



# **School Accountability Committee (SAC)**

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**Handbook/Informational  
Resource  
2019**

## **Preface**

A strong School Accountability Committee (SAC) is essential to improve the quality of education our students receive. The purpose of the SAC is to inform, encourage and provide opportunities for parent and community members to be involved in the planning and evaluation of the school's instructional program and quality improvement processes. A SAC that engages parents and community members, while working in coordination with principals helps make each of our schools stronger.

We hope this ninth edition of the Colorado Springs District 11 SAC Handbook provides resources that you need to help the SAC at your school. While we are unable to provide every possible resource and material a SAC might need in this book, we have put pertinent information together to strengthen every SAC within District 11. Our sincere hope is that you find this handbook to be a helpful tool in providing information and resources necessary to equip your SACs to be effective and to have positive impacts in your school.

We will continue utilizing many forms of communication to provide SACs with the resources to be effective and essential. Please utilize our District Accountability Committee (DAC), SAC training sessions and seminars, emails, the monthly DAC newsletter, and the DAC website for help. The dates and agendas for the quarterly SAC training sessions will be widely publicized. We strongly encourage principals and SAC members to attend.

This handbook will help you better understand the role, purpose, and tasks of your SAC.

SACs are composed of volunteers and we applaud the dedication, commitment, and countless hours of volunteer service provided by our parents and community members on behalf of our students. Your participation is the key to success for our students.

We hope you find this handbook to be a helpful tool as we partner together as “a dynamic, collaborative community of energized educators, engaged students, and supportive partners with a passion for continuous learning.”

If you have any questions or requests for areas of training, please do not hesitate to contact us.

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## Colorado Springs District 11 Strategic Plan

### CORE VALUES

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We believe:

- In the inherent worth of every individual and the power of equitable practices to unleash potential.
- Diversity enriches the human experience and strengthens community.
- Healthy relationships provide mutual understanding and enhance life.
- Continuous learning nourishes life.
- Integrity is fundamental to building trust.

### MISSION

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We dare to empower the whole student to profoundly impact our world.

### MISSION IMPACTS

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- Each student will innovatively adapt to evolving challenges.
- Each student will actively pursue learning that continually challenges them to grow and achieve their personal best.
- Each student will develop personal, social, and cultural competencies and apply them intentionally in their lives.

### VISION

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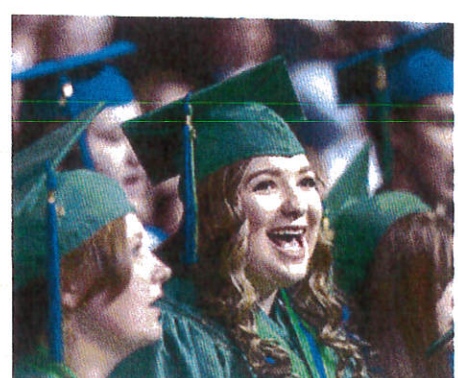
We are a dynamic, collaborative community of energized educators, engaged students and supportive partners with a passion for continuous learning.

### STRATEGIES

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In pursuit of our mission and mission impacts:

1. We will cultivate a collaborative culture that promotes intentional, mission-driven change.
2. We will align our actions to our shared understanding of and commitment to the strategic plan.
3. We will guarantee an ecosystem of equitable practices to meet the unique needs of all.





## **SCHOOL DISTRICT VISION, MISSION AND STRATEGIC PLANNING**

### **MISSION**

We dare to empower the whole student to profoundly impact our world.

### **VISION**

We are a dynamic, collaborative community of energized educators, engaged students and supportive partners with a passion for continuous learning.

### **VALUES**

We believe:

- In the inherent worth of every individual and the power of equitable practices to unleash potential. Diversity enriches the human experience and strengthens community.
- Healthy relationships provide mutual understanding and enhance life.
- Continuous learning nourishes life.
- Integrity is fundamental to building trust.

### **MISSION IMPACTS**

- Each student will innovatively adapt to evolving challenges.
- Each student will actively pursue learning that continually challenges them to grow and achieve their personal best.
- Each student will develop personal, social, and cultural competencies and apply them intentionally in their lives.

### **STRATEGIES**

In pursuit of our mission and mission impacts:

- We will cultivate a collaborative culture that promotes intentional, mission-driven change.
- We will align our actions to our shared understanding of and commitment to the strategic plan.
- We will guarantee an ecosystem of equitable practices to meet the unique needs of all.

### **STRATEGIC DELIMITERS**

We will not:

- Allow past practices to create barriers to new and innovative ideas.

- Avoid conflict or difficult conversations, nor engage in problem solving through the lens of blame.
- Engage in initiatives that are misaligned with our mission.

## STRATEGIC PLANNING PROCESS

The overall District Strategic Plan will be embodied in a series of plans using the concepts outlined above and designed to execute the overall Mission Impacts of the District. Each Mission Impact will have defined outcomes, measures, targets, strategies, and actions. The Strategic Plan will be supplemented by an Academic Plan, a District-wide five-year Capital Investment and Funding Plan, a District-wide five-year Technology Plan, the District budget, the Mill Levy Override Plan, and by Division/Department-level and school level plans as appropriate or required by statute. The Strategic Plan and supplemental District-wide plans will be reviewed and updated annually, with the exception of the five-year Capital Investment and Funding Plan, which may only be updated bi-annually.

Adopted November 15, 1978  
Revised August 13, 1986  
Revised 1994  
Revised August 2000  
Revised June 2009  
Revised January 22, 2014  
Reviewed May 30, 2018  
Revised June 12, 2019

LEGAL REFS: C.R.S. 22-32-109.1(1.5)

CROSS REFS: AEC Annual Reporting to the Public  
District Strategic Plan (latest version)

## GUIDING PRINCIPLES: FOR RELATIONSHIPS THAT LEAD TO SUCCESS

We value and use these guiding principles for accomplishing the *Mission* and our working relationships.

### THINK WIN/WIN -- *CREATE THE CONDITION FOR UNDERSTANDING MUTUAL GOALS*

- ✚ Work together to understand each other's needs.
- ✚ When we offer solutions that help each other do a better job we contribute to creating success for all of us.

### LISTEN FIRST, TALK SECOND, MANAGE BY FACTS -- *CREATE THE CONDITION FOR MAKING GOOD DECISIONS*

- ✚ Keep the elephant on the table – admit to the brutal facts - and work toward success.
- ✚ Build trust with the truth and work together through the good times and the challenges.

### TRUST BUT VERIFY -- *CREATE THE CONDITION FOR VALUING AND ADDRESSING SUCCESS CRITERIA*

- ✚ Expect success. Expect high quality deliverables. Demonstrate high standards for performance.
- ✚ Celebrate success. Appreciate the conclusion of each event.

### REMEMBER: —A DOLLAR IS A DOLLAR -- *CREATE THE CONDITION FOR SOUND FISCAL MANAGEMENT*

- ✚ Work to set realistic expectations for costs and what exactly demonstrates business value.
- ✚ Demonstrate fiscal responsibility with each other's money. Would they spend it as you would?

