COLORADO SPRINGS SCHOOL DISTRICT ELEVEN
Dr. Michael J. Thomas, Superintendent
Phoebe Bailey, Assistant Superintendent – Personnel Support Services

District Accountability Committee
Full DAC Committee Meeting

February 17, 2022
Hybrid – In person and WebEx
Tesla, Room 116
6:00 – 8:00pm

1. Welcome/Introductions/Opening Remarks– Velvet Stepanek, DAC Chair– 5 minutes

2. Spotlight – National Board Certified Teachers (NBCT)- Nancy Shanklin, Teachers Coaching Teachers (TCT) Coordinator – 15 minutes

3. Gifted & Talented Education Monitoring Report Update – Emily Andrews, Gifted and Talented Facilitator – 30 minutes

4. Teacher Evaluations Work – Tanya Nash, Director-Educator Effectiveness – 30 minutes

5. Accreditation Subcommittee Update – Marion Clawson – 10 minutes

6. Budget Subcommittee Update – Michael Reyes – 10 minutes

7. Training & SAC Support Update – Lyman Kaiser – 5 minutes

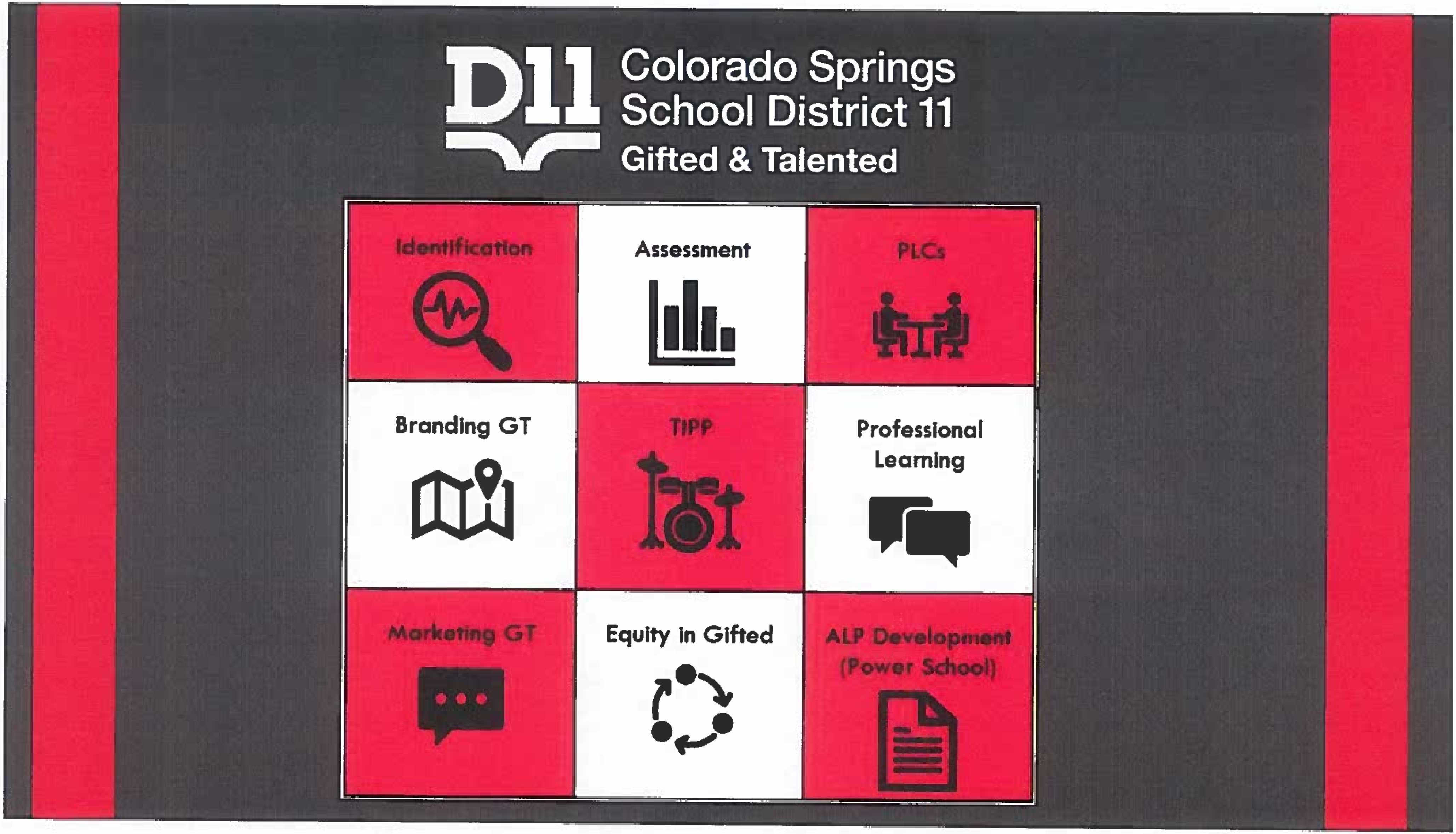
8. Discussion of DAC Changes – Velvet Stepanek – 10 minutes
    a. Possibly additional roles
    b. Reporting structure to/from SACs

