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<tr>
<td>JSSEL - Jeffco Summer of Early Literacy</td>
<td>1) Continue JSSEL 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 JSSEL. 3) Determine locations and number of sites, partner with food services, facilities, HR, ESL/DL, READ, ECE, ELA, ADs. JSSEL staff to ensure that school environment is supportive of summer readers. 4) Develop school-based needs for potential JSSEL 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. JSSEL provides direct, explicit instruction (Content Mastery &amp; High Expectations) in literacy for 6 weeks, 3 hours per day across June/July and JSSEL educators receive training and coaching to build their craft as professionals.</td>
<td>June 7, 2018 to July 20, 2018</td>
<td>Use of classroom libraries, leveled text sets, an approved-READ Act intervention, reading and writing as interconnected components, oral language</td>
<td>Curriculum &amp; Instruction Director; READ Act Coordinator; Elementary Literacy Team</td>
<td>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 JSSEL programs. 4-year data trends</td>
<td>2017-2020</td>
<td>Full implementation of early math structures, strategies, and practices as a component of JSSEL in June/July 2018 and June/July 2019. Includes professional learning for all teachers and transfer of professional learning to JSSEL classrooms.</td>
<td>READ Act</td>
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<tr>
<td>Jeffco interactive comprehensive approach to literacy instruction (iCALI) for Reading and Writing</td>
<td>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.</td>
<td>8/1/2017 to 6/3/2018</td>
<td>Multiple resources are used for this work - websites, blogs notes from professional learning, publications and research papers.</td>
<td>Director of Literacy and Social Studies and the Literacy Team</td>
<td>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.</td>
<td>2017-18</td>
<td>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.</td>
<td>General Fund</td>
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# Early Literacy DUIP Action Plan

## Action Steps Associated with Early Literacy Achievement for At-Risk Students

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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<tr>
<td><strong>Pre-school-3rd grade (P-3) Early Literacy Strategies Work</strong></td>
<td>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.</td>
<td>8/2017 - 6/2019</td>
<td>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.</td>
<td>Early Childhood Education Team and Professional Learning Team</td>
<td>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.</td>
<td>2017-18 and 2018-19</td>
<td>Collaboration with cohort 1 and 2 schools; professional learning for JSEL teachers in Discovery Reading strategy</td>
<td>General Fund</td>
</tr>
<tr>
<td><strong>CORE, Kindergarten - 5th grade (K-5) Literacy Implementation - Lucy Calkins Reading Units of Study</strong></td>
<td>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 resources 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.</td>
<td>Spring 2018 to Summer 2019</td>
<td>Lucy Calkins Reading Units of Study Kits with book packs.</td>
<td>Curriculum &amp; Instruction Director; READ Act Coordinator; Elementary Literacy Team; Digital Teacher Librarian Coordinator; Assistant Director ESL/DL</td>
<td>New request for systemwide implementation to build on the current 15 schools’ full K-5 implementation and 7 schools’ partial implementation</td>
<td>2017-18; 2018-19; 2019-2020</td>
<td>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.</td>
<td>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)</td>
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### Action Steps Associated with Early Literacy Achievement for At-Risk Students

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<tr>
<td>Early Literacy Interventionists</td>
<td>1) Continuation and expansion of the work of Jeffco's Early Literacy Interventionists (&quot;LI's&quot;). 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. 3) Conduct observations to determine how this work is changing the student learning experience 4) Review for continued enhancements to connect to Jeffco Generations Skills</td>
<td>3/1/2018 to 5/25/2020</td>
<td>Leveled Literacy Intervention (Red and Blue kits); READ Act approved assessment and Intervention supplies; General teaching and office supplies.</td>
<td>Curriculum &amp; Instruction Director; READ Act Coordinator; Elementary Literacy Team; Plus additional 5.0 FTE requested</td>
<td>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 &amp; evaluation partnership for all 25 LI's</td>
<td>2017-2020</td>
<td>Needs Analysis of all elementary schools in Jeffco. Determination of 25 schools for the incoming 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.</td>
<td>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)</td>
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</table>
### 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.*

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| 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 |
## Middle Level Math DUIP Action Plan

### 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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<tr>
<td>Early Numeracy Initiative</td>
<td>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.</td>
<td>8/2018 for 6 schools to grow until 2025</td>
<td>6 schools of K-3 teachers- Sub pay, Additional pay</td>
<td>Curriculum &amp; Instruction Director and the Elementary Math Team</td>
<td>new request</td>
<td>2018-2019</td>
<td>36 teachers will participate in learning and transfer strategies into their math instructional block.</td>
<td>Requires additional funding for sub-time for teachers and additional pay for content specialists $100,000</td>
</tr>
<tr>
<td>Math Specialists to support Strong Mathematical initiative [7 Full Time Employees (FTE)]</td>
<td>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</td>
<td>8/2018 ongoing</td>
<td>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.</td>
<td>Curriculum &amp; Instruction Director and the Secondary Math Team</td>
<td>new request</td>
<td>2018-2019</td>
<td>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</td>
<td>Requires additional funding for FTE and additional pay for content specialists $856,996 ($94,874 per FTE)</td>
</tr>
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</table>
### 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