### FIRST DO NO DAMAGE -- *CREATE THE CONDITION TO BALANCE INNOVATION WITH MINDING THE STORE*

- ✚ Don't turn the business process upside down without a very good reason – but don't leave it broken if it's clearly yours to fix.
- ✚ Don't stop the production line without a very good reason – but don't ignore it if it's not working.

### WHATEVER IT TAKES -- *CREATE THE CONDITION WHERE WE EACH BELIEVE NOTHING IS IMPOSSIBLE*

- ✚ Never say never. Avoid —can't. Look for ways to say, —yes instead of —no.
- ✚ Work with a sense of urgency to ensure we meet our end user needs.



## **ACCOUNTABILITY/COMMITMENT TO ACCOMPLISHMENT**

The Colorado Springs School District 11 Board of Education (the Board) accepts its ultimate responsibility for all facets of school operations and programs. Because it is accountable to residents of Colorado Springs School District 11 (the District), the Board shall maintain a program of accountability which consists of the following elements:

1. Clear statements of expectations and purposes as these relate to operations, programs, departments and positions.
2. Provisions for the staff, resources and support necessary to achieve stated expectations and purposes, subject to available financial resources.
3. Evaluation of operations, programs, instruction and services to determine how well expectations and purposes are being met.
4. Evaluation of the efforts of employees of the Board, and of the Board itself, in line with stated objectives. The first purpose of personnel evaluation shall be to help each individual make a maximum contribution to the goals of the school system.

As required by law, the Board shall adopt and maintain an accountability program to measure the adequacy and efficiency of the educational program.

The Board shall appoint a District Accountability Committee (DAC) which shall consist of at least three parents/guardians of students enrolled in the District public schools, one teacher, one school administrator employed by the District and one person involved in business or industry within the District's boundaries. A parent/guardian shall not be eligible to serve as a parent/guardian on the DAC if he or she is employed by the District or a relative is employed by the District. In accordance with state law, relative is defined as a person's spouse, son, daughter, sister, brother, mother, or father. At least one parent/guardian must have one or more students in a District charter school and at least one must have a demonstrated knowledge of charter schools. The Board will make a good faith effort to meet this membership criteria, but if it cannot, the Board shall strive to have a balance of membership consistent with the District's racial/ethnic/economic/ special education/gifted/migrant and English Language Learner (ELL) student representations.

The overall role of the DAC shall be to make recommendations to the Board relative to the program of accountability, improvement of education, and expenditure of funds in the District. Specific responsibilities are outlined in Article III, Responsibilities of the DAC Bylaws (See Regulation AE-R-1). The Superintendent or his/her designees shall serve as Administration resource person(s) to the DAC and DAC standing subcommittees.

Each District public school, including District charter schools, shall establish a School Accountability Committee (SAC). To the extent feasible each SAC shall consist of at least seven (7) members to include three parents or legal guardians of students in the school, one teacher who instructs in the school, one adult representing the PTA/PTO of the school, one person who is involved in business or industry in the local school community, and the principal of the school or his/her designee. A parent/guardian shall not be eligible to serve as a parent/guardian on the

SAC if he or she is employed by the school or a relative is employed by the school. In accordance with state law, relative is defined as a person's spouse, son, daughter, sister, brother, mother, or father. The school principal, with advice from representative organization(s) of parents/guardians, teachers, and students will make a good faith effort to meet this membership criteria but if it cannot be achieved, the school shall strive to have a balance of membership consistent with the school's racial/ethnic/economic/special education/gifted/migrant and English Language Learner (ELL) student representations.

The overall role of school-level accountability committees (SACs) shall be to make recommendations to the principal, DAC and Board as appropriate relative to the improvement of education, safety, learning environment, and expenditure of funds in their schools. Specific responsibilities are outlined in Regulation AE-R-2, School Accountability Committees.

For both DAC and SACs the parent/guardian membership must be larger than the membership of any other segment of the committee. The chairs of standing DAC committees will also be a parent/guardian or community member.

The DAC and SACs must work to increase parent/guardian engagement in schools by publicizing openings on the DAC and SACs, soliciting parents/guardians to serve on the DAC and SACs, and by assisting school personnel in communications with parents/guardians.

All DAC and SAC meetings shall be open to the public. Meeting notices for DAC meetings shall be posted in the same place and in a similar manner as notices of Board meetings. Notices for SAC meetings shall be posted in the school and in school media.

Every effort shall be made by the Board, the Superintendent, the staff and the accountability committees to fulfill the responsibilities inherent in the concept of accountability as well as the intent of the Educational Accountability Act.

Current practice codified 1980

Revised June 1988

Revised February 1991

Revised December 1992

Revised April 2010

Revised May 8, 2013

Revised January 22, 2014

Revised May 11, 2016

LEGAL REFS: C.R.S. 14-15-101, et seq.  
C.R.S. 22-2-117 (waivers from State Board of Education)  
C.R.S. 22-7-301, et seq.  
C.R.S. 22-11-101 et seq. (Educational Accountability Act of 2009)  
C.R.S. 22-11-301 and 302 (District Accountability Committee)  
C.R.S. 22-11-401 through 406 (School Accountability Committee)  
C.R.S. 22-32-142  
C.R.S. 24-6-402 (Colorado Sunshine Law)  
1 CCR 301-1, Rules 2202-R-1.00 et seq.

CROSS REFS: AED, Accreditation  
AE-R-1, District Accountability Committee (By-laws)

AE-R-2, School Accountability Committees  
BDF, Advisory Committees  
BG, School Board of Education Policy Process  
IHBJ and IHBJ-R, Parent Involvement in Title I Education  
JIC, Student Conduct, Discipline, and Attendance Code  
JK, Student Discipline  
KB, Parent/Guardian Engagement



## **SCHOOL ACCOUNTABILITY COMMITTEES** (Minimum Requirements for SAC By-Laws)

### **Purpose**

The school accountability committee (SAC) represents the school community's point of view at large. Each SAC concerns itself with the improvement of education, safety, and learning environment for students in its school. Toward the accomplishment of this purpose, the SAC works in cooperation with the principal to:

1. Adopt rules for its operation (by-laws) consistent with these organizational guidelines.
2. Request assistance from the school's District Accountability Committee (DAC) Chair, Vice Chair, Training and SAC Support Subcommittee, and/or school representatives to the DAC as appropriate.
3. If a performance or improvement plan is required based on the school's accreditation status, advise the principal concerning preparation of the school's Performance or Improvement plan if either type is required based on the school's accreditation status, and make recommendations regarding the contents of the plan [per C.R.S. 22-11-403 thru 22-11-406].
4. If a priority improvement plan or turnaround plan is required based on the school's accreditation status, publicize and hold a public SAC meeting to receive input concerning possible strategies to be included in the school Priority Improvement plan, or Turnaround plan if either type is required based on the school's accreditation status. The SAC shall make recommendations to the principal and the Colorado Springs School District 11 Board of Education (the Board) concerning the contents of the school Priority Improvement plan or Turnaround plan, taking into account recommendations received at the public meeting. *[At a minimum, the plans must identify the local, state, and federal resources that the school will use to implement the identified strategies with fidelity and incorporate strategies to increase parent/guardian engagement in the public school.]*
5. In coordination with the principal, submit the school's plan to the DAC and the Colorado Springs School District 11 (the District) Superintendent (or designee) by the date specified by the Superintendent (or designee)
6. Publicize the Board public hearing held to review the school's written Priority Improvement or Turnaround plan if one is required. Members of the SAC are encouraged to attend the public hearing.
7. At least quarterly the SAC should assess, in coordination with the principal, the achievements and challenges relating to successful implementation of the school's Performance, Improvement, Priority Improvement, or Turnaround plan whichever is applicable.

