

Early Literacy DUIP Action Plan

Action Steps Associated with Early Literacy Achievement for At-Risk Students								
<i>Green shading denotes currently funded action steps. Blue shading denotes new budget resources required to fully implement next school year (2018-19). The blue 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
JSEL - Jeffco Summer of Early Literacy	1) Continue JSEL for 2018-19, which would be year 7. 2) Determine hiring and training timelines for staff; adjusting job description for the inclusion of math literacy/numeracy component of JSEL. 3) Determine locations and number of sites, partner with food services, facilities, HR, ESL/DL, READ, ECE, ELA, ADs, JSEL staff to ensure that school environment is supportive of summer readers. 4) Develop school-based needs for potential JSEL teachers and students to select as a PBL or passion project while engaging in the authentic work of readers. 4) Review data to continue determine effectiveness of program to provide additional literacy instruction (Reading, Writing, Communicating) to those K-3 readers who are at risk in developing on grade level literacy skills. 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.	June 7, 2018 to July 20, 2018	Use of classroom libraries, leveled text sets, an approved-READ Act intervention, reading and writing as interconnected components, oral language	Curriculum & Instruction Director; READ Act Coordinator; Elementary Literacy Team	On target for timeline; budget is set for 2018 from the READ Act budget, yet the addition of math literacy will require funds that cannot be acquired through the READ Act funding. Funding is not secure for the 2019 or 2020 JSEL programs. 4-year data trends	2017-2020	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 to JSEL classrooms.	READ Act
Jeffco interactive comprehensive approach to literacy instruction (iCALI) for Reading and Writing	1) Expand the Jeffco interactive comprehensive approach to literacy instruction, or iCALI, that supports all educators in literacy instruction 2) Conduct trainings on best practices of use of iCALI 3) Collect feedback on use and change in educator practice, creating a continuous cycle of improvement 4) Conduct classroom observations for side-by-side planning with iCALI and student data/needs analysis to ensure high expectations for all learners. 5) Review iCALI for continued enhancements that directly connect and bring life to the Jeffco Generations Skills.	8/1/2017 to 6/3/2018	Multiple resources are used for this work - websites, blogs notes from professional learning, publications and research papers.	Director of Literacy and Social Studies and the Literacy Team	Reading portion of the iCALI has been published; the Literacy team is working on an Assessment Literacy section (in collaboration with Assessment and Research colleagues) and beginning the planning for the Writing portion. Teachers and instructional coaches are a vital link the feedback for further refining the already published work on teaching readers.	2017-18	Partnerships with central and school-based educators for crafting the writing components. Partnering with instructional assessment about the Assessment Literacy component. Feedback loops created with coaches, teachers, central staff, and district leadership for ongoing revisions prior to full-scale launch.	General Fund

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Pre-school-3rd grade (P-3) Early Literacy Strategies Work	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
CORE, Kindergarten - 5th grade (K-5) Literacy Implementation - Lucy Calkins Reading Units of Study	1) Determine which schools agree to participate in Lucy Calkins Reading Resources as systemic way to identify and solidify high expectations for Generations skills for all K-5 readers through a reading workshop structure where students engage in the authentic work of readers across the instructional day. 2) Purchase Lucy Calkins Reading resources for schools (includes resoruces for SPED and ESL/DL in each school) 3) Provide ongoing (3 year) educator support from the elementary literacy team to ensure systemic high expectations and authentic tasks for all learners. highlight and network strategies and processes for embedding the Generations Skills for both the adults and their students. 4) Make explicit connections of this work directly to the High Expectations/Conditions For Learning, as this resource provides learning progressions, student exemplars, and structures and routines for calibrating and upholding high expectations 5) Identify direct resource connections to Jeffco Generations skills - Critical Thinking, Communication, Agility and Adaptability, Collaborating, and Content Mastery. 6) Conduct classroom observations to review how these practices change the student learning experience, providing timely feedback, facilitating model lessons, and student and family entry points in support of their readers.	Spring 2018 to Summer 2019	Lucy Calkins Reading Units of Study Kits with book packs.	Curriculum & Instruction Director; READ Act Coordinator; Elementary Literacy Team; Digital Teacher Librarian Coordinator; Assistant Director ESL/DL	New request for systemwide implementation to build on the current 15 schools' full K-5 implementation and 7 schools' partial implementation	2017-18; 2018-19; 2019-2020	Needs assessment to determine number of schools to Opt In. Plan for communications regarding the opportunity, what how costs will be shared by the district and schools.	General Fund plus requested budget increase of \$1,524,480 which includes 1 FTE elementary literacy instructional specialist (Teacher On Special Assignment) for \$94,875 and Lucy Calkins Reading Units of Study materials (note that teacher release time, professional learning not included)

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Action Step Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year	Benchmark Measure	Funding Source
Early Literacy Interventionists	<p>1) Continuation and expansion of the work of Jeffco's Early Literacy Interventionists ("LI's").</p> <p>2) Conduct analysis needed to meet the requested expansion by 5 additional LI's to serve additional schools based on prioritized literacy needs. Note: The work of the LI is directly tied to the Strategic Plan through closing gaps for readers so that they are ready to learn and by providing conditions that foster high expectations for readers.</p> <p>3) Conduct observations to determine how this work is changing the student learning experience</p> <p>4) Review for continued enhancements to connect to Jeffco Generations Skills</p>	3/1/2018 to 5/25/2020	Leveled Literacy Intervention (Red and Blue kits); READ Act approved assessment and Intervention supplies; General teaching and office supplies.	Curriculum & Instruction Director; READ Act Coordinator; Elementary Literacy Team; Plus additional 5.0 FTE requested	New request for 5 Additional LI's to support 5 additional schools, in addition to 20 currently funded LI's from general fund. + Addition of Assistant Director of Literacy Learning 1.0 FTE allows for expansion of the early literacy interventionist, Jeffco Summer of Early Literacy Learning programming, P3 early literacy strategy cohort schools, and supervision & evaluation partnership for all 25 LI's	2017-2020	Needs Analysis of all elementary schools in Jeffco. Determination of 25 schools for the coming school year. Determination of intervention options. Hiring for vacant positions (+5 new LI's). Placement of LI's who wish to make a change and those who are new in the 25 LI schools. Recalibration with district leadership/principals regarding the 4 roles of LI's.	General Fund plus request for budget increase of \$572,910 (5 additional literacy interventionists at \$94,874 each FTE) + Addition of Assistant Director of Literacy Learning (1.0 FTE at \$98,540)

Middle Level Math DUIP Action Plan

Action Steps Associated Middle Level Mathematical Reasoning		Green shading denotes currently funded action steps. Blue shading denotes new budget resources required to fully implement next school year (2018-19). The blue shaded items are prioritized by the order they are listed on the page.						
Action Step Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year	Benchmark Measure	Funding Source
Development of unit performance assessments in connection to transforming student task	1) Determine which grade levels and units of study that will begin the work to add performance assessments 2) Content Specialists will work alongside teachers to develop student tasks for math units	January 2018 and on going	teachers from all levels and a variety of task force groups	Elem & Secondary math team, Curriculum & Instruction Director	already planned for 2017-2018 and on going	2017 and ongoing	increased numbers of assessments 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 on going - continuing funding
Jeffco Summer of Early Literacy (JSEL) program to include Math	1) Plan with JSEL team to determine the needs for adding an additional hour of numeracy instruction to summer program for at-risk learners 2) After hiring of staff, determining professional learning needs 3) Conduct classroom observations during to determine effectiveness of instruction 4) Conduct data analysis before and after JSEL to track student achievement	6/1/2017- on going	All teachers at 7 sites will receive one day of professional learning about numeracy and will be provided resources to use during the 6 weeks they teach the summer program	Curriculum & Instruction Director and the Elementary Math Team	new request	summer 2018	70 teachers will be trained in best practices for teaching numeracy. Summer schools coaches and principals will support and do walkthroughs to monitor implementation	Requires additional funding for Content Specialist support and materials to use during 6 week intervention-- \$25,000 for the JSEL math program
Strong Mathematical Foundation Training for middle school teachers	In order to support teachers in developing more authentic tasks for students: 1) Create teacher learning sessions focused on rational numbers and proportional reasoning. 2) Determine which elements are needed to support empowering environments, strong content, rigorous assessment, and focused feedback to impact student achievement.	8/2018-7/2018	6 PD days for 36 teachers for additional pay and sub days	Curriculum & Instruction Director and Secondary Math Team	new request	2018-2019	12 schools will participate with their 6th and 7th grade teachers (72 teachers). MAP assessment progress monitoring will increase from Beginning of Year to Middle of Year and from Middle of Year to End of Year	Requires additional funding for sub-time for teachers and additional pay for content specialists \$50,000

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Action Step Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year	Benchmark Measure	Funding Source
Early Numeracy Initiative	1) Determine the needs for establishing a Multi-Tiered System of Support (MTSS) in the primary grades of targeted schools. 2) Work with P-3 work group to make connections and determine needs to continue to support on going P-3 work 3) Determine data and criteria for selection of 6 schools 4) Determine the next steps needed.	8/2018 for 6 schools to grow until 2025	6 schools of K-3 teachers- Sub pay, Additional pay	Curriculum & Instruction Director and the Elementary Math Team	new request	2018-2019	36 teachers will participate in learning and transfer strategies into their math instructional block.	Requires additional funding for sub-time for teachers and additional pay for content specialists \$100,000
Math Specialists to support Strong Mathematical initiative [7 Full Time Employees (FTE)]	1) Determine the job description needed for middle level math specialists 2) Determine hiring timelines for New FTE requested for math specialist 3) Determine high needs schools for new middle level math specialists to work side by side with teachers working on the content, developing rigorous tasks full time in a variety of buildings. 4) Provide training and professional learning for Middle Level Math Specialists to provide support to teachers in planning, problem solving, professional learning, and co-teaching in grades 6/7. 5) Determine the needs and professional learning to improve classroom environments at the middle level 6) Determine focus and support needed for the pedagogy around teaching rational numbers and proportional reasoning	8/2018 ongoing	8 professional learning days while working 6-8 weeks side by side with teachers each FTE will support 3 schools to reach 12 middle schools. They will work intensively with 36 teachers and leaders in each school.	Curriculum & Instruction Director and the Secondary Math Team	new request	2018-2019	These 7 FTE will support 7th grade teachers. Using an 6-8 week intensive side by side support. Teachers will understand content and pedagogy at a deeper level tied to multiple points throughout the year	Requires additional funding for FTE and additional pay for content specialists \$856,996 (\$94,874 per FTE)

Career/College Ready DUIP Action Plan

Action Steps Associated with Career/College Ready for At-Risk Students <i>Green shading denotes currently funded action steps. Blue shading denotes new budget resources required to fully implement next school year (2018-19). The blue 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	1) Developing and supporting implementation of school level capstones 2) Developing and implementing a process for adding the number approved industry certificates 3) Supporting and increase the number of industry certificate programs at each school	August 2017	3 content leads (pathway designer)	Choice Programming Department Pathway Designers, Director and Executive Director	Ongoing	2017-2019 and ongoing	1) Increasing Capstone offerings in every high school 2) Determine benchmark for current state of industry certificates and set goal to increase	General Fund (school and central)
Developing and increasing workbased learning to support customized pathways	This work is directly connected to Customized Pathways in the Jeffco Generations. 1) Increase access to and number student apprenticeships 2) Increase access to and the number of student internships 3) Expand connections between business/industry partnerships and Jeffco Schools 4) Continue to partner with CDE on seat time requirements and course selection based on competencies	August 2018	1 Work based learning coordinator 3 Workbased Learning Specialists	Choice Programming Director and 4 new additional FTE (full-time employees)	New Request; this would begin in 2018-19	2018-2019 and ongoing	1) Increase the number of seniors participating in apprenticeships and internships to 20%	Request for \$321,900 for 4 central FTE (1 coordinator at \$70,800 and 3 resource specialists at \$72,980 per each FTE) to support workbased learning and sub pay for teacher leaders
Increase access to STEM and PBL to support transforming the task	1) Continue professional learning and side by side teacher level supports for implementation 2) Implementation of STEM (Science, Technology, Engineering and Mathematics) Endorsed Diploma 3) Develop teacher externships to connect teachers to real world learning opportunities connected to content	August 2018	Buck Institute, Project Based Learning (PBL) specialist	PBL Specialist, Transform the Task task force, Executive Director, Special Assistant to the Superintendent, CAO	New Request; this would begin in 2018-19	2018-2019 and ongoing	1) Increase the number of STEM and PBL trained teachers to 500	Request for \$60,000 for additional funding for Buck Institute PBL training and teacher professional learning
Increase access to career technical education programming in schools to support customized pathways	1) Support development of new career pathways 2) Develop curriculum aligned to industry needs and academic standards 3) Professional learning on project based learning 4) Develop lessons with authentic tasks connected to both core academics and Career Technical Education (CTE) industry standards	August 2018	6 Sector Leads	Choice Programming Director, CTE Coordinator, and 6 new additional FTE	New Request; this would begin in 2018-19	2018-2019 and ongoing	1) Every high school has 3 complete career pathways	Request for \$569,244 to support 6 new FTE (\$94,874 per FTE)

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Action Step Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year	Benchmark Measure	Funding Source
Expand access to concurrent enrollment to support customized pathways	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	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	Request for 1 additional coordinator at \$92,040 to support concurrent enrollment classes taught by Community College
Equitable (or equally available to all students in all schools) access to AP and IB exams	1) Determine the current state of access to AP/IB for all students in Jeffco 2) Develop a sustainability plan for ongoing funds to support equitable access for all students 3) Professional Learning support for educators to support students 4) Determine current state of access to Advanced Placement (AP) and International Baccalaureate (IB) classes across Jeffco 5) Research partnership with Equal Opportunity Schools 6) Transforming the tasks in high school courses to support readiness for AP and IB courses	August 2018	Funding of Professional Learning, Equal Opportunity Schools partnership	2 FTE pathway designers, Director, school counselors and AP and IB teachers	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%	General Fund plus additional funding for professional learning (see SAT)
Develop equitable (or equally available to all students in all schools) readiness supports for SAT	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 receiving supports	General Fund plus additional funding for professional learning \$32,100
Develop Early College Models to support customized pathways	1) Develop curriculum and pathway for students 2) Identify sustainable funding structures and models	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 number of college credits students earn in high school	General Fund (plus additional coordinator, see above)

DAC Revisions for GT Addendum Action Plan Format

Action Steps Associated with GT Addendum <i>Green shading denotes currently funded action steps. Blue shading denotes new budget resources required to fully implement next school year (2018-19). The blue 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
<u>Strategy #1: Expand G/T Identification</u> 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.	<ul style="list-style-type: none"> Regular meetings between GT and each department to raise awareness about characteristics of giftedness in all populations Develop resources and structures to provide ongoing, systemic education of the above 	Aug 2017 - June 2019	General fund State G/T allocation	GT Director Title I Director ESL Director SPED Directors GT Resource Teachers (RTs) Family Engagement Liaisons (FELs)	In progress	2017-18	Met with Title and ELL directors Met with SPED Directors	General fund State G/T allocation
<u>Strategy #1: Expand G/T Identification</u> 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.	<ul style="list-style-type: none"> Identify metrics for recognizing high potential via local norms at pilot schools Identify research-based resources for meeting both Academic & Social-emotional needs of gifted learners in these populations 	Aug 2017- June 2018	General fund State G/T allocation	GT Director Title I Director ESL Director SPED Directors GT Resource Teachers (RTs)	In progress	2017-18	Identification benchmarks developed for Talent Pool Best practice strategies identified for serving targeted learners	General fund State G/T allocation
<u>Strategy #1: Expand G/T Identification</u> Develop Talent Pools to identify high potential and provide enriched instruction for students from poverty, English Language Learners and Special Education students.	<ul style="list-style-type: none"> Work with targeted grade levels at 7 Title I pilot schools with high ELL populations Develop effective methods for identifying high potential in these pilot classes Pilot various resources in these classes and measure impact via pre- and post-intervention assessments 	Aug 2017- June 2018	Research & expertise	GT Director GT Resource Teachers (RTs) Pilot school staff	In progress	2017-18	Expanded Pilot schoolwide at 7 selected schools	General fund State G/T allocation
<u>Strategy #1: Expand G/T Identification</u> Broaden outreach to families and communities of GT and high potential students from ELL or FRL populations at 7 Pilot Schools.	<ul style="list-style-type: none"> Host parent information nights, providing translation services Provide English, Spanish and other relevant language translations of educational materials on nature of giftedness and Talent Pool model Develop website specifically for Talent Pool education and communication 	Aug 2018 - May 2019	Promotional materials, translators, parent meeting night resources (food, etc.), website design	GT Director & RTs Title I Director ESL Director & RTs Family Liaisons	Not begun	2018-19	Presented information at impacted schools	General fund State G/T allocation
<u>Strategy #2: Improve ALPs</u> Gather feedback from all stakeholders regarding meaningfulness and manageability of the Advanced Learning Plan at the high school.	<ul style="list-style-type: none"> Survey all stakeholders on questions on relevance of ALP to high school student experience Conduct focus groups of all stakeholders (parents, teachers, students, administrators, counselors) on how to create meaningful, manageable ALP system for high school students 	Dec 2016 - May 2018	GT Director & Resource Teacher secondary specialists Survey / Focus group participants	GT Director & RTs Key Stakeholders (GT Students, Parents, Teachers, Administrators, Counselors)	In progress	2017-18	Focus groups have been conducted and meaningful feedback gathered from all stakeholders	General fund State G/T allocation
<u>Strategy #2: Improve ALPs</u> Implement short-cycle improvement strategies at several high schools around more meaningful ALP structures.	Conduct PDSA cycle trials at various high schools to gauge impact of various ALP implementation strategies	Aug 2017 - May 2018	GT Director & Resource Teacher HS specialists Willing HS participants	GT Director & RTs Key Stakeholders (GT Students, Parents, Teachers, Administrators, Counselors)	In progress	2017-18	Short cycle trials have been implemented and effectiveness has been measured	General fund State G/T allocation
<u>Strategy #2: Improve ALPs</u> Hold several 'High School ALP Fair' opportunities (both face-to-face and virtual) showcasing the above strategies and eliciting feedback from stakeholder groups.	<ul style="list-style-type: none"> Have face-to-face showcase events at district leadership trainings and in-service days for high schools to learn from each other on effective ALP implementation strategies Make available virtual showcase opportunities for schools who can't attend above 	June - Oct 2018	GT Director & Resource Teacher HS specialists Willing HS participants	GT Director & RTs Key Stakeholders (GT Students, Parents, Teachers, Administrators, Counselors)	Not begun	2018-19	Showcases (F2F & Virtual) have been conducted and feedback gathered	General fund State G/T allocation

DAC Revisions for GT Addendum Action Plan Format

Action Steps Associated with GT Addendum		Green shading denotes currently funded action steps. Blue shading denotes new budget resources required to fully implement next school year (2018-19). The blue shaded items are prioritized by the order they are listed on the page.						
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<u>Strategy #2: Improve ALPs</u> Create a menu of options for meaningful ALP implementation at the high schools, and an accountability system to effectively manage these.	Develop guidelines & options for high schools to implement relevant ALP system with a means for monitoring effectiveness and compliance	Aug 2018 - May 2019	GT Director & Resource Teacher HS specialists HS Stakeholders & Achievement Directors	GT Director & RTs Key Stakeholders (GT Students, Parents, Teachers, Administrators, Counselors)	not begun	2018-19	<ul style="list-style-type: none"> All high schools have full compliance with state ALP guidelines Survey data reveals increased satisfaction of HS ALP process among stakeholders 	General fund State G/T allocation
<u>Strategy #3: Increase socio-emotional support</u> Increase GT Counselors from 4 to 8 FTE to broaden social-emotional supports to gifted learners	<ul style="list-style-type: none"> Budgeting for Outcomes (BfO) request for 4 additional FTE for GT counselor support is currently under consideration Professional development and training for 4 new counselors 	Aug 2018 - May 2019	BfO Request	GT Director GT Counselors Chief Student Success Officer	Not begun	2018-19	<ul style="list-style-type: none"> GT Counseling staff increased to 8 FTE All new counselors have received appropriate training & PD 	\$345,000 (\$86,250 for each FTE)
<u>Strategy #1: Expand G/T Identification</u> Develop educational resources about gifted potential in underrepresented populations for communication to impacted school communities.	<ul style="list-style-type: none"> Work with ESL/Dual Language, Title I, Student Engagement & Special Ed departments to develop resources and appropriate communication vehicles Communicate to entire pilot school community about the nature of giftedness Post resources accessible for teachers at pilot schools on Jeffco Internal website 	Jan 2018 - Sept 2018	Printing Promotional materials	GT Director & RTs Title I Director ESL Director & RTs Family Liaisons SPED Director & Partners	Not begun	2018-19	<ul style="list-style-type: none"> Developed web resources and/or handbook on internal website Targeted focus for GT RTs working with principals at impacted schools 	\$4,000 additional funding needed for community outreach resources
<u>Strategy #1: Expand G/T Identification</u> Provide resources and deliver professional learning on identification and programming strategies (academic & social-emotional) for educators at all 7 Pilot Schools	<ul style="list-style-type: none"> Training on identification characteristics through observational tools and analysis of student data Professional development on Depth & Complexity Framework, Jacob's Ladder literacy, Redbird math, Emergenetics and various other enriched programming strategies Professional Learning on various social-emotional supports 	Sept 2017 - May 2019	<ul style="list-style-type: none"> DCF Resources Jacob's Ladder Redbird licenses Emergenetics licenses Social-emotional programming & screening other resources 	GT Director Title I Director ESL Director & RTs SPED Director & Partners GT Resource Teachers (RTs)	In progress	2017-18 2018-19	<ul style="list-style-type: none"> Resources provided to all pilot school classrooms Professional Development delivered to all pilot school teachers and leadership 	\$27,000 additional funding needed for release time and PL resources for all teachers at pilot schools
<u>Strategy #1: Expand G/T Identification</u> Implement additional testing instruments such as the Naglieri Non-Verbal Abilities Test (NNAT) and follow-up testing at other grade levels	<ul style="list-style-type: none"> Administer NNAT to all students as an additional universal screener at selected grade levels (usually 4th or 7th) Administer follow-up NNAT (if not in universal screener grade levels) to students who were in Talent Pool pilot classrooms to gauge effectiveness of programming strategies 	Aug 2018 - March 2019	state G/T allocation \$5,000 for online NNAT testing (500 students)	GT Director GT RTs Assessment Dept.	Not begun	2018-19	Explored technical & training requirements Implemented online NNAT	\$14,000 additional funding needed to test 1400 total students
<u>Strategy #1: Expand G/T Identification</u> Broaden pilot to 15 schools, scaling up the identification and programming methods refined in the 2018-19 pilot.	Sustain existing pilot schools and broaden to further pilot schools based on proof of concept from 2018-19 pilot	Aug 2019 - May 2020	Resources, Professional Development, Communications	GT Director & RTs Title I Director ESL Director & RTs SPED Director & Partners Family Liaisons	Not begun	2019-20	15 pilot schools have received resources and training to implement Talent Pool model	\$90,000 additional funding needed to sustain current pilot schools and broaden pilot to 15 total schools

DISTRICT ACCOUNTABILITY COMMITTEE

SUMMARY OF FINDINGS AND FEEDBACK ON DISTRICT BUDGET PRIORITIES

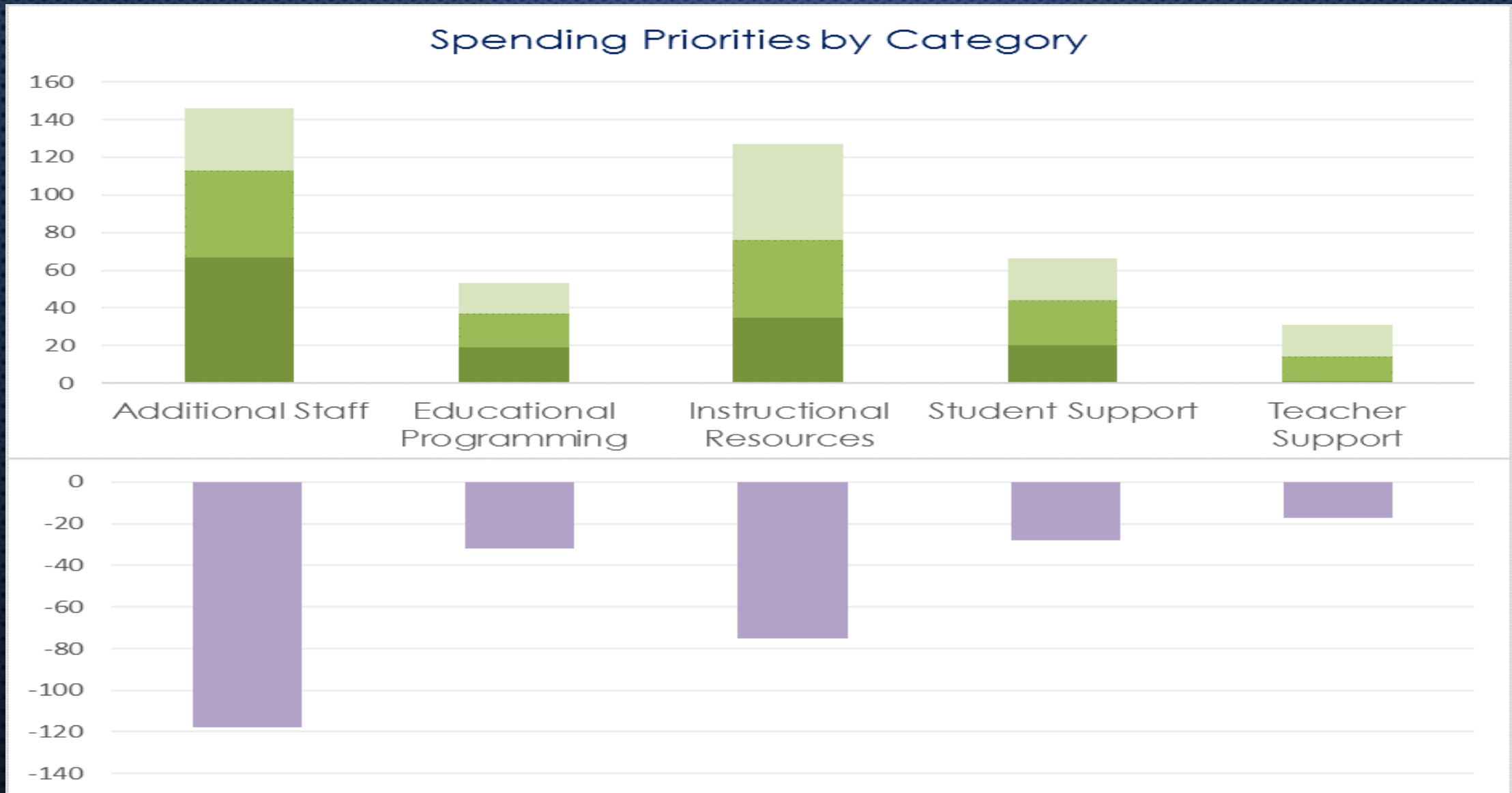
MARCH 1ST, 2018

DAC DISTRICT BUDGET PRIORITIES 2018-2019*

- FUND THE DUIP
- STRONGLY ADVOCATE TO CONTINUE AND INCREASE DISTRICT LEVEL FUNDING FOR STUDENT BEHAVIORAL/MENTAL HEALTH SUPPORT
- INCREASE STUDENT BASED BUDGET FUNDING FOR SCHOOL LEVEL EXPENDITURES

*IN NO PARTICULAR ORDER

DAC DISTRICT BUDGET PRIORITIES - RATIONALE



FUND THE DUIP

- Early Literacy
- Middle Level Math
- Career/College Ready
- GT Addendum

EARLY LITERACY

CORE, KINDERGARTEN -
5TH GRADE (K-5) LITERACY
IMPLEMENTATION - LUCY
CALKINS READING UNITS
OF STUDY

MIDDLE LEVEL MATH

- JEFFCO SUMMER OF EARLY LITERACY (JSEL) PROGRAM TO INCLUDE MATH
- STRONG MATHEMATICAL FOUNDATION TRAINING FOR MIDDLE SCHOOL TEACHERS

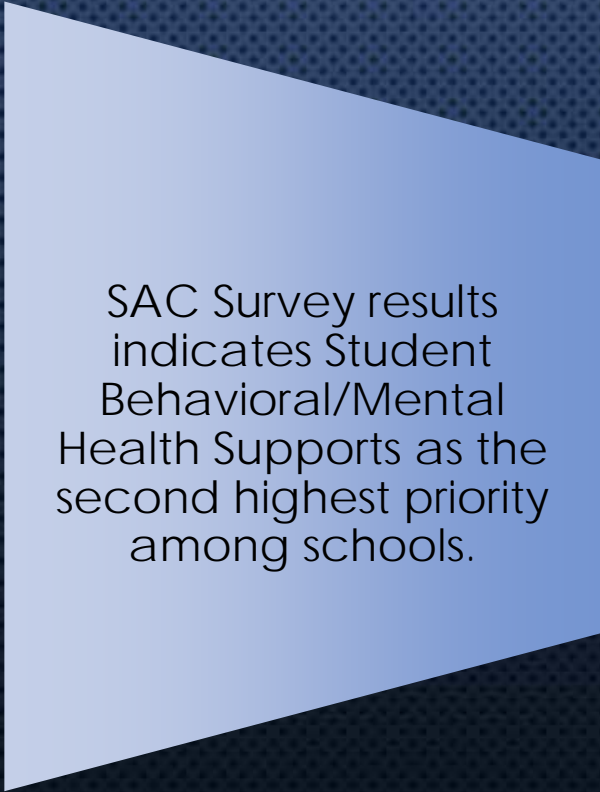
CAREER/COLLEGE READY

DEVELOPING AND INCREASING WORKBASED LEARNING TO SUPPORT CUSTOMIZED PATHWAYS

GT ADDENDUM

INCREASE SOCIO-EMOTIONAL
SUPPORT INCREASE GT COUNSELORS FROM 4
TO 8 FTE TO BROADEN SOCIAL-EMOTIONAL
SUPPORTS TO GIFTED LEARNERS

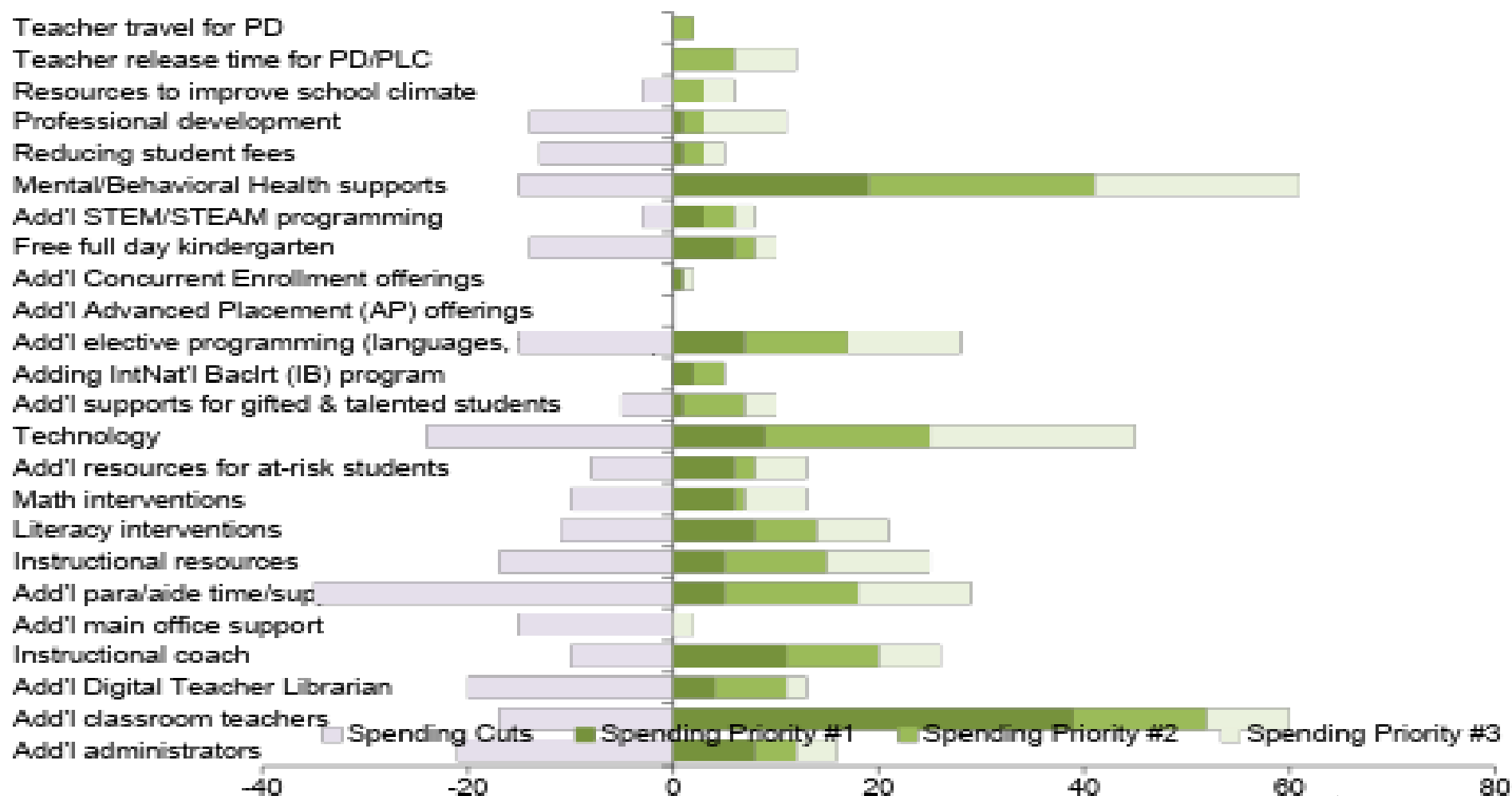
INCREASE STUDENT BEHAVIORAL/MENTAL HEALTH SUPPORT



SAC Survey results
indicates Student
Behavioral/Mental
Health Supports as the
second highest priority
among schools.

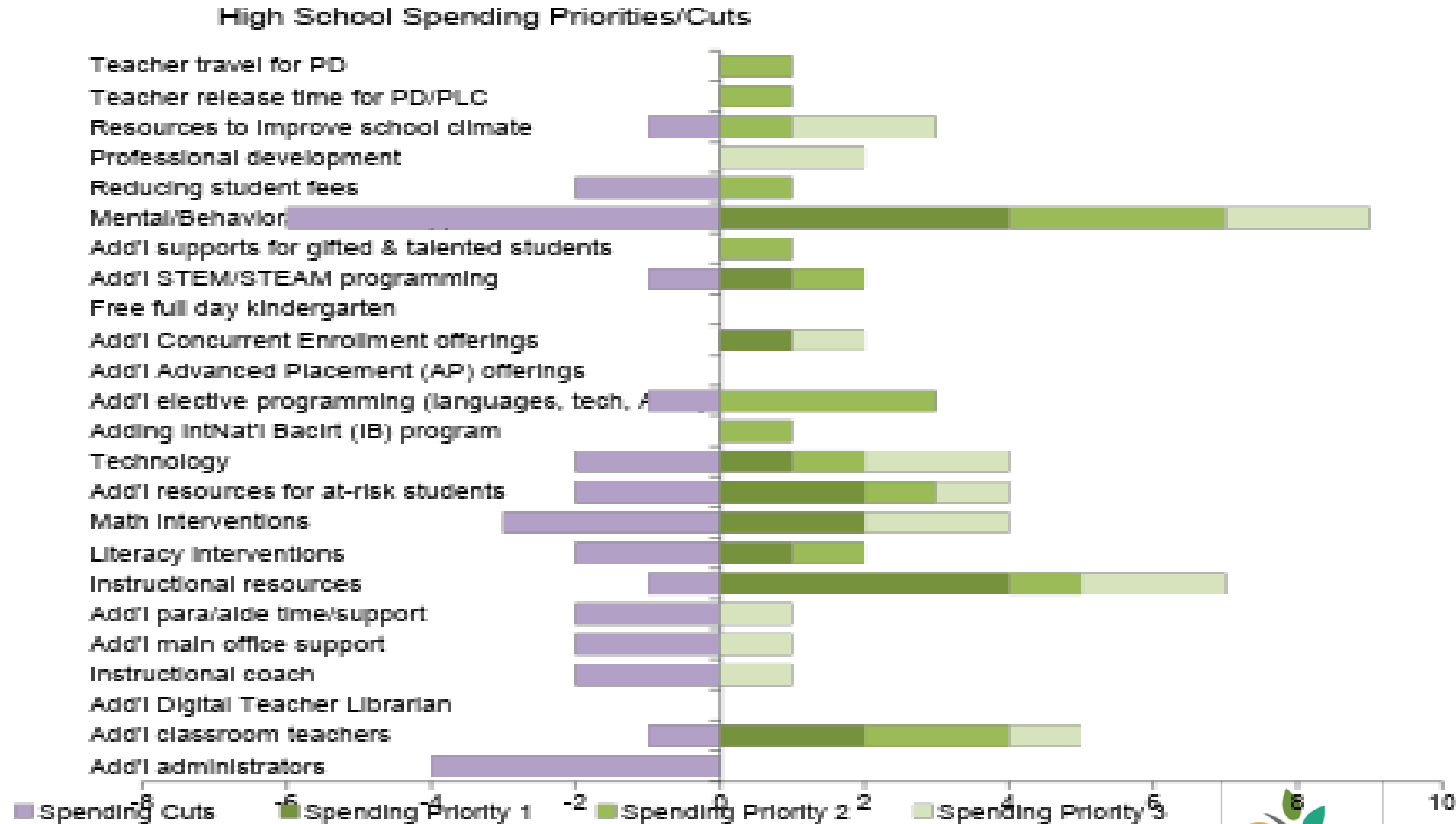
SCHOOL LEVEL SPENDING PRIORITIES - Please rank order the three top spending priorities identified by your SAC, by selecting one item from each column:

Which of the items below (select up to three) received reduced funding due to the priorities you listed i



Note: Some individuals check more than three areas for reduced funding. Only the first three were counted.

