



*Building Bright Futures*

## **Strategic Planning and Advisory Council 2011-2012**

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### **Bulletin Board Announcements**

303-982-6630

Option #1 for Strategic Planning and Advisory Council Announcements

Option #2 for District Accountability Announcements

The SPAC Bulletin Board, a recorded telephone information line, will be updated one week prior to SPAC meetings. **This Bulletin Board will also be used to provide information on meeting status should inclement weather or other reasons arise that require rescheduling on meeting days.**

**STRATEGIC PLANNING and ADVISORY COUNCIL**  
**2011-2012 MEETING SCHEDULE**

***NOTE: DINNER WILL NOT BE PROVIDED FOR ANY MEETINGS***

DATE	TIME	MEETING	LOCATION
Wednesday, September 7	5:30-6:30 PM	Accountability Training	Board Room
Thursday, September 8	5:30-7:30 PM	SPAC	Board Room
Thursday, October 13	5:30-7:30 PM	SPAC	Board Room
Thursday, November 10	5:30-7:30 PM	SPAC	Board Room
NO DECEMBER MEETING FOR SPAC			
<b><u>2012</u></b>			
Thursday, January 12	5:30-7:30 PM	SPAC	Board Room
Thursday, February 9	5:30-7:30 PM	SPAC	Board Room
Thursday, March 8	5:30-7:30 PM	SPAC	Board Room
Thursday, April 19 (3 <sup>rd</sup> Thursday)	5:30-7:30 PM	SPAC	Board Room
Thursday, May 10	5:30-7:30 PM	SPAC	Board Room

**SPAC STEERING COMMITTEE MEETINGS**

DATE	TIME	MEETING	LOCATION
Wednesday, September 14, 2011	2:00-3:30	Steering	Seminar Room
Wednesday, November 16, 2011	2:00-3:00	Steering	Seminar Room
Wednesday, January 11, 2012	1:00-2:30	Steering	Seminar Room
Wednesday, March 14, 2012	1:00-2:30	Steering	Seminar Room

**SPAC Norms**

- We will model civility and respect for each other in all that we do. This means promoting open, honest, ongoing, two-way communication in a safe and respectful place.
- We will focus on district questions and issues knowing that we need to agree to disagree and do so without personalizing.
- We will balance our need to advocate for a point of view with listening carefully in order to understand other points of view. We must keep in mind that we are here to advise and that advice will come with a variety of beliefs and perspectives.
- We will seek opportunities to recognize and use the wisdom that comes into our sessions.
- We will value participant time commitment by beginning and ending on time.
- We will seek opportunities to learn, share, care, and laugh together.
- We will maintain regular attendance at regularly scheduled SPAC meetings.

## **What is the role and purpose of Strategic Planning and Advisory Council?**

Strategic Planning and Advisory Council serves in an advisory role to the Board of Education and district leadership. This collaborative interaction fulfills state requirements and provides an opportunity for meaningful dialogue between key district stakeholder groups.

The purposes of Strategic Planning and Advisory Council include:

- Advise the district in meeting the requirements set forth in state regulations of the Colorado Department of Education regarding accountability. This includes input on charter school applications, standards, and advising the Board of Education on the proposed budget, etc.
- Advise the district about needs related to education after informally gathering data from students, parents, staff, and community.
- Advise the district on the development and implementation of the district Strategic Plan, including mission, beliefs, community requirements, goals, and objectives.
- Advise the district on budget issues.
- Advise the district on the *Annual Report* to Jefferson County citizens.
- Help increase community awareness of the *Call to Action* and the school/department improvement process.

Additionally, district leadership calls upon SPAC for their input on trends, legislative issues, and other considerations that will shape the future of Jefferson County Public Schools.