8. Make recommendations to the principal on priorities for the expenditure of school funds with a focus on achievement and safety; and identify additional funding needs as appropriate. The SAC shall send copies of its recommendations for the upcoming school year to the DAC, Superintendent (or designee) and the Board not later than 1 February of each year. When requested, the SAC will also provide input on use of Student Activities Funds.
9. Increase the level of parent/guardian engagement in the school consistent with the school's racial/ethnic/economic/ special education/gifted/migrant and English Language Learner (ELL) student representations.
10. Publicize opportunities to serve and solicit parents/guardians to serve on the SAC. In soliciting parents/guardians to serve on the SAC, the SAC shall direct the outreach efforts to help ensure that the parents/guardians who serve on the SAC reflect the student populations represented in the school (as provided in section 9 above).
11. Assist the District in implementing at the school the parent/guardian engagement policy adopted by the Board
12. Assist school personnel to increase parents'/guardians' engagement with teachers, including but not limited to parents'/guardians' engagement in creating students' Reading to Ensure Academic Development Act (READ) plans, in creating students' Individual Career and Academic Plans, and in creating students' plans to address chronic absenteeism and/or habitually truant
13. Provide input and recommendations to the DAC and District administration, on an advisory basis, concerning school principal evaluation procedures and development plans.
14. Develop additional SAC areas of study, as needed, which will address the educational needs of the school
15. The Board may also task the SAC directly in other Board policies.

### **Membership**

The SAC membership composition will be developed in accordance with the guidelines in policy AE, Accountability/Commitment to Accomplishment. A parent/guardian shall not be eligible to serve as a parent/guardian on the SAC if he or she is employed by the school or a relative is employed by the school. In accordance with state law, relative is defined as a person's spouse, son, daughter, sister, brother, mother, or father.

The SAC will encourage terms of membership of two years but will accept terms of one year. Terms of membership of two years are encouraged so that over this period members may develop a full understanding of and make significant contributions to the accountability process in their school. Individuals may serve for multiple terms.

For members with two-year terms, the SAC will make a best effort to stagger these terms of membership so that no more than approximately one-half of the committee's membership

expires in any one year. Subject to the approval of the SAC, the principal and/or chair will make recommendations for vacant positions for unexpired terms.

### **Officers, terms and duties**

A chair will be elected from the SAC membership. A vice chair or co-chair and secretary may also be elected. The term of office will be one or two years, and may be renewed at the discretion of the SAC. The chair, co-chair, and/or vice chair should be a parent/guardian elected from the parent/guardian representatives on the SAC. Officers will be elected by the majority of the membership present at the last meeting of the existing school year or at the first meeting of the next school year but no later than Sept 1<sup>st</sup> of each year.

The Chair will preside at all meetings, appoint subcommittee chairs as needed and, in general, conduct the business of the committee. The Chair or Secretary (if elected) will take minutes of the meetings, record attendance and provide a written copy for the records. The Chair will also ensure that the school community has been notified and has the opportunity to participate in DAC/SAC/Parent/Guardian work sessions and conferences sponsored by the District DAC.

### **Meetings**

Meetings will be held at least quarterly but more typically monthly during the school year to address the goals and items listed under "Purpose" above.

A schedule of meetings (dates and times) will be established by the SAC. All meetings will be open to the public. Meeting notices and minutes will be posted in school buildings and on school web sites as appropriate. Member notification will be by email or other electronic means where possible.

Special meetings may be called by the chairman or by a majority of the total SAC membership. At least seven days' previous notice of special meetings will be given to all SAC members including the principal via phone or written contact.

If prior proper notice is given, the voting membership present will constitute a quorum for the full SAC.

### **Subcommittees**

Subcommittees will be formed as deemed necessary by the chair and principal. Subcommittee meeting schedules and plans of work must be approved by the SAC.

### **By-laws and amendments**

By-laws will be adopted by the SAC which are consistent with these minimum requirements. They may be amended by a majority vote of the SAC membership at any regular meeting



following advance written notice of at least seven days to all members. All amendments also must be consistent with these minimum requirements.

Adopted December 1990  
Revised March 2010  
Revised April 2010  
Revised May 8, 2013  
Revised January 22, 2014  
Revised May 11, 2016

LEGAL REFS.: C.R.S. 14-15-101 et seq.  
C.R.S. 22-7-301, et seq.  
C.R.S. 22-7-1201. et seq (Colorado READ Act)  
C.R.S. 22-11-101 et seq. (Educational Accountability Act of 2009)  
C.R.S. 22-11-401 through 406 (School Accountability Committee)  
C.R.S. 22-32-109 (1)(oo)  
C.R.S. 22-32-142  
C.R.S. 24-6-402 (Colorado Sunshine Law)  
1 CCR 301-1, Rules 2202-R-1.00 et seq.  
1 CCR 301-81, Rules Governing Standards for Individual Career and Academic Plans  
1 CCR 301-92, Rules for Administration of Colorado READ Act

CROSS REFS.: AE, Accountability/Commitment to Accomplishment  
AE-R-1, District Accountability Committee By-Laws  
AED, Accreditation  
BDF, Advisory Committees  
BG, School Board of Education Policy Process  
DM, Cash in School Buildings  
IHBJ and IHBJ-R, Parent Involvement in Title I Education  
JHB, Truancy  
JIC, Student Conduct, Discipline, and Attendance Code  
JJF, Student Activities Funds  
JK, Student Discipline  
KB, Parent/Guardian Engagement

## Great Reference Links for SAC and DAC Members

August 2019

Colorado Department of Education (CDE) Home Page – provides access to information on implementation of Federal and Colorado laws on education: <http://www.cde.state.co.us>

CDE website “Resources for Parents” page – provides access to DAC and SAC resources plus a wide range of instruction/curriculum/test and parent engagement resources:

<http://www.cde.state.co.us/Resourcesforparents>

Link to the State Advisory Council for Parent Involvement in Education (SACPIE)(great parent resource) webpage <http://www.cde.state.co.us/sacpie>

Link to information on and a by-subject listing of **promising school and family partnership practices** developed under SACPIE: <http://www.cde.state.co.us/ui/p/promising>

Link to MTSS (Multi-tiered System of Supports) Essential Components page giving definitions and links to subcomponents of MTSS: <http://www.cde.state.co.us/mtss/essentialcomponents>

Latest CDE generated District Accountability handbook (Version 8.0, Aug 2018) – Covers District Accountability and School Accountability committee responsibilities (should be current for 18-19): [http://www.cde.state.co.us/accountability/district\\_accountability\\_handbook\\_2018\\_19](http://www.cde.state.co.us/accountability/district_accountability_handbook_2018_19)