Spending Priorities by Education Level



INCREASE STUDENT BASED BUDGETING FUNDING

The DAC sees supporting SBB as direct pipeline into supporting DUIP

SAC Survey results indicate maintaining/increasing funding for SBB as a top priority area

DAC DISTRICT BUDGET PRIORITIES – CLOSING SUMMARY

DAC RECOMMENDS THREE BUDGET PRIORITY AREAS*:

- FUND THE DUIP
- CONTINUE STUDENT BEHAVIORAL/MENTAL HEALTH SUPPORT
- INCREASE STUDENT BASED BUDGET FUNDING FOR SCHOOL LEVEL EXPENDITURES

*In no particular
order



2018-19 School Accountability Questionnaire

Summary of Results



| Jeffco Schools District Accountability Committee





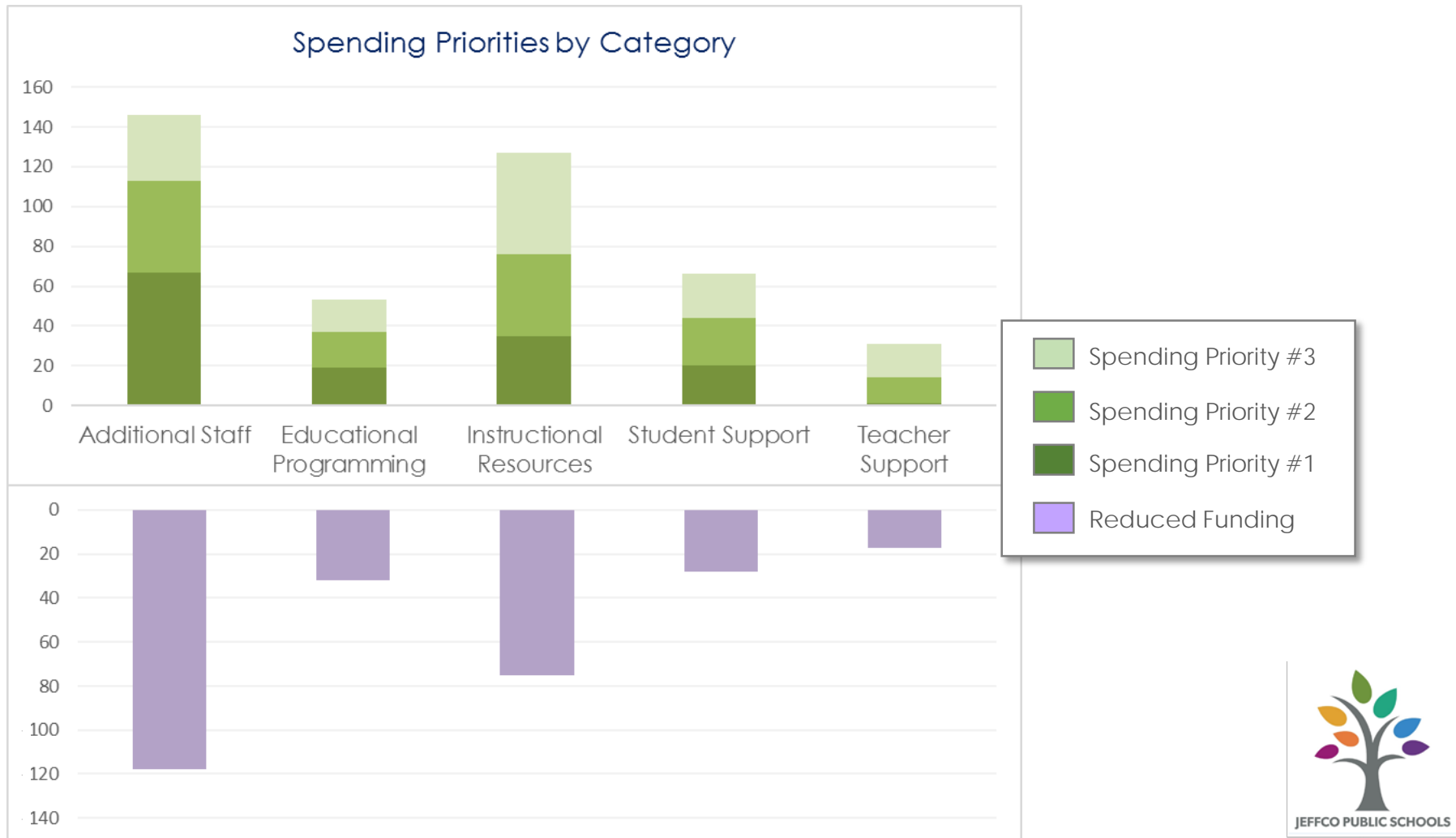
SAC Survey

- Survey was administered to all schools
- 153 schools responded
- One survey was submitted by either
 - the entire SAC, or
 - the principal, or
 - the assistant principal, or
 - the principal and the SAC chair together.
- Survey was open from Friday, January 12 to Tuesday February 6

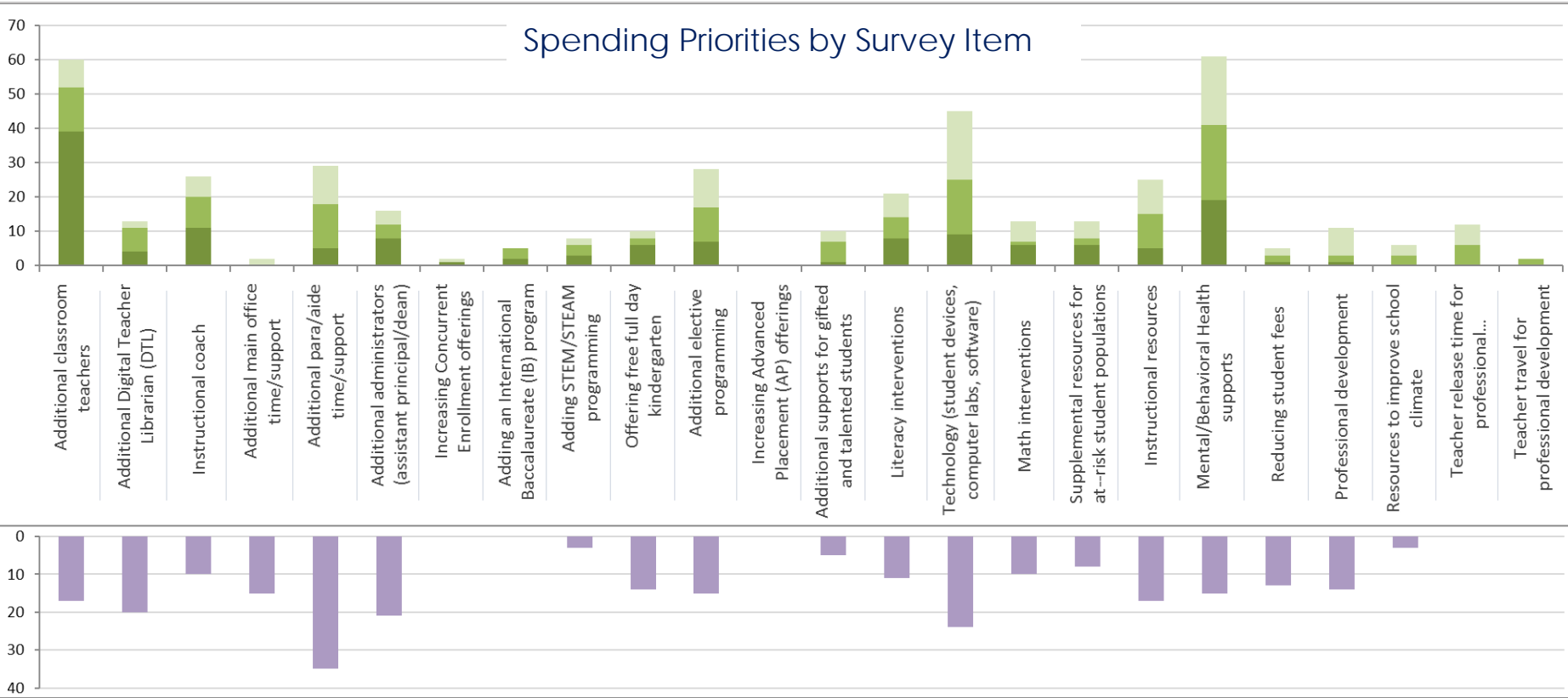
Q 14: SCHOOL LEVEL SPENDING PRIORITIES - Please rank order the three top spending priorities identified by your SAC, by selecting one item from each column:

- AND -

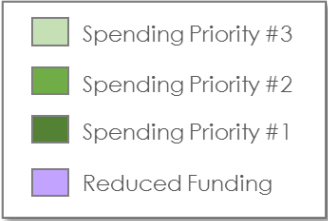
Q 16: Which of the items below (select up to three) received reduced funding due to the priorities you listed in the question above?



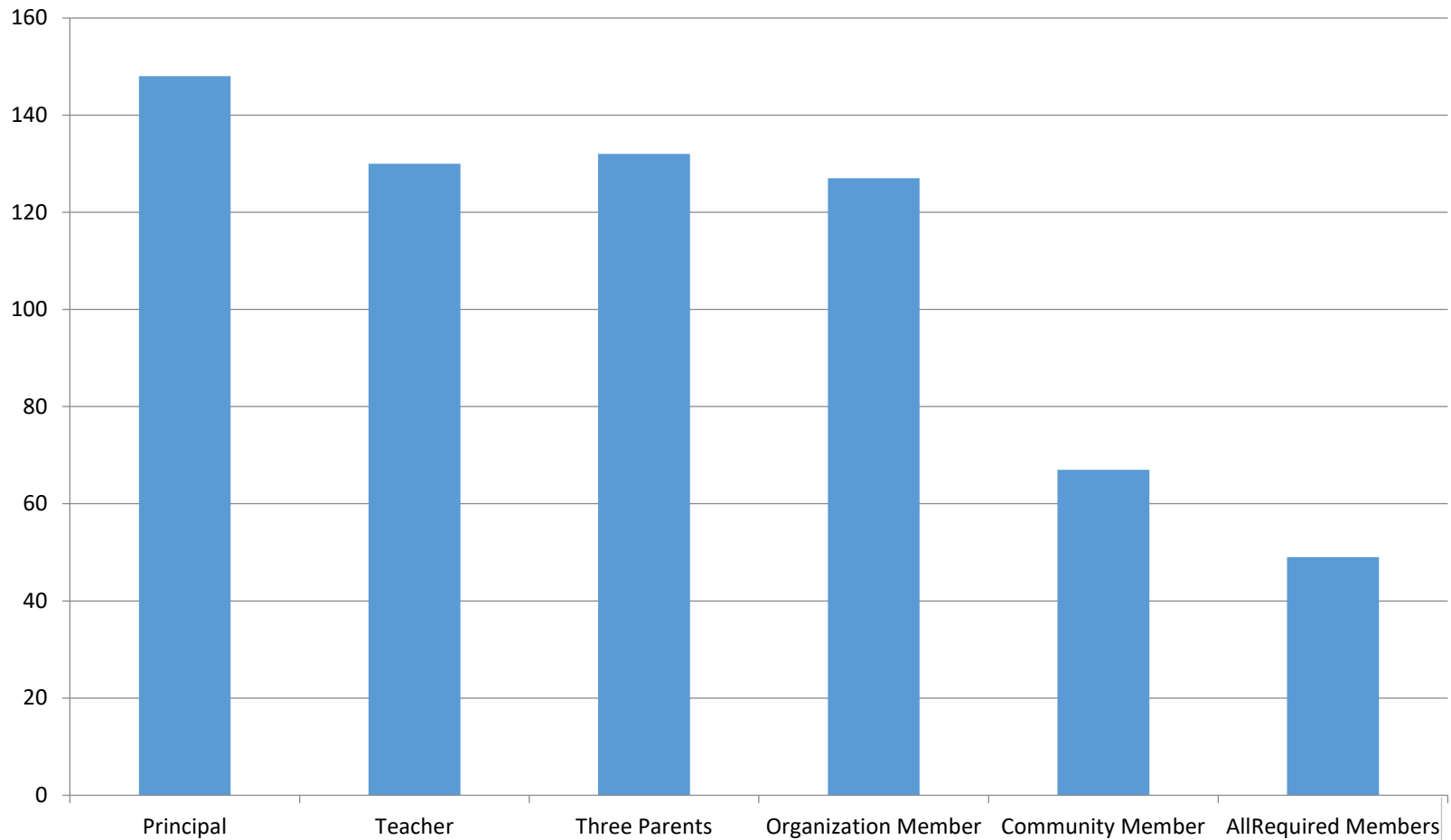
Spending Priorities by Survey Item



Note: Some individuals check more than three areas for reduced funding. Only the first three were counted.



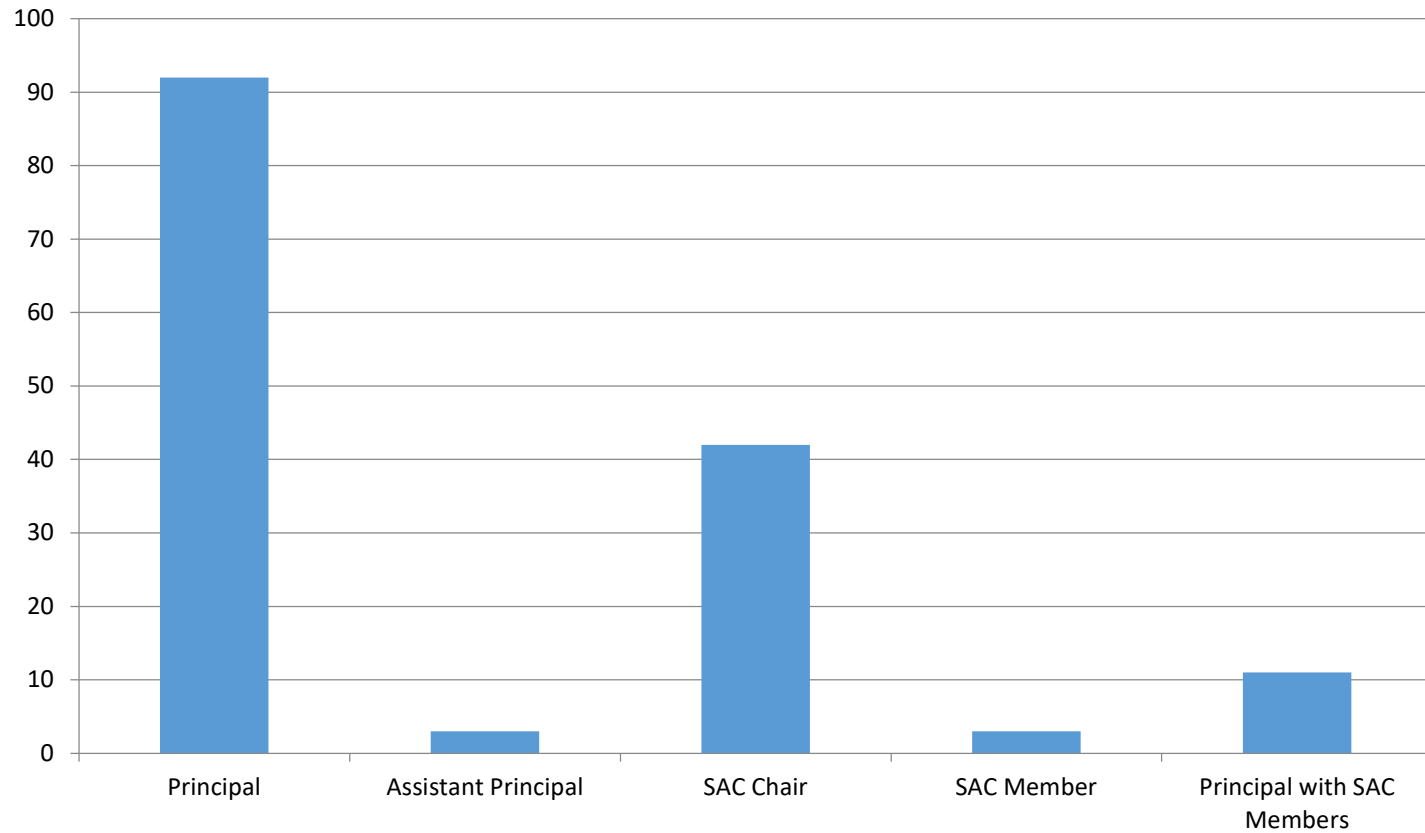
School Accountability Committee Assurances - Membership The school's current SAC includes (check all that apply):



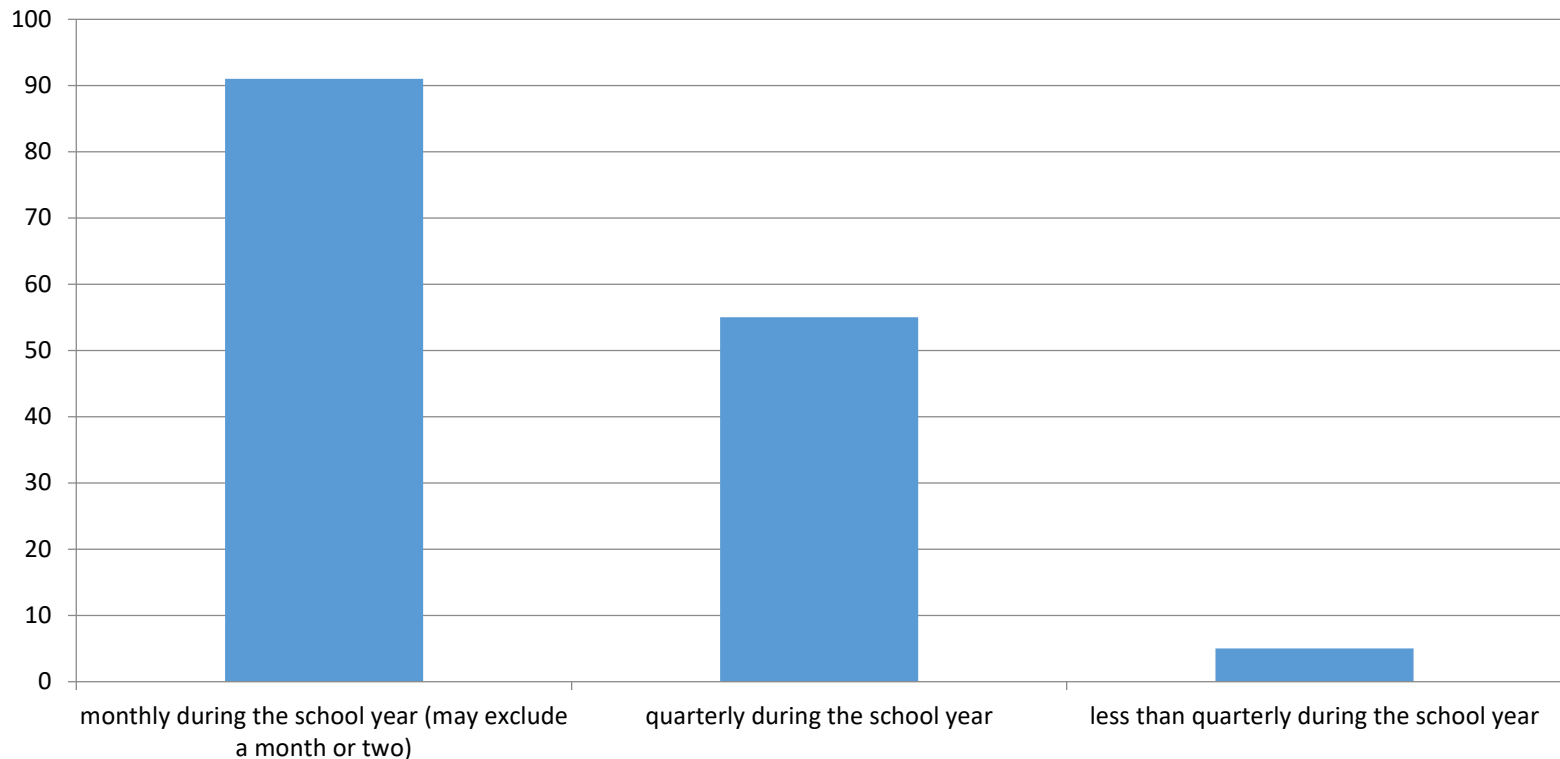
JEFFCO PUBLIC SCHOOLS

Source: Jeffco Research & Assessment Design

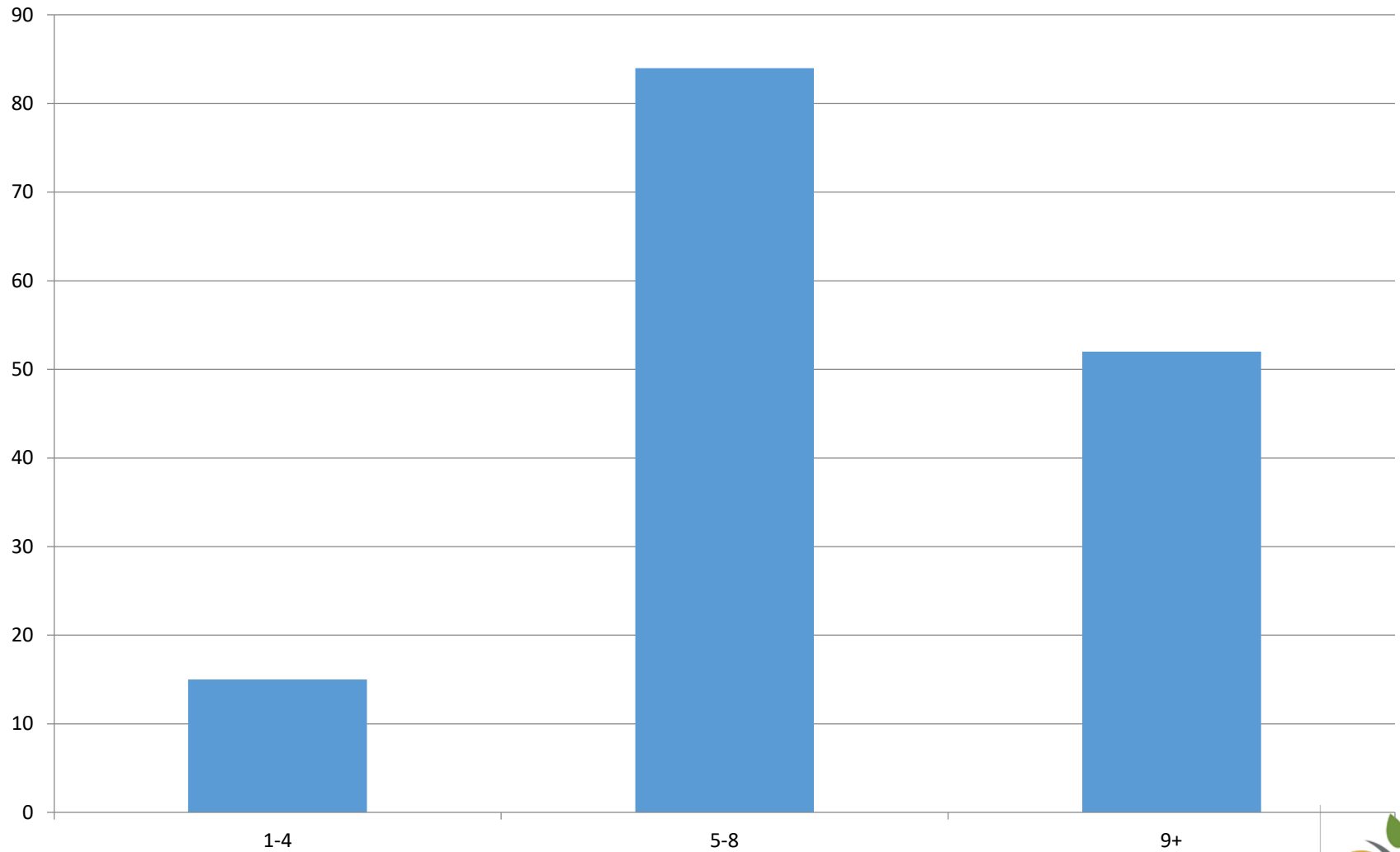
Title of the individual submitting this questionnaire



School Accountability Committee Assurances - Meetings The School Accountability Committee (SAC) meets (check the most accurate answer):



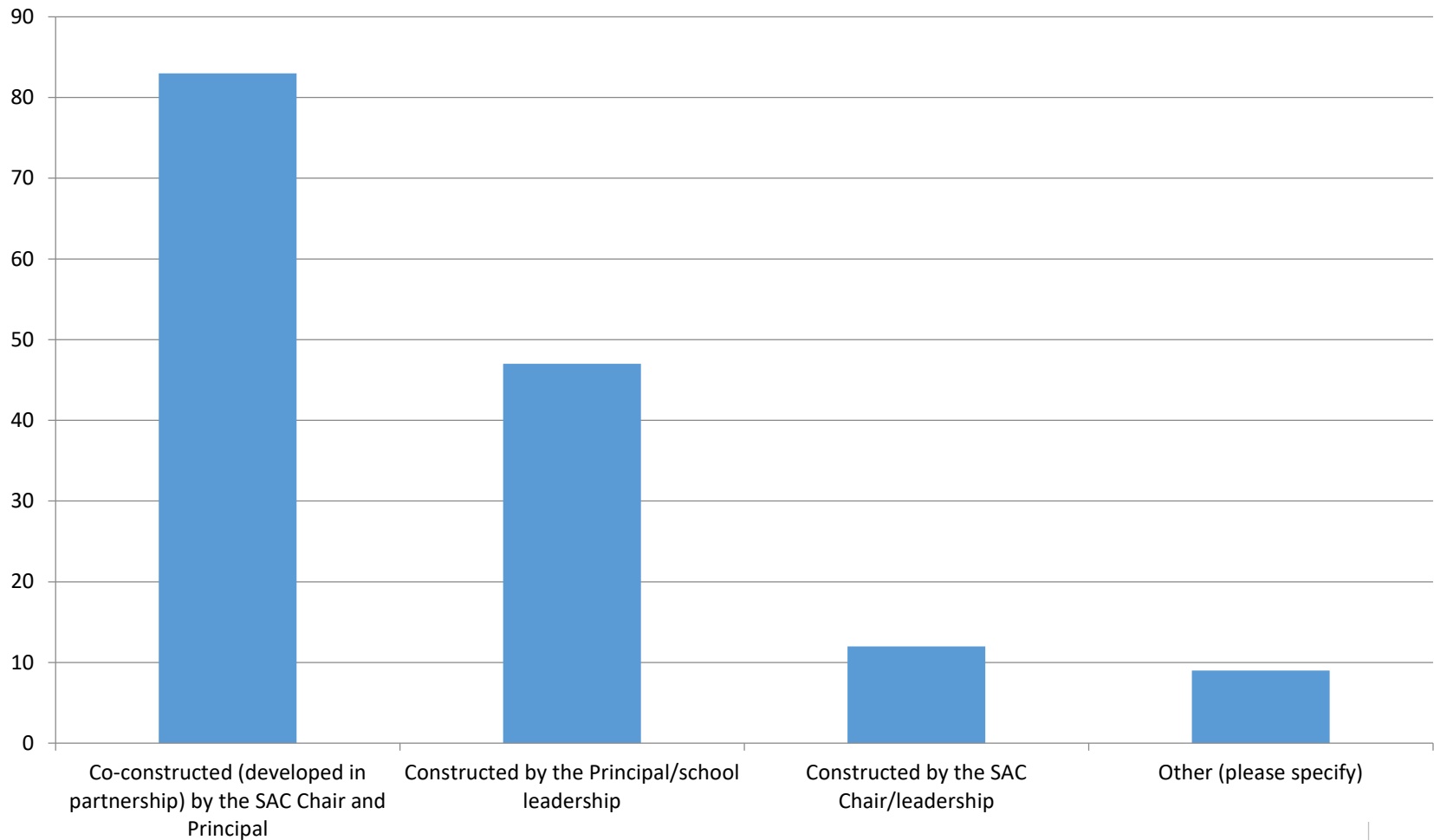
The average number of attendees at our regular SAC meetings is:



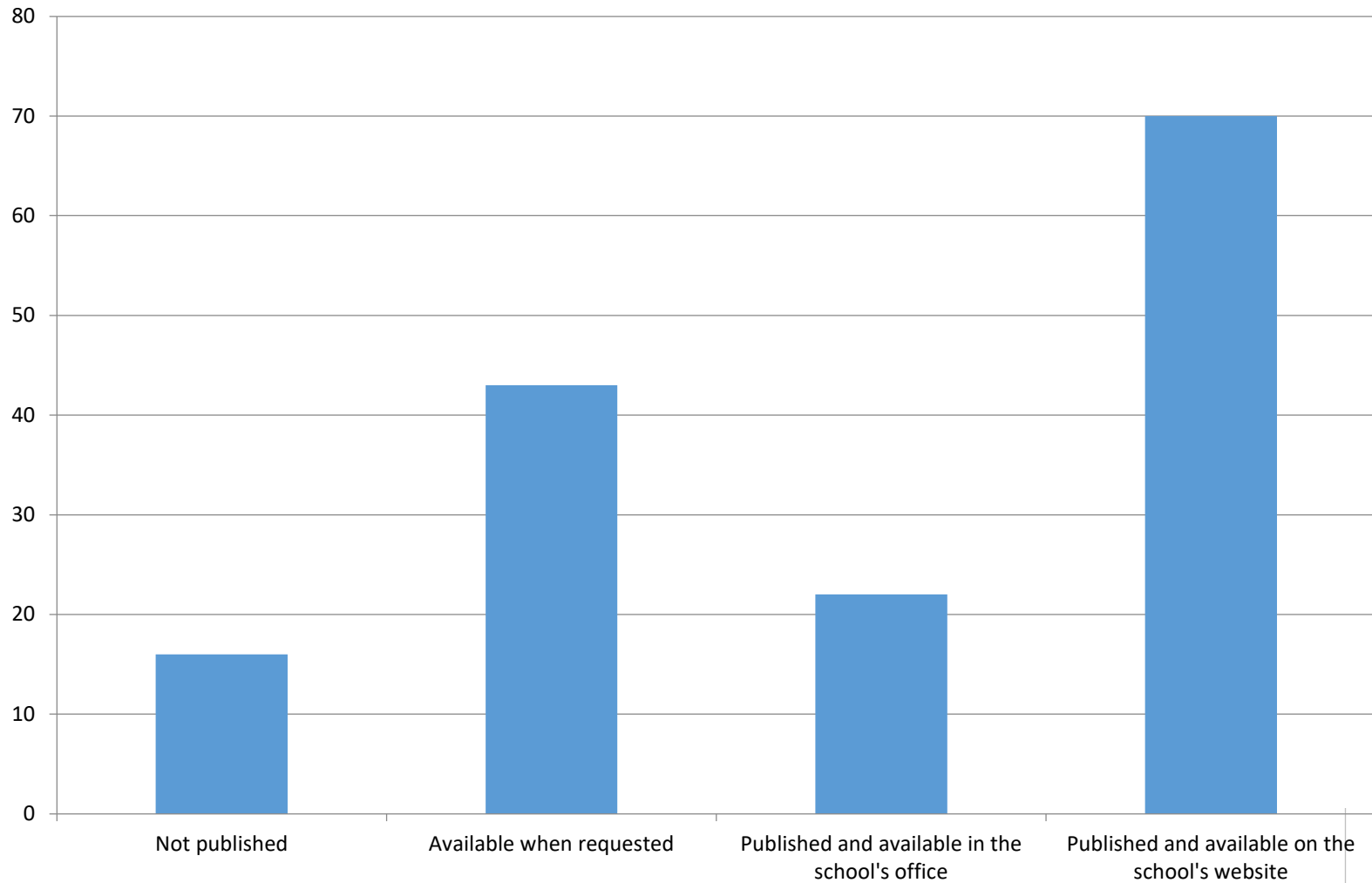
JEFFCO PUBLIC SCHOOLS

Source: Jeffco Research & Assessment Design

The agendas for SAC meetings are typically:



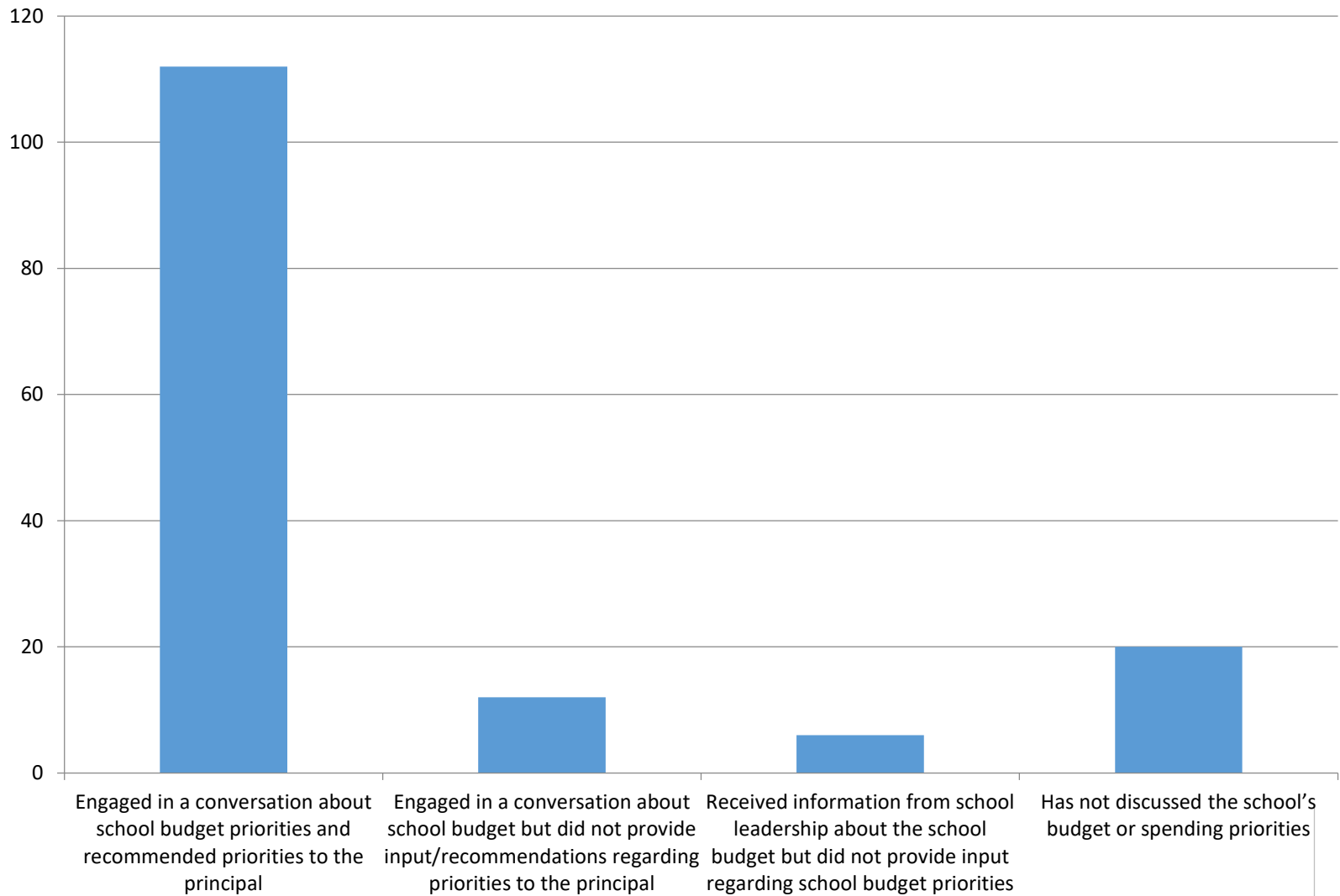
Minutes and agendas for SAC meetings are typically:



JEFFCO PUBLIC SCHOOLS

Source: Jeffco Research & Assessment Design

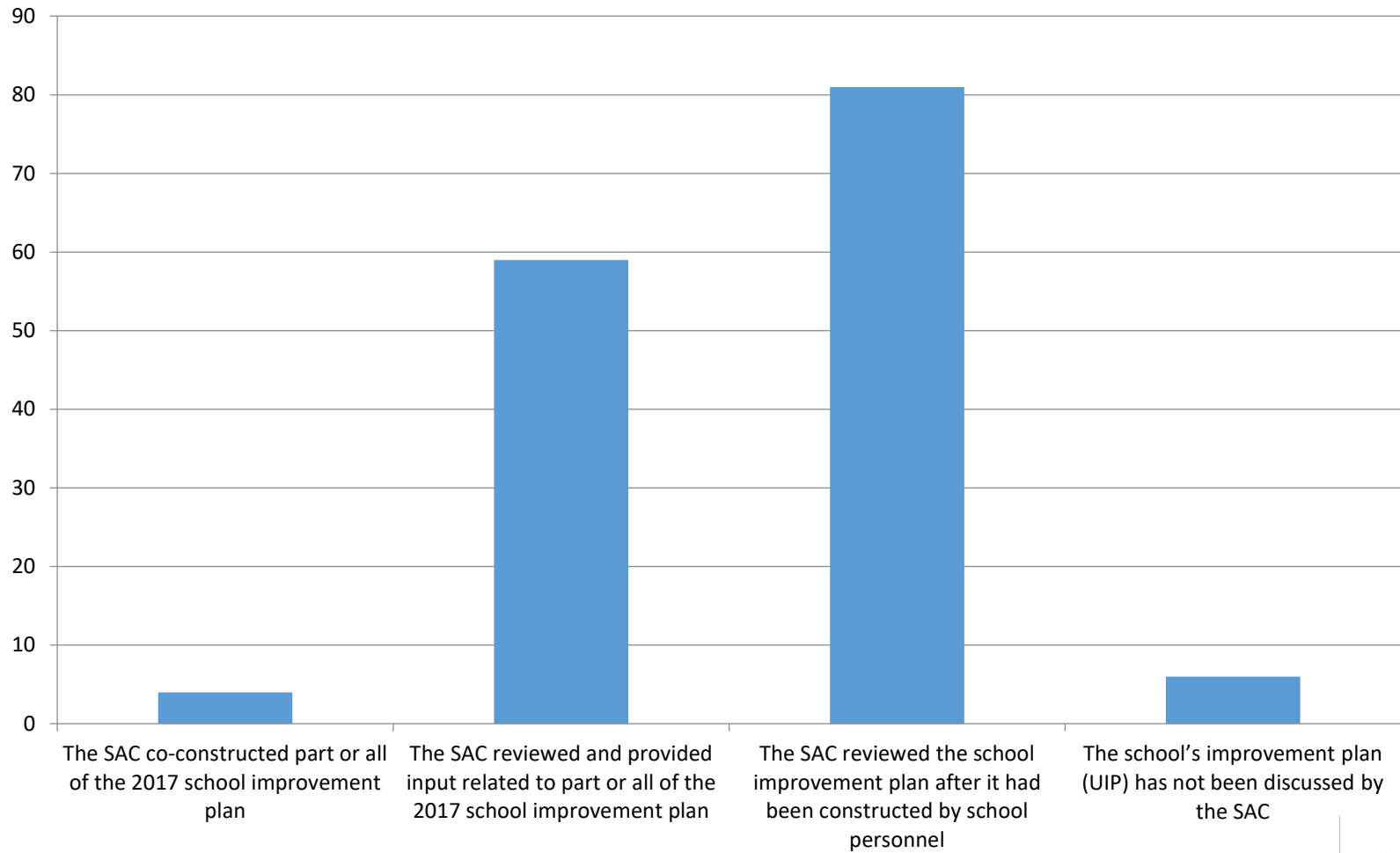
As part of the Budget Prioritization Process, our SAC:



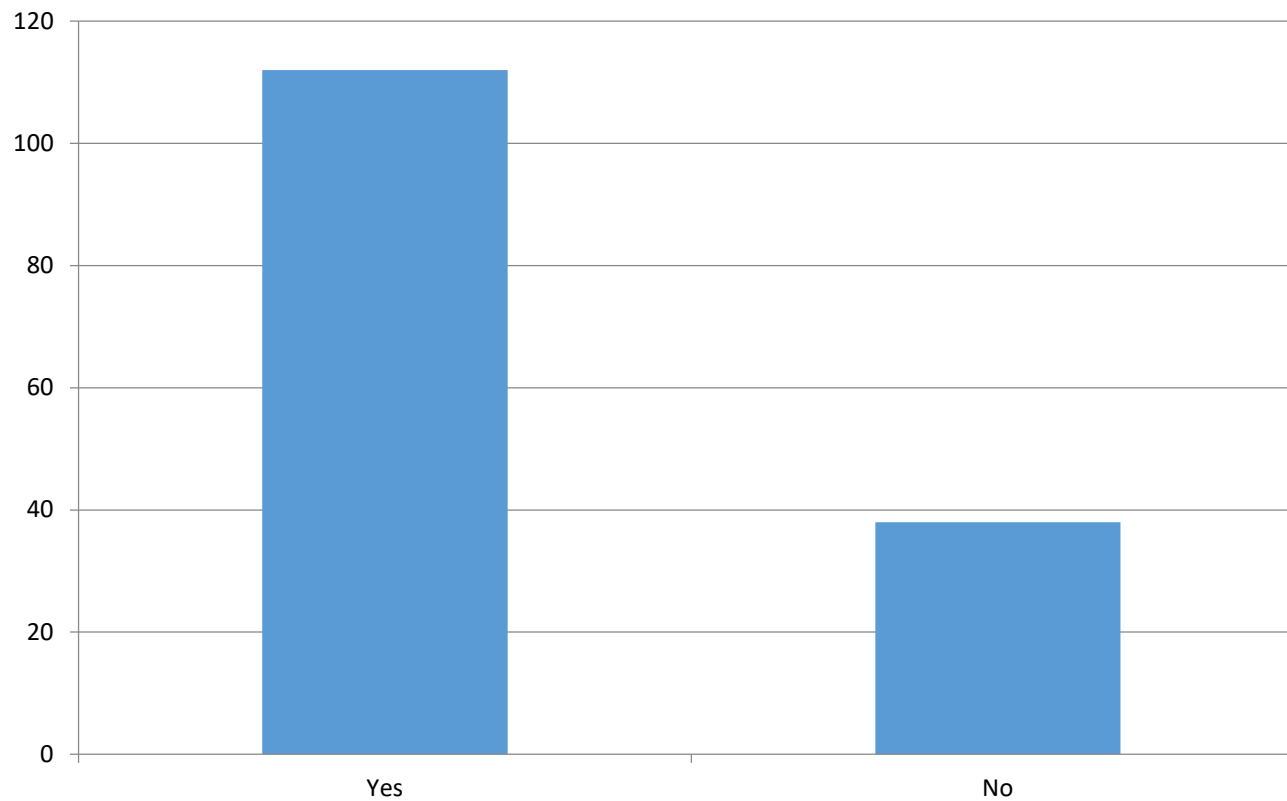
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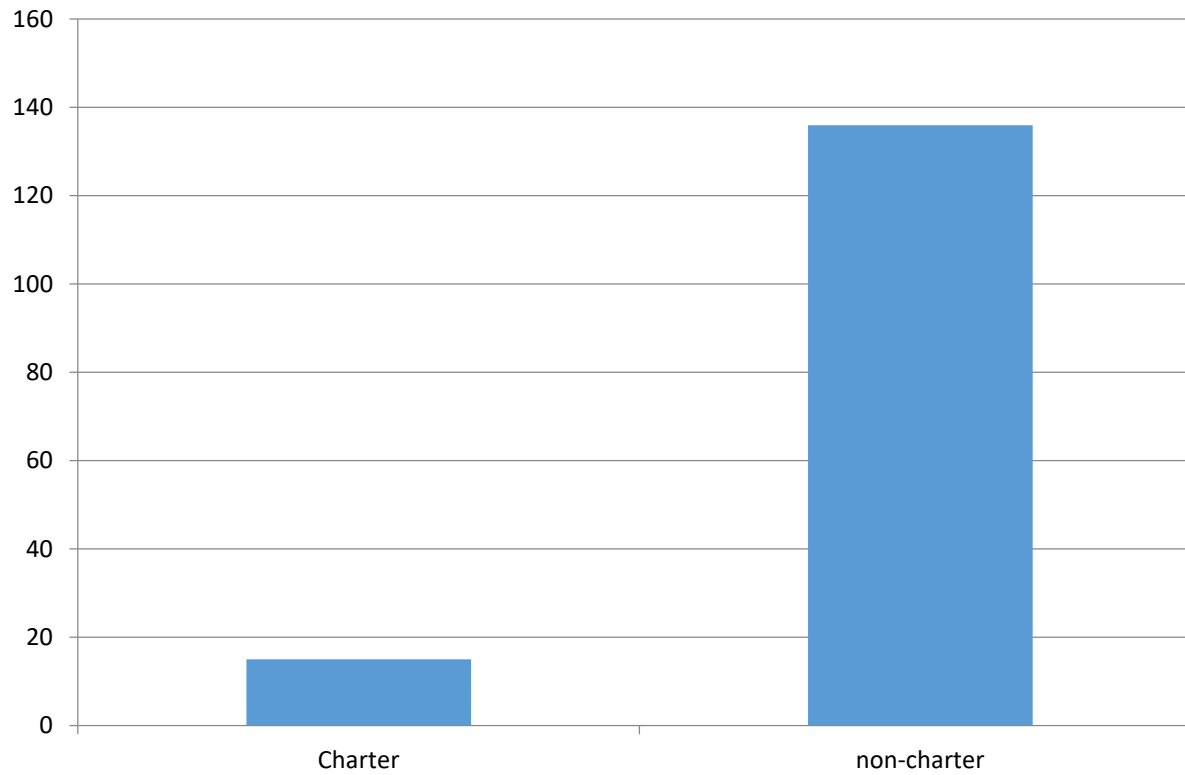
Please rate the degree to which the SAC provided input into the development of/revisions to the school's improvement plan (UIP) during fall 2017?



