the district and the state.

---

**PERFORMANCE INDICATOR: ACADEMIC GROWTH**

**Prior Year Target:**

**MATH:** Ridgeview 2017-18 4th graders will score at the 50th percentile or higher for median growth, which will be a large increase from the 19.5th percentile for the previous year's 4th graders.

**Performance:**

Our 4th graders scored at the 57.5th percentile for median growth, exceeding our rigorous goal. That is outstanding growth at 38 points.

---

**Prior Year Target:**

**ELA:** Ridgeview 2017-18 4th & 5th graders will score at the 55th percentile or higher for median growth, which will be an increase from the 46th percentile for the previous year's 4th & 5th graders.

**Performance:**

Our 4th & 5th graders scored at the 56th percentile for median growth, exceeding our goal. That is 10 points growth.
Prior Year Target: ELA: Ridgeview 2017-18 4th graders will score at the 50th percentile or higher for median growth, which will be a large increase from the 35.5th percentile for the previous year's 4th graders.

Performance: Our 4th graders scored at the 53rd percentile for median growth, exceeding our goal, up 17.5 points.

ACADEMIC GROWTH REFLECTION: RVES exceeded CMAS growth goals, making impressive gains. We are very proud of this!

Current Performance

• Preliminary 2018 School Performance Framework
Ridgeview Elementary School is on a "Performance Plan" with a score of 74.4 out of 100, which is up from the 2017 SPF score of 45.1 out of 100 possible points. This is an outstanding increase that we are very proud of! We achieved 24.6/40 points for Academic Achievement which rates as APPROACHING, and we achieved 49.8/60 points for Academic Growth which also rates as MEETS. These scores are an increase from our 2017 SPF, which is a celebration and something we want to see continue. We must stay focused and work hard to continue on this path. Test participation rates are a point of strength.

ACADEMIC ACHIEVEMENT: Ridgeview's percentile rank for ELA is 68, which rates as MEETS. Our percentile rank for math is 56, which rates as MEETS. Our percentile rank for science is 35, which rates as APPROACHING. These sub groups rate as MEETS in ELA and as APPROACHING in both math and science: 'Free/Reduced-Prince Lunch Eligible' and 'Minority Students'. 'Students with Disabilities' rate as DOES NOT MEET in ELA, math, and science.

ACADEMIC GROWTH: Ridgeview's percentile rank for ELA is 56, which rates as MEETS. Our percentile rank for math is 65, which rates as EXCEEDS. We rate as MEETS with all sub-groups for both ELA and Math, with a couple of exceptions. In math, 'Minority Students' rate as EXCEEDS and 'Students with Disabilities' rate as DOES NOT MEET. 'Students with Disabilities' rate as MEETS in ELA growth which is exciting to see!

CMAS ELA (English Language Arts)
The 2018 Median Growth Percentile score as indicated by the School CMAS Growth Report for our school is 56, which is up from 46 in 2017, and this is higher than both the district and the state. Median Growth Percentile scores for 4th and 5th grade ELA are 53 and 57 respectively. 4th grade's score is a significant increase from 2017, and it is higher than both the district and the state. The 5th grade score is down by one point from the year prior, from 58 to 57, which is not significant. We are pleased with our growth scores for both grade levels in ELA, and our goal is to maintain or increase our percentile rank for next year and beyond.
With subgroups, our CMAS ELA growth scores are on the rise and exceeding the state and district scores. We are excited about this and celebrate the hard work of our teachers, staff, and students. Our lowest sub-group growth score in ELA is with females, but it is up from last year. We will monitor that. We must continue to work hard and fine tune our practices to maintain and increase growth and achievement.

3rd grade ELA CMAS scores were consistent with district and state averages. We scored 41% met/exceeded, which is down just slightly from last year’s 45% met/exceeded score. 4th grade ELA PAARC scores were higher than both the district and the state. We scored 54% met/exceeded, which is up from 30% last year. Our 4th grade team worked hard to make pacing and instructional adjustments, focused on improved results, and we are very proud of them! 5th grade ELA CMAS scores were consistent with the district and fell just below the state. We scored 49% met/exceeded, which is the same as last year.

**DIBELS NEXT DATA**

For the 2017-18 school year, we made a 15 percentage point increase across the year, down a little from 2016-17. The decrease is not something we are overly concerned about because we know that the higher we get with Dibels, the harder growth will be to achieve. We ended the school year with 88% of our students at or above grade level expectations according to Dibels. We started the 2018-19 school year at 76% at or above on Dibels, and this is the highest we have ever started. This shows that the skills are being retained from year to year with our students. In looking at our students who are at-risk according to Dibels, many of them are either new to our school or on a specialized learning plan (IEP or ELP). Of those who are on special plans, almost all of them are on track to meet their learning plan goals.

We will continue to monitor Dibels data because we know it is indicative of foundational reading skills. However, our consistent growth and achievement according to Dibels has been high for many years---it’s time to focus more on the rigor of the standards and measures that align to that rigor. Dibels will continue to be an important screening tool for foundational reading skills for us.

**CMAS MATH**

The Median Growth Percentile score as indicated by the School CMAS Growth Report for our school in math is 65, which is higher than both the district and state averages. Median Growth Percentile scores for 4th and 5th grade Math are 57.5 and 68 respectively. Fourth grade’s score of 57.5 is higher than both the district and the state, and is a dramatic improvement from last school year. 5th grade’s score of 68 is an increase from last year, and it exceeds both the district and state by a noticeable margin. These are points of celebration for us!

With most subgroups our performance is higher than district and state averages. The only subgroup of concern is with our IEP students. With this group, we are close to district and state scores, but still below them. We continue to work on math improvement across our school, to include our IEP math students.
3rd grade Math CMAS scores were higher than the district and state averages, and this is a celebration for RVES. We scored 44% met/exceeded, which is up from the previous couple of years. 4th grade Math CMAS scores exceeded both the district and the state. We scored 39% met/exceeded, which is a huge improvement from last school year. 4th grade math scores were an urgent focus for RVES after last year’s scores, and our improvement efforts worked. We intend to maintain this focus to further increase our scores. 5th grade scores exceeded both the district and the state. We scored 39% met/exceeded.

Math continues to be an intensive area of focus for us at RVES.

**Trend Analysis**

**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.

**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.

**ELA:** According to the CMAS Growth Report (which reflects 4th and 5th grade CMAS growth) RVES was in the 55th percentile for growth in 2016, trending higher than the district and the state. For 2017, we decreased to the 48th percentile for growth, falling below the district and the state scores. For 2018, we are back up to the 56th percentile and exceeding both the district and the state.
**Trend Direction:** Decreasing then increasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Academic Growth

Math: According to the CMAS Growth Report from 2016-2018, RVES 4th graders fluctuated in percentile rank from 35 to 19.5, and then to 57.5.

**Trend Direction:** Decreasing then increasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Academic Growth

ELA: According to the CMAS Growth Report from 2016-2018, RVES 4th graders fluctuated in percentile rank from 32 to 35.3, and then to 53.

**Trend Direction:** Decreasing then increasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Academic Growth

MATH: According to the CMAS Growth Report, RVES was in the 58.5 percentile for growth in 2016, trending higher than the district and state. For 2017, we decreased to the 34th percentile, trending lower than the district and state. For 2018, we landed in the 65th percentile exceeding both the district and the state.

**Additional Trend Information:**
We will continue to focus on primary literacy, as we have the past five to six years. We will also continue to strengthen in math, which has been a more urgent focus across the last two years. While our increases are exciting, we want to be sure that we continue to increase each year and not slide back. Maintaining a sense of urgency is important in doing the best we can for our students.

**Root Causes**

**Priority Performance Challenge:** Math Percentile Rank from School Performance Framework, 3rd-5th, CMAS  
Ridgeview 2017-18 students performed at the 56th percentile rank for all tested 3rd-5th graders in Math, as indicated by mean scale scores on CMAS.

**Root Cause: Guaranteed Learning in Mathematics**  
We continue to have concerns regarding curriculum pacing, resource use, and K-5th vertical alignment in mathematics.

**Root Cause: Effective Teaching in Mathematics**
RVES educators and leaders continue to learn best practice elements and strategies within the Marzano framework. With mathematics, we need to improve our framework implementation within the Feedback and Content categories of the NASOT framework.

**Root Cause: Culture & Climate Impacts Learning**
This is an area of strength for RVES, but it continues to be an area of focus and concern because our perception is that students with challenging behaviors increase each year and teaching becomes more difficult. This impacts learning in all content areas.

**Priority Performance Challenge: Math Median Growth Percentile from School CMAS Growth Report, 4th Grade, CMAS**
Ridgeview 2017-18 4th graders scored at the 57.5 percentile in regards to their growth from 3rd grade.

**Root Cause: Guaranteed Learning in Mathematics**
We continue to have concerns regarding curriculum pacing, resource use, and K-5th vertical alignment in mathematics.

**Root Cause: Effective Teaching in Mathematics**
RVES educators and leaders continue to learn best practice elements and strategies within the Marzano framework. With mathematics, we need to improve our framework implementation within the Feedback and Content categories of the NASOT framework.

**Root Cause: Culture & Climate Impacts Learning**
This is an area of strength for RVES, but it continues to be an area of focus and concern because our perception is that students with challenging behaviors increase each year and teaching becomes more difficult. This impacts learning in all content areas.

**Priority Performance Challenge: ELA Median Growth Percentile from School CMAS Growth Report, 4th-5th Grade, CMAS**
Ridgeview 2017-18 4th & 5th graders scored at the 56th percentile in regards to their growth.

**Root Cause: Guaranteed Learning in ELA**
We have concerns regarding K-5th vertical alignment in ELA, especially in regards to writing, and we need to fine-tune use of our core resources.

**Root Cause: Effective Teaching in ELA**
RVES educators and leaders continue to learn best practice elements and strategies within the Marzano framework. With ELA, we need to improve our framework implementation within the Feedback and Content categories of the NASOT framework.

**Root Cause: Culture & Climate Impacts Learning**
This is an area of strength for RVES, but it continues to be an area of focus and concern because our perception is that students with challenging behaviors increase each year and teaching becomes more difficult. This impacts learning in all content areas.

Priority Performance Challenge: ELA Median Growth Percentile from School CMAS Growth Report, 4th Grade, CMAS
Ridgeview 2017-18 4th graders scored at the 53rd percentile in regards to their growth.

Root Cause: Guaranteed Learning in ELA
We have concerns regarding K-5th vertical alignment in ELA, especially in regards to writing, and we need to fine-tune use of our core resources.

Root Cause: Effective Teaching in ELA
RVES educators and leaders continue to learn best practice elements and strategies within the Marzano framework. With ELA, we need to improve our framework implementation within the Feedback and Content categories of the NASOT framework.

Root Cause: Culture & Climate Impacts Learning
This is an area of strength for RVES, but it continues to be an area of focus and concern because our perception is that students with challenging behaviors increase each year and teaching becomes more difficult. This impacts learning in all content areas.

Priority Performance Challenge: ELA Percentile Rank from School Performance Framework, 3rd-5th, CMAS
Ridgeview 2017-18 students performed at the 68th percentile rank for all tested 3rd-5th graders in ELA, as indicated by mean scale scores on CMAS.

Root Cause: Guaranteed Learning in ELA
We have concerns regarding K-5th vertical alignment in ELA, especially in regards to writing, and we need to fine-tune use of our core resources.

Root Cause: Effective Teaching in ELA
RVES educators and leaders continue to learn best practice elements and strategies within the Marzano framework. With ELA, we need to improve our framework implementation within the Feedback and Content categories of the NASOT framework.

Root Cause: Culture & Climate Impacts Learning
This is an area of strength for RVES, but it continues to be an area of focus and concern because our perception is that students with challenging behaviors increase each year and teaching becomes more difficult. This impacts learning in all content areas.
Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

These performance challenges were selected based on Ridgeview's ELA and math data. These are the same we focused on the previous year, and we showed great growth. Even though these areas are all on the rise, we still want to keep a close eye and ensure continued improvement. This is why we are maintaining these as 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

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Appearance &amp; Safety of School</td>
<td>We will use MLO funds to improve the physical appearance and the overall safety of our school.</td>
<td>06/01/2017 - 08/01/2019</td>
<td>Administration, Building Manager, District Personnel</td>
<td>06/01/2017 - 08/01/2019</td>
</tr>
<tr>
<td>Love &amp; Logic Training and Implementation</td>
<td>All instructional staff will eventually attend a Love &amp; Logic conference and take the Aha Love &amp; Logic course for educators. All new hires will be trained within their probationary period. This provides additional tools for supporting positive classrooms.</td>
<td>08/01/2017 - 05/15/2020</td>
<td>Instructional Staff, Administration</td>
<td>08/01/2017 - 05/15/2020</td>
</tr>
<tr>
<td>CKH 1 training for new hires</td>
<td>Each summer or early fall, new-to-Ridgeview teachers will participate in CKH level 1 training.</td>
<td>06/01/2018 - 10/30/2020</td>
<td>New Instructional Hires, Administration</td>
<td>06/01/2018 - 10/30/2020</td>
</tr>
<tr>
<td>CKH Champions Team meets every July to plan out the CKH staff</td>
<td></td>
<td>07/01/2018</td>
<td></td>
<td>07/01/2018</td>
</tr>
<tr>
<td><strong>CKH Champions Retreat</strong></td>
<td>beginning-of-the-year refresher and CKH priorities for the year.</td>
<td>08/01/2019</td>
<td>CKH Champions, Administration</td>
<td></td>
</tr>
<tr>
<td><strong>CKH Champions Team meetings</strong></td>
<td>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.</td>
<td>08/01/2018</td>
<td>Monthly</td>
<td></td>
</tr>
<tr>
<td><strong>CKH Training</strong></td>
<td>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.</td>
<td>08/01/2018</td>
<td>05/30/2020</td>
<td></td>
</tr>
<tr>
<td><strong>NASOT Marzano Framework Context Category Training &amp; Focus</strong></td>
<td>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.</td>
<td>08/01/2018</td>
<td>05/30/2020</td>
<td></td>
</tr>
<tr>
<td><strong>NASOT Framework Coaching -- Context Category</strong></td>
<td>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.</td>
<td>08/01/2018</td>
<td>05/25/2020</td>
<td></td>
</tr>
<tr>
<td><strong>Admin Chats</strong></td>
<td>Several times per each school year, the Principal will be available after school for an informal &quot;chat&quot; with refreshments. This provides staff the opportunity to come by, say hello, ask questions, and engage in any conversations that come up.</td>
<td>08/01/2018</td>
<td>05/25/2020</td>
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</tbody>
</table>
Each year, RVES will participate in the CKH National Showcase School process. The process provides a structure for constant analysis and improvement.

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### CKH National Showcase School Process

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
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### CKH Process Champions Training

- Train additional CKH Process Champions so that we have two formally trained CKH Champions per team.

<table>
<thead>
<tr>
<th>Name</th>
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### 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.

<table>
<thead>
<tr>
<th>Name</th>
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### 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.

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<tr>
<th>Name</th>
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### Action Steps Associated with MIS

<table>
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<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
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<th>Key Personnel</th>
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</table>

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### Effective Teaching

**What would success look like:** Teachers and instructional staff at our school will successfully understand and implement our common instructional framework, based...
upon Marzano's The NEW Art & Science of Teaching. They will study the elements within each category—FEEDBACK, CONTENT, and CONTEXT—and apply them in daily lessons. Teachers will know their pedagogical strengths and areas for growth, and they will prioritize Growth Plan elements for themselves with specific action steps, in order to strategically improve their practices. They will have professional development opportunities that align to the framework. Teachers will understand the predominant instructional strategies used across our school and the impact on learning.

**Describe the research/evidence base supporting the strategy:** The Marzano framework is highly supported by research. This aligns with the High Reliability Schools (HRS) level 2. The schools in the Power Zone are in the HRS network and working on certification in all HRS levels.

**Associated Root Causes:**

**Effective Teaching in ELA:**
RVES educators and leaders continue to learn best practice elements and strategies within the Marzano framework. With ELA, we need to improve our framework implementation within the Feedback and Content categories of the NASOT framework.

**Effective Teaching in Mathematics:**
RVES educators and leaders continue to learn best practice elements and strategies within the Marzano framework. With mathematics, we need to improve our framework implementation within the Feedback and Content categories of the NASOT framework.

**Implementation Benchmarks Associated with MIS**

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Reliability Schools (HRS)</td>
<td>RVES will seek and maintain HRS Level 2 certification, which focuses on effective teaching. The process encompasses many criteria specific to ensuring effective teaching in every classroom.</td>
<td>07/01/2017 05/25/2020</td>
<td>Administration, All Staff</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Details</td>
<td>Dates</td>
<td>Responsible Parties</td>
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</tr>
<tr>
<td>Marzano NASOT Training</td>
<td>All instructional staff formally trained by the Marzano professionals regarding The NEW Art &amp; Science of Teaching instructional framework.</td>
<td>07/30/2018 - 07/31/2018</td>
<td>RVES Instructional Staff, RVES Administration</td>
<td></td>
</tr>
<tr>
<td>NASOT Book Study</td>
<td>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.</td>
<td>08/01/2018 - 05/30/2020</td>
<td>New Hires, Administration</td>
<td></td>
</tr>
<tr>
<td>Professional Growth Plans</td>
<td>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.</td>
<td>08/01/2018 - 05/25/2020</td>
<td>Instructional Staff, Administration</td>
<td></td>
</tr>
<tr>
<td>Teacher Evaluation</td>
<td>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.</td>
<td>08/01/2018 - 05/26/2020</td>
<td>Instructional Staff, Administration</td>
<td></td>
</tr>
<tr>
<td>Teacher Self-Evaluation Survey</td>
<td>Each year, teachers will reflect on their own pedagogical strengths and areas for growth, and they will reflect on their daily practices.</td>
<td>11/01/2018 - 01/15/2020</td>
<td>Instructional Staff, Administration</td>
<td></td>
</tr>
<tr>
<td>Embedded Professional Development</td>
<td>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.</td>
<td>01/01/2019 - 05/25/2020</td>
<td>Administration, Model Teachers</td>
<td></td>
</tr>
</tbody>
</table>
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.

### Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
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</tr>
</thead>
</table>

**Guaranteed Learning**

**What would success look like:** Educators will use a collaborative PLC process, to include vertical (K-5th) conversations, and proper planning/preparation to ensure successful delivery and assessment of instructional units & lessons that are aligned with Colorado Academic Standards, while addressing the differentiated needs of all learners in both ELA and math. Core programming as well as intervention programming will be a focus. Ensuring a guaranteed and viable curriculum, to include agreed upon resources and pacing, will be the outcome of this ongoing PLC work.

**Describe the research/evidence base supporting the strategy:** This aligns with Marzano's High Reliability Schools (HRS) research, level 3.

**Associated Root Causes:**

**Guaranteed Learning in Mathematics:**
We continue to have concerns regarding curriculum pacing, resource use, and K-5th vertical alignment in mathematics.

**Guaranteed Learning in ELA:**
We have concerns regarding K-5th vertical alignment in ELA, especially in regards to writing, and we need to fine-tune use of our core resources.

**Implementation Benchmarks Associated with MIS**

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
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</thead>
<tbody>
<tr>
<td>Training for New Hires</td>
<td>Each year, new hires are trained in all priority curricular resources and in our instructional framework with a more intensive focus on specific elements.</td>
<td>07/01/2018 05/26/2020</td>
<td>New Hires, Administration, Instructional Coach</td>
<td></td>
</tr>
<tr>
<td>Leadership Team Meetings</td>
<td>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.</td>
<td>07/01/2018 05/26/2020</td>
<td>Team Leaders, Administration</td>
<td></td>
</tr>
<tr>
<td>PLC Meetings</td>
<td>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.</td>
<td>08/01/2018 05/26/2020</td>
<td>Instructional Staff, Administration</td>
<td></td>
</tr>
<tr>
<td>Reading &amp; Data Meetings</td>
<td>K-5th grade teams meet every 4-5 weeks to discuss reading data and reading instructional strategies with our instructional coach and administration.</td>
<td>08/01/2018 05/26/2020</td>
<td>Instructional Staff, Instructional Coach, Administration</td>
<td></td>
</tr>
<tr>
<td>Math Leadership Team</td>
<td>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.</td>
<td>08/01/2018 05/26/2020</td>
<td>MLT Reps, Administration</td>
<td></td>
</tr>
<tr>
<td>ST Math</td>
<td>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.</td>
<td>08/01/2018 05/26/2020</td>
<td>Instructional Staff, ST Math Lab Teacher, Administration</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Details</td>
<td>Start Date</td>
<td>End Date</td>
<td>Responsible Parties</td>
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<td>------------------------------------------</td>
</tr>
<tr>
<td><strong>Reflex Math</strong></td>
<td>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.</td>
<td>08/01/2018</td>
<td>05/26/2020</td>
<td>Instructional Staff, Administration</td>
</tr>
<tr>
<td><strong>Instructional Coaching-- math focus</strong></td>
<td>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.</td>
<td>08/01/2018</td>
<td>05/26/2020</td>
<td>Instructional Staff, Administration, Zone Math Coach</td>
</tr>
<tr>
<td><strong>Eureka Math Training</strong></td>
<td>All 2nd-5th grade teachers trained in Eureka Math. In the future, all new hires will be trained as appropriate.</td>
<td>10/01/2018</td>
<td>01/08/2020</td>
<td>Instructional Staff, Administration</td>
</tr>
<tr>
<td><strong>Embedded Professional Development</strong></td>
<td>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.</td>
<td>01/01/2019</td>
<td>05/25/2020 Monthly</td>
<td>Administration, Model Teachers</td>
</tr>
<tr>
<td><strong>Vertical Alignment Math Meetings</strong></td>
<td>Teams will meet vertically to discuss and align math essential outcomes, core resources, core strategies, and core vocabulary.</td>
<td>01/08/2019</td>
<td>01/15/2020</td>
<td>Instructional Staff, Administration</td>
</tr>
<tr>
<td><strong>Vertical Alignment ELA Meetings-- writing focus</strong></td>
<td>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.</td>
<td>01/15/2019</td>
<td>05/26/2020</td>
<td>Instructional Staff, Administration</td>
</tr>
</tbody>
</table>
### School Target Setting

#### Priority Performance Challenge : Math Percentile Rank from School Performance Framework, 3rd-5th, CMAS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
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</tbody>
</table>

**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** M

<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
<th>2018-2019: Ridgeview will perform at the 58th percentile rank or higher in math, according to the SPF, as indicated by mean scale score on CMAS.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

**INTERIM MEASURES FOR 2018-2019:** Benchmark math assessments (Zone tests and Math Inventory), ST Math, Reflex Math, Dibels Math

#### Priority Performance Challenge : Math Median Growth Percentile from School CMAS Growth Report, 4th Grade, CMAS

**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:** M

<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
<th>2018-2019: Ridgeview 2018-19 4th graders will score at the 59th percentile or higher for median growth in math.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2019-2020: Ridgeview 2018-19 4th graders will score at the 61st percentile or higher for median growth in math.</td>
</tr>
</tbody>
</table>

**INTERIM MEASURES FOR 2018-2019:** Benchmark math assessments (Zone tests and Math Inventory), ST Math, Reflex Math, Dibels Math

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

**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:** M

<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
<th>2018-2019: Ridgeview 2018-19 4th graders will score at the 59th percentile or higher for median growth in math.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2019-2020: Ridgeview 2018-19 4th graders will score at the 61st percentile or higher for median growth in math.</td>
</tr>
</tbody>
</table>

**INTERIM MEASURES FOR 2018-2019:** Benchmark math assessments (Zone tests and Math Inventory), ST Math, Reflex Math, Dibels Math
Priority Performance Challenge : ELA Median Growth Percentile from School CMAS Growth Report, 4th-5th Grade, CMAS

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

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

2019-2020: Ridgeview 2018-19 4th & 5th graders will score at the 60th percentile or higher for median growth in ELA.

INTERIM MEASURES FOR 2018-2019: Common classroom assessments, Lexia Core 5, Dibels benchmarking and progress monitoring

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

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

2018-2019: Ridgeview 2018-19 4th graders will score at the 55th percentile or higher for median growth in ELA.

2019-2020: Ridgeview 2018-19 4th graders will score at the 57th percentile or higher for median growth in ELA.

INTERIM MEASURES FOR 2018-2019: Common classroom assessments, Lexia Core 5, Dibels benchmarking and progress monitoring

Priority Performance Challenge : ELA Percentile Rank from School Performance Framework, 3rd-5th, CMAS

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA
2018-2019: Ridgeview will perform at the 69th percentile rank or higher in ELA, according to the SPF, as indicated by mean scale score on CMAS.

2019-2020: Ridgeview will perform at the 70th percentile rank or higher in ELA, according to the SPF, as indicated by mean scale score on CMAS.

**INTERIM MEASURES FOR 2018-2019:** Common classroom assessments, Lexia Core 5, Dibels benchmarking and progress monitoring
Accreditation Rating Performance

School-Ridgeview Elementary

School Accountability Committee UTP Signature Page

1. Date the Plan was Presented to SAC for Review:

2) Signature of President:

3) Signature of SAC Chairman:

4) Signature of additional SAC members who reviewed the plan:

March 30, 2019

Zone Superintendent

Community Member

Teacher

Teacher

SAC Chairman

Assistant Principal

Acting Principal

Kim Moore

Position

Name

Preparation of the Plan: Parents must be included. Please type name and role.

Unlisted Improvement Planning Team: Name of people who were involved in the
Table of Contents

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

Executive Summary

If we...

SAT READINESS

Description:
Ensure 11th grade students are SAT ready by implementing assessment-specific lessons in core classes.

ASSESSMENT AND PROGRAM ALIGNMENT

Description:
Through properly structured program alignment, students acquire the skills and knowledge necessary to perform at grade level as demonstrated through the implementation of formative assessments.
### MATH INTERVENTIONS

**Description:**
Implementation of various math interventions, to include, but not limited to, Eureka Math for Algebra I and Geometry, GradPoint in Algebra I and Geometry courses and Math 180 curriculum for Algebra I interventions in Math Lab.

### ELA INTERVENTIONS

**Description:**
Implementation of various ELA interventions, to include, but not limited to, GradPoint curriculum and assessments for ELA in the blended learning classrooms, development of common assessments using Illuminate for all ELA courses, targeting breakout sessions in ELA blended learning classrooms to implement ELA interventions, and implementing a Writing Lab tutoring after-school sessions for interventions in ELA.

Then we will address...

### GUARANTEED AND VIABLE CURRICULUM

**Description:**
Guaranteed and viable curriculum: SCHS has not implemented new curriculum maps, common assessments and interventions with full fidelity in order to generate, analyze and act upon student performance data in ELA and math.

### ASSESSMENT AND PROGRAM ALIGNMENT

**Description:**
Sand Creek High School has not implemented research affirmed instructional strategies to efficiently prepare students for the SAT.
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

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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 at addressing root causes.

* The UIP leadership team compiled the results and continued the focus on three improvement strategies.

* All stakeholders were presented with and provided the opportunity to provide input into the proposed strategies.

## Prior Year Targets

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

### PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)

<table>
<thead>
<tr>
<th>Prior Year Target:</th>
<th>Per the 2017 SPF, academic achievement is targeted for the 50th percentile for a rating of &quot;Meets.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance:</td>
<td>Performance did not meet target in PSAT Math, PSAT ELA, or CMAS Science. Sand Creek High School is &quot;Approaching&quot; the academic achievement target of &quot;Meets&quot; with a percentile rank of 38% in ELA, 29% in Math, and 8% in Science. Students who are Free/REduced-Price Lunch Eligible &quot;Did Not Meet&quot; in all three content area assessments. CMAS Science &quot;Did Not Meet&quot; 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.</td>
</tr>
</tbody>
</table>

### PERFORMANCE INDICATOR: ACADEMIC GROWTH

<table>
<thead>
<tr>
<th>Prior Year Target:</th>
<th>Per the 2017 SPF, academic growth is targeted for the 50th percentile for a rating of &quot;Meets&quot;.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance:</td>
<td>Academic Growth did meet the performance target of &quot;Meets&quot; 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 &quot;Approaching&quot;. (Source:SPF) Disclaimer: Data was taken from the 2018 SFP which may not have all student assessment data included in calculations.</td>
</tr>
</tbody>
</table>

### PERFORMANCE INDICATOR: POSTSECONDARY & WORKFORCE READINESS

<table>
<thead>
<tr>
<th>Prior Year Target:</th>
<th>Based on the 2016-2017 SAT results, SCHS will target a mean score of 985.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance:</td>
<td>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)</td>
</tr>
</tbody>
</table>
Current Performance

- Sand Creek High School's 2018 SPF results indicate SCHS students did meet Academic Growth expectations in ELA. SCHS is not satisfied with the results as indicated from the 2018 PSAT ELA and PSAT Math data in the area of Academic Achievement. SCHS is not satisfied with the results as indicated from the 2018 PSAT Math data in the area of Academic Growth. SCHS students did not meet or exceed state mean scores for PSAT/SAT ELA, PSAT/SAT Math, or CMAS Science.

- SCHS is concerned that the student performance was impacted by the lack of common formative assessments and implementation of interventions to address areas of improvement for all student groups in ELA and Math.
- SCHS did meet the federally required 95% student participation rate in PSAT English Language Arts and PSAT Math administered assessments during the 2017-2018 school year, but did not meet the 95% student participation rate in CMAS Science.
- SCHS will continue to communicate with students and parents the importance of student participation in CMAS Science assessments and the reporting of the scores and data. Information will be disseminated by email, website, and school app.

Trend Analysis

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

Sand Creek High School achievement status as measured by CO PSAT last spring is "Approaching" in ELA and Math. CMAS Science has remained "Does Not Meet" with Participation Rates falling below the 95% accountability. CO PSAT Academic Achievement percentile rank for CO PSAT ELA = 38, PSAT Math = 29, and CMAS Science = 8%. (Source: SPF) Disclaimer: Data was taken from the 2018 SFP which may not have all student assessment data included in calculations.

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

Sand Creek High School Academic Growth status as measured by CO PSAT last spring is "Meets" in ELA. The CO PSAT ELA Median Growth Percentile in 2017 = 44%, in 2018 = 54%. (Source: SPF). Disclaimer: Data was taken from the 2018 SFP which may not have all student assessment data included in calculations.

**Trend Direction:** Decreasing
**Notable Trend:** Yes

**Performance Indicator Target:** Postsecondary & Workforce Readiness

Sand Creek High School overall postsecondary and workforce readiness status as measured by CO SAT and the graduation rate, is rated as "Meets." The trend of this rating remains stable from 2017 to 2018. The overall 7 year graduation rate of 95.5% (2017) has declined slightly from 95.8% (2017); however, the four year rate is declining 2017 = 85.5%, 2018 = 80.5%. The CO SAT average of 959 still remains below the state mean score average. (Source: SPF). Disclaimer: Data was taken from the 2018 SFP which may not have all student assessment data included in calculations.

**Root Causes**

**Priority Performance Challenge: Academic Achievement**
Based on the 2018 SPF, Sand Creek High School 9th and 10th grade students are rated as "Approaching"; however, some subgroup populations are behind the overall population in ELA and Math as measured by the CO PSAT. Sand Creek High School 11th grade students are rated as "Does Not Meet" as measured by the CMAS Science assessment. (Source: SPF) Disclaimer: Data was taken from the 2018 SFP which may not have all student assessment data included in calculations.

**Root Cause: Guaranteed and Viable Curriculum**
Guaranteed and viable curriculum: SCHS has not implemented new curriculum maps, common assessments and interventions with full fidelity in order to generate, analyze and act upon student performance data in ELA and math.

**Priority Performance Challenge: Academic Growth**
Based on the 2018 SPF, Sand Creek High School 9th and 10th grade students are rated as "Approaching" for all students in Math as measured by the CO PSAT assessment. (Source: SPF) Disclaimer: Data was taken from the 2018 SFP which may not have all student assessment data included in calculations.

**Root Cause: Assessment and Program Alignment**
Sand Creek High School has not fully aligned assessment-specific lessons to curriculum, nor have results been analyzed in order identify and address content gaps and skill deficiencies.

**Priority Performance Challenge: Post-Secondary and Work-Force Readiness**
Based on the 2018 SPF, Sand Creek High School 11th grade students scored below the Colorado state mean score on the SAT assessment. (Source: Collegeboard)
Root Cause: Assessment and Program Alignment
Sand Creek High School has not implemented research affirmed instructional strategies to efficiently prepare students for the SAT.

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

Preliminary results for the 2018 PSAT assessment and the 2018 SAT indicate ongoing deficits in academic achievement and academic growth areas as well as in post-secondary workforce readiness.

Although SCHS does not fall below state averages in all growth gaps, Sand Creek High School continues to score below the mean scores compared to the other two conventional high schools in the district.

Sand Creek High School continues to fall below the state mean score on the SAT assessment. Four-year graduation rates continue to decline, even though Sand Creek High School rates as “Exceeds” in the seven-year graduation rate.

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

The Root Causes were selected from the Preliminary 2018 School Performance Framework report and identify areas SCHS needs to address to improve student achievement and set students on a trajectory for post-secondary success. The Root Causes were established from external data sources (SPF, PSAT, SAT, CMAS, and Graduation Rates) which provided data on school performance.

Action Plans
Planning Form

SAT Readiness

What would success look like: Ensure 11th grade students are SAT ready by implementing assessment-specific lessons in core classes.

Describe the research/evidence base supporting the strategy: Sand Creek High School will implement PSAT/SAT assessment-specific lessons and practice tests in ELA and Math classes.

Associated Root Causes:
Assessment and Program Alignment:
Sand Creek High School has not fully aligned assessment-specific lessons to curriculum, nor have results been analyzed in order identify and address content gaps and skill deficiencies.

### Implementation Benchmarks Associated with MIS

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Prep Sessions &amp; Test Taking Strategies</td>
<td>English &amp; Math departments will prepare students for the SAT by guiding them through SAT test prep activities and test taking strategies.</td>
<td>08/06/2018-04/05/2019 Monthly</td>
<td>English Department, Math Department &amp; Leadership Team</td>
<td></td>
</tr>
<tr>
<td>GradPoint SAT Prep &amp; Practice Tests</td>
<td>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.</td>
<td>10/22/2018-04/05/2019 Monthly</td>
<td>English III Teaching Staff &amp; Leadership Team</td>
<td></td>
</tr>
</tbody>
</table>

### Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Prep Sessions</td>
<td>English III courses will implement a variety of SAT prep activities and test taking strategies into their unit and daily lesson plans.</td>
<td>08/06/2018-04/05/2019</td>
<td>CollegeBoard resources and GradPoint Online Program</td>
<td>English III Teaching Staff &amp; Leadership Team</td>
<td></td>
</tr>
<tr>
<td>SAT Practice</td>
<td>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</td>
<td>10/22/2018-04/05/2019</td>
<td>GradPoint SAT Prep Course</td>
<td>English III Teaching Staff &amp; Leadership Team</td>
<td></td>
</tr>
</tbody>
</table>
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 to identify and address content gaps and skill deficiencies.