## **What do members do with the information presented at SPAC sessions and how does input from SPAC support district work?**

The primary role of the Strategic Planning and Advisory Council is to advise the Board of Education and district leadership regarding topics including budget, strategic planning, and community concerns. Information presented at meetings is intended as background information provided to support members in this advisory function. **There is no specific member requirement to report back to groups you may represent.**

However, membership representing defined parent/citizen and employee groups (i.e. area accountability, JCEA, Community Diversity Advisory Council, etc.) are encouraged to promote two-way communication by providing highlights from each Strategic Planning and Advisory Council meeting to their organizations. SPAC staff supports this effort by fashioning a news brief publication available following each monthly meeting. This publication provides a summary of topics discussed and actions taken at meetings with contact information included. News briefs are available on the SPAC web page under *News Briefs*. Please contact Helen Neal or Marta Neil at 303-982-6800 for additional details.

## **What is the relationship between district accountability and Strategic Planning and Advisory Council?**

Several years ago, district accountability joined Strategic Planning and Advisory Council. Consequently, area accountability chairs serve in the same advisory capacity as all SPAC members at all Strategic Planning and Advisory Council meetings. However, please notice that there is a fall meeting designated as a district accountability meeting. While all SPAC members are encouraged to attend this meeting, the agenda will specifically address topics and needs related to the district and school accountability process. Attending the accountability meeting will strengthen SPAC members' understanding of the district's operation. The accountability session will include an orientation for school accountability chairs, time to learn about the new performance/accreditation plans, and time to review information pertinent to their continuing role in their school and community.

## **What is the role of the citizen leader?**

Generally, the SPAC meets six or seven times a year from August through May. The SPAC citizen chair steers the planning of these meetings. To do so, the SPAC chair meets with the superintendent and additional staff, as appropriate, to discuss the agendas, find appropriate speakers, and plan the general SPAC meetings. These planning meetings take place as needed during the school year and last approximately 60 minutes each. In addition to the regular SPAC meetings, the citizen chair also attends and assists in facilitating the SPAC Steering Committee meetings (1½ hour meetings) ([see below](#)). This group of SPAC members meets quarterly to review SPAC progress, provide guidance to the citizen chair and district, and discuss topics for future discussion. The SPAC citizen chair is also involved in the district's training of school site accountability chairs every spring and fall.

During the final SPAC meeting of the school year, a new chair is elected by vote of the attending SPAC membership. Nominations are accepted following the April SPAC meeting. Each citizen chair serves a two-year term. During the first year of service, the citizen chair-elect will work in-tandem with the outgoing chair. Likewise, the final year of service will include working with the next chair-elect.

## **What is the role of the SPAC Steering Committee and who attends these meetings?**

SPAC Steering Committee meets quarterly to review meeting agendas and provide input into past, present, and future SPAC meetings. The SPAC Steering Committee meetings are open to all members of SPAC and participation is welcomed and encouraged.

# Glossary

The following glossary provides a quick reference for terms that are often referenced during Strategic Planning and Advisory Council meetings. A short summary is provided for each term along with a contact, should additional information be desired.

## Accountability

The Educational Accountability Act of 2009 directs each school district's board of education to adopt and implement a Performance, Improvement, Priority Improvement, or Turnaround plan at the district and school level. District accountability functions include recommending priorities for spending district moneys and providing input concerning the district's Performance/Improvement plan. Local school accountability groups advise the principal on a variety of topics including recommending priorities for spending school moneys and working collaboratively with school staff to annually prepare and review a school improvement plan. (For additional information on accountability programs, please contact the community superintendents' office at 303-982-6611.)

## Accreditation

Colorado aims to prepare all students for postsecondary learning or to enter the workforce by the time they graduate from the K-12 system. The Colorado Department of Education (CDE) has defined four performance indicator areas key to achieving this outcome:

1. Academic Achievement
2. Academic Growth
3. Gaps in Academic Growth
4. Postsecondary and Workforce Readiness (high school only)

CDE's District Performance Framework (DPF) and School Performance Framework (SPF) reports provide information about the levels of attainment in each of the four key performance indicators. For districts, the overall evaluation leads to their accreditation. For schools, the overall evaluation leads to the type of plan schools will implement.