Did your SAC consider your School Improvement Plan or Unified Improvement Plan (UIP) as part of the process in determining your school's budget/spending priorities?



School Management Structure



Please identify any challenges or barriers related to your SAC providing meaningful input

- Key Challenges

- Complexity of UIP
- Inadequate time
- Recruiting members



Please share any local practices other SACs could benefit from to assist with providing meaningful input into the development of or revisions to the school improvement plan:

- Key themes in the recommendations
 - Increasing understanding of the UIP
 - Enhancing participation and exposure of SAC conversations (often by connecting with other school meetings)



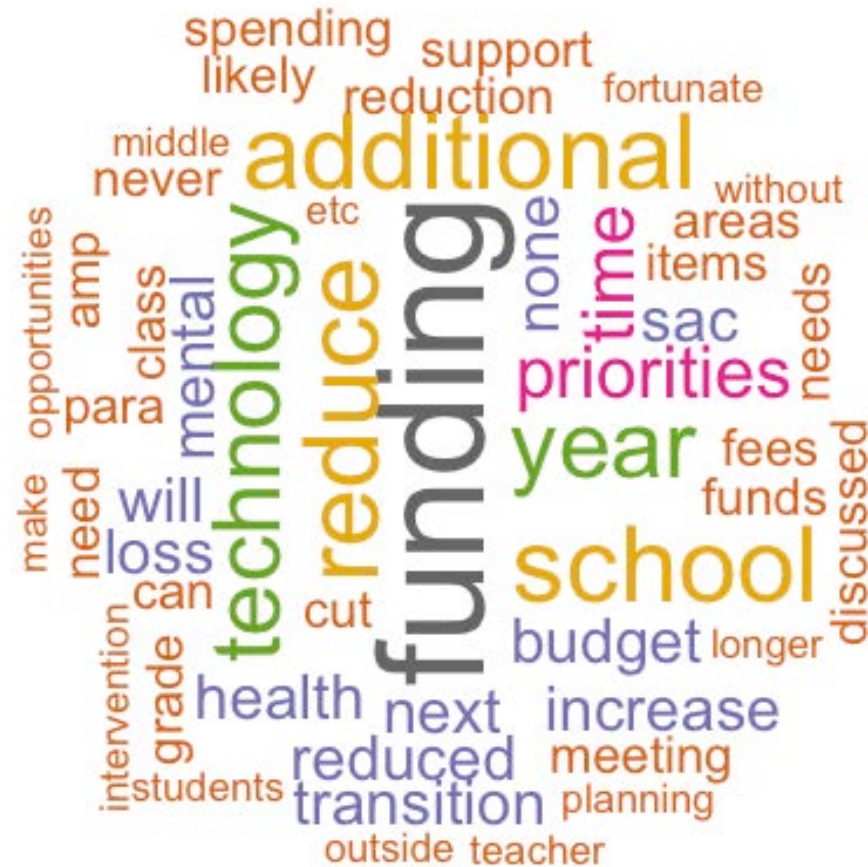
Please list and briefly describe any additional priorities that you chose to support through

- A large proportion of the comments regarding additional funding priorities related to specific staffing needs.
- Instructional resources were frequently mentioned.



Please list and briefly describe any additional items for which your committee recommended reduced funding in order to support other school priorities:

- Question 17 included a mix of comments regarding reduction of funding as well as funding priorities.
- Decisions regarding technology were commonly referenced.

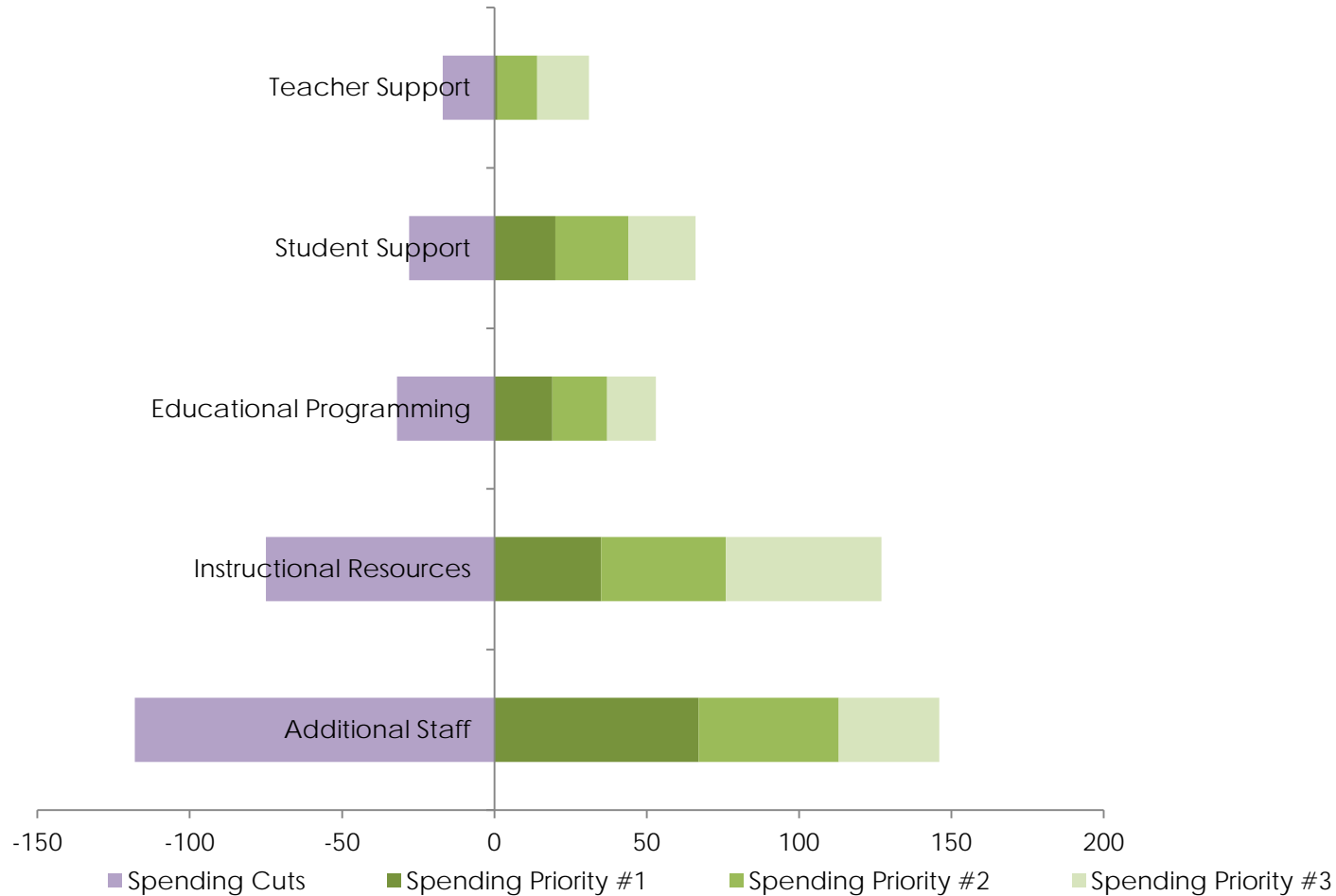


2018-19 School Accountability Questionnaire

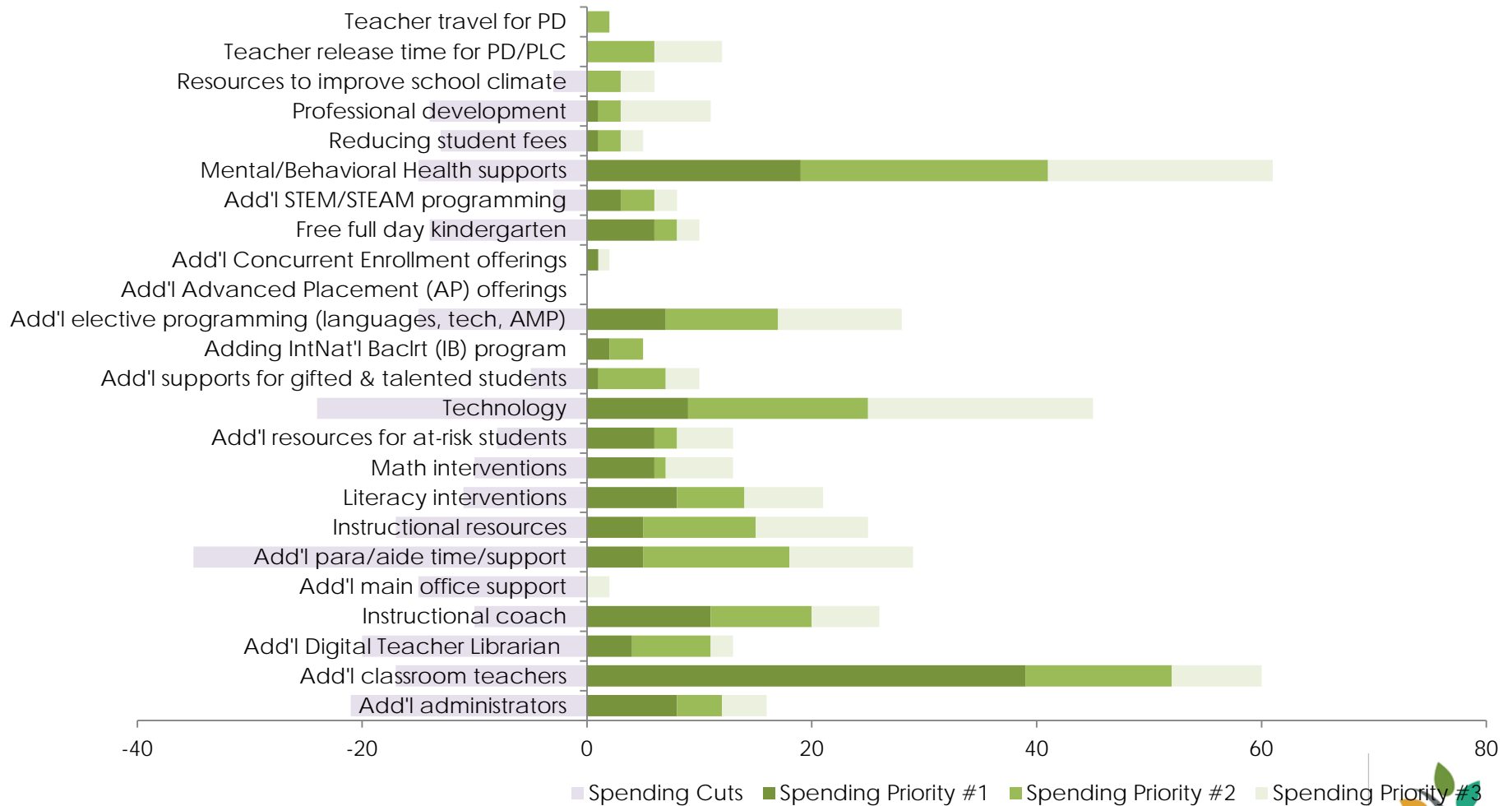
Summary of Results



Categories of Spending Priorities and Reduced Funding



SCHOOL LEVEL SPENDING PRIORITIES - Please rank order the three top spending priorities identified by your SAC, by selecting one item from each column:
Which of the items below (select up to three) received reduced funding due to the priorities you listed i

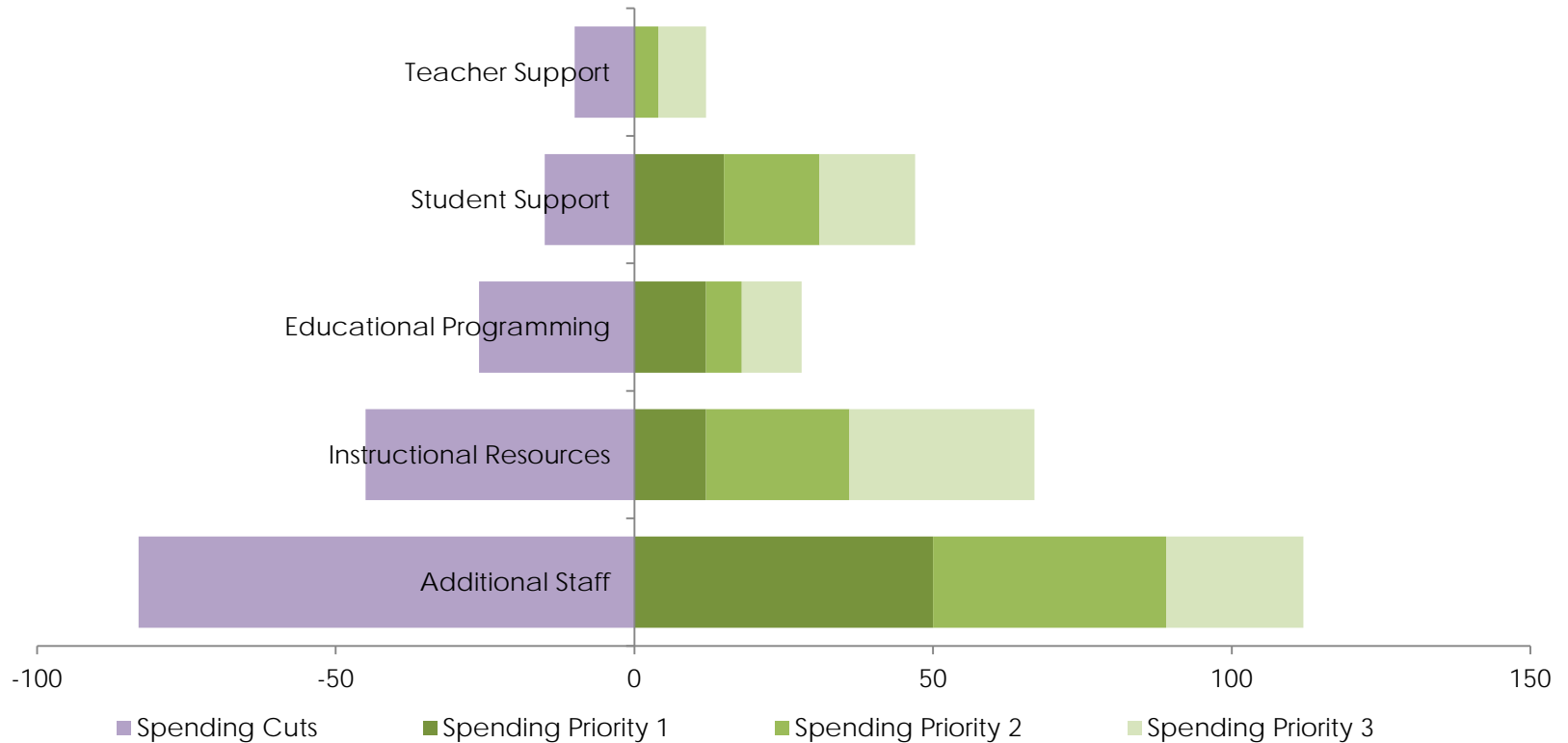


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Spending Priorities by Education Level

Spending Priorities by Education Level - Categorized

Elementary Spending Priorities/Cuts



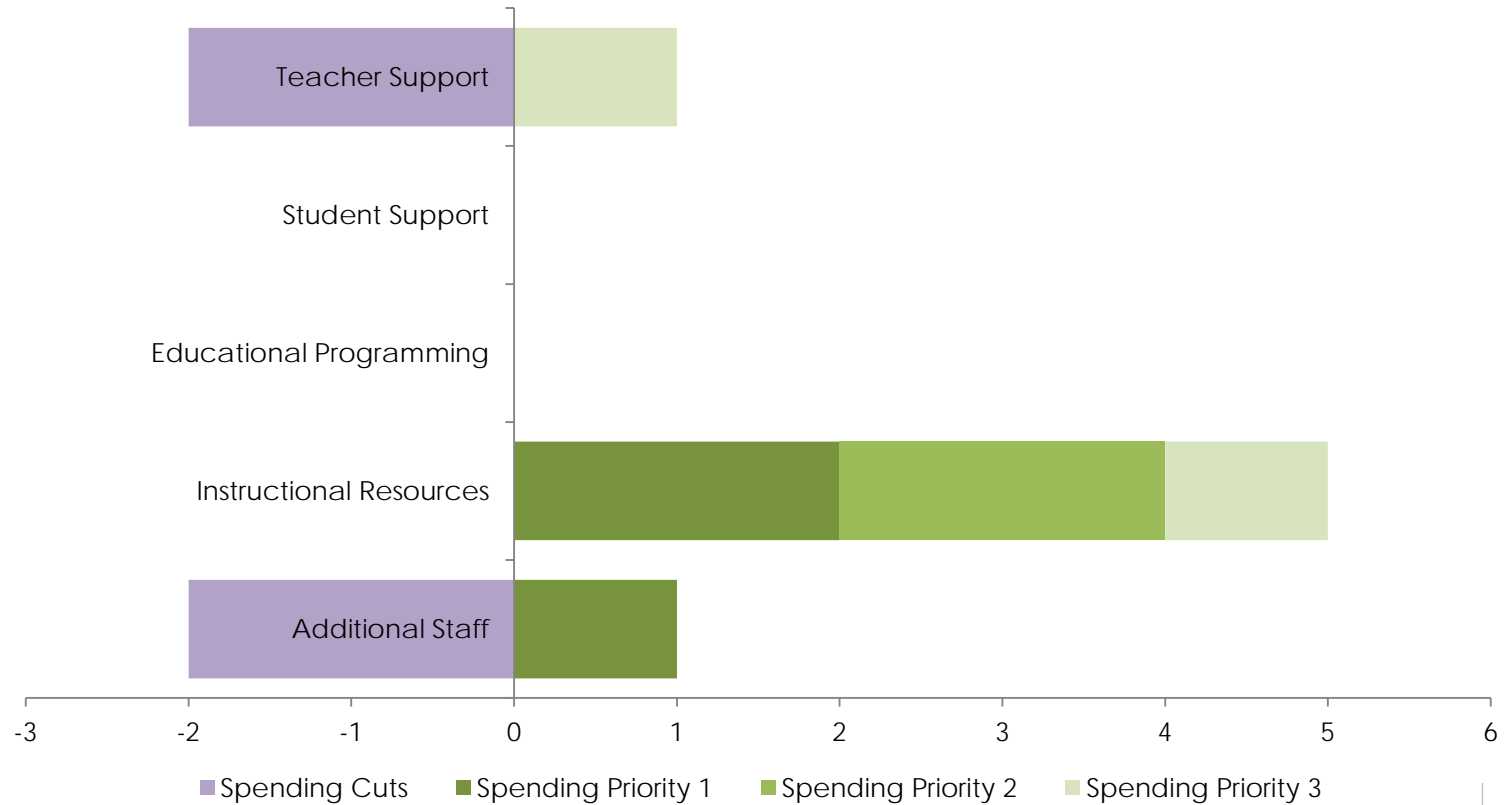
Spending Priorities by Education Level - Categorized

K-8 Spending Priorities/Cuts



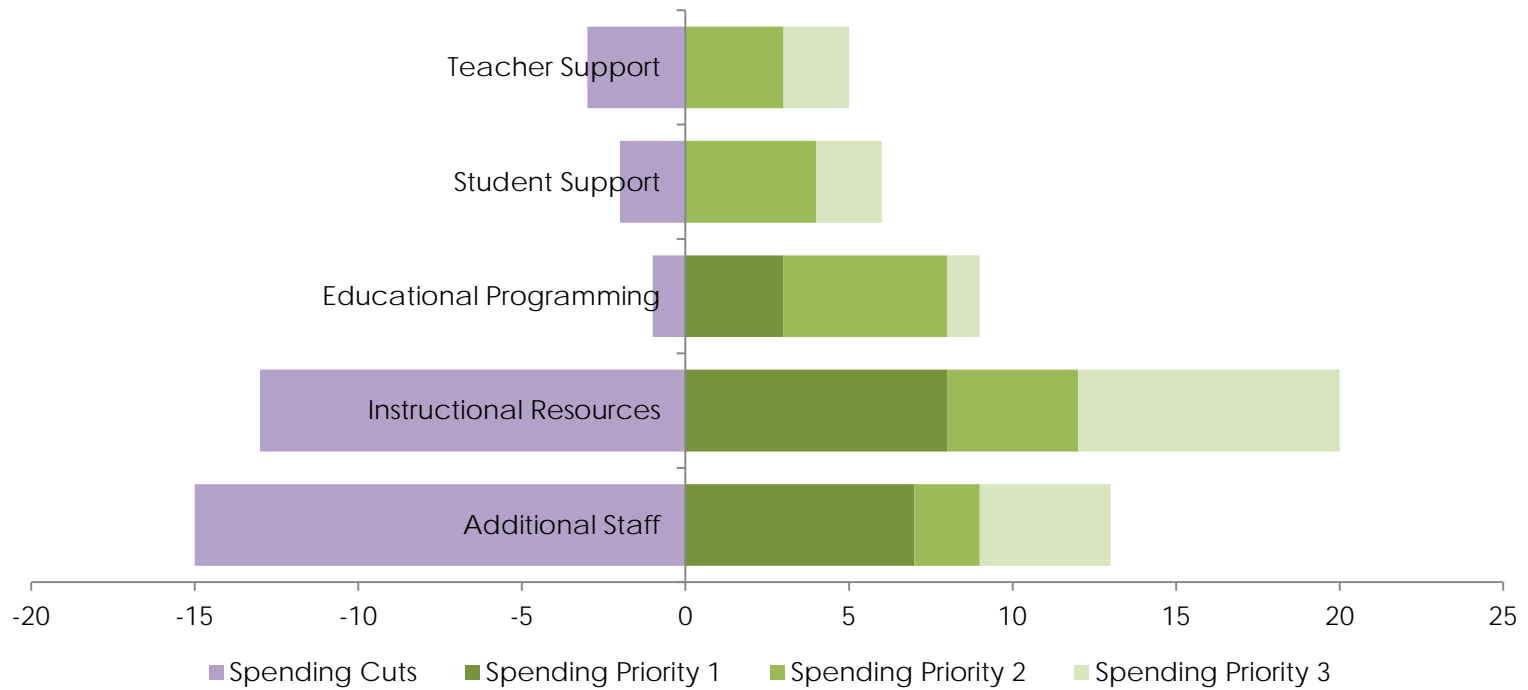
Spending Priorities by Education Level - Categorized

K-12 Spending Priorities/Cuts



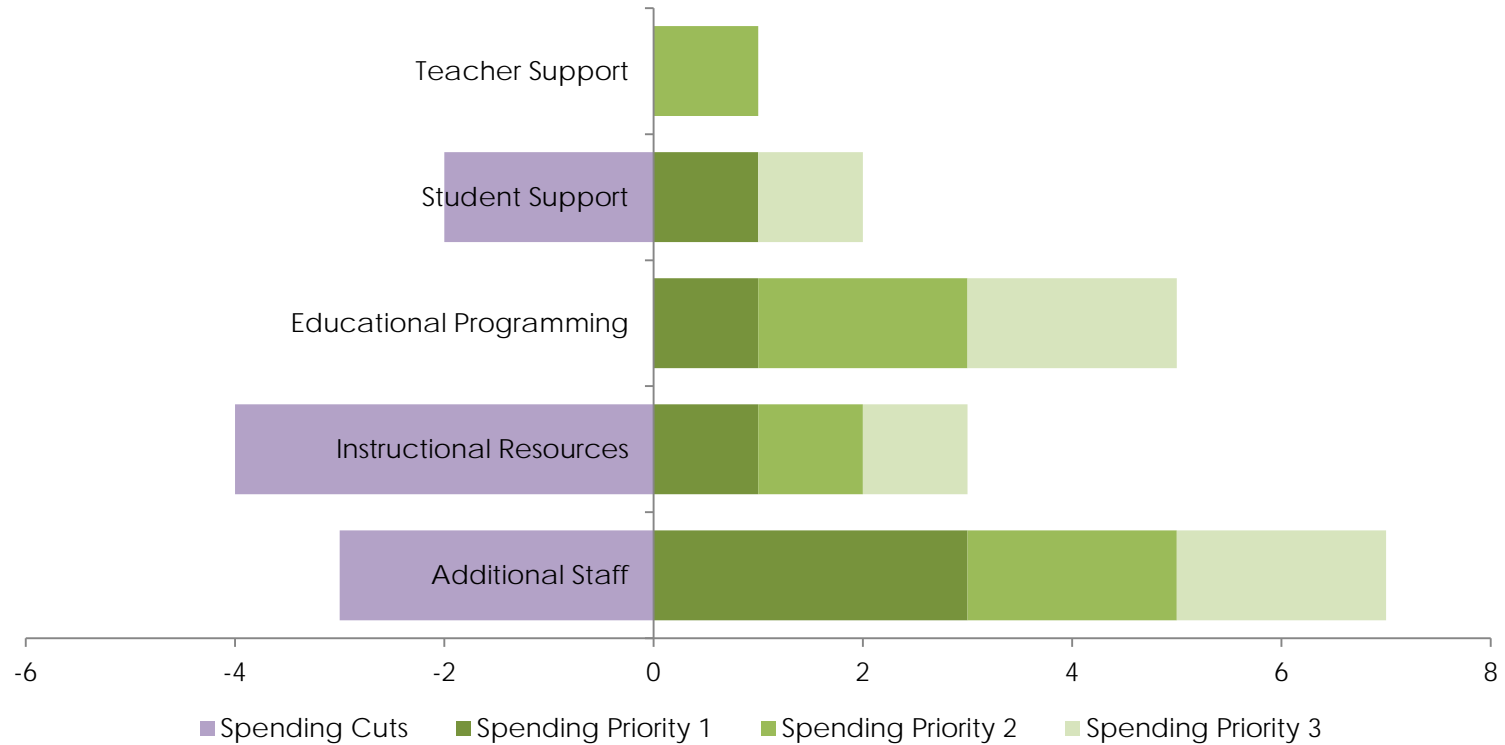
Spending Priorities by Education Level - Categorized

Middle School Spending Priorities/Cuts



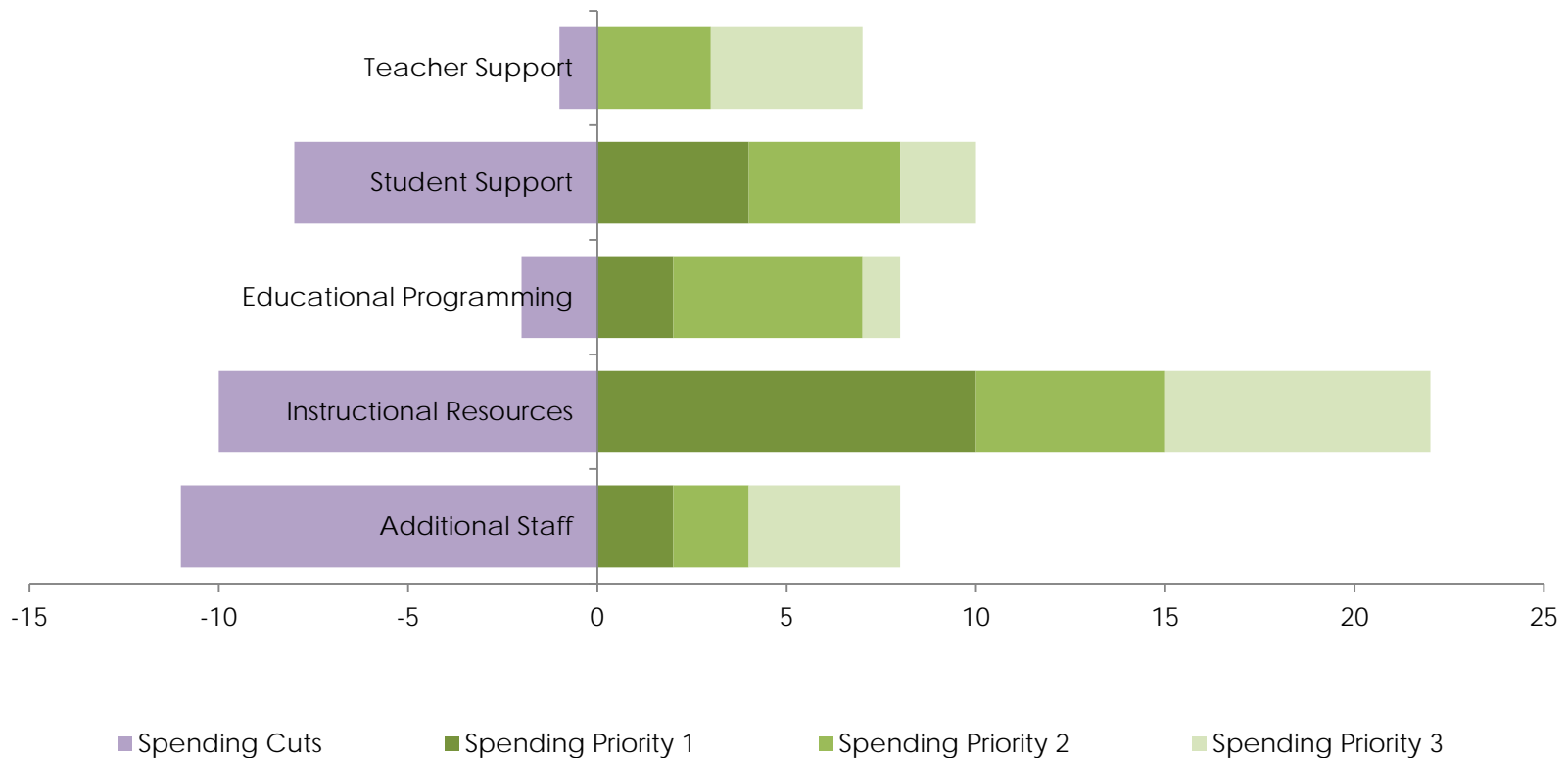
Spending Priorities by Education Level - Categorized

Middle-High Spending Priorities/Cuts



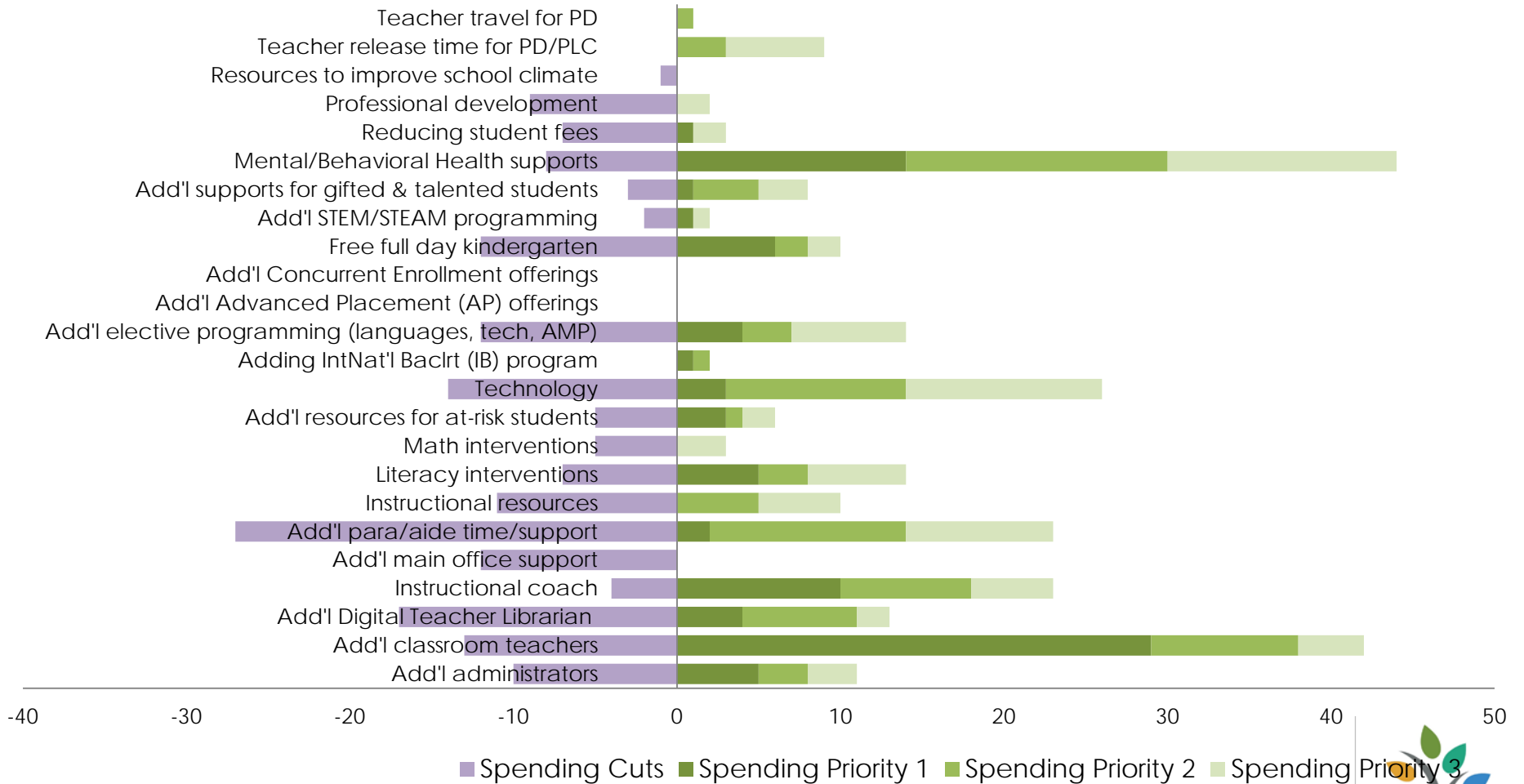
Spending Priorities by Education Level - Categorized