Implementation Benchmarks Associated with MIS

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visible Learning</td>
<td>Staff will attend Visible Learning training and departments will begin administering impact cycles to identify their impact on student learning.</td>
<td>Quarterly</td>
<td>SCHS Visible Learning Impact Team &amp; Leadership Team</td>
<td></td>
</tr>
<tr>
<td>Illuminate Program</td>
<td>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.</td>
<td>01/07/2019</td>
<td>SCHS Teaching Staff &amp; Leadership Team</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>05/24/2019 Monthly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Action Steps Associated with MIS
<table>
<thead>
<tr>
<th>Name</th>
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<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
<td>08/01/2018</td>
<td>Visible Learning professional development materials and resources.</td>
<td>SCHS Visible Learning Impact Team &amp; Leadership Team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>01/07/2019</td>
<td>Illuminate Training Information</td>
<td>Illuminate Training Staff, D49 Student Information System Staff, ELA &amp; Math Teaching Staff, and Leadership Team</td>
<td></td>
</tr>
</tbody>
</table>

**Math Interventions**

**What would success look like:** Implementation of various math interventions, to include, but not limited to, Eureka Math for Algebra I and Geometry, GradPoint in Algebra I and Geometry courses and Math 180 curriculum for Algebra I interventions in Math Lab.

**Describe the research/evidence base supporting the strategy:** Using student data obtained by common assessments, interventions will be implemented and progress monitored.

**Associated Root Causes:**

**Guaranteed and Viable Curriculum: Math:**
Sand Creek High School lacks the implementation of common assessments and math interventions to address student gaps in understanding and content application.

**Implementation Benchmarks Associated with MIS**
<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eureka Math Curriculum</td>
<td>Implementation of Eureka Math curriculum for Algebra I, Algebra II and Geometry</td>
<td>08/01/2018 05/27/2019 Weekly</td>
<td>SCHS Math Teaching Staff &amp; Leadership Team</td>
<td></td>
</tr>
<tr>
<td>Math 180 Curriculum</td>
<td>Implement Math 180 for 9th grade students performing below grade level</td>
<td>08/01/2018 05/27/2019 Weekly</td>
<td>SCHS Math Teaching Staff &amp; Leadership Team</td>
<td></td>
</tr>
<tr>
<td>Visible Learning</td>
<td>Staff will attend Visible Learning training and begin administering impact cycles to identify their impact on student learning.</td>
<td>08/01/2018 05/27/2019 Monthly</td>
<td>SCHS Visible Learning Impact Team &amp; Leadership Team</td>
<td></td>
</tr>
<tr>
<td>Illuminate Program</td>
<td>With the purchase of Illuminate, Math teaching staff will be able to create/develop common assessments based on Common Core and Colorado Academic Standards.</td>
<td>01/07/2019 05/27/2019 Monthly</td>
<td>SCHS Math Teaching Staff &amp; Leadership Team</td>
<td></td>
</tr>
</tbody>
</table>

**Action Steps Associated with MIS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of Eureka Math Curriculum</td>
<td>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.</td>
<td>08/01/2018 05/27/2019</td>
<td>Eureka Math Curriculum</td>
<td>SCHS Math Teaching Staff &amp; Leadership Team</td>
<td></td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Date From</th>
<th>Date To</th>
<th>Description</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/01/2018</td>
<td>05/27/2019</td>
<td>Continue to implement Math 180 Math Curriculum in the Math Lab course. Obtain formative assessment data to drive instruction and provide interventions.</td>
<td>Math 180 Program Curriculum Teaching Staff &amp; Leadership Team</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Date From</th>
<th>Date To</th>
<th>Description</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/01/2018</td>
<td>05/27/2019</td>
<td>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.</td>
<td>Visible Learning professional development materials and resources SCHS Visible Learning Impact Team &amp; Leadership Team</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Date From</th>
<th>Date To</th>
<th>Description</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/07/2019</td>
<td>05/27/2019</td>
<td>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.</td>
<td>Illuminate Program SCHS Math Teaching Staff &amp; Leadership Team</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>GradPoint Curriculum</td>
<td>Implement the GradPoint ELA Curriculum and assessments within the blended learning classrooms for grades 9 and 10.</td>
<td>08/01/2018 - 05/27/2019 Weekly</td>
<td>SCHS English Teaching Staff &amp; Leadership Team</td>
<td></td>
</tr>
<tr>
<td>Visible Learning</td>
<td>Staff will attend Visible Learning training and begin administering impact cycles to identify their impact on student learning.</td>
<td>08/01/2018 - 05/27/2019 Monthly</td>
<td>SCHS Visible Learning Impact Team &amp; Leadership Team</td>
<td></td>
</tr>
<tr>
<td>Illuminate Program</td>
<td>With the purchase of Illuminate, ELA teaching staff will be able to create/develop common assessments based on Common Core and Colorado Academic Standards.</td>
<td>01/07/2019 - 05/27/2019 Monthly</td>
<td>SCHS ELA Teaching Staff</td>
<td></td>
</tr>
<tr>
<td>Writing Lab</td>
<td>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.</td>
<td>01/07/2019 - 05/27/2019 Weekly</td>
<td>SCHS ELA Teaching Staff &amp; Leadership Team</td>
<td></td>
</tr>
</tbody>
</table>

### Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visible Learning</td>
<td>Staff will attend Visible Learning training sessions scheduled at various times during the year on professional development days</td>
<td>08/01/2018</td>
<td>Visible Learning professional</td>
<td>SCHS Visible Learning Impact</td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td>as well as participate in Visible Learning mini-training sessions at monthly staff meetings.</td>
<td>05/27/2019</td>
<td>development materials and resources.</td>
<td>Team &amp; Leadership Team</td>
<td></td>
</tr>
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<td>-------------------------------</td>
<td>------------------------------------------------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>Illuminate Program</td>
<td>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.</td>
<td>01/07/2019 05/27/2019</td>
<td>Illuminate Program</td>
<td>SCHS ELA Teaching Staff &amp; Leadership Team</td>
<td></td>
</tr>
<tr>
<td>Writing Lab</td>
<td>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.</td>
<td>01/07/2019 05/27/2019</td>
<td>GradPoint ELA curriculum and student data related to PSAT/SAT prep and practice tests, formative assessments, and common assessments.</td>
<td>SCHS ELA Teaching Staff &amp; Leadership Team</td>
<td></td>
</tr>
<tr>
<td>GradPoint Curriculum</td>
<td>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.</td>
<td>01/07/2019 05/27/2019</td>
<td>GradPoint ELA curriculum, formative assessments and Illuminate common assessments</td>
<td>SCHS ELA Teaching Staff &amp; Leadership Team</td>
<td></td>
</tr>
</tbody>
</table>

**School Target Setting**

**Priority Performance Challenge : Academic Achievement**
PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

2018-2019: Target of Academic Achievement Percentile Rank for CO PSAT Math = 50
2019-2020: Target of Academic Achievement Percentile Rank for CO PSAT Math = 50 or higher

INTERIM MEASURES FOR 2018-2019: Eureka Curriculum formative and summative assessments, Illuminate Common Assessments, Math 180 formative and summative assessments

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

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

2018-2019: Target of Academic Growth Percentile Rank for CO PSAT Math = 50
2019-2020: Target of Academic Growth Percentile Rank for CO PSAT Math = 50 or higher

INTERIM MEASURES FOR 2018-2019: Eureka Curriculum formative and summative assessments, Illuminate Common Assessments, Math 180 formative and...
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
Executive Summary

If we...

INTENTIONAL FOCUS ON INSTRUCTIONAL PRACTICES

Description:
Adopt and train all staff in "The New Art and Science of Teaching" and refine purposeful lesson planning practices.

USE OF COMMON CURRICULUM RESOURCES

Description:
All K-5 teachers will use a common resource for both ELA (CKLA) and Math (Eureka).
Then we will address...

CAS ALIGNMENT

Description:
With an appropriate level of rigor, depth of knowledge and application, Stetson educators have not consistently ensured that instruction is aligned to grade-level ELA/Math Colorado Academic Standards (CAS)

LACK OF COMMON RESOURCES USED

Description:
Inconsistent expectations for teachers to use a common ELA and Math resource to ensure an aligned K-5 scope and sequence to 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 are all using a common resource that is aligned with CAS. This notable trend is potentially due to the lack of an aligned K-5 scope and sequence.

MATH PROFICIENCY
Description:
Overall, achievement in Math is on a downward trend. There is a need to ensure that our K-5 teachers are 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](http://www.cde.state.co.us/schoolview/performance)

Imagrovement 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.

Imagprovement 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.

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior Year Target: 88% of students will achieve benchmark on the DIBELS Next Assessment</td>
</tr>
<tr>
<td>Performance: Stetson did not meet this goal as only 80% of our students met grade-level benchmark</td>
</tr>
<tr>
<td>Prior Year Target: Student Growth on the ELA portion of the CMAS Assessment will improve to the 50th percentile</td>
</tr>
<tr>
<td>Performance: Stetson did not meet this goal as only the median growth percentile was 32</td>
</tr>
<tr>
<td>Prior Year Target: Student Growth on the Math portion of the CMAS Assessment will improve to the 50th percentile</td>
</tr>
<tr>
<td>Performance: Stetson did not meet this goal as the median growth percentile was only 47.5</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Trend Direction</th>
<th>Notable Trend</th>
<th>Performance Indicator Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decreasing</td>
<td>Yes</td>
<td>Academic Achievement (Status)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Trend Direction</th>
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<th>Performance Indicator Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decreasing</td>
<td>Yes</td>
<td>Academic Achievement (Status)</td>
</tr>
</tbody>
</table>

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 falling into Improvement Plan status.

<table>
<thead>
<tr>
<th>Trend Direction</th>
<th>Notable Trend</th>
<th>Performance Indicator Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decreasing</td>
<td>Yes</td>
<td>Academic Growth</td>
</tr>
</tbody>
</table>

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 DIBELS growth from the beginning of the year composite to the end of the year composite as is shown here:

**Growth**
- 2013-2014 - 8%
- 2014-2015 - 6%
- 2015-2016 - 17%
- 2016-2017 - 18%
- 2017-2018 - 18%

However, we are not seeing this positive growth transfer into increased CMAS growth or achievement data.

### Root Causes

**Priority Performance Challenge: English Language Arts Proficiency**
Overall achievement in ELA is on a downward trend, with written expression and writing conventions being the greatest area of need. There is a need to ensure that our K-5 teachers are 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 are 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 to 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 demonstrating 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 led to inconsistent teaching practices and lack of understanding of explicit instructional practices.

Implementation Benchmarks Associated with MIS

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08/31/2018</td>
<td>&quot;New Art and Science of Teaching&quot;</td>
<td>Marzano Trainer</td>
<td></td>
</tr>
</tbody>
</table>
**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 to support the student learning continuum.

**Implementation Benchmarks Associated with MIS**

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Name</td>
<td>Description</td>
<td>Start/End Date</td>
<td>Resource</td>
<td>Key Personnel</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>CKLA Training</td>
<td>New teacher or untrained teachers will be trained in use of CKLA</td>
<td>09/20/2018 - 09/21/2018</td>
<td>CKLA materials, on-line resources, CKLA Trainer</td>
<td>CKLA Trainer, Principal</td>
</tr>
<tr>
<td>Mandate Use of</td>
<td>All K-5 teachers will use CKLA and Eureka Math</td>
<td>10/22/2018 - 12/20/2018</td>
<td>CKLA curriculum and teacher guides, Eureka curriculum and teacher guides, and on-line resources</td>
<td>Principal</td>
</tr>
<tr>
<td>Common ELA and Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Resources</td>
<td></td>
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</tr>
<tr>
<td>Eureka Math Training</td>
<td>PD in the use of Eureka Math resources</td>
<td>11/16/2018 - 11/16/2018</td>
<td>Eureka Trainer, math curriculum</td>
<td>Eureka Trainer, Principal</td>
</tr>
</tbody>
</table>

### School Target Setting

**Priority Performance Challenge : English Language Arts Proficiency**

**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS: ELA**

<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
<th>2018-2019: Stetson students will achieve at 65% on the CMAS ELA assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2019-2020: Stetson students will achieve at 70% on the CMAS ELA assessment</td>
</tr>
</tbody>
</table>
INTERIM MEASURES FOR 2018-2019: Students will be progress monitored via DIBELS and in class formative and curriculum assessments

Priority Performance Challenge: Math Proficiency

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019: Stetson students will achieve at 60% on the CMAS Math assessment</td>
</tr>
<tr>
<td>2019-2020: Stetson students will achieve at 65% on the CMAS Math assessment</td>
</tr>
</tbody>
</table>

Priority Performance Challenge: ELA and Math Growth

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS:

<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019: Stetson students will achieve at 40th MGP on the CMAS ELA assessment, and at the 50th MGP on the CMAS Math assessment.</td>
</tr>
<tr>
<td>2019-2020: Stetson students will achieve at 45th MGP on the CMAS ELA assessment, and at the 53rd MGP on the CMAS Math assessment.</td>
</tr>
</tbody>
</table>

INTERIM MEASURES FOR 2018-2019: Students will be monitored via content based assessments (Eureka) and Reflex Math.

INTERIM MEASURES FOR 2018-2019: DIBELS, CKLA formative assessments, LEXIA Core 5, Eureka formative assessments, Reflex math, ST math,
School Accountability Committee UIP Signature Page 2018-2019

School **Stetson Elementary**

Accreditation Rating (Plan Type **Improvement Plan**)

<table>
<thead>
<tr>
<th>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.</th>
<th>School Accountability Committee:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>Sheery Kyle</td>
<td>Principal</td>
</tr>
<tr>
<td>Karen Bixler</td>
<td>Instructional Coach</td>
</tr>
</tbody>
</table>

1) Date the Plan was presented to SAC for review: **3/19/19**

2) Signature of Principal: [Signature]

3) Signature of SAC Chairperson: [Signature]

4) Additional SAC members who reviewed the plan:
   - Jerec Nakagawa
   - Rachel Gordon
   - Nicole Geffelna
   - Melissa Whelang
   - Leslie Feehan
   - Karen Bixler
Colorado's Unified Improvement Plan for Schools

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.

EFFECTIVE INSTRUCTION

Description:
Teachers will be able to meet the needs of all students in their classroom by using a variety of different instructional strategies and progress monitor to support the differentiated needs of all learners.

RELATIONAL FRAMEWORK

Description:
In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based upon the Capturing Kids Hearts, Path 2 Empathy Relational Frameworks and other positive culture building programs.

Then we will address...

DATA-DRIVEN INSTRUCTION

Description:
The use of formative and summative data to drive curriculum decision making and to address gaps in knowledge is an area that we continue to struggle with across the board. Teachers are learning how to use data to drive their instruction and target those students who need additional instruction.

DIFFERENTIATED INSTRUCTION

Description:
Teachers are struggling overall with the expectation and follow through with general differentiation in the classroom. We need to continue to seek strategies in the general educations classroom that promotes growth for all students, especially those student that are at risk. Our teachers' substitute accommodations for instructional differentiation which does not promote genuine achievement or growth.

PACE OF LEARNING

Description:
The pace of learning of a struggling student may be far slower than the pace of instructional delivery, making it difficult for them to keep up. We find that IEP students need more time than what is currently scheduled for gap filling intervention, practice time, and one on one targeted support. We face the
dilemma of meeting the academic needs at all cost and the conflict created with the responsibility to provide a proper middle school experience (for example, should a student always forgo Enrichment classes for intervention classes?).

ALIGNMENT WITH COLORADO ACADEMIC STANDARDS

Description:
The SMS team of science teachers have worked on aligning the new science standards to the appropriate grade level. The work needs to be continued in analyzing the Prepared Graduate Competencies and grade level expectations for 6th-8th-grade science curriculum.

VERTICAL ALIGNMENTS

Description:
Teachers are in need of meeting with grade level vertical teams to align curriculum. This will minimize overlapping content and free up time to go deeper with content. We also need to include feeder elementary schools and high school in vertical content meetings.

Then we will change current trends for students

STUDENTS WITH DISABILITIES

Description:
For the past three years, on CMAS/PARCC Students With Disabilities have been scoring in the 1st percentile rank (Does Not Meet Rating on the SPF). Our IEP students continue to be a focus for us in achievement as well as demonstrating growth.

CMAS SCIENCE ACHIEVEMENT

Description:
The percent of students that are at the met or exceeded level on the CMAS Science assessment is 33% of our 8th-grade population.

MATH ACHIEVEMENT
Description:
Although we met the state expectation for academic achievement (Mean Scale Score) in math for our school, individual grade levels achievement scores were not that high. In 6th grade only 27% of the students scored at the met or exceeded level, only 26% of the students in 7th grade scored at the meet and exceeded level and in 8th-grade math, 24% of the students were at the met and exceeded level. In the 17-18 school year, 60 8th-grade students took the Algebra exam in which 90% of them scored in the met or exceeded level. We anticipate that in the 18-19 school year, these students will take the regular 8th-grade exam and the percent of students at the met or exceeded level with increase.

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

**Improvement Plan Information**

**Additional Information about the school**
Skyview Middle School has received a performance rating on the 2018 SPF. We will continue to work on targeting instruction for our special education population.

**Improvement Plan Information**

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

- ✔ State Accreditation

**School Contact Information**

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**Mailing Street:** 6350 Windom Peak Blvd.  
**Phone:** (719) 761-4098  
**Title:** Principal

**Name:** Patricia Gioscia  
**Mailing Street:** 6350 Windom Peak Blvd.  
**Phone:** (719) 495-5576  
**Title:** Assistant Principal

**Name:** Meghan Sanders  
**Mailing Street:** 6350 Windom Peak Blvd.  
**Phone:** (719) 495-5567  
**Title:** Assistant Principal

**Name:** Scott Bonynge  
**Mailing Street:** 6350 Windom Peak Blvd.  
**Phone:** (719) 495-5567  
**Title:** Assistant Principal

**Phone:** (719) 495-5567  
**Email:** ctnucci@d49.org  
**Mailing City / State / Zip Code:** Colorado Springs Colorado 80923

**Phone:** (719) 495-5567  
**Email:** pgioscia@d49.org  
**Mailing City / State / Zip Code:** Colorado Springs Colorado 80923

**Phone:** (719) 495-5567  
**Email:** msanders@d49.org  
**Mailing City / State / Zip Code:** Colorado Springs Colorado 80923
Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Skyview Middle School currently serves students in 6th-8th grade. Currently for the 18-19 school year, we have a student population of 1052, enrolling new students every day. The largest group is 7th grade at 381 students. Our neighborhood is rapidly expanding with new housing developments opening continuously which we anticipate will bring us additional student enrollment. Our staff consists of 65 licensed teachers, 3 licensed counselors, 4 licensed administrators and 40 classified staff. Of those mentioned, 8 teachers are new to the building this year. We also have 21 licensed teachers with probationary status and 47 licensed teachers who have achieved non-probationary status. We actively host student teachers throughout the year and we currently support 7 different student teachers in one capacity or another. Our staff currently consists of 5% minority and 78% female and 22% male.

At Skyview Middle School we serve a variety of students from gifted to severe needs, high income to free and reduced. Our current (2018-2019) population of students that qualify for Free and Reduced Lunch is 35% which is more than our prior years. Our ELD population is currently around 6% of our total population with large fluctuations in total percentage over the last 4 years (10% in 2014, 4% in 2015, 7% in 2016, 4.6% in 2017). Our ethnic makeup consists of approximately 47% Minority students with the current break out of 22.6% Hispanic, 0.7% American Indian, 3.4% Asian, 8.5% Black, 0.4% Pacific Islander, and 11.3% two or more races. 53.1% of our population is white. Our Gifted Students comprise approximately 8.4% of our total student population (up from 4.4% in 2013 and 5.3% in 2014), which is subject to change due to results of CogAT testing for the current (2018) 6th grade class. About 14.3% of our population (150 students) have active IEPs. Over the years, we have been a consistently high performing school with a stable rate of performance. A more detailed report of our testing results is explained later under data.

Implemented during the 2016-2017 school year, our data committee continues to analyze a wide range of data including PARCC, CMAS, SMI/SRI, reading, and local survey data. Our school data team consists of all four administrators, a team of teachers who function as the School Leadership Team representing teachers from all three grade levels, interventionists, Special Education, Enrichments and Counseling. Initial PARCC/CMAS data was presented to the entire staff in terms of Achievement and Growth for the entire population as well as individual subgroups. We presented, through content meetings, celebrations as well as immediate concerns and developed a general plan to address our concerns. We have led the entire staff through data analysis using content-area experts and small groups. We are still in the early stages of understanding how that data relates to our curriculum and student growth. Our Administrative Leadership Team has also analyzed our data separately. Three years ago, we did some work together at the zone level to write common zone major improvement strategies that we will all continue to incorporate into our individual school plans. We have also spent time analyzing local data, specifically SMI, SRI, Reading Plus, Insight, AImS web, and other in-house measures. Our plan will be shared with our School Accountability Committee (SAC) in early March for verification of the data and plan. This year’s effort to synthesize data has been conscientiously matched with a concerted effort to seek viable and effective solutions to our growth concerns while also addressing the large volume of students who are underperforming on the state assessment. There will be some solution measures that we started last year which will continue through the 2018-19 school year as we gather additional information on their effectiveness. We have expanded our programs which target level II interventions, including Math 180, SIPPS, and reading
Prior Year Targets

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

**PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)**

**Prior Year Target:**

Increase the number of students that are in the meet and exceeds category in math achievement at every grade level by 5% or higher.

**Performance:**

Increase the number of students that are in the meet and exceeds category in science achievement at the 8th grade level to 45%.

**ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:**

In regards to math achievement, we are finding the need to fill the basic computation gaps much more that in the past. We continue to struggle with spending time in gap filling measure versus moving forward with grade level content. In the past, our students came to us with three or four different curriculum experiences, which challenges our 6th grade teacher's ability to move full classes forward. We also recognize the tremendous impact that continual staff transition has on student performance. As with the rest of the state, our pool of qualified math teachers is in a crisis situation.

In regards to science achievement, there is such a large amount of content that students need to understand and remember for the state assessment given in 8th grade only. We have to find the balance between curriculum design and student performance.

**PERFORMANCE INDICATOR: DISAGGREGATED ACHIEVEMENT**

**Prior Year Target:**

Increase the mean scale score percentile rank in academic achievement for Students with Disabilities by 5 points annually in English Language Arts.

**Performance:**

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.

<table>
<thead>
<tr>
<th>Disaggregated Groups</th>
<th>6th</th>
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<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>58</td>
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<tr>
<td>Male</td>
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<tr>
<td>FRL</td>
<td>40</td>
<td>36</td>
<td>45</td>
</tr>
<tr>
<td>GT</td>
<td>94</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td>ELL</td>
<td>19</td>
<td>42</td>
<td>65</td>
</tr>
<tr>
<td>IEP</td>
<td>6</td>
<td>7</td>
<td>4</td>
</tr>
</tbody>
</table>

- 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

<table>
<thead>
<tr>
<th>Disaggregated Groups</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>74</td>
<td>63</td>
<td>76</td>
</tr>
<tr>
<td>Male</td>
<td>53</td>
<td>57</td>
<td>67</td>
</tr>
<tr>
<td>FRL</td>
<td>65</td>
<td>64</td>
<td>67</td>
</tr>
<tr>
<td>GT</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>ELL</td>
<td>66</td>
<td>49</td>
<td>85</td>
</tr>
<tr>
<td>IEP</td>
<td>53</td>
<td>44</td>
<td>60</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Disaggregated Groups</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>Algebra</th>
</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th></th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>47</td>
<td>46</td>
<td>68</td>
<td>52</td>
</tr>
<tr>
<td>Male</td>
<td>47</td>
<td>50</td>
<td>67</td>
<td>54</td>
</tr>
<tr>
<td>FRL</td>
<td>45</td>
<td>50</td>
<td>55</td>
<td>49</td>
</tr>
<tr>
<td>GT</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>71</td>
</tr>
<tr>
<td>ELL</td>
<td>59</td>
<td>67</td>
<td>80</td>
<td>67.5</td>
</tr>
<tr>
<td>IEP</td>
<td>58</td>
<td>48</td>
<td>40</td>
<td>48.5</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Overall % in Each Category 2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6th Grade</strong></td>
</tr>
<tr>
<td>Beginning</td>
</tr>
<tr>
<td>Middle</td>
</tr>
</tbody>
</table>
### 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

<table>
<thead>
<tr>
<th></th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>25.7%</td>
<td>42.1%</td>
<td>16.7%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Middle</td>
<td>18.9%</td>
<td>32.1%</td>
<td>27.5%</td>
<td>21.5%</td>
</tr>
<tr>
<td>End</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 7th Grade

<table>
<thead>
<tr>
<th></th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>25.9%</td>
<td>32.5%</td>
<td>24.4%</td>
<td>17.1%</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th></th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning</td>
<td>15.5%</td>
<td>28.5%</td>
<td>27.2%</td>
<td>28.8%</td>
</tr>
<tr>
<td>Middle</td>
<td>12.1%</td>
<td>20%</td>
<td>23.4%</td>
<td>27%</td>
</tr>
<tr>
<td>End</td>
<td>15.2%</td>
<td>22.1%</td>
<td>22.1%</td>
<td>40.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning</td>
<td>14.3%</td>
<td>30.5%</td>
<td>29/8%</td>
<td>25.5%</td>
</tr>
<tr>
<td>Middle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End</td>
<td>12.3%</td>
<td>24.4%</td>
<td>30.1%</td>
<td>33.2%</td>
</tr>
</tbody>
</table>

---
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.

Beginning 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.

Beginning 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, and 2.6% were advanced, and 17% didn't have a mid-year assessment.

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.

Middle 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.

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

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>45.6%</td>
<td>23.1%</td>
<td>30.7%</td>
<td>.6%</td>
</tr>
<tr>
<td>Middle</td>
<td>26.5%</td>
<td>27.6%</td>
<td>25.7%</td>
<td>.5%</td>
</tr>
<tr>
<td>End</td>
<td>29.3%</td>
<td>25.1%</td>
<td>43.6%</td>
<td>2%</td>
</tr>
<tr>
<td>7th Grade</td>
<td>Below Basic</td>
<td>Basic</td>
<td>Proficient</td>
<td>Advanced</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>-------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Beginning</td>
<td>49.9%</td>
<td>24%</td>
<td>26.1%</td>
<td>0%</td>
</tr>
<tr>
<td>Middle</td>
<td>36.5%</td>
<td>21.4%</td>
<td>22.5%</td>
<td>2.6%</td>
</tr>
<tr>
<td>End</td>
<td>35.1%</td>
<td>29.1%</td>
<td>32.9%</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>50.3%</td>
<td>28.5%</td>
<td>17.8%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Middle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End</td>
<td>37.8%</td>
<td>25.3%</td>
<td>27.9%</td>
<td>9%</td>
</tr>
</tbody>
</table>

- **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**

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>39.5%</td>
<td>23.2%</td>
<td>35.3%</td>
<td>2%</td>
</tr>
<tr>
<td>Middle</td>
<td>29%</td>
<td>34%</td>
<td>35.1%</td>
<td>2%</td>
</tr>
<tr>
<td>--------</td>
<td>-----</td>
<td>-----</td>
<td>-------</td>
<td>----</td>
</tr>
<tr>
<td>End</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7th Grade</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>45.9%</td>
<td>26%</td>
<td>27.3%</td>
<td>.8%</td>
</tr>
<tr>
<td>Middle</td>
<td>37.3%</td>
<td>25.3%</td>
<td>35%</td>
<td>2%</td>
</tr>
<tr>
<td>End</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8th Grade</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>43.6%</td>
<td>301.1%</td>
<td>23.2%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Middle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th></th>
<th>17-18 Data</th>
<th>18-19 Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>EBRW</td>
<td>220</td>
<td>140</td>
</tr>
<tr>
<td>MATH</td>
<td>154</td>
<td>206</td>
</tr>
</tbody>
</table>

Median National Percent Rank:

<table>
<thead>
<tr>
<th>Content</th>
<th>17-18</th>
<th>18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>Math</td>
<td>53</td>
<td>53</td>
</tr>
<tr>
<td>Writing/Language</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>Science</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>History/Social Studies</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>Words Context</td>
<td>49</td>
<td>35</td>
</tr>
<tr>
<td>Comm. Evidence</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Expression Ideas</td>
<td>46</td>
<td>46</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Content</th>
<th>Percent P/M (Proficient/Master)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Equal groups in Multiplication</td>
<td>69%</td>
</tr>
<tr>
<td>8</td>
<td>Facts and factors</td>
<td>81%</td>
</tr>
<tr>
<td>8</td>
<td>10 as a Factor</td>
<td>88%</td>
</tr>
<tr>
<td>8</td>
<td>Block 1 Success Zone</td>
<td>44%</td>
</tr>
<tr>
<td>8</td>
<td>Block 1 M-Skills</td>
<td>38%</td>
</tr>
<tr>
<td>7</td>
<td>Equal groups in Multiplication</td>
<td>74%</td>
</tr>
<tr>
<td>7</td>
<td>Facts and factors</td>
<td>79%</td>
</tr>
<tr>
<td>7</td>
<td>10 as a Factor</td>
<td>68%</td>
</tr>
<tr>
<td>7</td>
<td>Block 1 Success Zone</td>
<td>37%</td>
</tr>
<tr>
<td>7</td>
<td>Block 1 M-Skills</td>
<td>47%</td>
</tr>
<tr>
<td>6</td>
<td>Equal groups in Multiplication</td>
<td>72%</td>
</tr>
<tr>
<td>6</td>
<td>Facts and factors</td>
<td>75%</td>
</tr>
<tr>
<td>6</td>
<td>10 as a Factor</td>
<td>81%</td>
</tr>
</tbody>
</table>
Math Inventory gains:

- 69% of the 8th-grade students showed growth from Fall SMI to Winter SMI with an average of 95 points gain
- 53% of the 7th-grade students showed growth from Fall SMI to Winter SMI with an average of 201 points gain
- 63% of the 6th-grade students showed growth from Fall SMI to Winter SMI with an average of 166 points gain

### 2018-2019 Math 180 Data

<table>
<thead>
<tr>
<th>Concept Title (Learn Zone)</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal Groups in Multiplication</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Facts to Factors</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>10 as a Factor</td>
<td>97%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>M-Skills 1</td>
<td>84%</td>
<td>100%</td>
<td>83%</td>
</tr>
<tr>
<td>Place Value in Multiplication</td>
<td>100%</td>
<td>70%</td>
<td>83%</td>
</tr>
<tr>
<td>Strategies for Multiplication</td>
<td>87%</td>
<td>100%</td>
<td>67%</td>
</tr>
<tr>
<td>Two Digit Multiplication</td>
<td>71%</td>
<td>25%</td>
<td>50%</td>
</tr>
<tr>
<td>M-Skills 2</td>
<td>42%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Equal groups of division</td>
<td>100%</td>
<td>86%</td>
<td>100%</td>
</tr>
<tr>
<td>Strategies for division</td>
<td>100%</td>
<td>83%</td>
<td>100%</td>
</tr>
<tr>
<td>Partial Quotients</td>
<td>67%</td>
<td>75%</td>
<td>100%</td>
</tr>
<tr>
<td>M-Skills 3</td>
<td>65%</td>
<td>64%</td>
<td>63%</td>
</tr>
<tr>
<td>Understanding Fractions</td>
<td>N/A</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept Title (Success Zone)</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal Groups in Multiplication</td>
<td>94%</td>
<td>100%</td>
<td>88%</td>
</tr>
<tr>
<td>Facts to Factors</td>
<td>93%</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>10 as a Factor</td>
<td>77%</td>
<td>60%</td>
<td>83%</td>
</tr>
<tr>
<td>M-Skills 1</td>
<td>84%</td>
<td>100%</td>
<td>83%</td>
</tr>
<tr>
<td>Place Value in Multiplication</td>
<td>85%</td>
<td>90%</td>
<td>50%</td>
</tr>
<tr>
<td>Strategies for Multiplication</td>
<td>87%</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Two Digit Multiplication</td>
<td>75%</td>
<td>88%</td>
<td>100%</td>
</tr>
<tr>
<td>M-Skills 2</td>
<td>65%</td>
<td>64%</td>
<td>63%</td>
</tr>
<tr>
<td>Equal groups of division</td>
<td>92%</td>
<td>83%</td>
<td>100%</td>
</tr>
<tr>
<td>Strategies for division</td>
<td>70%</td>
<td>100%</td>
<td>50%</td>
</tr>
<tr>
<td>Partial Quotients</td>
<td>40%</td>
<td>67%</td>
<td>N/A</td>
</tr>
<tr>
<td>M-Skills 3</td>
<td>65%</td>
<td>64%</td>
<td>63%</td>
</tr>
<tr>
<td>Understanding Fractions</td>
<td>N/A</td>
<td>63%</td>
<td>77%</td>
</tr>
</tbody>
</table>
- 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:

<table>
<thead>
<tr>
<th>Lesson</th>
<th>8th Grade</th>
<th>7th Grade</th>
<th>6th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Lessons complete</td>
<td>52</td>
<td>43</td>
<td>38</td>
</tr>
<tr>
<td>Initial WPM (Words Per Minute)</td>
<td>153</td>
<td>139</td>
<td>117</td>
</tr>
<tr>
<td>Independent WPM</td>
<td>131*</td>
<td>232*</td>
<td>194*</td>
</tr>
<tr>
<td>Guided WPM</td>
<td>207</td>
<td>201*</td>
<td>191*</td>
</tr>
</tbody>
</table>
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 8\textsuperscript{th} grade full Language Arts class, co-teach a 7\textsuperscript{th} grade Language Arts class and teach independent Reading intervention classes to 7\textsuperscript{th} and 6\textsuperscript{th} 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 7\textsuperscript{th} graders have shown growth from October to December 2017, with an average growth of 148 lexiles. 79% of our 6\textsuperscript{th} graders have shown growth over the same time period with an average growth of 122 lexiles.
- Using the SIPPS Benchmark Assessments, 67% of the 7\textsuperscript{th} graders have shown benchmark or close to benchmark proficiency on phonics skills. One student has shown all scores below benchmark proficiency. Of our 6\textsuperscript{th} 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 6\textsuperscript{th} and 7\textsuperscript{th} graders 4 times from August of 2017 to December of 2017. During that period, 46% of the 7\textsuperscript{th} graders had met the 6\textsuperscript{th} grade level MOY expectation of 109 WCPM at 97% accuracy on at least 3 of the 4 ORF assessments. 33% of the 6\textsuperscript{th} 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 6\textsuperscript{th}-grade students were at the benchmark level, 47% of the 7\textsuperscript{th}-grade students were at the benchmark level, and 80% of the 8\textsuperscript{th}-grade students were at the benchmark level.
- Using the MyOn Lexile Levels for Reading Comprehension, 95% of the 7\textsuperscript{th} graders have shown growth from October to December 2018, with an average growth of 239 Lexile points. 100% of our 6\textsuperscript{th} graders have shown growth over the same time period with an average growth of 137 Lexile points.
Using various reading level assessments, students were given an assessment in August 2018. Students were assessed in their independent reading level, their instructional reading level, and their frustration reading level. 65% of the 7th graders grew 1 or more grade levels in the independent reading level, 75% grew 1 or more grade levels in the instructional reading level and 40% grew 1 or more levels in the frustration reading level. 67% of the 6th graders grew 1 or more grade levels in the independent reading level, 78% grew 1 or more grade levels in the instructional reading level and 89% grew 1 or more levels in the frustration reading level. 56% of the 8th graders grew 1 or more grade levels in the independent reading level, 78% grew 1 or more grade levels in the instructional reading level and 78% grew 1 or more levels in the frustration reading level.