9. Miscellaneous/closing – Velvet Stepanek – 5 minutes

T & SS meetings, March 2,
April 5, May 3, via WebEx
SAC Training, April 7, In person (Tesla) and via WebEx
DAC meetings, March 17, April 21, May 12, via in person (Tesla) and WebEx

Colorado Springs
School District 11
Gifted & Talented

DAC Committee
February 17, 2022


Colorado Springs
School District 11
Gifted & Talented
Identification
Assessment
PLCs
Branding GT
TIPP
Professional Learning
Marketing GT
Equity in Gifted
ALP Development (Power School)

D11 GT Priorities

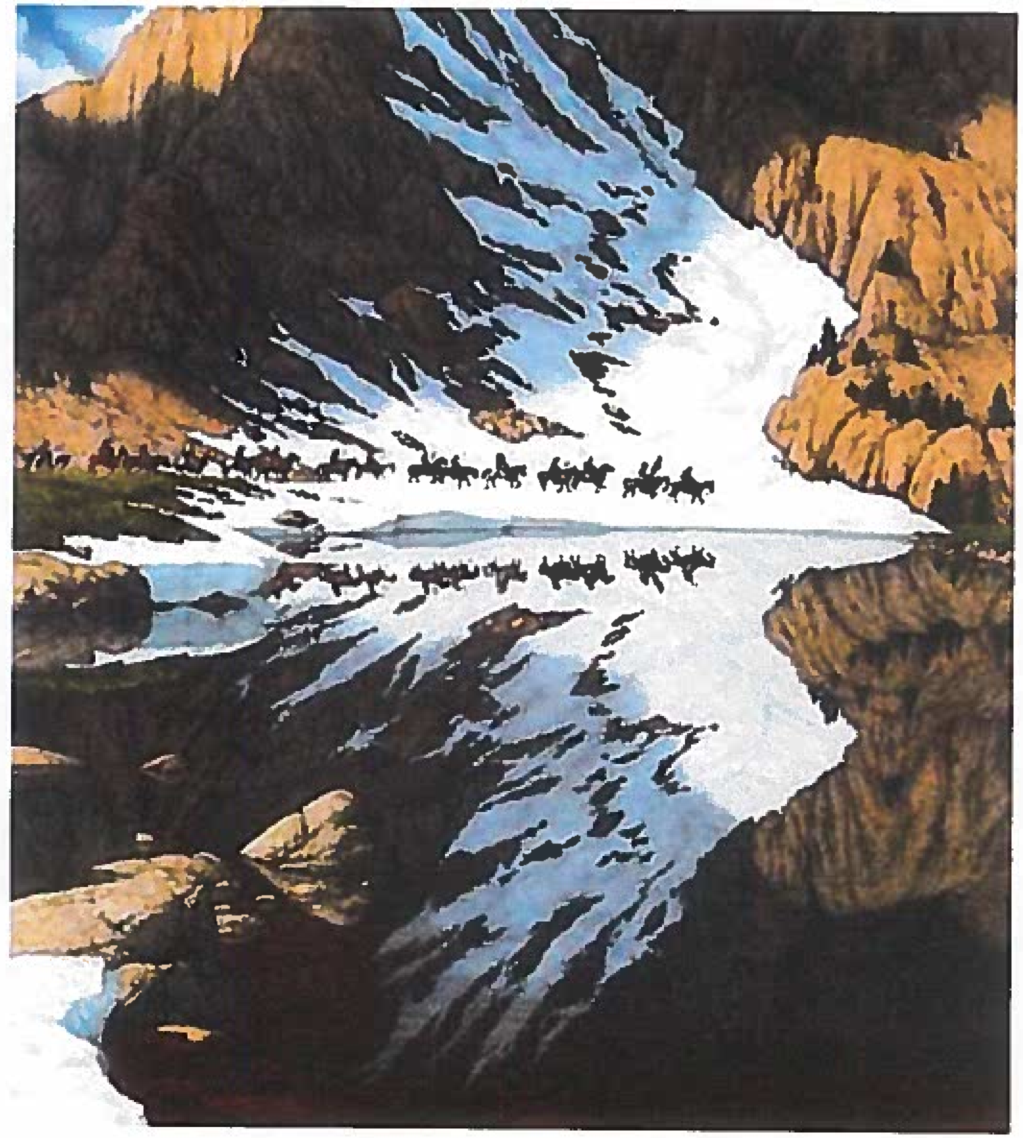
★ Serving the top 15% of each school through a lens of Talent Development, to include using Local Norms