## **DISTRICT ACCREDITATION AND SCHOOL PLAN CATEGORIES**

The District Performance Framework assigns to each district one of five accreditation categories:

- 1) *Accredited with Distinction*: The district meets or exceeds statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.
- 2) *Accredited*: The district meets statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.
- 3) *Accredited with Improvement Plan*: The district is required to adopt and implement an Improvement Plan.
- 4) *Accredited with Priority Improvement Plan*: The district is required to adopt and implement a Priority Improvement Plan.
- 5) *Accredited with Turnaround Plan*: The district is required to adopt and implement a Turnaround Plan.

The School Performance Framework assigns to each school one of four plan types:

- 1) *Performance Plan*: The school meets or exceeds statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.
- 2) *Improvement Plan*: The school is required to adopt and implement an Improvement Plan.
- 3) *Priority Improvement Plan*: The school is required to adopt and implement a Priority Improvement Plan.
- 4) *Turnaround Plan*: The school is required to adopt and implement a Turnaround Plan.

(For additional information on accreditation, please contact Jeffco's Instructional Data Services department at 303-982-6565.)

### **Cooperative Decision Making (CDM)**

CDM is not a committee but rather a process for collaboratively involving parents, community, and school staff in decision making as a means of accomplishing the district mission. This decision making process may be used to make a variety of instructional, resource, governance, and management decisions for a school. Part of the CDM process is determining what decisions the school CDM can make. However, certain decisions that are bound by employee contracts, Board of Education and district policies, as well as federal, state, and local laws fall outside the CDM process. Some examples of decisions not to be made through the CDM process includes hiring and firing of employees, employee evaluation, and student discipline. (For more information on the CDM process please contact Communication Services at 303-982-6808 or the Cooperative Decision Making web site at [www.jeffcopublicschools.com](http://www.jeffcopublicschools.com) > search > CDM

### **CSAP – Colorado Student Assessment Program**

In spring 2011, all Colorado K-12 public schools administer the Colorado Student Assessment Program (CSAP), consisting of standardized tests designed to measure state-wide student achievement of the Colorado Model Content Standards in the following content areas:

- Reading (grades 3 through 10)
- Writing (grades 3 through 10)
- Math (grades 3 through 10)
- Science (grades 5, 8, 10)

There are two measures calculated from CSAP: Achievement and Growth.

- CSAP Achievement
  - Achievement measures are designated by the following performance levels: Advanced, Proficient, Partially Proficient, and Unsatisfactory.
  - Since CSAP testing began, students have been receiving this achievement measure.
- CSAP Growth
  - According to the Colorado Department of Education, the Colorado Growth Model is a measure designed to provide a common understanding of how individual students and groups of students progress from year to year toward state standards based on where each individual student begins.

- The model focuses attention on maximizing student progress over time and reveals where, and among which students, the strongest growth is happening and where it is not. The student growth percentile score tells us how a student's test score change from one year to the next compares with that of other similar students (members of his or her academic peer group). Student growth percentiles are categorized by "low," "typical," or "high" growth.

Summaries of school, district, and state results can be found at the Colorado Department of Education's new web site: [www.SchoolView.org](http://www.SchoolView.org).

### **TCAP ~ Transitional Colorado Assessment Program**

In spring 2012, as students across Colorado sit down to take the statewide summative assessment, they will not see the Colorado Student Assessment Program (CSAP) on their desks. Instead, students in grades three through 10 will take the Transitional Colorado Assessment Program (TCAP), a test that will use assessment items that are common to both the previous Colorado Model Content Standards and the new Colorado Academic Standards which are implemented in Colorado beginning fall 2011.

The Colorado Achievement Plan for Kids (CAP4K), or Senate Bill 08-212, set forth a common purpose, to prepare all students for postsecondary and workforce readiness. A significant step toward achieving that goal was adopting new state academic standards that are fewer, clearer and higher. Following the 2009 adoption of those new standards, the redesign of the new assessment system began.