DIBELS Oral Reading Fluency (Words Correct Per Minute) has been given to all grades 4 times from August of 2018 to December of 2018. The passages that the students are reading are Non-Fiction text which is more difficult than literary text. During that period, 48% of the 7th graders had met the 6th-grade level MOY expectation of 140 WCPM at 97% accuracy on at least 3 of the 4 ORF assessments. 39% of the 6th graders met the 5th-grade level MOY expectation of 127 WCPM at 97% accuracy on at least 3 of the 4 assessments. 6%7 of the 8th graders met the 7th-grade level MOY expectation of 136 WCPM at 97% accuracy on at least 3 of the 4 assessments.

Special Education SIPPS curriculum – We are delivering SIPPS with fidelity to 7th and 8th graders in our Success Strategies classes, which is the service delivery time for students on an IEP, specifically addressing Reading goals. To date, the following data has proven to indicate that students are making gains in the content:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Content</th>
<th>% Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Single Syllable Phonics</td>
<td>100%</td>
</tr>
<tr>
<td>7</td>
<td>Open and Closed Syllables</td>
<td>90%</td>
</tr>
<tr>
<td>7</td>
<td>Sight Syllables</td>
<td>80%</td>
</tr>
<tr>
<td>8</td>
<td>Single Syllable Phonics</td>
<td>94%</td>
</tr>
<tr>
<td>8</td>
<td>Sight Syllables</td>
<td>100%</td>
</tr>
<tr>
<td>8</td>
<td>Syllable Breaks</td>
<td>100%</td>
</tr>
<tr>
<td>8</td>
<td>Read Syllables</td>
<td>100%</td>
</tr>
<tr>
<td>8</td>
<td>Read Whole Words</td>
<td>100%</td>
</tr>
<tr>
<td>8</td>
<td>Overall</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Average growth overall (8th) 12% point gain Pre to Post test

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

<table>
<thead>
<tr>
<th></th>
<th>Open and</th>
<th>Open and</th>
<th>Sight</th>
<th>Sight</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level and Period</td>
<td>Single-Syllables Phonics Pre Test Score out of 10</td>
<td>Single-Syllables Phonics Post Test Score out of 10</td>
<td>Closed Syllables Pre Test Score out of 10</td>
<td>Closed Syllables Post Test Score out of 10</td>
<td>Syllables Pre Test Score out of 10</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>------------------------------------------</td>
<td>------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>7th Grade Period 1</td>
<td>4.5</td>
<td>8.5</td>
<td>4.5</td>
<td>8.9</td>
<td>3.1</td>
</tr>
<tr>
<td>7th Grade Period 2</td>
<td>6.3</td>
<td>8</td>
<td>7.4</td>
<td>7.6</td>
<td>4.8</td>
</tr>
<tr>
<td>6th Grade Period 3</td>
<td>6</td>
<td>8</td>
<td>6.9</td>
<td>8.4</td>
<td>4.6</td>
</tr>
<tr>
<td>6th Grade Period 4</td>
<td>5.7</td>
<td>9.2</td>
<td>7.2</td>
<td>9.5</td>
<td>4</td>
</tr>
</tbody>
</table>

2018-2019 8th Grade SIPPS Summary Data

<table>
<thead>
<tr>
<th>Grade</th>
<th>Single Syllable Phonics Post Test Score out of 10</th>
<th>Sight Syllable Post Test Score out of 10</th>
<th>Reading the entire Word Post Test Score out of 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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. 82.8% 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.

• 91.8% 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.

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 bullying issues to administration. With the implementation of the Path 2 Empathy, we have seen students and teachers have more empathy for one another. We will continue to practice character
building and student relationships.

**Health Survey** In the 2016-2017 school year our school had the opportunity to participate in the 2016 Colorado Healthy School Smart Source Survey. Based on the answers to the questions provided by our staff members, we were given a percentage of our school’s responses that align with best practices. The health and 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 priority 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

<table>
<thead>
<tr>
<th>Trend Direction: Stable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notable Trend: Yes</td>
</tr>
<tr>
<td>Performance Indicator Target: Academic Achievement (Status)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Trend Direction: Increasing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notable Trend: Yes</td>
</tr>
<tr>
<td>Performance Indicator Target: Academic Achievement (Status)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Trend Direction: Increasing then stable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notable Trend: Yes</td>
</tr>
<tr>
<td>Performance Indicator Target: Disaggregated Growth</td>
</tr>
</tbody>
</table>
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.
### Focused Curriculum Alignment

**What would success look like:** Develop and use collaborative processes that ensure that all teachers are delivering instructional units and lessons that are aligned with the Colorado Academic Standards, the CELP/WIDA Standards for ELLs and the Expanded Evidence Outcomes, while addressing the needs of all learners.

**Associated Root Causes:**

**Vertical Alignments:**
Teachers are in need of meeting with grade level vertical teams to align curriculum. This will minimize overlapping content and free up time to go deeper with content. We also need to include feeder elementary schools and high school in vertical content meetings.

**Pace of Learning:**
The pace of learning of a struggling student may be far slower than the pace of instructional delivery, making it difficult for them to keep up. We find that IEP students need more time than what is currently scheduled for gap filling intervention, practice time, and one on one targeted support. We face the dilemma of meeting the academic needs at all cost and the conflict created with the responsibility to provide a proper middle school experience (for example, should a student always forgo Enrichment classes for intervention classes?).

### Implementation Benchmarks Associated with MIS

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
</table>

### Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weekly teachers meet with their content teams to develop lessons aligned to the Colorado State Standards. Teachers also work on</td>
<td>08/01/2018</td>
<td>Colorado State Standards, Marzano</td>
<td>Content level teachers, teacher</td>
<td></td>
</tr>
<tr>
<td>Content PLC Meeting</td>
<td>common assessments, scale development and instructional strategies that deliver the best engagement for students.</td>
<td>12/20/2019</td>
<td>Compendium, Grade Level content resources</td>
<td>coach, administration</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>------------------------------------------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>Curriculum Cycle Work</td>
<td>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.</td>
<td>08/01/2018 05/24/2019</td>
<td>Instructional Coach and Administrative time to meet with content teams Teacher planning time to meet with facilitators CDE Standards on-line resources</td>
<td>Principal, Administrators Teachers Instructional Coach</td>
<td></td>
</tr>
<tr>
<td>Science Curriculum Re-design</td>
<td>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.</td>
<td>08/01/2018 05/24/2019</td>
<td>Administrative and Instructional time to collaborate with and facilitate science teachers CDE Science standard resources Collaboration time during PD days</td>
<td>Principal, Administrators Instructional coach Science teachers</td>
<td></td>
</tr>
<tr>
<td>Administrative PLC Meetings</td>
<td>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.</td>
<td>08/02/2018 12/20/2019</td>
<td>Kagan Strategies, Reading Strategies, NewsELA, Gifted Education, Special Education</td>
<td>Teachers, Admin</td>
<td></td>
</tr>
</tbody>
</table>
**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**

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</tr>
</thead>
<tbody>
<tr>
<td>Content expert training</td>
<td>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</td>
<td>08/01/2018 05/24/2019</td>
<td>Teacher training tuition Subs to support out of building training when needed</td>
<td>Instructional Coach Content teachers in Math and Science</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/01/2018</td>
<td>Subs to support teacher participation</td>
</tr>
<tr>
<td>05/24/2019</td>
<td>Administrative and Instructional coach planning and implementation time</td>
</tr>
<tr>
<td>08/01/2018</td>
<td>Administration Instructional Coach Teachers</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/01/2018</td>
<td>Time for meeting after school</td>
</tr>
<tr>
<td>05/24/2019</td>
<td>Reading Interventionist Instructional Coach</td>
</tr>
<tr>
<td>08/01/2018</td>
<td>Administration All content area teachers</td>
</tr>
</tbody>
</table>

Administrative PLC Meetings

Every Thursday, administration facilitates various PD to enhance teacher instruction and delivery. Guest speakers (often teachers in our building that are experts) present lessons for teachers to incorporate into their classroom. Teacher leaders are invited to present a variety of topics that are designed to help teachers use effective teaching strategies in the classroom. This includes topics such as Kagan Strategies, Technology, Instructional Strategies, Differentiation, Reading Strategies, News ELA, Special education and math concepts.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/02/2018</td>
<td>Subs to support teachers being out of the classroom</td>
</tr>
<tr>
<td>05/24/2019</td>
<td>Teacher planning time for PLC</td>
</tr>
<tr>
<td>08/02/2018</td>
<td>All certified staff and administration.</td>
</tr>
<tr>
<td>05/24/2019</td>
<td>Administrative and Instructional coach planning time</td>
</tr>
</tbody>
</table>

Teachers are led through the New Art and Science of Teaching
<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Dates</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>NASOT/Model Mondays Training</td>
<td>(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.</td>
<td>08/06/18 05/24/19</td>
<td>Classroom teachers and administration.</td>
</tr>
<tr>
<td>Kagan Strategies Training</td>
<td>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.</td>
<td>01/07/19 05/24/19</td>
<td>All certified staff and administration.</td>
</tr>
<tr>
<td>Leading in an Inclusive School</td>
<td>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.</td>
<td>01/07/19 05/24/19</td>
<td>Administration, counselors, interventionists and special education providers.</td>
</tr>
<tr>
<td>Instructional Rounds</td>
<td>This class is designed to provide teachers with various resources around 3 main ideas which include differentiation, 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.</td>
<td>01/07/19 05/24/19</td>
<td>Teachers, teacher coach, administration, reading interventionist</td>
</tr>
</tbody>
</table>
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 education classroom that promotes growth for all students, especially those student that are at risk. Our teachers' substitute accommodations for instructional differentiation which does not promote genuine achievement or growth.

Implementation Benchmarks Associated with MIS

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<th>Key Personnel</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Capturing Kids Hearts</td>
<td>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.</td>
<td>08/01/2018</td>
<td>Capturing Kids Heart's Curriculum</td>
<td>New teachers attend the training and all staff given a refresher at the beginning of the year.</td>
</tr>
<tr>
<td>Path2Empathy</td>
<td>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.</td>
<td>08/01/2018</td>
<td>Path 2 Empathy Handbook, trainer</td>
<td>All staff members</td>
</tr>
</tbody>
</table>

Action Steps Associated with MIS
and activities that they have developed and offered a half day training.

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.

Process Champions

10/01/2018
05/24/2019

Processing Champions workbook

20 Staff members (to include teachers, counselors and administration) to be trained. Total we have 30 people trained in our building.

School Target Setting

Priority Performance Challenge: Students with Disabilities

**PERFORMANCE INDICATOR:**  Disaggregated Achievement

**MEASURES / METRICS:** R

**ANNUAL PERFORMANCE TARGETS**

2018-2019: To increase student achievement in reading by increasing the students' median scale score by 5 points.

2019-2020: To increase student achievement in reading by increasing the students' median scale score by 5 points.

**INTERIM MEASURES FOR 2018-2019:**

Priority Performance Challenge: CMAS Science Achievement

**PERFORMANCE INDICATOR:**  Disaggregated Achievement
**MEASURES / METRICS: S**

**ANNUAL PERFORMANCE TARGETS**

2018-2019: To increase student achievement in science by increasing the students’ median scale score by 5 points.

2019-2020: To increase student achievement in science by increasing the students’ median scale score by 5 points.

**INTERIM MEASURES FOR 2018-2019:**

Priority Performance Challenge : Math Achievement

**PERFORMANCE INDICATOR:** Disaggregated Achievement

**MEASURES / METRICS: M**

**ANNUAL PERFORMANCE TARGETS**

2018-2019: To increase student achievement in math by increasing the students’ median scale score by 5 points.

2019-2020: To increase student achievement in math by increasing the students’ median scale score by 5 points.

**INTERIM MEASURES FOR 2018-2019:**

**PERFORMANCE INDICATOR:** Disaggregated Growth

**MEASURES / METRICS: M**

**ANNUAL PERFORMANCE TARGETS**

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

2019-2020: To increase the student's median growth percentile by 2 percentiles next year working to meet the 50th percentile in the future.

**INTERIM MEASURES FOR 2018-2019:**
School Accountability Committee UIP Signature Page 2018-2019

School **Skyview Middle School**

Accreditation Rating (Plan Type) **Performance Plan**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catherine Tinucci</td>
<td>Principal</td>
</tr>
<tr>
<td>Scott Bonyge</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Meghan Sanders</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Patricia Gioscia</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Jen Newberg</td>
<td>8th Grade Teacher</td>
</tr>
<tr>
<td>Cami Strand-Crowe</td>
<td>Teacher Coach</td>
</tr>
<tr>
<td>Anthony DeJulio</td>
<td>6th Grade Teacher</td>
</tr>
<tr>
<td>Lindy Bachman</td>
<td>7th Grade Teacher</td>
</tr>
<tr>
<td>Mari Holt</td>
<td>ELL Teacher</td>
</tr>
<tr>
<td>Heather Wall</td>
<td>SOTR Teacher</td>
</tr>
<tr>
<td>Joseph Karwin</td>
<td>Enrichment Teacher</td>
</tr>
<tr>
<td>Joseph Buchinger</td>
<td>Sped Teacher</td>
</tr>
</tbody>
</table>

**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.

1) Date the Plan was presented to SAC for review: **3-14-2019**

2) Signature of Principal: [Signature]

3) Signature of SAC Chairperson: [Signature]

4) Additional SAC members who reviewed the plan:
   - Christy Marry
   - Pat Claman
   - Ryan Sherman
   - Chris Logsdon
   - Heather Wall
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 area 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](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**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Kyner</td>
<td>Principal</td>
<td>4350 Centerville Drive, Colorado Springs CO 80922</td>
</tr>
<tr>
<td>Carolyn Leyes</td>
<td>Assistant Principal</td>
<td>4350 Centerville Drive, Colorado Springs CO 80922</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Prior Year Target</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior Year Target</td>
<td>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.</td>
</tr>
</tbody>
</table>

Current Performance

- **Review of current performance:**

  Data from DIBELS and CMAS - 2017-18

  The two assessment measures that we analyzed for academic achievement and growth included DIBELS composite scores and CMAS for mathematics and English language Arts.
Our DIBELS data includes grade levels kindergarten through 5th grade composite scores. Our 2016-17 overall achievements of students attaining the end of year benchmark were 86%. Overall benchmark composite score growth during the 2016-2017 school year, showed a 16% increase from beginning to end of the year.

In comparing school year 2016-17 to 2015-16, we attained a decreased percentage of students falling into the benchmark category at the end of the year, showing a 19% increase at the end of 2015-16 in comparison to a 16% increase from 2016-17.

In reference to students who were performing "well below" benchmark in their DIBELS composite scores, school year 2016-17 showed a decrease from 17% of our students falling into the well below benchmark category from beginning of the year to 8% of students falling into WB benchmark category at the end of school year 2016-17. The change in percentage points decreased by 9% of our students falling into the well below benchmark category. In comparison to the previous school year, 2016-17, our decrease went from 11% to 9% of students moving out of the well below benchmark category.

The CMAS results arrived at the school level in August of 2018. Our 3rd, 4th, and 5th graders scored at or above both the district and state level averages in both content areas of math and ELA. The scaled score of 750 and above indicates the student has "met" or exceeded" the content assessment expectations. The scale score of 750 equals to 88% on the CMAS cut scores.

Our ELA scaled scores from spring 2018: in 3rd grade was 771 and 747.5 in 2017, in 4th grade 756 in 2018 and 749.5 in 2017, and in 5th grade 750, which increased from 748.2 in 2017.

Our math scaled scores from the spring of 2018 CMAS in 3rd grade was 764, which increased from 757.6 in 2017 PARCC, 4th grade was 750, which stayed the same from 750 in 2017, and 5th grade was 749 increasing from 744, in 2017.

In addition, our 5th grade students had a scale score of 637 from the 2018 administration of the CMAS assessment.

In conclusion, the data at Springs Ranch Elementary shows positive progress in DIBELS and CMAS. Both academic achievement and growth data provide our school with insights to our overall instructional delivery.

**Participation Percent 2017**

Our participation rate was 98.5% in CMAS ELA in 2018.

Our participation rate was 98.9% in CMAS Math in 2018.

Our participation rate was 97.5% in CMAS Science in 2018.

**School Performance Framework (SPF) from 2017-2018**

**Student Academic Achievement** – Our overall 2018 School Performance Framework indicates that we earned a Performance Plan rating scoring 72.3/100. This is up from the previous school year where our rating was performance Plan with a score of 57.4/100.

Our Academic Achievement rating for the 2018 indicates an "Exceeds" in both math and language arts and "Meets" for Science achievement. In the category of "Students with Disabilities" Springs Ranch had a rating of "Does Not Meet" in ELA and a rating of "Approaching" in math. In science, students in the category of "Free/
Reduced-Priced Lunch” had a rating of "Approaching" as well. Our mean scale score for English language arts was 758.4, math was 754.3, and science was 637.

**Student Academic Growth** – Springs Ranch Elementary earned a "Meets" rating for overall Academic Growth. This is up from the previous year’s rating of "Approaching."
Specifically, in ELA we earned an "Approaching" rating with a median growth percentile of 46.0. This is a slight increase from the previous year’s median growth percentile of 44.5. The group "Minority Students" received an "Approaching” rating in ELA as well as math. All other subgroups earned a rating of "Meets."
Our overall rating for academic growth in the area of math was "Meets" with a median growth percentile of 53.0. This is an increase from 47.0 in 2017. Though the median growth percentile for "Minority Students” increased from 47.5 to 49.5 are growth rating was still "Approaching."

We will continue to monitor our growth in these areas. Our teachers provide instruction based on Colorado State Standards, and are taught the expectations of the assessments throughout the school year. They practice on computers, using the technology that is used with the actual assessments, so that this is not a surprise, and so they can move throughout the assessment with ease within the actual technology. This way, they can focus on the content and their knowledge.

**Student Academic Achievement/CMAS trends from 2016-17 - Reading and Math** achievement met state expectations. English language arts has been generally flat in regards to achievement and growth. In math, we have seen better achievement and growth.
**Science** achievement met state expectations using the Colorado Measures of Academic Success data.

**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.

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

Minority students are having a decreasing trend in ELA and math as evidence by median growth percentile rate as evidence on the School Performance Framework. ELA 2016-2018: 51.0, 44.5, 43.0 Math 2016-2018: 62.0, 47.5, 49.5

Root Causes

**Priority Performance Challenge: Significant Reading Deficiency**
7% of our students have been identified with a Significant Reading Deficiency

**Root Cause: Interventions**
Our intervention program, Sonday, lacked a fidelity of implementation and was used more as a resource. Groupings were not entirely deficit based, and did not include a decodable text.

**Priority Performance Challenge: ELA Adequate Growth**
Overall Academic growth was not met in English Language Arts, earning a percentile ranking of 46%, falling in the category of “Approaching” according to state expectations.

Root Cause: Lack of universal/core program
Our building has not utilized a core literacy program since the introduction of Treasures. This program is not used consistently and the texts lack the proper lexile and complexity needed for our current standards.

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

Significant Reading Deficiency (SRD) has been selected for the district focus of Primary Literacy. We want to continue to focus on this and decrease the amount of students who are identified with an SRD. We have introduced the SIPPS reading intervention system. Our master schedule continues to have an intervention time embedded in grade level literacy blocks. During the intervention block, grade levels receive support from several interventionists including our instructional paraprofessional, reading interventionist, resource teachers, and gifted and talented teacher to allow for small intensive intervention groups for explicit instruction. The Master Schedule reflects reading blocks that consist of 120 minutes or more in each grade level. We are working to ensure adherence to the schedule and ensure that our interventions are focus and targeted to the needs of the specific students. We have also implemented an on-site tutoring program, where students in primary grade levels are receiving an additional pull out intervention group during the school day in addition to the tutoring sessions we have implemented outside of school hours for both primary and intermediate students who are on a READ Plan.

Our teachers have been provided with additional resources to fully understand the CMAS assessment structure and skills that students need to be consecutively successful making adequate growth on the standardized assessment. Newly released resources are provided to the assessed grade levels during Professional Learning community discussions for their instructional approach.

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

Using DIBELS data, we have more students beginning the year below benchmark and an explicit systematic research-based intervention program is needed that will meet the needs of our at-risk students. The SIPPS intervention program meets the criteria defined and vetted by CDE to include all the core early literacy components; phonology, phonics, sight words, encoding and connected text. Interventionists and grade level teachers need training in the components of effective literacy intervention instruction utilized by SIPPS as well as ongoing guidance in determining reading skill deficits through advanced screeners. Care will be taken to assure SIPPS is implemented with fidelity so students will gain mastery through intensive exposure and frequency. Grade level data teams will meet every six weeks to determine progress and adjust group members and targets. Our systematic progress monitoring schedule will continue to support the timely tracking of student progress and give classroom teachers information to support students in small groups and the general classroom.
While our CMAS ELA data showed growing levels of achievement, our growth data did not. We have witnessed an erosion of growth across grade levels and see a downward trend. As a building, we have not utilized a core literacy program since the introduction of Treasures approximately 8 years ago. A handful of teachers still use portions of the program, but it is largely used as a resource. Observational data shows most teachers 3rd-5th use social studies and science textbooks to teach reading that lack the complexity of text associated with current standards. Writing tasks and products are not aligned to complex texts and writing often taught as a "stand alone" subject. An integrated, aligned literacy program grades K-5th will provide the integration of reading and writing; complex texts to increase rigor, common assessments and a guaranteed, viable curriculum.

Professional development will be essential for program success. As teachers are not used to implementing a program with integrity, the "why" (data and benefits) behind the program is needed. In addition, continued ongoing PD should target literacy instruction best practices so teachers can identify within the program those strategies and routines that yield the highest learning methods.

### Action Plans

**Planning Form**

#### Professional Learning Communities and Visible Learning

**What would success look like:** Instructional teams will meet as a Professional Learning Community (PLC), focusing on data analysis and interventions. Visible Learning PD will be a major area 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**

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
</table>

Page 9 of 12
Grade level teams meet with administration on a bi-monthly basis to discuss data, interventions, intervention groups, and monitoring.

**Action Steps Associated with MIS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIPPS Training</td>
<td>Teachers implementing SIPPS intervention receive 3 hours of training in September. SIPPS intervention monitoring and support throughout the year</td>
<td>09/01/2018</td>
<td>SIPPS materials</td>
<td>Carolyn Leyes and selected staff implementing SIPPS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10/01/2018</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visible Learning</td>
<td>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.</td>
<td>07/12/2017</td>
<td>Sean Dorsey, Jim Kyner, Carolyn Leyes, VL team</td>
<td>Partially Met</td>
</tr>
<tr>
<td></td>
<td></td>
<td>05/31/2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quarterly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action Steps Associated with MIS**
### 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional development</td>
<td>07/27/2017 - 05/31/2019</td>
<td>Visible Learning workbooks, textbooks, planning templates, artifacts.</td>
<td>Sean Dorsey Jim Kyner Carolyn Leyes</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

### 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**

**Action Steps Associated with MIS**

**School Target Setting**

**Priority Performance Challenge : Significant Reading Deficiency**

**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** R
2018-2019: 10% or less of students at SRES will be well below benchmark according to Dibels end of year data.

2019-2020:

INTERIM MEASURES FOR 2018-2019: Dibels Progress Monitoring

Priority Performance Challenge: ELA Adequate Growth

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

2018-2019: 83%-93% of SRES students will make their Pathways of Progress growth goal.

2019-2020:

INTERIM MEASURES FOR 2018-2019:

ANNUAL PERFORMANCE TARGETS

2018-2019: Students will increase Median Growth Percentile rate to 58.0 from 53.0 according to CMAS growth report.

2019-2020:
School Accountability Committee UIP Signature Page 2018-2019

School: Springs Ranch Elementary

Accreditation Rating (Plan Type__Performance__)

<table>
<thead>
<tr>
<th>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</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim Kyner</td>
<td>Principal</td>
</tr>
<tr>
<td>Carolyn Leyes</td>
<td>Asst. Principal</td>
</tr>
<tr>
<td>Robin Gaisford</td>
<td>Admin Secretary</td>
</tr>
<tr>
<td>Linda Shabeck</td>
<td>Attendance Secretary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Accountability Committee:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Date the Plan was presented to SAC for review: November 6, 2018</td>
</tr>
<tr>
<td>2) Signature of Principal: James E. Kyner</td>
</tr>
<tr>
<td>3) Signature of SAC Chairperson: Jennifer Wynkoop</td>
</tr>
<tr>
<td>4) Additional SAC members who reviewed the plan: Mariana Lewis, Rebecca Floyd, Diamond Dunn, Michelle Bolander, Jane Broekelman</td>
</tr>
</tbody>
</table>
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.
<table>
<thead>
<tr>
<th><strong>ENHANCE CULTURE OF COLLEGE AND CAREER READINESS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> 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.</td>
</tr>
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<tr>
<th><strong>Then we will address...</strong></th>
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<table>
<thead>
<tr>
<th><strong>VIRTUAL MODEL OF IEP SERVICES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> Virtual models of IEP services has not produced enough academic results. Services are inconsistent due to attendance and engagement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>INSUFFICIENT PROFESSIONAL DEVELOPMENT TO ADDRESS NEEDS OF THIS POPULATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> Teachers have not had deep training in trauma-informed instruction as well as equity-based instructional models.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>EARLY IDENTIFICATION OF GAPS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> Systemic delays in interim benchmark testing to determine learning gaps and appropriate interventions have reduced instructional time to improve student achievement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>STUDENT RETENTION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> Retention of students over two years periods has impacted long term achievement due to transfer rates at secondary levels of nearly 62%</td>
</tr>
</tbody>
</table>
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](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**
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 Illuminate 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. |
<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Prior Year Target:</td>
<td>Increase the School Mean Scale Score Percentile Rank by 10 points at each level (elementary, middle, high)</td>
</tr>
<tr>
<td>Performance:</td>
<td>The target was met at Middle School and High school but not elementary</td>
</tr>
<tr>
<td>Prior Year Target:</td>
<td>All K-5 students will have in building core instruction utilizing Reading Horizons. They will utilize the Pathblazers mastery based curriculum at home.</td>
</tr>
<tr>
<td>Performance:</td>
<td>Current Performance Mean Score is 741.3- This needs to be increased by 10 points each year.</td>
</tr>
</tbody>
</table>
| Prior Year Target: | Change from progress based curriculum to mastery based curriculum K-12  
Increased need for PD around mastery based learning  
Additional time needed to learn ins and outs of new curriculum |
| Performance: | There was a 92% completion rate in all mastery-based coursework. This indicator is a 70% or better on all course work and assessment. |

**ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:**

Based on our 16-17 DIBELs data, our students meeting or exceeding benchmark from BOY-EOY went from 67% to 80%. While we made significant growth, we fell short of our goal of 82%.

**PERFORMANCE INDICATOR: POSTSECONDARY & WORKFORCE READINESS**

| Prior Year Target: | Score at or above the state average composite score on the SAT. |
| Performance: | SSAE outperformed the state but not the district. |
| Prior Year Target: | Continued in building SAT focused vocabulary and math instruction  
Increased rigor in building and via new Edgenuity curriculum  
SAT/PSAT prep practice courses delivered by SSAE teachers |
| Performance: | These strategies happened but there is not a data metric to address. |
POSTSECONDARY & WORKFORCE READINESS REFLECTION:

We have made significant progress toward graduation requirements and will continue to focus on systems needed to achieve the increase in ACT and postsecondary enrollments.

With the state changing to the SAT, we fell short of 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.
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 have not produced enough academic results. Services are inconsistent due to attendance and engagement.

Priority Performance Challenge: Free and Reduced Students are performing similar to Students with Disabilities
SSAE students consistently come to our school with learning gaps that are a reflection of excess school movement and significant habits related to effective schooling.

Root Cause: Insufficient Professional Development to address needs of this population
Teachers have not had deep training in trauma-informed instruction as well as equity-based instructional models.

Root Cause: Early Identification of Gaps
Systemic delays in interim benchmark testing to determine learning gaps and appropriate interventions have reduced instructional time to improve student achievement.

Priority Performance Challenge: Academic Achievement
While Springs Studio students are now meeting or exceeding academic growth expectations as measured by CMAS, we still fall short of meeting and/or exceeding academic achievement in all areas. High School Science is "Approaching+ based on the 2018 SPF.

Root Cause: Early Identification of Gaps
Systemic delays in interim benchmark testing to determine learning gaps and appropriate interventions have reduced instructional time to improve student achievement.
Root Cause: Student Retention
Retention of students over two years periods has impacted long term achievement due to transfer rates at secondary levels of nearly 62%.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:
In alignment with District 49 goals and initiatives, we are focused heavily on literacy and post-secondary readiness targets. Our resources and energies are being focused on the process and procedures associated with addressing the needs of students in sub-groups. With such a mixed population of new and returning students, our focus must be shifted to early screening and effective interventions directed at the growth in ELA and Math.

At HS, we tend to enroll a significant percentage of students who've had struggles or have been unsuccessful in traditional schools. These students often come to us with significant gaps in their learning. More effective tier two and tier three interventions will be necessary to address their learning gaps. With steady increases in growth, our academic achievement will improve as measured by CMAS.

Provide a rationale for how these Root Causes were selected and verified:
These root causes were selected based on strategic planning for District 49 with a heavy emphasis on early literacy and post secondary readiness. Additionally, we disaggregated 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
Describe the research/evidence base supporting the strategy: John Hattie's Visible Learning Research identified that Response to Intervention (MTSS) has an (effect size = 1.07) and is one of the top three instructional strategies to move students beyond one year of learning in one year and past the 50th MGP.

Associated Root Causes:

Early Identification of Gaps:
Systemic delays in interim benchmark testing to determine learning gaps and appropriate interventions have reduced instructional time to improve student achievement.

Virtual Model of IEP Services:
Virtual models of IEP services has not produced enough academic results. Services are inconsistent due to attendance and engagement.

Implementation Benchmarks Associated with MIS

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/ Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Cohort Meetings</td>
<td>We will establish by-monthly cohort meetings to review and address student academic, behavior and SEL needs and align to growth.</td>
<td>09/15/2018 05/28/2021 Monthly</td>
<td>Teachers</td>
<td>Partially Met</td>
</tr>
<tr>
<td>Add tier three intervention for ELA- Language Live</td>
<td>All students not meeting benchmarks will be enrolled in ELA support courses with Language Live.</td>
<td>01/14/2019 05/25/2019 Weekly</td>
<td>Teachers and Zone Instructional Coach</td>
<td>Partially Met</td>
</tr>
</tbody>
</table>
We will use four assessment windows to better monitor and track student growth throughout the year to better predict and monitor outcomes.

### Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Academic Behavior Cohort Meetings</td>
<td>Each teacher and support coach is aligned to a grade level to progress monitor academic behaviors. Cohorts will identify academic 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.</td>
<td>09/14/2018 - 05/29/2020</td>
<td>Time and collaboration around data.</td>
<td>Cohort Lead and Student Support Coach.</td>
<td></td>
</tr>
<tr>
<td>Increase Intervention Time for Students on Campus</td>
<td>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.</td>
<td>08/01/2019 - 05/29/2020</td>
<td>Changes to building schedule. Auick and accessible data for reading, writing and math.</td>
<td>Math and ELA teachers, Admin and Interventionists.</td>
<td></td>
</tr>
<tr>
<td>Equity in Access for Technology</td>
<td>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.</td>
<td>08/01/2019 - 05/29/2020</td>
<td>Technology and Money</td>
<td>Admin and Support staff.</td>
<td></td>
</tr>
</tbody>
</table>
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 Institute 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

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers trained in PBL Gold Standard Models.</td>
<td>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.</td>
<td>02/04/2019 - 04/12/2019 (Quarterly)</td>
<td>Josh Wixom, David Knoche, Rochelle Kolhouse</td>
<td>Gold Standard Models.</td>
</tr>
<tr>
<td>Each teacher will be required to complete a PBL for each of their courses</td>
<td></td>
<td>08/01/2019</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Minimum of One PBL per Semester. These will be aligned with the on campus instructional days and will complement standards removed from the online curriculum.