**Description:**
- August 2017
- 3 content leads (pathway designer)
- Choice Programming Department Pathway Designers, Director and Executive Director
- Ongoing
- 2017-2019 and ongoing

**Funding Source:**
- General Fund (school and central)

### Developing and increasing work-based learning to support customized pathways

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

**Description:**
- 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

**Funding Source:**
- 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

**Description:**
- 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

**Funding Source:**
- 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

**Description:**
- 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

**Funding Source:**
- Request for $569,244 to support 6 new FTE ($94,974 per FTE)
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<td>Expand access to concurrent enrollment to support customized pathways</td>
<td>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</td>
<td>August 2018</td>
<td>2 Concurrent Enrollment specialists</td>
<td>Current Concurrent Enrollment Specialist, plus 1 additional FTE, director</td>
<td>New Request; this would begin in 2018-19</td>
<td>2018-2019 and ongoing</td>
<td>1) Increase the percent of teachers meeting Higher Learning Commission requirements in Math, English Language Arts, and Math based Science for guarantee transfer courses</td>
<td>Request for 1 additional coordinator at $92,040 to support concurrent enrollment classes taught by Community College</td>
</tr>
<tr>
<td>Equitable (or equally available to all students in all schools) access to AP and IB exams</td>
<td>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</td>
<td>August 2018</td>
<td>Funding of Professional Learning, Equal Opportunity Schools partnership</td>
<td>2 FTE pathway designers, Director, school counselors and AP and IB teachers</td>
<td>New Request; this would begin in 2018-19</td>
<td>2018-2019 and ongoing</td>
<td>1) Determine the current AP/IB access gaps and reduce those by 50%</td>
<td>General Fund plus additional funding for professional learning (see SAT)</td>
</tr>
<tr>
<td>Develop equitable (or equally available to all students in all schools) readiness supports for SAT</td>
<td>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</td>
<td>August 2018</td>
<td>College Board, Instructional Assessment team</td>
<td>2 FTE: pathway designers, Director, Instructional Assessment team</td>
<td>New Request; this would begin in 2018-19</td>
<td>2018-2019 and ongoing</td>
<td>1) Increase access to SAT readiness supports to 75% of students receiving supports</td>
<td>General Fund plus additional funding for professional learning $32,100</td>
</tr>
<tr>
<td>Develop Early College Models to support customized pathways</td>
<td>1) Develop curriculum and pathway for students 2) Identify sustainable funding structures and models</td>
<td>August 2018</td>
<td>2 Concurrent Enrollment specialists</td>
<td>Current Concurrent Enrollment Specialist, plus 1 additional FTE, director</td>
<td>New Request; this would begin in 2018-19</td>
<td>2018-2019 and ongoing</td>
<td>1) Increase number of college credits students earn in high school</td>
<td>General Fund (plus additional coordinator, see above)</td>
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<td>Strategy #1: Expand G/T Identification</td>
<td>Partner with the district’s ESL/Dual Language, Title I, Student Engagement &amp; 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.</td>
<td>Aug 2017 - June 2019</td>
<td>General fund State G/T allocation</td>
<td>GT Director Title I Director ESL Director SPED Directors GT Resource Teachers (RTs) Family Engagement Liaisons (FELs)</td>
<td>In progress</td>
<td>2017-18</td>
<td>Met with Title and ELL directors Met with SPED Directors</td>
<td>General fund State G/T allocation</td>
</tr>
<tr>
<td>Strategy #1: Expand G/T Identification</td>
<td>• 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</td>
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<tr>
<td>Strategy #1: Expand G/T Identification</td>
<td>• Identify metrics for recognizing high potential via local norms at pilot schools • Identify research-based resources for meeting both Academic &amp; Social-emotional needs of gifted learners in these populations</td>
<td>Aug 2017- June 2018</td>
<td>General fund State G/T allocation</td>
<td>GT Director Title I Director ESL Director SPED Directors GT Resource Teachers (RTs)</td>
<td>In progress</td>
<td>2017-18</td>
<td>Identification benchmarks developed for Talent Pool Best practice strategies identified for serving targeted learners</td>
<td>General fund State G/T allocation</td>
</tr>
<tr>
<td>Strategy #1: Expand G/T Identification</td>
<td>• 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</td>
<td>Aug 2017- June 2018</td>
<td>Research &amp; expertise</td>
<td>GT Director GT Resource Teachers (RTs) Pilot school staff</td>
<td>In progress</td>
<td>2017-18</td>
<td></td>
<td>General fund State G/T allocation</td>
</tr>
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<td>Strategy #1: Expand G/T Identification</td>
<td>• 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 to English Language Learners and Special Education students.</td>
<td>Aug 2018 - May 2019</td>
<td>Promotional materials, translators, parent meeting night resources (food, etc.), website design</td>
<td>GT Director &amp; RTs Title I Director ESL Director FELs Family Liaisons</td>
<td>Not begun</td>