CDE generated Unified Improvement Planning resources page – for use by schools and districts. Includes latest info for 16-17, 17-18, 18-19, 19-20 and step-by-step guidance/resources:

<http://www.cde.state.co.us/ui/p>

CDE generated Assessment Toolkit designed to help districts and schools communicate with parents about state assessments. <https://www.cde.state.co.us/communications/tools-assessments>

CDE generated State Accountability Data Tools and Reports page – provides descriptions of latest tools and reports and links to all key tools and reports:

<http://www.cde.state.co.us/accountability/schoolviewdataandresults>

CDE generated State, District, and School Performance Framework Reports (final) and percentile ranking info, with data for 10-11, 11-12, 12-13, 13-14, 15-16, 16-17, 17-18, and 18-19 plus the latest UDIP/USIPs: <http://www.cde.state.co.us/schoolview/performance> . (See also District and School Performance Frameworks <http://www.cde.state.co.us/accountability/performanceframeworks>)

Colorado Growth Model Tables of Results (TCAP), for 10-11, 11-12, 12-13, 13-14 15-16, 16-17, 17-18, and 18-19 for State, District, and School levels (includes links to growth-related resources):

<http://www.cde.state.co.us/schoolview/coloradogrowthmodel>

The School Dashboard is a visualization tool that graphs out currently available individual school data over time, such as demographics, achievement, growth and performance framework data:

<http://www.cde.state.co.us/code/schooldashboard>

Colorado READ Act (HB12-1238) Implementation, Rules and Resources:  
<http://www.cde.state.co.us/coloradoliteracy/readact/index>. (See also Early Learning and School Readiness, <http://www.cde.state.co.us/schoolreadiness>.)

Latest CDE update (Updated first week of every month) gives the latest info on availability of test results, growth data, school and district performance frameworks, USIPs and much, much more. It is available at <http://www.cde.state.co.us/cdeupdate>.

Every Student Succeeds Act – Implementation in Colorado:  
<http://www.cde.state.co.us/fedprograms/essa>

Listing and definitions for all CDE acronyms (includes most used by D-11 also):  
<http://www.cde.state.co.us/cdeacronyms>

**Useful Colorado Springs D-11 Website links:**

Parent/Community page with key links: <https://www.d11.org/domain/251>

District Accountability Committee page: <https://www.d11.org/site/Default.aspx?PageID=937>  
(Contains information and resources for DAC and SACs)

Board of Education home page (meeting dates, agendas, minutes, etc.; policies and regs; how to contact Board members): <https://www.d11.org/domain/69>

D-11 2019-20 Assessment Calendar:  
<https://www.d11.org/cms/lib/CO02201641/Centricity/Domain/541/ASSESSMENT%20CALENDAR%20-%202019-2020.pdf>

D-11 School capacity model (all levels) and associated school utilization information;  
<https://www.d11.org/domain/3231>

D-11 Family-School Partnerships – An Implementation Guide:  
<https://www.d11.org/cms/lib/CO02201641/Centricity/Domain/842/FamilySchoolPartnershipsToolkit.pdf>

Sample School Accountability Committee webpage (Sabin MS SAC):  
<https://www.d11.org/domain/1542>



**School District 11**  
**School Accountability Committees (SACs)**  
**Agenda Planning Guide 2019-20**

**Forward:** This guide is intended to give Principals and SAC Chairs a reference and reasonable flow for agenda topics and actions that meet the broad responsibilities of School District 11 SACs. SACs should tailor agendas appropriate to their school's needs and emphasis. Mandatory items/deadlines are noted where applicable.

**AUGUST**-if August meeting (Themes: Orientation and Unified School Improvement Plan (USIP) development)

- Elect SAC leadership (if not done in April/May-required by Sep 1<sup>st</sup>)
- Orientation of new SAC members
  - Review roles and responsibilities
  - Review membership status and guidelines
- Overview of school USIP status and instructional focus for 2019-20
- Review/meet with PTA(PTO) leadership and F.I.T. Volunteer Coach on school strategies for parent engagement

**SEPTEMBER** (Theme Instructional Focus and USIP)

- SAC orientation (if not done in Aug.)
- Review SAC Handbook for school year 2019-20 if available
- Review 18-19 Colorado Measures of Academic Success (CMAS) results , PSAT/SAT 2019 test results (if HS), Colorado Growth Model 18 – 19 results and preliminary School Performance Framework (SPF) designation for 19-20
- Discuss USIP status/completion date (first draft in CDE system by Sep 28<sup>th</sup>?)and instructional challenges/focus for 19-20 (make recommendations as appropriate)
- Review District/state assessment calendar for school for 19-20
- Discuss what data will be collected/monitored to assess progress toward goals
- Review DIBELS Next (ES) and Achieve 3000 (MS) fall test results if available

**OCTOBER** (Theme: Instructional Focus)

- Train SAC on USIP elements (as needed) – finalize USIP
- Review/discuss School Readiness plan for kindergarten and READ Act implementation, funding, and student status/results (ES only)
- Review school focus on Individual Career and Academic Plans (ICAPs) and new graduation requirements approved by D-11 Board of Ed. in spring 2016 (MS & HS only)
- Review Galileo K-12 Fall Benchmark results (if available) and compare against USIP
- Review Power BI Early Warning System data since start of school and identify areas of concern in academics, discipline and attendance.

**NOVEMBER** (Theme: Achievement Gaps)

- Review/discuss school approach to Response to Intervention (RTI)/Multi-tier Support System (MTSS);
  - Differentiation, blended learning, tutoring, etc.

- Instructional supports for RTI/MTSS Tier 2 and Tier 3 students including support to Gifted & Talented (GT) and English Language Learner (ELL) students
- Review test results for DIBELS Next, Achieve 3000, and/or Fall Galileo K-12 test results (as appropriate)
- Review/discuss school's focus on parent strategies for individual student support (i.e. parent and teacher as partners in student learning)

**DECEMBER** (If meeting – Theme: Catch up and safe learning environment)

- If meeting, use time to complete items not addressed so far and prepare for future tasks.
- Review/discuss with principal the school's implementation of the new educator evaluation system and alignment with instructional goals
- Review/discuss safe learning environment (safety, discipline, attendance, student/staff satisfaction, etc.)

**JANUARY** (Theme: Budget and funding priorities for school year 2019-20)

- Review/discuss school budget alignment with USIP goals and identify school funding shortfalls, e.g.;
  - Instructional resources to meet transition to new state standards
  - Technology resources needed for student learning/testing

Note: Budget/funding recommendations must be submitted to DAC by Feb 1, 2020 to be considered for the school year 20-21 budget.

- Review results of Galileo K-12 Winter Benchmark tests and compare to USIP targets.