High School Spending Priorities/Cuts



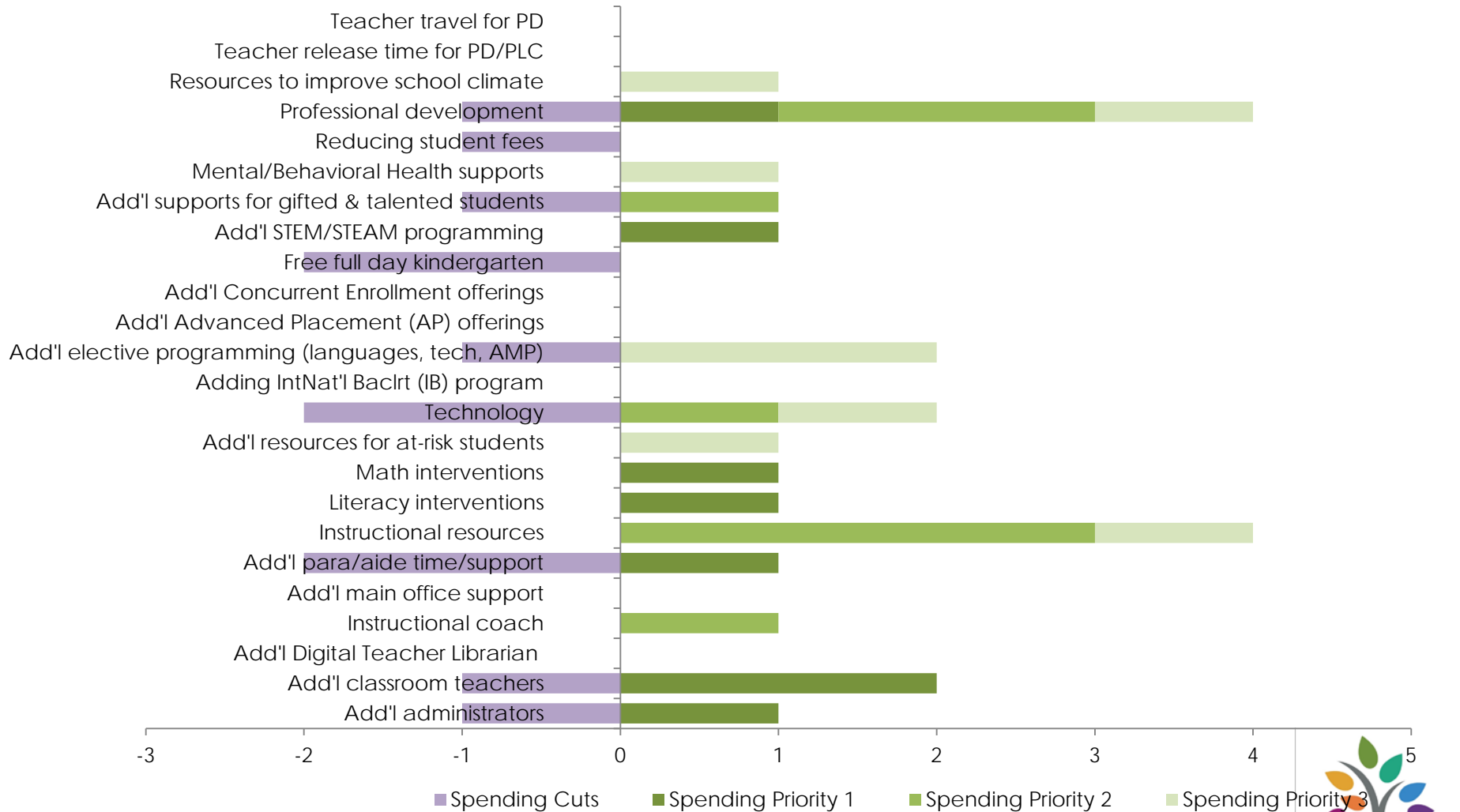
Spending Priorities by Education Level

Elementary Spending Priorities/Cuts



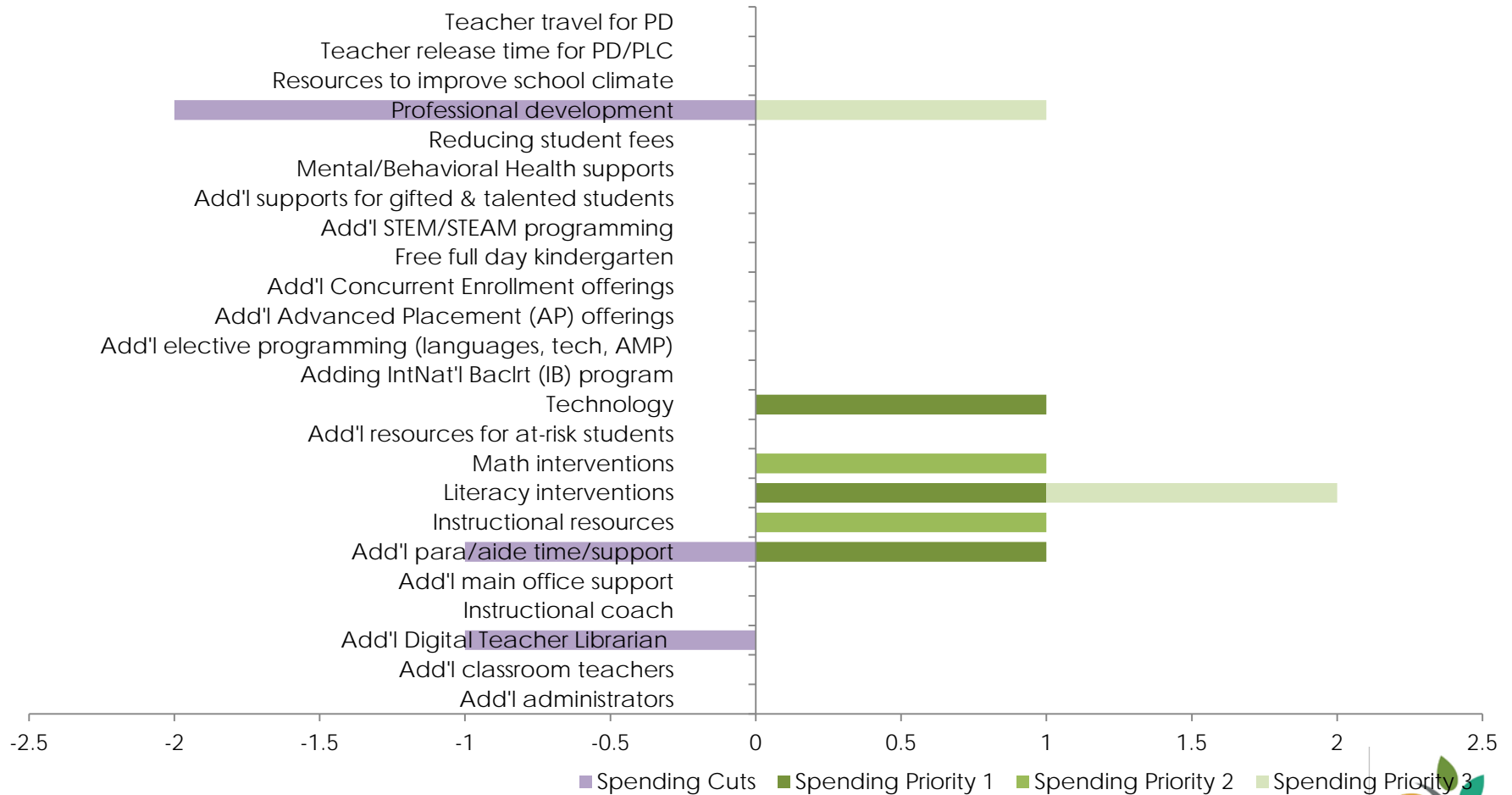
Spending Priorities by Education Level

K-8 Spending Priorities/Cuts



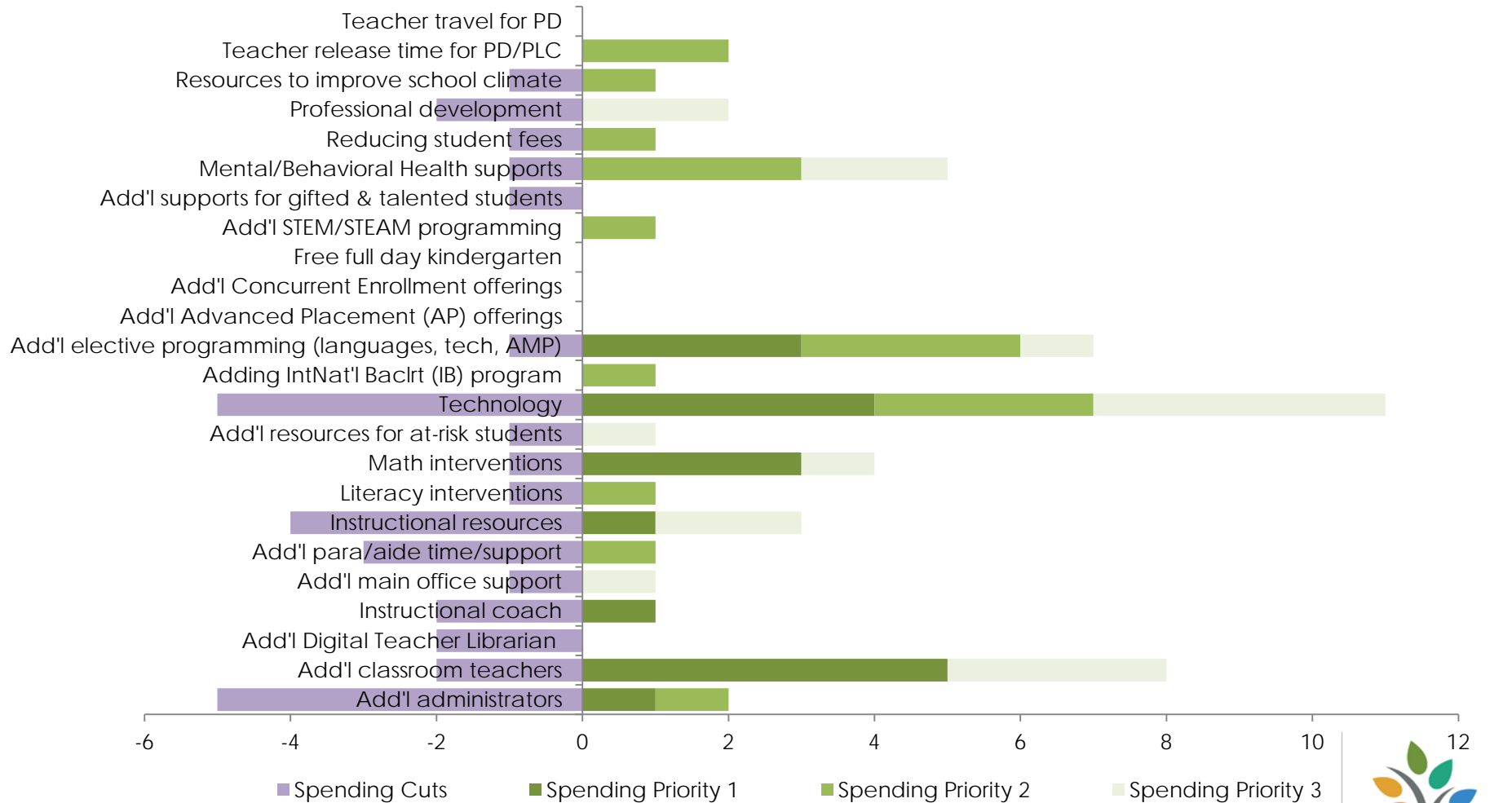
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K-12 Spending Priorities/Cuts



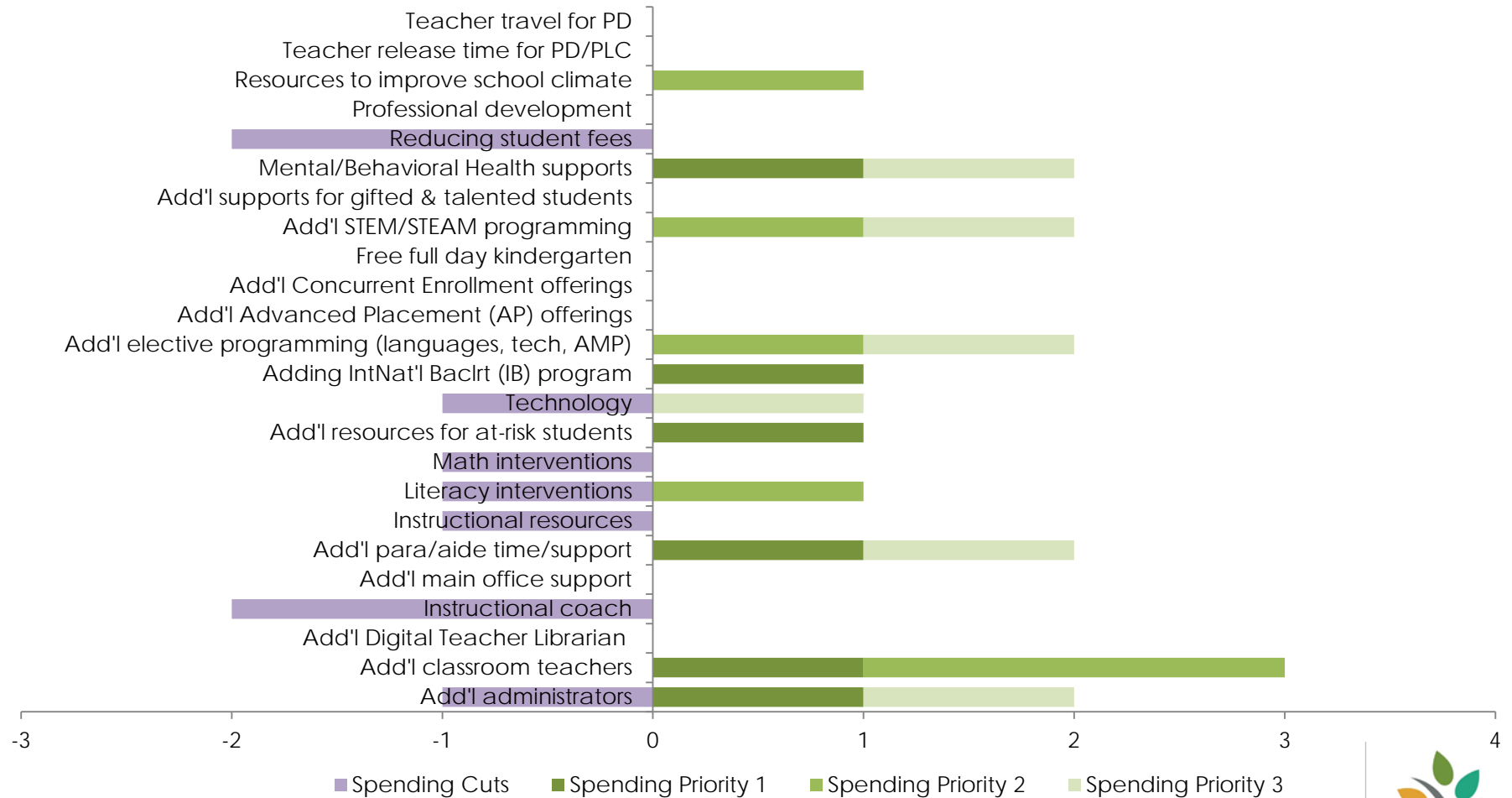
Spending Priorities by Education Level

Middle School Spending Priorities/Cuts



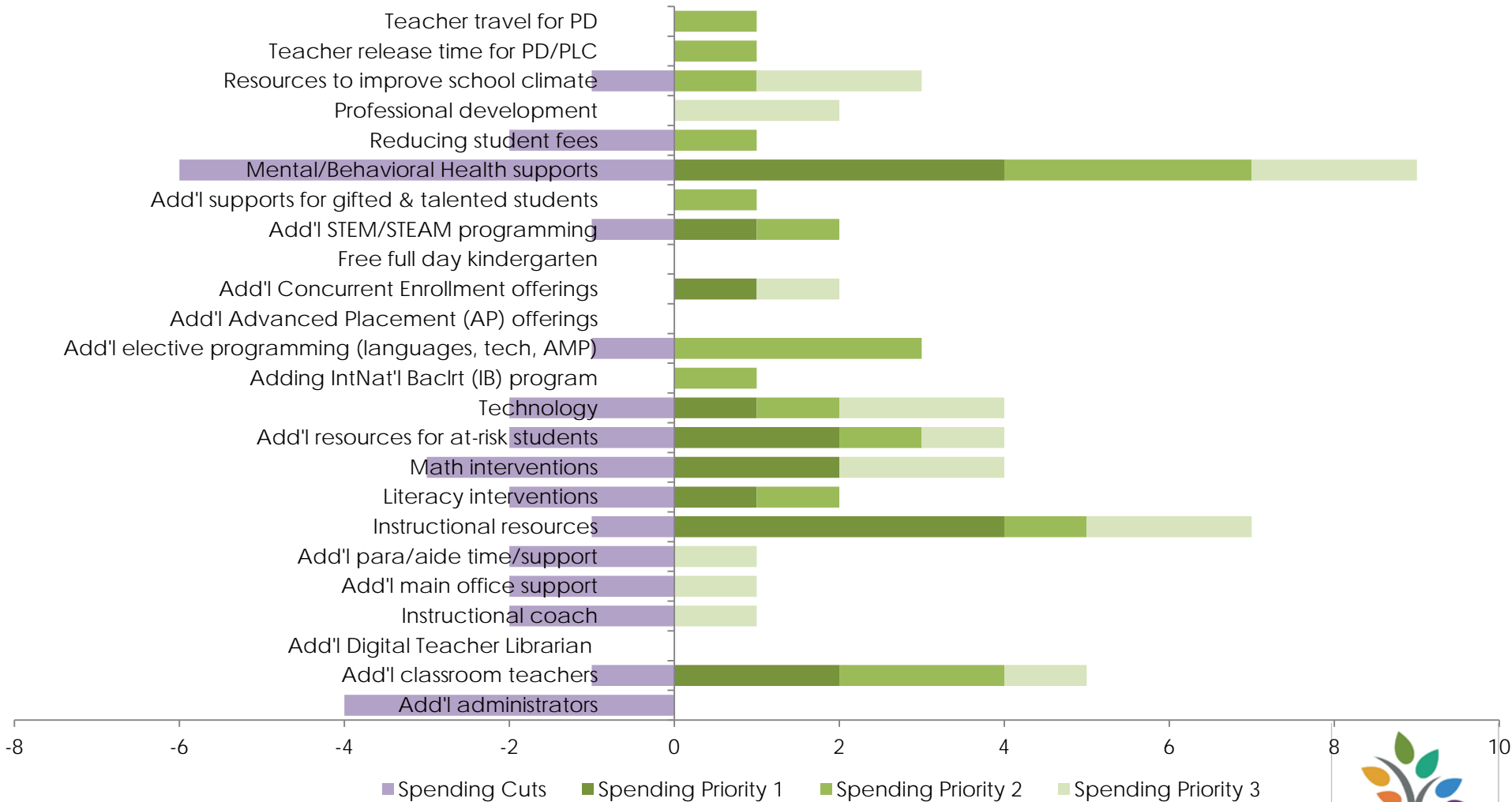
Spending Priorities by Education Level

Middle-High Spending Priorities/Cuts



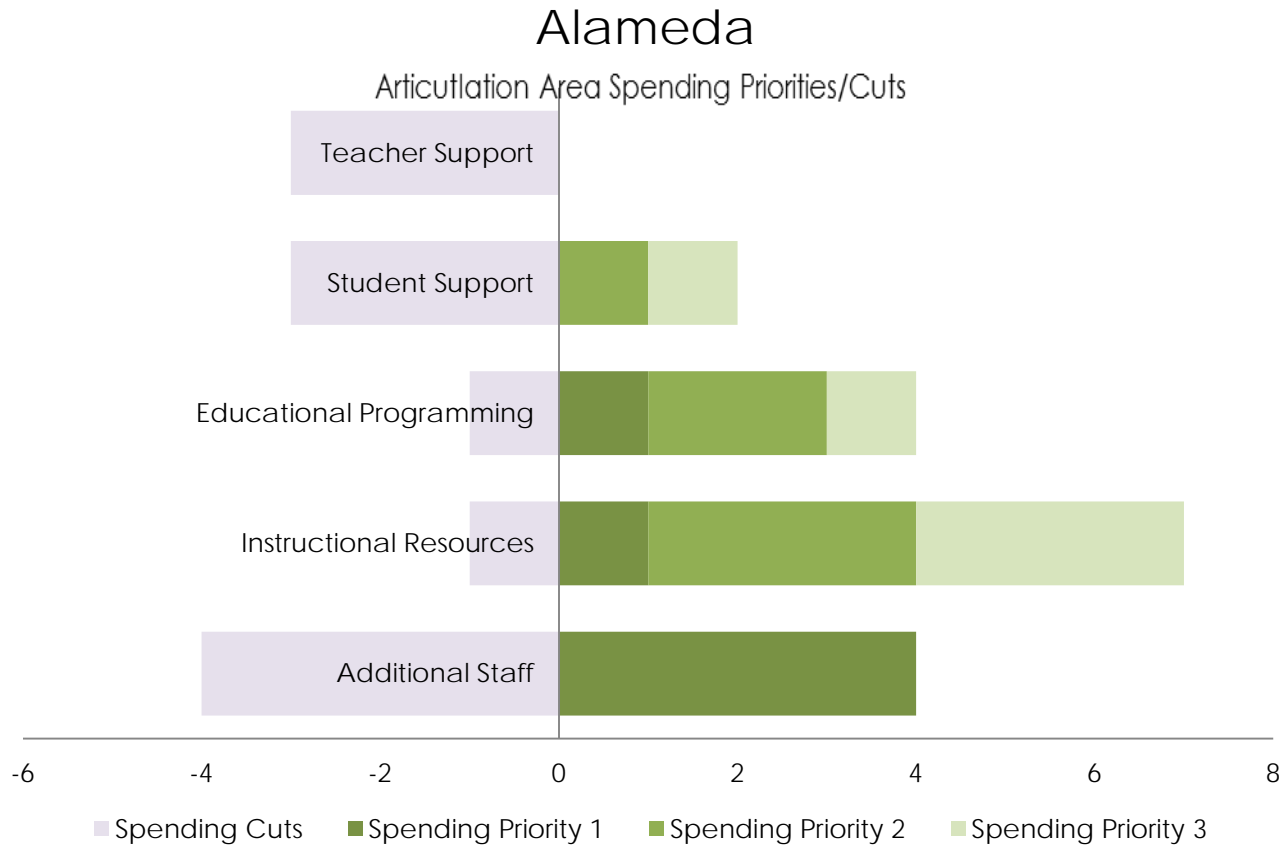
Spending Priorities by Education Level

High School Spending Priorities/Cuts

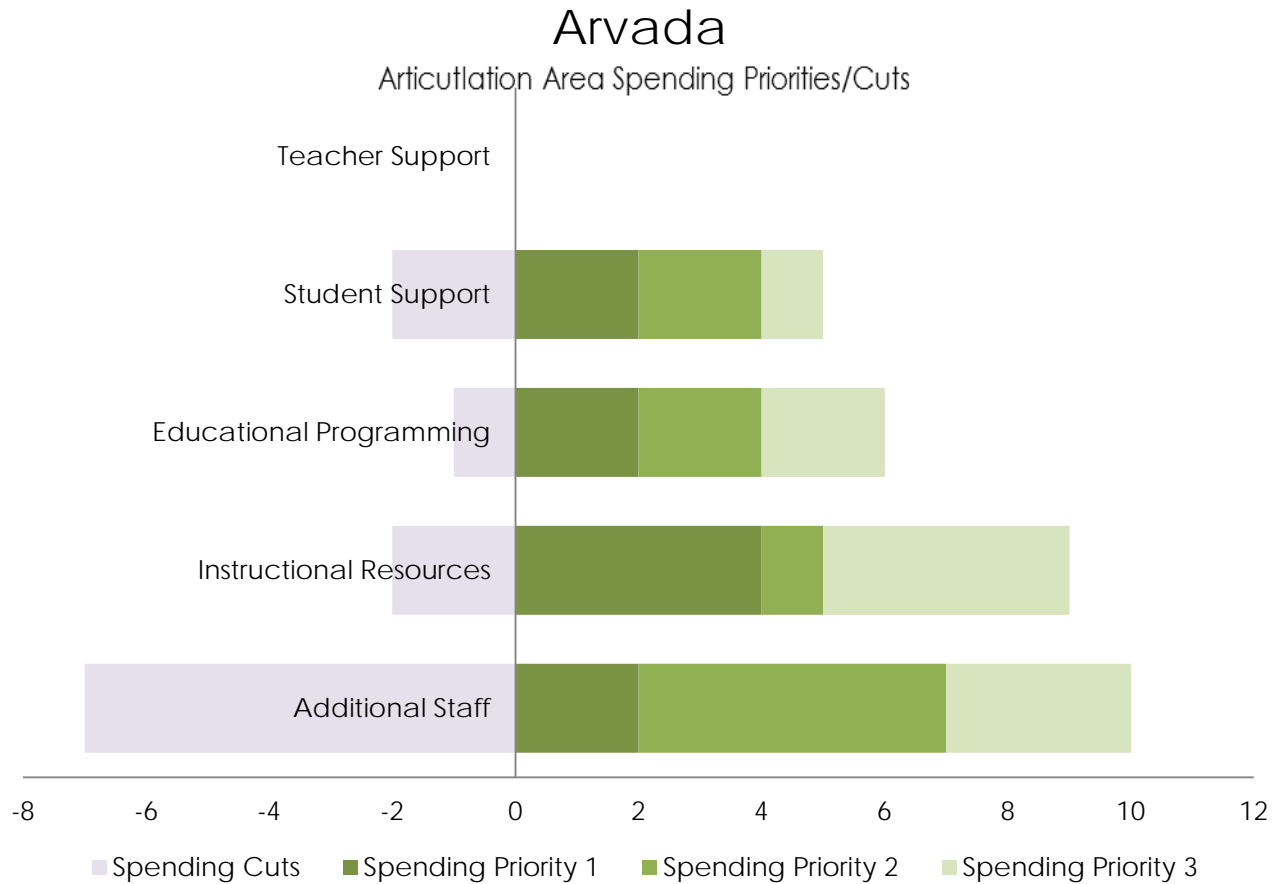


Spending Priorities by Articulation Area

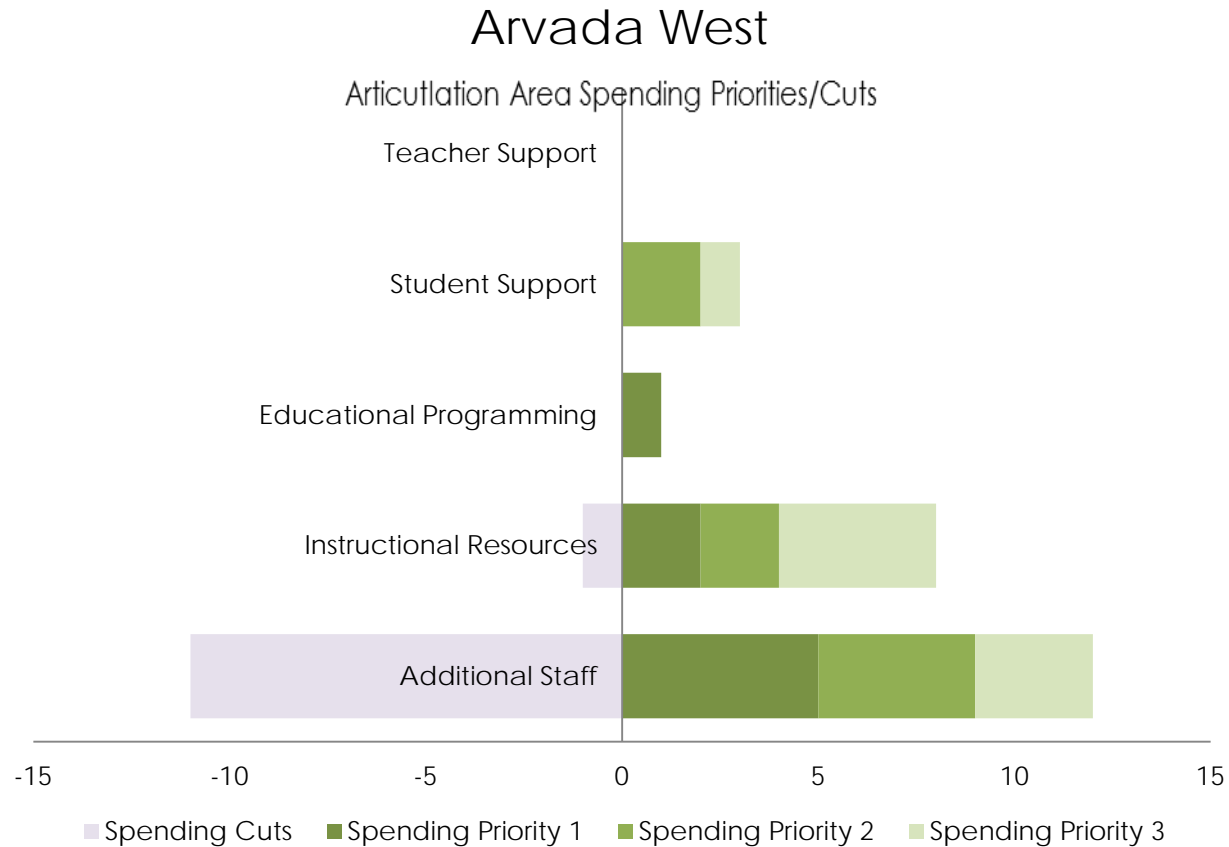
Spending Priorities by Articulation Area - Categorized



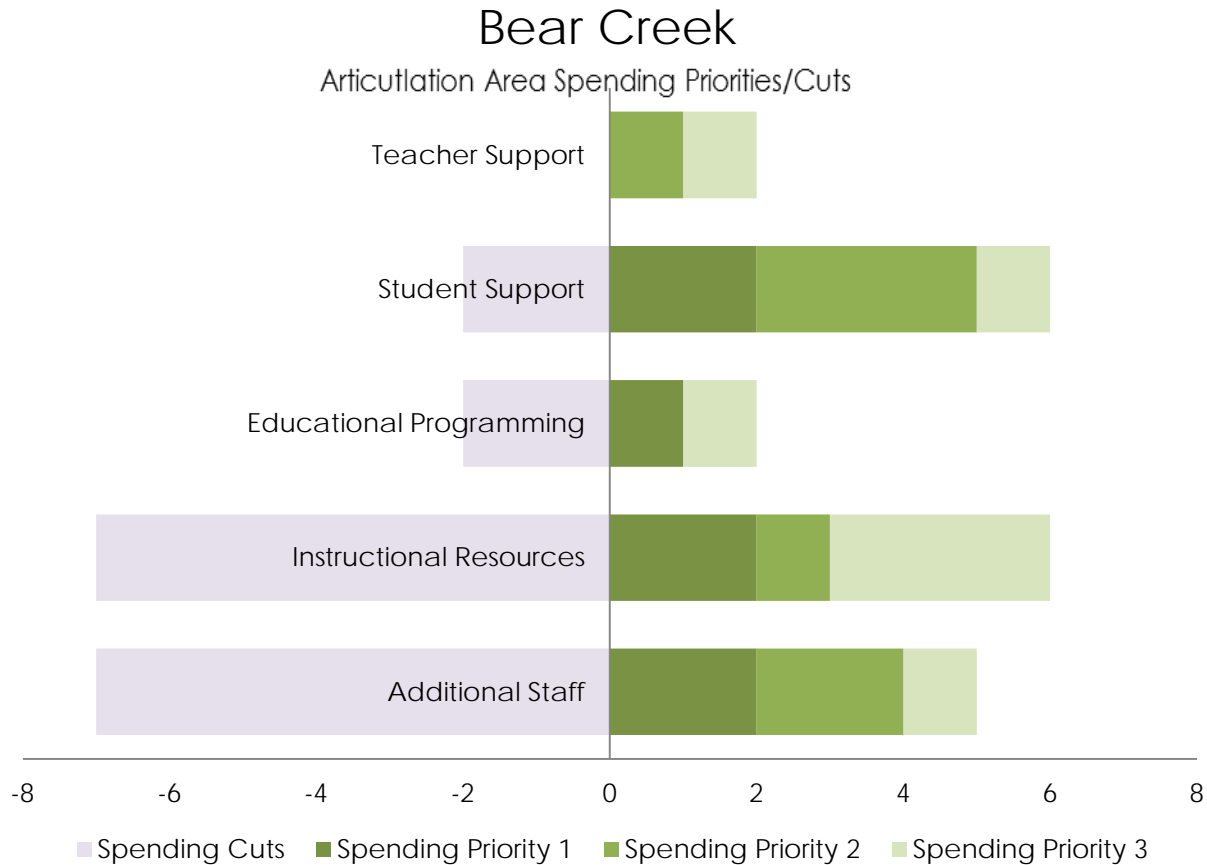
Spending Priorities by Articulation Area - Categorized