<td>2018-19</td>
<td>Presented information at impacted schools</td>
<td>General fund State G/T allocation</td>
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<tr>
<td>Strategy #2: Improve ALPs</td>
<td>Gather feedback from all stakeholders regarding meaningfulness and manageability of the Advanced Learning Plan at the high school.</td>
<td>Dec 2016 - May 2018</td>
<td>GT Director &amp; Resource Teacher secondary specialists Survey / Focus group participants</td>
<td>GT Director &amp; RTs Key Stakeholders (GT Students, Parents, Teachers, Administrators, Counselors)</td>
<td>In progress</td>
<td>2017-18</td>
<td>Focus groups have been conducted and meaningful feedback gathered from all stakeholders</td>
<td>General fund State G/T allocation</td>
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<tr>
<td>Strategy #2: Improve ALPs</td>
<td>• 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 • Conduct PD/S cycle trials at various high schools to gauge impact of various ALP implementation strategies</td>
<td>Aug 2017 - May 2018</td>
<td>GT Director &amp; Resource Teacher HS specialists Willing HS participants</td>
<td>GT Director &amp; RTs Key Stakeholders (GT Students, Parents, Teachers, Administrators, Counselors)</td>
<td>In progress</td>
<td>2017-18</td>
<td>Short cycle trials have been implemented and effectiveness has been measured</td>
<td>General fund State G/T allocation</td>
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<td>Strategy #2: Improve ALPs</td>
<td>• 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</td>
<td>June - Oct 2018</td>
<td>GT Director &amp; Resource Teacher HS specialists Willing HS participants</td>
<td>GT Director &amp; RTs Key Stakeholders (GT Students, Parents, Teachers, Administrators, Counselors)</td>
<td>Not begun</td>
<td>2018-19</td>
<td>Showcases (F2F &amp; Virtual) have been conducted and feedback gathered</td>
<td>General fund State G/T allocation</td>
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<tr>
<td>Strategy #2: Improve ALPs</td>
<td>Create a menu of options for meaningful ALP implementation at the high schools, and an accountability system to effectively manage these.</td>
<td>Aug 2018 - May 2019</td>
<td>GT Director &amp; Resource Teacher HS specialists HS Stakeholders &amp; Directors</td>
<td>GT Director &amp; RTs Key Stakeholders (GT Students, Parents, Teachers, Administrators, Counselors)</td>
<td>not begun</td>
<td>2018-19</td>
<td>• All high schools have full compliance with state ALP guidelines</td>
<td>General fund</td>
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<td>Strategy #3: Increase socio-emotional support</td>
<td>Increase GT Counselors from 4 to 8 FTE to broaden social-emotional supports to gifted learners Increase GT Counseling staff from 4 to 8 FTE to broaden social-emotional supports to gifted learners</td>
<td>Aug 2018 - May 2019</td>
<td>BFO Request</td>
<td>GT Director GT Counselors Chief Student Success Officer</td>
<td>Not begun</td>
<td>2018-19</td>
<td>• GT Counseling staff increased to 8 FTE • All new counselors have received appropriate training &amp; PD</td>
<td>State G/T allocation $345,000 (86,250 for each FTE)</td>
</tr>
<tr>
<td>Strategy #1: Expand G/T Identification</td>
<td>Develop educational resources about gifted potential in underrepresented populations for communication to impacted school communities.</td>
<td>Jan 2018 - Sept 2018</td>
<td>Printing Promotional materials</td>
<td>GT Director &amp; RTs Title I Director ESL Director &amp; RTs Family Liaisons SPED Director &amp; Partners</td>
<td>Not begun</td>
<td>2018-19</td>
<td>• Developed web resources and/or handbook on internal websites • Targeted focus for GT RTs working with principals at impacted schools</td>
<td>Outreach resources $4,000 additional funding needed for community</td>
</tr>
<tr>
<td>Strategy #1: Expand G/T Identification</td>
<td>Provide resources and deliver professional learning on identification and programming strategies (adapting &amp; social-emotional) for educators at all Pilot Schools Provide resources and deliver professional learning on identification and programming strategies (adapting &amp; social-emotional) for educators at all Pilot Schools</td>
<td>Sept 2017 - May 2019</td>
<td></td>
<td>GT Director &amp; RTs Title I Director ESL Director &amp; RTs SPED Director &amp; Partners</td>
<td>In progress 2017-18 2018-19</td>
<td>• Resources provided to pilot school classrooms • Professional Development delivered to all pilot school teachers and leadership</td>
<td>Additional funding needed for release time and PL resources for all teachers at pilot schools $27,000 additional funding needed for release time and PL resources for all teachers at pilot schools</td>
<td></td>
</tr>
<tr>
<td>Strategy #1: Expand G/T Identification</td>
<td>Implement additional testing instruments such as the Naglieri Non-Verbal Abilities Test (NNAT) and follow-up testing at other grade levels Implement additional testing instruments such as the Naglieri Non-Verbal Abilities Test (NNAT) and follow-up testing at other grade levels</td>
<td>Aug 2018 - March 2019</td>
<td></td>
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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
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 indicate Student Behavioral/Mental Health Supports as the second highest priority among schools.
Note: Some individuals check more than three areas for reduced funding. Only the first three were counted.
Spending Priorities by Education Level