**FEBRUARY** (Theme: Mid-yr USIP progress review)

- Principal and teachers provide relevant 1<sup>st</sup> semester achievement data (including Winter Galileo K-12 Benchmark, middle of year DIBELS Next, and Achieve 3000 test results (if taken and not reviewed in Jan)
- Progress in reading, writing, math, social studies and science
- Progress on RTI/MTSS and associated achievement gap strategies
- Progress on parent engagement for student learning

**MARCH** (Theme: USIP updates-if needed)

- Review/discuss possible USIP adjustments (if needed) – USIP is due to CDE by April 15<sup>th</sup>
- Catch up on delayed topics and/or school unique issues

**APRIL** (Theme: Assessment/planning for next school year)

- Principal/teachers provide relevant 3<sup>rd</sup> quarter data. Review available District/state assessment results and assessment challenges including District aligned Benchmark data for 3<sup>rd</sup> quarter
- Elect/select chair, secretary and other officers as appropriate for next school year
- Set SAC meeting calendar for next school year

**MAY** (If meeting – Theme: Continue planning for next school year)

- Review/discuss instructional focus and USIP goals for next year, including alignment of local assessment strategies with Colorado Academic Standards.

**Colorado Springs School District 11  
Executive Directors by School  
2019-2020 School Year**



<b>Mr. John Keane</b> <b>Executive Director of K-12 Schools</b> <b>520-2018</b>		
Coronado	Darin Smith	328-3600
Doherty	Kevin Gardner	328-6400
<i>Galileo MS</i>	Kenneth Miller	328-2200
<i>Holmes MS</i>	Anthony Karr	328-3800
<i>Jenkins MS</i>	Darren Joiner	328-5300
<i>Mann MS</i>	Leah Segura	328-2300
Mitchell	Carlos Perez	328-6600
<i>North MS</i>	Chris Kilroy	328-2400
Palmer	Lara Disney	328-5000
<i>Russell MS</i>	David Dubois	328-5200
<i>Sabin MS</i>	Jared Welch	328-7000
<i>Swigert MS</i>	James Nason	328-6900
<i>West MS</i>	Shalah Sims	328-3900

<b>Mrs. Cynthia Martinez</b> <b>Executive Director of K-12 Schools</b> <b>520-2018</b>		
Adams	Nate Hansen	328-2900
Audubon	Aaron Ford	328-2600
Bristol	Manuel Ramsey	328-4000
Buena Vista	Sharon Gateley	328-4100
Chipeta	Sarah Scott	328-5500
Columbia	Chris Brandt	328-2700
Edison	Kevin Willis	328-2800
Howbert	Bryan Relich	328-4200
Jackson	Sara Miller	328-5800
Midland	Jennifer Breeding	328-4500
Queen Palmer	Christina Butcher	328-3200
Steele	Ryan Capp	328-4700
Stratton	Kyle Rudd	328-3400
Taylor	Kimberly Gilbert	328-3500
Trailblazer	Kenneth Pfeil	328-6300
West ES	Karen Newton	328-4900

<b>Mrs. Sherry Kalbach</b> <b>Executive Director of K-12 Schools</b> <b>520-2018</b>		
Carver	Dr. Missy Hollenbeck	328-7100
Freedom	Sandra Park	228-0800
Fremont	Tracy Squires	328-5600
Grant	Ryan Miller	328-5700
Henry	Ginger Ernst	328-7200
Keller	Stacy Brisben	328-5900
King	Treg Joslyn	328-6000
Madison	Derien Latimer	328-7300
Martinez	Bobbie Long	328-6100
McAuliffe	Toni Schone	228-0900
Monroe	Carole Frye	328-7400
Penrose	Tamara Sobin	328-7500
Rogers	Linda Slothower	328-3300
Rudy	Julie Fahey	328-7600
Scott	Jennifer Radford	328-6200
Twain	Lynn Boskie	328-7700
Wilson	Stephanie Atencio	328-7800

<b>Mr. Dan Hoff</b> <b>Executive Director of Alternative &amp; Non-Traditional Schools</b> <b>328-2010</b>		
Achieve Online	John Bailey	328-3012
Adult/Family Ed	Melissa Burkhardt-Shields	328-3001
The Bijou School	Mary Ruben-Clapper	328-2162
Digital HS	John Bailey	328-3012
Odyssey ECCO	Sean Norman	328-2030
Tesla EOS	Jason Miller	328-2102

<b>Tom Weston</b> <b>Liaison - Charter Schools</b> <b>720-519-3676</b>		
Academy ACL	Nikki Myers	434-6566
CIVA	Randy Zimmerman	633-1306
Comm Prep	Gayle Hinrichs	227-8836
GLOBE	Kelly Parker	630-0577
Eastlake HS	CJ Berry	271-0145
Roosevelt Charter	Steve Tompkins	637-0311



### DAC Committee Members 2019-2020 School Year

Category	Name	Phone #	Email	Affiliation/Location
Chair	Velvet Stepanek	964-6002	<a href="mailto:vstepanek@msn.com">vstepanek@msn.com</a> ;	Chair
Vice Chair (Membership Committee)	Joseph Mezzofante	641-5351	<a href="mailto:mezzofantej@gmail.com">mezzofantej@gmail.com</a> ;	Vice Chair
4 parents with students in District regular elementary schools	Vicky McLaughlin	661-3339	<a href="mailto:Vmcloughlin1013@gmail.com">Vmcloughlin1013@gmail.com</a> ;	Parent/Buena Vista ES
	Carol Nuss		<a href="mailto:nussmoose@gmail.com">nussmoose@gmail.com</a> ;	Parent/King ES
	Jane Tucker		<a href="mailto:janemlazar@gmail.com">janemlazar@gmail.com</a> ;	Parent/Fremont ES
	Thomas W. Lysne	322-7126	<a href="mailto:TWL@csnaarchitects.com">TWL@csnaarchitects.com</a> ;	Parent/Howbert ES
1 parent with a student identified as GT /Special Needs	Nila Rickard	217-9409	<a href="mailto:nilarickard@yahoo.com">nilarickard@yahoo.com</a> ;	Parent/Stratton ES
1 parent with a student identified as ELL	Cass Daley	332-0005	<a href="mailto:cassdaleydesigns@usa.net">cassdaleydesigns@usa.net</a> ;	Parent/Palmer HS
2 parents with students in District regular middle schools	Beth Turner	930-2993	<a href="mailto:Bethturner3@hotmail.com">Bethturner3@hotmail.com</a> ;	Parent/North MS
	Darleen Daniels	649-2277	<a href="mailto:Beth.Turner@childrencolorado.org">Beth.Turner@childrencolorado.org</a> ; <a href="mailto:Dmdnsd2010@yahoo.com">Dmdnsd2010@yahoo.com</a> ;	Parent/Jenkins MS