★ Delivering Culturally Relevant Gifted and Talented Programming

★ Updating the FTE Allocation model for a more equitable distribution of Gifted and Talented teachers to students

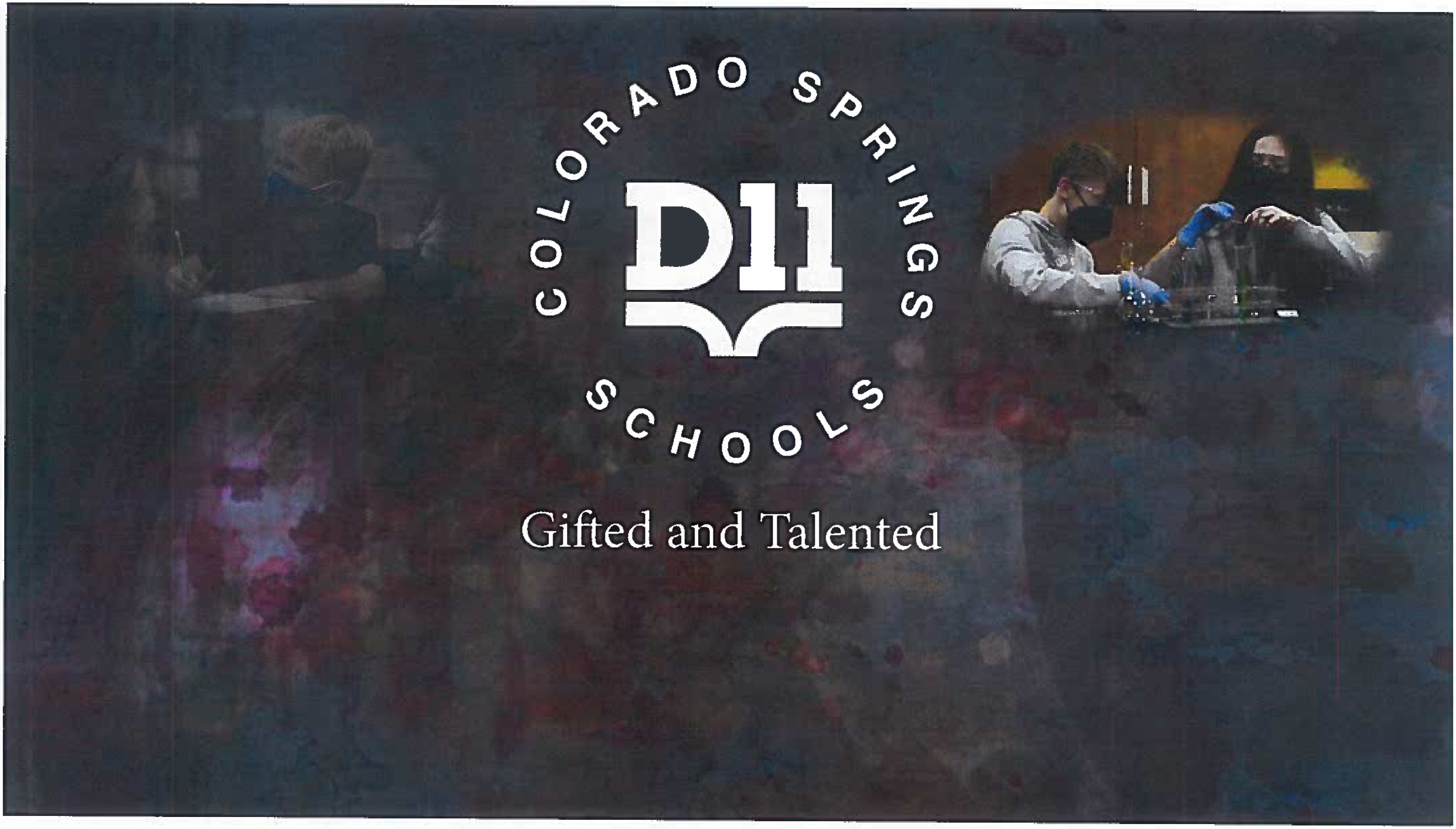
COLORADO SPRINGS D11 SCHOOLS

Hidden in Plain Sight



Graduate Profile

- ACADEMICALLY READY LEARNER
- CONTINUOUS LEARNER
- EMPOWERED CITIZEN
- SKILLED COMMUNICATOR
- INNOVATIVE PROBLEM SOLVER
- HEALTHY AND BALANCED LEARNER
- CRITICAL THINKER
- EMPATHETIC COLLABORATOR


COLORADO SPRINGS
D11
SCHOOLS
Gifted and Talented

Colorado Springs
School District 11
Gifted & Talented

D11 GEM Team

Michael Chamberlin	Palmer High School
Sue Keller	Doherty High School
Jill Hellman	Scott Elementary
Hannah Joiner	Chipeta Elementary
Katie McGuire	Bristol and Grant Elementary
Molly Worner	Penrose Elementary
Hannah Williams	Jenkins Middle School

COLORADO SPRINGS SCHOOLS

The GEM Team from CDE Witnessed:

- ★ Powerful practices to support gifted learners
- ★ Passion and commitment of staff to support individual learner needs
- ★ Growth mindset, problem-solving and continuous improvement focus

Commendations

Powerful Practice	**Evaluation & Accountability**
Powerful Practice	**Identification** Vision for Equity
Powerful Practice	**Programming** Serving top 15% in Talent Development

Continuous Improvement

Focus Area	**Personnel** Professional Development Allocation of FTE
Focus Area	**Programming** Improve alignment with Academic Master Plan Delivering Culturally Relevant GT Programming

Equitable Practices

Equity in Gifted

- We strive to **reflect the District's demographics** in Gifted Education
- We analyze assessment data to **support student talent development**
- We **support critical thinking skills** for all students
- We **provide transportation** to our Gifted Magnet Program
- We **respond** to the Equity Audit