High School Spending Priorities/Cuts

Teacher travel for PD
Teacher release time for PD/PLC
Resources to Improve school climate
Professional development
Reducing student fees
Mental/Behavior
Add'l supports for gifted & talented students
Add'l STEM/STEAM programming
Free full day kindergarten
Add'l Concurrent Enrollment offerings
Add'l Advanced Placement (AP) offerings
Add'l elective programming (languages, tech, etc.)
Adding Int'l Bac/IB program
Technology
Add'l resources for at-risk students
Math Interventions
Literacy Interventions
Instructional resources
Add'l para/aide time/support
Add'l main office support
Instructional coach
Add'l Digital Teacher Librarian
Add'l classroom teachers
Add'l administrators

INCREASE STUDENT BASED BUDGETING FUNDING

The DAC sees supporting SBB as a direct pipeline into supporting DUIP.

SAC Survey results indicate maintaining/increasing funding for SBB as a top priority area.
DAC RECOMMENDS THREE BUDGET PRIORITY AREAS*:  

- **Fund the D UIP**  
- **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
• 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?
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):
Title of the individual submitting this questionnaire

- Principal: 90
- Assistant Principal: 10
- SAC Chair: 40
- SAC Member: 10
- Principal with SAC Members: 10
School Accountability Committee Assurances - Meetings

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

- Monthly during the school year (may exclude a month or two)
- Quarterly during the school year
- Less than quarterly during the school year
The average number of attendees at our regular SAC meetings is:
The agendas for SAC meetings are typically:

- Co-constructed (developed in partnership) by the SAC Chair and Principal (80%)
- Constructed by the Principal/school leadership (40%)
- Constructed by the SAC Chair/leadership (10%)
- Other (please specify) (10%)
Minutes and agendas for SAC meetings are typically:

- Not published
- Available when requested
- Published and available in the school's office
- Published and available on the school's website
Engaged in a conversation about school budget priorities and recommended priorities to the principal

Engaged in a conversation about school budget but did not provide input/recommendations regarding priorities to the principal

Received information from school leadership about the school budget but did not provide input regarding school budget priorities

Has not discussed the school’s budget or spending priorities
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?

- The SAC co-constructed part or all of the 2017 school improvement plan: 0%
- The SAC reviewed and provided input related to part or all of the 2017 school improvement plan: 60%
- The SAC reviewed the school improvement plan after it had been constructed by school personnel: 80%
- The school’s improvement plan (UIP) has not been discussed by the SAC: 10%
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

- Charter
- Non-charter

Bar chart showing a significant difference between charter and non-charter schools.
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

- Teacher Support
- Student Support
- Educational Programming
- Instructional Resources
- Additional Staff

Spending Cuts
Spending Priority #1
Spending Priority #2
Spending Priority #3
Note: Some individuals check more than three areas for reduced funding. Only the first three were counted.
Spending Priorities by Education Level
Spending Priorities by Education Level - Categorized

Elementary Spending Priorities/Cuts

Teacher Support
Student Support
Educational Programming
Instructional Resources
Additional Staff

Spending Cuts
Spending Priority 1
Spending Priority 2
Spending Priority 3

Source: Jeffco Research & Assessment Design
Spending Priorities by Education Level - Categorized

K-8 Spending Priorities/Cuts

- Teacher Support
- Student Support
- Educational Programming
- Instructional Resources
- Additional Staff

Spending Cuts  Spending Priority 1  Spending Priority 2  Spending Priority 3
Spending Priorities by Education Level - Categorized

Middle School Spending Priorities/Cuts

- Teacher Support
- Student Support
- Educational Programming
- Instructional Resources
- Additional Staff

Legend:
- Spending Cuts
- Spending Priority 1
- Spending Priority 2
- Spending Priority 3
Middle-High Spending Priorities/Cuts

Teacher Support
Student Support
Educational Programming
Instructional Resources
Additional Staff

-6 -4 -2 0 2 4 6 8

Spending Cuts  Spending Priority 1  Spending Priority 2  Spending Priority 3

Source: Jeffco Research & Assessment Design
High School Spending Priorities/Cuts

- Teacher Support
- Student Support
- Educational Programming
- Instructional Resources
- Additional Staff

Spending Priorities by Education Level - Categorized

Spending Cuts
Spending Priority 1
Spending Priority 2
Spending Priority 3
Spending Priorities by Education Level