Category	Name	Phone #	Email	Affiliation/Location
2 parents with students in District regular high schools	Carl Schueler	385-5391	<a href="mailto:cschueler@springgov.com">cschueler@springgov.com</a> ;	Parent/Palmer HS
	Staci Ruddy	570-7007	<a href="mailto:staci.ruddy@gmail.com">staci.ruddy@gmail.com</a> ;	Parent/Doherty HS
1 parent with a student in a District alternative school	Joseph Mezzofante	641-5351	<a href="mailto:mezzofantej@gmail.com">mezzofantej@gmail.com</a> ;	Parent/Odyssey ECCO
1 parent with a student in a District charter school	Julie Hudak-Salvat	375-9285	<a href="mailto:ihudaklcs@aol.com">ihudaklcs@aol.com</a> ;	Parent/CIVA Charter
3 teachers (one elementary, one middle and one secondary)	Esther Smith	328-2475	<a href="mailto:Esther.Smith@d11.org">Esther.Smith@d11.org</a> ;	Teacher/North MS
	Carla Scott	574-1883	<a href="mailto:Carla.Scott@d11.org">Carla.Scott@d11.org</a> ;	Teacher/Carver ES
	Amanda Hawkins	328-6719	<a href="mailto:Amanda.Hawkins@d11.org">Amanda.Hawkins@d11.org</a> ;	Teacher/Mitchell HS
	LynDel Randash	637-0311	<a href="mailto:Irاندash@rca-csprings.org">Irاندash@rca-csprings.org</a> ;	Teacher/Roosevelt
	Frank Lee Jr.	(404) 754-4419	<a href="mailto:Frank.Lee@d11.org">Frank.Lee@d11.org</a> ;	ELL Teacher/Tesla
3 school administrators (one elementary, one middle and one secondary)	Aaron Ford	328-5703	<a href="mailto:Aaron.Ford@d11.org">Aaron.Ford@d11.org</a> ;	Principal/Audubon ES
	Chris Kilroy	328-2402	<a href="mailto:Christopher.Kilroy@d11.org">Christopher.Kilroy@d11.org</a> ;	Principal/North MS
	Carlos Perez	328-6602	<a href="mailto:Carlos.Perez@d11.org">Carlos.Perez@d11.org</a> ;	Principal/Mitchell HS
1 ESP representative	Cynthe Winebrenner	328-6666	<a href="mailto:Cynthe.Winebrenner@d11.org">Cynthe.Winebrenner@d11.org</a> ;	ACE Job Coach/Mitchell HS

Category	Name	Phone #	Email	Affiliation/Location
4 community members living in the District without students in District schools	Lyman Kaiser	260-6187	<a href="mailto:Lyman.kaiser@comcast.net">Lyman.kaiser@comcast.net</a> ;	Community
	Bob Null	473-7455	<a href="mailto:bob@bobnull.com">bob@bobnull.com</a> ;	Community
	Sally Sue Coddington	635-0242	<a href="mailto:sscodd@comcast.net">sscodd@comcast.net</a> ;	Community
	Wendy Chiado	648-1125	<a href="mailto:wchiado@aol.com">wchiado@aol.com</a> ;	Community
1 person involved in business or industry within the District's boundaries	Chyrese Exline	229-4670	<a href="mailto:Chyreseexline@gmail.com">Chyreseexline@gmail.com</a> ;	Business
1 person associated with the military community at Peterson AFB	Victoria Henderson	556-6141 556-7832	<a href="mailto:Victoria.Henderson@us.af.mil">Victoria.Henderson@us.af.mil</a> ; <a href="mailto:Carnation011476@yahoo.com">Carnation011476@yahoo.com</a> ;	Military Liaison
Chair of the DAC Budget Committee	Jan Rennie	660-4224	<a href="mailto:Janice.Rennie@d11.org">Janice.Rennie@d11.org</a> ;	Chair/Community
Chair of the DAC Accreditation/Achievement Committee	Ed Plute	598-6013 337-1303	<a href="mailto:eplute@comcast.net">eplute@comcast.net</a> ; <a href="mailto:eplute@peraton.com">eplute@peraton.com</a> ;	Chair/Community

Category	Name	Phone #	Email	Affiliation/Location
Administrative Liaison (Appointed by the Superintendent) ex-officio, non-voting member	Phoebe Bailey	520-2017	<a href="mailto:Phoebe.Bailey@dd11.org">Phoebe.Bailey@dd11.org</a>	Assistant Superintendent – Personnel Support Services
Administrative Support (ex-officio, non-voting member)	Trudy Tool	520-2016 287-4104	<a href="mailto:toolte@dd11.org">toolte@dd11.org</a>	Personnel Support Services

## List of Commonly Used Acronyms at School District 11

<b>ABE</b>	Adult Basic Education
<b>ACE</b>	Alternative Cooperative Education
<b>ACO</b>	Administrative Contracting Officer
<b>ACT</b>	American College Testing
<b>ACT</b>	Academic System, Culture of Performance and Talent Development
<b>AD</b>	Athletic Director
<b>ADA</b>	Americans with Disabilities Act
<b>ADD</b>	Attention Deficit Disorder
<b>ADE</b>	Automated Data Exchange
<b>ADM</b>	Administration
<b>ADS</b>	Application Development and Support (formerly Information Systems or IS)
<b>AEC</b>	Alternate Education Campus
<b>AED</b>	Amortization Equalization Disbursement
<b>AEFLA</b>	Adult Education Family Literacy Act
<b>AFE</b>	Adult and Family Education
<b>ALJ</b>	Administrative Law Judge
<b>ALL</b>	Achievement, Learning and Leadership (formerly ICSS)
<b>ALP</b>	Advanced Learning Plan
<b>AMAO</b>	Annual Measurable Achievement Outcomes
<b>AP</b>	Assistant Principal
<b>APF</b>	Annual Performance Framework
<b>APR</b>	Annual Performance Review
<b>APPLE</b>	Academic Performance Plan for the Learning Environment
<b>ARC</b>	Annual Required Contribution (for pension reporting)
<b>ARRA</b>	American Recovery and Reinvestment Act
<b>ASBO</b>	Association of School Business Officials
<b>ASCA</b>	American School Counselors Association
<b>ASCENT</b>	Accelerating Students through Concurrent Enrollment
<b>ASE</b>	Adult Secondary Education
<b>AV</b>	Audio Visual
<b>AVID</b>	Advancement Via Individual Determination
<b>AVP</b>	Area Vocational Program
<b>AYP</b>	Adequate Yearly Progress
<b>BAB</b>	Breakfast After the Bell
<b>BEST</b>	Boards of Education Self-funded Trust
<b>BIA</b>	Business Incentive Agreement
<b>BIC</b>	Breakfast in the Classroom or Benefits Insurance Committee
<b>BIP</b>	Behavior Intervention Plan
<b>BMF</b>	Budget Modification Form – replaces the IBR (see archive list)
<b>BOCES</b>	Board of Cooperative Education Service
<b>BOE</b>	Board of Education
<b>BRI</b>	Basic Reading Inventory
<b>BYOD</b>	Bring Your Own Device
<b>CAFR</b>	Comprehensive Annual Financial Report
<b>CASB</b>	Colorado Association of School Boards
<b>CASE</b>	Colorado Association of School Executives
<b>CCR</b>	Communications and Community Relations (formerly OSCR)
<b>CD</b>	Compact Disc or Certificate of Deposit
<b>CDE</b>	Colorado Department of Education
<b>CEA</b>	Colorado Education Association
<b>CESP</b>	Certified Educational Support Professional
<b>CFO</b>	Chief Financial Officer
<b>CFR</b>	Claim Fluctuation Reserve
<b>CIO</b>	Chief Information Officer
<b>CMAS</b>	Colorado Measures of Academic Success (science and social studies) (replaces TCAP)
<b>COP</b>	Certificate(s) of Participation



