

Proposed

Book	District Policies - Jefferson County School District R-1
Section	K: School-Community-Home Relations
Title	Family-School-Community Partnership Policy
Number	KB (<i>To be Updated – this version consolidates KB and KJ</i>)
Status	Active
Adopted	October 14, 1999
Last Revised	October 23, 2001
Next Revised	(?)

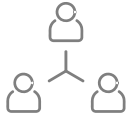
The district recognizes that family-school-community partnerships are essential for improved student achievement, school success, and a positive learning environment. “Family-school-community partnership” means the collaboration between families, community, and school staff as knowledgeable and equal partners in order to support the shared goal of educating students effectively.

This school district and the schools within its boundaries, in collaboration with families and the community, shall establish programs and practices that enhance family-school-community partnerships and reflect the specific needs of students, their families, school staff, and the community. The district shall foster and support active family-school-community partnership practices.

To this end, the Board supports the development, implementation, and regular evaluation of family-school-community partnership practices in each school and at the district level, including but not limited to local school accountability committees, PTAs and/or other parent organizations, and community organizations. In order for family-community-school partnerships to be highly impactful on student learning, the practices must be (1) linked to learning, (2) relational, (3) collaborative, (4) systemic, and (5) sustained. The following research-based components will be used as a comprehensive and coordinated framework to guide family-school-community partnership work:

- **Standard 1: Welcoming all families into the school community** - Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.
- **Standard 2: Communicating effectively** - Families and school staff engage in regular, two-way, meaningful communication about student learning.
- **Standard 3: Supporting student success** - Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively.
- **Standard 4: Speaking up for every child** - Families are empowered to be advocates for their own and other children and to ensure that students are treated fairly and have access to learning opportunities that will support their success.
- **Standard 5: Sharing power** - Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.
- **Standard 6: Collaborating with community** - Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

The district supports professional development opportunities for staff members to enhance understanding of effective family-school-community-partnership practices. The district also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to families, community, and staff working in partnership for accelerated student learning.



Survey Analysis and Recommendations from FSCP Sub-Committee to DAC

January 15, 2019

Overview

*Family School Partnership-
Data from Families*

*Make Your Voice Heard-
Data from Students*

*Teaching and Learning
Conditions Colorado-
Data from Teachers*

Recommendations



Family School Partnership Survey

- *Speaking Up For Every Child-Standard #4;*
 - Scored a 76%
- *Sharing Power-Standard #5;*
 - Scored a 78%



FSP Survey Results

The following four questions rated lower than 75%:

- “I am informed about how my child is doing socially at school” **(68%)**
- “The school keeps me informed of the legal rights of children and families” **(69%)**
- “I know the schools process for resolving complaints or problems” **(63%)**
- “I feel that I am a partner with the school in making decisions that impact children at the school” **(73%)**

Make Your Voice Heard Survey Results

- *Indicated that parents are not talking to their children about problems they have at school.*

Teaching and Learning Conditions Colorado Survey

- *Teacher time construct had the lowest agreement rating at 58%*

Recommendations

Recommendations made by the FSCP Sub- Committee Support Jeffco's Strategic Plan and the updated FSCP KB Policy

- *A cultural shift towards creating cohesion between schools, families, educators, community, and school district.*
- *Measurable increase in student learning and authentic tasks.*

Recommendations

- *Funding of two full time positions*
 - *FSCP Position*
 - *Community Relations Position*

Recommendations

<i>Recommendations</i>	<i>Strategic Plan/KB Policy Alignment</i>	<i>Measured Outcomes</i>
<p>FSCP Educator Training/Professional Development</p> <ul style="list-style-type: none"> •Send at least 4 District Staff to the Harvard Graduate School of Education <p>Implementation of training to develop knowledge and skills for effective FSCP practices at the district and school level</p> <ul style="list-style-type: none"> •Require Harvard trained staff to create a training program for educators in the district 	<ul style="list-style-type: none"> •Meaningful Family Engagement •Equity •Schools as Community Hubs •Social and Emotional Support •Educator Learning •Transforming Student Task •Standard#4 Speaking up for every child •Standard #5 Sharing Power 	<p>Multi-year measured outcome</p> <ul style="list-style-type: none"> •Year 1 - 100 district staff trained •Year 2 - 300 district staff trained •Year 3 - Quantifiable positive movement on FSP, MYVH and TLCC surveys <p>More FSCP practices in Programmatic Implementations</p> <p>Improved FSCP practices in Leadership Evaluations</p>

Recommendations

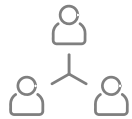
Engaging Families •Host a district-wide conference for families pertaining to Family School and Community Partnerships	Meaningful Family Engagement Equity Schools as Community Hubs High Expectations for student outcomes Social and Emotional Support Standard #4 Speaking up for Every Child Standard #5 Sharing Power	Identifiable improvement in the scores of the FSP Survey results pertaining to FSCP practices
Community & Business Partnerships •Providing a department contact to coordinate partnerships between schools and community organizations and businesses	● Schools as Community Hubs •Social-Emotional Supports •Meaningful Family and Community Engagement	•2 Chamber of Commerce meetings per year in each Articulation Area •Increase in school and community partnerships/collaborations

Review

- ☐ *Family School Partnership-
Data from Families*
- ☐ *Make Your Voice Heard-
Data from Students*
- ☐ *Teaching and Learning Conditions Colorado-
Data from Teachers*

Recommendations

- ☐ *FSCP Position*
- ☐ *Community Relations Position*



Thank You!

***Survey Analysis and Recommendations from FSCP Committee to DAC
January 15, 2019***

On November 15, 2018 the Family School Community Partnership (FSCP) Sub-Committee was tasked to review the data from the following surveys, identify deficiencies in the data pertaining to effective FSCP practices, and provide recommendations for improving FSCP practices in our school district based on the identified deficiencies:

- **Family School Partnership (FSP)** - data from families
- **Make Your Voice Heard (MYVH)** - data from students
- **Teaching and Learning Conditions Colorado (TLCC)** - data from teachers

The FSCP Sub-Committee identified the following deficiencies pertaining to FSCP practices. We concluded the areas to focus on derive mainly from the FSP survey.

FSP Survey

- Speaking up for every child - Standard #4; scored a 76% rating
 - Sharing power - Standard #5; scored a 78% rating
- Standard #4 and #5 had the lowest agreement ratings and slight decrease from previous years.

The following four questions rated lower than 75%:

“I am informed about how my child is doing socially at school” (68%)

“The school keeps me informed of the legal rights of children and families” (69%)

“I know the school’s process for resolving complaints or problems” (63%)

“I feel that I am a partner with the school in making decisions that impact children at the school” (73%)

MYVH Survey

Indicated that parents are not talking to their children about problems they have at school.

TLCC Survey

Teacher time construct had the lowest agreement rating at 58%.

Recommendations made by the FSCP Sub-Committee support a concerted effort toward supporting Jeffco’s Strategic Plan and the updated FSCP KB Policy:

- A cultural shift to creating cohesion between schools, families, educators, community and school district.
- Measurable increase in student learning and authentic tasks.

The FSCP Sub-Committee makes the following recommendations for the improvement of FSCP Practices in the Jeffco School District

Funding of two full-time positions

- **FSCP Position**
- **Community Relations Position**

These positions would support the implementation of the following recommendations

<i>Recommendations</i>	<i>Strategic Plan/KB Policy Alignment</i>	<i>Measured Outcomes</i>
FSCP Educator Training/Professional Development <ul style="list-style-type: none"> Send at least 4 District Staff to the Harvard Graduate School of Education Implementation of training to develop knowledge and skills for effective FSCP practices at the district and school level <ul style="list-style-type: none"> Require Harvard trained staff to create a training program for educators in the district 	<ul style="list-style-type: none"> Meaningful Family Engagement Equity Schools as Community Hubs Social and Emotional Support Educator Learning Transforming Student Task Standard#4 Speaking up for every child Standard #5 Sharing Power 	Multi-year measured outcome <ul style="list-style-type: none"> Year 1 - 100 district staff trained Year 2 - 300 district staff trained Year 3 - Quantifiable positive movement on FSP, MYVH and TLCC surveys More FSCP practices in Programmatic Implementations Improved FSCP practices in Leadership Evaluations
Engaging Families <ul style="list-style-type: none"> Host a district-wide conference for families pertaining to Family School and Community Partnerships 	<ul style="list-style-type: none"> Meaningful Family Engagement Equity Schools as Community Hubs High Expectations for student outcomes Social and Emotional Support Standard #4 Speaking up for Every Child Standard #5 Sharing Power 	Identifiable improvement in the scores of the FSP Survey results pertaining to FSCP practices

Community & Business Partnerships <ul style="list-style-type: none"> • Providing a department contact to coordinate partnerships between schools and community organizations and businesses 	<ul style="list-style-type: none"> • Schools as Community Hubs • Social-Emotional Supports • Meaningful Family and Community Engagement 	<ul style="list-style-type: none"> • 2 Chamber of Commerce meetings per year in each Articulation Area • Increase in school and community partnerships/collaborations
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Over the course of the past 2 months, the FSCP Sub-Committee is grateful to have received consultation from several Jeffco staff to help navigate the FSP, MYVH and TLCC data. We appreciate input from Heather MacGillivray, Director of Assessment and Research, Carol Eaton, Executive Director of Instructional Data Services, Tammy Schiff, Chief Communications Officer, and Tracie Apel, Communications Specialist-Outreach and Engagement. Their expertise was invaluable in assisting the sub-committee on how to best interpret a bulk of data in a short amount of time. Additionally, they provided us insight on the current FSCP efforts at the district level, which helped our sub-committee develop recommendations to the larger DAC and ultimately the Board of Education.



DAC Charter Committee

Opps! Sorry.

What are we doing?



Reviewing and discuss a new template created by the Charter Review Team.

The new template will be used by all new charter applicants.

Why are we doing this?

Because kids ROCK! We want strong schools in Jeffco.

Great schools means healthy kids, families, & communities.



Why did we create a template for charter school applications?



State law requires DACs to review all charter applications.

Need a consistent and measurable process that can be duplicated year after year.

Do you love to read?

The last charter application was over 450 pages!

Too much to read and dig through for a lay person without training.

State law doesn't explain what a review should consist of or what should be included in a report to the board.

Committee members were frustrated and lost.



Let's get into it!



The charter team selected 8 areas of focus.

These areas were selected because they both reflect **community values** and are components critical to **strong and successful schools**.

The template requests for the charter applicant to provide information on eight key areas.

What are the Eight Targeted Areas?



1. School Purpose
2. Community Impact
3. Governance
4. Financial Plan
5. Pedagogy
6. Special Populations
7. Waivers
8. Goals

How will be decide who to approve?

Scale of 0-3 will score each of the critical areas:

0=Harmful

2=Good

1=Serious Concerns

3=Excellent

Any of the eight targeted areas with a score of “0” is automatically disqualified from receiving DAC recommendation to the board.

Any of the eight targeted area with a score of “1” receives serious consideration for disqualification, depending on circumstances and overall application.

Questions?