K-8 Spending Priorities/Cuts

- Teacher travel for PD
- Teacher release time for PD/PLC
- Resources to improve school climate
- Professional development
- Reducing student fees
- Mental/Behavioral Health supports
- Add'l supports for gifted & talented students
- Add'l STEM/STEAM programming
- Free full day kindergarten
- Add'l Concurrent Enrollment offerings
- Add'l Advanced Placement (AP) offerings
- Add'l elective programming (languages, tech, AMP)
- Adding Intl'l BAcLt (IB) program
- Technology
- Add'l resources for at-risk students
- Math interventions
- Literacy interventions
- Instructional resources
- Add'l para/aide time/support
- Add'l main office support
- Instructional coach
- Add'l Digital Teacher Librarian
- Add'l classroom teachers
- Add'l administrators

Spending Priorities by Education Level

Spending Priority 1
Spending Priority 2
Spending Priority 3
Spending Priority 4

Source: Jeffco Research & Assessment Design
K-12 Spending Priorities/Cuts

- Teacher travel for PD
- Teacher release time for PD/PLC
- Resources to improve school climate
- Professional development
- Reducing student fees
- Mental/Behavioral Health supports
- Add'l supports for gifted & talented students
- Add'l STEM/STEAM programming
- Free full day kindergarten
- Add'l Concurrent Enrollment offerings
- Add'l Advanced Placement (AP) offerings
- Add'l elective programming (languages, tech, AMP)
- Adding IntNat'l BacLt (IB) program
- Technology
- Add'l resources for at-risk students
- Math interventions
- Literacy interventions
- Instructional resources
- Add'l para/aide time/support
- Add'l main office support
- Instructional coach
- Add'l Digital Teacher Librarian
- Add'l classroom teachers
- Add'l administrators

Spending Cuts
Spending Priority 1
Spending Priority 2
Spending Priority 3
Middle School Spending Priorities/Cuts

Spending Priorities by Education Level

Teacher travel for PD
Teacher release time for PD/PLC
Resources to improve school climate
Professional development
Reducing student fees
Mental/Behavioral Health supports
Add'l supports for gifted & talented students
Add'l STEM/STEAM programming
Free full day kindergarten
Add'l Concurrent Enrollment offerings
Add'l Advanced Placement (AP) offerings
Add'l elective programming (languages, tech, AMP)
Adding IntNat'l Baclit (IB) program
Technology
Add'l resources for at-risk students
Math interventions
Literacy interventions
Instructional resources
Add'l para/aide time/support
Add'l main office support
Instructional coach
Add'l Digital Teacher Librarian
Add'l classroom teachers
Add'l administrators

Spending Cuts
Spending Priority 1
Spending Priority 2
Spending Priority 3
Middle-High Spending Priorities/Cuts

1. Teacher travel for PD
2. Teacher release time for PD/PLC
3. Resources to improve school climate
4. Professional development
5. Reducing student fees
6. Mental/Behavioral Health supports
7. Add'l supports for gifted & talented students
8. Add'l STEM/STEAM programming
9. Free full day kindergarten
10. Add'l Concurrent Enrollment offerings
11. Add'l Advanced Placement (AP) offerings
12. Add'l elective programming (languages, tech, AMP)
13. Adding IntNat'l BacLit (IB) program
14. Technology
15. Add'l resources for at-risk students
16. Math interventions
17. Literacy interventions
18. Instructional resources
19. Add'l para/aide time/support
20. Add'l main office support
21. Instructional coach
22. Add'l Digital Teacher Librarian
23. Add'l classroom teachers
24. Add'l administrators

Spending Priorities by Education Level

Spending Priority 1
Spending Priority 2
Spending Priority 3
Spending Cuts
Spending Priorities by Articulation Area
Spending Priorities by Articulation Area - Categorized

Alameda

Articulation Area Spending Priorities/Cuts

- Teacher Support
- Student Support
- Educational Programming
- Instructional Resources
- Additional Staff

Spending Cuts  Spending Priority 1  Spending Priority 2  Spending Priority 3

Source: Jefferson Research & Assessment Design
Spending Priorities by Articulation Area - Categorized

Arvada West

Articulation Area Spending Priorities/Cuts

Teacher Support

Student Support

Educational Programming

Instructional Resources

Additional Staff

-15 -10 -5 0 5 10 15

Spending Priorities: Spending Cuts, Spending Priority 1, Spending Priority 2, Spending Priority 3

Source: Jeffco Research & Assessment Design
Spending Priorities by Articulation Area - Categorized

**Bear Creek**

Articulation Area Spending Priorities/Cuts

- Teacher Support
- Student Support
- Educational Programming
- Instructional Resources
- Additional Staff

Legend:
- Spending Cuts
- Spending Priority 1
- Spending Priority 2
- Spending Priority 3
Spending Priorities by Articulation Area - Categorized

Charters

Articulation Area Spending Priorities/Cuts

Teacher Support

Student Support

Educational Programming

Instructional Resources

Additional Staff

Spending Cuts  Spending Priority 1  Spending Priority 2  Spending Priority 3
Spending Priorities by Articulation Area - Categorized