<b>COBRA</b>	Consolidated Omnibus Budget Reconciliation Act
<b>COTR</b>	Contracting Officer's Technical Representative
<b>CP</b>	Collection Point
<b>CPI</b>	Crisis Prevention Intervention or Consumer Price Index
<b>CPR</b>	Cardio Pulmonary Resuscitation
<b>CPP</b>	Colorado Preschool Program
<b>CRF</b>	Capital Reserve Fund
<b>CSASE</b>	Colorado Springs Association of School Executives
<b>CSEA</b>	Colorado Springs Education Association
<b>CSSD</b>	Colorado Springs School District
<b>CTA</b>	Career Technical Act
<b>CY</b>	Calendar Year
<b>D-11 or D11</b>	District 11 or some other school district as D-followed by their district number (D-20)
<b>DA</b>	Decision Analysis
<b>DAC</b>	District Accountability Committee (formerly DAAC, see archive list)
<b>DAP</b>	Diversity Action Plan
<b>DARS</b>	District Acquisition Regulation System
<b>DASAE</b>	Diploma of Advanced Study in Adult Education
<b>DBS</b>	Division of Business Services
<b>DECA</b>	Distributive Educational Clubs of America
<b>DHH</b>	Deaf and Hard of Hearing
<b>DOK</b>	Depth of Knowledge
<b>DIBELS</b>	Dynamic Indicators of Basic Early Literacy Skills
<b>DPGF</b>	Designated Purpose Grant Fund
<b>DSL</b>	Diagnostic Services and Learning Center (housed at Tesla)
<b>EA</b>	Education Assistant (special education teaching assistant)
<b>EAC</b>	Energy Advisory Committee
<b>EAGLES</b>	Exceptional Academic Gifted Learning Experience Site
<b>EASy</b>	Educational Achievement System
<b>E &amp; O</b>	Errors and Omissions (insurance)
<b>ECOT</b>	Emergency Crisis Operations Team
<b>EDSS</b>	Educational Data Support Services (formerly AERO, see archive list)
<b>EEO</b>	Equal Employment Opportunities
<b>EFL</b>	Educational Functional Level
<b>EFT</b>	Electronic Funds Transfer
<b>ELAT</b>	English Literature Admissions Test or Early Literacy Assessment Tool
<b>ELC</b>	Early Learning Center
<b>ELL</b>	English Language Learner
<b>ELPA</b>	English Language Proficiency Act
<b>ELSIP</b>	Excess of Loss Self Insurance Pool
<b>EMO</b>	Education Management Organization (for charter schools)
<b>EOP</b>	Equal Opportunity Program
<b>EPO</b>	Exclusive Provider Organization
<b>ERO</b>	Electronic Registrar Online system
<b>ESL</b>	English as a Second Language
<b>ESP</b>	Education Support Professional, sometimes Education Service Provider
<b>ESSA</b>	Every Student Succeeds Act (replaces NCLB)
<b>ESY</b>	Extended School Year
<b>FBLA</b>	Future Business Leaders of America
<b>FDK</b>	Full-Day Kindergarten
<b>FERPA</b>	Family Education Rights and Privacy Act (privacy protection)
<b>FMLA</b>	Family Medical Leave Act
<b>FNS</b>	Food and Nutrition Services
<b>FOTC</b>	Facilities Operations and Transportation Center
<b>FPC</b>	Funded Pupil Count
<b>FTE</b>	Full Time Equivalent
<b>FY</b>	Fiscal Year
<b>GAAP</b>	Generally Accepted Accounting Principles

<b>GASB</b>	Governmental Accounting Standards Board
<b>GB</b>	Gigabyte
<b>GED</b>	General Educational Development
<b>GFOA</b>	Government Finance Officers Association
<b>GK12</b>	Galileo K12 (assessment)
<b>GOF</b>	General Operating Fund
<b>GRT</b>	Gifted Resource Teacher
<b>GT</b>	Gifted and Talented
<b>HB</b>	House Bill, usually followed by abbreviated calendar year and a 4 digit identifying number
<b>HR</b>	Human Resources
<b>IB</b>	International Baccalaureate
<b>IBNR</b>	Incurred But Not Reported
<b>ICAP</b>	Individual Career and Academic Plan
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>IEC</b>	Irving Education Center
<b>IEL</b>	Integrated English Literacy
<b>IEP</b>	Individualized Education Plan
<b>IGA</b>	Internal Governmental Agreement
<b>ILP</b>	Individual Literacy Plan
<b>IMS</b>	Instructional Management System
<b>INR</b>	Intent Not to Rehire
<b>IP</b>	Internet Protocol
<b>IPT</b>	IDEA Oral Language Proficiency Test
<b>IT</b>	Information and Technology
<b>JROTC</b>	Junior Reserve Officer Training Corps
<b>LAN</b>	Local Area Network
<b>LEP</b>	Limited English Proficient (or Proficiency)
<b>LRE</b>	Least Restrictive Environment
<b>LRS</b>	Learning Resource Services
<b>LTD</b>	Long Term Disability
<b>LTE</b>	Library Technology Educator
<b>LTT</b>	Library Technology Technician
<b>MAP</b>	Measurement of Academic Progress
<b>MESA</b>	Math, Engineering and Science Achievement
<b>MGP</b>	Median Growth Percentile
<b>MIS</b>	Major Improvement Strategy
<b>MLO</b>	Mill Levy Override (sometimes <b>MiLO</b> )
<b>MOA</b>	Memorandum of Agreement
<b>MOU</b>	Memorandum of Understanding
<b>MTSS</b>	Multi-Tier Support System (formerly Response to Interventions or RtI)
<b>MYP</b>	Middle Years Program (pertains to IB)
<b>NEA</b>	National Education Association
<b>NGLC</b>	Next Generation Learning Challenges
<b>OBE</b>	Outcome Based Evaluation
<b>OPEB</b>	Other Post-Employment Benefits
<b>OSPB</b>	Office of State Planning and Budget
<b>OU</b>	Optimization of Utilization
<b>PACT</b>	Parent And Child Together
<b>PARCC</b>	Partnership for Assessment of Readiness for College and Careers (English, language arts, math) (replaces TCAP)
<b>PBDA</b>	Preliminary Budget Development Assumptions
<b>PBIS</b>	Positive Behavior Intervention Support
<b>PBS</b>	Positive Behavior Support
<b>PC</b>	Personal Computer
<b>PERA</b>	Public Employee Retirement Association
<b>PHLOTE</b>	Primary or Home Language Other Than English
<b>PIP</b>	Program Implementation Plan
<b>PLC</b>	Professional Learning Community