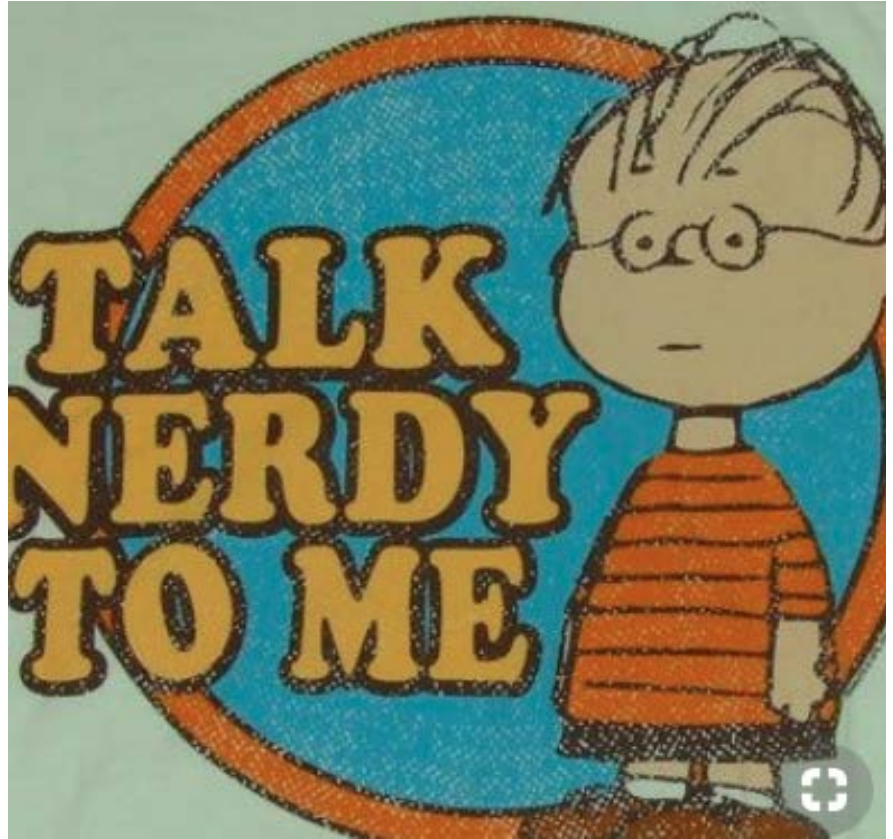


What did you just say?

Next Steps

What happens next?

What is expected of me?





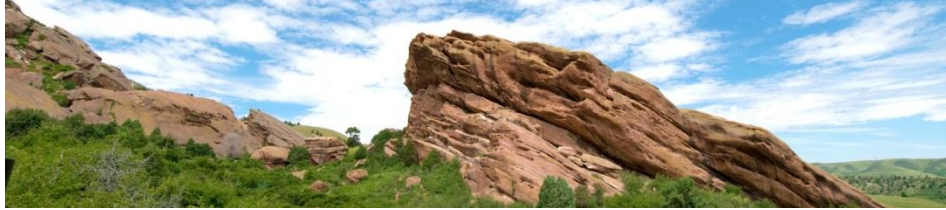
DAC Review of the Draft District Unified Improvement Plan

Tuesday, January 15, 2019

DUIP Co-Chairs: Margaret Lessenger/Deborah Guiducci



JEFFCO PUBLIC SCHOOLS



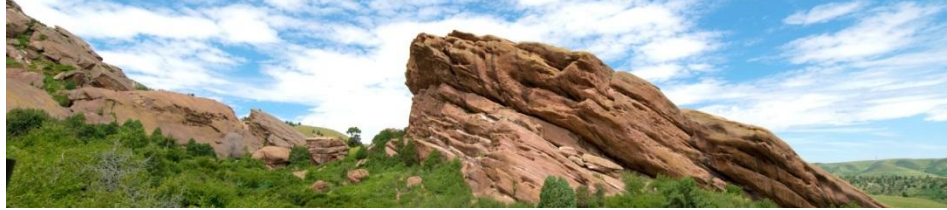
Agenda

- District UIP Progress Update (5 min)
- District UIP Targets (5 min)
- Review of Action Plans with Budget Priorities (20 min)
- Closure (5 min)



Updates Since November DAC Meeting

- Based on DAC Feedback, revisions to:
 - Root Causes
 - Priority Performance Challenges
 - Major Improvement Strategies
 - Action Plans
- DAC DUIP Subcommittee reviewed new DUIP targets



Unified Improvement Plan (UIP) Process

Prepare
to Plan

Gather and
Organize
Data

Review
Performance
Summary

Describe
Notable
Trends

Section III: Data Narrative

Section IV:
Target Setting

Prioritize
Performance
Challenges

Set
Performance
Targets

Identify
Interim
Measures

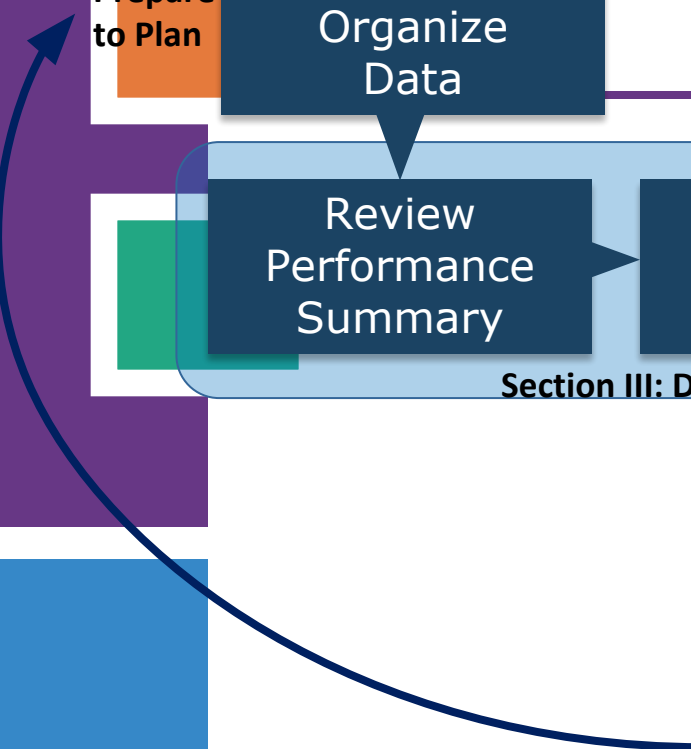
Section IV:
Action Planning

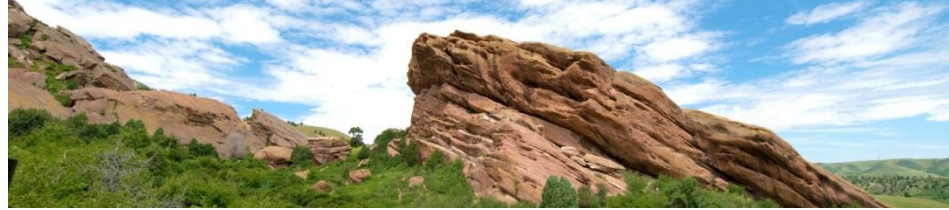
Identify
Root
Causes

Identify Major
Improvement
Strategies

Identify
Implementation
Benchmarks

Ongoing:
Progress
Monitoring





Timeline for DAC

January 15: DAC feedback on entire DUIP, focused on targets and action plans for budgeting priorities

January 18: Final draft District Unified Improvement Plan will be emailed to full DAC for final review; **provide your feedback no later than Friday, February 8 to ceaton@jeffco.k12.co.us.**

February 19: Final vote to approve the District Unified Improvement Plan prior to submission to the Board of Education

DUIP Targets for 2018-19/2019-20

- Two-year targets handout
- Graduation & dropout rate targets updated this week
 - Emailed to DAC members on Friday, 1/19
- Align to DUIP priority performance challenges & system indicators for Jeffco's Strategic Plan
 - CMAS ELA & Math academic achievement and growth, READ Act, SAT, concurrent enrollment rate, graduation and dropout rates, G/T targets
- "Ambitious but attainable"



Action Plan/Budget Priorities

Format of action plan documents

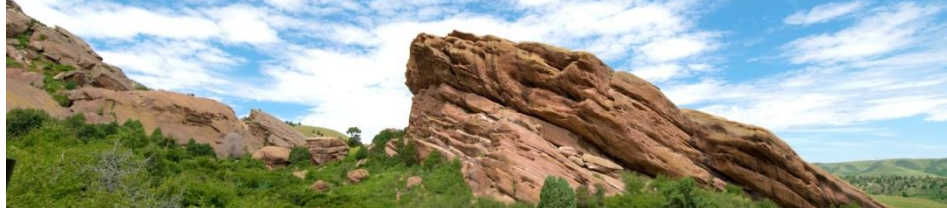
- Organized by funding and color-coded
 - Action steps **not fully funded** are listed first (Green)
 - **Funded** action steps are listed second (Orange)
- Action Step Name (1st column) includes which district UIP improvement strategies it aligns to
- Note catcher for your input



Major Improvement Strategies

1. Early Academic Transformative Tasks through:

- Expanded early childhood education supports and formative assessments (assessment literacy, Jeffco KEA)
- Jeffco Summer of Early Learning for Literacy and math literacy (JSEL)
- Elementary school Learning and Planning Labs
- Revision of elementary curriculum and resources



Major Improvement Strategies

2. Middle Level Transformative Tasks through:

- Professional learning for middle level educators to create transformed tasks
- Middle School Learning Labs
- Revision of middle level curriculum and resources (including proficiency scales)



Major Improvement Strategies

3. College & Career Readiness Transformative Tasks through:

- Increased student access to career, college and work-based learning opportunities
- Professional learning for high school educators to create transformed tasks
- High School Learning Labs
- Revise high school curriculum and resources (including proficiency scales)



Major Improvement Strategies

4. Expand underrepresented Gifted/Talented identified students among free/reduced lunch eligible and English language learner populations through:

- Development of a Talent Pool
- Professional learning to expand mindsets regarding the nature of giftedness in all populations
- Instructional programming enhancements with academic and social-emotional strategies to support gifted potential learners
- Alternative assessment measures and protocols to identify high potential students in targeted populations



DAC Timeline Reminder

January 15: DAC feedback on entire DUIP, focusing on targets and action plans for budgeting priorities

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February 19: Final vote to approve the District Unified Improvement Plan prior to submission to the Board of Education



Thank you!