14 Areas of Gifted Identification

Identification

TIPP

Specific Academic Aptitudes

- Reading
- Writing
- Mathematics
- Science Social Studies
- World Languages

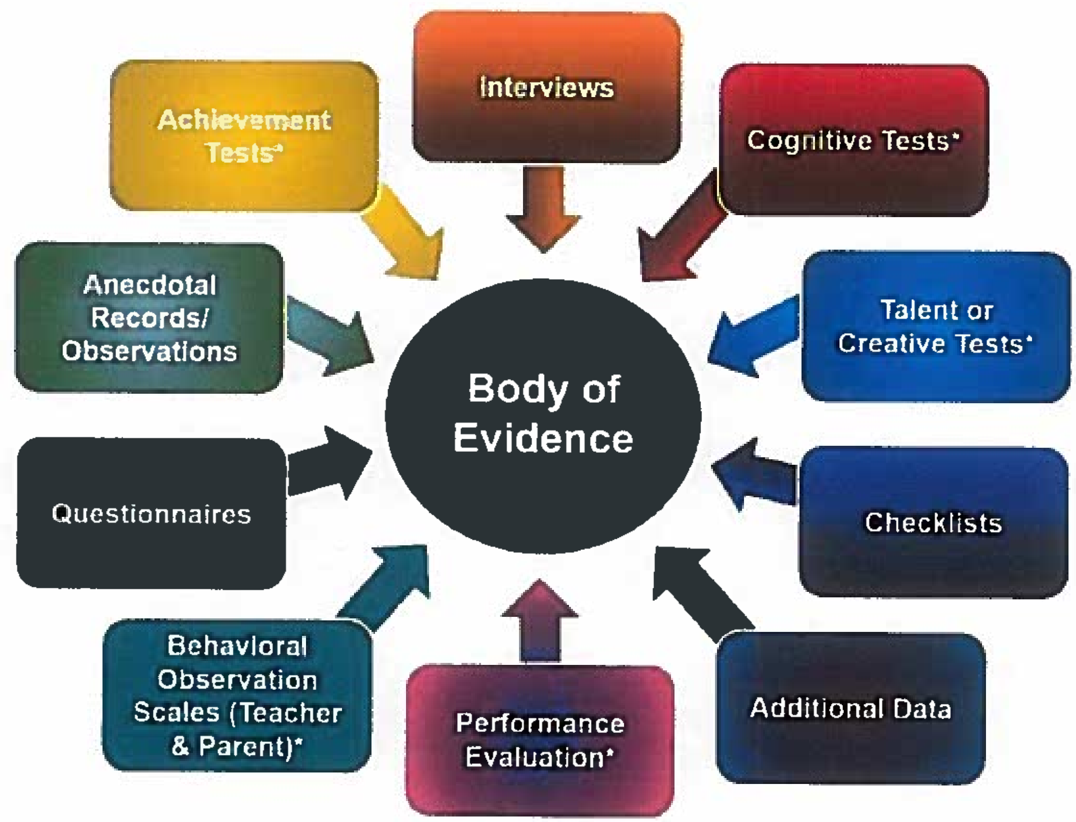
Specific Talent Aptitudes

- Creative or Productive Thinking
- Leadership
- Dance
- Music
- Performing Arts
- Visual Arts
- Psychomotor