- The assessment transition plan called for CSAP to be administered for the final time in 2011 and for TCAP to be administered in 2012.
- In 2013, students will be given the TCAP and they will also be given pilot assessment items that might appear on the new summative assessment that is slated to be used for the first time in spring 2014.
- The TCAP will continue to assess the same content areas and grades as CSAP: math, reading and writing in all grades three through 10. Science will be assessed in fifth-, eighth- and 10<sup>th</sup>-grades.
- The TCAP will maintain the same general blueprint as CSAP in terms of the overall test structure and content distribution.
- The transition assessment will allow for continued interpretation of results through the Colorado Growth Model and it will also allow for consistent, ongoing use of state accountability ratings.

### **CELApro ~ The Colorado English Language Acquisition Proficiency Assessment**

Is designed to provide a picture of students' English Language development. The primary purpose of the assessment program is to determine the level at which Colorado NEP (Non English Proficient) and LEP (Limited English Proficient) students meet the Colorado English Language Development Standards in four domains (Listening, Speaking, Reading and Writing). The CELApro is collaboratively developed by CDE, Colorado educators and CTB/McGraw-Hill. The data is used to keep abreast of individual student, school and district progress toward attaining English Language Fluency. The fact that CELApro is based on the Colorado English Language Development Standards ensures that all districts are held to the same challenging standards that Coloradans expect for their students regardless of whether they live in urban, suburban or rural areas.

## Instructional Coaches

Parents want their children to have the “best” teachers. The challenge for a school district then becomes how to provide every teacher with the tools they need to be that “best” teacher. Instructional research clearly shows that the best way to enhance the ability of teachers to teach, plan, and create a classroom environment conducive to learning is to connect them with a master teacher whose job is to support and develop skillful classroom teachers. These master teachers are called instructional coaches. The power of instructional coaches to move teachers toward a higher level of teaching performance rests with the coaches’ ability to quickly and positively impact the teachers’ work with students through authentic learning that provides differentiated support for the individual teacher and is grounded in research based best practices.

Research reveals that teachers simply learning about the theories of excellent instruction have very little affect on enhancing their teaching skills as well as transferring these newly acquired skills into their daily classroom practice. When teachers observe demonstrations of established skills and receive feedback as they practice instructional strategies, their skill level increases significantly. Yet little of this skill makes it to the classroom. However, once a teacher begins to work side by side with an instructional coach, the on the job application of the knowledge and skills by the classroom teacher begins positively impacting students. In short, students begin benefiting from the enhanced knowledge and skill acquisition of the teacher once the instructional coach is there providing the necessary support. (For more information on instructional coaches, please contact the Department for Learning and Educational Achievement at 303-982-6994.)

## No Child Left Behind Act

This act reauthorizes the Elementary and Secondary Education Act of 1965 and provides increased accountability for states, school districts, and schools and stipulates numerous other provisions. One goal of this legislation is for 100% of all public school students in the United States to demonstrate proficiency at reading and math by the end of the 2013-14 school year. State assessments (CSAP and CSAPA in Colorado) are used to define what proficiency means. Every school is required to make annual “Adequate Yearly Progress” (AYP) toward achieving this national goal or is subject to three levels of intervention.

Schools receiving title funding that fail to make AYP for two consecutive years in the same content area must be placed on the first level of intervention called “school improvement.” During year one of school improvement, the school is given three months to revise its school plan by incorporating practices that have a great likelihood of demonstrating adequate AYP and must also offer school choice. Schools in year two of improvement must offer school of choice and/or provide supplemental services (tutoring, additional academic support). If a school fails to make AYP by the end of the second year of “school improvement,” it will be designated for “corrective action.” During this phase of intervention, schools must offer choice and/or supplemental services as well as plan for restructuring. The restructuring plans must be designed to substantially increase the likelihood that all students will be proficient in reading and math. If, after one full year on “corrective action” the school still fails to make AYP, then that school is designated for “restructuring.”