Dakota Ridge

Articulation Area Spending Priorities/Cuts

Teacher Support

Student Support

Educational Programming

Instructional Resources

Additional Staff

Spending Priorities by Articulation Area - Categorized

![Chart showing spending priorities and cuts for Dakota Ridge. The chart includes categories such as Teacher Support, Student Support, Educational Programming, Instructional Resources, and Additional Staff. The chart uses bars to represent spending cuts and priorities for each category.](chart.png)
Spending Priorities by Articulation Area - Categorized

Districtwide - Online

Articulation Area Spending Priorities/Cuts

- Teacher Support
  - Spending Cuts
  - Spending Priority 1
  - Spending Priority 2
  - Spending Priority 3

- Student Support

- Educational Programming
  - Spending Cuts
  - Spending Priority 1
  - Spending Priority 2
  - Spending Priority 3

- Instructional Resources
  - Spending Cuts
  - Spending Priority 1
  - Spending Priority 2
  - Spending Priority 3

- Additional Staff
  - Spending Cuts
  - Spending Priority 1
  - Spending Priority 2
  - Spending Priority 3
Spending Priorities by Articulation Area - Categorized

Evergreen

Articulation Area Spending Priorities/Cuts

Teacher Support

Student Support

Educational Programming

Instructional Resources

Additional Staff

Legend:
- Spending Cuts
- Spending Priority 1
- Spending Priority 2
- Spending Priority 3
Spending Priorities by Articulation Area - Categorized

Golden

Articulation Area Spending Priorities/Cuts

- Teacher Support
- Student Support
- Educational Programming
- Instructional Resources
- Additional Staff

Legend:
- Spending Cuts
- Spending Priority 1
- Spending Priority 2
- Spending Priority 3
Spending Priorities by Articulation Area - Categorized

Green Mountain

Articulation Area Spending Priorities/Cuts

- Teacher Support
- Student Support
- Educational Programming
- Instructional Resources
- Additional Staff

Spending Cuts | Spending Priority 1 | Spending Priority 2 | Spending Priority 3

Source: Jeffco Research & Assessment Design
Spending Priorities by Articulation Area - Categorized

Option Schools

Articulation Area Spending Priorities/Cuts

- Teacher Support
- Student Support
- Educational Programming
- Instructional Resources
- Additional Staff

- Spending Cuts
- Spending Priority 1
- Spending Priority 2
- Spending Priority 3
Spending Priorities by Articulation Area - Categorized

**Standley Lake**

Articulation Area Spending Priorities/Cuts

- **Teacher Support**
- **Student Support**
- **Educational Programming**
- **Instructional Resources**
- **Additional Staff**

Legend:
- Spending Cuts
- Spending Priority 1
- Spending Priority 2
- Spending Priority 3
Spending Priorities by Articulation Area - Categorized

Wheat Ridge

Articulation Area Spending Priorities/Cuts

- Teacher Support
- Student Support
- Educational Programming
- Instructional Resources
- Additional Staff

Spending Cuts   Spending Priority 1   Spending Priority 2   Spending Priority 3

Source: Jeffco Research & Assessment Design
Spending Priorities by Articulation Area

Articulation Area Spending Priorities/Cuts

- Teacher travel for PD
- Teacher release time for PD/PLC
- Resources to improve school climate
- Professional development
- Reducing student fees
- Mental/Behavioral Health supports
- Add'l STEM/STEAM programming
- Free full day kindergarten
- Add'l Concurrent Enrollment offerings
- Add'l Advanced Placement (AP) offerings
- Add'l elective programming (languages, tech, AMP)
- Adding IntNat'l BacIrt (IB) program
- Add'l supports for gifted & talented students

Technology
- Add'l resources for at-risk students
- Math interventions
- Literacy interventions
- Instructional resources

Add'l para/aide time/support
- Add'l main office support
- Instructional coach
- Add'l Digital Teacher Librarian
- Add'l classroom teachers
- Add'l administrators

Spending Cuts
- Spending Priority 1
- Spending Priority 2
- Spending Priority 3

Source: JEFFCO Research & Assessment Design
Spending Priorities by Articulation Area

Arvada West

Articulation Area Spending Priorities/Cuts

- Teacher travel for PD
- Teacher release time for PD/PLC
- Resources to improve school climate
- Professional development
- Reducing student fees
- Mental/Behavioral Health supports
- Add'l STEM/STEAM programming
- Free full day kindergarten
- Add'l Concurrent Enrollment offerings
- Add'l Advanced Placement (AP) offerings
- Add'l elective programming (languages, tech, AMP)
- Adding IntNat'l BacLit (IB) program
- Add'l supports for gifted & talented students
- Technology
- Add'l resources for at-risk students
- Math interventions
- Literacy interventions
- Instructional resources
- Add'l para/aide time/support
- Add'l main office support
- Instructional coach
- Add'l Digital Teacher Librarian
- Add'l classroom teachers
- Add'l administrators