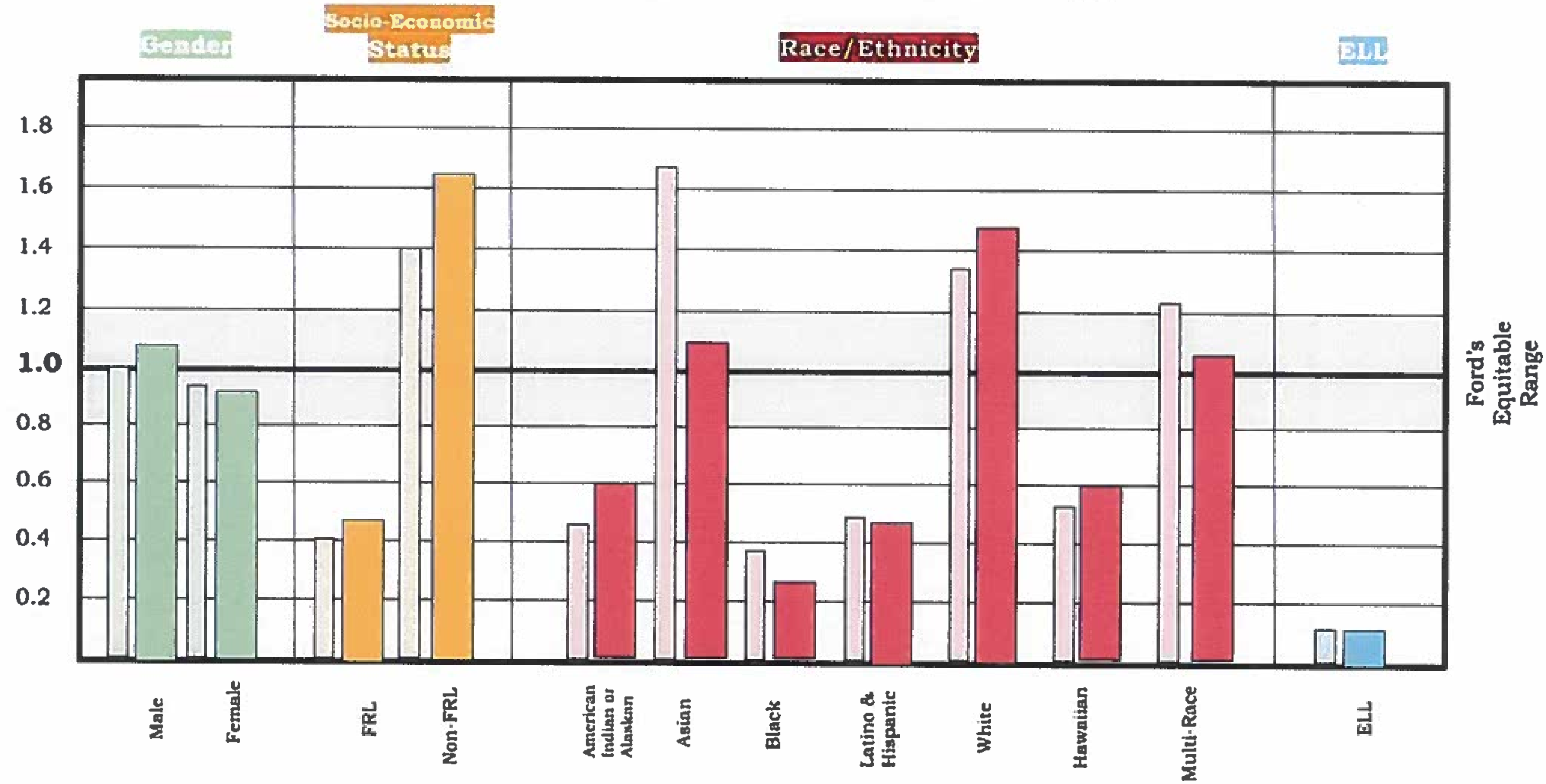
Identification

We are implementing updated identification guidance from CDE to include:

- a robust body of evidence
- quantitative and qualitative data
- the use of local norms



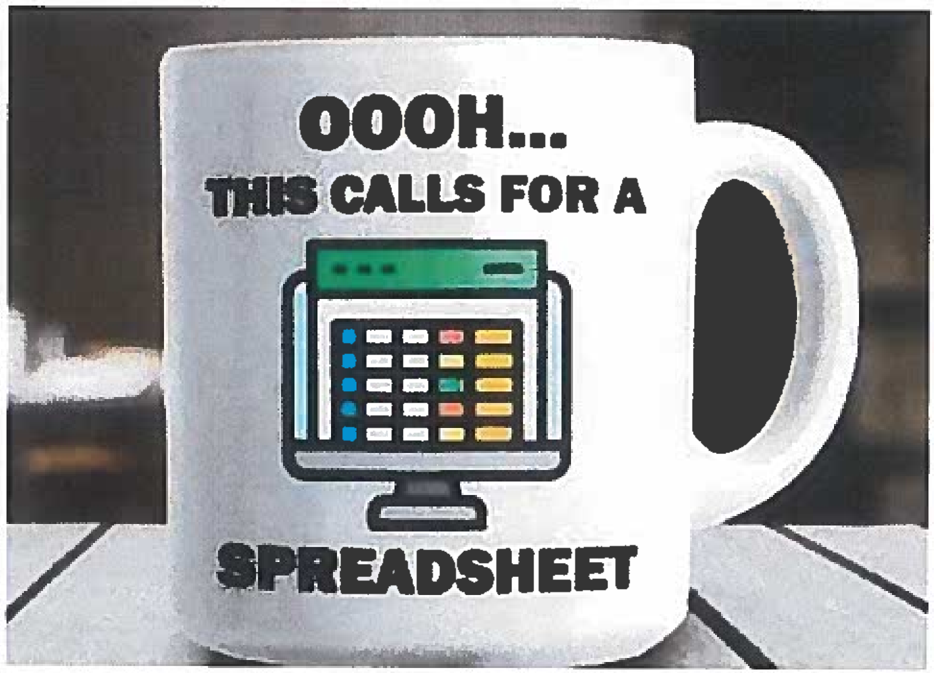
AU vs. State of Colorado Representation Index



Gifted Resource Teacher

Gifted Resource Teachers are more effective when they have enough

- Enough time with students
- Enough time with staff
- Enough support to reach the goals
- Enough data to demonstrate effectiveness



COLORADO SPRINGS D11 SCHOOLS

Data Review

Professional Learning

PLCs

	Total Students	Top 5% Tier 3 Target	Top 10% Talent Development Group Target	Top 15% Total GT Program Target	Tier 3 Actual	Talent Developent Actual	Ci
Elementary	192	9.6	19.2	28.8	7	10	
Elementary	156	7.8	15.6	23.4	5	3	
High	1263	63.15	126.3	189.45	188	13	
Middle	766	38.3	76.6	114.9	105	49	
Elementary	296	14.8	29.6	44.4	1	3	
Middle	564	28.2	56.4	84.6	36	54	