The “restructuring” level of intervention involves reorganizing the governance structure for the school (i.e. becoming a charter school, being run by a private management

company, etc.). At each intervention level the district must provide technical assistance to the school designed to assist in improving the struggling school. (For more information on the No Child Left Behind Act, visit <http://www.ed.gov/nclb/landing.jhtml?src=pb> .)

Note: Congress is expected to reauthorize ESEA in the next year or two, which likely will result in significant changes to the current regulations in the No Child Left Behind Act.

## **School Financing**

Most of the funding of schools in Colorado is determined under the School Finance Act of 1994 (the “Act”). Under the Act, every year the state legislature determines the adjusted base per pupil funding that will be required. Each school district starts with the same per pupil funding amount called the “base.” The base is then adjusted in each school district for special district characteristics such as the number of students and the local community’s cost of living. That base is required to increase at the rate of inflation. The School Finance Act funding provides most of the money used for Jeffco Schools operation.

Most of Jeffco Schools' mill levy is used to fund School Finance Act requirements; however, school districts have four ways to increase the revenue base through local property taxes with voter approval. The four methods are:

- A bond election provides dollars for long-term capital improvements to renovate, remodel, or add to existing schools and/or build new schools. Voters must approve the issuance of these long-term bonds, and the funds raised can be used only for capital improvements. Jeffco voters passed bond issues in 1992, 1997, and 2004.
- A mill levy override election provides General Fund dollars to help with day-to-day operating expenses to run school programs. Jeffco voters passed a mill levy override in 1999 and 2004. Prior to that time, Jeffco had not passed a mill levy override since 1983.
- Transportation override provides funds for transportation costs that are not reimbursed by the state. The district has not asked voters to approve this type of override.
- Special building/technology override provides funds for technology upgrades and infrastructure. The most a district can levy is up to 10 mills for a period of three years. Jeffco Schools has not passed a mill levy that included funds for technology.

State Tobacco Settlement revenue is used to fund Read-To-Achieve grants for school districts across the state. There is also additional funding from grants for specific purposes.

For more information on budget and funding topics, please contact the Financial Services department at 303-982-6843. Financial Services publishes *Dollars & Sense* which outlines the current district budget and contains additional facts and financial information. This booklet, several video presentations, the current and previous district budgets, and other information can be found at [www.jeffcopublicschools.org](http://www.jeffcopublicschools.org) > Finance & Budget > Budget Management > read more.

## **Call to Action (Strategic Plan) Action Plan**

The *Call to Action: Building Bright Futures 2010-2012* is the district’s comprehensive listing of the strategies and evaluation benchmarks designed to achieve its mission. This two year plan focuses on essential initiatives that sustain our excellence and carry us into our future. The plan is made up of sections (Business & Finance; Community; Instruction;

Leadership; Schools; Support Services). Goals, objectives, indicators, and targets organize the context of this document. Additionally, the plan outlines the actions and the timeline for the work that will be done to implement the plan and communicate about the plan. The *Call to Action: Building Bright Futures* document is available on the superintendent's web site at [www.jeffcopublicschools.org](http://www.jeffcopublicschools.org) > superintendent > strategic plan for the district > **read more** (For additional information on the *Call to Action*, please contact the superintendent's office at 303-982-6800.)

### **Strategic Planning Cycle**

The strategic planning cycle occurs each year with top leadership reviewing the process and making refinements as needed based on what is learned from the previous year. Additionally, the timeline and activities needed for completing the development of the subsequent year's plan are identified. The process is designed to ensure that ample district staff and community input is secured during the development of the plan and that budget development is timed and aligned to support the work defined in the plan. SPAC members will review the *Call to Action* and have the opportunity to provide feedback at their October 2011 meeting. (For additional information on the strategic planning cycle please contact the superintendent's office at 303-982-6800.)

### **How do you access the Strategic Planning and Advisory Council web page?**

On your computer, enter [www.jeffcopublicschools.org](http://www.jeffcopublicschools.org) > search > strategic planning council.