Spending Cuts  Spending Priority 1  Spending Priority 2  Spending Priority 3
Spending Priorities by Articulation Area

Charter

Articulation Area Spending Priorities/Cuts

- Teacher travel for PD
- Teacher release time for PD/PLC
- Resources to improve school climate
- Professional development
- Reducing student fees
- Mental/Behavioral Health supports
- Add'l STEM/STEAM programming
- Free full day kindergarten
- Add'l Concurrent Enrollment offerings
- Add'l Advanced Placement (AP) offerings
- Add'l elective programming (languages, tech, AMP)
- Adding IntNat'l BacIrl (IB) program
- Add'l supports for gifted & talented students
- Technology
- Add'l resources for at-risk students
- Math interventions
- Literacy interventions
- Instructional resources
- Add'l para/aide time/support
- Add'l main office support
- Instructional coach
- Add'l Digital Teacher Librarian
- Add'l classroom teachers
- Add'l administrators

Spending Cuts
Spending Priority 1
Spending Priority 2
Spending Priority 3
Spending Priorities by Articulation Area

Articulation Area Spending Priorities/Cuts

- Teacher travel for PD
- Teacher release time for PD/PLC
- Resources to improve school climate
- Professional development
- Reducing student fees
- Mental/Behavioral Health supports
- Add'l STEM/STEAM programming
- Free full day kindergarten
- Add'l Concurrent Enrollment offerings
- Add'l Advanced Placement (AP) offerings
- Add'l elective programming (languages, tech, AMP)
- Adding IntNat'l BacIrt (IB) program
- Add'l supports for gifted & talented students
- Technology
- Add'l resources for at-risk students
- Math interventions
- Literacy interventions
- Instructional resources
- Add'l para/aide time/support
- Add'l main office support
- Instructional coach
- Add'l Digital Teacher Librarian
- Add'l classroom teachers
- Add'l administrators

Spending Cuts
Spending Priority 1
Spending Priority 2
Spending Priority 3

Source: Jeffco Research & Assessment Design
Spending Priorities by Articulation Area

Dakota Ridge

Articulation Area Spending Priorities/Cuts

- Add'l administrators
- Add'l classroom teachers
- Add'l Digital Teacher Librarian
- Instructional coach
- Add'l main office support
- Add'l para/aide time/support
- Instructional resources
- Literacy interventions
- Math interventions
- Add'l resources for at-risk students
- Teacher travel for PD
- Teacher release time for PD/PLC
- Resources to improve school climate
- Professional development
- Reducing student fees
- Mental/Behavioral Health supports
- Add'l STEM/STEAM programming
- Free full day kindergarten
- Add'l Concurrent Enrollment offerings
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- Add'l supports for gifted & talented students
- Technology
- Add'l resources for at-risk students
- Math interventions
- Literacy interventions
- Instructional resources
- Add'l para/aide time/support
- Add'l main office support
- Instructional coach
- Add'l Digital Teacher Librarian
- Add'l classroom teachers
- Add'l administrators

Spending Cuts
Spending Priority 1
Spending Priority 2
Spending Priority 3
Spending Priorities by Articulation Area

Evergreen

Articulation Area Spending Priorities/Cuts

- Teacher travel for PD
- Teacher release time for PD/PLC
- Resources to improve school climate
- Professional development
- Reducing student fees
- Mental/Behavioral Health supports
- Add'l STEM/STEAM programming
- Free full day kindergarten
- Add'l Concurrent Enrollment offerings
- Add'l Advanced Placement (AP) offerings
- Add'l elective programming (languages, tech, AMP)
- Adding IntNat'l Bac.lrt (IB) program
- Add'l supports for gifted & talented students
- Technology
- Add'l resources for at-risk students
- Math interventions
- Literacy interventions
- Instructional resources
- Add'l para/aide time/support
- Add'l main office support
- Instructional coach
- Add'l Digital Teacher Librarian
- Add'l classroom teachers
- Add'l administrators

Spending Cuts
Spending Priority 1
Spending Priority 2
Spending Priority 3
Spending Priorities by Articulation Area

Golden Articulation Area Spending Priorities/Cuts

- Teacher travel for PD
- Teacher release time for PD/PLC
- Resources to improve school climate
- Professional development
- Reducing student fees
- Mental/Behavioral Health supports
- Add'l STEM/STEAM programming
- Free full day kindergarten
- Add'l Concurrent Enrollment offerings
- Add'l Advanced Placement (AP) offerings
- Add'l elective programming (languages, tech, AMP)
- Adding IntNat'l BacIrt (IB) program
- Add'l supports for gifted & talented students
- Technology
- Add'l resources for at-risk students
- Math interventions
- Literacy interventions
- Instructional resources
- Add'l para/aide time/support
- Add'l main office support
- Instructional coach
- Add'l Digital Teacher Librarian
- Add'l classroom teachers
- Add'l administrators

Spending Cuts | Spending Priority 1 | Spending Priority 2 | Spending Priority 3
Spending Priorities by Articulation Area