**Action Steps Associated with MIS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive Professional Development around PBL Model</td>
<td>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.</td>
<td>02/04/2019 - 04/05/2019</td>
<td>Schoology Course</td>
<td>Josh Wixom, Dave Knocche</td>
<td>Complete</td>
</tr>
<tr>
<td>Capstone Expectation for All Core Courses</td>
<td>All PBL's will be shaped around a Capstone model for all core courses.</td>
<td>05/01/2019 - 05/29/2020</td>
<td>Schoology D49 Capstone Guidelines</td>
<td>Dave Knocche, Josh Wixom</td>
<td>Complete</td>
</tr>
<tr>
<td>Master Schedule will include Collaboration for Planning</td>
<td>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.</td>
<td>08/01/2019 - 05/29/2020</td>
<td>Buck Institute Critical Friends Protocols</td>
<td>Dave Knocche, Josh Wixom</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

---

**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:** The 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**

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students have You Science Profile</td>
<td>Each student will take and have a you Science profile to aid in pathway development and career exploration. This will be reviewed quarterly.</td>
<td>09/07/2018 - 05/28/2021 (Quarterly)</td>
<td>Counselors</td>
</tr>
<tr>
<td>Career Cluster Aligned Electives and Exploratory Courses</td>
<td>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.</td>
<td>03/13/2019 - 05/29/2019 (Quarterly)</td>
<td>Counselors</td>
</tr>
</tbody>
</table>

**Action Steps Associated with MIS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/01/19</td>
<td>You Science Subscription</td>
</tr>
<tr>
<td>05/28/21</td>
<td>Counselors Admin</td>
</tr>
</tbody>
</table>

### Implement Career Planning and Exploration Courses led by Counselors

Counseling staff will facilitate career planning and exploration courses aligned to You Science.

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/01/19</td>
<td>Edgenuity Courses</td>
</tr>
<tr>
<td>03/11/19</td>
<td>Counselor supplemental materials: Speakers, Shadowing, Tours etc...</td>
</tr>
<tr>
<td></td>
<td>Admin Counselors</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/01/19</td>
<td>We have everything we need.</td>
</tr>
<tr>
<td>05/29/20</td>
<td>Jen Aubain, Counselors</td>
</tr>
</tbody>
</table>

### School Target Setting

**Priority Performance Challenge: Increasing MGP scores for Students with Disabilities**

**Performance Indicator:** Academic Growth
MEASURES / METRICS: ELA

**ANNUAL PERFORMANCE TARGETS**

**2018-2019:** Increase MGP as measured by Star 360 to 30th percentile in ELA - APPROACHING

**2019-2020:** Increase MGP as measured by Star 360 to 50th percentile in ELA - MEETS

**INTERIM MEASURES FOR 2018-2019:** Language Live Interventions for tier 3 Students MyPathway for Tier 2 Students 3 Full Think Cerca's Completed

**PERFORMANCE INDICATOR:** Academic Growth

MEASURES / METRICS: M

**ANNUAL PERFORMANCE TARGETS**

**2018-2019:** Increase MGP as measured by Star360 to 15th percentile in Math - APPROACHING

**2019-2020:** Increase MGP as measured by Star360 to 30th percentile in Math - APPROACHING

**INTERIM MEASURES FOR 2018-2019:** Star36o Aleks Math

**Priority Performance Challenge:** Free and Reduced Students are performing similar to Students with Disabilities

**PERFORMANCE INDICATOR:** Academic Growth

MEASURES / METRICS: ELA

**ANNUAL PERFORMANCE TARGETS**

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

**2019-2020:** Increase MGP as measured by Star360 to 50th percentile in ELA - Approaching

**INTERIM MEASURES FOR 2018-2019:** Star360, My Pathway. Language Live and Think Cerca

**PERFORMANCE INDICATOR:** Academic Growth

MEASURES / METRICS: M
<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
<th>2018-2019: Increase MGP as measured by Star360 to 15th percentile in Math-Approaching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2019-2020: Increase MGP as measured by Star360 to 30th percentile.</td>
</tr>
</tbody>
</table>

**INTERIM MEASURES FOR 2018-2019:** Star 360 Math and SAT Prep Courses

---

**Priority Performance Challenge : Academic Achievement**

**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** S

<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
<th>2018-2019: Increase mean science score to 50th percentile rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2019-2020: Increase mean science score to 60th percentile rank</td>
</tr>
</tbody>
</table>

**INTERIM MEASURES FOR 2018-2019:** Star 360, Think Cerca

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**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** M

<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
<th>2018-2019: Average PSAT score composite higher than D49</th>
</tr>
</thead>
</table>

**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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School Accountability Committee:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAVID KNOCHE</td>
<td>EXECUTIVE PRINCIPAL</td>
<td>1) Date the Plan was presented to SAC for review: 2-12-19; FINALIZED 3-16-19</td>
</tr>
<tr>
<td>ADAM BRAELA</td>
<td>ASSISTANT PRINCIPAL</td>
<td></td>
</tr>
<tr>
<td>LORI HALL</td>
<td>TEACHER</td>
<td>2) Signature of Principal:</td>
</tr>
<tr>
<td>JENNY OLSON</td>
<td>TEACHER</td>
<td></td>
</tr>
<tr>
<td>JENNIFER AUBAIN</td>
<td>TEACHER</td>
<td>3) Signature of SAC Chairperson:</td>
</tr>
<tr>
<td>AMANDA PETHTEL</td>
<td>COUNSELOR</td>
<td></td>
</tr>
<tr>
<td>LAURA ISAKSON</td>
<td>SPED TEACHER</td>
<td>4) Additional SAC members who reviewed the plan:</td>
</tr>
<tr>
<td>DANIELLE EDWARDS</td>
<td>PARENT</td>
<td>CHEVETTE MOONEY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LAURA DE LAGARZA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TARA ROUTSIS</td>
</tr>
</tbody>
</table>


Executive Summary

If we...

49 PATHWAYS

Description:

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

MAJOR IMPROVEMENT STRATEGY: EFFECTIVE TEACHING IN EVERY CLASSROOM (HRS LEVEL 2)

Description:
Increasing student achievement via data collection and analysis using PSAT/SAT quantitative data and qualitative data from HRS surveys in order to improve instruction, assessment and accountability (administration, teachers and students) leading to the academic growth of all students and achieving HRS level 2 certification.

CAPTURING KIDS HEARTS (CKH)

Description:
In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based on CKH.

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

Improve Plan Information

Improve Plan Information

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

☑ State Accreditation

School Contact Information

Name: Bruce Grose
Mailing Street: 6888 Black Forrest Rd.
Phone: (719) 494-8805
Name: Elaine Charney
Mailing Street: 6888 Black Forrest Rd
Phone: (719) 494-8806

Title: Principal
Mailing City / State / Zip Code: Colorado Springs CO 80923
Email: bgrose@d49.org
Title: Assistant Principal
Mailing City / State / Zip Code: Colorado Springs CO 80923
Email: eschoen@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis
Team Members: The Vista Ridge High School Improvement Team consists of Campus Administration, SAC, and Wolf Council.

Stakeholder Involvement: The completed UIP document and accompanying data will be presented to and reviewed by Wolf Council (school leadership including school administration) on __________ and formally presented to the Vista Ridge School Accountability Committee on __________ . Department chairs and building representatives are expected to disseminate the information to the remainder of the staff.

Demographics: Vista Ridge High School is located in Eastern Colorado Springs, in Falcon School District 49. According to CDE, in the 2017-2018 school year, the total student population was 1600. The ethnic breakdown was: Caucasian 63.7%, Hispanic 17.4%, Asian 5.3%, African American 11.2%, two or more races 1.4%, Pacific Islander .2% and Native American .4%.

Graduation Rates: Total 12th grade students: 249, Total Graduated: 236, Total percentage graduated:96.8%.

Relevant Data Analysis:
Data Used: ACT Aspire, CDE Accountability Website, Alpine Achievement and ACT profile report.

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

Current Performance

- Vista Ridge High School had an overall Achievement rating of Approaching, the same as the prior year, with one or more achievement ratings not meeting the states expectations. In the area of ELA, Vista Ridge had an overall rating of Approaching, which was the same as last year.

Vista Ridge High School had an overall Academic Achievement rating of Approaching. Vista Ridge received an overall rating of Approaching in the area of CP PSAT Reading and Writing. In the area of ELA, both Free/Reduced Lunch and Minority Students achieved an Approaching rating. The participation rates were at the 95% participation rate needed by the state in both areas of Free/Reduced Lunch and Minority Students. The mean scores of both areas were slightly lower than 2017. In the area of Students with Disabilities had a lower participation rate with 64.5% and a mean score of 385.6 which puts the overall rating of Does Not Meet.
In the area of Academic Achievement, Vista Ridge High School had an overall rating of Approaching in the area of CO PSAT Math. In the area of both Free/Reduced Lunch and Minority Student achieved an Approaching rating. In the areas of Free/Reduced Lunch and Minority Students the participation rate was at
the 95% participation rate. In the area of Students with Disabilities, the participation rate was slightly lower than the needed 95% participation rate which sets the rating at Does Not Meet. In the area of CMAS Science, all areas were rated Does Not Meet. Due to the low participation rates in Free/Reduced Lunch, Minority Students and Students with Disabilities, the ratings were low.

In the area of Academic Growth, Vista Ridge High School received an overall rating of Approaching which was up from 2017 from Does Not Meet. In the area of CO PSAT/SAT Reading and Writing, students who are Free/Reduced Lunch received a Does Not Meet rating and Minority Students received an Approaching rating. In the area of CO PSAT/SAT Math received an overall rating of Meets which is up from Approaching in 2017. Free/Reduced Lunch students received a Meets rating and Minority Students received an Approaching rating.

Vista Ridge High School had an overall Postsecondary and Workforce Readiness rating of Approaching with all PWR sub indicators ratings meeting state expectations. In Matriculation, Vista Ridge maintained an Approaching rating from last year, gaining slightly in all areas including 2 Year Higher Education Institution, 4 Year Higher Education Institution and Career and Technical Education. For the Graduation indicator, in both Free/Reduced Price Lunch Eligible and Minority Students received a Meets rating.

### Trend Analysis

**Trend Direction:** Stable

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

Reading: According to the SPF (1 year), the overall rating for Vista Ridge High School was Approaching, which was the same as 2017. There was an increase in ELA on CMAS, on the overall mean score: 2017=465.4 and 2018=454.4. In each subcategory: Free/ Reduced Price Lunch Eligible: 2017=449.5 and 2018=424.1 Minority Students: 2017=448.8 and 2018=444.1 Students with Disabilities: 2017=692 and 2018=385.6 Math: According to the SPF (1 year), the overall rating for Vista Ridge High School was Approaching, which was the same rating as 2017. The mean score overall in 2017=725.2 and 2018=437.5. In each sub category increased: Free/ Reduced Price Lunch Eligible: 2017=718 and 2018=420.9 Minority Students: 2017=723.2 and 424.9 Students with Disabilities: 2017=708.1 and 2018=374.8 CMAS Science: According to the SPF (1 year), the overall rating for Vista Ridge High School was Approaching which was the same rating as 2017. In each sub category increased: Free/ Reduced Price Lunch Eligible: 2017=503.9 and 2018=559.1 Minority Students: 2017=551.2 and 2018=550.3 Students with Disabilities: 2017= - and 2018=445.4
**Trend Direction:** Increasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Academic Growth

Reading: According to the SPF (1 year), the overall rating was Approaching which is up from 2017. The overall mean score in 2017=15.5 and 2018=45.5 English Learners: 2016=no score and 2017=13 Free/ Reduced Price Lunch Eligible: 2016=12.5 and 2017=12 Minority Students: 2016=15.5 and 2017=15 Students with Disabilities: 2016=ns and 2017=ns

**Trend Direction:** Stable  
**Notable Trend:** Yes  
**Performance Indicator Target:** Postsecondary & Workforce Readiness

The rating for the SAT ERW was an overall rating of Approaching which was the same as 2017. The rating for the SAT Math was an overall rating of Approaching which was the same as 2017. In Matriculation: 2 Year-Higher Education Institution: 2016=20 and 2017=20.8 4 Year-Higher Education Institution: 2016=30 and 2017=32.6 Career and Technical Education: 2016=7 and 2017=4.4

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

Math: According to the 1 year Performance Framework, the overall rating in Math was Approaching which was the same as 2016. The overall mean score in 2016=35 and 2017=36.5. English Learners: 2016=ns and 2017=36.5 Free/ Reduced Price Lunch Eligible: 2016=38 and 2017=39 Minority Students: 2016=35 and 2017=38 Students with Disabilities: 2016=684 and 2017=692

---

**Root Causes**

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

The following have been picked as challenges because Vista Ridge would like to raise to a Meets level in both Math and ELA under both Academic Achievement and Academic Growth.

In English, Vista Ridge has placed a higher priority on writing. At all levels, the English curriculum was split into semester long focuses: one semester of literature and one semester of composition and writing. Also as a support to our Students with Disabilities and ELL students, there is a new priority on
Reading classes and intensive intervention.

In Math, Vista Ridge has placed a high priority on developing a more cohesive math curriculum and a focus on student engagement. They continue to analyze data and identifying the root causes for their scores. The teachers in the Math Department will use PLC time to analyze student data, common assessments, and collaborate towards building and refining the math curriculum.

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

As a school, it is important for all stakeholders to understand the root causes for the lack of performance in the areas of reading and math. Cohesively, the following root causes have been identified in the areas of writing and math:

In ELA, our school is working towards consistency across curriculums that monitor academic growth, appropriate differentiated instruction, and planning questioning to promote higher depths of knowledge and comprehension capabilities.

In addition, our school is working toward systemic implementation of the instructional framework, core curriculum, and direct instruction that promotes content mastery in the area of math.

Vista Ridge High School is continuing focus on ensuring effective data collection and evaluation as part of a cycle of curricular development, assessment, evaluation and accountability for all students.

**Additional Narrative / Conclusion**

After increased communication with parents about the importance of testing and creating an incentive program around the ACT, we were able to raise the participation level for testing to more than 95% which meets the state expectation for testing participation.
<table>
<thead>
<tr>
<th>Column1</th>
<th>Column2</th>
<th>Column3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Name</td>
<td>Role</td>
<td>Signature</td>
</tr>
<tr>
<td>Jay Sprenger</td>
<td>Parent</td>
<td>Jay Sprenger</td>
</tr>
<tr>
<td>WAYNE SRENGER</td>
<td>Parent</td>
<td>Wayne Sprenger</td>
</tr>
<tr>
<td>Donna Allen-Wells</td>
<td>Staff Member</td>
<td>Donna Allen-Wells</td>
</tr>
<tr>
<td>Edward Williams</td>
<td>Parent</td>
<td>Edward Williams</td>
</tr>
<tr>
<td>Destiny Williams</td>
<td>Parent</td>
<td>Destiny Williams</td>
</tr>
<tr>
<td>DeDe Britle</td>
<td>Chair</td>
<td>DeDe Britle</td>
</tr>
<tr>
<td>Margaret Jurek</td>
<td>Teacher</td>
<td>Margaret Jurek</td>
</tr>
<tr>
<td>CAROLINE CLARK</td>
<td>Parent</td>
<td>Carol CLARK</td>
</tr>
<tr>
<td>Bruce Gear</td>
<td>Principal</td>
<td>Bruce Gear</td>
</tr>
<tr>
<td>Sharon Smith</td>
<td>NAAC Rep</td>
<td>Sharon Smith</td>
</tr>
</tbody>
</table>
Executive Summary

If we...

QUALITY CORE INSTRUCTION

Description:
Ensuring alignment between ELA curricular resources and state standards, strengthened PLC process, and implementation of personalized learning opportunities within core content.

INTERVENTIONS

Description:
Provide research-based targeted interventions and professional development in supporting individual student needs.
### PROFESSIONAL DEVELOPMENT- MATH

**Description:**
Increase knowledge of effective instructional practices in mathematics.

---

**Then we will address...**

### MATH PD

**Description:**
Lack of professional development in effective instructional strategies in mathematics and in mathematical practices.

---

### ELA PD

**Description:**
Lack of ongoing professional learning in reading instructional practices and supporting specific individual student needs.

---

### MATH INTERVENTION

**Description:**
Lack of a comprehensive and intensive math intervention program

---

### PERSONALIZING LEARNING OPPORTUNITIES

**Description:**
Lack of providing personalized learning opportunities for individual students based on needs.

---

**Then we will change current trends for students**

### STUDENTS WITH DISABILITIES- ELA GROWTH
Description:
Students with disabilities have not demonstrated adequate growth in ELA.

STUDENTS WITH DISABILITIES- MATH GROWTH

Description:
Students with disabilities have not demonstrated adequate growth in math.

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

Improvement Plan Information

Additional Information about the school

Improvement Plan Information

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

✔ State Accreditation

School Contact Information

Name: Angela Rose  
Mailing Street: 8308 Del Rio Rd.  
Phone: (719) 495-5500

Name: Bethany Stegman  
Mailing Street: 8308 Del Rio Rd.  
Phone: (719) 495-5500

Title: Principal  
Mailing City / State / Zip Code: Peyton Colorado 80831  
Email: arose@d49.org

Title: Assistant Principal  
Mailing City / State / Zip Code: Peyton Colorado 80831  
Email: bstegman@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis
Woodmen Hills Elementary school is located in Eastern El Paso County in Falcon School District 49. We are a public elementary school servicing approximately 585 students in grades PreK-5. Woodmen Hills Elementary, a neighborhood school, educates and empowers the whole child to thrive through quality instruction, meaningful relationships and high expectations. Students are inspired to collaborate and use their unique traits to positively impact our community. As a Healthy School Champion, WHES has a commitment to educating the whole student. We embraced our communities values and expanded efforts to develop healthy and productive children. Parent and community partnerships are integral to our success.

Woodmen Hills Elementary is a "Performance” school. We "meet” in Academic Achievement and in Academic Growth. Our school improvement team looked at 4 years of performance data as we evaluated trends. These trends were then validated using local data.

---

### Prior Year Targets

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

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATOR: ACADEMIC GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prior Year Target:</strong> 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.</td>
</tr>
<tr>
<td><strong>Performance:</strong></td>
</tr>
<tr>
<td><strong>Prior Year Target:</strong> 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.</td>
</tr>
<tr>
<td><strong>Performance:</strong></td>
</tr>
</tbody>
</table>

### ACADEMIC GROWTH REFLECTION:

Our goal was to increase the median growth percentile for students with disabilities in ELA by 5 points for an MGP of 41. This target was met. We increased the MGP from 36 to 47 for an increase of 11 points. We also aimed to increase the MGP for students with disabilities in Math by 5 points for an MGP of 41. This target was not met. We increased by 3.5 points for a 2018 MGP of 36.5.

### Current Performance

---
**Academic Achievement Summary**

Based on the 2018 one-year SPF, Woodmen Hills Elementary School meets state expectations in academic achievement in ELA, Math, and Science.

The tables below display longitudinal results by grade level for ELA, Math, and Science.

### ELA

<table>
<thead>
<tr>
<th>CMAS Results</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Did Not Meet</td>
<td>11</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>% Partially Met</td>
<td>18</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>% Approached</td>
<td>27</td>
<td>27</td>
<td>26</td>
</tr>
<tr>
<td>% Met</td>
<td>40</td>
<td>41</td>
<td>32</td>
</tr>
<tr>
<td>% Exceeded</td>
<td>4</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

### PARCC 2018 Met/Exceeded Compared to District and State

<table>
<thead>
<tr>
<th></th>
<th>WHES</th>
<th>D49</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>3ELA</td>
<td>35%</td>
<td>41%</td>
<td>41%</td>
</tr>
<tr>
<td>4ELA</td>
<td>57%</td>
<td>47%</td>
<td>46%</td>
</tr>
<tr>
<td>5ELA</td>
<td>48%</td>
<td>49%</td>
<td>48%</td>
</tr>
</tbody>
</table>

### Math

<table>
<thead>
<tr>
<th>CMAS Results</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Did Not Meet</td>
<td>8</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>% Partially Met</td>
<td>16</td>
<td>24</td>
<td>21</td>
</tr>
</tbody>
</table>
PARCC 2018 Met/Exceeded Compared to District and State

<table>
<thead>
<tr>
<th></th>
<th>WHES</th>
<th>D49</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>3MATH</td>
<td>36%</td>
<td>39%</td>
<td>39%</td>
</tr>
<tr>
<td>4MATH</td>
<td>29%</td>
<td>32%</td>
<td>34%</td>
</tr>
<tr>
<td>5MATH</td>
<td>42%</td>
<td>33%</td>
<td>35%</td>
</tr>
</tbody>
</table>

**Science**

<table>
<thead>
<tr>
<th>CMAS Results</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2015</td>
</tr>
<tr>
<td>% Partially Met</td>
<td>20</td>
</tr>
<tr>
<td>% Approached</td>
<td>39</td>
</tr>
<tr>
<td>% Met</td>
<td>38</td>
</tr>
<tr>
<td>% Exceeded</td>
<td>3</td>
</tr>
</tbody>
</table>

**Academic Achievement Disaggregated by Student Group**

Expectations for academic performance in ELA were not met for students with disabilities and were approaching for free/reduced lunch students. In math, students with disabilities did not meet expectations and were approaching for free/reduced lunch students. In ELA, the percentile rank for all students was 67 while students with disabilities had a percentile rank of 1. Similar trends were seen in mathematics with an overall percentile rank of 63 while students with disabilities had a percentile rank of 5.

**Academic Growth Summary**
The 2018 one-year SPF indicates that Woodmen Hills Elementary meets overall academic growth expectations.

**Academic Growth Disaggregated by Student Group**
Expectations for academic growth are approaching for students with disabilities in ELA. In ELA, the median growth percentile for all students was 53. Free/reduced lunch students had an MGP of 53, minority students had an MGP of 57, and students with disabilities had an MGP of 47. In Math, students with disabilities are approaching expectations for growth. In Math, the MGP for all students was 52.5. Free/reduced lunch eligible had an MGP of 57, minority students had an MGP of 52, and students with disabilities had an MGP of 36.5.

**DIBELS Early Literacy Data**

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

<table>
<thead>
<tr>
<th></th>
<th>15-16 EOY</th>
<th>16-17 EOY</th>
<th>17-18 EOY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>97%</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>First</td>
<td>65%</td>
<td>88%</td>
<td>81%</td>
</tr>
<tr>
<td>Second</td>
<td>80%</td>
<td>79%</td>
<td>81%</td>
</tr>
<tr>
<td>Third</td>
<td>90%</td>
<td>80%</td>
<td>87%</td>
</tr>
<tr>
<td>Fourth</td>
<td>96%</td>
<td>83%</td>
<td>82%</td>
</tr>
<tr>
<td>Fifth</td>
<td>81%</td>
<td>86%</td>
<td>79%</td>
</tr>
</tbody>
</table>

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**
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).

Students with disabilities are not demonstrating adequate growth as indicated by the 2018, 2017, and 2016 SPFs in Math. In 2016, students with disabilities approached growth expectations with a MGP of 48.5. In 2017, students with disabilities did not meet math growth expectations with a MPG of 33. In 2018, students with disabilities approached growth expectations with a MGP of 36.5.

**Root Causes**

**Priority Performance Challenge: Students with Disabilities- ELA Growth**
Students with disabilities have not demonstrated adequate growth in ELA.

- **Root Cause: Personalizing Learning Opportunities**
  Lack of providing personalized learning opportunities for individual students based on needs.

- **Root Cause: ELA PD**
  Lack of ongoing professional learning in reading instructional practices and supporting specific individual student needs.

**Priority Performance Challenge: Students with Disabilities- Math Growth**
Students with disabilities have not demonstrated adequate growth in math.

- **Root Cause: Math PD**
  Lack of professional development in effective instructional strategies in mathematics and in mathematical practices.
**Root Cause: Math Intervention**
Lack of a comprehensive and intensive math intervention program

**Root Cause: Personalizing Learning Opportunities**
Lack of providing personalized learning opportunities for individual students based on needs.

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

**Students with Disabilities- Gap in Achievement and Growth**
The 2016, 2017, and 2018 SPFs show that students with disabilities do not meet state expectations for academic performance in ELA and Math and are approaching in academic growth for ELA and Math.

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

Once priority performance challenges were established, the leadership team brainstormed explanations for performance challenges. The team sought to determine all possible causes of each performance challenge and ideas were sorted into natural themes. In the area of reading, there was a lack of ongoing/job-embedded professional development in the foundations of reading and serving students with significant reading deficiencies. While our students benefit from Burst intervention, many teachers lack a deep understanding of the literacy continuum and how to effectively analyze data to intervene. In mathematics, a lack of professional development in mathematical shifts and practices and supporting diverse student needs were identified as a root cause. While curriculum is now aligned to standards, there is a lack of targeted intervention support in mathematics outside of MTSS and SPED. Root causes are validated with local data.

Additional Narrative / Conclusion

Action Plans
Planning Form
Quality Core Instruction

What would success look like: Ensuring alignment between ELA curricular resources and state standards, strengthened PLC process, and implementation of personalized learning opportunities within core content.

Associated Root Causes:

ELA PD:
Lack of ongoing professional learning in reading instructional practices and supporting specific individual student needs.

Implementation Benchmarks Associated with MIS

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/ Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>EmpowerFZ - Modern Teacher</td>
<td>Staff will participate in Modern Teacher professional development.</td>
<td>08/01/2018 - 05/29/2020</td>
<td>WHES Certified Staff</td>
<td>Partially Met</td>
</tr>
<tr>
<td>Improved Professional Learning</td>
<td>Strengthen Professional Learning Communities through systematic processes and protocols</td>
<td>09/03/2018 - 10/31/2019</td>
<td>Angela Rose and Bethany Stegman</td>
<td>Partially Met</td>
</tr>
</tbody>
</table>

Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaches</td>
<td>Coaches will complete the instructional coaching module in the Modern Teacher platform and attend onsite training days.</td>
<td>08/01/2018 - 10/05/2018</td>
<td>Modern Teacher online platform</td>
<td>Angela Rose, Bethany Stegman, Cheryl Curry, and</td>
<td>Complete</td>
</tr>
<tr>
<td>Coach Training</td>
<td>Wendy Murphy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Training in PLC Process and Protocols</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team leads will receive training in PLCs using Dufour's model to create a systematic process building wide</td>
<td>09/03/2018 10/31/2019</td>
<td>Dufour's PLC Model</td>
<td>Angela Rose, Bethany Stegman, and Team Leads</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EmpowerFZ Cohorts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers will participate in EmpowerFZ professional development as a member of Cohort 1, 2, or 3.</td>
<td>10/01/2018 10/30/2020</td>
<td>Modern Teacher online platform</td>
<td>EmpowerFZ Coaches and WHES Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Alignment of Standards &amp; Curricular Resources</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using a strengthened PLC process, all grade level and content area teachers will ensure continued alignment between state standards and curricular resources.</td>
<td>01/07/2019 05/29/2020</td>
<td>Revised Colorado Academic Standards and ELA Curricular Resources</td>
<td>WHES Teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What would success look like:</strong> Provide research-based targeted interventions and professional development in supporting individual student needs.</td>
</tr>
<tr>
<td><strong>Associated Root Causes:</strong></td>
</tr>
<tr>
<td><strong>Math Intervention:</strong></td>
</tr>
<tr>
<td>Lack of a comprehensive and intensive math intervention program</td>
</tr>
<tr>
<td><strong>Implementation Benchmarks Associated with MIS</strong></td>
</tr>
<tr>
<td>Start/End/</td>
</tr>
<tr>
<td>IB Name</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>Do the Math Intervention Program</td>
</tr>
<tr>
<td>DIBELS Math Implementation</td>
</tr>
</tbody>
</table>

**Action Steps Associated with MIS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIBELS Math Implementation</td>
<td>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.</td>
<td>08/01/2017, 05/29/2020</td>
<td>DIBELS Math</td>
<td>WHES Teachers</td>
<td>In Progress</td>
</tr>
<tr>
<td>Do the Math Intervention Implementation</td>
<td>Utilize Do the Math as an intervention program to support students at all grade levels during scheduled math intervention time.</td>
<td>09/03/2018, 05/31/2019</td>
<td>Do the Math Intervention Program</td>
<td>In Progress</td>
<td></td>
</tr>
</tbody>
</table>
Math PD:
Lack of professional development in effective instructional strategies in mathematics and in mathematical practices.

Implementation Benchmarks Associated with MIS

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development in Mathematics</td>
<td>Professional development will be provided in effective instructional strategies and mathematical practices</td>
<td>09/03/2018 - 05/29/2020</td>
<td>Brooke Lombardo and Lisa Reid</td>
<td></td>
</tr>
</tbody>
</table>

Action Steps Associated with MIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy Committee</td>
<td>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.</td>
<td>09/03/2018 - 05/31/2019</td>
<td>Numeracy Committee Members</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>Math Leadership Team</td>
<td>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.</td>
<td>09/03/2018 - 05/29/2020</td>
<td>Brooke Lombardo and Lisa Reid</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>Job-embedded PD &amp; Coaching</td>
<td>Ongoing, job-embedded mathematics training, coaching, and modeling provided by instructional coach</td>
<td>01/07/2019 - 05/29/2020</td>
<td>Wendy Murphy</td>
<td>Not Started</td>
<td></td>
</tr>
</tbody>
</table>
School Target Setting

**Priority Performance Challenge: Students with Disabilities - ELA Growth**

**PERFORMANCE INDICATOR:** Academic Growth

<table>
<thead>
<tr>
<th>MEASURES / METRICS: ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2018-2019:</strong> 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.</td>
</tr>
<tr>
<td><strong>2019-2020:</strong> 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.</td>
</tr>
</tbody>
</table>

**INTERIM MEASURES FOR 2018-2019:** DIBELS Next Benchmark, BURST, Lexia

**Priority Performance Challenge: Students with Disabilities - Math Growth**

**PERFORMANCE INDICATOR:** Academic Growth

<table>
<thead>
<tr>
<th>MEASURES / METRICS: M</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2018-2019:</strong> 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.</td>
</tr>
<tr>
<td><strong>2019-2020:</strong> 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.</td>
</tr>
</tbody>
</table>

**INTERIM MEASURES FOR 2018-2019:** DIBELS Math
School Accountability Committee UIP Signature Page 2018-2019

School  Woodmen Hills Elementary School

Accreditation Rating (Plan Type)  Performance

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angela Rose</td>
<td>Principal</td>
</tr>
<tr>
<td>Bethany Stegman</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Stacey Montoya</td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>Wendy Murphy</td>
<td>Parent</td>
</tr>
<tr>
<td>WHES Team Leads</td>
<td>Teachers</td>
</tr>
</tbody>
</table>

School Accountability Committee:

1) Date the Plan was presented to SAC for review:
   2-12-19

2) Signature of Principal:

3) Signature of SAC Chairperson:

4) Additional SAC members who reviewed the plan:
   Mary Hopper
   Nicole Wood
   Michelle Burdick
   Rachel Czmyr
   Katie Newbill
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.

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.

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.

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.

After review at the previous work session, I move to approve the job description for an Assistive Technology Specialist as recommended by the administration.
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.

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

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

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

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
Supervision & Technical Responsibilities:
• This position supervises the Assistive Technology Technician.

Budget Responsibility:
• This position does not have any direct budget responsibility.

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

Education & Training:
• Bachelor’s or Master’s degree in special education or a related field.

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

Knowledge Skills & Abilities:
• Excellent oral and written communication and interpersonal relation skills.
• Customer service and public relations skills.
• Critical thinking and problem solving skills.
• Organizational skills.
• Ability to manage multiple priorities and tasks with frequent interruptions.
• Ability to communicate effectively with various stakeholders.
• Ability to understand and follow complex oral and written instructions.
• Ability to perform responsibilities without the necessity of close supervision.
• Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point.

Certificates, Licenses, & Registrations:
• Criminal background check required for hire
• Valid Colorado driver’s license required for hire

OTHER WORK FACTORS
The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

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

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

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

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
BOARD OF EDUCATION ITEM 7.06B-E
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: April 11, 2019
PREPARED BY: Dr. Nancy Lemmond, Executive Director of Individualized Education

TITLE OF AGENDA ITEM: Braillist, Individualized Education Programs Specialist, Culturally and Linguistically Diverse Education (CLDE) Technician, and Dean of Early Childhood Education Job Descriptions

ACTION/INFORMATION/DISCUSSION: 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 para-educators. This position also provides evaluation of preschool teachers in collaboration with building principals.

RATIONALE:

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

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

Culturally and Linguistically Diverse Education (CLDE) Technician: This is another position that has served our internal and external stakeholders and has flexed to meet the increasing needs. For the past 3 years, we’ve typically paid for an additional 3-4 weeks of time to allow the CLDE Technician to screen new students, support CLDE camps, and prepare information for CLDE teachers on new students. This additional time still creates a crunch at
the beginning of the year when all new CLDE students must be screened within 30 days of the start of school. Increasing time for the CLDE Technician recognizes the increasing population and needs.

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

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

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

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

| 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. |
| 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 trust 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. |
| 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 | |
Item 7.06b-e continued

| 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

**Recommended Course Of Action/Motion Requested:** 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
DRAFT BRAILLIST

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

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

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

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
prepared and available to students in a timely manner.

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

Supervision & Technical Responsibilities:
- This position does not supervise other employees.

Budget Responsibility:
- This position does not have any direct budget responsibility.

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

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

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

Knowledge Skills & Abilities:
- General working knowledge of supporting students with visual impairment.
- Excellent oral and written communication and interpersonal relation skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability to maintain excellent attendance.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Must be proficient in the use of personal computers and common software applications.

Certificates, Licenses, & Registrations:
- Criminal background check required for hire.
- Valid Colorado driver’s license required for hire.

OTHER WORK FACTORS
The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell.
To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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

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

**Job Title:** Special Individualized Education Programs Specialist

**Initial:** March 25, 2009

**Revised:** June 8, 2017, April 11, 2019

**Work Year:** 260+ Days

**Office:** Education

**Department:** Special Individualized Education Department

**Reports To:** Executive Director of Individualized Education or Designee

**FSLA Status:** Non-Exempt

**Pay Range:** Educational Support Personnel Range 15; Professional Technical Range 2

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

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

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

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

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

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

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

**Budget Responsibilities:** This position has no direct budget responsibilities.

**QUALIFICATIONS**

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

**Education & Training:**
- Bachelor’s degree or equivalent advanced training in student data management systems or Associate’s degree coupled with post-secondary training and experience in student data management. High school diploma or equivalent.
- Advanced training and knowledge of special education support plans documentation database systems

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

**Knowledge Skills & Abilities:**
- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Basic math and accounting skills.
To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Personal computer, keyboarding and word processing skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to defuse and manage volatile and stressful situations.
- Operating knowledge of and experience with various software applications including Microsoft Office Suite required for hire.
- Operating knowledge of and experience with general office equipment, including telephones, copier, fax machine, etc.
- Operating knowledge of current student information systems required within 3 months after hire.

Certificates, Licenses, & Registrations:
- Criminal background check required for hire
- Valid Colorado driver's license required for hire

OTHER WORK FACTORS
The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

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

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment. The noise level in the work environment is usually moderate.