JEFFCO
PUBLIC SCHOOLS

DRAFT 2018 Early Academic DUIP Action Plan

DRAFT Action Steps Associated with Early Academic Achievement -- provide the language to support the selection of the action steps - e. g., JSEL and CCR		Green - asking for funds; orange currently funded							
Action Step Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year	Benchmark Measure	Funding Source	Budget Amount
Marzano Proficiency Scales Aligned to Colorado Academic Standards Major Improvement Strategy 1 & 3	<p>Revision and implementation of proficiency scales that calibrate rigorous standards and competency-based teaching and learning tasks for all students.</p> <p>Proficiency scales will support teachers in meeting the needs of English language learners, students with an IEP, etc.</p>	8/2018 to 6/2019	Proficiency Scales from Marzano Research Lab, School Leader's Guides... Grading, Teacher's Guide to... Grading; Jeffco Generations Skills, CO Academic Standards (revised) and CO Essential Skills	Tactic Leads, Strategy Leads, School-based and central teacher leaders (e.g., directors of C&I and Instructional Assessment, Student Engagement), ESL/Dual Language, SPED, Marzano Research Lab facilitators. Personnel will closely mirror the diversity and perspectives of Jeffco.	October 1st initial leadership team professional learning successfully executed December 3rd leadership team professional learning on target Resources (professional texts and proficiency scales) have been purchased Teacher Revision Teams PL January/February March and April Revision Teams prioritize revised CAS and Essential Skills and align the proficiency scales and assessment items to revised CAS	2018-2020	Crosswalk, Prioritization & alignment of: 1. revised 2020 CO Academic Standards to current state 2. Colorado Essential Skills + Jeffco Generations Skills 3. 860 Marzano proficiency scales 4. Planning for and facilitation/implementation of Jeffco Revised Curriculum to include proficiency scales, sample transformed tasks and assessment items	A BFO has been created to request the funding for the Marzano Professional Learning component of this plan.	\$113, 000.00
JSEL - Jeffco Summer of Early Learning Major Improvement Strategy 5	<p>1) Continue JSEL for 2018-19, which would be year 7.</p> <p>2) Hire school staff with the inclusion of math literacy/numeracy component</p> <p>3) Determine locations and number of sites, partner with food services, facilities, human resources, ESL/DL, READ, Early Childhood Education, English Language Arts, School Leadership, JSEL staff to ensure that school environment is supportive of summer learners.</p> <p>4) Review data to continue determine effectiveness of program to provide additional literacy (Reading, Writing, Communicating) & math instruction to those K-3 readers who are at risk of not developing on-grade-level literacy skills. Students are from Dual Language Education programs too, therefore, dual language classrooms are offered and instruction is in English and Spanish. JSEL provides direct, explicit instruction (Content Mastery & High Expectations) in literacy for 6 weeks, 3 hours per day across June/July and JSEL educators receive training and coaching to build their craft as professionals.</p> <p>5) Support teachers in meeting the needs of English language learners, students with an IEP, etc.</p>	June --, 2019 to July --, 2019	Use of classroom libraries, leveled text sets, an approved- READ Act intervention, reading and writing as interconnected components, oral language, math literacy that includes a focus on numeracy.	Curriculum & Instruction Directors of Literacy and Math; Assistant Director of Early Literacy; Elementary Literacy and Math teams colleagues, ESL/Dual Language, SPED, and Representative s from central departments, host schools and their educators	On target for timeline. a Budgeting for Outcomes general funds request has been generated to build a more sustainable funding model for JSEL in the immediate future, including the additional math literacy. Funding is not secure for the 2019 or 2020 JSEL programs.	2018-2019	Full implementation of early math structures, strategies, and practices as a component of JSEL in June/July 2018 and June/July 2019. Includes professional learning for all teachers and transfer of professional learning (Literacy and Math) to JSEL classrooms.	2018 non-sustainable funds; Current BFO for General Funds to support ongoing JSEL summer programming.	\$600,000.00

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Action Step Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year	Benchmark Measure	Funding Source	Budget Amount
K-3 whole child formative assessment Major Improvement Strategy 3	Build on 2017-18 micro pilot and work with kindergarten KEA, through full pilot implementation K-3, align professional learning for formative instruction, whole child data, data driven instruction	8/2018 - 6/2019	North Carolina K-3 Formative Assessment Process	P3 Instructional team, Early Learning administrators, Assessment and Research	pilot planning, KEA findings analysis, data instruction PL in November, teacher survey November			general fund	\$20,000
Aligned instructional practices to developmental abilities of students Major Improvement Strategy 1 & 3	Collaboratively create and utilize a look-for document that addresses student needs for success including student, environment and teacher expectations that are developmentally (and linguistically for English language learners) appropriate. Support school leaders and teachers in utilizing this tool to leverage instructional conversations, planning and implementation that transform student tasks.	8/2018 - 6/2019	Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches; P3 Transformed Look For Document	P3 Instructional team, Early Learning administrators	Achievement director learning labs October and January, Principal professional learning in planning October, work with school teams throughout school year			general fund grant fund	\$15,000
Transforming Early Numeracy Support in 1st-3rd Grade classrooms - 10 schools understanding early numeracy development Major Improvement Strategy 1 & 2	To align to transforming the task. Elementary teachers will be provided training and support around the following: 1. Determine the needs for establishing a Multi-tiered System of Support (MTSS) in the primary grades of targeted schools. These schools will continue participating in the MTSS for ELLs process with ESL/Dual Language staff. 2. Work with P-3 work group to make connections and determine needs to continue to support ongoing P-3 work. 3. determine data and criteria for selection of schools. 4. Determine the next steps needed to support teachers and students.	8/2018 - 6/2019	10 Schools of K-3 teachers: substitute and additional pay	Director of Curriculum and Instruction and Elementary Math Team	new request	2018-2020	60 teachers will participate in learning and transfer strategies into their math instructional block.	general fund grant fund	\$15,000
Jeffco Birth to Eight Roadmap Major Improvement Strategy 4	Engage the Jeffco community in designing a roadmap that ensures families of young children thrive and enter school ready	8/2018 - 6/2019	Early Milestones Colorado as consultant	Early Learning leadership	design and engagement, LAUNCH together initiative relationships and data collected			general fund commitment, foundation grant funding	\$350,000
Development of transformed student tasks Major Improvement Strategy 1	Teachers on special assignment (TOSAs) will work alongside Jeffco teachers to develop transformed student tasks for math and literacy units of study. ESL/Dual Language staff will also work alongside teachers to meet the needs of English language learners. These will be shared with all elementary level teachers via the Bridge to Curriculum and updates/highlights will be shared in the Schoology pages.	August 2018 and on going	teachers from all levels and a variety of task force groups	Math, Literacy and P3 Teachers on Special Assignment, ESL/Dual Language, SPED, Curriculum & Instruction Directors, Early Learning Director	already planned for 2018-19 and on going	2018 and ongoing	increased number of transformed tasks in the Bridge to Curriculum. Teachers will use and access these via the curriculum tool	General funds for release time to create, collaborate and develop tasks. General funds allocated to this work 2017-2018 and ongoing - continuing funding	

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Pre-school-3rd grade (P-3) Early Literacy Strategies Work Major Improvement Strategy 1, 2 & 3	1) Continue and expand implementation of Discovery Reading, Talking, Writing and Differentiated Layered Centers 2) Conduct classroom observations to review how these practices change the student learning experience 3) Review for connections to Jeffco Generation Skills and enhance make explicit connections 4) Conduct data analysis to determine effectiveness.	8/2017 - 6/2019	Mostly nonfiction texts tied to themes for exploration by the reader and also manipulatives for the layered centers. Professional learning needs include release time for educators to observe/learn and transfer that learning through planning and action research.	Early Childhood Education Team and Professional Learning Team	Currently working with 12 schools for Differentiated Layered Centers and Discovery Reading, Talking, Writing. Discovery Reading, Talking, Writing is also in its second year as a structure in all JSEL classrooms.	2017-18 and 2018-19	Collaboration with cohort 1 and 2 schools; professional learning for JSEL teachers in Discovery Reading strategy	General Fund Buell Grant	\$50,000
Educator Learning Lab cycles of improvement Major Improvement Strategy 2	1) Jeffco Learning Labs are intentionally structured to engender educator self reflection and application of new skills to ensure all participants transform their practice for students--not just the lab host. 2) Jeffco Learning Lab participants will also have support in transforming their practice for English Language Learners, students with an IEP, etc.	9/2018-5/2020	Learning from mentor, planning, and learning labs regarding transforming the task; research regarding best instructional practices, Process of a LAB Experience That Affects Learning; Learning Lab Tight and Loose.	Exec. Dir. of Teacher Learning, school and central administrators/coaches/teachers, directors and central facilitators from Curriculum and Instruction	Several learning labs are already being facilitated and others are forming, Professional Learning for facilitators continues,	2018-2020	Number of educators engaged in ongoing learning and planning lab cycles. Areas of focus may include planning for daily, responsive instruction	Learning Lab funds through Dr. Colleen O'Brien's work on Teacher Learning	

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CORE, Kindergarten - 5th grade (K-5) Literacy Implementation - Reading Workshop & Lucy Calkins & Team's Units of Study for Teaching Reading Major Improvement Strategy 1 & 2	<p>1) Continued partnership with schools implementing a reading workshop through Teaching Reading Through Units of Study by Lucy Calkins & Colleagues as a way to identify and solidify high expectations K-5 readers. Through this literacy workshop model, students are empowered to engage in the authentic work of readers across the instructional day.</p> <p>2) Provide ongoing educator support from the elementary literacy team to cultivate high literacy expectations and authentic literacy tasks for learners. Foster strategies and processes for embedding the Generations Skills. Dual Language central staff and Dual Language Instructional Coaches will provide elementary dual language teachers professional learning that will cultivate high literacy expectations and authentic literacy tasks for dual language learners. provide ongoing educator support from the ESL/Dual Language Resource teachers and Elementary ESL teachers to cultivate high literacy expectations and authentic tasks for English language learners.</p> <p>3) Make explicit connections between reading workshop and the tactics of the Jeffco Strategic Plan in all three strategy areas: Readiness for Learning, Conditions for Learning, and Learning.</p> <p>4) Identify Teaching Reading Through Units of Study resource and assessment connections to the Jeffco Generations skills and provide examples in Schoology and in Bridge to Curriculum.</p> <p>5) Conduct classroom learning labs to review how reading workshop practices are changing the student learning experience, providing timely feedback to readers, and developing many student and family connections in support of their children as readers.</p>	Fall 2018 to Summer 2019	Lucy Calkins Reading Units of Study Kits with book packs.	Curriculum & Instruction Director; Assistant Director of Early Literacy; Elementary Literacy Team; Digital Teacher Librarian Coordinator; Assistant Director and instructional coaches in ESL/DL; School-based leaders and teacher leaders;	Request for support of current 44 schools in their full K-5 implementation in connection with Transforming the Task, Equity, High Expectations, and Student-directed Learning.	2018-19	Needs assessment to determine number of schools and in what year of implementation. Based on data from needs assessment, plan for ongoing supports that include, but are not limited to resources and assessment supports uploaded in Bridge to Curriculum.	General Funds	\$7,500.00

1/11/2019

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DRAFT 2018 Early Academic DUIP Action Plan

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DRAFT 2018 Early Academic DUIP Action Plan

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DRAFT 2018 Early Academic DUIP Action Plan

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DRAFT Action Steps Associated Middle Level Mathematical Reasoning		Green - asking for funds; orange currently funded						
Action Step Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year	Benchmark Measure	Funding Source
Development of transformed student tasks Major Improvement Strategy 1 & 2	Teachers on special assignment will work alongside teachers to develop transformed student tasks for math units. ESL/Dual Language staff will also work alongside teachers to meet the needs of English language learners. These will be shared with all middle level teachers via the Bridge to Curriculum	August 2018 and on going	teachers from all levels and a variety of task force groups	Elem & Secondary math team, Curriculum & Instruction Director, ESL, Dual Language Staff	already planned for 2018-19 and on going	2018 and ongoing	increased number of transformed tasks in the Bridge to Curriculum. Teachers will use and access these via the curriculum tool	General funds for release time to create, collaborate and develop tasks. General funds allocated to this work 2017-2018 and ongoing - continuing funding
Educator Learning Lab cycles of improvement Major Improvement Strategy 3	Jeffco Learning Labs are intentionally structured to engender educator self reflection and application of new skills to ensure all participants transform their practice for students--not just the lab host. 2) Jeffco Learning Lab participants will also have support in transforming their practice for English Language Learners, students with an IEP, etc.	9/2018-5/2020	Learning from mentor, planning, and learning labs regarding transforming the task; research regarding best instructional practices, Process of a LAB Experience That Affects Learning; Learning Lab Tight and Loose.	Exec. Dir. of Teacher Learning, school and central administrators/coaches/teachers, directors and central facilitators from Curriculum and Instruction	Several learning labs are already being facilitated and others are forming, Professional Learning for facilitators continues,	2018-2020	Number of educators engaged in ongoing learning and planning lab cycles. Areas of focus may include planning for daily, responsive instruction	Learning Lab funds through Dr. Colleen O'Brien's work on Teacher Learning