Green Mountain
Articulation Area Spending Priorities/Cuts

- Teacher travel for PD
- Teacher release time for PD/PLC
- Resources to improve school climate
- Professional development
- Reducing student fees
- Mental/Behavioral Health supports
- Add'l STEM/STEAM programming
- Free full day kindergarten
- Add'l Concurrent Enrollment offerings
- Add'l Advanced Placement (AP) offerings
- Add'l elective programming (languages, tech, AMP)
- Adding IntNat'l BacLrt (IB) program
- Add'l supports for gifted & talented students
- Technology
- Add'l resources for at-risk students
- Math interventions
- Literacy interventions
- Instructional resources
- Add'l para/aide time/support
- Add'l main office support
- Instructional coach
- Add'l Digital Teacher Librarian
- Add'l classroom teachers
- Add'l administrators

Spending Cuts  Spending Priority 1  Spending Priority 2  Spending Priority 3
Spending Priorities by Articulation Area

Jefferson

Articulation Area Spending Priorities/Cuts

- Teacher travel for PD
- Teacher release time for PD/PLC
- Resources to improve school climate
- Professional development
- Reducing student fees
- Mental/Behavioral Health supports
- Add'l STEM/STEAM programming
- Free full day kindergarten
- Add'l Concurrent Enrollment offerings
- Add'l Advanced Placement (AP) offerings
- Add'l elective programming (languages, tech, AMP)
- Adding Int'l Bac'lt (IB) program
- Add'l supports for gifted & talented students
- Technology
- Add'l resources for at-risk students
- Math interventions
- Literacy interventions
- Instructional resources
- Add'l para/aide time/support
- Add'l main office support
- Instructional coach
- Add'l Digital Teacher Librarian
- Add'l classroom teachers
- Add'l administrators

Spending Priority 1
Spending Priority 2
Spending Priority 3

-3 -2 -1 0 1 2 3 4

JEFFCO PUBLIC SCHOOLS
Source: Jeffco Research & Assessment Design
Spending Priorities by Articulation Area

Articulation Area Spending Priorities/Cuts

- Teacher travel for PD
- Teacher release time for PD/PLC
- Resources to improve school climate
- Professional development
- Reducing student fees
- Mental/Behavioral Health supports
- Add'l STEM/STEAM programming
- Free full day kindergarten
- Add'l Concurrent Enrollment offerings
- Add'l Advanced Placement (AP) offerings
- Add'l elective programming (languages, tech, AMP)
- Adding IntNat'l BacLit (IB) program
- Add'l supports for gifted & talented students
- Technology
- Add'l resources for at-risk students
- Math interventions
- Literacy interventions
- Instructional resources
- Add'l para/aide time/support
- Add'l main office support
- Instructional coach
- Add'l Digital Teacher Librarian
- Add'l classroom teachers
- Add'l administrators

Spending Cuts  Spending Priority 1  Spending Priority 2  Spending Priority 3
Spending Priorities by Articulation Area

Option Schools

Articulation Area Spending Priorities/Cuts

- Teacher travel for PD
- Teacher release time for PD/PLC
- Resources to improve school climate
- Professional development
- Reducing student fees
- Mental/Behavioral Health supports
- Add'l STEM/STEAM programming
- Free full day kindergarten
- Add'l Concurrent Enrollment offerings
- Add'l Advanced Placement (AP) offerings
- Add'l elective programming (languages, tech, AMP)
- Adding IntNat'l Bac.Ir (IB) program
- Add'l supports for gifted & talented students
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- Add'l resources for at-risk students
- Math interventions
- Literacy interventions
- Instructional resources
- Add'l para/aide time/support
- Add'l main office support
- Instructional coach
- Add'l Digital Teacher Librarian
- Add'l classroom teachers
- Add'l administrators

Spending Cuts  Spending Priority 1  Spending Priority 2  Spending Priority 3

Source: Jefco Research & Assessment Design
Spending Priorities by Articulation Area
School Accountability Committee Assurances - Membership

The school's current SAC includes (check all that apply):
Title of the individual submitting this questionnaire

- Principal: 90
- Assistant Principal: 10
- SAC Chair: 40
- SAC Member: 10
- Principal with SAC Members: 10
School Accountability Committee Assurances - Meetings

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

- Monthly during the school year (may exclude a month or two)
- Quarterly during the school year
- Less than quarterly during the school year
The average number of attendees at our regular SAC meetings is:
The agendas for SAC meetings are typically:
Minutes and agendas for SAC meetings are typically:

- Not published
- Available when requested
- Published and available in the school's office
- Published and available on the school's website
As part of the Budget Prioritization Process, our SAC:

- Engaged in a conversation about school budget priorities and recommended priorities to the principal.
- Engaged in a conversation about school budget but did not provide input/recommendations regarding priorities to the principal.
- Received information from school leadership about the school budget but did not provide input regarding school budget priorities.
- Has not discussed the school’s budget or spending priorities.
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

- Charter
- Non-charter
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.