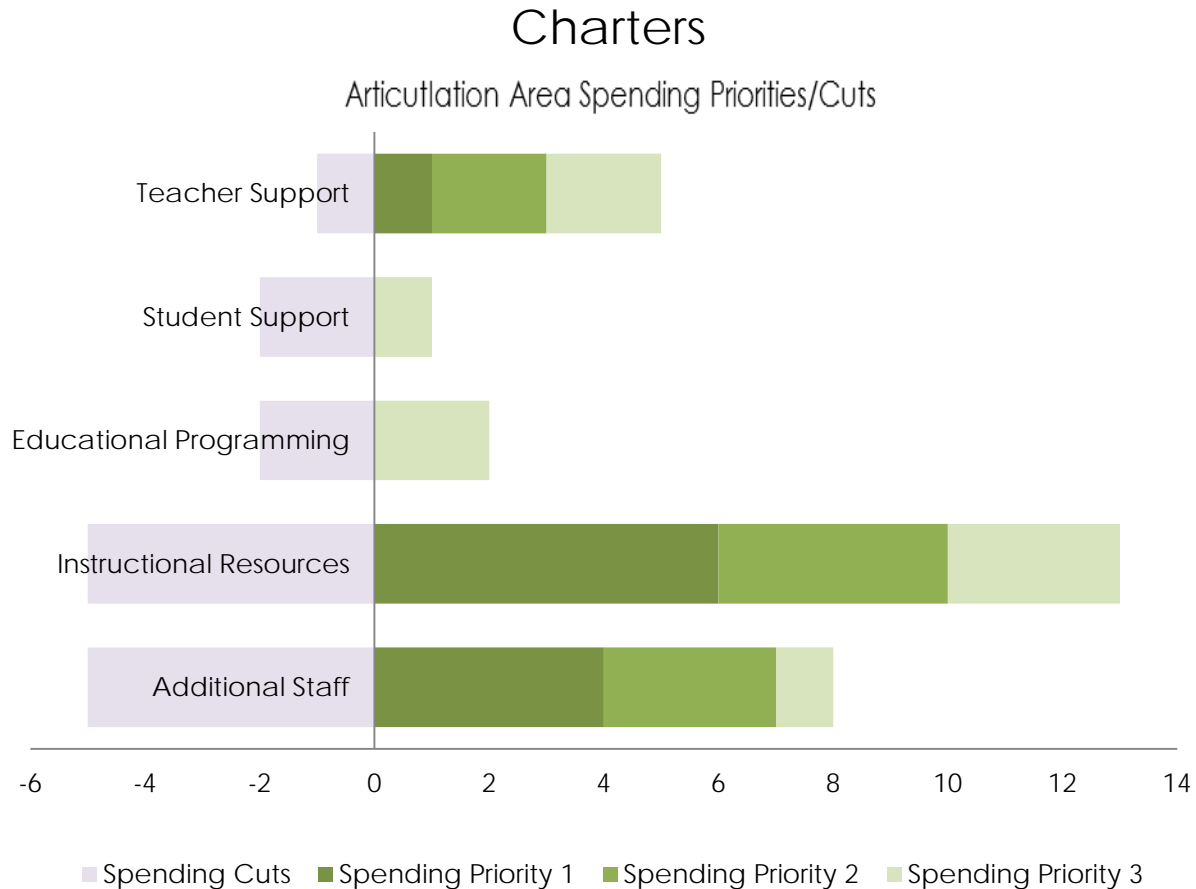
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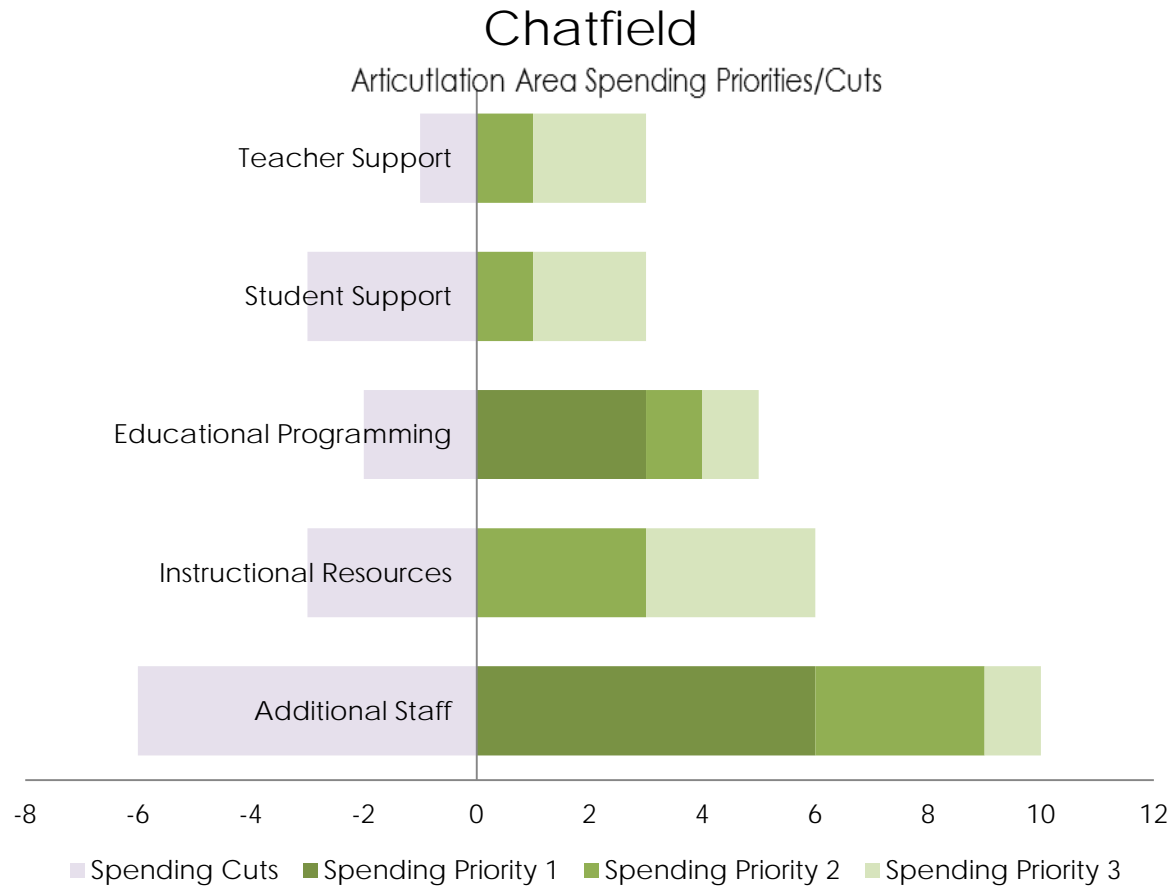
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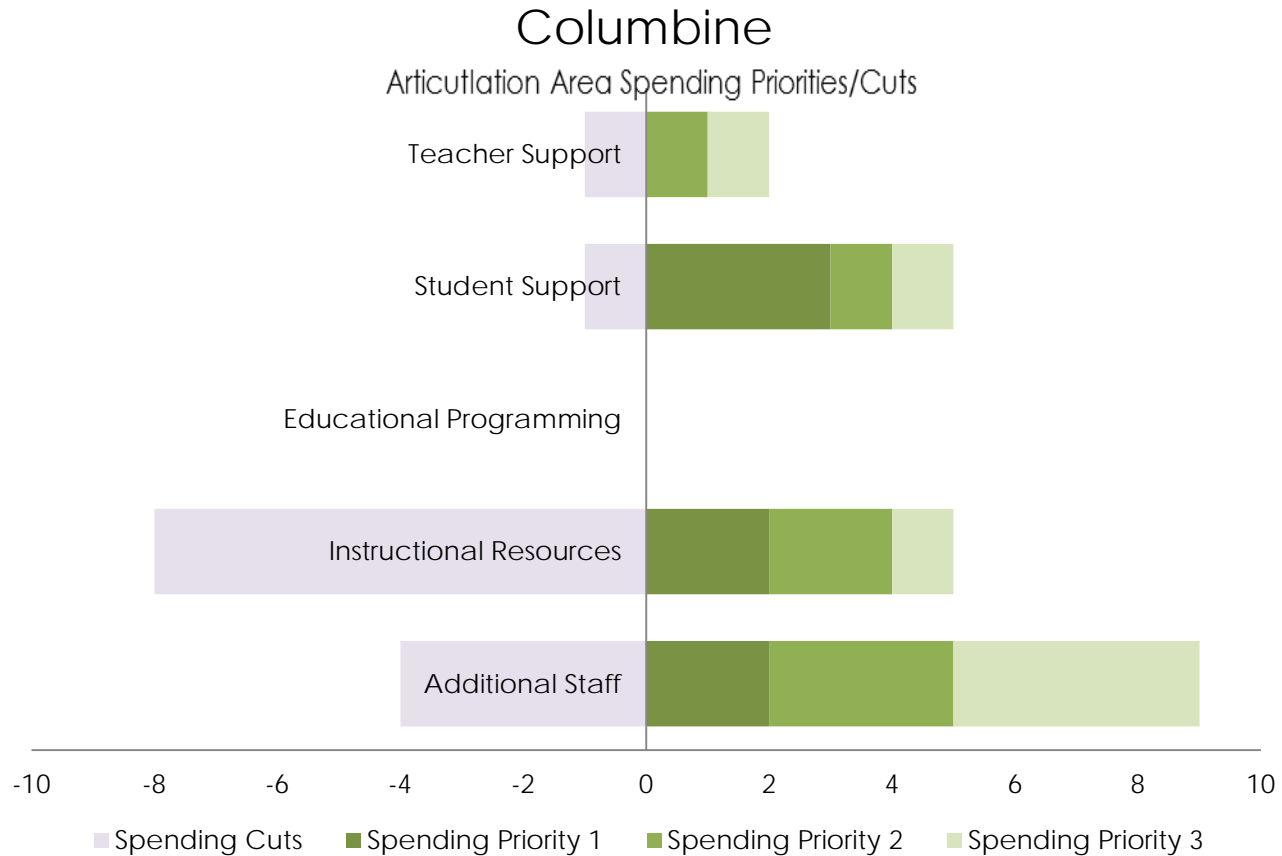
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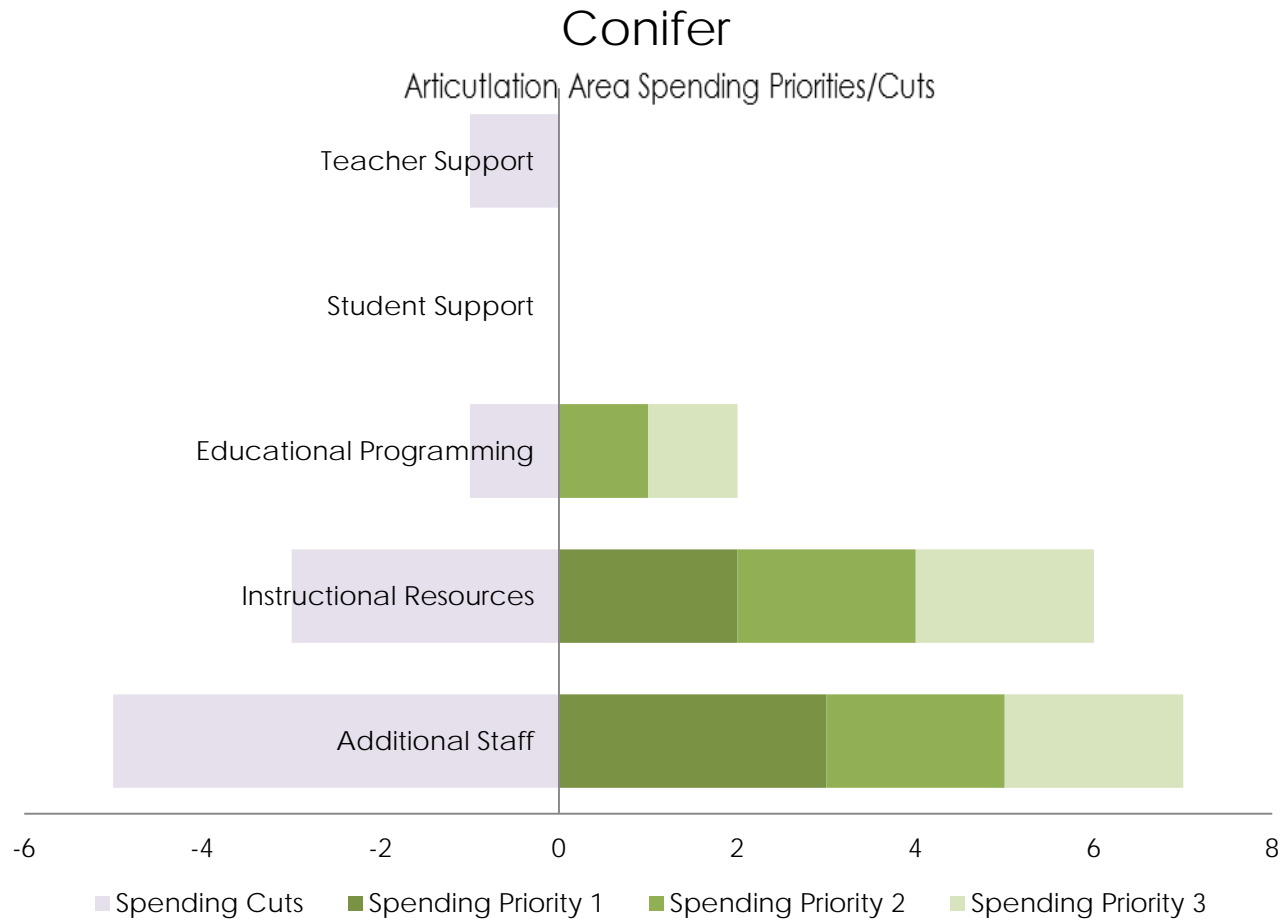
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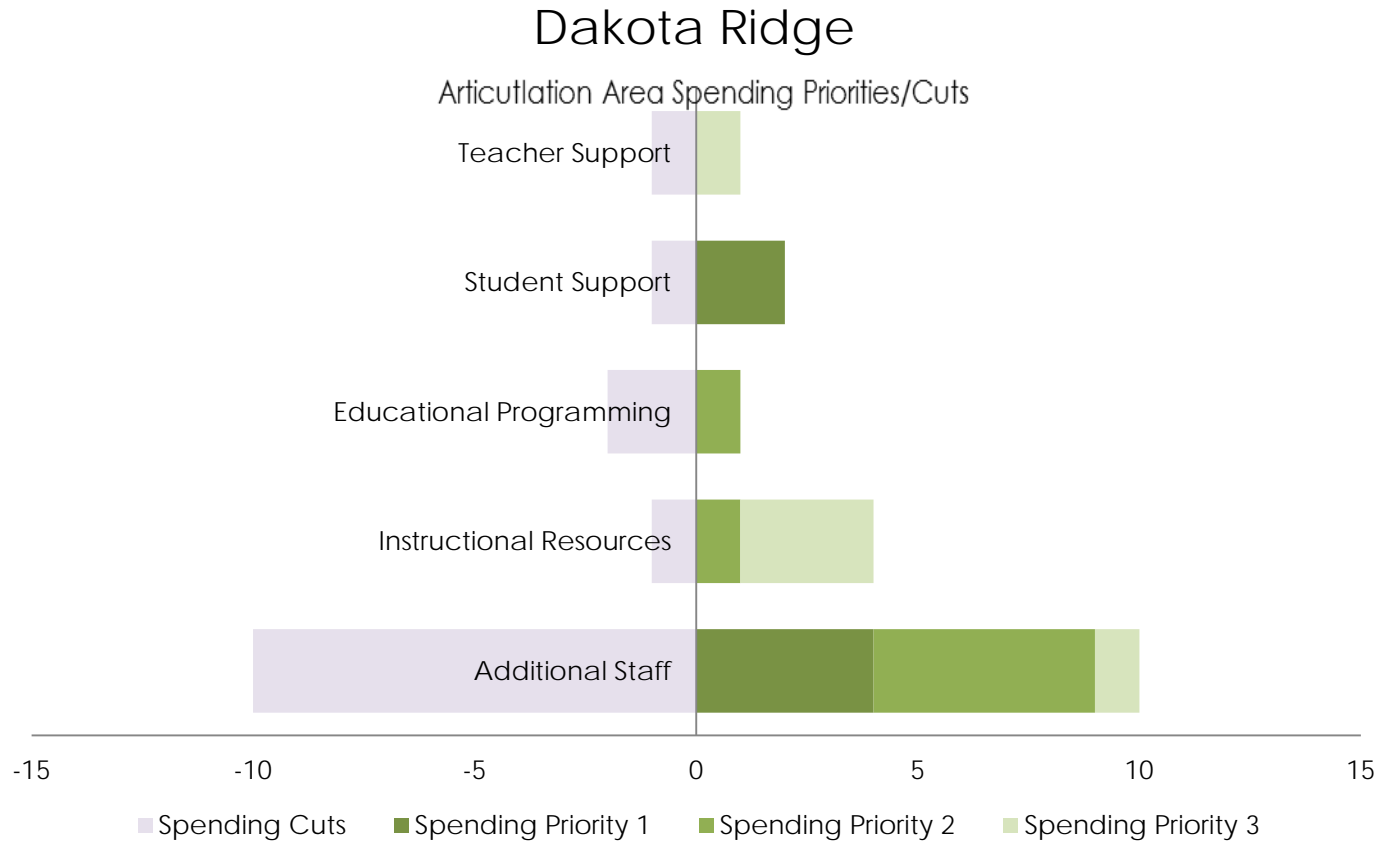
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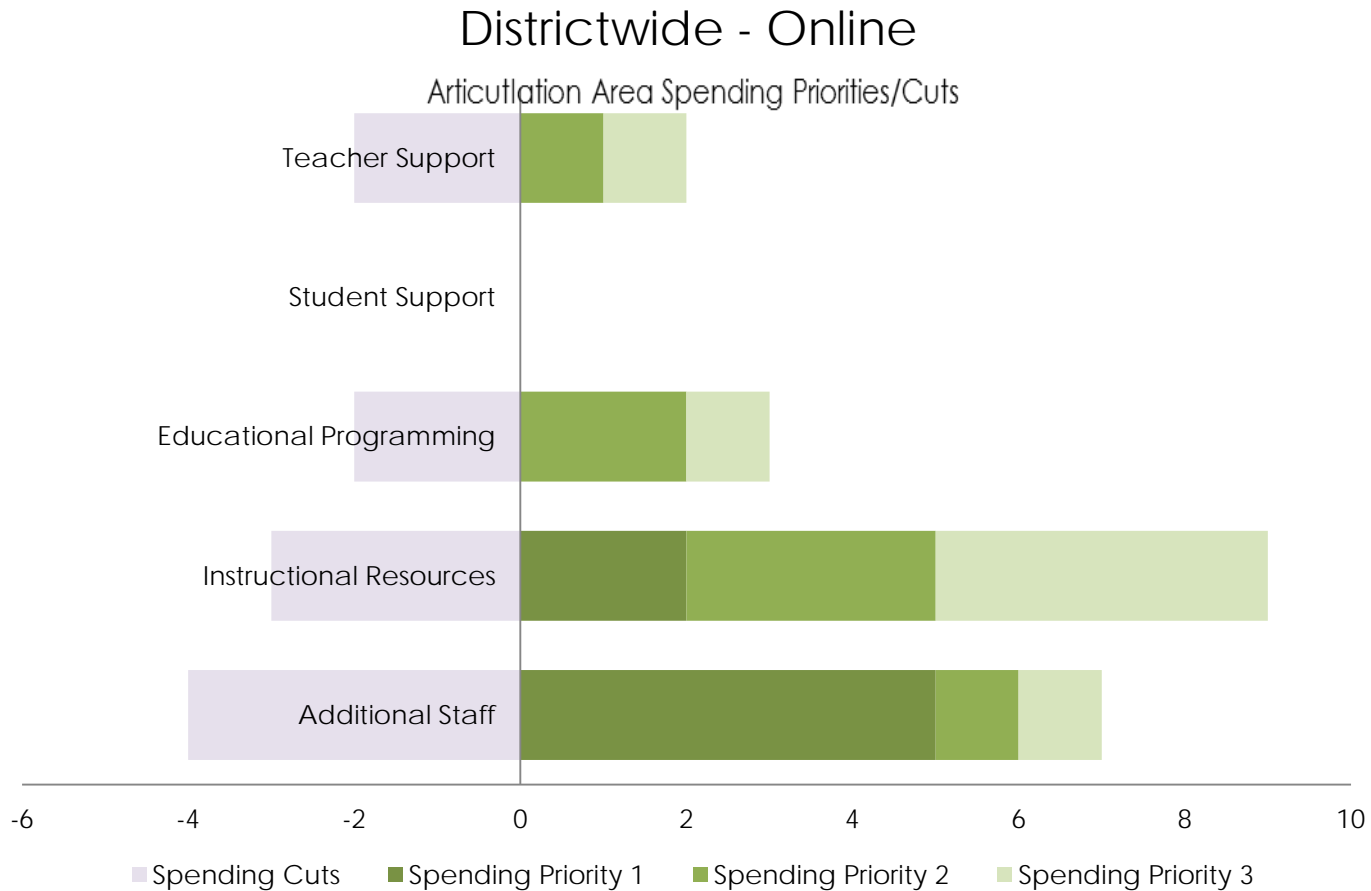
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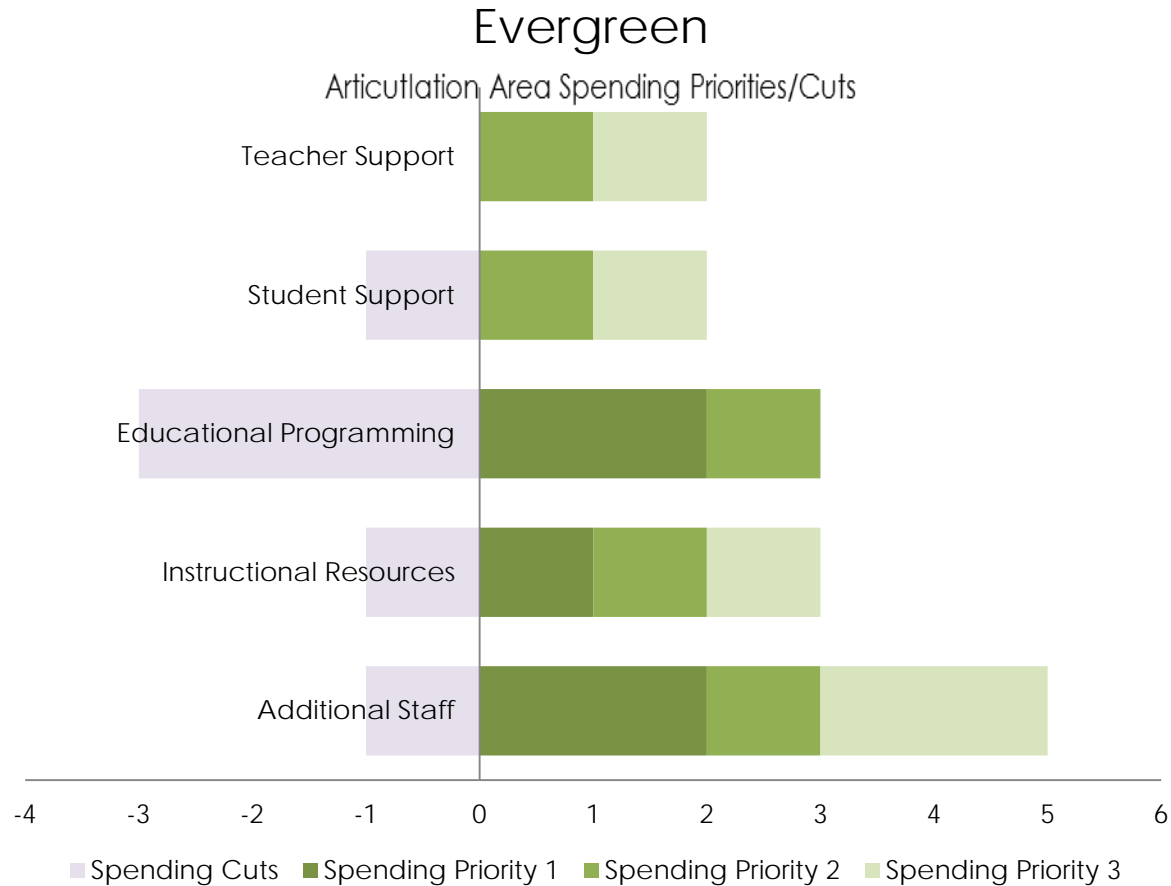
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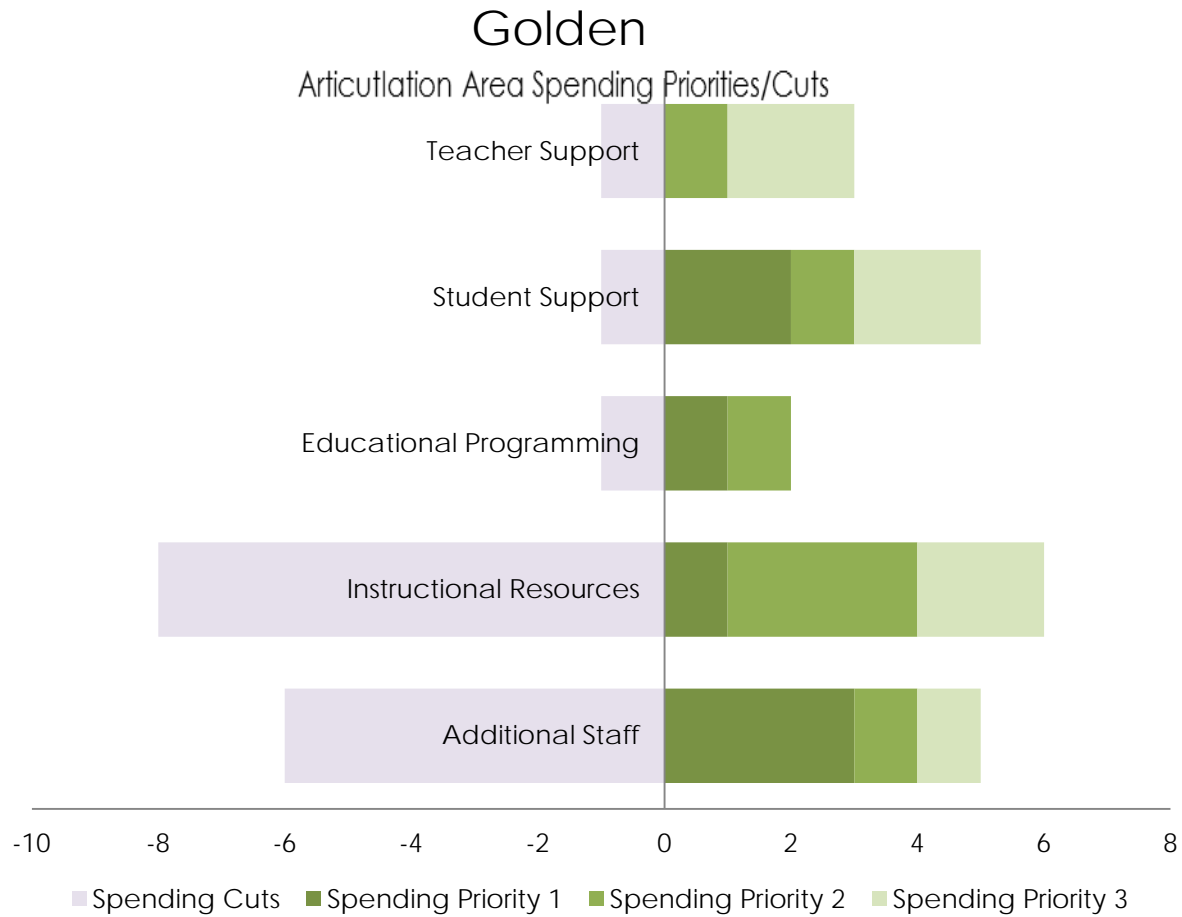
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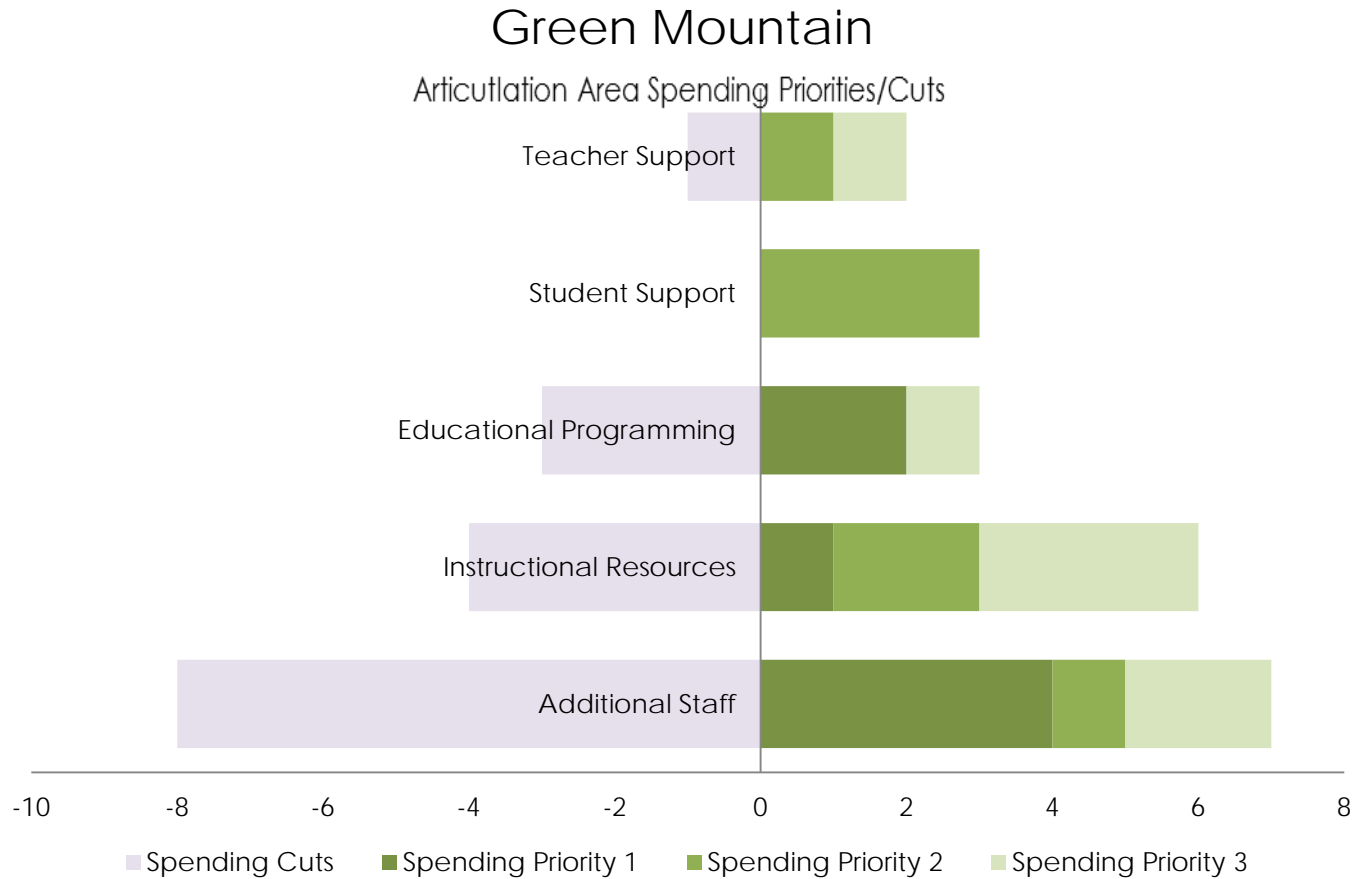
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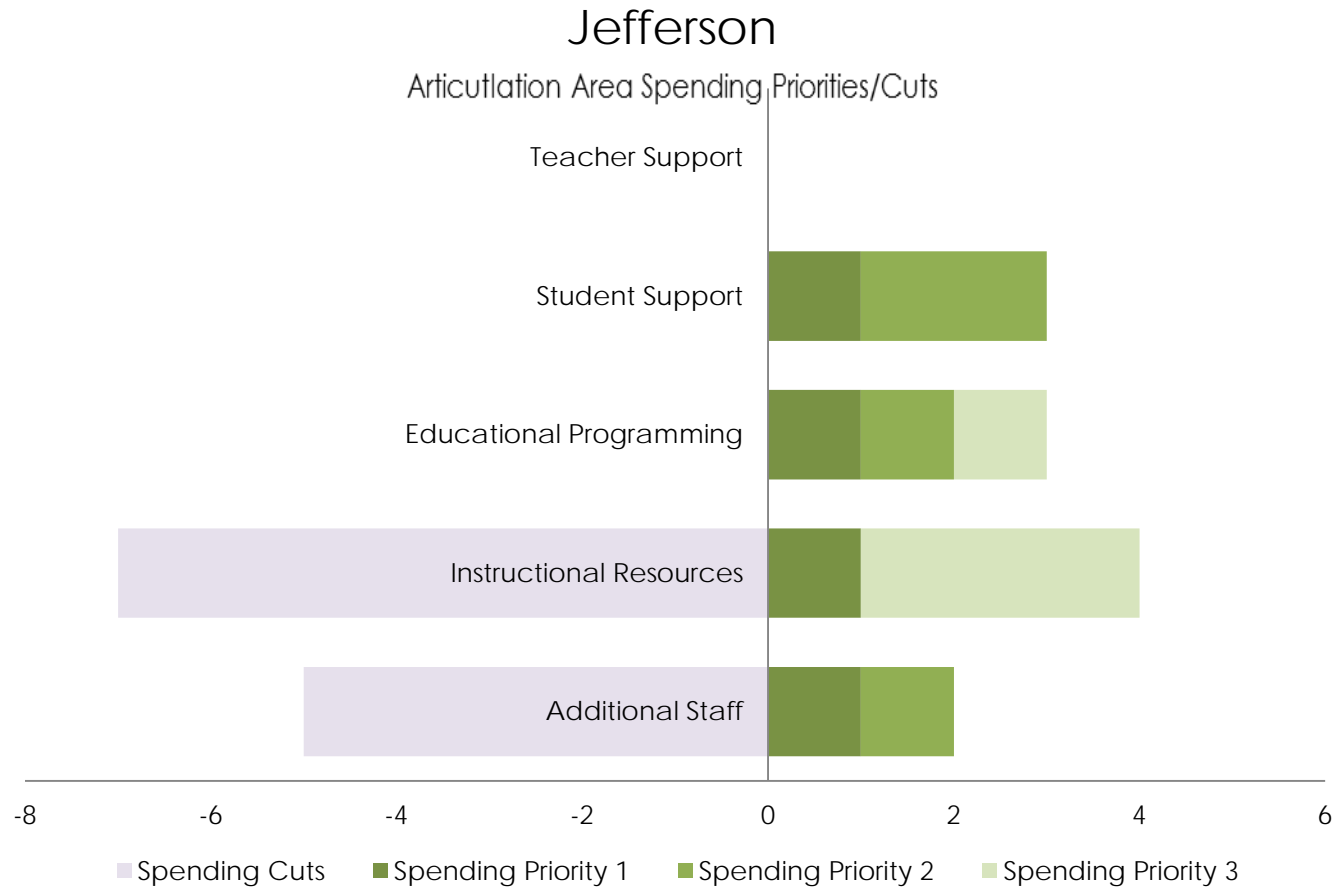
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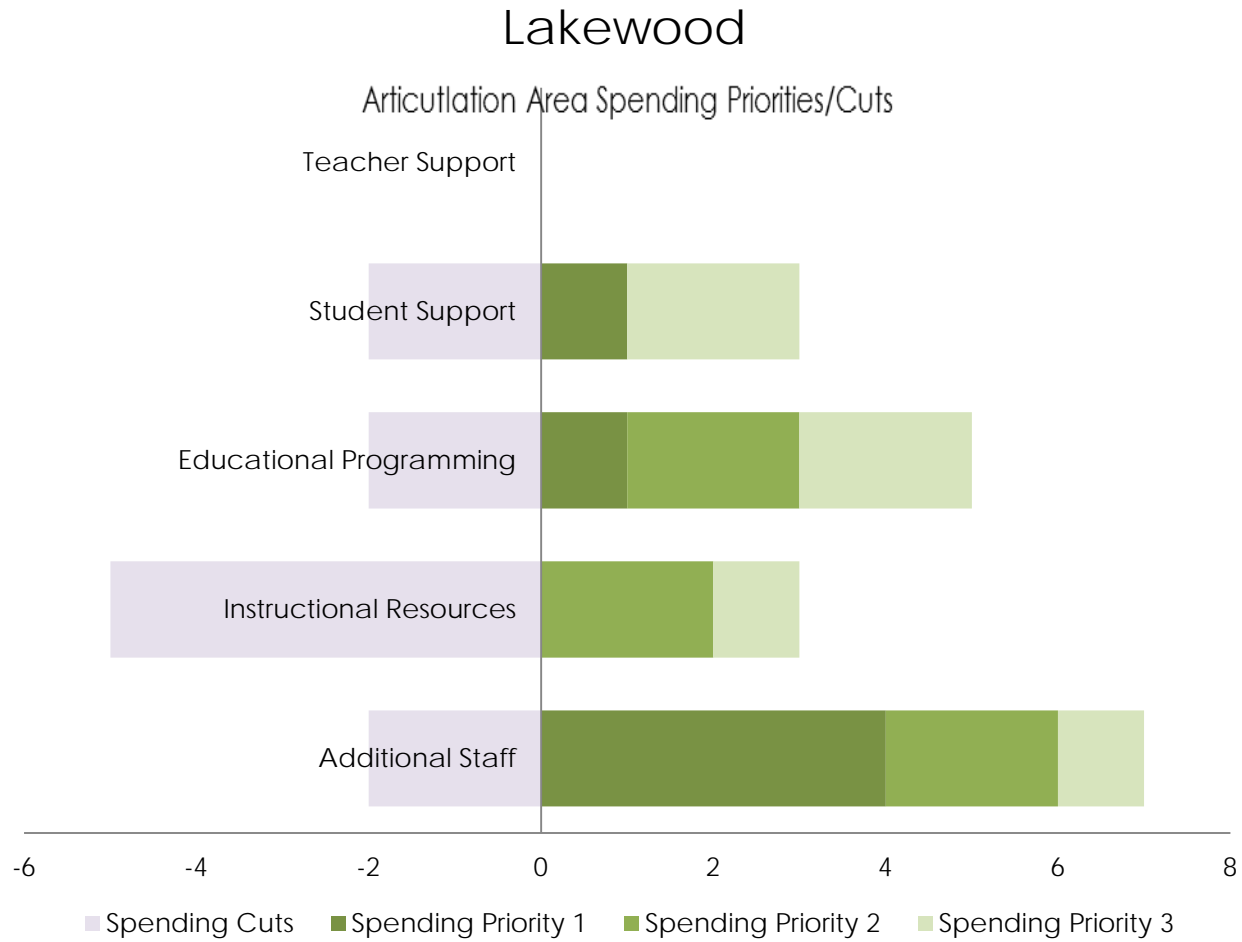
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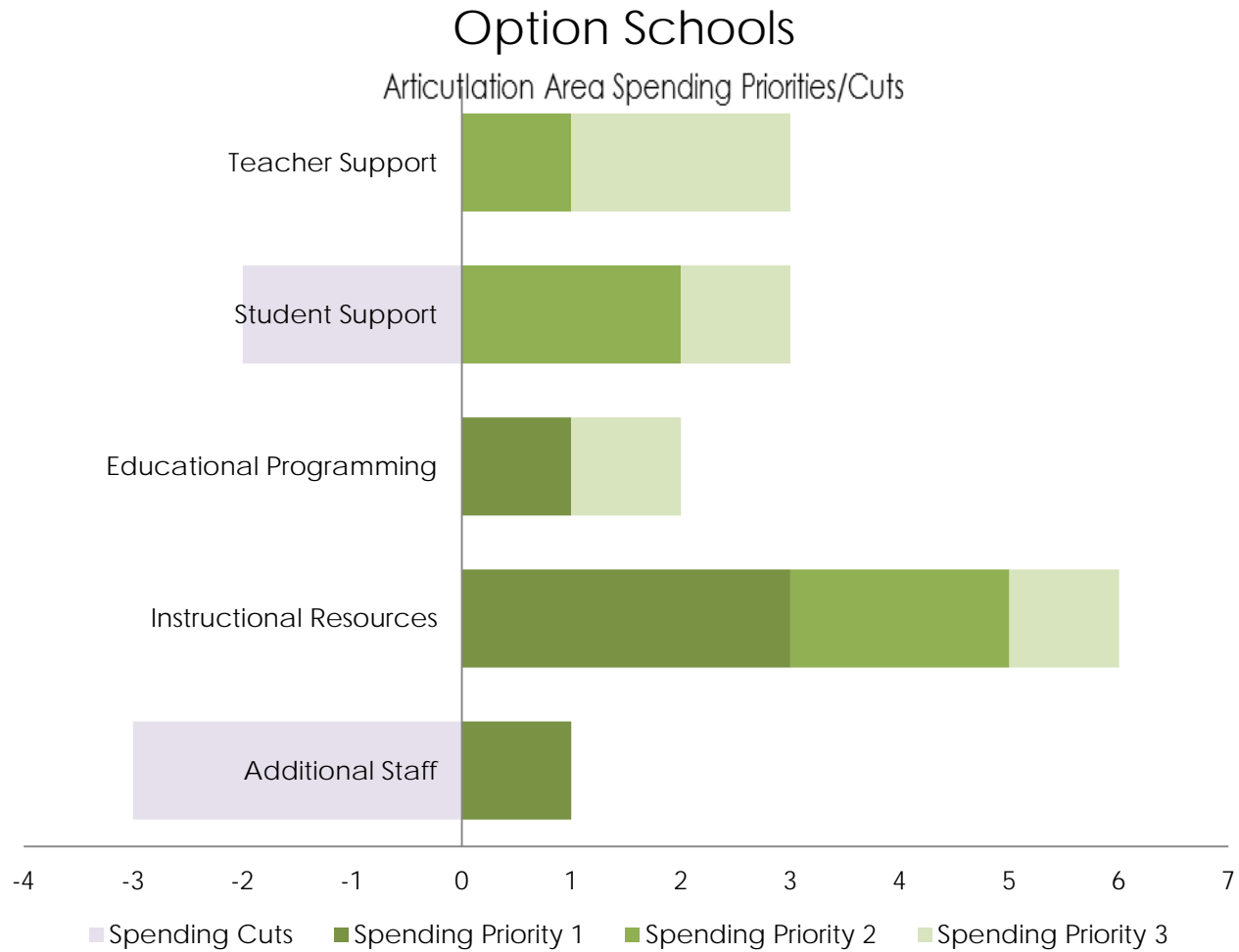
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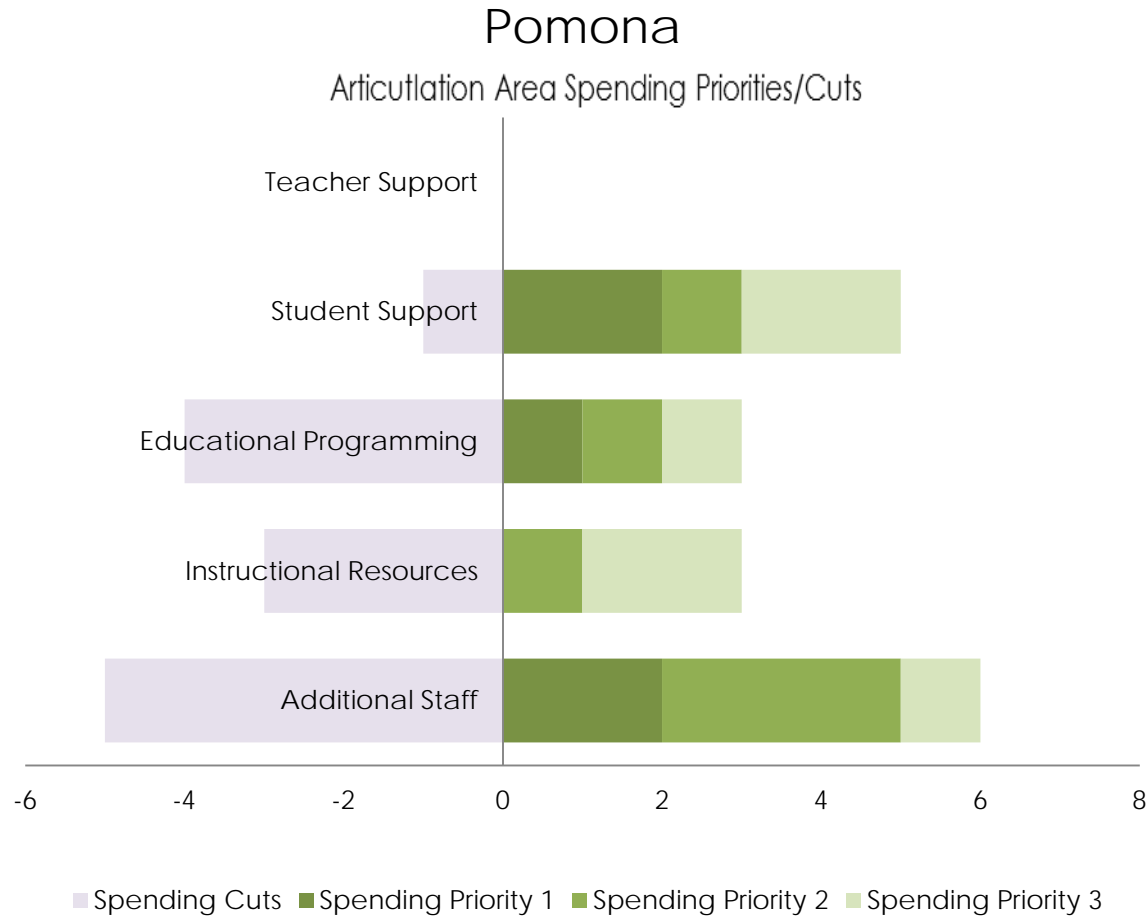
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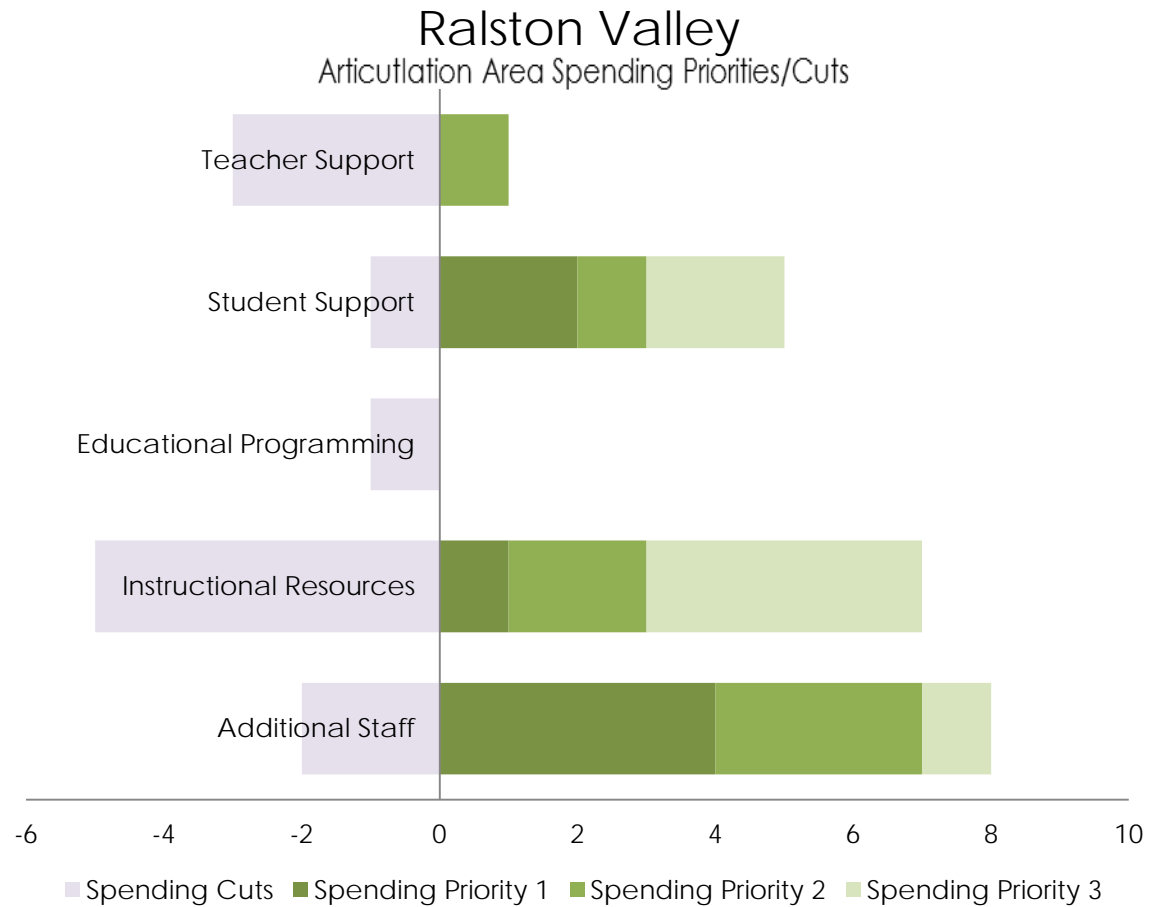
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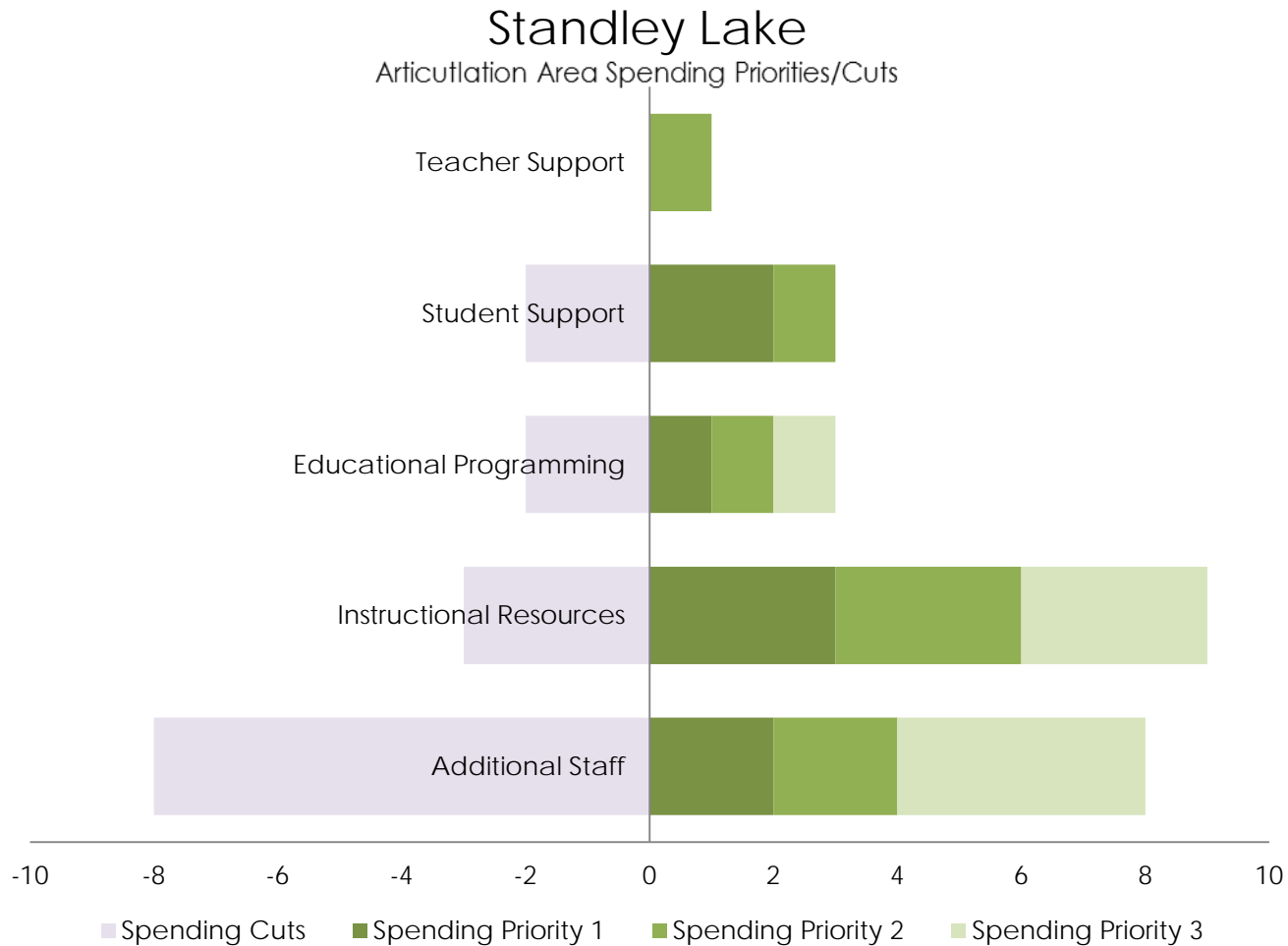
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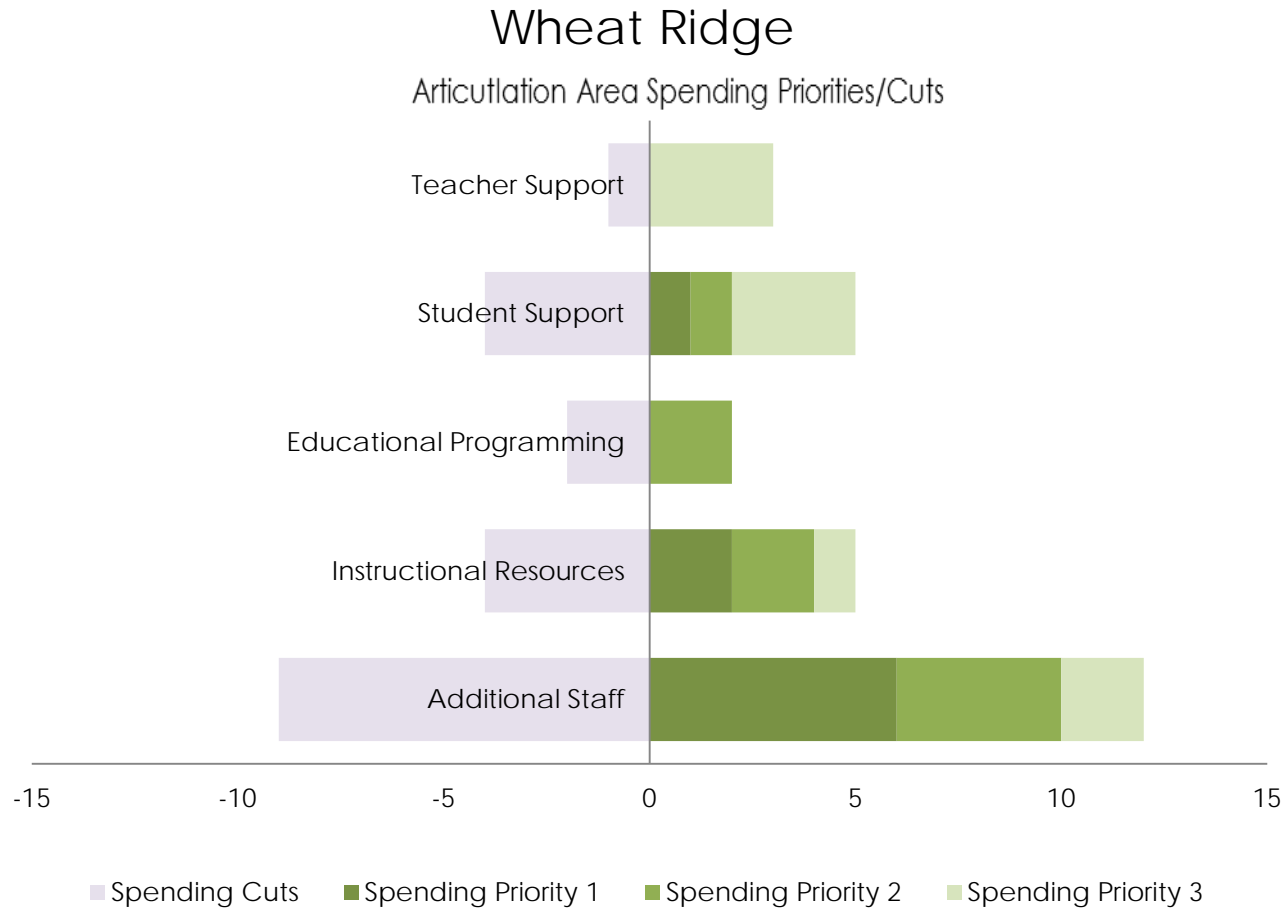
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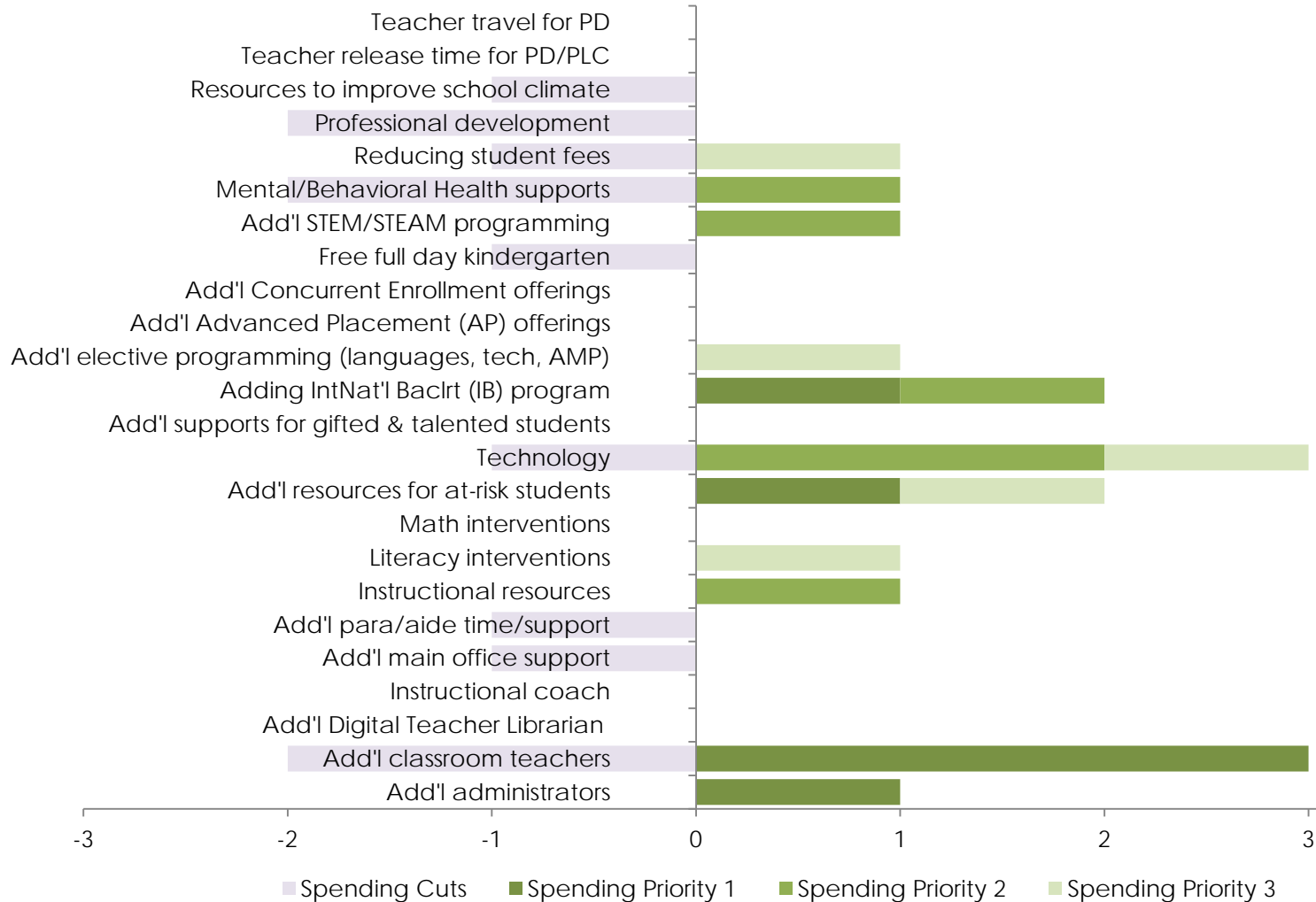
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Spending Priorities by Articulation Area