DRAFT Action Steps Associated Middle Level Mathematical Reasoning		Green - asking for funds; orange currently funded						
Action Step Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year	Benchmark Measure	Funding Source
Marzano Proficiency Scales Aligned to Colorado Academic Standards Major Improvement Strategy 2	Implementation of proficiency scales that equitably calibrate standards and competency-based teaching and learning tasks for all students.	8/2018 to 6/2019	Proficiency Scales from Marzano Research Lab, School Leader's Guides... Grading, Teacher's Guide to... Grading; Jeffco Generations Skills, CO Academic Standards (revised) and CO Essential Skills	Tactic Leads, Strategy Leads, School-based and central teacher leaders (e.g., directors of C&I and Instructional Assessment, Student Engagement) Marzano Research Lab facilitators. Personnel will closely mirror the diversity and perspectives of Jeffco.	October 1st initial leadership team professional learning successfully executed December 3rd leadership team professional learning on target Resources (professional texts and proficiency scales) have been purchased Teacher Revision Teams PL January/February March and April Revision Teams prioritize revised CAS and Essential Skills and align the proficiency scales and assessment items to revised CAS	2018-2020	Crosswalk, Prioritization & alignment of: 1. revised 2020 CO Academic Standards to current state 2. Colorado Essential Skills + Jeffco Generations Skills 3. 860 Marzano proficiency scales 4. Planning for and facilitation/implementation of Jeffco Revised Curriculum to include proficiency scales, sample transformed tasks and assessment items	A BFO has been created to request the funding for the Marzano Professional Learning component of this plan.

DRAFT Action Steps Associated Middle Level Mathematical Reasoning		Green - asking for funds; orange currently funded						
Action Step Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year	Benchmark Measure	Funding Source
Transforming the Middle School Math Experience Major Improvement Strategy 2 & 3	<p>Modeled after the Leveled Literacy Interventionist (LLI) in our elementary schools, Middle School Math Interventionists (MMI) would help to target gaps in student academic performance in math with the supports identified below</p> <ol style="list-style-type: none"> 1. Determine a common expectation for roles and responsibilities for a Middle School Math Interventionist 2. Utilize Dan Meyer training with secondary math teachers 3. Launch Learning Labs with secondary math teachers 4. Determine the job description needed for middle level math interventionist. To Include knowledge and experience working with English language learners, students with an IEPs, etc. 5. Determine hiring timelines for New FTE requested for math interventionist 6. Determine schools who are in need of the math interventionist work side by side with teachers to develop rigorous tasks that support all students' needs with additional time and intensity. 7. Provide training and professional learning Math progressions and proficiency for Math Interventionist so that they can provide deep support to teachers in planning, problem solving, professional learning, and co-teaching in grades 8. Determine the needs and professional learning to improve classroom environments at the middle school level that meet all learners' needs. 9. Determine focus and support needed for the pedagogy around teaching around early numeracy progressions 	8/2019 ongoing	One additional staff member per middle school 5 total for first year	Curriculum & Instruction Director and the Secondary Math Team	new request	2019-2020	These FTE will support 6, 7th grade teachers and students. Using an intensive side by side support with teachers students will be able to access additional supports. Teachers will gain additional instructional practices to impact content and pedagogy at a deeper level tied to multiple points throughout the year	Curriculum and Instruction funds to support Dan Meyer \$8,000 Requires additional funding for FTE and additional pay for Secondary Math TOSA total cost \$1353,780 over 4 years

Action Steps Associated with Career/College Ready (Draft) <i>Green shading denotes currently funded action steps. Orange shading denotes new budget resources required to fully implement next school year (2019-20). The orange shaded items are prioritized by the order they are listed on the page.</i>								
Action Step Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year	Benchmark Measure	Funding Source
Support Implementation of 2021 Graduation Requirements, Jeffco Seal of Biliteracy, and STEM Endorsed Diploma Major Improvement Strategy 4 & 8	1) Developing and supporting implementation of school level capstones 2) Developing and implementing a process for adding the number approved industry certifications to student transcripts 3) Supporting teachers to increase the number of industry certificate programs at each school 4) Support teachers in meeting the needs of English language learners, students with an IEP, etc. 5) Implement the Jeffco Seal of Biliteracy as an opportunity for all students in all high schools.	August 2017	3 content leads (pathway designer)	Choice Programming Department Pathway Designers, Directors and Executive Director	Ongoing	2017-2019 and ongoing	1) Increasing Capstone offerings in every high school 2) Increasing industry certifications from 205 (2017) to 1500 (2023) 3) High Schools develop plan for all students to meet Graduation Requirements 4) Develop professional learning that has a focus on meeting the needs of English language learners, students with an IEP, etc. 5) 50 students graduating with a Jeffco Seal of Biliteracy 2019.	Engineering Pathway support through \$110,000 for Solidworks/Adobe software and \$285,000 for Engineering Stratus equipment (this money supports the development of increased certifications with Solidworks)
Increase access to career technical education programming in schools to support customized pathways Major Improvement Strategy 4, 5 & 6	1) Support development of new career pathways 2) Develop competencies/curriculum aligned to industry needs and academic standards 3) Develop lessons with authentic tasks connected to both core academics and Career Technical Education (CTE) industry standards 4) promotion and marketing of career pathways and opportunities in multiple formats to students and families of English Language Learners, students with an IEP, etc.	August 2018	Professional learning funded by general fund	Choice Programming Director, CTE Coordinator, ESL/Dual Language, SPED	Ongoing	2018-2019 and ongoing	1) Every high school has complete career pathways 2) resources for students families are developed	\$710,000 one time \$ for STEM and CTE middle school programs. \$200,000 ongoing money to support future programming delivered through a Perkins required process

Action Steps Associated with Career/College Ready (Draft) <i>Green shading denotes currently funded action steps. Orange shading denotes new budget resources required to fully implement next school year (2019-20). The orange shaded items are prioritized by the order they are listed on the page.</i>								
Action Step Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year	Benchmark Measure	Funding Source
Equitable (or equally available to all students in all schools) access to AP and IB exams Major Improvement Strategy 4	1) Professional Learning support for educators to support all students 2) Determine current state of access to Advanced Placement (AP) and International Baccalaureate (IB) classes across Jeffco 3) Research partnership with Equal Opportunity Schools 4) Transforming the tasks in high school courses to support student readiness for AP and IB courses 5) Professional Learning support for educators to specifically support English language learners, students with an IEP, etc.	August 2018	Funding of Professional Learning, Equal Opportunity Schools partnership	2 FTE pathway designers, Director, school counselors and AP and IB teachers, ESL/Dual Language Staff	New Request; this would begin in 2018-19	2018-2019 and ongoing	1) Determine the current AP/IB access gaps and reduce those by 50% 2) develop professional learning to promote differentiation for subgroups of students.	
Develop equitable (or equally available to all students in all schools) readiness supports for SAT and Accuplacer Major Improvement Strategy 8	1) Determine current level of SAT readiness supports offered at each high school 2) Research various SAT readiness supports for effectiveness, and equitable access 3) Research best practices and core instructional needs based on PSAT for 9th and 10th grade results	August 2018	College Board, Instructional Assessment team	2 FTE: pathway designers, Director, Instructional Assessment team	New Request; this would begin in 2018-19	2018-2019 and ongoing	1) Increase access to SAT readiness supports to 75% of students 2) Establish teacher trainings for connecting SAT to content classes	
Educator Learning Lab cycles of improvement Major Improvement Strategy 3	1) Jeffco Learning Labs are intentionally structured to engender educator self reflection and application of new skills to ensure all participants transform their practice for all students--not just the lab host. 2) Jeffco Learning Lab participants will also have support in transforming their practice for English Language Learners, students with an IEP, etc.	9/2018-5/2020	Learning from mentor, planning, and learning labs regarding transforming the task; research regarding best instructional practices, Process of a LAB Experience That Affects Learning; Learning Lab Tight and Loose.	Exec. Dir. of Teacher Learning, school and central administrators/coaches/teachers, directors and central facilitators from Curriculum and Instruction	Several learning labs are already being facilitated and others are forming, Professional Learning for facilitators continues,	2018-2020	Number of educators engaged in ongoing learning and planning lab cycles. Areas of focus may include planning for daily, responsive instruction	Learning Lab funds through Dr. Colleen O'Brien's work on Teacher Learning

Action Steps Associated with Career/College Ready (Draft) <i>Green shading denotes currently funded action steps. Orange shading denotes new budget resources required to fully implement next school year (2019-20). The orange shaded items are prioritized by the order they are listed on the page.</i>								
Action Step Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year	Benchmark Measure	Funding Source
Expand work based learning to support customized pathways Major Improvement Strategy 5 & 6	This work is directly connected to Customized Pathways in the Jeffco Generations. 1) Develop consistent system wide opportunities for work based learning K-12. (Includes worksite tours, guest speakers, PBL connections, job shadows) 2) Increase access to and number students participating in CareerWise apprenticeships 3) Increase access to and the number of student internships 4) Expand connections between business/industry partnerships and Jeffco Schools 5) Develop blended learning models to support implementation of work based learning	August 2018/June 2021	General fund to support the Classrooms to Careers Summit, learning needs and community events for Jeffco Career Links team, and transportation for students to specific events (busses for worksite tours or events, bus passes for students to go to internships and apprenticeships)	Jeffco Career Links team: 1 coordinator and 3 specialists	Ongoing	2018-2021 and ongoing	Increase the number of seniors participating in apprenticeships and internships to 20%	Supporting schools CTE and WBL learning needs through a school facing FTE's shared across schools (6 additional positions)
Transforming the task through professional learning and teacher externships Major Improvement Strategy 1 & 2	1) Continue professional learning and side by side teacher level supports for implementation 2) Provide PBL training for CTE and Core teachers to develop engaging and authentic tasks 3) Implementation of STEM (Science, Technology, Engineering and Mathematics) Endorsed Diploma 4) Develop teacher externships to connect teachers to real world learning opportunities connected to content 5) Provide job shadows for teachers and employability institute for teachers/counselors	August 2018	Buck Institute, Project Based Learning (PBL) specialist, Bioscience Externships, Career Employability trainer, professional learning for teachers to create authentic lessons	PBL Specialist, Transform the Task task force, Executive Director, Special Assistant to the Superintendent, CAO	2018-2019 and ongoing	2018-2019 and ongoing	1) Increase the number of STEM and PBL trained teachers to 500	\$100,000 for PBL training for core, CTE, and STEM teachers plus \$36,000 for externships, employability institute, and teacher job shadows
Expand access to concurrent enrollment to support customized pathways Major Improvement Strategy 4 & 7	1) Support teacher development and training 2) Training and support for school level hiring practices for teachers to meet Higher Learning Commission requirements 3) Support partnerships with community colleges to teach concurrent enrollment classes with in high schools 4) Pay for student credits in career pathway programs (CareerWise Apprenticeships, Career Explore, high needs pathways)	August 2018	2 Concurrent Enrollment specialists	Current Concurrent Enrollment Specialist plus 1 additional FTE, director	New Request; this would begin in 2018-19	2018-2019 and ongoing	1) Increase the percent of teachers meeting Higher Learning Commission requirements in Math, English Language Arts, and Math based Science for guarantee transfer courses	\$105,000 for students to take college credit on campus in WT program and CareerWise Apprenticeships

Action Steps Associated with Career/College Ready (Draft) <i>Green shading denotes currently funded action steps. Orange shading denotes new budget resources required to fully implement next school year (2019-20). The orange shaded items are prioritized by the order they are listed on the page.</i>								
Action Step Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year	Benchmark Measure	Funding Source
Marzano Proficiency Scales Aligned to Colorado Academic Standards Major Improvement Strategy 1 & 2	Implementation of proficiency scales that equitably calibrate standards and competency-based teaching and learning tasks for all students.	8/2018 to 6/2019	Proficiency Scales from Marzano Research Lab, School Leader's Guides... Grading, Teacher's Guide to... Grading; Jeffco Generations Skills, CO Academic Standards (revised) and CO Essential Skills	Tactic Leads, Strategy Leads, School-based and central teacher leaders, Marzano Research Lab facilitators	October 1st initial leadership team professional learning successfully executed December 3rd leadership team professional learning on target Resources (professional texts and proficiency scales) have been purchased Teacher Revision Teams PL January/February March and April Revision Teams prioritize revised CAS and Essential Skills and align the proficiency scales and assessment items to revised CAS	2018-2020	Crosswalk, Prioritization & alignment of: 1. revised 2020 CO Academic Standards to current state 2. Colorado Essential Skills + Jeffco Generations Skills 3. 860 Marzano proficiency scales 4. Planning for and facilitation/implementation of Jeffco Revised Curriculum to include proficiency scales, sample transformed tasks and assessment items	A BFO has been created to request the funding for the Marzano Professional Learning component of this plan.