Mental Functions: While performing the duties of this job, the employee is regularly required to communicate. Frequently required to compare, analyze, copy, coordinate, compute, use interpersonal skills, compile and negotiate. Occasionally required to instruct, evaluate.
Culturally and Linguistically Diverse Education English Language Development (CELDE) Technician

Job Title: Culturally and Linguistically Diverse Education English Language Development (CELDE) Technician

Initial: July 2013

Revised: September 2016, April 11, 2019

Work Year: 2013-2601 days

Office: Education English Language Development

Department: Education Individualized Education/Culturally and Linguistically Diverse Education

Reports To: Coordinator of Culturally and Linguistically Diverse Education

FLSA Status: Non-Exempt

Pay Range: Support Staff Salary Schedule, Range 14 Educational Support Personnel Range 10

SUMMARY: The Culturally and Linguistically Diverse Education (CELDE) Technician supports the Culturally and Linguistically Diverse Education (CELDE) ELD staff to ensure effective and efficient operation of department. Provides administrative and clerical assistance to CELDE 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 Second Language visiting guests, parents and students. Answers questions politely and appropriately while directing them to the correct department.
- Administers WIDA ACCESS Placement Test (W-APT), other Language Assessments (WMLS) and other standardized tests, as needed.
- Assists with Parent Involvement. Establishes a positive and supportive relationship with English Learning (EL) Parents. Attends ELD-CELDE Parent Advisory Committee meetings.
To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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

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

Budget Responsibility:
- This position has no direct budget responsibility.

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

Education & Training:
- High School Diploma or equivalent, with some courses related to accounting or business.

Experience:
- One year of experience in an office or clerical setting.
- Over two years, and up to and including three years of secretarial experience including some accounting in a
To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
TEACHER ON SPECIAL ASSIGNMENT FOR DEAN OF EARLY CHILDHOOD EDUCATION

Job Title: TOSA for Dean of Early Childhood Education

Initial: June 27, 2012

Revised: May 11, 2017; March 27, April 11, 2019

Work Year: 197 days

Office: Education

Department: Special Individualized Education

Reports To: Assistant Director of Special Education; Executive Director of Individualized Education

FLSA Status: Exempt

Pay Schedule: Licensed +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; and supports the overall goals and functions of the Special Education Department. The TOSA for Early Childhood Education is also responsible for Child Find expectations.

ESSENTIAL DUTIES AND RESPONSIBILITIES

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

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

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

**Knowledge Skills & Abilities:**
- Strong knowledge of Early Childhood Education including best practices, learning patterns, and specific needs of pre-school program.
- Knowledge of Special Education processes and procedures.
- Excellent oral and written communication and interpersonal relation skills.
- Basic math and accounting skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point.

**Certificates, Licenses, & Registrations:**
- Colorado Department of Education Teacher License
- Endorsement in Early Childhood Special Education required
- Administrator’s License strongly preferred
- Criminal background check required for hire

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

**Physical Demands:** While performing the duties of this job, the employee is frequently required to talk or hear. The employee is occasionally required to stand; walk or sit. The employee must occasionally lift and/or move up to 25 pounds. There are no specific vision abilities required by this job.

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

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

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

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: 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 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

<table>
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<tr>
<th>GOAL Academy</th>
<th>3475</th>
<th>D49 - Falcon 49</th>
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<tr>
<td>School Name</td>
<td></td>
<td>District Name</td>
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</table>

meets the requirements specified in Section 22-7-604.5, CRS, and we request Colorado State Board of Education designation of this school as an Alternative Education Campus for the 2019-2020 school year.

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

- [x] Has a specialized mission to serve special needs or at-risk populations
- [x] Is an autonomous public school, meaning that the school provides a complete instructional program that allows students to proceed to the next grade level or to graduate
- [x] Has an administrator who is not under the supervision of an administrator at another school
- [x] Has a budget separate from any other public school
- [x] Has nontraditional methods of instruction delivery
- [x] Has a public process to ensure accountability

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

- All students have severe limitations that preclude appropriate administration of the assessments administered pursuant to section 22-7-409, C.R.S.;
- All students attend 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
School Principal/Administrator Name (Type or Print)

[Signature]
School Principal/Administrator Signature
3/19/19
Date

[Signature]
School District Superintendent Name (Type or Print)
School District Superintendent Signature
Date

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

[Required]
The chief academic officer certifies this application.
Chief Academic Officer
Date

[Required]
The Board of Education certifies this application.
Board of Education
Date

[Required]
The pupil count officer certifies this application.
Pupil Count Officer
Date
<table>
<thead>
<tr>
<th>School Code: 3475 - GOAL ACADEMY</th>
<th>Total % of high-risk students: 95%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Population</strong></td>
<td><strong>Total of students</strong></td>
</tr>
<tr>
<td>1 # of students who have Individualized Education Programs (IEPs)</td>
<td>396</td>
</tr>
<tr>
<td>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</td>
<td>83</td>
</tr>
<tr>
<td>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</td>
<td>3,605</td>
</tr>
<tr>
<td>4 # of students who have been expelled from school or who have engaged in behavior that would justify expulsion</td>
<td>496</td>
</tr>
<tr>
<td>5 # of students who are migrant, as defined in Section 22-23-103 (2), CRS</td>
<td>16</td>
</tr>
<tr>
<td>6 # of students who are homeless, as defined in Section 22-1-102.5 (2), CRS</td>
<td>42</td>
</tr>
<tr>
<td>7 # of students who are over traditional school age for their grade level and lack adequate credit hours for their grade level</td>
<td>198</td>
</tr>
<tr>
<td>8 Other High Risk Category*</td>
<td>2,812</td>
</tr>
<tr>
<td>9 Total # of high risk students (meeting at least one criteria 1–8)</td>
<td>3,961</td>
</tr>
<tr>
<td>10 School’s total student population</td>
<td>4150</td>
</tr>
<tr>
<td>11 Total % of high-risk students (row 9 divided by row 10)</td>
<td>95%</td>
</tr>
</tbody>
</table>

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

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

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

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

ADDITIONAL SCHOOL INFORMATION

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is your school a dropout-recovery program?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Is your school intended to transition students back to their home school?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Does your school award diplomas?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Patriot High School</th>
<th>6810</th>
<th>School District 49</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>CDE School #</td>
<td>District Name</td>
</tr>
</tbody>
</table>

meets the requirements specified in Section 22-7-604.5, CRS, and we request Colorado State Board of Education designation of this school as an Alternative Education Campus for the 2019-2020 school year.

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

- [x] Has a specialized mission to serve special needs or at-risk populations
- [x] Is an autonomous public school, meaning that the school provides a complete instructional program that allows students to proceed to the next grade level or to graduate
- [x] Has an administrator who is not under the supervision of an administrator at another school
- [x] Has a budget separate from any other public school
- [x] Has nontraditional methods of instruction delivery
- [x] Has a public process to ensure accountability

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

- [ ] All students have severe limitations that preclude appropriate administration of the assessments administered pursuant to section § 22-7-409, C.R.S.;
- [ ] All students attend only on a part-time basis and come from other public schools where the part-time students are counted in the enrollment of the other public school; or
- [x] More than 90% of students have either an Individualized Education Programs (IEPs) pursuant to § 22-20-108, C.R.S. and/or meet the definition of a "high-risk" student as illustrated on the following page.

Jim Bonavita

School Principal/Administrator Name (Type or Print)

Peter Hiltz

School Principal/Administrator Signature

Date

School District Superintendent Name (Type or Print)

Marie LaVere-Wright

School District Superintendent Signature

Date

School District Board President Name (Type or Print)

School District Board President Signature

Date
### CERTIFICATION OF STUDENT POPULATION

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

<table>
<thead>
<tr>
<th>Student Population</th>
<th># of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. IEP: # of students who have Individualized Education Programs (IEPs)</td>
<td>21</td>
</tr>
<tr>
<td>2. Committed: # of students who have been committed to the Department of Human Services following adjudication as juvenile delinquents</td>
<td>2</td>
</tr>
<tr>
<td>3. Detained: # of students who are in detention awaiting disposition of charges that may result in commitment to the Department of Human Services</td>
<td>0</td>
</tr>
<tr>
<td>4. Dropout: # of students who have dropped out of school</td>
<td>58</td>
</tr>
<tr>
<td>5. Expelled: # of students who have been expelled</td>
<td>2</td>
</tr>
<tr>
<td>6. Migrant: # of students who are migrant, as defined in Section 22-23-103 (2), CRS</td>
<td>0</td>
</tr>
<tr>
<td>7. Homeless: # of students who are homeless, as defined in Section 22-1-102.5 (2), CRS</td>
<td>1</td>
</tr>
<tr>
<td>8. 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.</td>
<td>0</td>
</tr>
<tr>
<td>9. Overage and Under Credit: # of students who are over traditional school age for their grade level and lack adequate credit hours for their grade level. Only high school students are eligible for this category.</td>
<td>10</td>
</tr>
<tr>
<td>10. Other High Risk: # of students who fall into other district defined high risk categories</td>
<td>57</td>
</tr>
<tr>
<td>9. Total # of students meeting any high risk category (unique count of high risk students)</td>
<td>87</td>
</tr>
<tr>
<td>10. School’s total student population</td>
<td>91</td>
</tr>
<tr>
<td>11. Total % of high-risk students (row 9 divided by row 10)</td>
<td>96%</td>
</tr>
</tbody>
</table>
Statement of School Mission: We foster a pathway-driven, non-traditional environment focused on positive relationships, instruction, and social skills, emphasizing mastery of relevant course-work so that every student is prepared for the workforce and continuing education.

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

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

**ADDITIONAL SCHOOL INFORMATION**

<table>
<thead>
<tr>
<th></th>
<th>Circle or highlight</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is your school a dropout-recovery program?</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Is your school intended to transition students back to their home school?</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Does your school award diplomas?</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

Required

(Fill Blank Space)

FORM # 0301-10

www.seddac.ca/la
Patriot High School Alternative Education Campus

Proposed Additional Measures for 2019 School Performance Framework

**Achievement:**
No additional measures are planned beyond the state required measures

**Growth:**
Star Enterprise Math Median Growth Percentile
Star Enterprise Reading Median Growth Percentile

**Student Engagement:**
Returning Student Rate

**Post-Secondary Workforce Readiness:**
Credit Course Completion by Student Percentage
GOAL Academy’s AEC Planned Measures for the 2019 SPF

Achievement:
No additional measures are planned beyond the state required measures.

Growth:
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.

Student Engagement:
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

**TITLE OF AGENDA ITEM:** Transportation Positions

**ACTION/INFORMATION/DISCUSSION:**

| Change job title of Transportation Fleet Mechanic to Transportation Certified Technician with no monetary or responsibility changes. Create Transportation Non-Certified Technician position. Create Transportation Driver/Router position. |

**BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/OPPORTUNITY:**

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

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

**RATIONALE:**

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

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

Creating the Driver/Router position is titling a duty that has been performed here for many years. It is cumbersome to set up two pay differentials for one person. They receive range 5 while performing driver duties and receive range 10 while performing routing duties. Much like our Driver Trainer positions we are requesting this new position be set at a range 7. This position allows us to train a driver to be a router and helps the routers complete their daily duties.
RELEVANT DATA AND EXPECTED OUTCOMES:
Currently a certified technician’s starting pay range is 13 step 1 at $16.29/hr., the proposed pay range for the new non-certified technician is range 8 step 1 at $14.17/hr. The expected outcome of this position is to allow the certified technicians to spend more time repairing equipment that requires a certified technician. The non-certified technician duties will be more focused on overall shop, maintenance and parts operations that do not require certification to perform. Over time the non-certified technician will be able to get certified and fill a future need for this department.
A driver/router requires a minimum of 3 months of training to use our routing programs, to route efficiently and effectively. We have had 2 full time general education routers start and resign in the last 2 years. We have also had 5 different routing assistants during the same time period. We are proposing to create the Driver/Router position which will increase the wage of a driver approximately $5,000/year and bring stability to the position. We also use this position as a gateway for hard to fill transportation operations positions.

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

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

IMPACTS ON THE DISTRICT’S MISSION PRIORITIES—THE RINGS AND ROCKS:
Changing the title of the fleet mechanic to transportation certified technician shows respect and value to the position without changing any monetary implications. It also reflects the certifications that the technicians must keep up to date.

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

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

Inner Ring—How we treat each other
By creating and updating these positions it shows that we respect and care for our employee’s personal growth.
| **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 trust throughout our community | By creating these positions it allows us to complete our mission more efficiently. |
| **Rock #2**—Research, design and implement programs for intentional community participation | The non-certified technician position originated from the PPBEA community program which transportation continues to support. The Driver/Router position directly expedites bus stop requests and routing questions. |
| **Rock #3**—Grow a robust portfolio of distinct and exceptional schools | The Driver/Router position creates and updates all school bus parking and traffic maps. |
| **Rock #4**—Build firm foundations 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 launch each student toward success | More efficient routing and maintained buses keep our learners safe and on time. |

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

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

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

**Recommended Course Of Action/Motion Requested:** We request the board move these positions and updates to be voted on and approved at the next board meeting.

**Approved By:** Pedro Almeida, Chief Operations Officer; Brett Ridgway, Chief Business Officer

**Date:** March 29, 2019
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.
To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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

**Supervision & Technical Responsibilities:**
- This position reports to the Fleet Supervisor.
- This position may supervise other employees.

**Budget Responsibility:**
- This position does not have any direct budget responsibility.

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

**Education & Training:**
- High school diploma or equivalent.
- Specialized courses in vehicle repair.

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

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

**Certificates, Licenses, & Registrations:**
- Criminal background check required for hire.
- Valid Colorado driver’s license required for hire.
- Commercial driver’s license (CDL) with S endorsement required within one month of hire.
- Air brake certification required within 3 months of hire.
- CDE bus inspector certificate required within 5 months of hire.
- A.S.E. Master school bus technician preferred.
To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Diesel opacity certification preferred.

OTHER WORK FACTORS
The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

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

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

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

Job Title: Transportation Non-Certified Fleet Technician

Initial: April 11, 2019

Work Year: Full Year

Office: Operations

Department: Transportation

Reports To: Transportation Fleet Supervisor

FLSA Status: Non-Exempt

Pay Range: Educational Support Personnel Range 8

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

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

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

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

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

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
Supervision & Technical Responsibilities:
• This position does not supervise other employees.

Budget Responsibility:
• This position does not have any direct budget responsibility.

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

Education & Training:
• High school diploma or equivalent.
• College courses preferred.

Experience:
• No experience required.

Knowledge Skills & Abilities:
• Excellent oral and written communication and interpersonal relation skills.
• Basic math and accounting skills.
• Customer service and public relations skills.
• Critical thinking and problem solving skills.
• Organizational skills.
• Ability to manage multiple priorities and tasks with frequent interruptions.
• Ability to work harmonious with others and communicate effectively with various stakeholders.
• Knowledge of gasoline and diesel engines.
• Knowledge of standard practices, methods, tools and equipment of the trade.
• Ability to maintain excellent attendance.
• Ability and willingness to be on call and/or respond to calls 24/7.
• Ability to understand and follow complex oral and written instructions.
• Ability to perform responsibilities without the necessity of close supervision.
• Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point.

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

OTHER WORK FACTORS
The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Cult</th>
<th>Inner Ring—How we treat each other</th>
<th>Innovation is pursued with this request.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Outer Ring—How we treat our work</td>
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<tr>
<td></td>
<td>Rock #1—Maintain an enduring trust with our community</td>
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<td>Rock #2—Research, design and implement programs for intentional community participation</td>
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<td>Rock #3—Grow a robust portfolio of distinct and exceptional schools</td>
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<td>Rock #4—Build firm foundations of knowledge, skills and experience so all learners can thrive</td>
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<td></td>
<td>Rock #5—Customize our educational systems to launch each student toward success</td>
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</tbody>
</table>

Exploring process improvements transparently with clear indications of intended benefit to our customers and stakeholders.
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
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.

<table>
<thead>
<tr>
<th>No.</th>
<th>Designation</th>
<th>Title</th>
<th>Reviewed by</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.01a</td>
<td>EBAB-R</td>
<td>Hazardous Materials</td>
<td>T Carey</td>
<td>Minor revisions</td>
</tr>
<tr>
<td>8.01b</td>
<td>EBBA-R</td>
<td>Prevention of Disease/Infection Transmission</td>
<td>T Carey</td>
<td>Updated to reflect CASB/legal recommendations</td>
</tr>
<tr>
<td>8.01c</td>
<td>JFC-R</td>
<td>Student Withdrawal from School/Dropouts</td>
<td>L Fletcher</td>
<td>Reviewed; no revisions recommended</td>
</tr>
<tr>
<td>8.01d</td>
<td>KBBA-R</td>
<td>Custodian and Noncustodial Parent Rights and Responsibilities</td>
<td>L Fletcher</td>
<td>Minor revision to regulation; Reviewed policy; no revisions recommended</td>
</tr>
<tr>
<td>8.01c</td>
<td>KDEB-R</td>
<td>Controversial Communications</td>
<td>L Fletcher</td>
<td>Reviewed; no revisions recommended</td>
</tr>
<tr>
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<td>D Watson</td>
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IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

- **Inner Ring**—How we treat each other
- **Outer Ring**—How we treat our work

| 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 | 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

DATE: March 28, 2019
BOARD-APPROVED POLICY OF DISTRICT 49

<table>
<thead>
<tr>
<th>Title</th>
<th>Hazardous Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designation</td>
<td>EBAB-R</td>
</tr>
<tr>
<td>Office/Custodian</td>
<td>Operations/Environmental Safety Coordinator</td>
</tr>
</tbody>
</table>

1. Hazardous Materials Program Supervisor

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

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

2. Initial Inventory and Material Identification

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

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

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

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

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

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

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

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

4. Purchase of Hazardous Materials

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

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

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

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

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

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

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

The acceptance of donated hazardous materials is prohibited.

5. Storage, Recycling, or Transfer of Hazardous Materials

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

   a. Materials which might become or are hazardous materials.

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

The coordinator may designate storage areas at each location, if appropriate as well as a central district storage site.
When a coordinator has a material which qualifies as hazardous material at a location and which may require disposal, the coordinator will contact the vendor for appropriate disposal.

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

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

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

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

6. Disposal of Hazardous Materials

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

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

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

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

7. Transportation of Hazardous Materials

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

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

Unless specific written approval is received by a district employee from the coordinator, no district employee or volunteer will transport hazardous materials owned by or attributed to the district in a personal automobile.
Subject to the same requirement, no student will be permitted by any district employee or volunteer to transport hazardous materials owned by or attributed to the district in any vehicle, including district vehicles.

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

8. Emergency Spill Plan

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

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

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

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

9. Evacuation Plan

An evacuation plan will be developed and implemented for each location. In developing the evacuation plan, consideration will be given to the location and the types of hazardous materials present at the location.

An evacuation drill will be held at least once each calendar year at each location. Where possible, this plan will be coordinated with existing fire drills, bomb threat evacuation plans, and tornado drills and may be conducted in conjunction with any of these other drills. Written records of the drill will be maintained by each location.

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

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

10. Training of Staff and Students

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

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

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

12. Asbestos Containing Building Materials

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

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

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

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

1. Wear gloves when it is likely that hands will be in contact with body fluids or substances (blood, urine, feces, wound drainage, oral secretions, sputum, or vomit). **Always** wear gloves while holding bloody noses and dealing with cuts that are bleeding heavily. Gloves should be kept in emergency response kits and be readily accessible at sites where students seek assistance for bloody noses or injuries.
   
   a. If gloves are not available, the use of towels or some other clean material as a barrier may provide some protection.
   
   b. Cuts and sores on your skin should be routinely covered to avoid infection.
   
   c. When possible, have students wash off their own cuts and abrasions. After cuts are washed with soap and water, they should be covered with Band-Aids or bandages of the appropriate size. Where possible, students should be taught to hold their own bloody noses.

2. **When possible, pocket face masks should be used for mouth-to-mouth resuscitation.**

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

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

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

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

Although HIV (Human Immune-deficiency Virus)/AIDS (Acquired Immune Deficiency Syndrome) has received a great deal of attention, there are other diseases more communicable than HIV/AIDS of which staff members also should be aware. The following page includes a table listing communicable diseases and body substance sources of infection.
1. It is extremely difficult to be infected with HIV/AIDS. Exposure of blood to intact skin is a highly unlikely way of being infected with HIV/AIDS.
2. HIV/AIDS is transmitted by getting blood, semen or vaginal secretions into the blood stream of a non-infected person.
3. Other body substances (saliva, tears, urine or feces) have extremely small, if any, levels of virus.
4. There have been no documented cases of HIV/AIDS transmitted by mouth-to-mouth resuscitation.
5. HIV is easily destroyed by common disinfectants.

**TRANSMISSION CONCERNS—BODY SUBSTANCE SOURCES OF INFECTIOUS AGENTS**

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

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

**HAND WASHING IS VERY IMPORTANT!**

***These agents cause mononucleosis-like illness.

- Adopted: March 4, 1999
- Revised: August 12, 2010
- Reviewed: February 11, 2016
- Revised: April 11, 2019
Title | Student Withdrawal from School/Dropouts  
Designation | JFC-R  
Office/Custodian | Education/Director of Culture & Services, Community Care

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

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

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

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

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

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

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

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

- Adopted: November 10, 2005
- Revised: November 8, 2007
- Revised: May 13, 2010
- Revised: June 9, 2016
- Reviewed: April 11, 2019
The following procedures have been developed for situations involving child custody, allocation of decision-making, visitation, and release of records of a child enrolled in District 49:

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

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

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

4. Students will not be released to unauthorized individuals.

**Children of divorced/separated parents**

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

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

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

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

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

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

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

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

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

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

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

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

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

Controversial Communication Event Occurs → Determine If Initial Communication Is Required
- Source of Report
- Length of Time
- Visibility

→ Removal
- Broken Window Theory
- No Gratification For Author

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

→ Is Public Communication Needed?
→ No → Archive

→ YES

→ Create public communication message

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

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

→ NO → Archive

→ End Process

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

<table>
<thead>
<tr>
<th>Culture</th>
<th>Strategy</th>
<th>Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inner Ring</td>
<td>Rock #1—Establish enduring trust throughout our community</td>
<td>Ensures compliance with all Colorado Revised Statutes. Provide alternative pathways to students that align with 49 Pathways Initiative.</td>
</tr>
<tr>
<td></td>
<td>Rock #2—Research, design and implement programs for intentional community participation</td>
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**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Information only

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

**DATE:** March 28, 2019
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:

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<tr>
<td>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.</td>
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</table>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 26, 2019
**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:**

<table>
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</table>

Handling legal issues with intentionality for the appropriate outcome, to protect the District, its vision and mission, supports cultural priorities.

<table>
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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.

**Recommended Course of Action/Motion Requested:** No action necessary – information only. All information presented in this item should be kept strictly confidential. *No changes from last month.*

**Approved By:** 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.

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**Relevant Data and Expected Outcomes:**

**Impacts on the District's Mission Priorities—The Rings and Rocks:**

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**Recommended Course of Action/Motion Requested:** Information only.

**Approved By:** 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:

<table>
<thead>
<tr>
<th></th>
<th>Drosendahl</th>
<th>Griffin</th>
<th>Harris</th>
<th>LaVere-Wright</th>
<th>Richard</th>
<th>Snowberger</th>
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</table>

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

<table>
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<tr>
<th></th>
<th>Drosendahl</th>
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Approval for Consent Agenda:
Motion:  LaVere-Wright, to approve minutes from January 15, 2019 meeting
Second:  Drosendahl
Motion Passed:  4-0

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</table>
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

<table>
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</table>

Approval to Adjourn at 5:00pm:
Motion: LaVere-Wright
Second: Drosendahl
Motion Passed: 4-0

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Minutes Respectfully Submitted by: Annette Ridgway, Acting Secretary
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 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 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:** N/A

**Impacts On The District's Mission Priorities—The Rings and Rocks**

<table>
<thead>
<tr>
<th>Culture</th>
<th>Strategy</th>
<th>Inner Ring—How we treat each other</th>
<th>Inner Ring—We value security, and in order to teach our students entrusted into our care the learning environment must be secure.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rock #1—Establish enduring trust throughout our community</td>
<td>Outer Ring—How we treat our work</td>
<td>Outer Ring—D49 invests time, energy and resources exploring and researching best practices in the area of school safety and security.</td>
</tr>
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**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
Centralize Site Base Security

• 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?
## 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.

## Impacts on the District's Mission Priorities—The Rings and Rocks:

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<tr>
<td>Outer Ring</td>
<td>Update the BOE with regard to the performance of the Sand Creek Zone.</td>
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<td></td>
<td>Provide an overview of efforts to support primary proficiency.</td>
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<td>Update the BOE as to ongoing initiatives and priorities in the Sand Creek Zone, including our performance</td>
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<td>excellence work with the Studer Education Group, as well as our emphasis pertaining to Visible Learning</td>
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<td>throughout the zone.</td>
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## 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
Primary Literacy

DIBELS BOY 2018-2019 Composite At/Above Benchmark

- EIES
- RES
- SRES
- District

K | 1 | 2 | 3
---|---|---|---
EIES | 60 | 60 | 60 | 60
RES | 40 | 80 | 80 | 80
SRES | 40 | 80 | 80 | 80
District | 60 | 60 | 60 | 60
Primary Literacy

DIBELS MOY 2018-2019 Composite At/Above Benchmark

- EIES
- RES
- SRES
- District
Primary Math

DIBELS BOY 2018-2019 Composite At/Above Benchmark
Primary Math

DIBELS MOY 2018-2019 Composite At/Above Benchmark

EIES
RES
SRES
District
Our Sand Creek Message
(What We Deliver)
Pursuit of Excellence

Our Sand Creek Identity
(What We Value)
Commitment
Inclusive
Personalized Paths
Pride
Growth Mindset
Heart

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

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

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

THE BEST DISTRICT TO LEARN, WORK & LEAD
Sand Creek Zone Scorecard

<table>
<thead>
<tr>
<th>Student Success</th>
<th>People</th>
<th>Service</th>
<th>Innovation &amp; Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: SAT-Meet or exceed the state average for 11th grade English SAT</td>
<td>Goal 1: Increase employee engagement overall mean from 3.84 to 3.94</td>
<td>Goal 1: Increase parent satisfaction survey mean from 3.86 to 3.96</td>
<td>Goal 1: Increase the number of students &quot;choosing in&quot; to Sand Creek Zone in a single year from 250 (current yr) to 375 (next yr)</td>
</tr>
<tr>
<td>Goal 2: SAT-Meet or exceed the state average for 11th grade Math SAT</td>
<td></td>
<td>Goal 2: Attain a &quot;Timberline&quot; rating on the D49 Finance Scorecard</td>
<td>Goal 2: Stakeholders will have an opportunity to have a voice in zone initiatives.</td>
</tr>
<tr>
<td>Goal 3: PARCC-Meet or exceed the state average in 6-8 ELA</td>
<td></td>
<td></td>
<td>Goal 3: Increase number of students participating in concurrent enrollment classes from 71 to 100 by August 2018</td>
</tr>
<tr>
<td>Goal 4: PARCC-Meet or exceed the state average in 6-8 Math</td>
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<tr>
<td>Goal 5: Increase % of students at or above benchmark in reading from 71 to 83 Reading DIBLES</td>
<td>Goal 6: Increase student engagement overall mean on survey from 3.91 to 4.01</td>
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</tr>
<tr>
<td>Goal 7: Increase 4 year Graduation Rate from 85.0 to 87.0</td>
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<tr>
<td>Goal 8: Meet or exceed expected median growth percentile as measured by state assessments at elementary and secondary levels</td>
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</table>

**Progress Monitoring**

<table>
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</thead>
<tbody>
<tr>
<td>SAT/PSAT practice assessments - Khan Academy logs</td>
<td>Monitor number of completed rounds once per month</td>
<td>Via principal/zone leader meetings, spot check action plan progress</td>
<td>Review choke data on a quarterly basis</td>
</tr>
<tr>
<td>Eureka end of module assessments/practice assessment completion (K, 5, 9, 11)</td>
<td>Review summary forms once per quarter</td>
<td>Monitor Personnel and Implementation spend on a monthly basis.</td>
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</tr>
<tr>
<td>ACT Aspire quarterly assessments (6-11)</td>
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<td>Monitor the percent of General Fund account in the negative on a monthly basis.</td>
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<td>Accuplacer Assessment (9-11)</td>
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</tr>
<tr>
<td>Monitor ST Math syllabus completion at Evans and Remington</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Sand Creek Zone Scorecard

### Strategic Actions

<table>
<thead>
<tr>
<th>Student Success</th>
<th>People</th>
<th>Service</th>
<th>Innovation &amp; Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through instructional rounds, participants will use questioning to validate learners understanding of success criteria and learning intentions.</td>
<td>Round on employees 2x a year</td>
<td>Rollout results and develop action plans</td>
<td>Convene a Bright Ideas group, once per semester, to consider and endorse creative ideas to be funded by the zone.</td>
</tr>
<tr>
<td>Through the observation/feedback/coaching cycle, leaders support teachers in integrating teacher-to-students and student-to-student feedback aligned with stated success criteria.</td>
<td>Conduct 360/90 day meetings with new certified employees</td>
<td>Highlight and share best practices schools are using to increase parent satisfaction.</td>
<td>Create and disseminate Sand Creek Zone marketing video.</td>
</tr>
<tr>
<td>Develop a guiding coalition comprised of zone leadership and teachers to explore the adoption of the AVID program for the 2019-2020 school year.</td>
<td>Rounding Summary two times per year</td>
<td>Zone leader rounding with parents at SAC/PTO meeting two times per semester. Create and distribute a rounding summary to be shared with staff.</td>
<td></td>
</tr>
<tr>
<td>Develop formative and interim measures, particularly at the high school level, to ascertain students “academic growth.”</td>
<td>Results rollout for EE survey results</td>
<td>Discover and advertise community resources that will be of benefit to all families in the Sand Creek Zone.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide individualized professional development to all employees 2x per year</td>
<td>Validate that Sand Creek Standards are deployed with building leaders through quarterly meetings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reward and recognize staff for exhibiting criteria aligned with Sand Creek Standards of Excellence.</td>
<td>All buildings will rollout two zone identity elements to staff prior to January 2019.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Validate that Sand Creek Standards are deployed.</td>
<td>Spend 80% of the 2018-2019 zone Implementation budget by June 30, 2019.</td>
<td></td>
</tr>
</tbody>
</table>
# Evans International Scorecard

## Sand Creek Zone Scorecard 2018-2019

### Student Success
- 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 Percentile of 50 or above in Math
- DIBELS Reading – Increase the percentage of students scoring green from EDY 2017-2018 to EDY 2018-2019
- DIBELS Math – Establish a baseline using 2018-2019 BOY data

### People
- Increase employee engagement overall mean from 3.79 to 3.99
- Acknowledge those mentioned during round and admin meetings through an email, in person, or note.

### Service
- Increase parent satisfaction survey mean from 4.05 to 4.10
- Increase the mean for items “I receive positive phone calls, notes, or emails about my child from the school from 3.63 to 3.78

### Innovation & Growth
- Increase the number of students “choosing 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 ___

## Progress Monitoring

### Woodley Assessments
- DIBELS Reading – consistent progress monitoring and benchmark assessments
- DIBELS Math – Progress monitoring for students scoring well below benchmark and receiving math portfolio 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.

### Reviewing Summary Forms with leadership team during admin leadership meetings.

### Utilize Class Data, PM/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
## Strategic Actions

<table>
<thead>
<tr>
<th>Action</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Align best instructional practices with Visible Learning Framework</td>
<td></td>
</tr>
<tr>
<td>Refine MTSS Process (improved to identify student needs and provide targeted intervention)</td>
<td></td>
</tr>
<tr>
<td>Observation/Feedback Cycle (6 per year)</td>
<td></td>
</tr>
<tr>
<td>Data-based team meetings</td>
<td></td>
</tr>
<tr>
<td>Leadership Model — Administrators, and Instructional coach will serve as Primary Evaluators</td>
<td></td>
</tr>
<tr>
<td>Complete 2 Rounds with each employee each year</td>
<td></td>
</tr>
<tr>
<td>Conduct 30/90 Day Rounds with new employees</td>
<td></td>
</tr>
<tr>
<td>Rounding Summary</td>
<td></td>
</tr>
<tr>
<td>Results Rollout for EE Survey Results</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Results Rollout for Parent/Student Survey Results</td>
<td></td>
</tr>
<tr>
<td>Results rollout of parent engagement survey with Evans SAC committee</td>
<td></td>
</tr>
<tr>
<td>Increase the amount of positive feedback parents receive about their students (Class Digs, PAW/Smile Office Referrals, and notes sent home by teachers)</td>
<td></td>
</tr>
<tr>
<td>Develop a promotional package highlighting outstanding EIES programs.</td>
<td></td>
</tr>
<tr>
<td>Highlight outstanding EIES programs and student achievement in quarterly newsletters sent home school wide</td>
<td></td>
</tr>
</tbody>
</table>
## Sand Creek Zone Scorecard 2018-2019  School: Remington Elementary School

### Student Success
- Increase % of students meeting or above benchmark in reading from 81% to 90% (reading DIBLES)
- Increase % of students meeting or above benchmark in math from 40% to 60% (math DIBLES)
- Decrease the number of student suspensions by 25%.
- Increase ELA and Math Achievement Scores in PARCC grades 3, 4 and 5 to 70%.

### People
- Increase employee engagement overall mean from 4.25 to 4.50
- 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.