Data Review

3401	M	12	10	3	7	34		
5057	F	12	9	11	13			
3335	M	10	47	79	33	28	41	26
3176	F	11	67	84	68		53	64
7572	F	11	73	60	68			
5638	F	11	91	95	91	76	74	79
7022	F	12	73	75	84			
)254	F	12	26	6	2		14	21
3330	M	9	77	54	79	83	61	53
7239	F	10	12	24	20	18	20	12
5498	M	9	4	17	1	9	70	21
3805	M	11	93	96	98	76	96	98
2612	F	11	96	66	92			
7298	F	9	82	84	84	68	66	87
3314	F	12	57	88	63			
3020	M	11	47	98	59	18	32	5
2181	M	11	91	91	98			

Assessment

COLORADO SPRINGS D11 SCHOOLS

Guiding Questions

- Who are the students with no data and why do we not have any data on them?
- Are all students with multiple data points identified in Tier 3? Talent Development?
- Are there any students who need to be moved from Talent Development to Tier 3?
- Are there any students on this list who surprise you?
- Are there any students who need an additional assessment to add to the Body of Evidence?
- Are there any students for whom you need to complete a GT Review?

COLORADO SPRINGS D11 SCHOOLS

Staffing Distribution

Our 1766 Gifted students are served by:

- 13 Full time Gifted Resource Teachers
- 16 Part time Gifted Resource Teachers
- 16 Full time academic teachers in our Gifted Magnet Program
- .5 Administrative Assistant
- 1 Gifted Programs Specialist
- 1 Gifted and Talented Facilitator

Elementary			
	Middle School		
			High School
Intervention	Enrichment	Acceleration	Resource
.2FTE	.4 and .5 FTE	1.0 FTE	.4-1.0 FTE
Intervention block with Gifted Resource Teacher	Enrichment and Support with Gifted Resource Teacher	Core Academics with Gifted-trained Educator	Gifted Resource Teacher facilitates opportunities and programs

Colorado Springs
School District 11
Gifted & Talented

Thank you for your time

EDUCATOR EFFECTIVENESS

A. Tanya Nash Director of Educator Effectiveness

About me…

- Middle School Math and Science Teacher
- Middle School Assistant Principal
- High School Assistant Principal
- High School Principal
- Started my teaching career in 1995
- Have been a part of the D11 family since 2005

Objectives

Educator Effectiveness

SB 10-191

- Create an understanding of the intent, purpose, and process of the law. (The SCIENCE of evaluation)

Inter-Rater Reliability

- Identify the impact of instructional leadership on improving student academic outcomes. (The ART of evaluation)

WHAT IS THE PURPOSE OF EVALUATION?

The intent of the evaluation process is to engage in on going professional conversations, cycles of observation, coaching, and feedback with those that are evaluated to support their professional growth and development. This ensures that District 11 has a highly effective educator in every classroom for every student and a highly effective workforce.

Educator Effectiveness Senate Bill 10-191

- A system to evaluate the effectiveness of licensed personnel and continually improve the quality of education and student academic outcomes.

- Provide meaningful, actionable feedback for professional growth and continuous improvement.