DRAFT 2018-19 GT DUIP Action Plan: Jeffco Public Schools

Blue shading denotes currently funded action steps. Orange shading denotes new budget resources required to fully implement next school year (2019-20). The blue shaded items are prioritized by the order they are listed on the page.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step (e.g., completed, in progress, not begun)	Funding Priority
	2018-19	2019-20					
Partner with the district's ESL/Dual Language, Title I, Student Engagement & Special Ed departments to develop plans to educate the district about the nature of giftedness in all populations, especially among school communities with high ELL and FRL populations. Major Improvement Strategy #2	Aug - June	July - June	GT Director, Title I Director, ESL Director SPED Directors GT Resource Teachers (RTs), Family Engagement Liaisons (FELs)	General fund State G/T allocation	Met with Title and ELL directors Met with SPED Directors Established liaisons for each of these departments Education & communication plan completed	In progress	
In partnership with the ESL/Dual Language, Title I, Student Engagement & Special Ed departments, develop strategies to better identify and serve high potential students in those populations. Major Improvement Strategy #3	Aug- June	July - June	GT Director Title I Director ESL Director GT Resource Teachers (RTs)	General fund State G/T allocation	Identification benchmarks developed for Talent Pool Best practice strategies identified for serving targeted learners	In progress	
Develop Talent Pools to identify high potential and provide enriched instruction for students from poverty, English Language Learners and Special Education students. Major Improvement Strategy #1	Aug- June	July - June	GT Director GT Resource Teachers (RTs) Pilot school staff	General fund State G/T allocation	Expand Pilot to 7 selected schools Broadened pilot to include all Title schools	In progress	

Broaden outreach to families and communities of GT and high potential students from ELL or FRL populations at 7 Pilot Schools. Major Improvement Strategy #1 & #2	May - June	July - June	GT Director & RTs Title I Director ESL Director & RTs Family Liaisons	General fund State G/T allocation	Presented information at impacted schools	Not begun	
Provide resources and deliver professional learning on identification and programming strategies (academic & social-emotional) for educators at all 7 Pilot Schools Major Improvement Strategy #2 & #3	Sept - June	July - June	GT Director Title I Director ESL Director & RTs GT Resource Teachers (RTs)	\$27,000 additional funding needed for release time and PL resources for all teachers at pilot schools	• Resources provided to all pilot school classrooms • Professional Development delivered to all pilot school teachers and leadership	In progress	1
Broaden pilot to 15 schools, scaling up the identification and programming methods refined in the 2018-19 pilot.		Aug 2019 - May 2020	GT Director & RTs Title I Director ESL Director & RTs Family Liaisons	\$90,000 additional funding needed to sustain current pilot schools and broaden pilot to 15 schools	15 pilot schools have received resources and training to implement Talent Pool model	Not begun	2
Implement additional testing instruments such as the Naglieri Non-Verbal Abilities Test (NNAT) and follow-up testing at other grade levels Major Improvement Strategy #1	Jan - June	Aug - June	GT Director GT RTs Assessment Dept.	\$14,000 additional funding needed to test 1400 total students	Explored technical & training requirements Implemented online NNAT	In progress	3

Develop educational resources about gifted potential in underrepresented populations and communicate to impacted school communities. Major Improvement Strategy #2	Aug- June	July - June	GT Director & RTs, Title I Director, ESL Director & RTs, Family Liaisons	\$4000 additional funding needed for community outreach resources	Developed web resources and/or handbook on internal website Targeted focus for GT RTs working with principals at impacted schools	In progress	4
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2019-20 School Budget Questionnaire

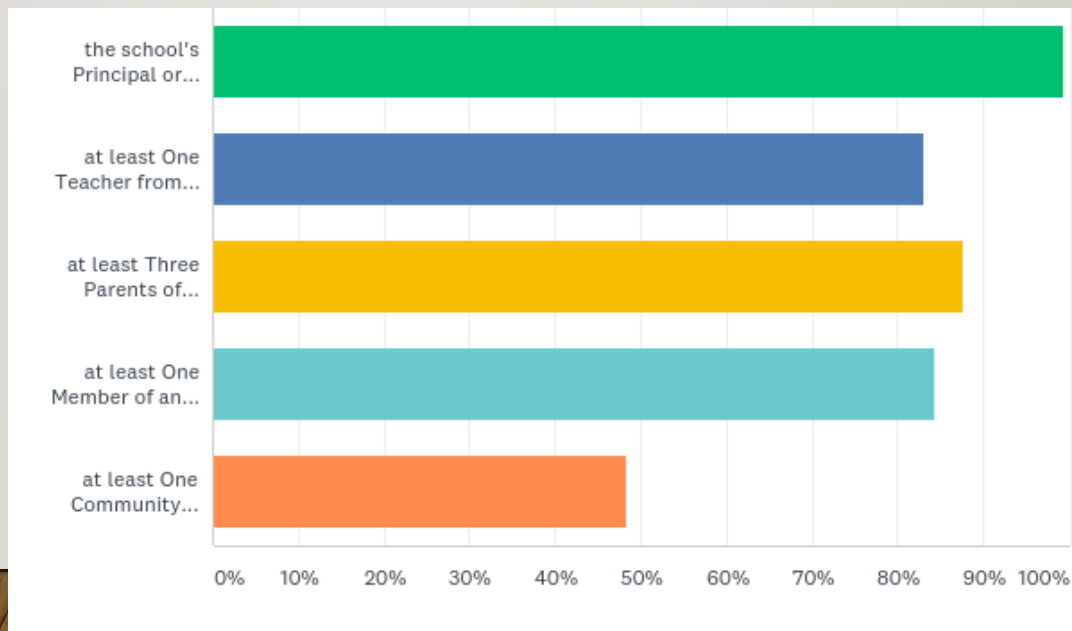
- Wednesday, December 12, 2018

GENERAL INFORMATION

- Total Responses **147**
- Date Created: Monday, October 22, 2018
- Complete Responses: 147

Q6: SCHOOL ACCOUNTABILITY COMMITTEE ASSURANCES - MEMBERSHIP THE SCHOOL'S CURRENT SAC INCLUDES (CHECK ALL THAT APPLY):

- Answered: 147 Skipped: 0



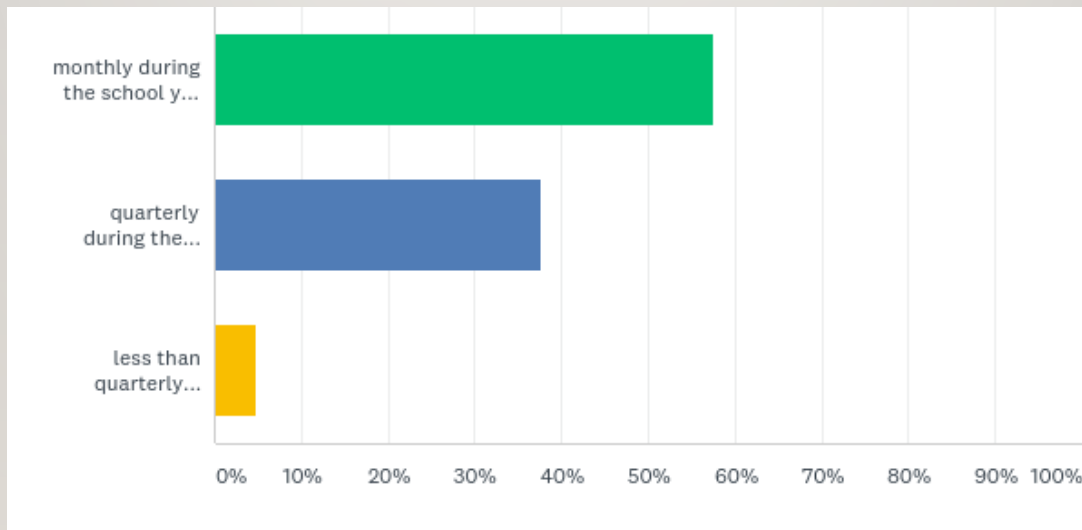
Q6: SCHOOL ACCOUNTABILITY COMMITTEE ASSURANCES - MEMBERSHIP THE SCHOOL'S CURRENT SAC INCLUDES (CHECK ALL THAT APPLY):

- Answered: 147 Skipped: 0

ANSWER CHOICES	RESPONSES	
the school's Principal or Assistant Principal	99.32%	146
at least One Teacher from the school	82.99%	122
at least Three Parents of students enrolled at the school	87.76%	129
at least One Member of an organization of parents, teachers, students organized by the school (e.g. PTA/PTO)	84.35%	124
at least One Community member	48.30%	71
Total Respondents: 147		

Q7: SCHOOL ACCOUNTABILITY COMMITTEE ASSURANCES - MEETINGS SAC MEETS (CHECK THE MOST ACCURATE ANSWER):

- Answered: 146 Skipped: 1



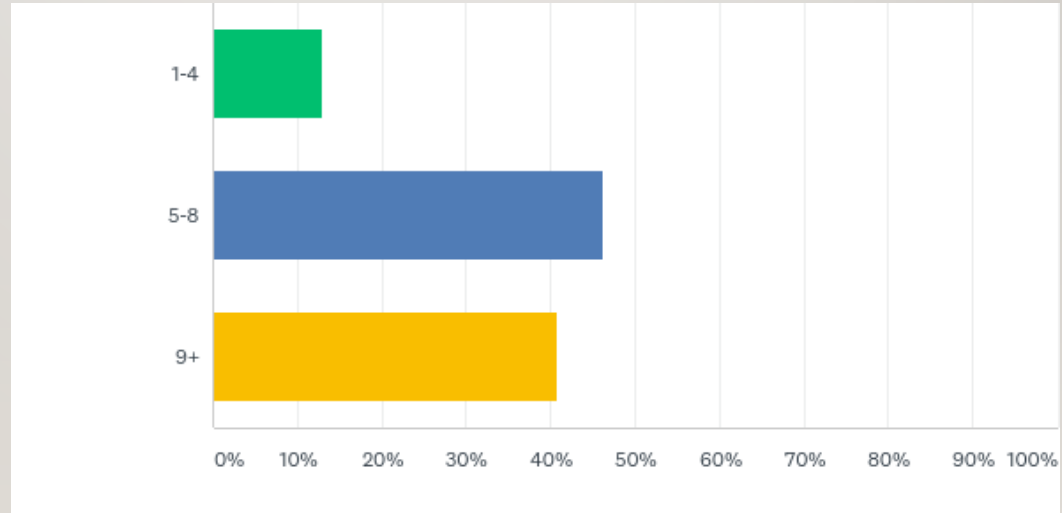
Q7: SCHOOL ACCOUNTABILITY COMMITTEE ASSURANCES - MEETINGS SAC MEETS (CHECK THE MOST ACCURATE ANSWER):