### Service
- Increase parent satisfaction survey mean from 3.91 to 4.15.

### Innovation & Growth
- Maintain current “choice in” numbers.

### Progress Monitoring

<table>
<thead>
<tr>
<th>Math DIBLES Progress Monitoring</th>
<th>Reading DIBLES Progress Monitoring</th>
<th>Exit Tickets (Coresa Math)</th>
<th>Behavior Records in Infinite Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Rounding Summary data.</td>
<td>Teacher feedback (Teacher Spotlight)</td>
<td>Perceptual Observations – parent phone calls.</td>
<td>Infinite Campus reports from enrollment Department</td>
</tr>
</tbody>
</table>

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**THE BEST DISTRICT TO LEARN, WORK & LEAD**
## Strategic Actions

<table>
<thead>
<tr>
<th>Action</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Align best instructional practices with Visible Learning Frameworks</td>
<td>Learning intentions, success criteria, and feedback.</td>
</tr>
<tr>
<td>Students are able to answer these questions: What are you learning?</td>
<td>How does it look when you are successful? Where are you going next?</td>
</tr>
<tr>
<td>Students have a clear understanding of the Mighty Munching Learner.</td>
<td></td>
</tr>
<tr>
<td>Realign reading interventions below level to SIPPS.</td>
<td></td>
</tr>
<tr>
<td>Focus on teachers providing meaningful, valuable, timely, feedback to</td>
<td></td>
</tr>
<tr>
<td>students in all classrooms.</td>
<td></td>
</tr>
<tr>
<td>PLCs – focus on DBELS sub-scores to align interventions directly to</td>
<td></td>
</tr>
<tr>
<td>reading deficits</td>
<td></td>
</tr>
<tr>
<td>Provide professional development in vocabulary to improve PARCC</td>
<td></td>
</tr>
<tr>
<td>vocabulary deficit found in PARCC data analysis</td>
<td></td>
</tr>
<tr>
<td>Implementation of PBIS practices</td>
<td></td>
</tr>
<tr>
<td>Implementation of Restorative practices</td>
<td></td>
</tr>
<tr>
<td>Complete 2 rounds with each employee each year</td>
<td></td>
</tr>
<tr>
<td>Complete 30-day and 90-day rounds with all new employees</td>
<td></td>
</tr>
<tr>
<td>Results rollout for IT Survey Results</td>
<td></td>
</tr>
<tr>
<td>Personal phone calls home to encourage parent and student participation</td>
<td></td>
</tr>
<tr>
<td>in tutoring, SAC, RTI, and other volunteer opportunities.</td>
<td></td>
</tr>
<tr>
<td>Ongoing training for all classroom teachers with full implementation</td>
<td></td>
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<tr>
<td>beginning in August 2018</td>
<td></td>
</tr>
<tr>
<td>Collaboration with Kayla Highbee (RES Community/School Liaison)</td>
<td></td>
</tr>
<tr>
<td>to increase Parent Involvement and Community Relationship</td>
<td></td>
</tr>
<tr>
<td>Through Zone committee of parents, learn and review data and impact</td>
<td></td>
</tr>
<tr>
<td>of why they choose into Remington</td>
<td></td>
</tr>
<tr>
<td>Visibility through Website</td>
<td></td>
</tr>
<tr>
<td>Showcase programs and other opportunities for students</td>
<td></td>
</tr>
<tr>
<td>Transparency of goals and achievement measures</td>
<td></td>
</tr>
</tbody>
</table>
# Springs Ranch Scorecard

## Sand Creek Zone Scorecard 2018-2019

**School:** Springs Ranch Elementary

### Student Success

- **Goal 1:** The Median Growth Percentile for the All Students category will increase from the 45th percentile to the 53rd percentile from 2018 to 2019 in English Language Arts.
- **Goal 2:** The Median Growth Percentile for the All Students category will increase from the 53rd percentile to the 78th 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 Dibels 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.

### People

- **Goal:** Increase the employee engagement overall mean from 3.62 to 3.77 according to Employee Engagement Survey.

### Service

- **Goal:** Increase the mean score of parent satisfaction according to the survey from 4.37 to 4.22 on the Parent Satisfaction Survey.

### Innovation & Growth

- **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 640 from the beginning of the 2018-19 school year to the beginning of the 2019-20 school year.

### Progress Monitoring

- Monitoring Goal 1, 3, 4:
  - Dibels Reading Benchmark data to review composite scores and the change in percentage of students falling into the Below and Well Below Benchmark category.

- Monitoring Goal 2:
  - BOY Math Benchmark Dibels data to review Composite, Computation, Concept & Application growth from BOY Benchmark data.

- Monitoring Goal 1, 3, 4:
  - Common writing prompts reviewed and scored during PLC time.

- Monitoring Goal 1:
  - Employee Engagement Survey.
  - District 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 | Action: Math intervention structure implemented for grades 2-5 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 “MathTrek” 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 Curricula to include “CKLA” and “Wit & Wisdom” to support literacy growth and achievement. |
|        | Action: Reading intervention structure that includes grades K-5 to receive pullout and push in support for at least 3x a week. Grades K, 1, & 2 receive 30 minutes of pull out support from our Reading Interventionist and Gifted and Talented teacher. |
|        | Grade level teams receive an additional 45-minute common planning time every 7th day to participate in a team PLC meeting for data review, intervention updates, and discussing the needs of the kids. |
|        | Visible Learning Impact cycle around writing. |
|        | **Actions:** |
|        | Round out Employees 2X a year. |
|        | Conduct 30/60 Day Meetings with new employees. |
|        | Rounding summary shared with staff after Rounding session. |
|        | Communication tools for keeping staff informed. Daily News, Monday Morning Memo and Friday Forecast (weekly電子) |
|        | Share scorecard and Zone plan with staff: Single roll out of Standards of Excellence inclusive and Growth Mindset. |
|        | Reward and recognize staff 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. |
| Each student provided with a positive note or phone call home each quarter in addition to progress reports, conferences, report cards. |

| Actions: |
| Host Open House Kindergarten Kickoff in the Spring for incoming Kindergarten families. |
| Action: Administration to speak with Springs Ranch Home Owners Association. |
| Action: Provide robust after school opportunities. |
| Produce brochure communicating highlights of SRS. |
| Updated Teacher web pages and school website. |
# Horizon Scorecard

## Sand Creek Zone Scorecard 2018-2019

### School: Horizon Middle School

### Student Success
- **Core Courses:** Meet or exceed the state and/or district average in 6-8 ELA.
- **Core Courses:** Meet or exceed the state and/or district average in 6-8 Math.
- **Core Courses:** Achieve a Median Growth Percentile of 50 or above in ELA.
- **Core Courses:** Achieve a Median Growth Percentile of 50 or above in Math.
- **Core Courses:** Increase the number of students in ELA and Math with exceeding growth.
- **Core Courses:** Increase the number of student suspensions by 5% from 2017-2018 to 2018-2019.
- **Core Courses:** Increase the % of students making Renaissance by 5% from 1234 to 1297 in the first three quarters.

### People
- Increase employee engagement overall mean from 4.14 to 4.26.
- Increase “success stories” shared through Praiseworthy Panther nominations by 20% from 25 to 30.
- Acknowledge those mentioned during Board meetings through an email to parent(s) or postcard to 556.

### Service
- Increase parent satisfaction survey mean from 3.75 to 3.85.
- Increase the % for items I receive positive phone calls, notes or emails about my child from school from 3.44 to 3.56.
- Increase student satisfaction survey mean from 3.61 to 3.76.

### Innovation & Growth
- Create and implement a better transition process from 8th to 9th grade.
- Increase the number of students “staying in” to Horizon by 25%.
- Create and implement a better transition; WEB program; for students transitioning to 9th grade.

### Progress Monitoring
- Classroom Assessments
  - ACT Aspire Assessment in Reading
  - ACT Aspire Assessment in English
  - Review Renaissance results each quarter.

- Review budgetary summary terms with leadership teams weekly during adults leadership meetings.
- Complete 50/50 rounds with new employees.
- Monitor postcards sent home on a monthly basis.
- Kindness campaign and theme during school year, through Renaissance.
- Quarterly review of the district’s by 5th grade.

### Horizon Middle School

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**THE BEST DISTRICT TO LEARN, WORK & LEAD**
**Horizon Scorecard**

### Strategic Actions

<table>
<thead>
<tr>
<th>Action 1</th>
<th>Action 2</th>
<th>Action 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Align best instructional practices with Visible Learning Framework.</td>
<td>Complete 3 rounds with each employee each year.</td>
<td>Results rollout for Parent/Student Survey Results.</td>
</tr>
<tr>
<td>Implement Visible Learning strategies in classrooms throughout the building.</td>
<td>Complete 30 day and 90 day rounds with all new employees.</td>
<td>Send Staff postcards home, 10 per quarter, per teacher.</td>
</tr>
<tr>
<td>Focus on teachers providing meaningful, valuable, timely, feedback to students in all classrooms.</td>
<td>Results rollout for EE Survey Results.</td>
<td>Share out postcards and make connection to zone scorecard, twice per year.</td>
</tr>
<tr>
<td>“Kindness” campaign and theme for Renaissance during 2018-19 school year.</td>
<td>Send Staff postcards home, 10 per quarter, per teacher.</td>
<td>Gratitude reflection journal completed by students weekly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Through Zone survey of parents, learn and review data and input of why they choose into Horizon.</td>
</tr>
</tbody>
</table>

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**THE BEST DISTRICT TO LEARN, WORK & LEAD**
## Sand Creek Zone Scorecard 2018-2019 | School: Sand Creek High School

### Student Success
- **Goal 1:** SAT - Meet or exceed the state mean score for 11th grade English SAT Score = 550.
- **Goal 2:** SAT - Meet or exceed the state mean score for 11th grade Math SAT Score = 500.
- **Goal 3:** Increase Graduation Rate from 60%.
- **Goal 4:** Decrease the number of students who fail English I & II by 10%.
- **Goal 5:** Decrease the number of students who fail Algebra I by 15%.

### People
- 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.

### Service
- Communicate 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 to 3.41.

### Innovation & Growth
- Ease enrollment from outside the zone and district.
- Increase the number of students who "chose in" to Sand Creek High School from 80 (18-19) to 90 (19-20).

### Progress Monitoring
- Monitoring Goal 1: Intern and practice PSAT & SAT test results.
- Monitoring Goal 2: Monitor number of PSAT & SAT test prep sessions on content area standards.
- 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: 30/60 day rounding with new hires with summary results to leadership team.
- Monitoring Goal 1: Round with members of SAC 2x per year and report out to leadership team.
- Monitoring Goal 2: Data of positive communication logged and reported to evaluator.
- Monitoring Goal 3: Data of positive referral communication home per quarter.
- Monitoring Goal 1: Quarterly data review of student choice.
- Monitoring Goal 2: Collect student ICAP data on pathways interest and completion.
<table>
<thead>
<tr>
<th>Action</th>
<th>Strategic Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep sessions during core classes and blended class periods (9th &amp; 10th grade) blended classes will be using the SAT Prep class in GreatPoint.</td>
<td></td>
</tr>
<tr>
<td>Share individual performance results with students in English and Math classes. Frequency.</td>
<td></td>
</tr>
<tr>
<td>Visible Learning — emphasize teacher clarity in communicating learning intentions, success criteria, and feedback to students through professional development training, teacher observation, feedback and coaching conversations.</td>
<td></td>
</tr>
<tr>
<td>Digital Citizenship Implemented in the blended classes.</td>
<td></td>
</tr>
<tr>
<td>Collect and analyze data on referrals related to attendance and disrespectful behavior from 1st to 2nd semester.</td>
<td></td>
</tr>
<tr>
<td>Identify Students who are falling 9th &amp; 10th Grade EIA and Math.</td>
<td></td>
</tr>
<tr>
<td>Provide interventions for students not meeting grade level for 9th &amp; 10th Grade EIA and Math.</td>
<td></td>
</tr>
<tr>
<td>Round up Employees 2 a year.</td>
<td></td>
</tr>
<tr>
<td>Conduct 30/50 Day Meetings with new employees.</td>
<td></td>
</tr>
<tr>
<td>Rounding Summary rollout to staff 2 a year.</td>
<td></td>
</tr>
<tr>
<td>Results Rollout for LE Survey to staff.</td>
<td></td>
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<tr>
<td>Results Rollout for PS Survey to staff.</td>
<td></td>
</tr>
<tr>
<td>Results Rollout for Student Satisfaction Survey to staff.</td>
<td></td>
</tr>
<tr>
<td>Intentional Rollout of Standards of Excellence.</td>
<td></td>
</tr>
<tr>
<td>Master Schedule Discussions with departments in March/April 2015.</td>
<td></td>
</tr>
<tr>
<td>Results Rollout for Parent and Student Survey Results with SAC at the first meeting 18-19 school year.</td>
<td></td>
</tr>
<tr>
<td>All teachers will send at least one positive communication home per month during the 18-19 school year.</td>
<td></td>
</tr>
<tr>
<td>Leadership Wall defining roles and responsibilities.</td>
<td></td>
</tr>
<tr>
<td>Name badges for all front office staff.</td>
<td></td>
</tr>
<tr>
<td>Training for parents to access PowerSchool portal at Back-to-School night and grade level nights.</td>
<td></td>
</tr>
<tr>
<td>Training for parents on the APP at Back to School Night and grade level nights.</td>
<td></td>
</tr>
<tr>
<td>Create a Leadership Document which provides students and families with names, titles, contact information, roles and responsibilities of the leadership team. Make the document available on the website, front office, events and activities.</td>
<td></td>
</tr>
<tr>
<td>Create a multimedia marketing package for SAC to be deployed across diverse platforms and populations.</td>
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</tr>
<tr>
<td>Educate all staff regarding pathways, courses, programs and plans of study during staff meetings.</td>
<td></td>
</tr>
<tr>
<td>Training for staff on IEP and College &amp; Career Prep by grade level.</td>
<td></td>
</tr>
</tbody>
</table>
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
Student Success

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
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.

RATIONALE: 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:

<table>
<thead>
<tr>
<th>Changes Requiring Board Approval</th>
<th>Changes Within Administrative Discretion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in job title</td>
<td>Formatting and template modifications</td>
</tr>
<tr>
<td>Change in FLSA status (exempt vs non-exempt)</td>
<td>Minor modifications to essential duties and responsibilities, qualifications, or other work factors</td>
</tr>
<tr>
<td>Move from one pay range to another pay range</td>
<td>Revisions to reflect shifts in the district’s lexicon</td>
</tr>
<tr>
<td>Move from one salary schedule to another</td>
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</tr>
<tr>
<td>Change in reporting relationships</td>
<td></td>
</tr>
<tr>
<td>Major modifications to essential duties and responsibilities, qualifications or other work factors</td>
<td></td>
</tr>
</tbody>
</table>

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”.

RELEVANT DATA AND EXPECTED OUTCOMES: 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:

| Inner Ring—How we treat each other                                   | 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. |
| Outer Ring—How we treat our work                                     |
| Rock #1—Establish enduring trust 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 community participation |
| Rock #3—Grow a robust portfolio of distinct and exceptional schools  |
**BOE Regular Meeting April 11, 2019**  
**Item 8.08 continued**

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

**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 ADMINISTRATION)

<table>
<thead>
<tr>
<th>Job Title:</th>
<th>Data Analyst/Programmer (Academic Systems Administrator)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial:</td>
<td>October 11, 2018</td>
</tr>
<tr>
<td>Revised:</td>
<td>March 28, 2019 (Administrative Revision)</td>
</tr>
<tr>
<td>Work Year:</td>
<td>261 Days</td>
</tr>
<tr>
<td>Office:</td>
<td>Education</td>
</tr>
<tr>
<td>Department:</td>
<td>Learning Services</td>
</tr>
<tr>
<td>Reports To:</td>
<td>Coordinator of Academic Performance</td>
</tr>
<tr>
<td>FLSA Status:</td>
<td>Exempt</td>
</tr>
<tr>
<td>Pay Range:</td>
<td>Professional Technical Range 3</td>
</tr>
</tbody>
</table>

### 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 (e.g., 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 (i.e. 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:** 3B MLO Projects Update  
**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:**

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

- Always mindful with our integrity, we manage every project to the best possible outcome.
- 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
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 highlights:

• 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
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
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.
Inspiration View Elementary
Inspiration View Elementary
Inspiration View Elementary
Inspiration View Elementary
Project Update Report

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

<table>
<thead>
<tr>
<th><strong>Initial Budget</strong></th>
<th>Approved Budget for the MLO approved by the schools SAC.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Forecast</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Committed Cost</strong></td>
<td>Contracts, Purchases or any cost that has been encumbered as a PO. Nothing is considered Committed till a PO is in place.</td>
</tr>
<tr>
<td><strong>Projected to Complete</strong></td>
<td>Estimated costs to complete project. Estimates could be those of a contractors or just the Project Team.</td>
</tr>
<tr>
<td><strong>Projected (Over)/Under</strong></td>
<td>Amount project is over or Under from the “Initial Budget” (Not Current Forecast)</td>
</tr>
</tbody>
</table>

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

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

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.

Inspiration View Elementary
- 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
  - Floor, 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
- 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

<table>
<thead>
<tr>
<th></th>
<th>C Current Budget</th>
<th>G Committed Cost</th>
<th>H Projected To Complete</th>
<th>I Projected (Over)/Under</th>
<th>J Incurred Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Falcon High School</td>
<td>$5,650,000.00</td>
<td>$5,542,212.33</td>
<td>$1,095.00</td>
<td>$106,692.67</td>
</tr>
<tr>
<td>B</td>
<td>Bennett Ranch Elementary</td>
<td>$23,300,000.00</td>
<td>$23,136,907.08</td>
<td>$50,052.90</td>
<td>$111,510.24</td>
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<td>C</td>
<td>Sand Creek High School</td>
<td>$4,850,000.00</td>
<td>$4,812,551.80</td>
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<td>$33,448.20</td>
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<td>D</td>
<td>Inspiration View Elementary</td>
<td>$24,400,000.00</td>
<td>$22,662,485.32</td>
<td>$1,594,765.56</td>
<td>$142,749.12</td>
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<td>E</td>
<td>Vista Ridge High School</td>
<td>$7,000,000.00</td>
<td>$6,863,888.47</td>
<td>$6,000.00</td>
<td>$130,111.53</td>
</tr>
<tr>
<td>Total</td>
<td>$65,200,000.00</td>
<td>$63,018,045.00</td>
<td>$1,655,913.46</td>
<td>$524,511.76</td>
<td>$57,382,523.30</td>
</tr>
</tbody>
</table>

- 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**

<table>
<thead>
<tr>
<th></th>
<th>C Current</th>
<th>G Committed</th>
<th>H Projected To Complete</th>
<th>I Projected (Over)/Under</th>
<th>J Incurred Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Land &amp; Lease Cost</td>
<td>$1,000.00</td>
<td>$269.00</td>
<td>$731.00</td>
<td>$0.00</td>
<td>$269.00</td>
</tr>
<tr>
<td>B Owners Requirements</td>
<td>$1,942,939.00</td>
<td>$1,909,554.00</td>
<td>$33,075.00</td>
<td>$310.00</td>
<td>$1,617,419.67</td>
</tr>
<tr>
<td>C Construction</td>
<td>$19,651,144.63</td>
<td>$19,651,144.63</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$15,702,355.29</td>
</tr>
<tr>
<td>D Permits, Utilities &amp; Fees</td>
<td>$303,475.00</td>
<td>$240,120.53</td>
<td>$55,501.00</td>
<td>$7,853.47</td>
<td>$234,346.53</td>
</tr>
<tr>
<td>E Furniture, Fixture and Equipment</td>
<td>$1,317,000.00</td>
<td>$815,135.71</td>
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<td>G Contingencies &amp; Escalation</td>
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</table>

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

VIEW OF LEVEL 2 CLASSROOM COORIDOR

VIEW OF LEVEL 1 CLASSROOM COORIDOR
Inspiration View Elementary

VIEW OF ADMIN CABINETRY

VIEW OF GYM MURAL
Inspiration View Elementary

VIEW OF DISPLAY SHELVING IN ART ROOM

VIEW OF STUDENT RESTROOM WALL TILE
P2 Projects

Project Info:
• Projects are being scoped and coordinated for Spring and Summer work.
Project Update Report

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Budget</td>
<td>Approved Budget for the MLO approved by the schools SAC.</td>
</tr>
<tr>
<td>Current Forecast</td>
<td>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.</td>
</tr>
<tr>
<td>Committed Cost</td>
<td>Contracts, Purchases or any cost that has been encumbered as a PO. Nothing is considered Committed till a PO is in place.</td>
</tr>
<tr>
<td>Projected to Complete</td>
<td>Estimated costs to complete project. Estimates could be those of a contractors or just the Project Team.</td>
</tr>
<tr>
<td>Projected (Over)/Under</td>
<td>Amount project is over or Under from the &quot;Initial Budget&quot; (Not Current Forecast)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Zone</th>
<th>Description</th>
<th>Initial Budget</th>
<th>Current Budget</th>
<th>Committed Cost</th>
<th>Projected To Complete</th>
<th>Projected (Over)/Under</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Falcon Zone</td>
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<td>OES - Odyssey Elementary School</td>
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<td>RVE - Ridgeview Elementary School</td>
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<tr>
<td>C.1</td>
<td>SCH - Sand Creek High School</td>
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</table>
**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.
  - 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
- 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

<table>
<thead>
<tr>
<th></th>
<th>C Current Budget</th>
<th>G Committed Cost</th>
<th>H Projected To Complete</th>
<th>I Projected (Over)/Under</th>
<th>J Incurred Costs</th>
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<td><strong>$499,822.20</strong></td>
<td><strong>$55,951,658.94</strong></td>
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</tbody>
</table>

- 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.

![Timeline Graph]

Inspiration View Elementary Financials

<table>
<thead>
<tr>
<th></th>
<th>C Current Budget</th>
<th>G Committed Cost</th>
<th>H Projected To Complete</th>
<th>I Projected (Over)/Under</th>
<th>J Incurred Costs</th>
</tr>
</thead>
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<tr>
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<td>Technology</td>
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<td>$2,600,956.40</td>
<td>$111,938.65</td>
<td>$16,242,844.43</td>
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</tbody>
</table>

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

[Images of construction progress and interior views]

Page 5 of 6
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/OPTION: At the February 2, 2019 Annual Planning Summit, 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 District 49 even acquired the site. After further work and reflection, District Administration is ready to formally pursue 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 affect 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:

<table>
<thead>
<tr>
<th>Ring</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inner Ring</td>
<td>How we treat each other</td>
</tr>
</tbody>
</table>
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 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

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 firm foundations 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.

Recommended Course Of Action/Motion Requested: 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
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 consists 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
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 monthly for mileage, meals and printing. Major printing for Contractor and Owner is not included.

FEE BY PHASE OF WORK:

<table>
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<tr>
<th>Fee by Phase of Work</th>
<th>Fee by Phase</th>
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<tr>
<td>SD</td>
<td>17%</td>
</tr>
<tr>
<td>DD</td>
<td>26%</td>
</tr>
<tr>
<td>CD</td>
<td>27%</td>
</tr>
<tr>
<td>BN</td>
<td>3%</td>
</tr>
<tr>
<td>CA</td>
<td>25%</td>
</tr>
<tr>
<td>CO</td>
<td>2%</td>
</tr>
</tbody>
</table>

**100%** | $ 321,950

**reimbursible** | $ 14,200

$ 336,150

ANTICIPATED SCHEDULE:

<table>
<thead>
<tr>
<th>Task</th>
<th>Date Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notice to Proceed</td>
<td>April 1, 2019</td>
</tr>
<tr>
<td>Concept Design</td>
<td>April - mid May 2019</td>
</tr>
<tr>
<td>Design Development</td>
<td>mid May - June 2019</td>
</tr>
<tr>
<td>Construction Documents</td>
<td>July - August 2019</td>
</tr>
<tr>
<td>Permitting</td>
<td>September - October 2019</td>
</tr>
<tr>
<td>Construction</td>
<td>November 2019 - June 2020</td>
</tr>
<tr>
<td>Owner Occupancy</td>
<td>July 2020</td>
</tr>
</tbody>
</table>

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.
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:

Greg Cromer, AIA, Vice Pres. – DLR Group

(Date) March 26, 2019

(Printed Name and Title)

AGREED TO:

Brett Ridgway

(Date) 4/1/2019

(Printed Name and Title)
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:

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

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
## Capital Reserve-Funded Projects

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>DW</td>
<td>Contingency (2019-2020 Funded Projects)</td>
<td>15-800-05-5000-084000-0000-98000002</td>
<td>$195,316.46</td>
<td>$195,316.46</td>
<td>$195,316.46</td>
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<td>-</td>
<td></td>
<td>-</td>
<td>4.6%</td>
</tr>
<tr>
<td>DW</td>
<td>Districtwide - Parking Lot Repair</td>
<td></td>
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<tr>
<td>DW</td>
<td>DW - Repair &amp; Maint of Concrete</td>
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<tr>
<td>DW</td>
<td>Phase 1 Elem Lockdown Pushbar Replacement</td>
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<tr>
<td>SSAE</td>
<td>East Mod Removal</td>
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<tr>
<td>SSAE</td>
<td>SSAE Expansion Const Interest</td>
<td>15-464-49-5100-083000-0000-94640009</td>
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<td>$50,000.00</td>
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<tr>
<td>FMS</td>
<td>RTU B19 Replacement</td>
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<tr>
<td>FMS</td>
<td>Boiler/Heat Exchanger Replacement</td>
<td>15-220-26-2691-043000-0000-92200011</td>
<td>$100,000.00</td>
<td>$100,000.00</td>
<td>$100,000.00</td>
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<tr>
<td>FMS</td>
<td>Phase 1 Mod Refresh</td>
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<tr>
<td>FMS</td>
<td>Engineer Evaluation - Floor &amp; Wall Cracks</td>
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<tr>
<td>FMS</td>
<td>Front Door Replacement</td>
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<tr>
<td>FMS</td>
<td>Sped Mod Removal</td>
<td>15-225-26-2690-043000-0000-92200013</td>
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<tr>
<td>FMS</td>
<td>Panther Dam Drainage Correction</td>
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<td>FMS</td>
<td>Boiler Addition</td>
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<td>$200,000.00</td>
<td>$200,000.00</td>
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<td>FMS</td>
<td>Grease Trap Replacement</td>
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<tr>
<td>FMS</td>
<td>ADA Compliant Concrete - North Entrance</td>
<td>15-330-26-2630-043000-0000-93300015</td>
<td>$60,000.00</td>
<td>$60,000.00</td>
<td>$60,000.00</td>
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<tr>
<td>EEIS</td>
<td>Fire Alarm Upgrade</td>
<td>15-131-26-4600-073000-0000-991110007</td>
<td>$150,000.00</td>
<td>$150,000.00</td>
<td>$150,000.00</td>
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<td>CSSC</td>
<td>Partition/ forb install</td>
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<tr>
<td>Total of Original Budgeted Capital Projects</td>
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<td></td>
<td>$4,250,000.00</td>
<td>$4,250,000.00</td>
<td>$4,250,000.00</td>
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<td>$4,250,000.00</td>
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</table>

### Additional Projects & Spends identified as Necessary & Subsequently Pursued - 2019-2020

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>DW</td>
<td>Total of Additional Projects</td>
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<tr>
<td>DW</td>
<td>Unbudgeted Additional</td>
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<tr>
<td>DW</td>
<td>Total of Approved and Additional Projects</td>
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</table>

### Completion of Prior Year Capital Projects (Funds carried over from 2018-2019)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>DW</td>
<td>Total of LY Carry forward Projects</td>
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<tr>
<td>DW</td>
<td>Unbudgeted Carry forward</td>
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<tr>
<td>DW</td>
<td>Total of Approved, Additional, &amp; Rolled Projects</td>
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<td></td>
</tr>
</tbody>
</table>
EL PASO COUNTY SCHOOL DISTRICT 49  
Capital Projects Financial Summary  
FY 19/20  

<table>
<thead>
<tr>
<th>Location</th>
<th>Description</th>
<th>Account Number</th>
<th>(Original) Budgeted Funds for 2019-2020</th>
<th>Current Forecast (Adjusted) for 2019-2020</th>
<th>Balance Currently Showing</th>
<th>Purchase Order</th>
<th>Encumbered</th>
<th>Paid</th>
<th>Available Balance</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCBC Funded Projects for 2019-2020</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total of FCBC Funded Projects</td>
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<td></td>
<td>- $</td>
<td>- $</td>
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<td>- $</td>
<td>- $</td>
<td>- $</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Total of Fund 15</td>
<td></td>
<td></td>
<td>4,250,000.00</td>
<td>4,250,000.00</td>
<td>4,250,000.00</td>
<td>$</td>
<td>- $</td>
<td>- $</td>
<td>4,250,000.00</td>
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<tr>
<td>Grand Total of All Capital Projects</td>
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<td>4,250,000.00</td>
<td>4,250,000.00</td>
<td>$</td>
<td>- $</td>
<td>- $</td>
<td>4,250,000.00</td>
<td></td>
</tr>
</tbody>
</table>
**BOARD OF EDUCATION ITEM 9.04**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** April 11, 2019  
**PREPARED BY:**  
- Brett Ridgway, Chief Business Officer  
- 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:**

<table>
<thead>
<tr>
<th>Culture</th>
<th>Budget development is a team effort with purposeful intentions for changes from prior years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inner Ring—How we treat each other</td>
<td></td>
</tr>
<tr>
<td>Outer Ring—How we treat our work</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Having conversations about budget development is a major contributor to maintaining an enduring trust with our community.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rock #1</strong>—Establish enduring trust throughout our community</td>
<td></td>
</tr>
<tr>
<td><strong>Rock #2</strong>—Research, design and implement programs for intentional community participation</td>
<td></td>
</tr>
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<td><strong>Rock #3</strong>—Grow a robust portfolio of distinct and exceptional schools</td>
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<td><strong>Rock #4</strong>—Build firm foundations of knowledge, skills and experience so all learners can thrive</td>
<td></td>
</tr>
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<td><strong>Rock #5</strong>—Customize our educational systems to launch each student toward success</td>
<td></td>
</tr>
</tbody>
</table>

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

**APPROVED BY:** Brett Ridgway, Chief Business Officer  
**DATE:** March 28, 2019
### El Paso County Colo School District 49

#### Proposed Budget Walkforward - 19/20

**High-Level Parameters**

**District General Funds**

<table>
<thead>
<tr>
<th>Program Formula Funding</th>
<th>2018/19 Amended Budget</th>
<th>District</th>
<th>Chartered</th>
<th>Operated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Funded Student Count:</strong></td>
<td>23,664.10</td>
<td>10,835.12</td>
<td>12,828.98</td>
<td></td>
</tr>
<tr>
<td><strong>Per Pupil Rate</strong></td>
<td>$7,745.99</td>
<td>$7,706.62</td>
<td>$7,779.25</td>
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</tr>
<tr>
<td><strong>Total Program Revenue</strong></td>
<td>$183,301,936.08</td>
<td>$83,502,152.49</td>
<td>$99,799,805.21</td>
<td></td>
</tr>
</tbody>
</table>

**Revenue Allocations:**
- Charter Schools: $(83,502,152.49)
- Capital Reserve: $(4,000,000.00)
- Insurance Reserve: $(900,000.00)
- Colo Preschool Prgm: $(486,202.94)

#### 2019/20 Proposed Budget

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

**Proj Est Inc/(Dec) for 19/20**

- Fund Balance 19/20 - 9%: $(326,683.99)
- Net 'New' $$$$ to Oper Po: $7,195,989.87
- Net 'New' Money: $6,549,281.37

---

C:sers\rsprinz\Google Drive\Ron\Budget Reports\19_20 Proposed Budget\Proposed Budget\19_20 Walkforward
### El Paso County School District 49
#### 2019/20 Budget Planning

<table>
<thead>
<tr>
<th>District Wide Launch Program Formula All Other Total</th>
<th>Personnel Implementation Total</th>
<th>Net Rev / (Exp)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2018/19 Amend</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>99,799,805</td>
<td>10,234,439</td>
<td>110,034,244</td>
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<tr>
<td>110,034,244</td>
<td>18,721,842</td>
<td>110,034,244</td>
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<tr>
<td><strong>91%</strong></td>
<td><strong>17.01%</strong></td>
<td><strong>-</strong></td>
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</table>

#### Personnel Breakout

<table>
<thead>
<tr>
<th>Launch Pt.</th>
<th>Gross Pay</th>
<th>Benefits</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>6,549,281.37</td>
<td>3,775,181.70</td>
<td>2,774,099.67</td>
<td></td>
</tr>
</tbody>
</table>

#### Projected Change

- **Balance the launch point (DAA Targets), redistribute** $(326,683.99)$ $(188,731.22)$ $(137,952.77)$ $4.20\%$ $2,897,983.46$ $1,387,004.43$ $4,284,987.89$
- **Maintain Capital Maint & Improvements** $(-250,000.00)$ $(-144,429.50)$ $(-105,570.50)$ $4.50\%$ $3,104,982.28$ $1,431,716.17$ $4,536,698.45$
- **Increase Prop & Liab Insurance** $(-50,000.00)$ $(-28,885.90)$ $(-21,114.10)$ $5.57\%$ $3,843,949.99$ $1,591,274.01$ $5,434,949.99$
- **CPP rate change** $(-20,024.51)$ $(-20,024.51)$ $-4.00\%$ $4,139,976.38$ $1,655,274.90$ $4,795,251.27$

#### Rates Changes for the 'Usual Suspects'

- **First Take Adjustments** $(761,040.00)$ $(493,769.29)$ $(470,562.09)$ $5.95\%$ $6,399,281.37$ $0.00$ $6,399,281.37$

#### Consistent Distributions

- **Personnel Costs** $5,434,949.99$ $82.99\%$ $2,295,081.59$
- **Implementation Costs** $1,114,331.38$ $17.01\%$ $470,562.09$

#### New Money

- **Net New Money** $6,549,281.37$ $3,775,181.70$ $2,774,099.67$
- **New Person** $2,295,081.59$ $470,562.09$
- **Current Person** $4,284,987.89$ $1,387,004.43$ $4,672,002.32$ $3.44\%$ $2,295,081.59$ $147,662.10$ $2,442,743.69$
- **Current Imp** $1,387,004.43$ $470,562.09$ $1,857,566.52$ $2.51\%$ $470,562.09$ $0.00$ $470,562.09$
- **New Imp** $4,672,002.32$ $3,843,949.99$ $82.99\%$ $2,295,081.59$ $470,562.09$ $643,769.29$ $470,562.09$

#### Scenarios

<table>
<thead>
<tr>
<th>2019/20 Scenarios</th>
<th>2019/20 Gross Pay</th>
<th><strong>Total</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2018/19 Amend</strong></td>
<td>68,999,606.25</td>
<td>91,312,402.28</td>
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<td><strong>2019/20</strong></td>
<td>761,040.00</td>
<td><strong>761,040.00</strong></td>
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</table>

The Best Choice to Learn, Work and Lead
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

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• Legislative & Budget Update:
  – Legislative – no new news
  • Interim Legislative Committee
  • Joint Budget Committee – Full Day K
  • Other good legislative involvement
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• 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)*
VCT 3.3

2019/20 BoE Budget Framing – Page 1:

<table>
<thead>
<tr>
<th>Proposed Budget Walkforward: 19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Level Parameters</td>
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<tr>
<td></td>
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<tr>
<td>District General Funds</td>
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<table>
<thead>
<tr>
<th>Program Formula Funding</th>
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</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>2018/19 Amended Budget</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>District Portfolios</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Chartered Portfolios</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Per Pupil Rate (PPR)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Total Program Revenue</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Revenue Allocations</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Student Count Inc.</td>
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<tr>
<td>Per Pupil Rate (PPR)</td>
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<tr>
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<tr>
<td>Total General Formula Revenue</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2019/20 Proposed Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Funded Student Count</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Per Pupil Rate (PPR)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Total Program Revenue</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Charter Schools</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Capital Reserve</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Insurance Reserve</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Net General Program Formula Revenue</td>
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</table>

<table>
<thead>
<tr>
<th>2019/20 Proposed Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>District Portfolio</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Chartered Portfolio</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Operated Portfolio</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Charter Schools</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Total New Money</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Charter Portfolio Rev Alloc</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Net New $55 to Op Po</td>
</tr>
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<tr>
<td>Fund Balance 19/20 - 9%</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Net New Money</td>
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The Best Choice to Learn, Work and Lead
VCT 3.3

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

<table>
<thead>
<tr>
<th>Program Formula Funding</th>
<th>2019/20 Proposed Budget</th>
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<tbody>
<tr>
<td></td>
<td>District Portfolio</td>
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<tr>
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<td>Chartered Portfolio</td>
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<td></td>
<td>Operated Portfolio</td>
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<tr>
<td>2018/19 Amended Budget</td>
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<td>Funded Student Count</td>
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<td>$322.98</td>
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<td>Total Program Revenue</td>
<td>$195,719,297.94</td>
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<td>$88,723,524.49</td>
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<tr>
<td>Capital Reserve</td>
<td>$4,250,000.00</td>
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<tr>
<td>Insurance Reserve</td>
<td>($950,000.00)</td>
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<tr>
<td>Colo PreSchool Prgm</td>
<td>($506,227.45)</td>
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<td>Net General Program Formula Revenue</td>
<td>$109,789,546.01</td>
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<table>
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<tr>
<th>Proj Est Inc/Dec for 19/20</th>
<th>Full Day Kinder</th>
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<td>Total</td>
<td>375</td>
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<td>Falcon Zone</td>
<td>128</td>
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<tr>
<td>Sand Creek Zone</td>
<td>126</td>
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<tr>
<td>Power Zone</td>
<td>121</td>
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<tr>
<td>Connect Zone</td>
<td>0</td>
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<td></td>
<td>$8,103.30</td>
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<tr>
<td></td>
<td>$106,995,773.45</td>
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</table>

The Best Choice to Learn, Work and Lead
VCT 3.3

- 2019/20 Budget Update:
  - Page 1, Zoom #1:
The Best Choice to Learn, Work and Lead
VCT 3.3

- **2019/20 Budget Update:**

  - Page 1: Zoom #3

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Total 'New' Money</td>
<td>$12,417,361.86</td>
</tr>
<tr>
<td>Chrtered Portfolio Rev Alloc</td>
<td>($5,221,371.99)</td>
</tr>
<tr>
<td>Net 'New' $$$ to Oper Po</td>
<td>$7,195,989.87</td>
</tr>
<tr>
<td>Fund Balance 19/20 - 9%</td>
<td>($326,683.99)</td>
</tr>
<tr>
<td></td>
<td>($250,000.00)</td>
</tr>
<tr>
<td></td>
<td>($50,000.00)</td>
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<tr>
<td></td>
<td>($20,024.51)</td>
</tr>
<tr>
<td>Net 'New' Money</td>
<td>$6,549,281.37</td>
</tr>
</tbody>
</table>

Chg to Cap Maint/Improv $
Chg to Prop/Liability Insura
Chg to CPP (formulaic)
VCT 3.3

- 2019/20 BoE Budget Framing – Page 2:

![Image of budget planning chart]

[The image contains a detailed budget planning chart with various financial metrics and cost allocations.]