Alameda

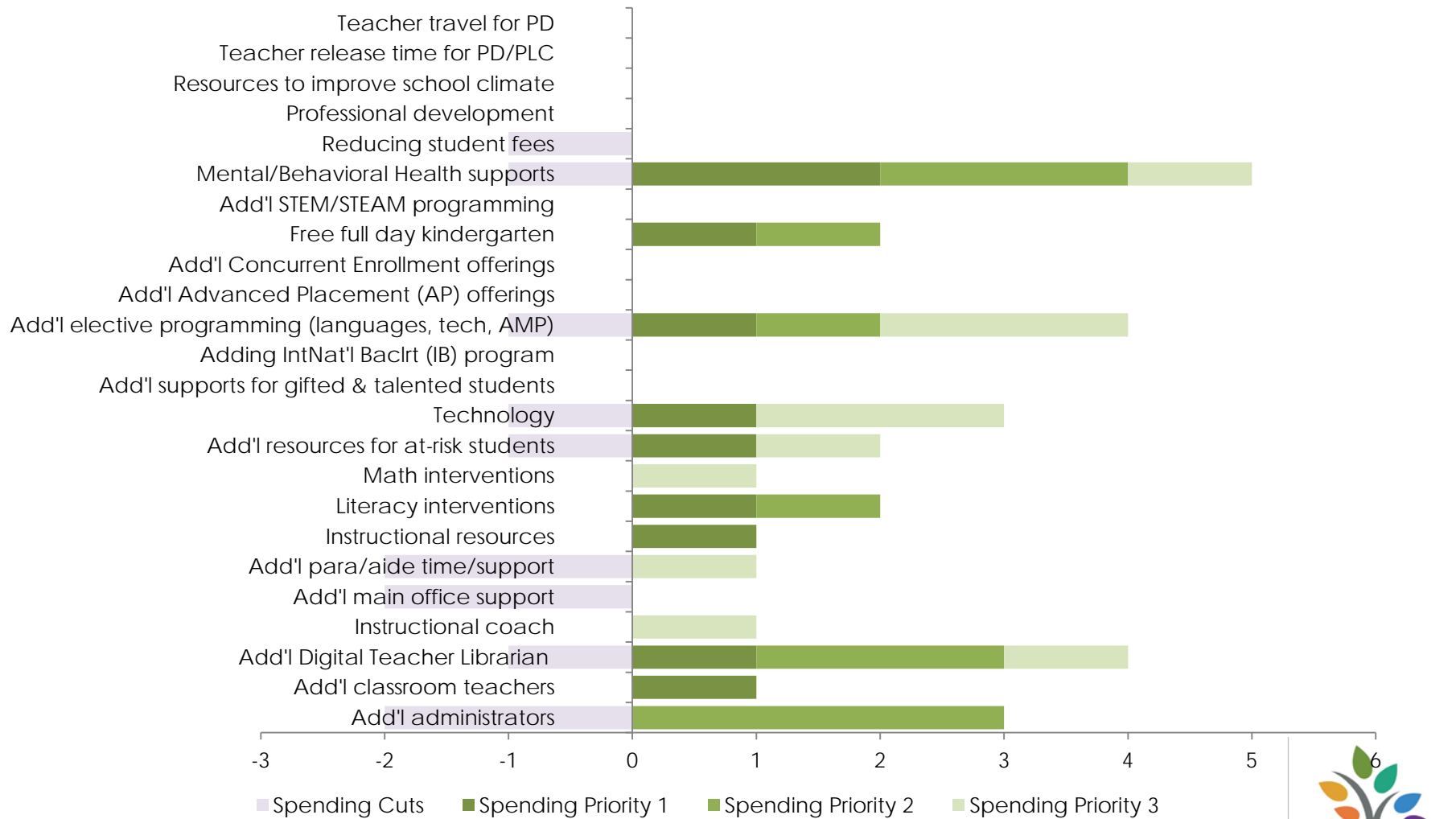
Articulation Area Spending Priorities/Cuts



Spending Priorities by Articulation Area

Arvada

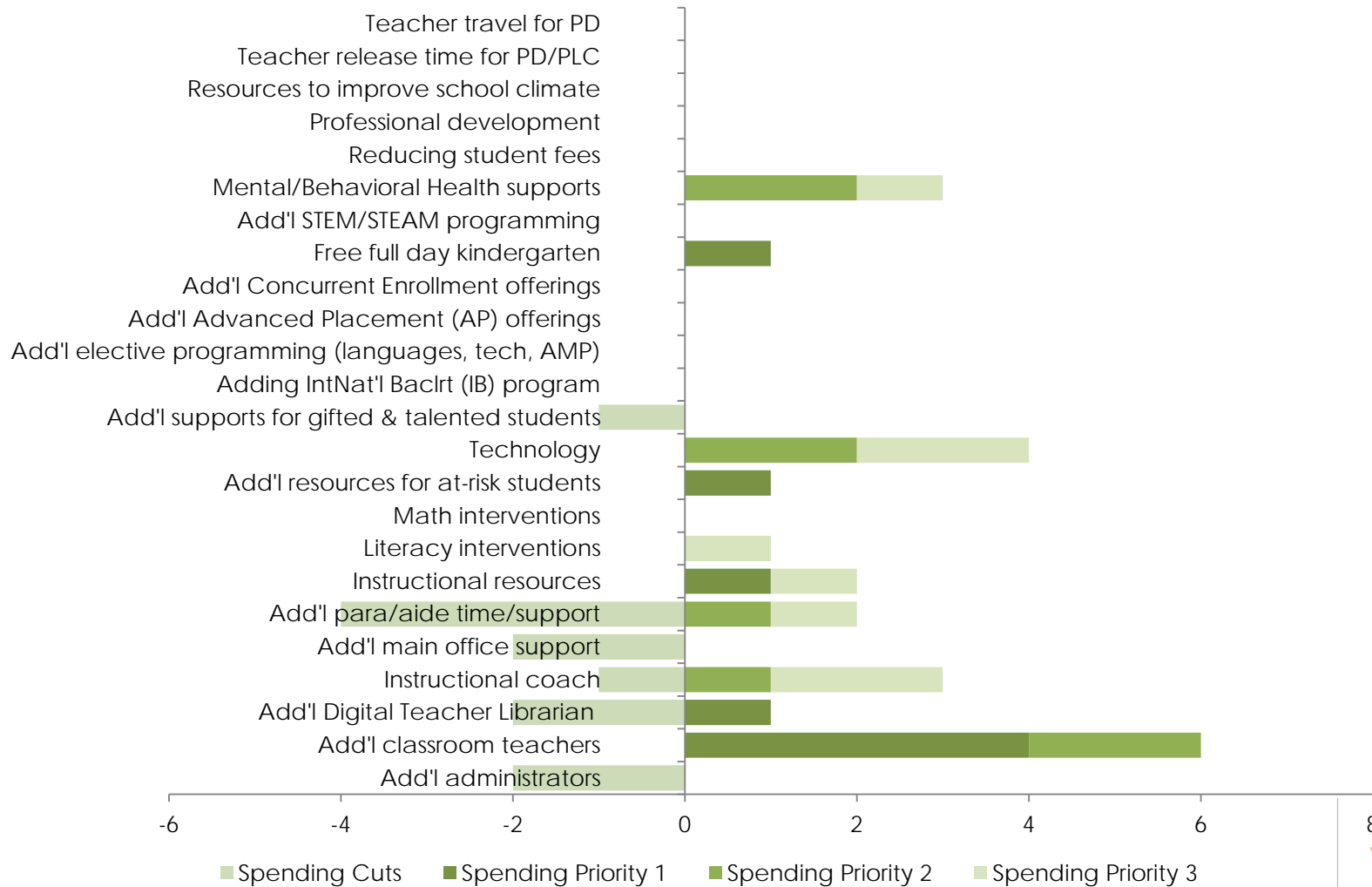
Articulation Area Spending Priorities/Cuts



Spending Priorities by Articulation Area

Arvada West

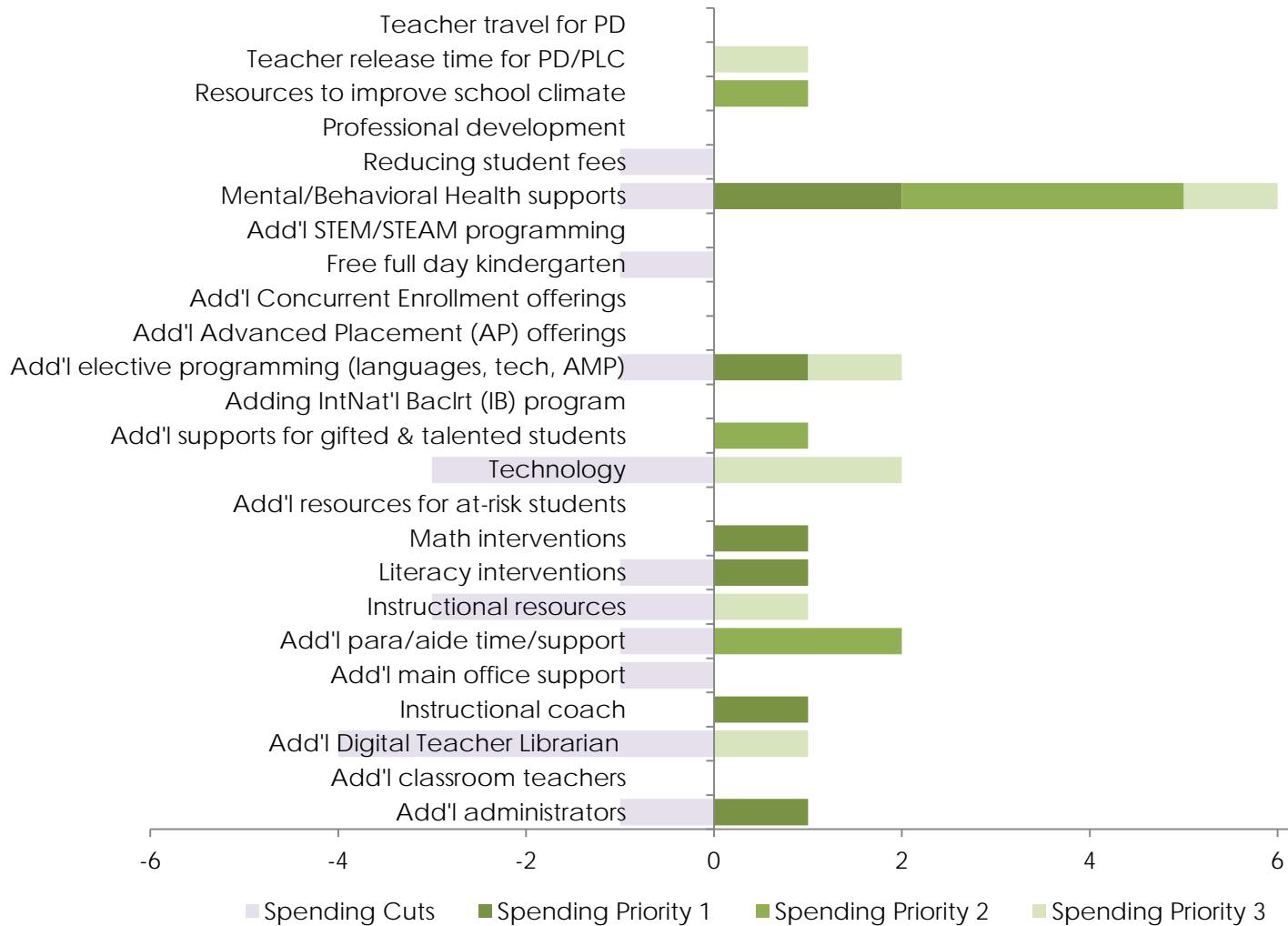
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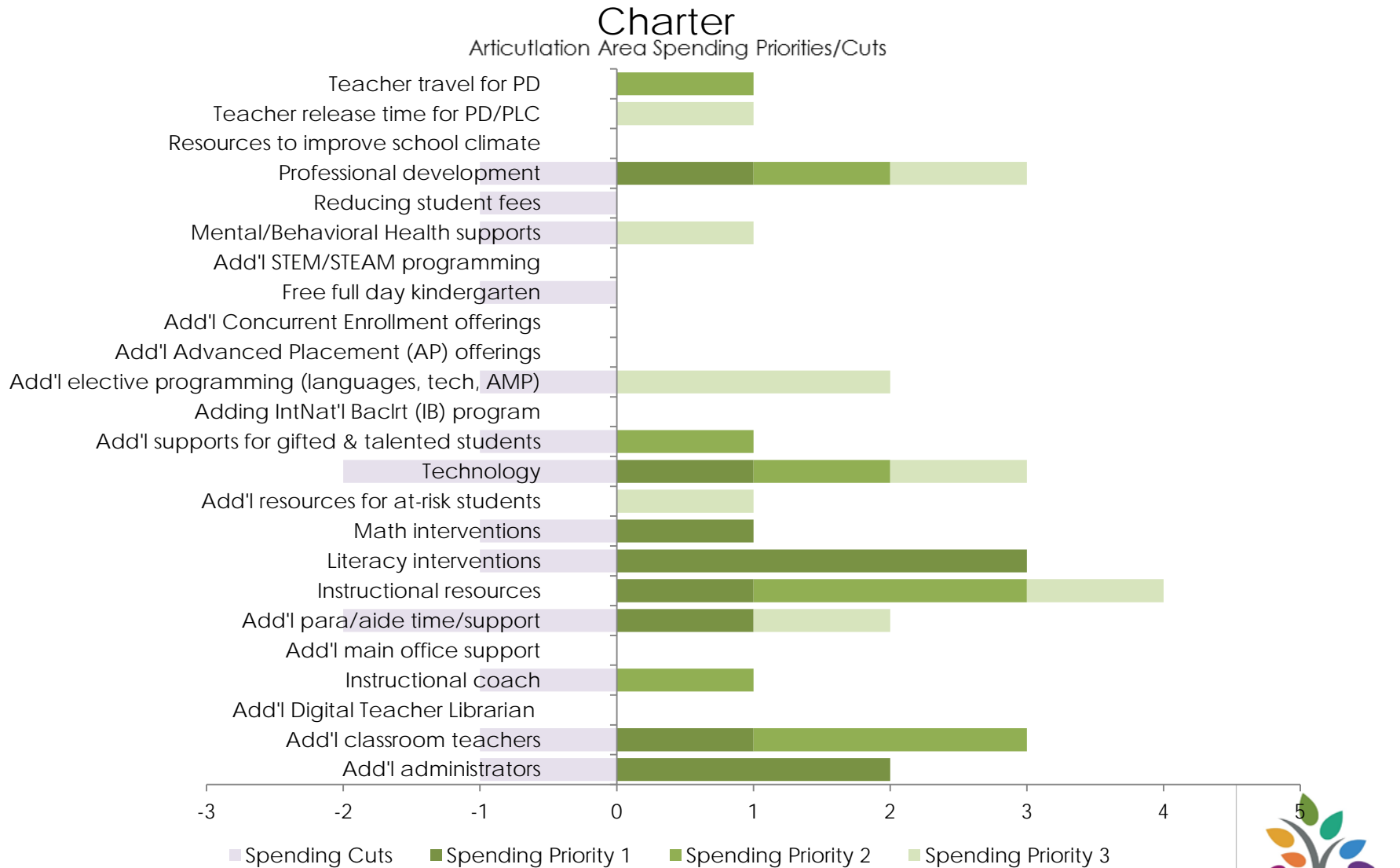
Spending Priorities by Articulation Area

Bear Creek

Articulation Area Spending Priorities/Cuts



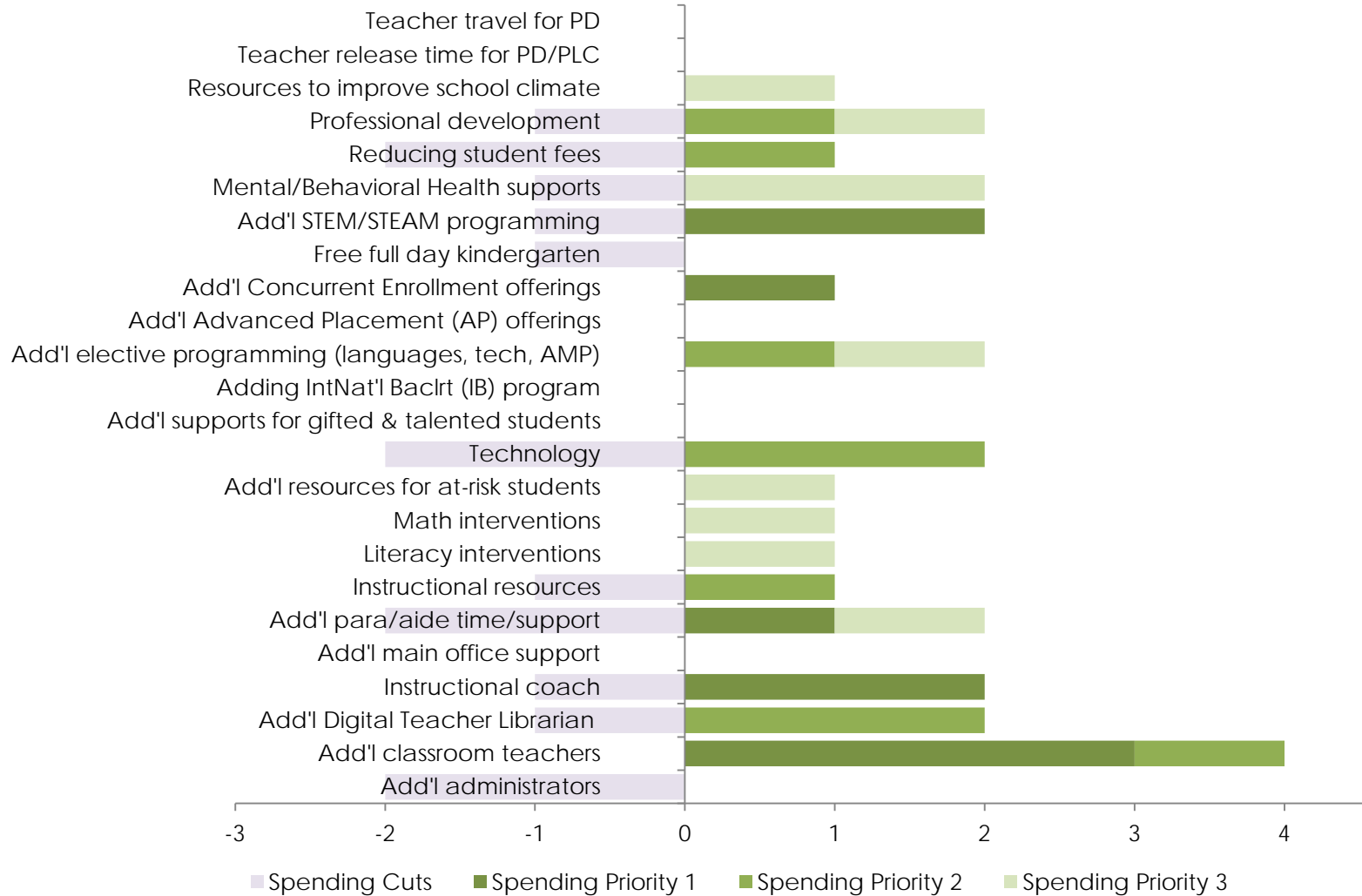
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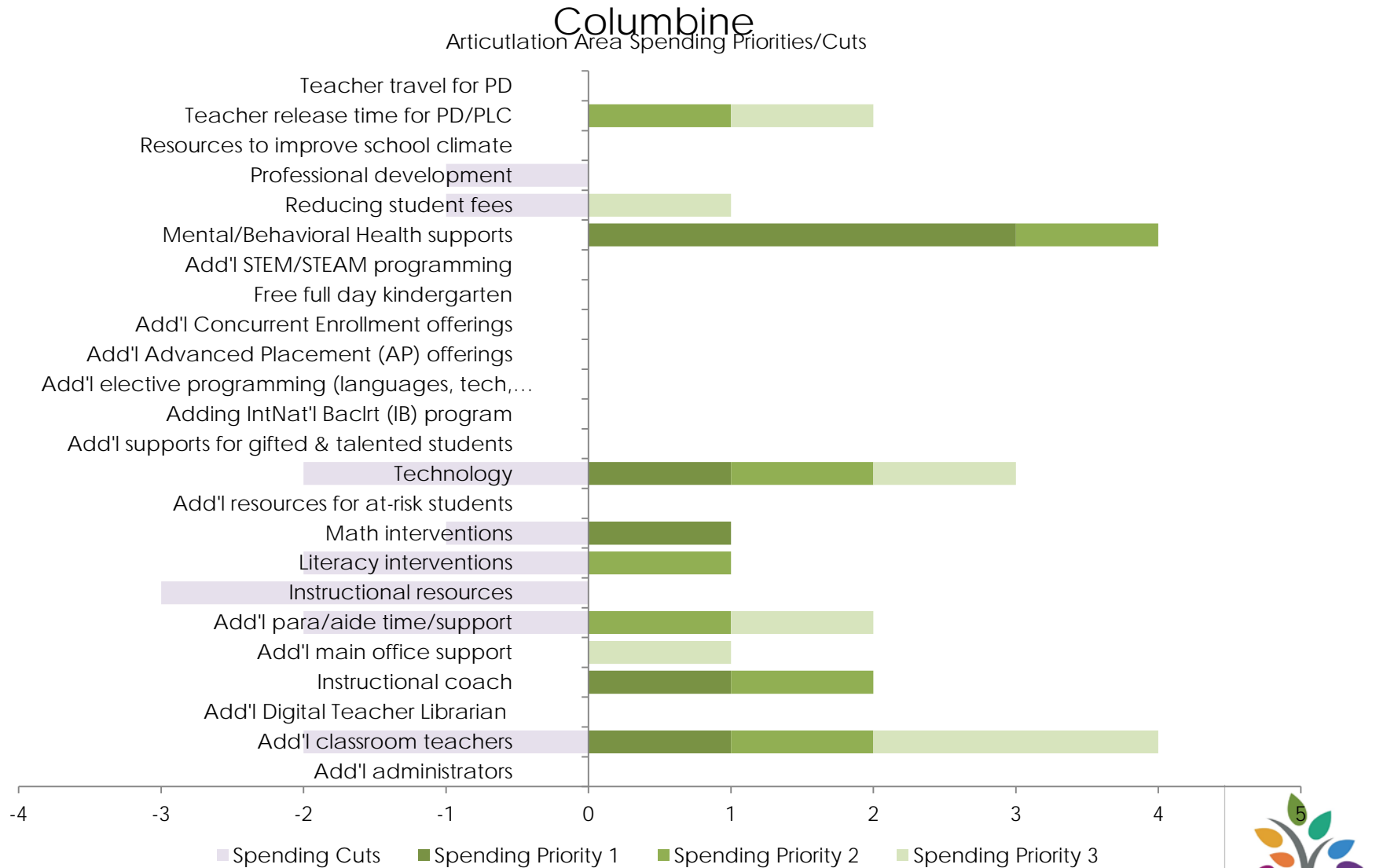
Spending Priorities by Articulation Area

Chatfield

Articulation Area Spending Priorities/Cuts



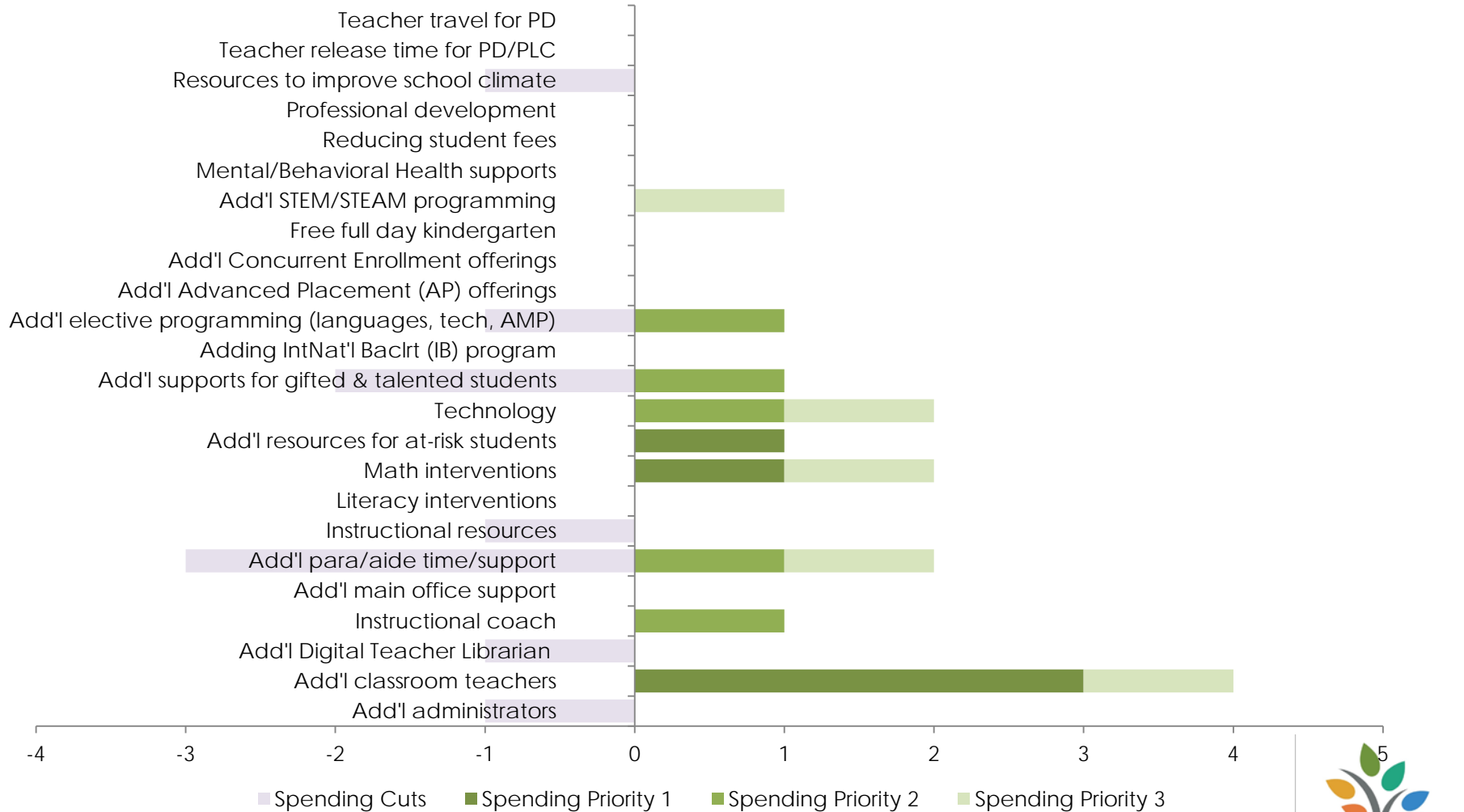
Spending Priorities by Articulation Area



Spending Priorities by Articulation Area

Conifer

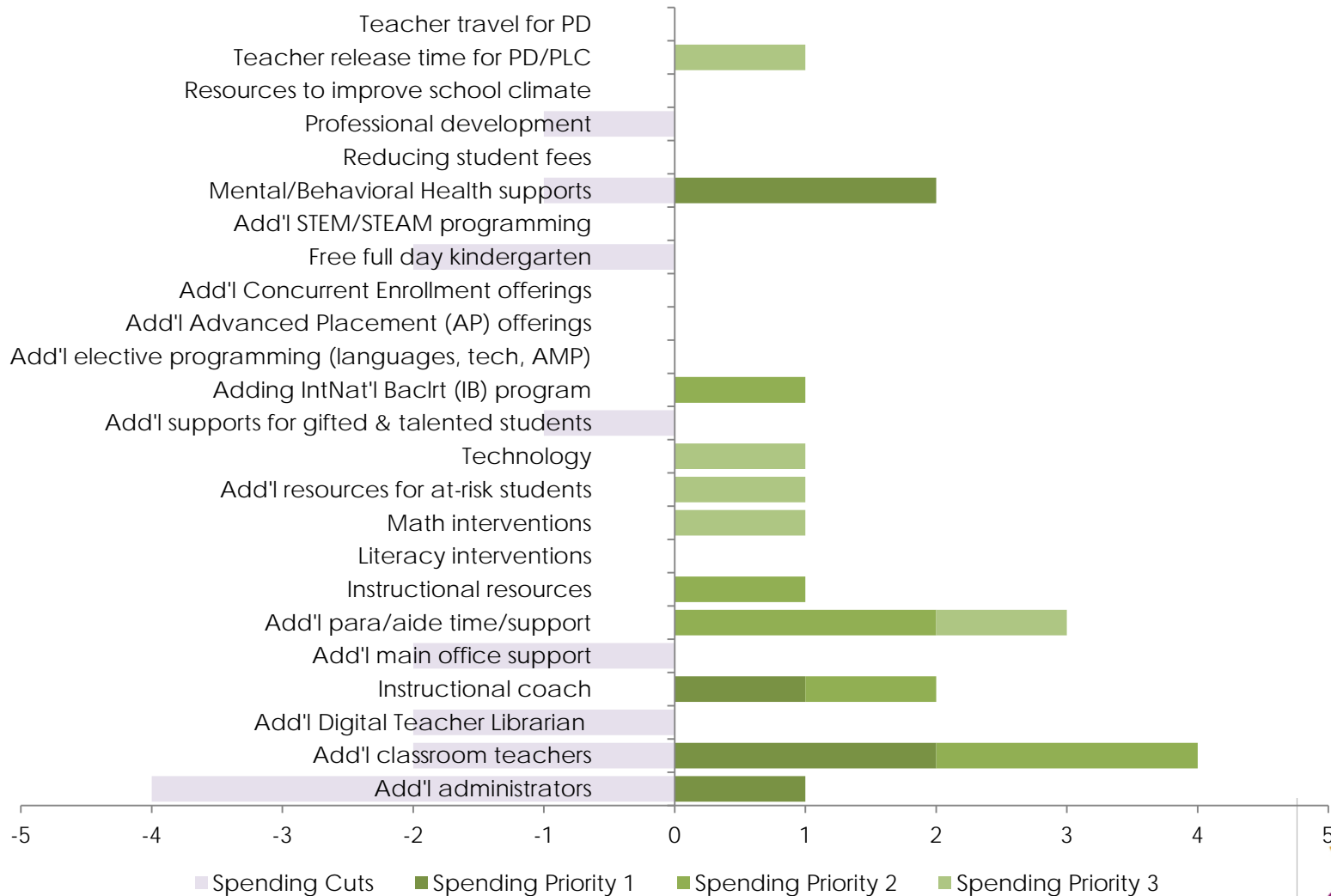
Articulation Area Spending Priorities/Cuts