- Answered: 146 Skipped: 1

ANSWER CHOICES	RESPONSES	
monthly during the school year (may exclude a month or two)	57.53%	84
quarterly during the school year	37.67%	55
less than quarterly during the school year	4.79%	7
TOTAL		146

Q8: THE AVERAGE NUMBER OF ATTENDEES AT OUR REGULAR SAC MEETINGS IS:

- Answered: 147 Skipped: 0



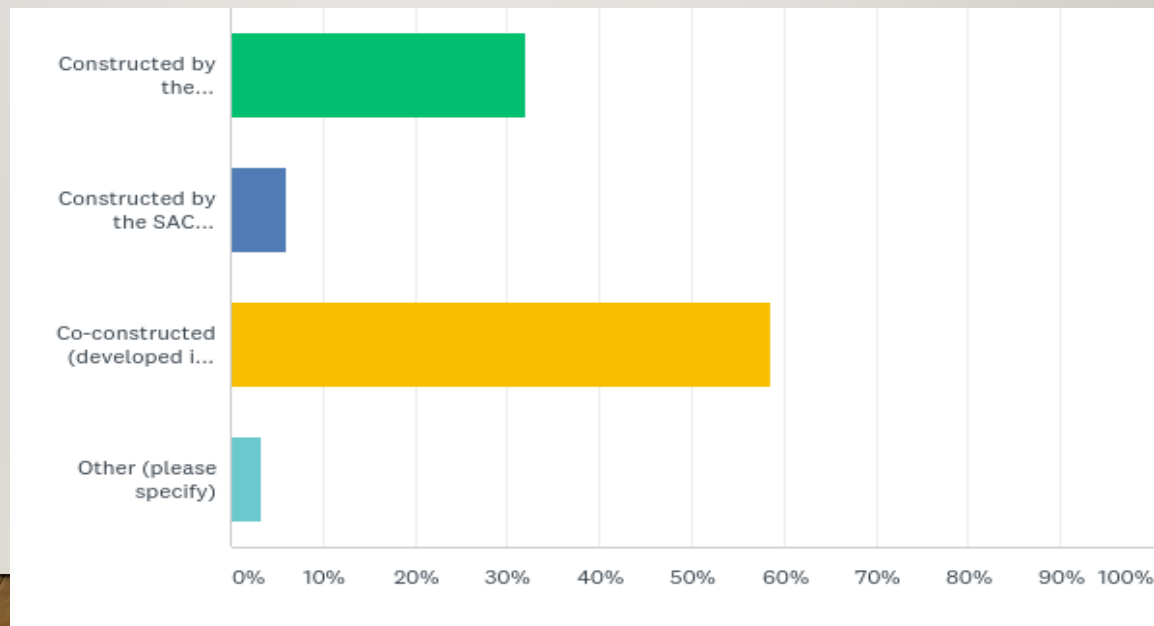
Q8: THE AVERAGE NUMBER OF ATTENDEES AT OUR REGULAR SAC MEETINGS IS:

- Answered: 147 Skipped: 0

ANSWER CHOICES	RESPONSES	
1-4	12.93%	19
5-8	46.26%	68
9+	40.82%	60
TOTAL		147

Q9:THE AGENDAS FOR SAC MEETINGS ARE TYPICALLY:

- Answered: 147 Skipped: 0



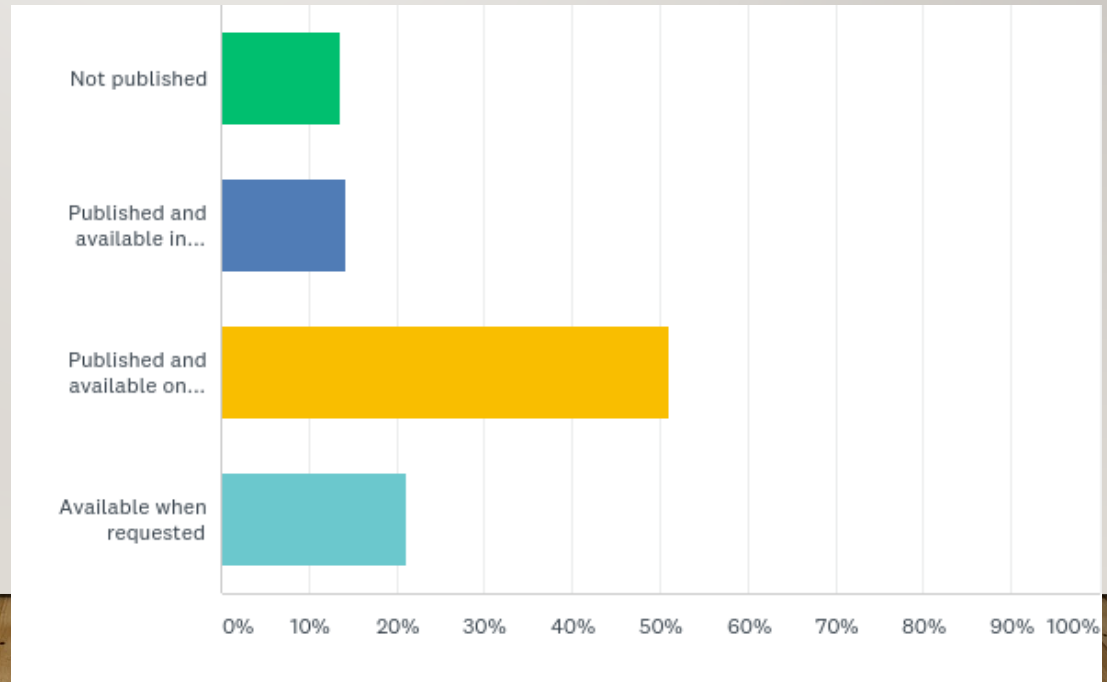
Q9:THE AGENDAS FOR SAC MEETINGS ARE TYPICALLY:

- Answered: 147 Skipped: 0

ANSWER CHOICES	RESPONSES	
Constructed by the Principal/school leadership	31.97%	47
Constructed by the SAC Chair/leadership	6.12%	9
Co-constructed (developed in partnership) by the SAC Chair and Principal	58.50%	86
Other (please specify)	3.40%	5
TOTAL		147

Q10: MINUTES AND AGENDAS FOR SAC MEETINGS ARE TYPICALLY:

- Answered: 147 Skipped: 0



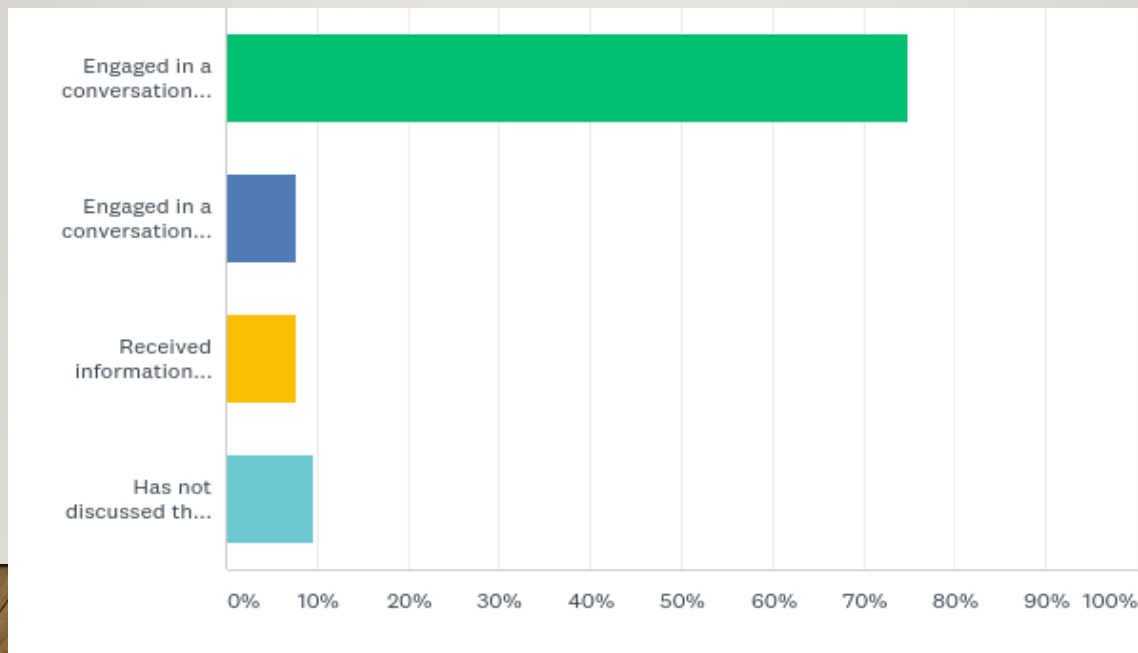
Q10: MINUTES AND AGENDAS FOR SAC MEETINGS ARE TYPICALLY:

- Answered: 147 Skipped: 0

ANSWER CHOICES	RESPONSES	
Not published	13.61%	20
Published and available in the school's office	14.29%	21
Published and available on the school's website	51.02%	75
Available when requested	21.09%	31
TOTAL		147

Q11: AS PART OF THE BUDGET PRIORITIZATION PROCESS, OUR SAC:

- Answered: 144 Skipped: 3



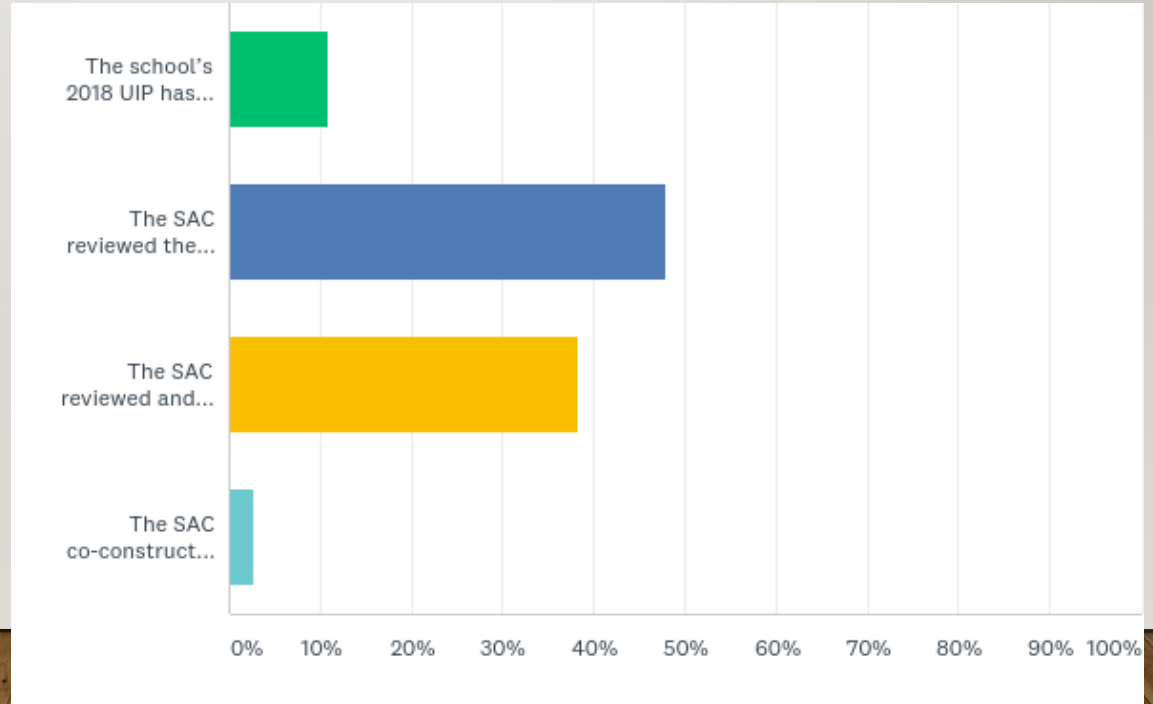
Q11: AS PART OF THE BUDGET PRIORITIZATION PROCESS, OUR SAC:

- Answered: 144 Skipped: 3

ANSWER CHOICES	RESPONSES	
Engaged in a conversation about school budget priorities and recommended priorities to the principal	75.00%	108
Engaged in a conversation about school budget but did not provide input/recommendations regarding priorities to the principal	7.64%	11
Received information from school leadership about the school budget but did not provide input regarding school budget priorities	7.64%	11
Has not discussed the school's budget or spending priorities	9.72%	14
TOTAL		144

Q12: PLEASE RATE THE DEGREE TO WHICH THE SAC PROVIDED INPUT INTO THE DEVELOPMENT OF/REVISIONS TO THE SCHOOL'S UNIFIED IMPROVEMENT PLAN (UIP) DURING FALL 2018?

- Answered: 146 Skipped: 1



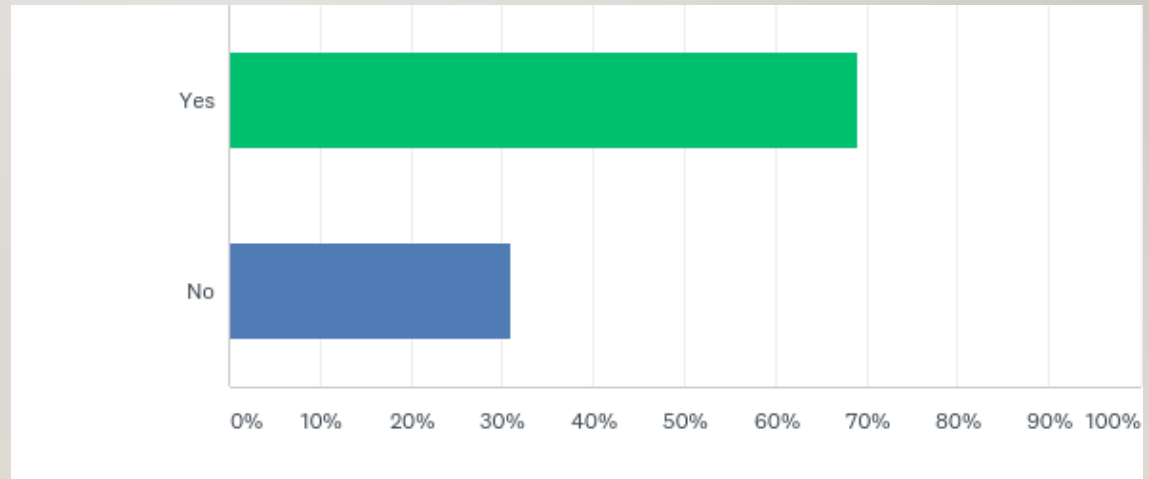
Q12: PLEASE RATE THE DEGREE TO WHICH THE SAC PROVIDED INPUT INTO THE DEVELOPMENT OF/REVISIONS TO THE SCHOOL'S UNIFIED IMPROVEMENT PLAN (UIP) DURING FALL 2018?

- Answered: 146 Skipped: 1

ANSWER CHOICES	RESPONSES	
The school's 2018 UIP has not been discussed by the SAC	10.96%	16
The SAC reviewed the 2018 UIP after it had been constructed by school personnel	47.95%	70
The SAC reviewed and provided input related to part or all of the 2018 UIP	38.36%	56
The SAC co-constructed part or all of the 2018 UIP	2.74%	4
TOTAL		146

Q15: DID YOUR SAC CONSIDER YOUR SCHOOL UNIFIED IMPROVEMENT PLAN (UIP) AS PART OF THE PROCESS IN DETERMINING YOUR SCHOOL'S BUDGET/SPENDING PRIORITIES?

- Answered: 145 Skipped: 2



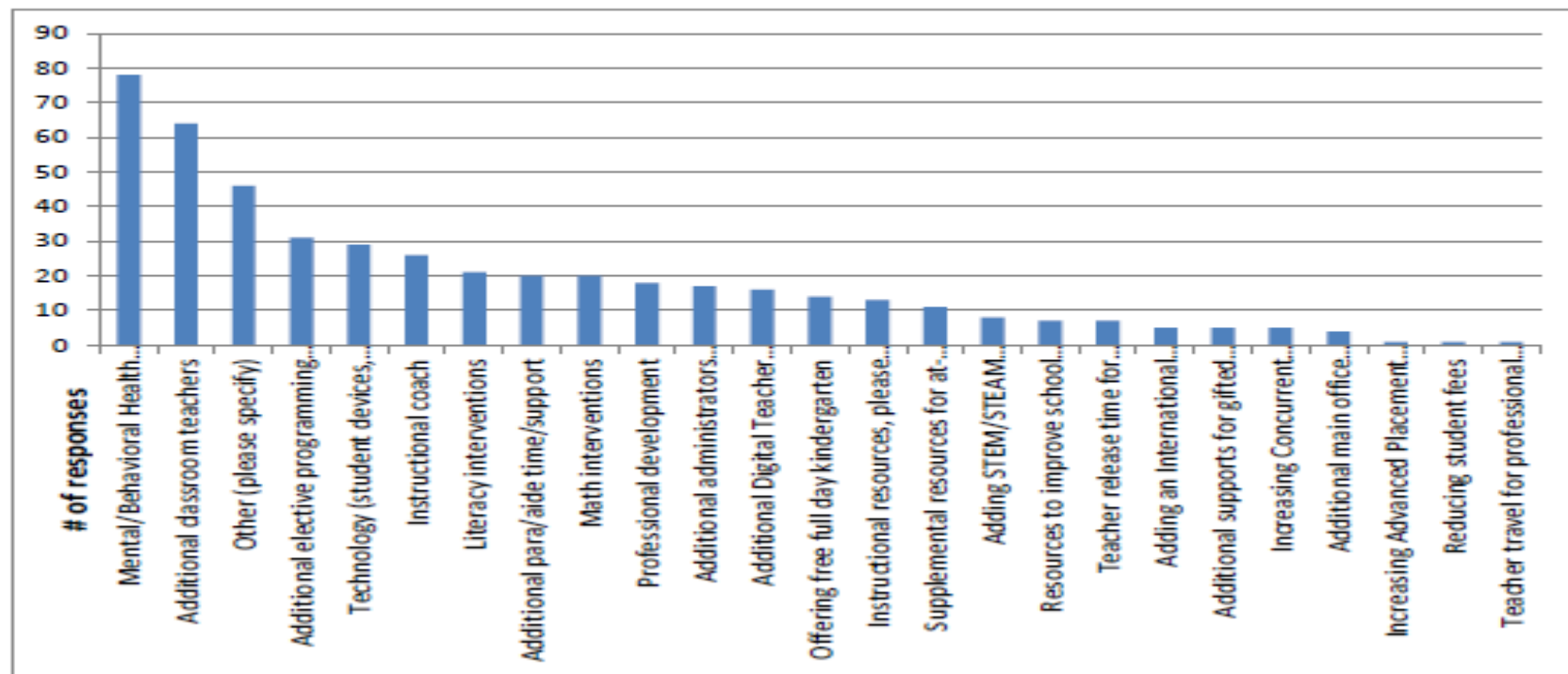
Q15: DID YOUR SAC CONSIDER YOUR SCHOOL UNIFIED IMPROVEMENT PLAN (UIP) AS PART OF THE PROCESS IN DETERMINING YOUR SCHOOL'S BUDGET/SPENDING PRIORITIES?

- Answered: 145 Skipped: 2

ANSWER CHOICES	RESPONSES	
Yes	68.97%	100
No	31.03%	45
TOTAL		145

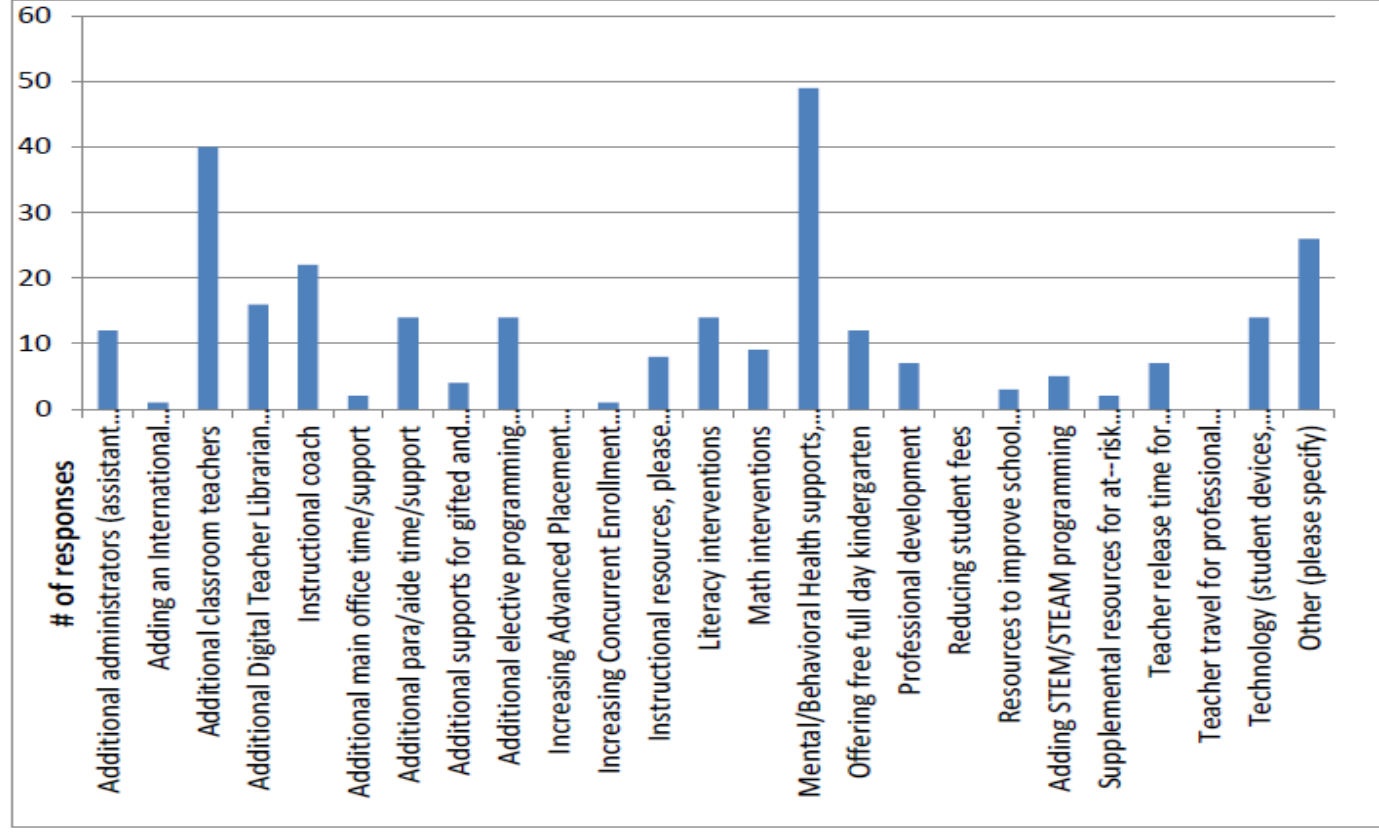
2019-2020 School Budget Questionnaire, Question 16: SCHOOL LEVEL SPENDING PRIORITIES –
From the list below, select the three top spending priorities identified by SAC