---

The Best Choice to Learn, Work and Lead
### VCT 3.3

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

<table>
<thead>
<tr>
<th>Launch Point</th>
<th>Program Formula</th>
<th>All Other Revenue</th>
<th>Total Revenue</th>
<th>District Wide Personnel Expense</th>
<th>District Wide Implementation Expense</th>
<th>District Wide Total Expense</th>
<th>Net Rev (Exp)</th>
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</thead>
<tbody>
<tr>
<td>2017/18 Amend</td>
<td>99,799,805</td>
<td>10,234,389</td>
<td>110,034,244</td>
<td>91,312,402</td>
<td>18,721,842</td>
<td>110,034,244</td>
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</tr>
<tr>
<td>% of Category</td>
<td>90.70%</td>
<td>9.30%</td>
<td></td>
<td>82.99%</td>
<td>17.01%</td>
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<td></td>
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</table>

#### Program Formula Funding

<table>
<thead>
<tr>
<th>PPE Budget Drivers</th>
<th>2017/18</th>
<th>2018/19</th>
<th>Projected Change</th>
<th>Rate</th>
<th>Volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net New Money</td>
<td>6,549,281.37</td>
<td>3,775,181.70</td>
<td>2,774,099.67</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Consistent Distributions

- Personnel Costs: 5,434,949.99 (82.99%)
- Mix Adj: 4,284,587.29
- Implementation Costs: 1,114,331.38 (17.01%)
- Rates Changes for the ‘Usual Suspects’: (150,000.00)

Total Available after ‘Usual Suspects’: 6,399,281.37

#### Personnel Breakout

2018/19 Scenarios

- Gross Pay
- Benefits
- Total

---

The Best Choice to Learn, Work and Lead
VCT 3.3

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

<table>
<thead>
<tr>
<th>PFF Budget Drivers</th>
<th>sFTE</th>
<th>PPR</th>
<th>PFF Rev</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>12,828.98</td>
<td>7,779.25</td>
<td>99,799,805.21</td>
</tr>
<tr>
<td>2018/19</td>
<td>13,203.98</td>
<td>8,103.30</td>
<td>106,995,795.08</td>
</tr>
</tbody>
</table>

| Projected Change   | 375.00 | 324.05 | 7,195,989.87 |
|                    | 2.92%  | 4.17%  | 7.21%        |

<table>
<thead>
<tr>
<th>'First Take' Adjustments</th>
<th>Rate</th>
<th>Volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance the launch point (DAA Targets), redistribute</td>
<td>(326,683.99)</td>
<td>(188,731.22) (137,952.77)</td>
</tr>
<tr>
<td>Maintain Capital Maint &amp; Improvements</td>
<td>(250,000.00)</td>
<td>(144,429.50) (105,570.50)</td>
</tr>
<tr>
<td>increase Prop &amp; Liab Insurance</td>
<td>(50,000.00)</td>
<td>(28,885.90) (21,114.10)</td>
</tr>
<tr>
<td>CPP rate change</td>
<td>(20,024.51)</td>
<td>(20,024.51)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Net New Money</th>
<th>6,549,281.37</th>
<th>3,775,181.70</th>
<th>2,774,099.67</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.80%</td>
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</table>
VCT 3.3

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

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<th>Net New Money</th>
<th>Total</th>
<th>Rate</th>
<th>Volume</th>
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<tbody>
<tr>
<td></td>
<td>6,549,281.37</td>
<td>3,775,181.70</td>
<td>2,774,099.67</td>
</tr>
<tr>
<td></td>
<td>5.95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistent Distributions:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Personnel Costs</td>
<td>5,434,949.99</td>
<td>4,284,987.89</td>
<td>1,149,962.10</td>
</tr>
<tr>
<td>% of Launch Pt.</td>
<td>82.99%</td>
<td>3,139,868.40</td>
<td>2,295,081.59</td>
</tr>
<tr>
<td></td>
<td>5.95%</td>
<td>3.44%</td>
<td>2.51%</td>
</tr>
<tr>
<td>Implementation Costs</td>
<td>1,114,331.38</td>
<td>643,769.29</td>
<td>470,562.09</td>
</tr>
<tr>
<td>% of Launch Pt.</td>
<td>17.01%</td>
<td>3.44%</td>
<td>2.51%</td>
</tr>
<tr>
<td>Mix Adj</td>
<td></td>
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<tr>
<td>Rates Changes for the 'Usual Suspects'</td>
<td>(150,000.00)</td>
<td>(150,000.00)</td>
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<tr>
<td></td>
<td>964,331.38</td>
<td>493,769.29</td>
<td>470,562.09</td>
</tr>
<tr>
<td>Total Available after 'Usual Suspects'</td>
<td>6,399,281.37</td>
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</tr>
</tbody>
</table>
VCT 3.3

- 2019/20 Budget Update

--- Page 2:

**Zoom #3:**

What prefer for Rate / Volume$?

---

### 2018/19 Personnel Breakout

<table>
<thead>
<tr>
<th>Gross Pay</th>
<th>Benefits</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>68,999,606.25</td>
<td>22,312,796.03</td>
<td>91,312,402.28</td>
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### 2019/20 Scenarios

<table>
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<th>Scenario</th>
<th>Gross Pay</th>
<th>Benefits</th>
<th>Total</th>
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<td>1,379,992.13</td>
<td>1,059,118.30</td>
<td>2,438,110.42</td>
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<td>2.25%</td>
<td>1,552,491.14</td>
<td>1,096,378.09</td>
<td>2,648,869.23</td>
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<tr>
<td>2.50%</td>
<td>1,724,990.16</td>
<td>1,133,637.87</td>
<td>2,858,628.03</td>
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<td>2.75%</td>
<td>1,897,489.17</td>
<td>1,170,897.66</td>
<td>3,068,386.83</td>
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<tr>
<td>2.84%</td>
<td>1,956,273.35</td>
<td>1,183,595.04</td>
<td>3,139,868.40</td>
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<tr>
<td>3.44%</td>
<td>2,759,984.25</td>
<td>1,357,196.60</td>
<td>4,117,180.85</td>
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<tr>
<td>4.00%</td>
<td>2,897,983.46</td>
<td>1,387,004.43</td>
<td>4,284,987.89</td>
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<tr>
<td>4.20%</td>
<td>3,104,982.28</td>
<td>1,431,716.17</td>
<td>4,536,698.45</td>
</tr>
<tr>
<td>4.50%</td>
<td>3,843,675.98</td>
<td>1,591,274.01</td>
<td>5,434,949.99</td>
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<tr>
<td>5.57%</td>
<td>4,139,976.38</td>
<td>1,655,274.90</td>
<td>5,795,251.27</td>
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<tr>
<td>6.00%</td>
<td>4,636,711.65</td>
<td>1,762,569.72</td>
<td>6,399,281.37</td>
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<tr>
<td>6.72%</td>
<td>5,434,949.99</td>
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<td>% of Launch Pt.</td>
<td>5.95%</td>
<td>3.44%</td>
<td>2.51%</td>
</tr>
</tbody>
</table>
VCT 3.3

• Current Thinking/Recommendations:

1. Move ~$1.1mm from Personnel Volume Change to Personnel Rate Change to target 4.2% average 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 Chg 1,149,115
   - fund VCT priorities 250,000
   
   Net Personnel Vol Chg $ 895,966
VCT 3.3

• 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:
    1. 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
VCT 3.3

• 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 ≈ →

  +0.18% to avg chg to all other segments
  - 0.58% to avg chg to ESP segment
### The 2019/20 Budget - ESP Options Continuum

<table>
<thead>
<tr>
<th>for ESP segment</th>
<th>Maximum ESP Compression</th>
<th>Compres Opt 1</th>
<th>Compres Opt 2</th>
<th>Compres Opt 3</th>
<th>Minimum (No) ESP Compression</th>
</tr>
</thead>
<tbody>
<tr>
<td>new gross pay $</td>
<td>$571,672</td>
<td>$744,360</td>
<td>$750,553</td>
<td>$781,101</td>
<td>$980,000</td>
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<tr>
<td>minimum chg %</td>
<td>0.67%</td>
<td>2.39%</td>
<td>2.51%</td>
<td>2.80%</td>
<td>2.81%</td>
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<tr>
<td>average chg %</td>
<td>3.31%</td>
<td>4.31%</td>
<td>4.35%</td>
<td>4.52%</td>
<td>5.67%</td>
</tr>
<tr>
<td>maximum chg %</td>
<td>9.19%</td>
<td>9.19%</td>
<td>9.19%</td>
<td>9.19%</td>
<td>8.09%</td>
</tr>
</tbody>
</table>

### Impact to other Segments

| 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%                       |
VCT 3.3

- 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?
VCT 3.3

• 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?
### VCT 3.3

**Licensed Staff Pay Change Options**

<table>
<thead>
<tr>
<th></th>
<th>Full Base</th>
<th>SchedBase</th>
<th>#Steps</th>
<th>ChgBase</th>
<th>Tot Chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018/19</td>
<td>36,108.00</td>
<td>420</td>
<td></td>
<td>35,688.00</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>min MLO 90</th>
<th>avg</th>
<th>max</th>
<th>Rate Change $ Available: 1,720,501.06</th>
<th>individual result boundaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019/20</td>
<td>37,500.00</td>
<td>420</td>
<td>1</td>
<td>1,392.00</td>
<td>1,713,163.87</td>
</tr>
<tr>
<td></td>
<td>37,008.00</td>
<td>420</td>
<td>2</td>
<td>900.00</td>
<td>1,717,951.11</td>
</tr>
<tr>
<td></td>
<td>36,516.00</td>
<td>420</td>
<td>3</td>
<td>408.00</td>
<td>1,712,529.83</td>
</tr>
<tr>
<td></td>
<td>36,036.00</td>
<td>420</td>
<td>4</td>
<td>(72.00)</td>
<td>1,712,660.67</td>
</tr>
</tbody>
</table>

**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 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?
VCT 3.3

• Prof/Tech Staff Pay Change Options
  – Primary benefit of the change to the schedule two years ago was to 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?
VCT 3.3

• Prof/Tech Staff Pay Change Options

<table>
<thead>
<tr>
<th>2018/19 Base</th>
<th>Base Chg</th>
<th>2019/20 Base</th>
<th># Steps</th>
<th>Rate $ used</th>
<th>3.50%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>min</td>
</tr>
<tr>
<td>42,396.00</td>
<td>1,500.00</td>
<td>43,896.00</td>
<td>1</td>
<td>101,796.00</td>
<td>2.40%</td>
</tr>
<tr>
<td>42,396.00</td>
<td>900.00</td>
<td>43,296.00</td>
<td>2</td>
<td>99,012.00</td>
<td>1.44%</td>
</tr>
<tr>
<td>42,396.00</td>
<td>396.00</td>
<td>42,792.00</td>
<td>3</td>
<td>99,036.00</td>
<td>0.63%</td>
</tr>
<tr>
<td>42,396.00</td>
<td>(96.00)</td>
<td>42,300.00</td>
<td>4</td>
<td>97,200.00</td>
<td>-0.15%</td>
</tr>
</tbody>
</table>

The 2019/20 Budget - Prof/Tech Options Continuum

Rate Change $ Available = 94,307.11

• 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?
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:

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

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

DATE: 3/29/19
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
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

Buns on the Run Team!
Save the Date!

D4.9K Walk/Run
• Saturday, September 14
• Falcon High School

2018 D4.9K

2019 D4.9K Logo Finalists
Healthy Schools Successful Students
School Health Improvement Plan (SHIP)

**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.

<table>
<thead>
<tr>
<th>SHIP Components</th>
<th>SHIP Checklist</th>
</tr>
</thead>
</table>
| **Priority Area:** *Ten Components of The Whole School, Whole Community, Whole Child Model*  
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)?  
For example: After completing your assessment, your school health team identified the following priority areas to address this school year:  
- Provide students with opportunities for physical activity on a daily basis outside of the physical education program  
- 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.  |  
- Priority area(s) for improvement has been identified by the school health team using an assessment and prioritization process  
- SMART objective(s) demonstrates efforts to improve priority area |
### 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.

### 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.

### Action Steps:
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.)

### 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 school assessment.
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.
5. Build sustainability efforts into your SHIP.
6. A final consideration, if you gave your SHIP to someone who is not familiar with your plan would they understand what you are planning on doing? If no consider adding more details!
### Priority Area #1: What priority area have you selected to focus your efforts?
**Student and Staff Movement - Workout Wednesday**

#### 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? observing teacher/student participation

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>8/22/18-5/20/19</td>
<td>Beth Drake</td>
<td>0</td>
<td>completed</td>
</tr>
<tr>
<td>Use Go Noodle to encourage movement for brain breaks and as well as indoor recess.</td>
<td>8/22/18-5/20/19</td>
<td>All staff</td>
<td>0</td>
<td>completed</td>
</tr>
</tbody>
</table>

**BUDGET NEEDED FOR THIS OBJECTIVE:**

$0

---

### 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 appropriate behavior; while showing that they are appreciated.**

#### 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? improvement/ maintain positive behaviors

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
</table>

---

Co-leader Name(s): Beth Drake  
Principal: Rebecca Thompson
<table>
<thead>
<tr>
<th>Purchase items that will reward and acknowledge student behavior</th>
<th>11/22/18</th>
<th>Beth Drake and Sandi Esperan</th>
<th>$264.89 CDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-- 20 pieces Dragons $9.99each -- $39.96 Amazon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 -- 100 piece bubbles $29.99 each -- $29.99 Oriental Trading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-- mini footballs $16.99/set of 6 $33.98 OT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-- basketballs $32.99/set of 6 $65.98 OT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-- finger puppets $11.99/doz $35.97 Oriental Trading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-- legos/4 pack$19.97 $59.01 Amazon</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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:**

...
### 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?**

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule Date for Fitness Workouts</td>
<td>Oct 15th</td>
<td>Carlson</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Schedule Date for Fitness Workouts</td>
<td>Oct 15th</td>
<td>McKenzie</td>
<td>0.00</td>
<td></td>
</tr>
</tbody>
</table>

**BUDGET NEEDED FOR THIS OBJECTIVE:**

$ 0.00

---

### 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**
- **Continuing/Expanded 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

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase Kettle Bell Sets</td>
<td>Nov 1</td>
<td>Carlson</td>
<td>500</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>McKenzie</td>
<td>500</td>
<td></td>
</tr>
</tbody>
</table>
BUDGET NEEDED FOR THIS OBJECTIVE: $500.00

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

<table>
<thead>
<tr>
<th>Co-leader Name(s):</th>
<th>Amanda Edler and Derik Brooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal:</td>
<td>Shannon Molnar</td>
</tr>
</tbody>
</table>

**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):**

<table>
<thead>
<tr>
<th>SMART Objective</th>
<th>Desired Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMART Objective</td>
<td>X New Objective</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain bids for painting playground</td>
<td>10/30/18</td>
<td>Amanda and Derik</td>
<td>x</td>
<td>X</td>
</tr>
<tr>
<td>Presented and approved by board</td>
<td>10/30/18</td>
<td>Shannon Molnar</td>
<td>x</td>
<td>X</td>
</tr>
<tr>
<td>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...</td>
<td>1/30/19</td>
<td>Amanda and Derik</td>
<td>5,500</td>
<td>x</td>
</tr>
</tbody>
</table>

**BUDGET NEEDED FOR THIS OBJECTIVE:**

- $5,500

---

<table>
<thead>
<tr>
<th>Co-leader Name(s):</th>
<th>Amanda Edler and Derik Brooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal:</td>
<td>Shannon Molnar</td>
</tr>
</tbody>
</table>

**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):**

<table>
<thead>
<tr>
<th>SMART Objective</th>
<th>Desired Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMART Objective</td>
<td>X New Objective</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain bids to remove the “donut” due to numerous head injuries on a daily basis. This needs to be removed as</td>
<td>10/30/18</td>
<td>Amanda and Derik</td>
<td>x</td>
<td>X</td>
</tr>
</tbody>
</table>
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):**
Students and staff from both BRES and FMS campuses will have an opportunity 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.

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check with FMS about holding campus walk</td>
<td>December 7</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check with AD at FMS about track season</td>
<td>November 30</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promote walk/run training days</td>
<td>February 11</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 selected to focus your efforts?
Staff Wellness - Building relationships and camaraderie for a new building

**SMART Objective #2 (desired change):**
80% of BRES staff will participate in at least 1 event hosted by D49 or BRES by the end of the year.

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

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing District event emails</td>
<td>all year</td>
<td>Christy</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Meeting with school health team</td>
<td>all year</td>
<td>Christy</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Step challenge within building</td>
<td>November 1</td>
<td>Christy</td>
<td>NA</td>
<td>Yes</td>
</tr>
<tr>
<td>Most ounces of water drank in a week - monitored by app</td>
<td>January 31</td>
<td>Wellness Team</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>------------</td>
<td>--------------</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td><strong>BUDGET NEEDED FOR THIS OBJECTIVE:</strong></td>
<td></td>
<td></td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>

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.

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

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picnic table</td>
<td>01/2019</td>
<td>Mickelson, Billingsley</td>
<td>$1,245.92 Medicaid Funds</td>
<td>Ordered</td>
</tr>
<tr>
<td>Various Adapted Equipment (pumper car, exercise ball and base, mini trampoline, and parachute)</td>
<td>01/2019</td>
<td>Mickelson, Billingsley</td>
<td>$694.74 Medicaid Funds</td>
<td>Ordered</td>
</tr>
<tr>
<td>Various Recess Equipment (tetherballs, gaga balls, tug-of-war rope, and mini tunnels)</td>
<td>01/2019</td>
<td>Mickelson, Billingsley</td>
<td>$500</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water bottle prizes for anyone that promoted staff wellness</td>
<td>09/2018</td>
<td>Mickelson, Billingsley,</td>
<td>$300</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**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.
Co-leader Name(s): Melissa Ardolf and Jarrod Torrez
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?  
- Smoothies for staff members  
- Flavored water to promote staying hydrated  
- Staff support with after school student activities and programs  
- Create and distribute a spring break wellness checklist  
- Submit a success story

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>D4.9 walk/run - promote - 18 participants</td>
<td>9/28/18</td>
<td>Ardolf/Torrez</td>
<td>N/A</td>
<td>yes</td>
</tr>
<tr>
<td>GoNoodle Staff Challenge</td>
<td>May 2019</td>
<td>Ardolf/Torrez</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>offer smoothies</td>
<td>May 2019</td>
<td>Ardolf/Torrez</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Submit Success Story</td>
<td>April 2019</td>
<td>Ardolf/Torrez</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordered fruit smoothie mixes for staff</td>
<td>May 2019</td>
<td>Torrez/ Ardolf</td>
<td>$100 (TCHF)</td>
<td>Yes</td>
</tr>
<tr>
<td>Large water containers for fruit infusion H2O</td>
<td>May 2019</td>
<td>Torrez/Ardolf</td>
<td>$200 (TCHF)</td>
<td>Yes</td>
</tr>
<tr>
<td>Go Noodle will be used by each classroom teacher for their entire class daily for at least 15 to 20 minutes.</td>
<td>May 2019</td>
<td>Torrez/Ardolf</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

**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

Co-leader Name(s): Theresa Klinitski  
Principal: Katie Boal

<table>
<thead>
<tr>
<th>Priority Area #1: What priority area have you selected to focus your efforts?</th>
<th>Employee Wellness</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SMART Objective #1 (desired change):</th>
<th>Falcon Homeschool Program is working to provide a healthy work environment by encouraging staff to bring healthy snack options to school. We will provide needed supplies to support this healthy choice.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>x New Objective</th>
<th>□ Continuing/Expanded Objective</th>
</tr>
</thead>
</table>

Data: What data will you collect that will indicate the objective has been achieved?  
Monitor periodically the amount and type of fruit contributed to the fruit bowl to access if staff are using it. Supplement throughout the year if needed. Poll staff during monthly staff meetings on their use of the blenders and smoothie containers. Encourage them to share recipes and ideas in the online portion of our staff meetings.

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
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<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the need for, purchase and install a community fruit basket at each campus for staff to contribute to and take from each day.</td>
<td>Oct 2018</td>
<td>J'Net McMahon Sandi Heckel</td>
<td>0</td>
<td>✓</td>
</tr>
<tr>
<td>Purchase blenders for each campus that are easy to use to prepare personal smoothies for staff members.</td>
<td>Oct 2018</td>
<td>Theresa Klinitski</td>
<td>$80</td>
<td>✓</td>
</tr>
<tr>
<td>Purchase individual containers for staff to take home and fill with healthy ingredients to create smoothies during the day.</td>
<td>Oct 2018</td>
<td>Theresa Klinitski Sandi Heckel</td>
<td>$50</td>
<td>✓</td>
</tr>
<tr>
<td>Research, create and share a healthy smoothie recipe book with each staff member.</td>
<td>Oct 2018</td>
<td>Theresa Klinitski</td>
<td>0</td>
<td>✓</td>
</tr>
</tbody>
</table>

**BUDGET NEEDED FOR THIS OBJECTIVE:**  
$ 130 (TCHF rollover funds)
### Priority Area #2: What priority area have you selected to focus your efforts?

**Physical Activity**

**SMART Objective #2 (desired change):**

Falcon Homeschool Program will provide an elective course option to all Academic Program students and staff to learn about the benefits and basics of yoga.

× **New Objective** ☐ **Continuing/Expanded Objective**

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

Note how many students choose to participate. Record their answers to pre and post survey questions regarding stress levels, quality of sleep and experience with yoga.

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase a class set of yoga mats (10) and blocks (10)</td>
<td>Oct 2018</td>
<td>Theresa Klinitski</td>
<td>$140</td>
<td>✓</td>
</tr>
<tr>
<td>Locate beginner yoga videos online (<a href="https://www.doyogawithme.com/yoga-beginners">https://www.doyogawithme.com/yoga-beginners</a>)</td>
<td>Jan 2018</td>
<td>Theresa Klinitski</td>
<td>$0</td>
<td>✓</td>
</tr>
</tbody>
</table>

**BUDGET NEEDED FOR THIS OBJECTIVE:**

$90 - (TCHF rollover funds)

$50 - (CDE funds)

---

### Priority Area #3: What priority area have you selected to focus your efforts?

**Physical Activity**

**SMART 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.

☐ **New Objective**  × **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

<table>
<thead>
<tr>
<th>Action step</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poll students and staff to learn what play and sport equipment is needed or most wanted.</td>
<td>Dec 2018 - Feb 2019</td>
<td>Theresa Klinitski, Nancy Carder, Sandi Heckel</td>
<td>$0</td>
<td>✓</td>
</tr>
<tr>
<td>Purchase playground equipment: hula-hoops, hacky sacks, volleyballs, soccer balls, large colorful cones, and</td>
<td>March 2018</td>
<td>Theresa Klinitski</td>
<td>$200</td>
<td>✓</td>
</tr>
</tbody>
</table>

**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 efforts?**  
Flexible Seating Options for Classrooms

**SMART Objective #2 (desired change):**  
All 250 Falcon Homeschool Program students can benefit from being able to choose their seat during their classtime activities. When students are comfortable it allows them to be more relaxed and engaged in classroom activities. It has also been shown to enhance a cooperative learning environment. This allows students to more easily work together which helps students learn more.

☐ New Objective ✗ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**  
Talk to teachers and students before, during and after the addition of flexible seating options to classrooms to gain information about student behavior, attention span and concentration levels with and without the choices.

### Action steps to achieve SMART Objective

<table>
<thead>
<tr>
<th>Action step</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide flexible seating options to teachers and collect feedback and additional ideas.</td>
<td>Jan - March 2019</td>
<td>Theresa Klinitski</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Purchase several different types of flexible seating choices and disperse among the classrooms at the Enrichment and Academic programs.</td>
<td>April 2019</td>
<td>Theresa Klinitski, Nancy Carder, Sandi Heckel</td>
<td>$2000</td>
<td></td>
</tr>
</tbody>
</table>

---
BUDGET NEEDED FOR THIS OBJECTIVE: $ 2000 - Medicaid Funds

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?

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community wellness walk - Did not work out</td>
<td>ASAP</td>
<td>Greg/Cheryl/Nate</td>
<td>Medicaid (1500)</td>
<td>0</td>
</tr>
</tbody>
</table>

BUDGET NEEDED FOR THIS OBJECTIVE: Getting quote from ACE class to make signs in house


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

Priority Area #2: What priority area have you selected to focus your efforts?
Staff Fitness Friday (TGIFF - Thanks Goodness it’s Fitness Friday) Before PLC (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

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
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<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changed - now send weekly emails to do in room Introduce staff fitness activities prior to PLC time on Friday mornings.</td>
<td>Start: October 26</td>
<td>Greg Morris</td>
<td>None needed</td>
<td>1</td>
</tr>
</tbody>
</table>
**Priority Area #3: What priority area have you selected to focus your efforts?**
Outdoor Picnic Wellness Area  
**SMART Objective #2 (desired change):** x New Objective  □ Continuing/Expanded Objective

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buy picnic tables for outdoor east side of building</td>
<td>Start: November 1</td>
<td>Cheryl Allen</td>
<td>CDE Funds (500)</td>
<td>1</td>
</tr>
<tr>
<td>Students waiting for rides after school activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band, flags, sports &amp; Theatre all wait on east side</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BUDGET NEEDED FOR THIS OBJECTIVE:**  
$ 500

---

**Priority Area #4: What priority area have you selected to focus your efforts?**
Order snacks student to be handed out by Admin, counselor & Security  
**SMART Objective #2 (desired change):** x New Objective  □ Continuing/Expanded Objective

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get list of approved snacks from nutrition and order</td>
<td>Start: November 1</td>
<td>Cheryl Allen</td>
<td>Medicaid request (1500)</td>
<td>1</td>
</tr>
</tbody>
</table>

**BUDGET NEEDED FOR THIS OBJECTIVE:**  
$ 121.07

---

**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

---

**Budget Needed for this Objective:**
Using leftover supplies to encourage staff participation  
$ 0
<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Start: April 2019</td>
<td>Cheryl Allen</td>
<td>Medicaid request (1500)</td>
<td>0</td>
</tr>
</tbody>
</table>

**BUDGET NEEDED FOR THIS OBJECTIVE:**

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bring in an after school self defense class.</td>
<td>Start: April 2019</td>
<td>Cheryl Allen</td>
<td>Medicaid request (1500)</td>
<td>0</td>
</tr>
</tbody>
</table>

**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: 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 opportunity 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.

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
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<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check with FMS about holding campus walk</td>
<td>December 7</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check with AD at FMS about track season</td>
<td>November 30</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promote walk/run training days</td>
<td>February 11</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
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<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>organize student groups to begin work on murals</td>
<td>November 15,16</td>
<td>Samantha Cates, Jessica Crawford-Nelson Counseling team</td>
<td>NA</td>
<td>X</td>
</tr>
<tr>
<td>hang finished murals</td>
<td>Christmas Break</td>
<td>Custodial staff</td>
<td>NA</td>
<td>X</td>
</tr>
</tbody>
</table>

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 knowledge re: nutritional facts
- Post survey to show growth in knowledge

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with Assistant Principal to discuss details and dates to offer class</td>
<td>Aug 2018</td>
<td>Lakeisha Lacy</td>
<td>None</td>
<td>X</td>
</tr>
<tr>
<td>Schedule a meeting with Cooking Matters staff and Goal High School staff to talk about details</td>
<td>Nov 1, 2018</td>
<td>Lakeisha Lacy</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
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:**

<table>
<thead>
<tr>
<th>Co-leader Name(s):</th>
<th>Principal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Area #2: What priority area have you selected to focus your efforts?</td>
<td></td>
</tr>
</tbody>
</table>

**SMART Objective #2 (desired change):**

| ☐ New Objective | ☐ Continuing/Expanded Objective |

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

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
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</tr>
</thead>
</table>

**BUDGET NEEDED FOR THIS OBJECTIVE:**

<table>
<thead>
<tr>
<th>Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking into social-emotional resources for students including stress balls in place of cooking class.</td>
</tr>
</tbody>
</table>
### Horizon Middle School
#### Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

**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  
- [x] Continuing/Expanded Objective

**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. Number of participants for each program.

- **Walktober:** 26

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
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<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a timeline and desired activities for the year</td>
<td>September 1, 2018</td>
<td>K. Dykema, S. Kolhoff</td>
<td>N/A</td>
<td>9/1/2018</td>
</tr>
<tr>
<td>Offer outside opportunites for health and wellness- Hiking Club. Promoted with prized and other incentives.</td>
<td>Ongoing; once a month throughout the year</td>
<td>K. Dykema, S. Kolhoff</td>
<td>$300.00</td>
<td>Yes</td>
</tr>
<tr>
<td>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.</td>
<td>Fall break, spring break</td>
<td>K. Dykema, S. Kolhoff</td>
<td>$200</td>
<td>After Spring Break</td>
</tr>
</tbody>
</table>

**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?**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Analyze data collected from the Studer Action Plan survey and find an area of need for improvement.</td>
<td>End of 2017 School year (data collection)</td>
<td>HMS admin.</td>
<td>$0</td>
<td>Aug. 10,2018</td>
</tr>
<tr>
<td>Incorporate needed mental wellness support into existing HMS programs- Boystown and Renaissance. Kindness assembly and motivational guest speaker.</td>
<td>Throughout the year- Ongoing</td>
<td>K. Dykema, S. Kolhoff, L. McClain, L. Maher</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Starting 2nd Semester</td>
<td>K. Dykema, S. Kolhoff, H. Daron, K. Leonhardt</td>
<td>$0</td>
<td>Formed by March 15th</td>
</tr>
</tbody>
</table>

**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 school 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

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Send home calendars of physical activities (and a spot to include number of fruits/vegetable servings)</td>
<td>Monthly</td>
<td>Lynn, Erika</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Collect calendars, reward students for participating</td>
<td>Monthly</td>
<td>Lynn, Amanda, PTO</td>
<td>$150</td>
<td></td>
</tr>
<tr>
<td>Keep track of Go Noodle minutes in classrooms</td>
<td>Quarterly</td>
<td>Amanda</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Making more activities available at recess (hopscotch, 4 square, cornhole, etc)</td>
<td>Ongoing</td>
<td>Lynn, classroom teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present a nutritional unit</td>
<td></td>
<td>Erika</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness Corner write-ups in school’s monthly newsletter</td>
<td>Monthly</td>
<td>Lynn, Erika, Amanda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutritional Themed bulletin boards in school</td>
<td>Ongoing</td>
<td>Erika, Lynn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TGIFF (Thank God It’s Fitness Friday) every Friday morning over the morning announcements</td>
<td>Every Friday</td>
<td>Lynn</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**BUDGET NEEDED FOR THIS OBJECTIVE:**

$0

---

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?
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Buddy bench in playground</td>
<td></td>
<td>PTO, Lynn</td>
<td>$400</td>
<td>X</td>
</tr>
<tr>
<td>Present mindfulness activities (yoga, relax activities) during PE classes (also using Go Noodle)</td>
<td>Ongoing</td>
<td>Lynn (classroom teachers)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible mental health lessons to the middle school classes</td>
<td></td>
<td>Erika</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 Goal:**
To decrease anxiety using meditation, yoga, stretching and physical activity breaks during staff meetings and professional developments days.