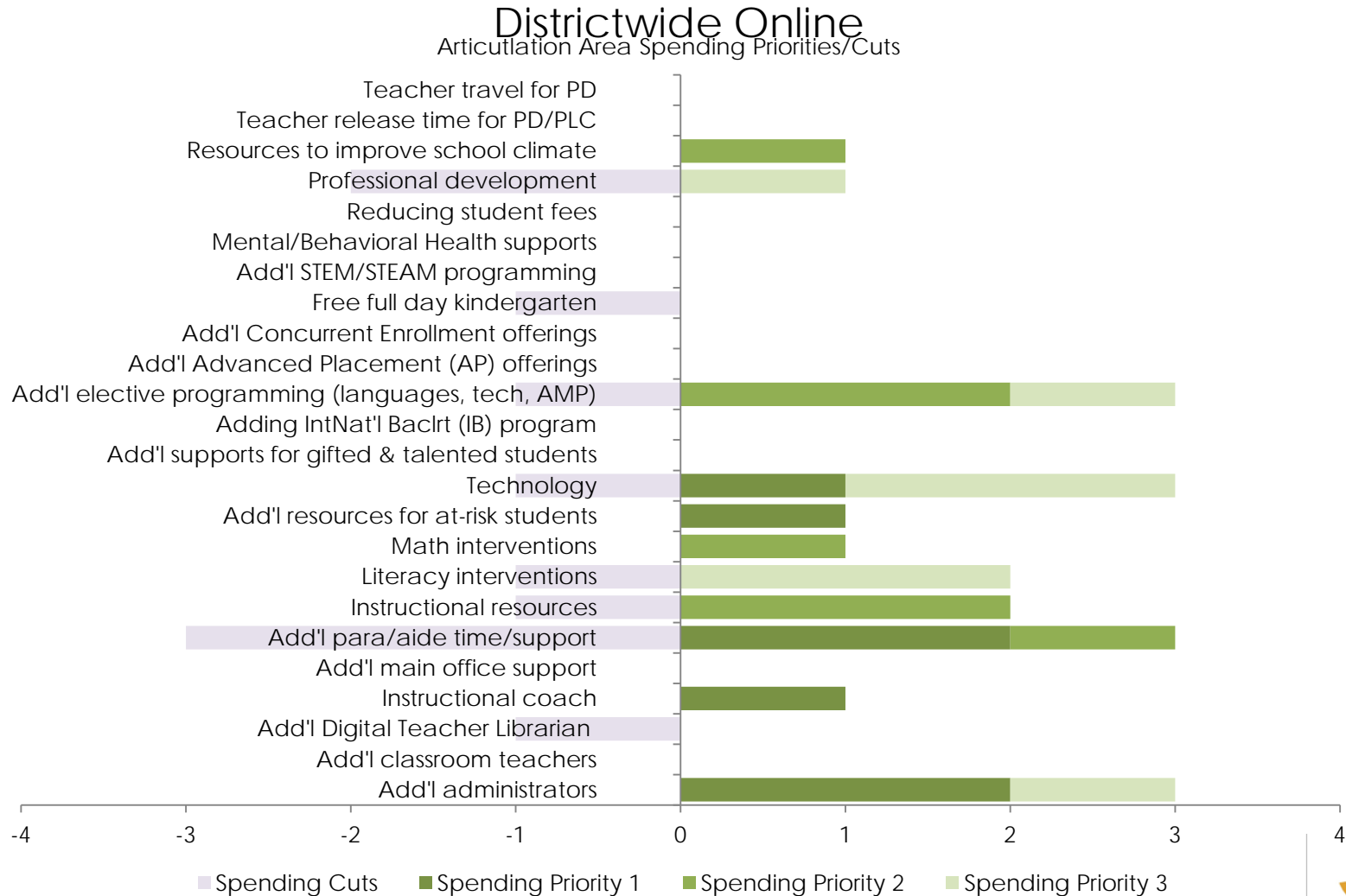
Spending Priorities by Articulation Area

Dakota Ridge

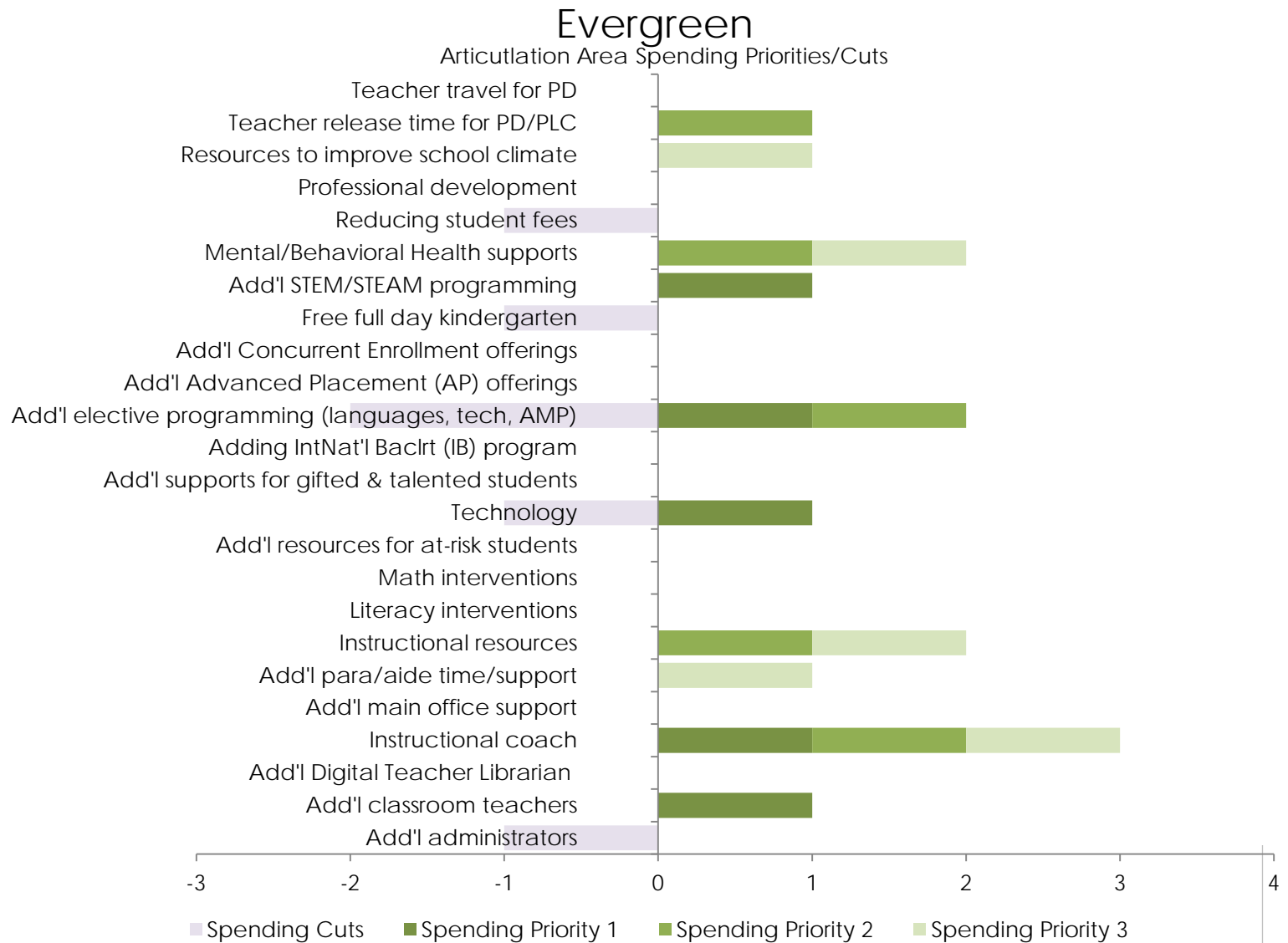
Articulation Area Spending Priorities/Cuts



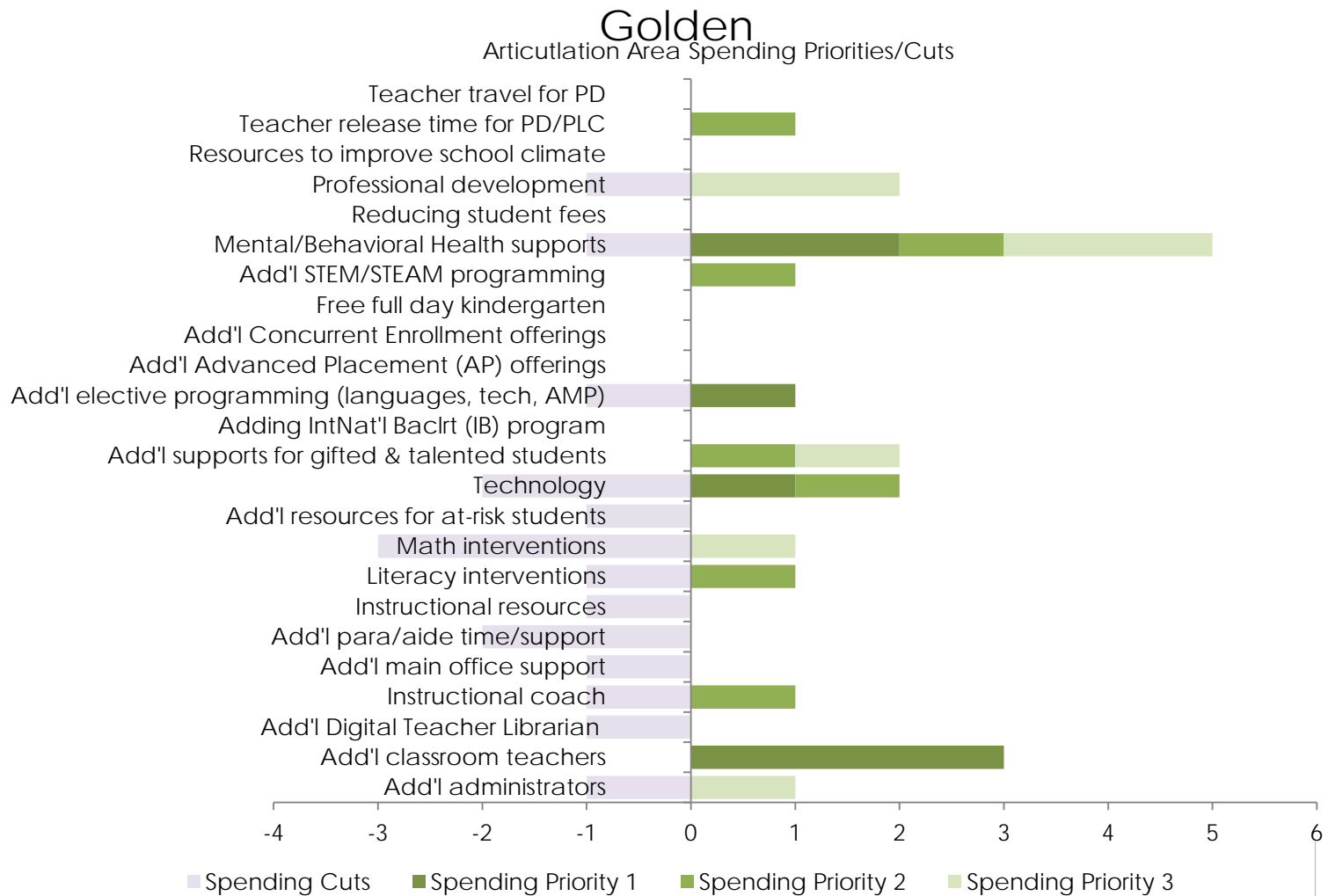
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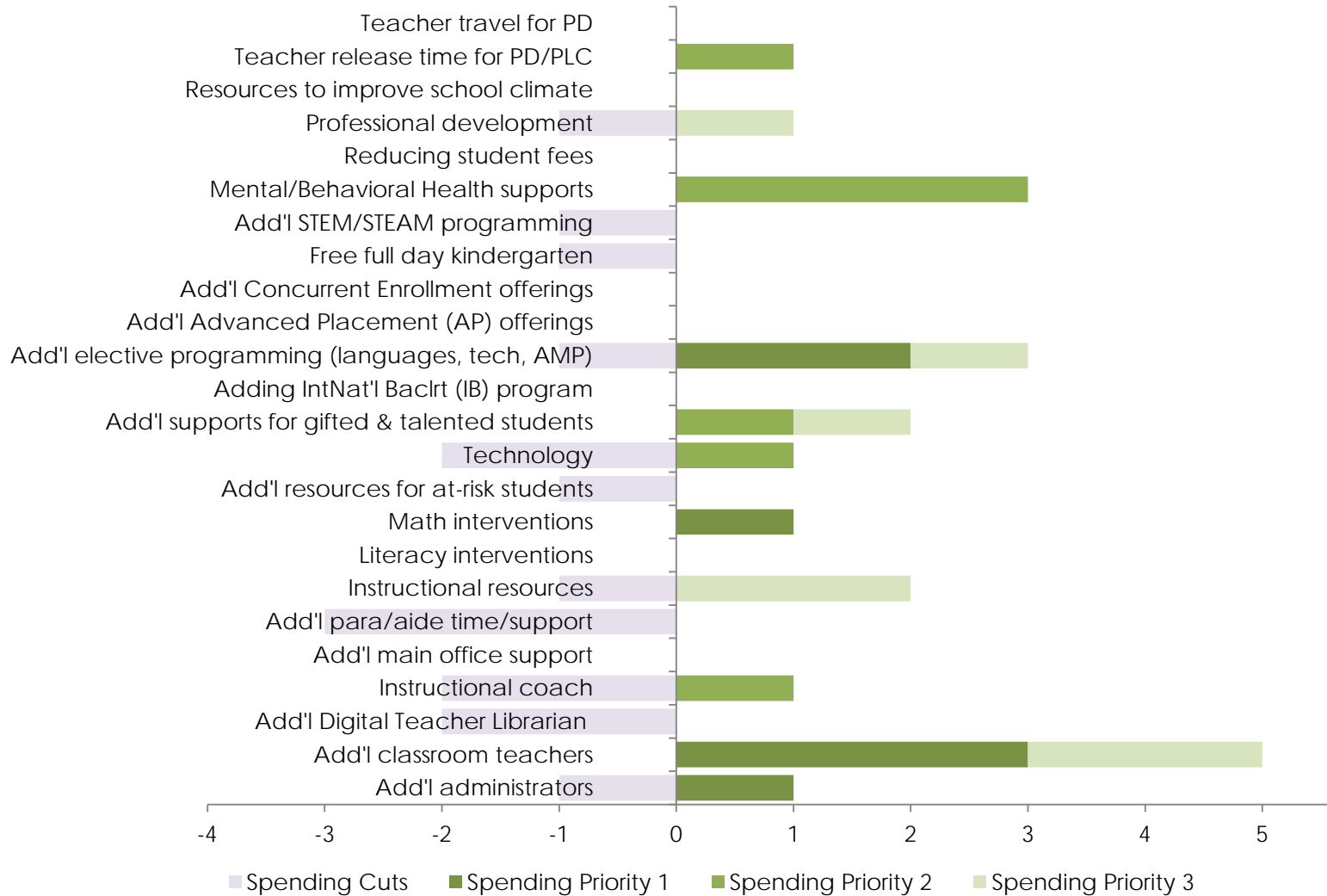
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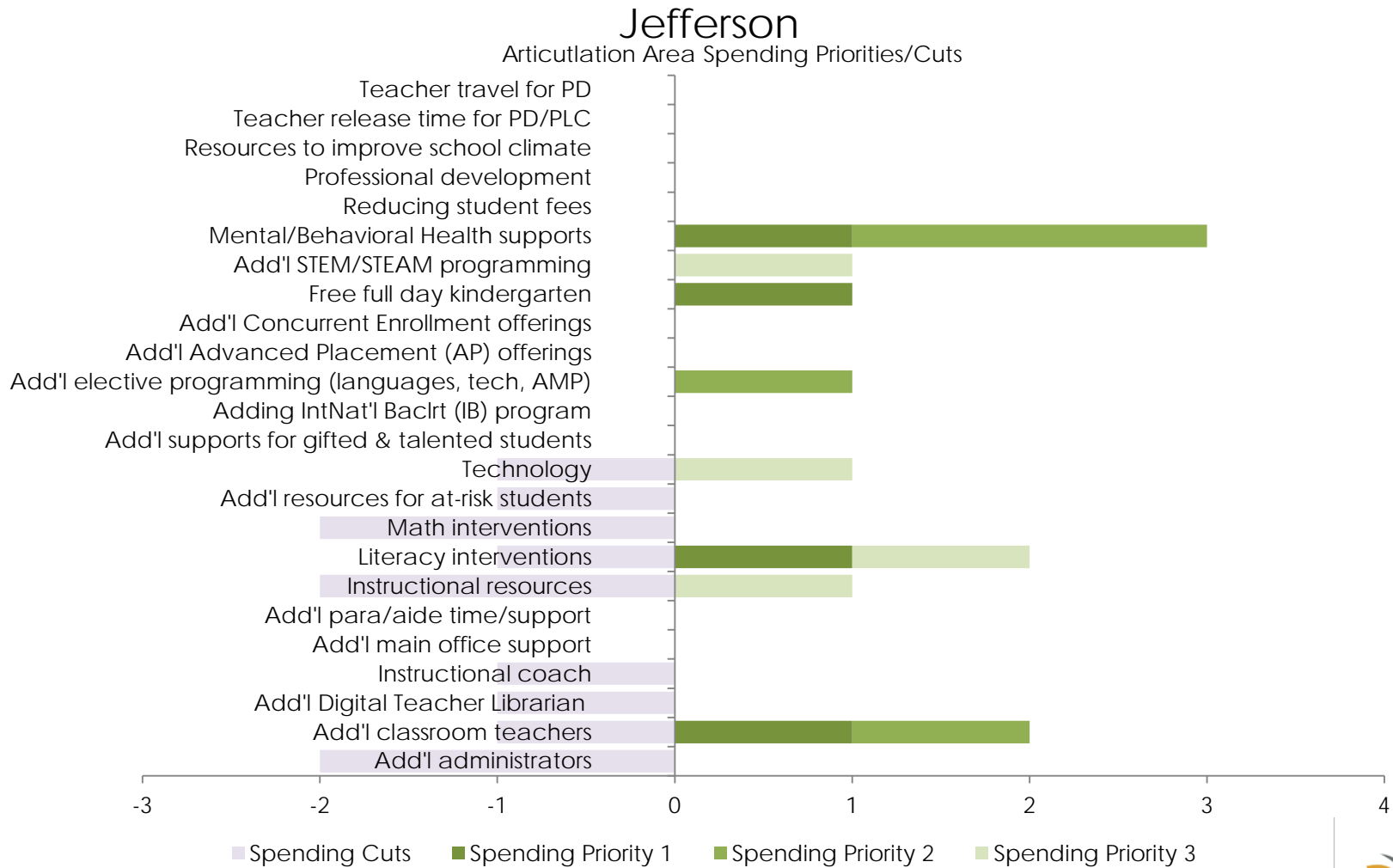
Spending Priorities by Articulation Area

Green Mountain

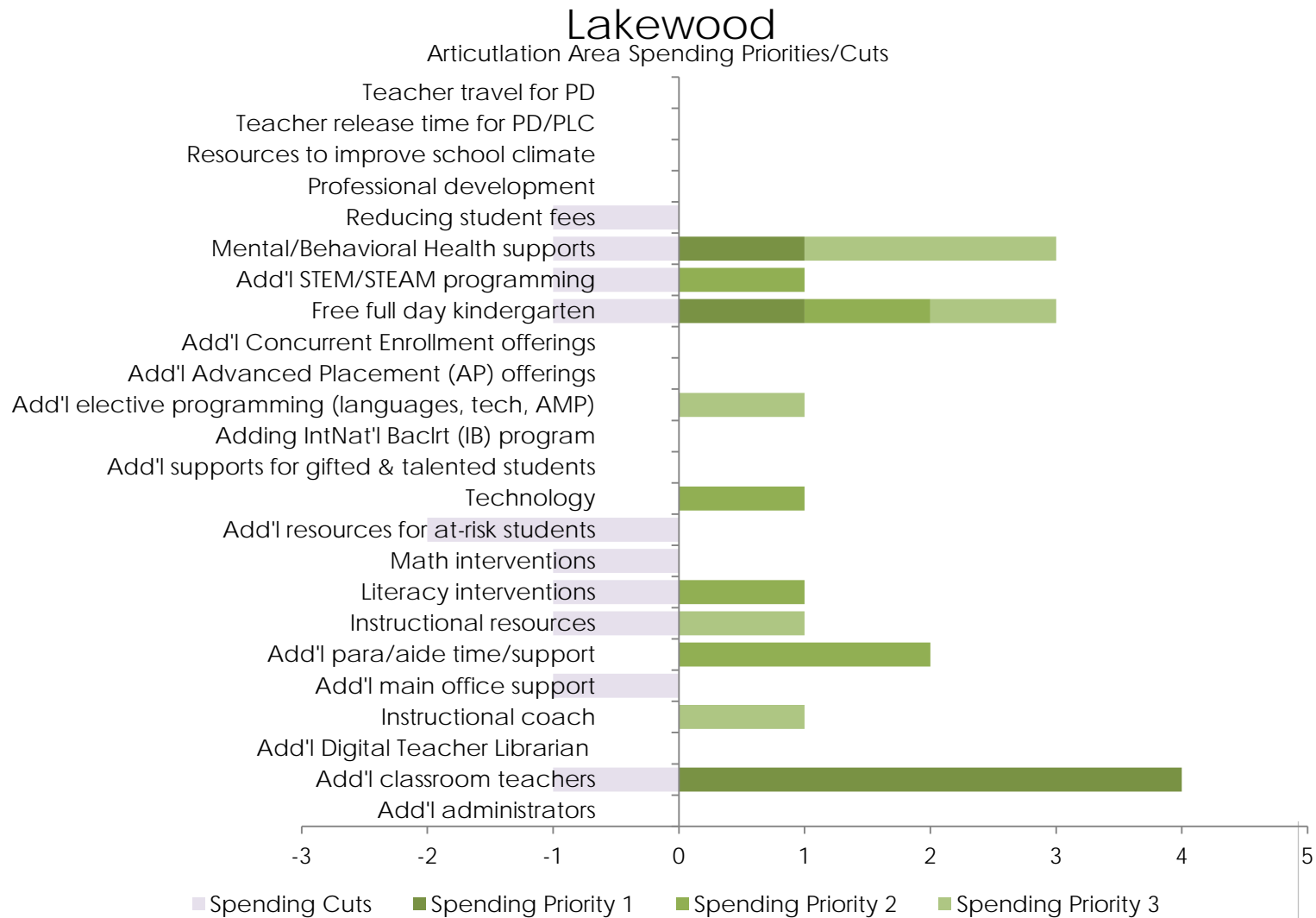
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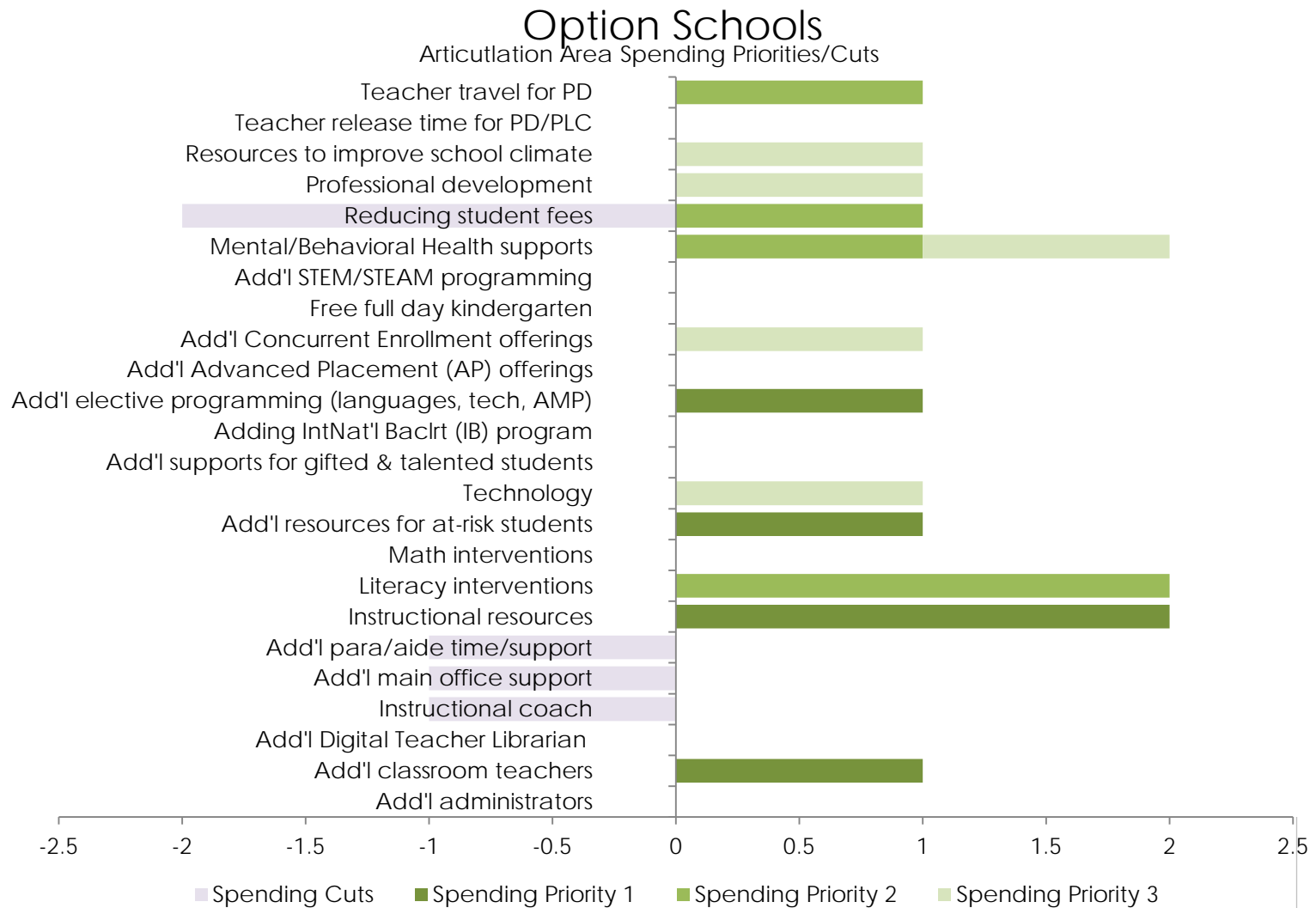
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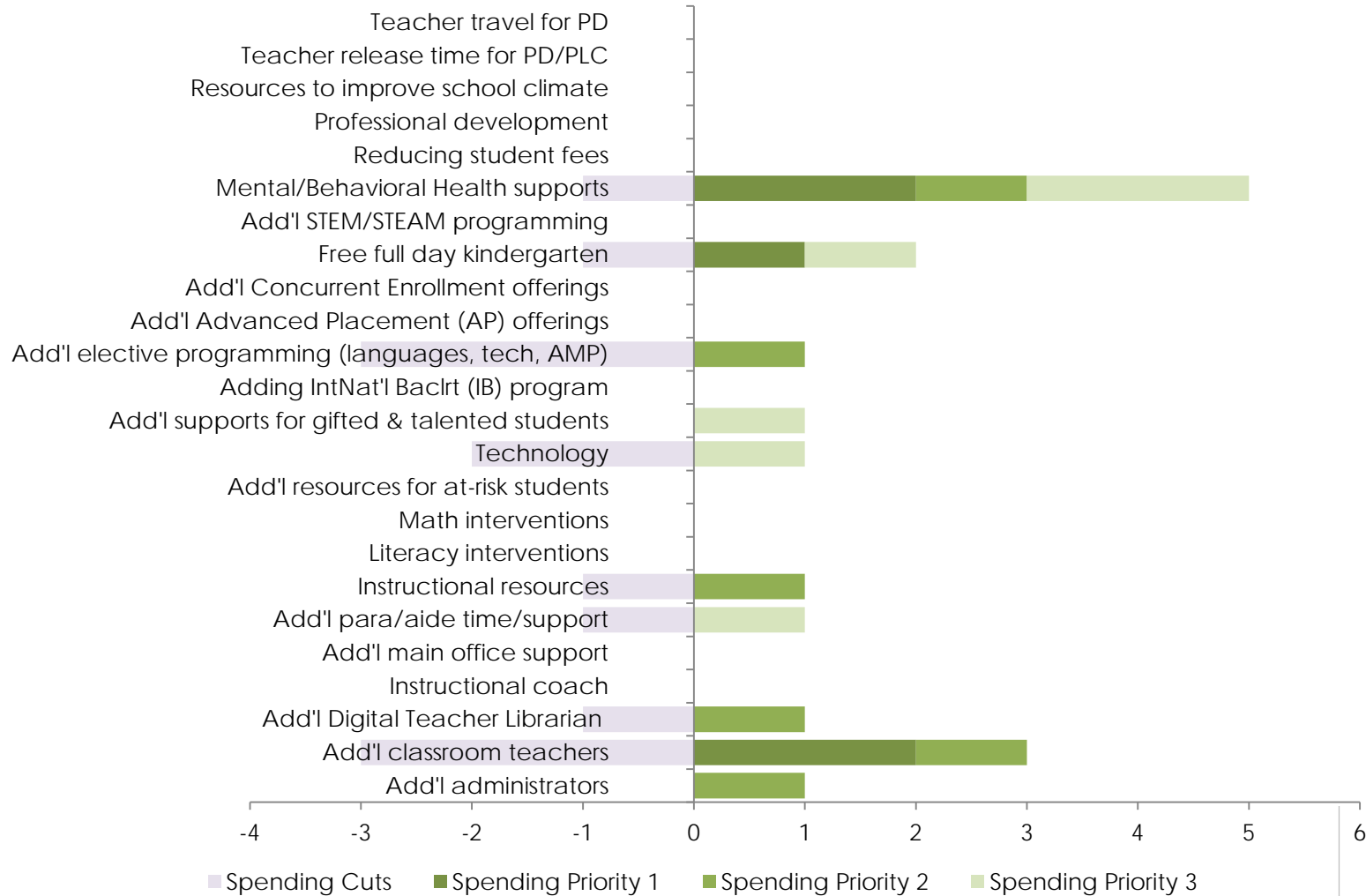
Spending Priorities by Articulation Area



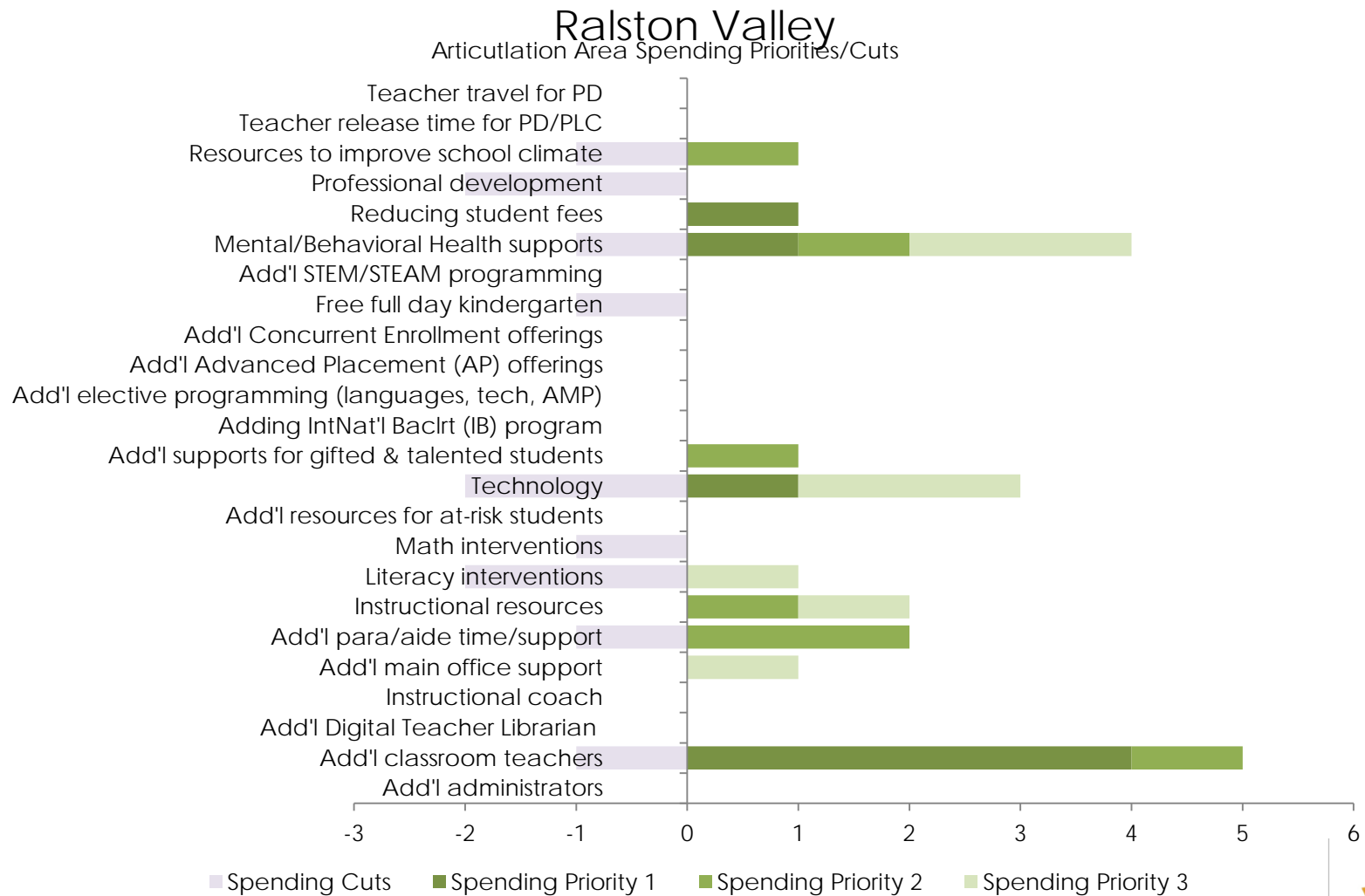
Spending Priorities by Articulation Area