Total

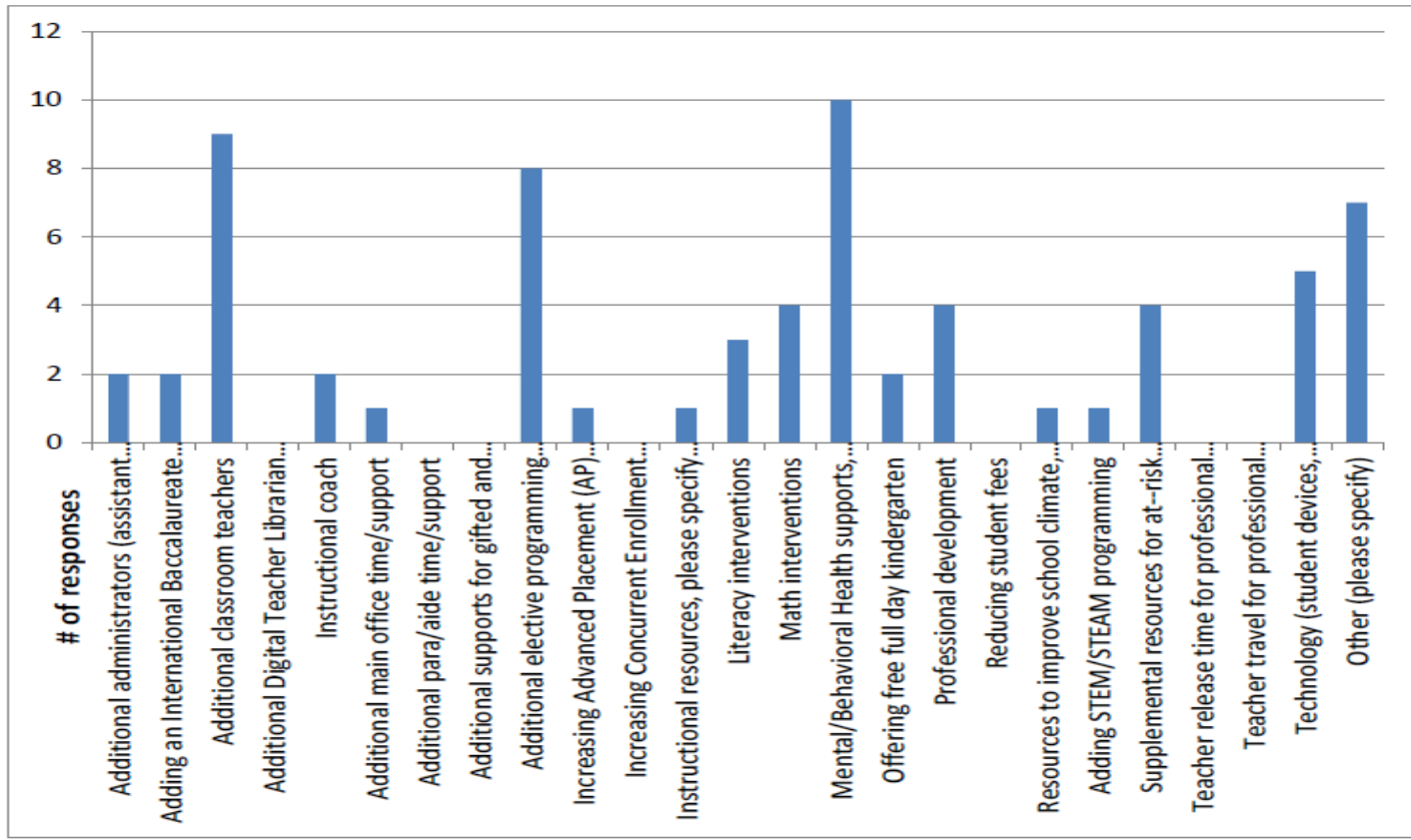


Mental/Behavioral Health supports, please specify in box below:	78
Additional classroom teachers	64
Other (please specify)	46
Additional elective programming (world languages, technology, additional Art, Music, PE)	31
Technology (student devices, computer labs, classroom tools, software/apps, etc.), please specify in box below:	29
Instructional coach	26
Literacy interventions	21
Additional para/aide time/support	20
Math interventions	20
Professional development	18
Additional administrators (assistant principal(s) and deans)	17
Additional Digital Teacher Librarian (DTL)	16
Offering free full day kindergarten	14
Instructional resources, please specify in box below:	13
Supplemental resources for at-risk student populations, please specify in box below:	11
Adding STEM/STEAM programming	8
Resources to improve school climate, please specify in box below:	7
Teacher release time for professional development/PLC	7
Adding an International Baccalaureate (IB) program	5
Additional supports for gifted and talented students	5
Increasing Concurrent Enrollment offerings	5
Additional main office time/support	4
Increasing Advanced Placement (AP) offerings	1
Reducing student fees	1
Teacher travel for professional development (seminars, conferences, etc.)	1

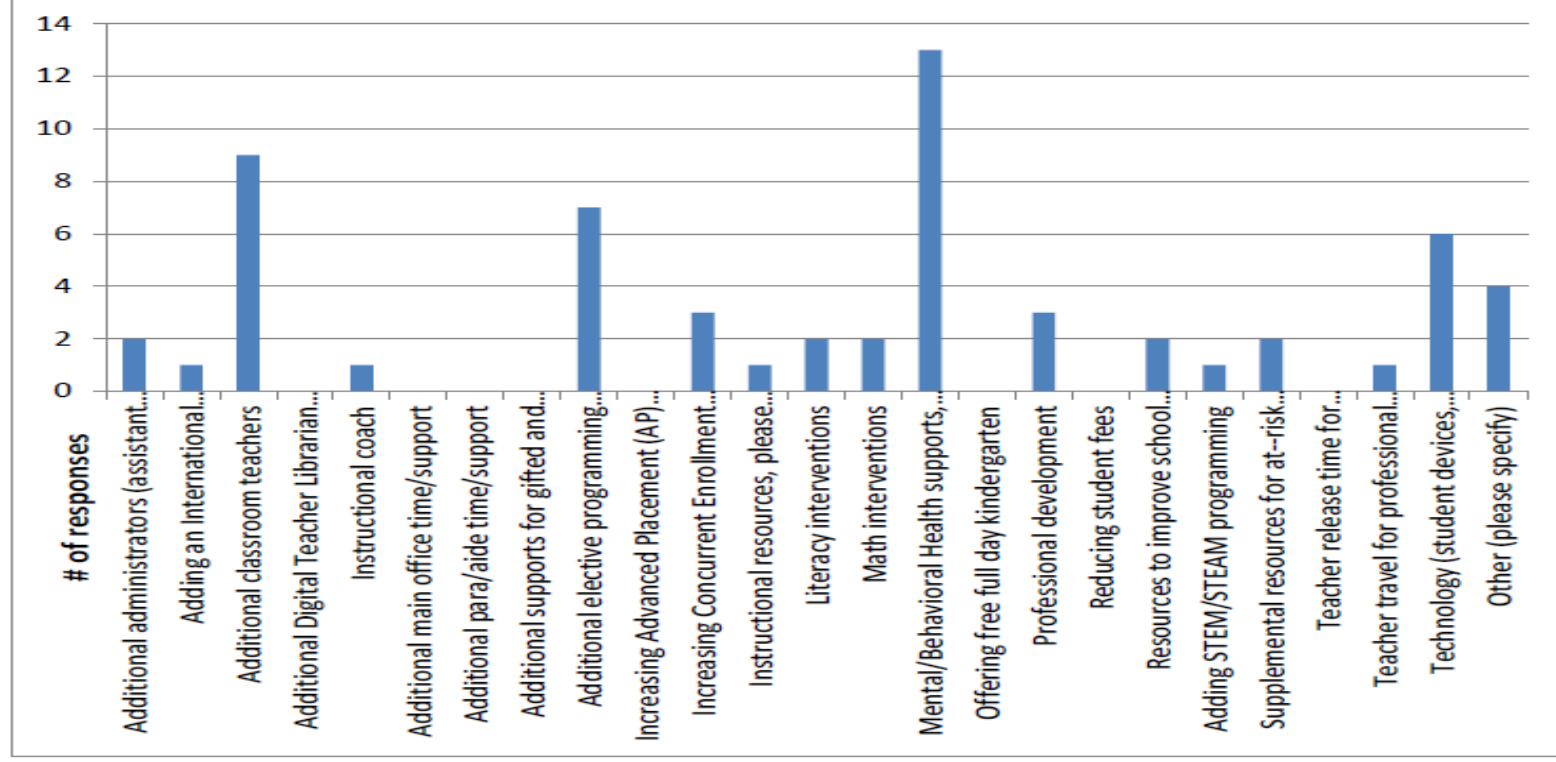
Elementary



Middle



High School



TENTATIVE DAC DISTRICT BUDGET PRIORITIES 2018/2019*

- SUPPORT BOARD & CABINET ELECTION ALLOCATION TOWARDS COMPENSATION AND BEHAVIORAL HEALTH
- SUPPORT DUIP AND FSCP INITIATIVES TBD
- INCREASE STUDENT BASED BUDGET FUNDING FOR SCHOOL LEVEL EXPENDITURES-CLASSROOM

*IN NO PARTICULAR ORDER

5A FUNDS – Current Board Direction

- ▶ **Compensation 50% (\$15 million)** –
Attract and retain high quality teachers by ensuring the district is able to be competitive in compensation and benefits for teachers and staff;
- ▶ **Career Tech-Ed STEM 10% (\$3 million)** –
Expanding programs in science, technology, engineering and math (STEM) and in career/technical education;
- ▶ **Classroom/Technology 10% (\$3 million)** –
Updating aged and outdated instructional resources such as books, supplies and technology;
- ▶ **Safety and Mental Health Support 20% (\$6 million)** –
Improving student safety by increasing mental health and counseling professionals to improve student mental health services, including suicide prevention and substance abuse counseling;
- ▶ **Early Education Program 10% (\$3 million)** –
Increase early education programs.

DAC DISTRICT BUDGET PRIORITIES 2018-2019*

- Support Board/Cabinet Election Allocation
- Strongly advocate to continue Student Behavioral/Mental Health Support (not diverted to Safety)
- Increase Student Based Budget Funding for School Level Expenditures (in form of Additional Teachers)
- Support DUIP AND FSCP INITIATIVES TBD

*in no particular order