<b>PLTW</b>	Project Lead the Way
<b>PLP</b>	Personal Learning Plan
<b>PMO</b>	Project Management Office (or Officer)
<b>PO</b>	Purchase Order
<b>POPP</b>	Post Offer/Pre-Placement Physical
<b>POS</b>	Preliminary Offering Statement
<b>PPASBO</b>	Pikes Peak Association of School Business Officials
<b>PPO</b>	Preferred Provider Organization
<b>PPOR</b>	Per Pupil Operating Revenue
<b>PPR</b>	Per Pupil Revenue
<b>PRC</b>	Professional Resource Center
<b>PSEO</b>	Post-Secondary Enrollment Options
<b>PSS</b>	Personnel Support Services
<b>PYIB</b>	Primary Years International Baccalaureate program
<b>Q</b>	Aequitas Solutions (parent/teacher/student connection system) (Formerly Zangle)
<b>QRI II</b>	Qualitative Reading Inventory (first through fifth graders)
<b>QZAB</b>	Qualified Zone Academy Bond
<b>RCM</b>	Resource Conservation Management (Manager)
<b>READ Act</b>	Colorado Reading to Ensure Academic Development (replaces CBLA)
<b>RFI</b>	Request For Information
<b>RFP</b>	Request For Proposal
<b>RFQ</b>	Request For Quote
<b>RJWAC</b>	Roy J. Wasson Academic Campus
<b>RRAF</b>	Risk-Related Activity Fund
<b>ROI</b>	Rate of Increase or Return on Investment
<b>SA</b>	Situation Analysis
<b>SAC</b>	School Accountability Committee (formerly BAAC, see Archive List)
<b>SAGE</b>	Sustainable Agricultural Green Education
<b>SAIL</b>	Student-centered Academic Interdisciplinary Lab (or Learning)
<b>SAT</b>	Scholastic Aptitude Test, then the Scholastic Assessment Test, then the SAT Reasoning Test, and now simply the SAT.
<b>SB</b>	Senate Bill-usually followed by abbreviated calendar year and a 2 or 3 digit identifying no.
<b>SBE</b>	Standards Based Education
<b>SBR</b>	Standards Based Reporting
<b>SES</b>	Supplemental Educational Services
<b>SIED</b>	Significant Identified Emotional Disorder
<b>SIOP</b>	Sheltered Instruction Observation Protocol
<b>SIPPS</b>	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (K-3)
<b>SIRSI</b>	This is not an acronym but the actual name of the library system program
<b>SIS</b>	Student Information System
<b>SLD</b>	Specific Learning Disability
<b>SLIC</b>	Significantly Limited Identifiable/Communicable
<b>SLO</b>	Student Learning Outcome
<b>SMART</b>	Specific, Measureable, Attainable, Realistic, Time-bound
<b>SOT</b>	Specific Ownership Taxes
<b>SPED</b>	Special Education
<b>SPF</b>	School Performance Framework
<b>SRD</b>	Sufficient Reading Deficiency
<b>SRO</b>	School Resource Officer
<b>SSA</b>	School and Student Activity
<b>STAMP</b>	STAndards-based Measures in Proficiency (world languages assessment)
<b>STEAM</b>	Science, Technology, Engineering, Arts, and Math
<b>STEM</b>	Science, Technology, Engineering, and Math
<b>SWOT</b>	Strengths, Weaknesses, Opportunities, Threats
<b>SY</b>	School Year
<b>TA</b>	Teaching Assistant
<b>TABOR</b>	TAxpayers BIlL Of Rights
<b>TAC</b>	Transportation Advisory Committee

<b>TAP</b>	System for Teacher and Student Advancement Program
<b>TCT</b>	Teachers Coaching Teachers Program
<b>TELL</b>	Teaching, Empowering, Leading and Learning survey
<b>TLC</b>	Teacher Learning Coach (formerly Literacy Resource Teacher or LRT)
<b>TIF</b>	Teacher Incentive Fund
<b>TOSA</b>	Teacher On Special Assignment
<b>TPA</b>	Third Party Administrator
<b>TSA</b>	Tax Sheltered Annuity
<b>TSI</b>	TAP Summer Institute (see TAP above)
<b>UDIP</b>	Unified District Improvement Plan
<b>USIP</b>	Unified School Improvement Plan
<b>WAN</b>	Wide Area Network
<b>WICOR</b>	Writing, Inquiry, Collaboration, Organization and Read to Learn
<b>YPAE</b>	Young People's Art Exhibition
<b>ZBB</b>	Zero Based Budget

### **Archive List of Previously Used Acronyms in School District 11**

<b>AERO</b>	Assessment, Enrollment and Research Office (formerly DPRE) ("E" used to be Evaluation)
<b>ARCA</b>	Assessment, Research and Curriculum Alignment (replaced TISS, see below)
<b>ASE</b>	Adult Secondary Education
<b>BAAC</b>	Building Accountability Advisory Committee (replaced by SAC, see current list)
<b>CBLA</b>	Colorado Basic Literacy Act (replaced by READ Act)
<b>CBOC</b>	Citizens Bond Oversight Committee
<b>CIT</b>	Coordinator of Information Technology (replaced by LTE, see current list)
<b>CPKP</b>	Colorado Preschool Kindergarten Program
<b>CQI</b>	Continuous Quality Improvement
<b>CSAP</b>	Colorado Student Assessment Program (replaced by TCAP)
<b>DAAC</b>	District Advisory and Accountability Committee (replaced by DAC, see current list)
<b>DALT</b>	District Achievement Level Tests
<b>DARTS</b>	Department of Assessment, Research and Technology Services (formerly Tech Services)
<b>DIP</b>	District Improvement Plan (replaced by UDIP, see current list)
<b>DPRE</b>	Department of Planning, Research and Evaluation
<b>HESP</b>	Home Education Support Program
<b>HRI</b>	House Bill introducing "Leave No Child Behind"
<b>HRO</b>	Holmes, Robert & Owen (District's principal attorney) merged with Bryan L. Cave, LLP
<b>IBR</b>	Incremental Budget Request-replaces Part II Budget Request form, replaced by BMF
<b>ICSS</b>	Instruction, Curriculum, and Student Services (now ALL)
<b>IS</b>	Information Services – changed to ADS (see current list)
<b>ITBS</b>	Iowa Tests of Basic Skills
<b>LRSUS</b>	Long Range School Utilization Study
<b>LMT</b>	Library Media Technician (replaced by LTT, see current list)
<b>LRT</b>	Literacy Resource Teacher (replaced by TLC, see current list)
<b>LST</b>	Literacy/Standards Teacher
<b>NCLB</b>	No Child Left Behind Act (replaced by ESSA, see current list)
<b>OSCR</b>	Office of School and Community Relations (replaced by CCR, see current list)
<b>PRO</b>	Police Resource Officer (in Middle Schools) (See SRO)
<b>RtI</b>	Response to Interventions (replaced by MTSS)
<b>SAR</b>	School Accountability Report
<b>SCAUSC</b>	School Configuration And Use Study Committee
<b>SEMS</b>	Substitute Employee Management System
<b>SIP</b>	School Improvement Plan (replaced by USIP, see current list)
<b>TAN</b>	Tax Anticipation Note
<b>TCAP</b>	Transitional Colorado Assessment Program (formerly CSAP) (replaced by PARCC and CMAS)
<b>TISS</b>	Technology Integration Support Services
<b>WCIL</b>	West Center for Intergenerational Learning