Hydration station for staff (ongoing)
### 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
- ◯ 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.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Medicaid application completed for Kid Cushions</td>
<td>Fall Break</td>
<td>Tarike Adams, Bailee Smith, Patricia Samora</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Purchase 12 packs (6 cushions per pack) distribute 2 packs per grade level.</td>
<td>After Fall Break</td>
<td>Tarike Adams, Bailee Smith, Patricia Samora</td>
<td>$899.40</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**BUDGET NEEDED FOR THIS OBJECTIVE:**

$ 899.40

---

### Priority Area #2: What priority area have you selected to focus your efforts?
Social/Emotional well being

### SMART Objective #2 (desired change):
- ☐ New Objective
- ◯ 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.

<table>
<thead>
<tr>
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<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase 35 fidget boxes with assorted items</td>
<td>Fall Break</td>
<td>Tarike Adams, Bailee Smith, Patricia Samora</td>
<td>$399.65</td>
<td>Yes</td>
</tr>
<tr>
<td>Distribute fidget boxes to each class and admin staff.</td>
<td>After Fall Break</td>
<td>Tarike Adams, Bailee Smith, Patricia Samora</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Priority Area #1: What priority area have you selected to focus your efforts?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
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<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote Walking Wednesday</td>
<td>8/5/18</td>
<td>Mark and Diane</td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>Order CO 14er poster for tracking</td>
<td>9/30/18</td>
<td>Diane Neff</td>
<td>$43.19</td>
<td>Y</td>
</tr>
<tr>
<td>Walking Club Tshirt for students that qualify</td>
<td>4/1/19</td>
<td>Mark Breeding</td>
<td>$450</td>
<td></td>
</tr>
</tbody>
</table>

**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, Odyssey 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?**

<table>
<thead>
<tr>
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<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote Health and Wellness Group to 4th and 5th Graders/Hand out Applications</td>
<td>10/1/2018</td>
<td>Mark and Diane</td>
<td>0</td>
<td>Y</td>
</tr>
<tr>
<td>Activity</td>
<td>Date</td>
<td>Assignees</td>
<td>Budget</td>
<td>Complete</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>------------</td>
<td>-------------------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>Review finished applications/Parent Communication/Set Meeting schedules</td>
<td>11/1/2018</td>
<td>Mark and Diane</td>
<td>0</td>
<td>Y</td>
</tr>
<tr>
<td>Develop Student Climate and Voice Survey</td>
<td>12/1/2018</td>
<td>Mark and Diane</td>
<td>0</td>
<td>Y</td>
</tr>
</tbody>
</table>

**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
## 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 nutrition, 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 every 4 weeks.)

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
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<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly meetings and check in with Co-worker</td>
<td>Weekly (FRI)</td>
<td>Brian and ?</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teach students how to record, track and graph their information</td>
<td>Aug 31, 2018</td>
<td>Brian</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Incorporate the graphic design team to assist with creating posters</td>
<td>Aug 31, 2018</td>
<td>Brian</td>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>

**BUDGET NEEDED FOR THIS OBJECTIVE:** $

---

**Co-leader Name(s):**
Principal:

Priority Area #2: What priority area have you selected to focus your efforts? Create a healthy snack option for teachers. Fruit Smoothies created on a weekly basis for Friday meetings. Also, create a healthy breakfast snack for the teachers and students.

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? Receipts for ingredients and documentation of when smoothies were made.

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
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<th>Person(s) Responsible</th>
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<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain funding for ingredients</td>
<td>Nov. 9, 2018</td>
<td>Brian/Eric L.</td>
<td>$40</td>
<td></td>
</tr>
<tr>
<td>Acquire dates for weekly meetings</td>
<td>Nov. 9, 2018</td>
<td>Brian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serve smoothies at meetings</td>
<td>Nov. 9, 2018</td>
<td>Brian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decide what the healthy student snack will be</td>
<td>Nov. 9, 2018</td>
<td>Brian/Eric L.</td>
<td>$40</td>
<td></td>
</tr>
</tbody>
</table>

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 their 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 hygiene and dental health lessons.
Priority Area #1: What priority area have you selected to focus your efforts? Health and Wellness, and Life Saving Skills.

SMART Objective #1: New Objective
☐ New Objective ☐ Continuing/Expanded Objective Students will be exposed to life saving skills by becoming CPR Certified. Students will develop leadership skills and have opportunities 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.

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
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<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPR/AED Certification for staff and students (Heartsmart)</td>
<td>August 3rd</td>
<td>Adrianne Ryland</td>
<td>1,500.00</td>
<td>Medcaid</td>
</tr>
</tbody>
</table>

**BUDGET NEEDED FOR THIS OBJECTIVE:**
$ 1,500.00

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

SMART Objective #2: New Objective
☐ New Objective ☐ Continuing/Expanded Objective All students will have the opportunity to explore the benefits of Yoga, mindfulness, and health snack breaks.

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

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
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<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mindful Space for Students</td>
<td>April 2019</td>
<td>Karri Verrill</td>
<td>500.00</td>
<td>Medcaid</td>
</tr>
</tbody>
</table>

**BUDGET NEEDED FOR THIS OBJECTIVE:**
$ 500.00
Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:

High Trails for all staff and students

Healthy Breakfast for students. Our school doesn't provide breakfast or lunch. We want students to have healthy 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.
**Priority Area #1: What priority area have you selected to focus your efforts?**

Health and Wellness Class

**SMART Objective #1 (desired change):**

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
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<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan out the year</td>
<td>9/15/18</td>
<td>Warren, Firlit</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Decide on supplies then order</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Hydroflasks to promote hydration</td>
<td>9/20/18</td>
<td>Warren, Firlit</td>
<td>300.00 TCHF 984.10 CDE</td>
<td>Yes</td>
</tr>
<tr>
<td>- See below</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement new supplies to class</td>
<td>upon arrival</td>
<td>Firlit</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**BUDGET NEEDED FOR THIS OBJECTIVE:**

| 0.00                                   | $ 1284.10         |

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.

---

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

---

**SMART Objective #2 (desired change):**

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

---

**Co-leader Name(s):**

LeErica Warren

**Principal:**

Rob Daugherty
### Action steps to achieve SMART Objective

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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:**

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**

<table>
<thead>
<tr>
<th>Co-leader Name(s):</th>
<th>Suzy Ancell and Rocio Padilla</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal:</td>
<td>Lisa Fillo</td>
</tr>
</tbody>
</table>

### 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 referrals by 10%.

### SMART Objective #1 (desired change): New Objective

**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 referral data
- Using D49 Climate Survey Results as supporting data
- Random classroom observations of community circles - quarterly (minimum of 5 class observed each quarter)

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table Topics - Buy</td>
<td>Aug. 30, 2018</td>
<td>Rocio Padilla</td>
<td>$301.50</td>
<td>Yes</td>
</tr>
<tr>
<td>Table Topics - Give to all classroom teachers</td>
<td>Sep. 6, 2018</td>
<td>Ancell/Padilla</td>
<td>0</td>
<td>Yes</td>
</tr>
<tr>
<td>Provide Support for implementation</td>
<td>Oct. 1, 2018</td>
<td>Padilla</td>
<td>0</td>
<td>Yes</td>
</tr>
<tr>
<td>Apply for CDE Student Wellness Mini-Grant to purchase additional Table Topics/Think Jars</td>
<td>Dec. 2018</td>
<td>Padilla</td>
<td>$748.13</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**BUDGET NEEDED FOR THIS OBJECTIVE:**
- $301.50 - from TCHF funds for one set for each classroom teacher to have Kids to Go
- $748.13 = from CDE Mini-Grant additional set of Table Topics of What Do You Think, Think Fast in a Jar and Choices in a Jar for classrooms, Table Topics Kids Conversation Set per grade level

Co-leader Name(s): Suzy Ancell & Rocio Padilla  
Principal: Lisa Fillo
Priority Area #2: What priority area have you selected to focus your efforts? Physical 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 resolution 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 playground
- Create and present to staff playground supervision training
- Provide students with conflict resolutions lessons to empower them to solve minor conflict
- Provide students with rules and structured activities at recess to increase physical activity and help decrease the opportunity 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
  - approximately 1900 min for Fall 2017 not including 5k
  - approximately 1900 min for Spring 2018 not including 5k

GoNoodle (cont.) - saw in increase in users and total minutes for 2018-2019 school year
- February 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 Supervision Training | Sep. 2018 | Rocio Padilla and Suzy Ancell | $0 | Yes |
K-5 Conflict Resolution Lessons by Counselor | Aug. 2018 | Rocio Padilla | $0 | Yes |
Purchase of Soccer Equipment for Playground | Feb. 2019 | Rocio Padilla | $500 | Yes |
Purchase of Additional Recess Equipment | April 2019 | | | No |

**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:

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)
To be Implemented in School Year: 2018-2019

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 ☐ 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

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with John Ballew to get quote</td>
<td>Dec 2018</td>
<td>Tanner H.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If within budget, order or work with school to cover any excess costs</td>
<td></td>
<td></td>
<td>$1,000 CDE</td>
<td>X</td>
</tr>
<tr>
<td>Install</td>
<td></td>
<td>John B.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BUDGET NEEDED FOR THIS OBJECTIVE:**

Co-leader Name(s): Tanner Humprhey and Tanner Keiley
Principal: Cullen McDowell

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

**SMART Objective #2 (desired change):** ✗ New Objective ☐ Continuing/Expanded Objective
Start a Fitness Class for 4th-8th Graders, where kids can stay after school and work to improve their endurance, agility, & overall physical Health. Class will start at the beginning of May 2019.

**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

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Order Equipment for Class</td>
<td>April 2019</td>
<td>Tanner H.</td>
<td>($Note funding stream) ~$1000</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------</td>
<td>-----------</td>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td>Start Class after school beginning on April 29th</td>
<td></td>
<td>Mike S.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BUDGET NEEDED FOR THIS OBJECTIVE:**

$ ~ 1000 Medicaid

---

**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 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 exercise.
### Priority Area #1: Encouraging active play for students while at recess

**SMART Objective #1 (desired change):**
- New Objective

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

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
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<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selecting Equipment</td>
<td>Nov. 2018</td>
<td>Lori &amp; Jessica</td>
<td>$500</td>
<td>X</td>
</tr>
<tr>
<td>Placing Order</td>
<td>Dec. 2018</td>
<td>Lori &amp; Rachel D</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Distributing Equipment</td>
<td>Jan. 2019</td>
<td>Lori, Jessica &amp; Andrea</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**BUDGET NEEDED FOR THIS OBJECTIVE:**

$ 500.00

### 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):**
- New Objective

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

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorm ideas to increase outdoor teaching</td>
<td>Nov. ’19</td>
<td>Health comm</td>
<td>0</td>
<td>X</td>
</tr>
<tr>
<td>Gather quotes and select tables that best fit our needs</td>
<td>Apr. 19?</td>
<td>Jessica &amp; Andrea</td>
<td></td>
<td>?</td>
</tr>
<tr>
<td>Work with Rachel to place order</td>
<td>Nov. ’19</td>
<td>Health comm</td>
<td>up to $2000 ?? (could be multi-year)</td>
<td>?</td>
</tr>
</tbody>
</table>
Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:

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

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set date for Health Expo</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reserve rooms - gym, wrestling room, stage, etc</td>
<td>December 16, 2018</td>
<td>Rebekah Davis, Jennifer Tomme, Lauren Stuart</td>
<td>$0</td>
<td>Yes</td>
</tr>
<tr>
<td>• Put on zone calendar - contact Cindy Miller</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Put on school calendar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set schedule for planning meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Dates: 10/5/18, 12/15/18, 1/30/19, 2/26/19, 3/10/19</td>
<td>December 16, 2018</td>
<td>Rebekah Davis, Jennifer Tomme, Lauren Stuart</td>
<td>$0</td>
<td>Yes</td>
</tr>
<tr>
<td>Assign tasks and deadlines for</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Contacting vendors - invite</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• School level incentives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Marketing plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Volunteer recruitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>March 16, 2019</td>
<td>Rebekah Davis, Jennifer Tomme, Lauren Stuart</td>
<td>$0</td>
</tr>
<tr>
<td>Action steps to achieve SMART Objective</td>
<td>Timeline (By When)</td>
<td>Person(s) Responsible</td>
<td>Budget Needed (Note funding stream)</td>
<td>Action Step Completed</td>
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<tr>
<td>----------------------------------------</td>
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<td>-----------------------</td>
</tr>
</tbody>
</table>
| Join and participate in 2018 D4.9K Walk/Run Planning Committee  
  - July 30, 2018  
  - September 10, 2018 | September 10, 2018 | Rebekah Davis  
  Jennifer Tomme  
  Rachel Duerr | $0 | Yes |
| Assign and complete tasks and deadlines for  
  - Contacting vendors  
  - Packet Pick Up  
  - Race day volunteers  
  - Advertising efforts | September 28, 2018 | Rebekah Davis  
  Jennifer Tomme  
  Rachel Duerr | $0 | Yes |
| September 29, 2018 Race Day Event  
  - Serve as Vendor Coordinator  
  - Delegate positions for volunteers | November 4, 2018 | Rebekah Davis  
  Jennifer Tomme  
  Rachel Duerr | $0 | Yes |

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

SMART Objective #2 (desired change):
By September 29, 2018 SCHS will support the District 4.9K Walk/Run and Kids 49 Yard Dash and encourage staff and students to participate

☐ New Objective X Continuing/Expanded Objective

Data: What data will you collect that will indicate the objective has been achieved?
# of participants - 554

Feedback from participants via survey - 95% of respondents felt D49 should offer an annual district-wide wellness event

BUDGET NEEDED FOR THIS OBJECTIVE: $ supported through donations and zone budget
<table>
<thead>
<tr>
<th>Objective</th>
<th>Date</th>
<th>Responsible Party(s)</th>
<th>Budget</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect and share race participant survey data</td>
<td>December 31, 2018</td>
<td>Rachel Duerr</td>
<td>$0</td>
<td>Yes</td>
</tr>
<tr>
<td>Serve on planning committee for 2019 Event</td>
<td>ongoing</td>
<td>Rebekah Davis, Jennifer Tomme</td>
<td>$0</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**BUDGET NEEDED FOR THIS OBJECTIVE:**

$ supported through Anthem budget, donations, race participant 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 ☒ Continuing/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

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue GoNoodle Leader Board</td>
<td>Monthly</td>
<td>Deb/Renee/Rachel</td>
<td>$0</td>
<td>X</td>
</tr>
<tr>
<td>Provide Physical Activity in the Classroom resources for teachers</td>
<td>Ongoing</td>
<td>Renee/Matt</td>
<td>$100</td>
<td>X</td>
</tr>
<tr>
<td>Walk/Bike to School Days</td>
<td>Oct./May</td>
<td>Wellness Team</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>“Work Out” Wednesday</td>
<td>Yearlong</td>
<td>Wellness Team</td>
<td>$0</td>
<td>X</td>
</tr>
<tr>
<td>Fuel Up to Play 60 events</td>
<td>Yearlong</td>
<td>Elizabeth/Melynda/Matt/Student Team</td>
<td>$50</td>
<td>X</td>
</tr>
</tbody>
</table>
### Morning Physical Activity Challenge

<table>
<thead>
<tr>
<th>Yearlong</th>
<th>Stephanie/Matt</th>
<th>$0</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote District Wellness Initiatives (D4.9K run/walk, Hot on Yoga)</td>
<td>September 29, 2018</td>
<td>Wellness Team</td>
<td>$0</td>
</tr>
</tbody>
</table>

**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?**

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
<th>Timeline (By When)</th>
<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have 3rd, 4th, 5th students register on fueluptoplay60.com</td>
<td>Dec 1, 2018</td>
<td>Matt/Laurie/Wellness Team/Staff</td>
<td>$0</td>
<td>✔</td>
</tr>
<tr>
<td>Make posters/signs promoting healthy eating in the cafeteria</td>
<td>Ongoing</td>
<td>Chris/?</td>
<td>$150</td>
<td>✔</td>
</tr>
<tr>
<td>Promote District Wellness Initiatives (Weight Watchers, etc.)</td>
<td>Ongoing</td>
<td>Wellness Team</td>
<td>$0</td>
<td>✔</td>
</tr>
</tbody>
</table>

**BUDGET NEEDED FOR THIS OBJECTIVE:**

$150
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 referrals 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 referral data
Random classroom observations of community circles - quarterly (minimum of 5 class observed each quarter)

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

<table>
<thead>
<tr>
<th>Action steps to achieve SMART Objective</th>
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<th>Person(s) Responsible</th>
<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply for mini-grant to support Restorative Practice community circles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table Topics Kids on the Go 25 @ $9.00</td>
<td>November 2018</td>
<td>Wellness Team</td>
<td>$315.00 CDE Mini-Grant</td>
<td>Yes</td>
</tr>
<tr>
<td>Table Topics Can You Imagine 5 @ $9.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table Topics What Do You Think 5 @ $9.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Training</td>
<td>Ongoing</td>
<td></td>
<td>$435.00 CDE Mini-Grant</td>
<td></td>
</tr>
</tbody>
</table>

BUDGET NEEDED FOR THIS OBJECTIVE: $750.00
Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:

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.

<table>
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<tr>
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<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skyview WSCC Team meeting to discuss and begin planning for logistics of distributing stress balls.</td>
<td>Begin Aug Continue through the rest of the school year</td>
<td>WSCC Team</td>
<td>$0</td>
<td>Aug 2018</td>
</tr>
<tr>
<td>Purchase stress balls through Amazon.com</td>
<td>Sept. 2017 On-going</td>
<td>Whole School Co-Leaders</td>
<td>$500</td>
<td>Sep. 2018</td>
</tr>
<tr>
<td>Inform staff at a staff meeting of the stress balls, their role and purpose for students.</td>
<td>Begin Dec</td>
<td>Co-Leaders</td>
<td>$0</td>
<td>In Progress</td>
</tr>
<tr>
<td>Include information in the School Newsletter to reach parents</td>
<td>Dec. 2017 On-going</td>
<td>WSCC Team SMS Secretary</td>
<td>$0</td>
<td>In Progress</td>
</tr>
<tr>
<td>Distribute information to students through their REACH class.</td>
<td>Dec. 2017 On-going</td>
<td>WSCC Team IC Secretary</td>
<td>$0</td>
<td>In Progress</td>
</tr>
</tbody>
</table>
**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.

- Track number of students who participate.
- Survey teachers on how they feel the day went.

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

- Collect data
- Submit success story

<table>
<thead>
<tr>
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<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skyview WSCC Team meeting to discuss and begin planning Field Day.</td>
<td>Begin Aug Continue through the rest of the school year</td>
<td>WSCC Team</td>
<td>$0</td>
<td>Aug 2018</td>
</tr>
<tr>
<td>Broadcast Field Day program through the Broadcasting class (Friday TV News announcements)</td>
<td>Begin Dec</td>
<td>Broadcasting Teacher, Class, WSCC Team</td>
<td>$0</td>
<td>In Progress</td>
</tr>
<tr>
<td>Include Field Day information in the School Newsletter to reach parents</td>
<td>Dec. 2018 On-going</td>
<td>WSCC Team SMS Secretary</td>
<td>$0</td>
<td>In Progress</td>
</tr>
<tr>
<td>Distribute Field Day information to parents through Schoology, SMS Facebook page, etc...</td>
<td>Dec. 2018 On-going</td>
<td>WSCC Team IC Secretary</td>
<td>$0</td>
<td>In Progress</td>
</tr>
<tr>
<td>Collect data</td>
<td>March 15, 2019</td>
<td>Club Sponsors</td>
<td>$0</td>
<td>In Progress</td>
</tr>
</tbody>
</table>
Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:

- Logic puzzles and athletic equipment were purchased for our grade level REACH stores. These items focused on promoting physical activity, spatial 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

<table>
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<tr>
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<tbody>
<tr>
<td>NEW - After installing new two new playgrounds, students will be taught safety protocols and activities during Physical Education classes.</td>
<td>August 2018</td>
<td>Jeff Ingram</td>
<td>$0</td>
<td>Complete</td>
</tr>
<tr>
<td>NEW - Promote and encourage staff to participate in District Wellness Programs (D4.9K, Hot on Yoga, Walktober contest with District 20)</td>
<td>School Year 2018-19</td>
<td>Jeff Ingram/Brian Hepperle</td>
<td>$0</td>
<td>On-going</td>
</tr>
<tr>
<td>CONT - GoNoodle will be utilized to increase brain breaks, zumba, and general physical activity level within the classrooms.</td>
<td>School Year 2018-19</td>
<td>All SRES Staff</td>
<td>$0</td>
<td>In Progress</td>
</tr>
<tr>
<td>CONT – Springs Ranch will increase physical activity breaks in the classroom by providing teachers with brain break resources</td>
<td>School Year 2018-19</td>
<td>All SRES Staff</td>
<td>$0</td>
<td>On-Going</td>
</tr>
<tr>
<td>CONT – Host an all school Walk-a-Thon fundraiser for Springs Ranch as an alternative to fundraisers that</td>
<td>August 29, 2018</td>
<td>Brian Hepperle Jeff Ingram</td>
<td>$400 (healthy)</td>
<td>Complete</td>
</tr>
</tbody>
</table>
feature poor nutrition foods. Money raised to benefit Cheyenne Mountain Zoo.

| CONT – Participate in the National “Walk-to-School” Day | October 2018 | WSU 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**

- 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

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<tr>
<td>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</td>
<td>August 2018</td>
<td>Jeff Ingram</td>
<td>$600</td>
<td>Complete</td>
</tr>
<tr>
<td>NEW - Purchase “cards” for staff to use at staff meetings and then implement into their classrooms</td>
<td>August 2018</td>
<td>Jeff Ingram &amp; Brian Hepperle</td>
<td>$100</td>
<td>Complete</td>
</tr>
</tbody>
</table>

| 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?

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<tbody>
<tr>
<td>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.</td>
<td>March 13th (Due to Snow, this has been rescheduled to April 8, 2019)</td>
<td>Lori Hall/Cathy Toffel</td>
<td>500</td>
<td>We will provide a healthy breakfast for MS/Elem students every Wednesday until funds run out</td>
</tr>
<tr>
<td>Kick off to our Wednesday Healthy breakfast for Middle/Elementary Students after Yoga and every Wednesday going forward</td>
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</table>

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?**

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</thead>
<tbody>
<tr>
<td>Write the medicaid grant in order to gain $2,000 to help support the cost of Click and Grow Garden Tower/Wall</td>
<td>Will start end of April</td>
<td>Lori Hall</td>
<td>2,000 (medicaid grant)</td>
<td>The money has been awarded to SSAE for this project.</td>
</tr>
</tbody>
</table>

**BUDGET NEEDED FOR THIS OBJECTIVE:** $ 2000.00
Priority Area #3: What priority area have you selected to focus your efforts?

SMART Objective #3 (desired change):  
- ☐ New Objective  
- ☐ Continuing/Expanded Objective

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

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BUDGET NEEDED FOR THIS OBJECTIVE:

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

<table>
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<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine seller and cost</td>
<td>Dec, 2018</td>
<td>Devin Allen</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Purchase bikes</td>
<td>Jan, 2019</td>
<td>Devin Allen</td>
<td>$900.00</td>
<td>x</td>
</tr>
<tr>
<td>Utilize bikes in class</td>
<td>April, 2019 and beyond</td>
<td>Devin Allen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BUDGET NEEDED FOR THIS OBJECTIVE:

$900.00

Co-leader Name(s): Sam Baldwin, Lindsay Mock
Principal: Bruce Grose

Priority Area #2: What priority area have you selected to focus your efforts? Physical Activity - The bike will be used for athletes rehab and for muscular endurance in strength classes.

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?

<table>
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<tr>
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<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine seller and cost</td>
<td>Dec 2018</td>
<td>Justin Loudon</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Purchase bike</td>
<td>Dec 2018</td>
<td>Justin Loudon</td>
<td>$700.00</td>
<td>x</td>
</tr>
<tr>
<td>Utilize bike in class and rehab for athletes</td>
<td>Ongoing</td>
<td>Justin Loudon</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
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<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote and have students sign up for Friday Fit Club</td>
<td>due Oct. 30</td>
<td>Wilbur and Baun</td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td>Promote and have students sign up for Climbing Club</td>
<td>due Oct 24</td>
<td>Patton</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Encourage staff to use Brain Breaks (GoNoodle and Fit Sticks) during the school day.</td>
<td>August 2</td>
<td>Committee</td>
<td>$0</td>
<td>X</td>
</tr>
<tr>
<td>Purchase activity playground stencils</td>
<td>by November 9th</td>
<td>Committee</td>
<td>$2,000</td>
<td></td>
</tr>
<tr>
<td>Purchase Roll out mat with disks</td>
<td>by January</td>
<td>Committee</td>
<td>$500</td>
<td>X</td>
</tr>
<tr>
<td>Purchase ergonomic stool</td>
<td>by January</td>
<td>Kelly Baun</td>
<td>$75</td>
<td>X</td>
</tr>
<tr>
<td>Purchase Table Topic Cards</td>
<td>August</td>
<td>Wilbur and Baun</td>
<td>$300</td>
<td>X</td>
</tr>
</tbody>
</table>

BUDGET NEEDED FOR THIS OBJECTIVE: $3,375

Co-leader Name(s): Kalyn Wilbur, Kelly Baun
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

<table>
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<th>Budget Needed (Note funding stream)</th>
<th>Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Water Bar Day per quarter in the staff lounge</td>
<td>August 30th December 14th February 28th April 19th</td>
<td>Committee</td>
<td>$200 PTA, grade level, or other committee will provide funding</td>
<td></td>
</tr>
<tr>
<td>Promote the D49 4.9k Run</td>
<td>Through September 29th</td>
<td>Committee</td>
<td>$0</td>
<td>X</td>
</tr>
<tr>
<td>District Hot on Yoga membership</td>
<td>Entire year</td>
<td>committee</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Zone Zumba at our school</td>
<td>8/13- 11/12</td>
<td>Kelly and Kalyn</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Promote teacher participation by volunteering for Friday Fit Club</td>
<td>10/22-4/26</td>
<td>Committee</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Promote Walkober Challenge</td>
<td>October</td>
<td>Committee</td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>

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
**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.

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

<table>
<thead>
<tr>
<th>Inner Ring</th>
<th>Outer Ring</th>
<th>Strategy</th>
</tr>
</thead>
</table>
| How we treat each other | How we treat our work | 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 | 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 – Transparent goals and public reporting will build trust by clearly showing the community what areas the chief officers will focus upon. These become areas whereby the BOE can hold the chief officers appropriately accountable, which in turn will further build trust in the community. |

**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

APPROVED BY: 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:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Leadership</th>
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<tbody>
<tr>
<td>1. D49 will prioritize our practice of <strong>valuing the educational support personnel</strong> (ESP) segment of our workforce by considering three emphases:</td>
<td>CBO, CEO, COO</td>
</tr>
<tr>
<td>1. Strategic compensation, including recognition of relevant experience, relevant certifications, and the competitive employment climate.</td>
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<td>2. Empowering ESP staff through access to training, equipment, and data systems.</td>
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<td>3. Respecting ESP staff through differentiated VoW strategies, inclusion in staff meetings and training, and systems to recognize excellent performance by ESP colleagues.</td>
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<td>2. D49 will <strong>prioritize strategic compensation</strong> by continuing to convene the VoW Compensation Teams (VCT); and by continuing to make budget recommendations informed by total compensation comparisons and strategic priorities.</td>
<td>CBO and CEO</td>
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<tr>
<td>3. D49 will <strong>prioritize professional learning and career development</strong> for all workforce members. We will build on the success of peer-driven professional development (PD²) and individually paced professional learning to offer our workforce more leadership of their own learning.</td>
<td>CEO</td>
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<td>4. D49 will <strong>prioritize the Enhanced Security Initiative</strong> to integrate the Voice of the Community and security experts in adopting and implementing measures to enhance security across the district.</td>
<td>COO and CEO</td>
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<td>5. D49 will <strong>prioritize strategic facility planning</strong> by managing the interaction of enrollment growth, revenue projections, facility life cycles, and electoral dynamics.</td>
<td>COO and CBO</td>
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<td>6. D49 will <strong>prioritize technology service and quality</strong> by learning more about user experiences and expectations and by resetting service level standards and the contract cycle for outsourced IT services.</td>
<td>COO, CBO, and CEO</td>
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<td>7. D49 will <strong>review the strategic priorities</strong> (big rocks) as part of the tri-annual review of that portion of our organizational profile.</td>
<td>CBO, CEO, COO</td>
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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:

1. 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.

Cultural Compass: Respect, and Care. | Big Rocks: Purpose and Teamwork

**Who?**
Who has leadership along with primary responsibility and accountability? (RACI)

R All three offices employ education support personnel, with significant concentrations in operations and education. Therefore, all three chief officers share ownership.

A The chief officers, along with leaders who supervise ESP are accountable

C 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.

I 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.

<table>
<thead>
<tr>
<th>Why?</th>
<th>How is this plan aligned to one or more cultural commitments or strategic priorities?</th>
<th>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.</th>
</tr>
</thead>
</table>
| Who? | Who has leadership along with primary responsibility and accountability? (RACI) | R  CBO will lead and have primary responsibility  
A  CEO, COO, DHR all have accountability to make sure it happens productively.  
C  VOW Compensation Team (VCT), Zone Leaders, BoE shall be consulted to shape the final decisions and actions.  
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.

<table>
<thead>
<tr>
<th>Why?</th>
<th>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.</th>
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</thead>
</table>
| Who? | **R** The CEO, in strong collaboration with the Learning Services department, is responsible for leading and monitoring efforts to improve learning and development.  
**A** 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? | 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? | 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? | • 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.**

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<td>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.</td>
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<td></td>
<td>Cultural Compass: Trust, Responsibility, Care, Teamwork, Innovation, Learning, Purpose</td>
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<td>Big Rocks: Enduring Trust</td>
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<th>Who?</th>
<th>Who has leadership along with primary responsibility and accountability? (RACI)</th>
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<tr>
<td></td>
<td>R COO will lead and have primary responsibility</td>
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<tr>
<td></td>
<td>A CEO, Dir of Safety and Security, Zone Leaders, Building Leaders, and Facilities</td>
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<td></td>
<td>A Directors each have accountability to ensure effective preparation, emplacement, and execution of security measures and procedures</td>
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<td></td>
<td>C CBO, TQAM, Dir of Communications, Dir of Transportation, Nutrition Services Dir</td>
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<td></td>
<td>I BOE, Dir of Culture and Services, Executive Dir of Learning Services, Executive Dir of Individualized Education</td>
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<th>What?</th>
<th>What work or support process may be monitored and adjusted as needed?</th>
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<td></td>
<td>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</td>
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<th>What is the timeline of activity and completion for this plan?</th>
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<td>BOE-supported security enhancement measures will each be implemented on distinct timelines, depending on the complexity and resource requirement of each initiative.</td>
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<th>What key performance indicator (KPI) will provide a credible report of performance?</th>
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<td>For each initiative, set a planned timeline for completion and then track progress towards completion along that timeline</td>
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**2019 Chief Officer Objectives - Strategic Planning of Chief Officer Goals**

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<td>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.</td>
</tr>
</tbody>
</table>
|      | Cultural Compass:  Purpose, Teamwork, Care, Responsibility, Trust  

| Who? | Who has leadership along with primary responsibility and accountability? (RACI) |
|      | R  COO will lead and have primary responsibility.  
A  CBO, Facility Directors & Community Planning Mgr. all have accountability to make sure it happens productively.  
C  Zone Leaders, BoE shall be consulted to shape the final decisions and actions.  
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.

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<td>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.</td>
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<td>Cultural Compass:  Learning, Innovation, Purpose, Responsibility</td>
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<td>Big Rocks:  Enduring Trust, Firm Foundations, Every Student</td>
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<td>A  CBO, CEO, Technology Quality Assurance Mgr., Purchasing &amp; Contract Mgr. all have accountability to make sure it happens productively.</td>
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<td>C  Zone Leaders, Ed Tech Team, power users shall be consulted to shape the final decisions and actions.</td>
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<td>I  All other staff &amp; BoE shall be informed of the results.</td>
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<td>• Establishment of regular inventory monitoring interpreted by the Technology Master Plan to inform and shape development of budget priorities and sequencing</td>
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<td>• Establishment of regular reporting of staffing capacity applied to D49 needs by internal and external resources to include measures of both time and expertise</td>
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<td></td>
<td>• The CEO and LS department will implement systems to train and monitor instructional applications for technology systems.</td>
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<td>• Revision of IT vendor contract structure to provide clear benchmarks for service performance in support of D49 requirements</td>
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<td>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.</td>
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<td>• Distinct measures of network system performance organized into a dashboard for regular monitoring</td>
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<td>• Execution of an appropriate RFP process as defined and measured in Purchasing &amp; Contract dept. KPI’s</td>
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<td>• Completion of an initial D49 Technology Master Plan for use in projecting and implementing technology requirements in 2020</td>
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### 7 D49 will review the strategic priorities (big rocks) as part of the tri-annual review of that portion of our organizational profile.

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<td>An important part of deployment of identity and purpose across the organization is accomplished with the definition of the Vision &amp; 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.</td>
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<td></td>
<td>Big Rocks: All Big Rocks are subject to revalidation: Enduring Trust, Community Engagement, Portfolio of Schools, Firm Foundations, Every Student.</td>
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<td>• Establishing of information gathering processes from stakeholders regarding the propriety of current strategic priorities and representations thereof.</td>
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<td></td>
<td>• Use of said information to draft options for stakeholder consideration.</td>
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<td></td>
<td>• Execution of process to vet options with stakeholders to develop a final recommendation.</td>
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<td>This should cover much of calendar 2019, with substantial work and effort completed by the 2019 Thanksgiving holiday.</td>
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<td>• Update to BoE of progress on process.</td>
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<td></td>
<td>• Final report/recommendation to BoE.</td>
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