Pomona

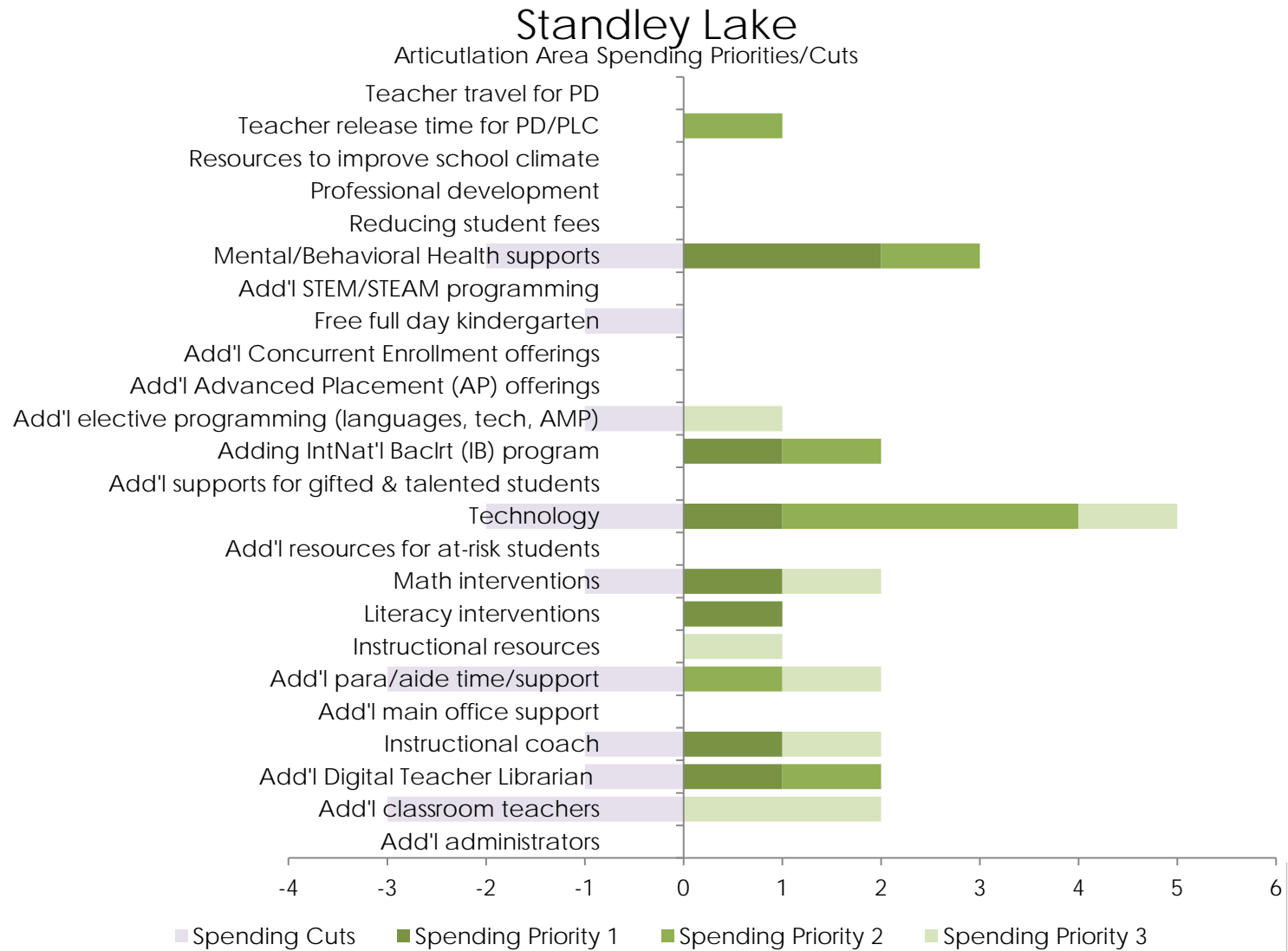
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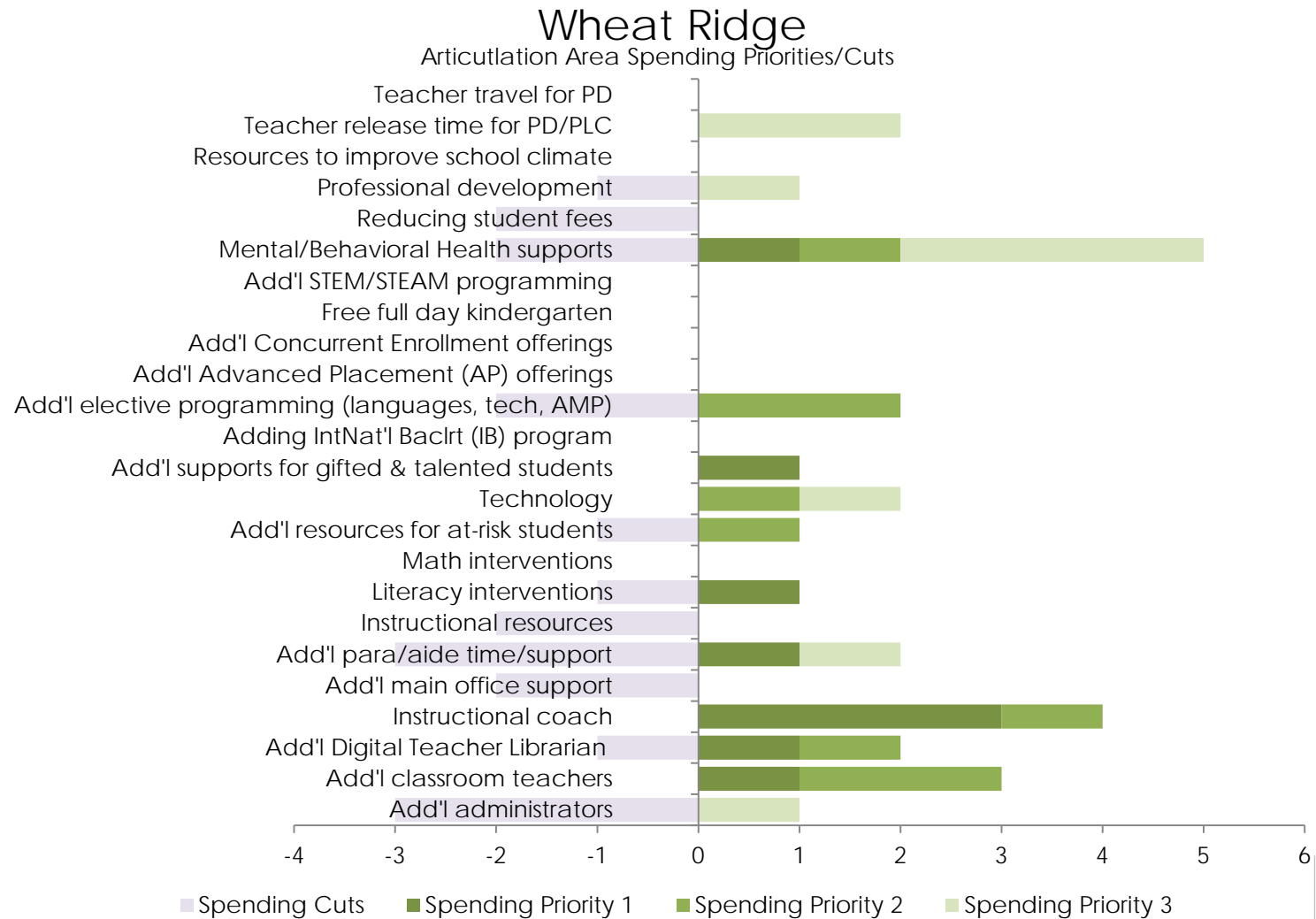
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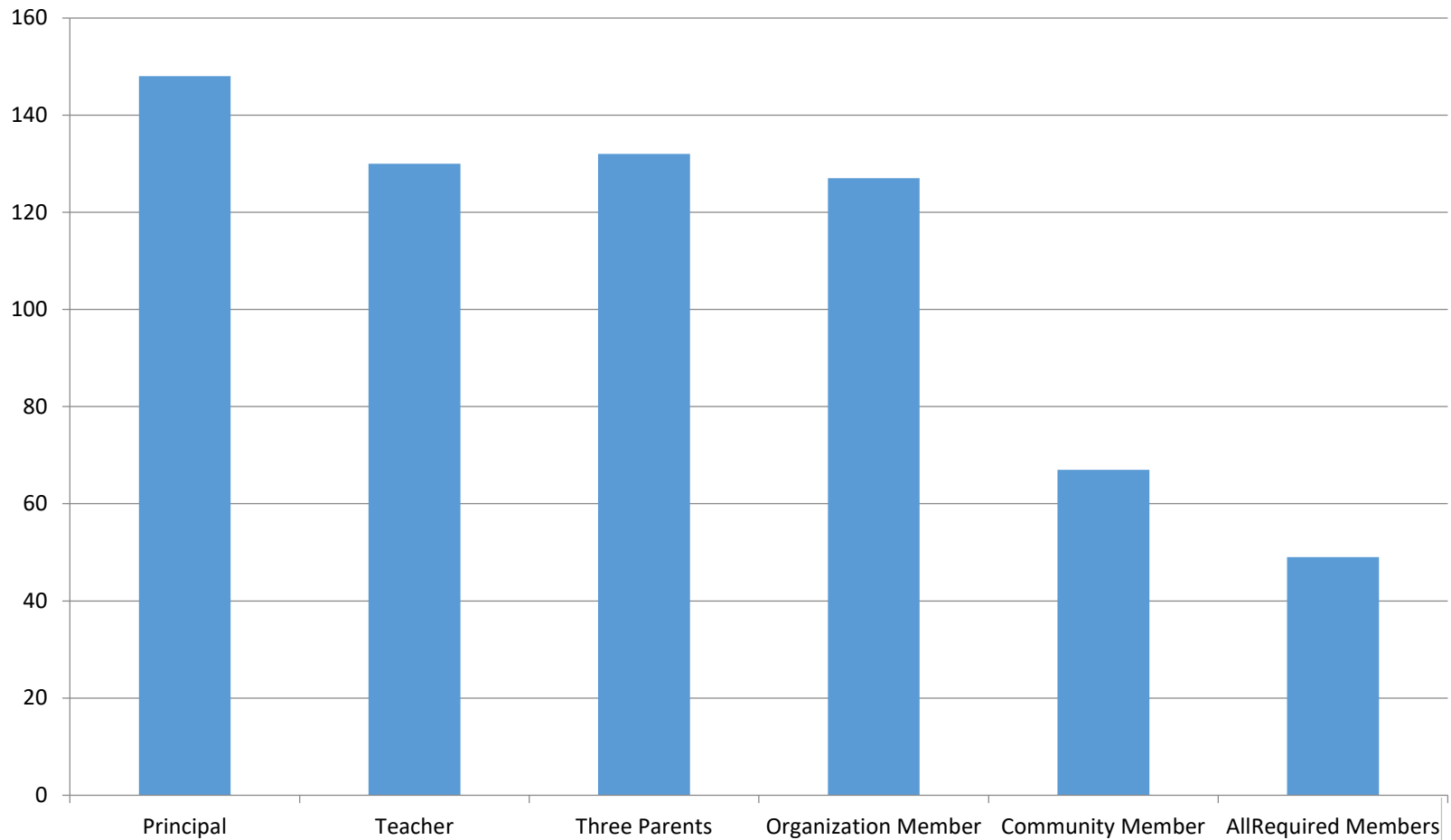


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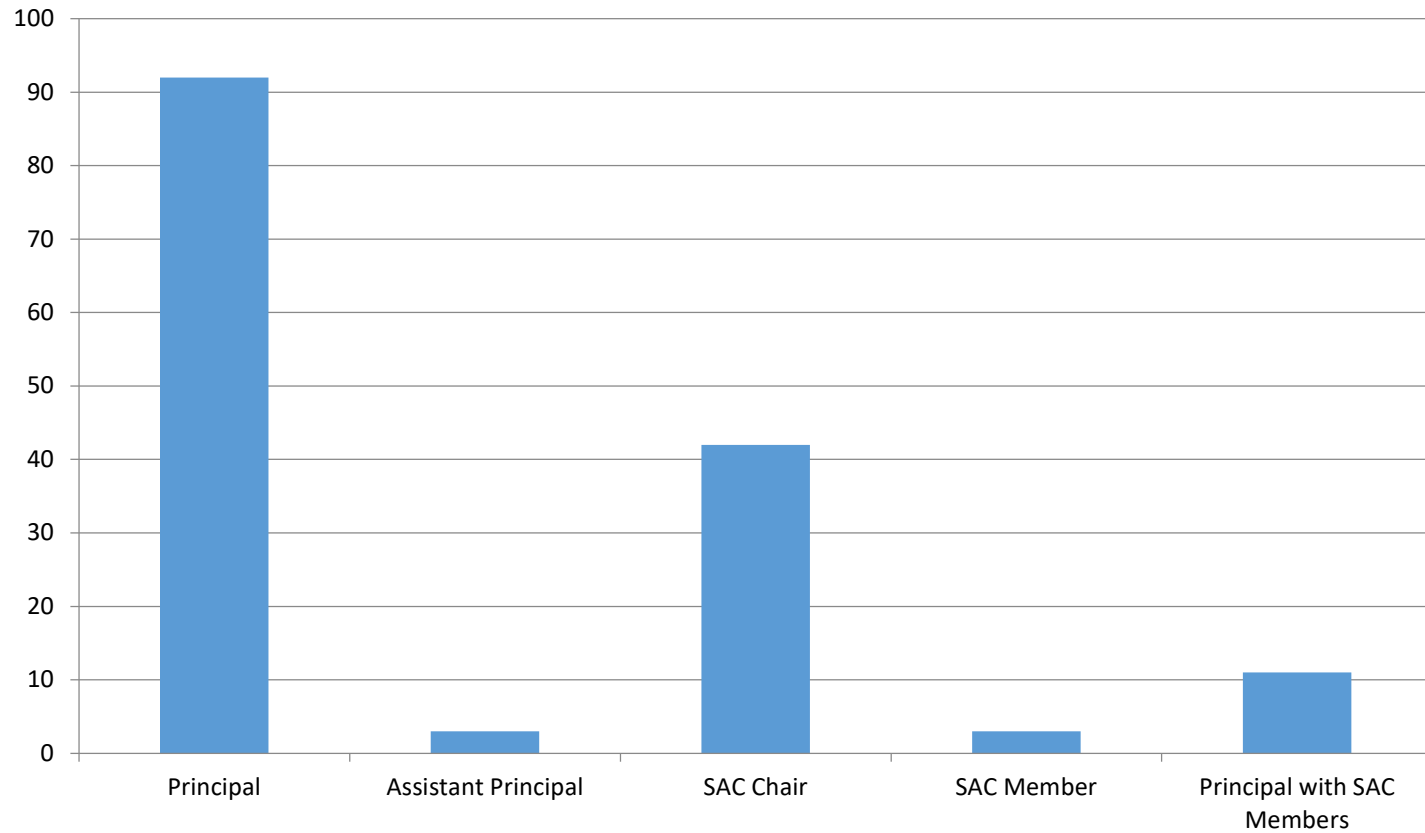


Spending Priorities by Articulation Area

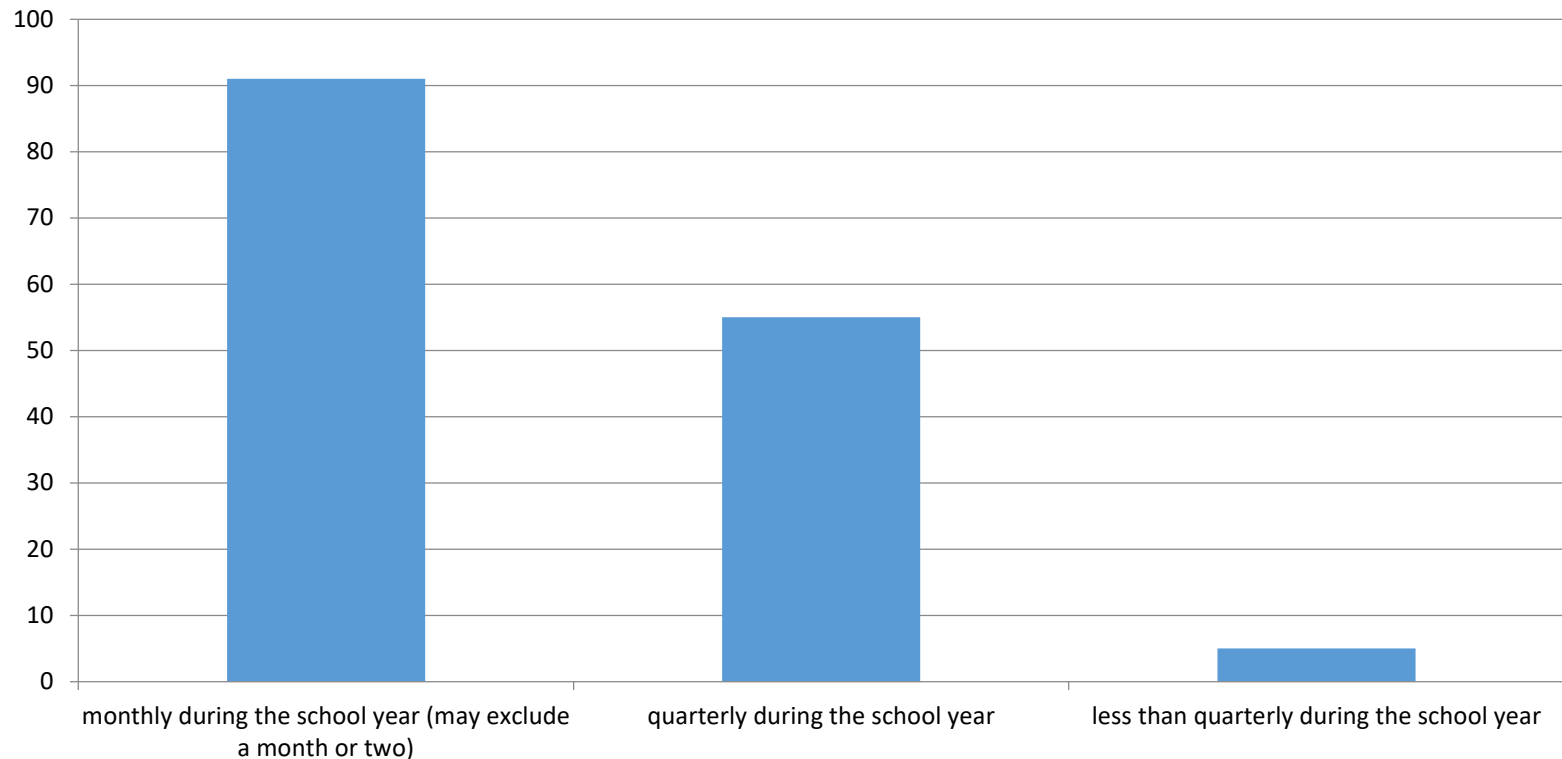
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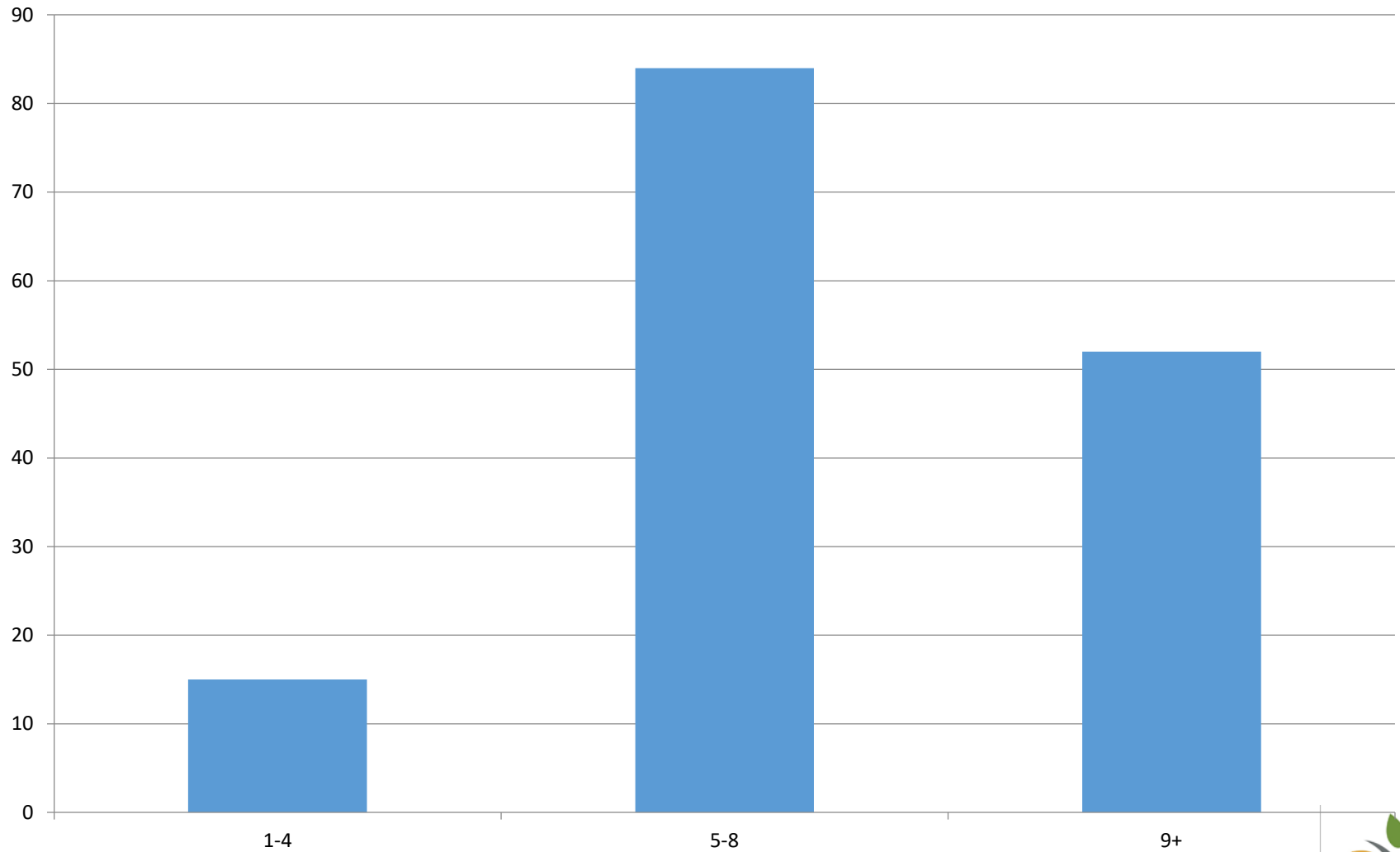
Title of the individual submitting this questionnaire



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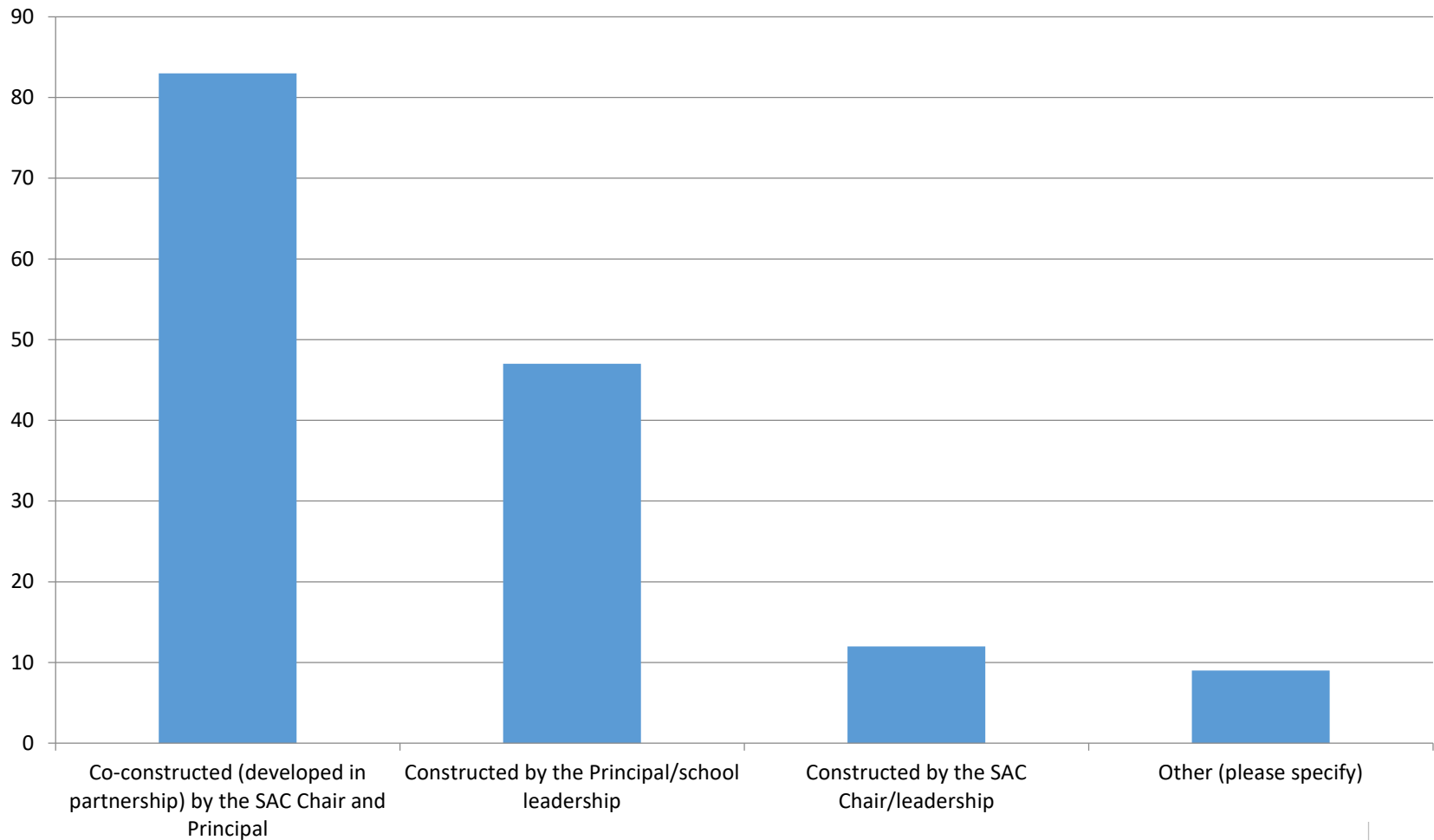
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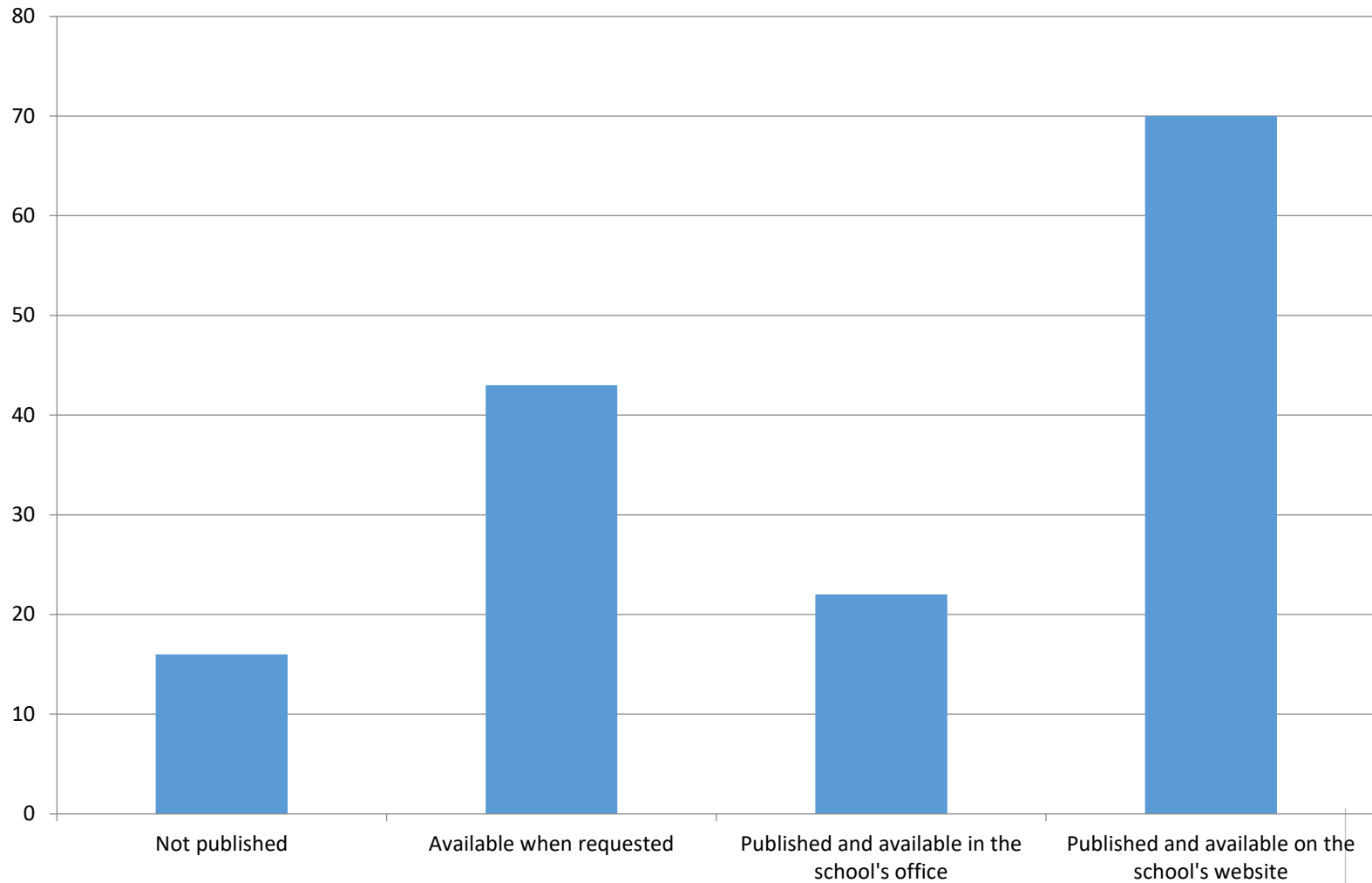
JEFFCO PUBLIC SCHOOLS

Source: Jeffco Research & Assessment Design

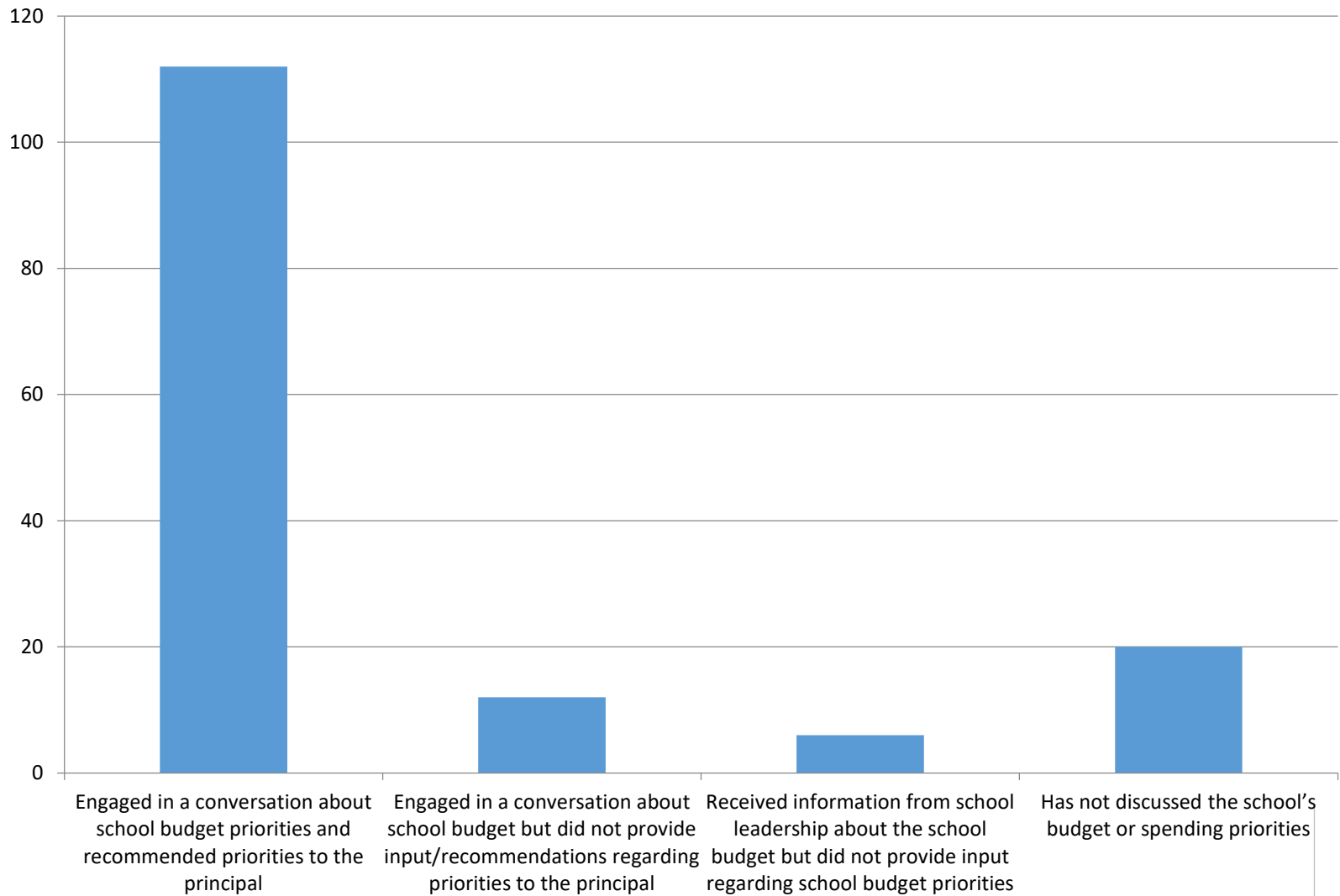
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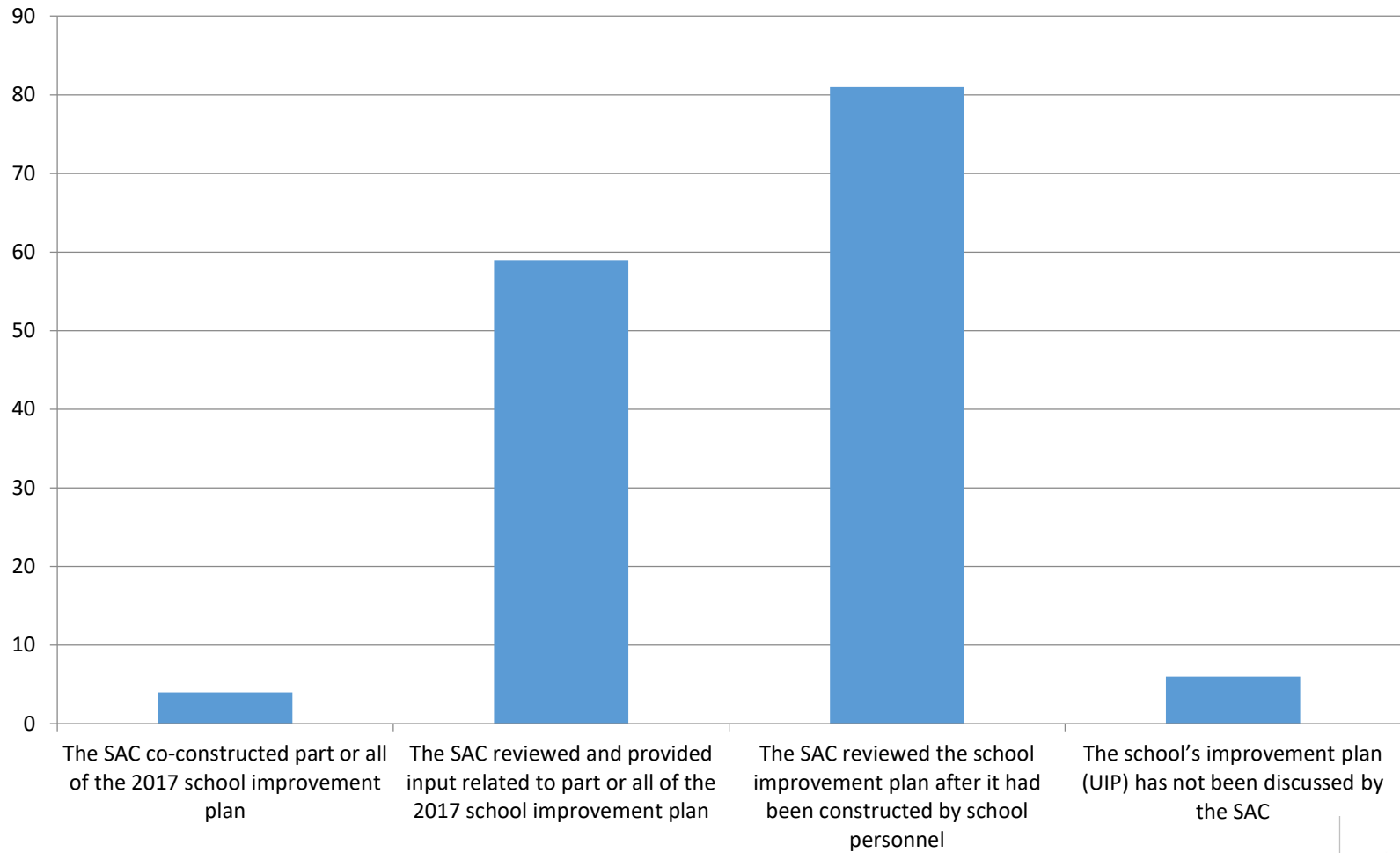
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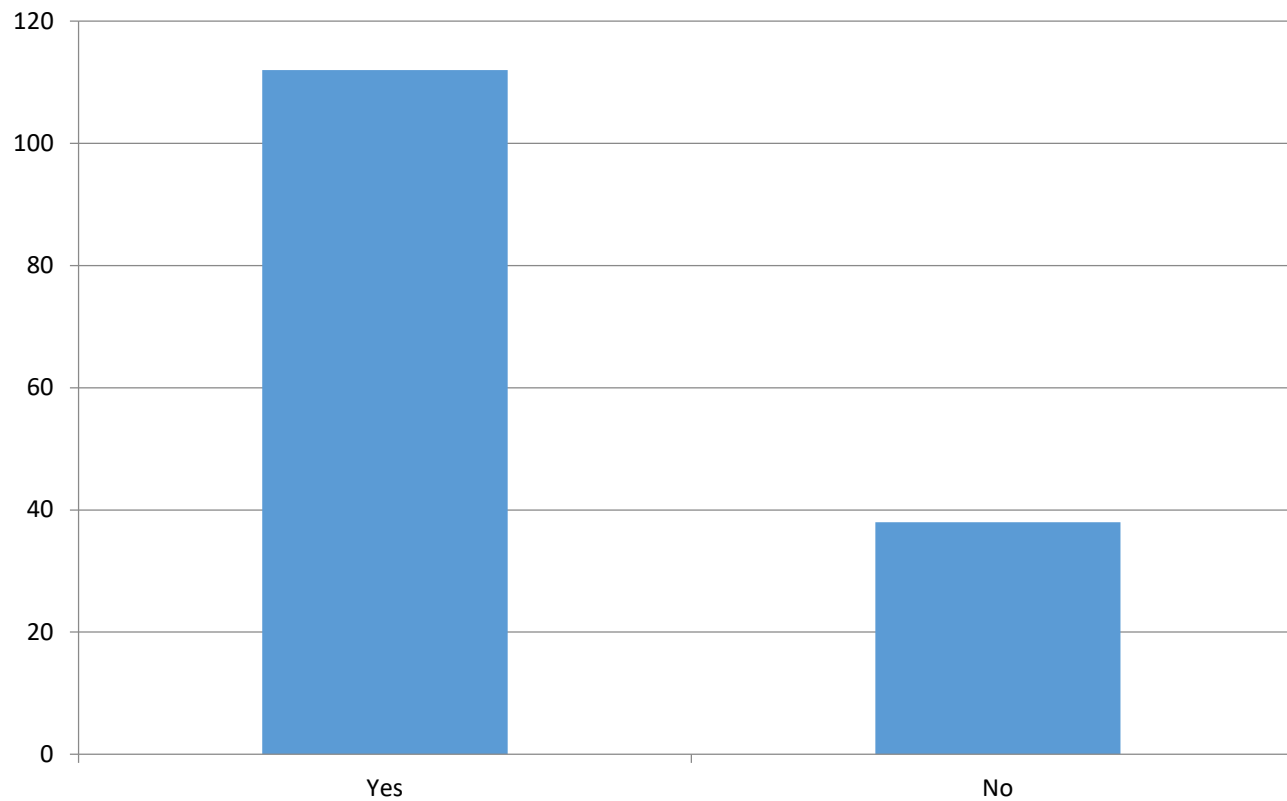
As part of the Budget Prioritization Process, our SAC:



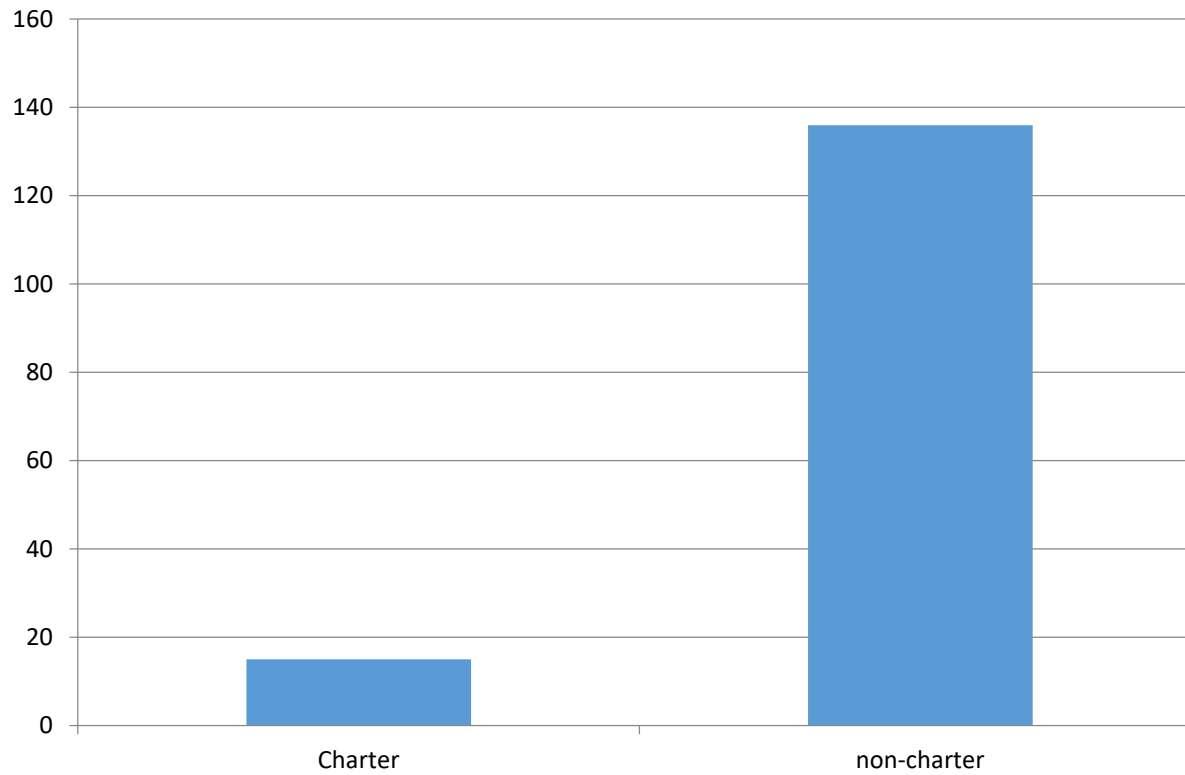
Please rate the degree to which the SAC provided input into the development of/revisions to the school's improvement plan (UIP) during fall 2017?



Did your SAC consider your School Improvement Plan or Unified Improvement Plan (UIP) as part of the process in determining your school's budget/spending priorities?



School Management Structure



Please identify any challenges or barriers related to your SAC providing meaningful input

- Key Challenges

- Complexity of UIP
- Inadequate time
- Recruiting members



Please share any local practices other SACs could benefit from to assist with providing meaningful input into the development of or revisions to the school improvement plan:

- Key themes in the recommendations
 - Increasing understanding of the UIP
 - Enhancing participation and exposure of SAC conversations (often by connecting with other school meetings)



Please list and briefly describe any additional priorities that you chose to support through

- A large proportion of the comments regarding additional funding priorities related to specific staffing needs.
- Instructional resources were frequently mentioned.



Please list and briefly describe any additional items for which your committee recommended reduced funding in order to support other school priorities:

- Question 17 included a mix of comments regarding reduction of funding as well as funding priorities.
- Decisions regarding technology were commonly referenced.