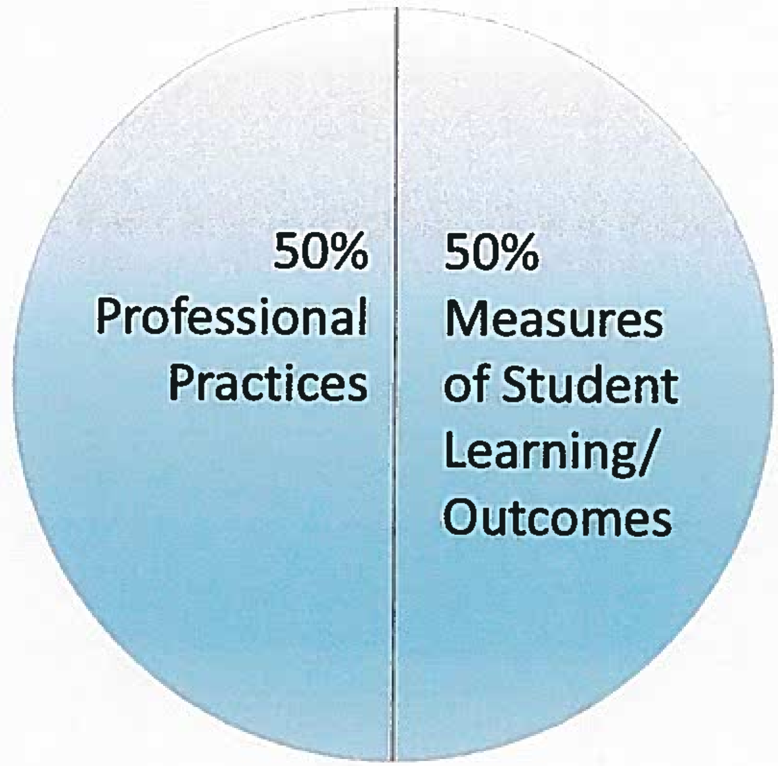
Requirements of SB 10-191

- Requires an annual evaluation for all licensed personnel, i.e., teachers, special services providers (SSP's), and principals.
- Requires statewide definitions and minimum standards for what it means to be an effective teacher, SSP, and principal.
- Requires that the final effectiveness rating for all teachers, SSP, and principals includes 50% measures of student academic growth.

Statutory Requirements SB 10-191

Professional Practices account for 50% of an educator's annual evaluation (Teacher, Principal, SSP).

Measures of Student Learning/Outcomes must account for 50% of an educator's annual evaluation (Teacher, Principal, SSP).



Statutory Requirements SB10-191

50% Professional Practices

Quality Standard	Teacher	SSP	Principal/AP
I.	Pedagogy	Domain Mastery & Expertise	Organizational Leadership
II.	Learning Environment	Learning Environment	Positive & Safe School Culture
III.	Effective Instruction	Effective Service Delivery	Instructional Leadership
IV.	Professionalism & Leadership	Professionalism & Leadership	Professionalism & Leadership

Requirements of SB 10-191

Measures of Student Learning (MSLs)

- Teacher Requirement
- Principal/Assistant Principal Requirement

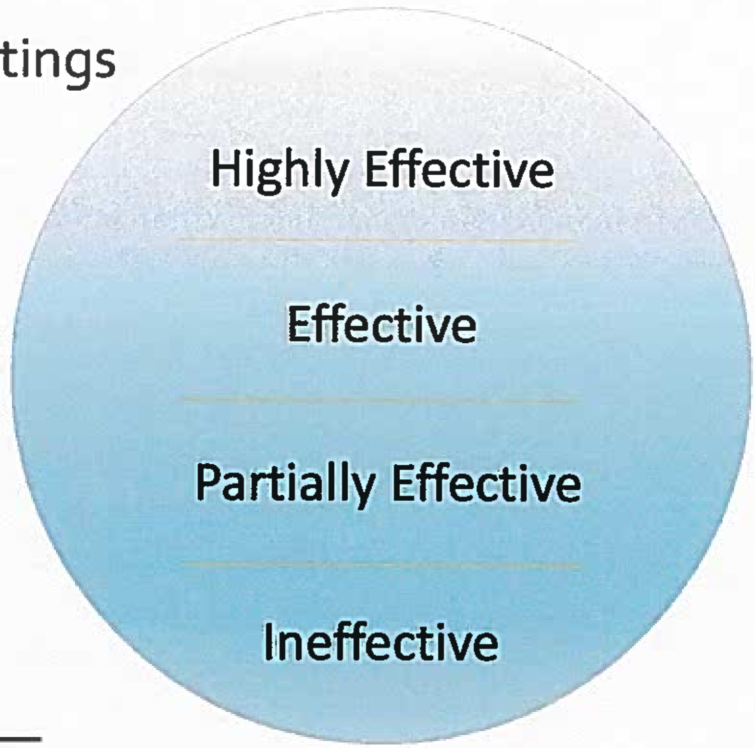
Measures of Student Learning (MSOs)

- Special Service Providers (SSPs) Requirement

50% Measures of Student Learning/ Outcomes

Statutory Requirements SB10-191

Final Effectiveness Ratings



Defining Evaluation Processes

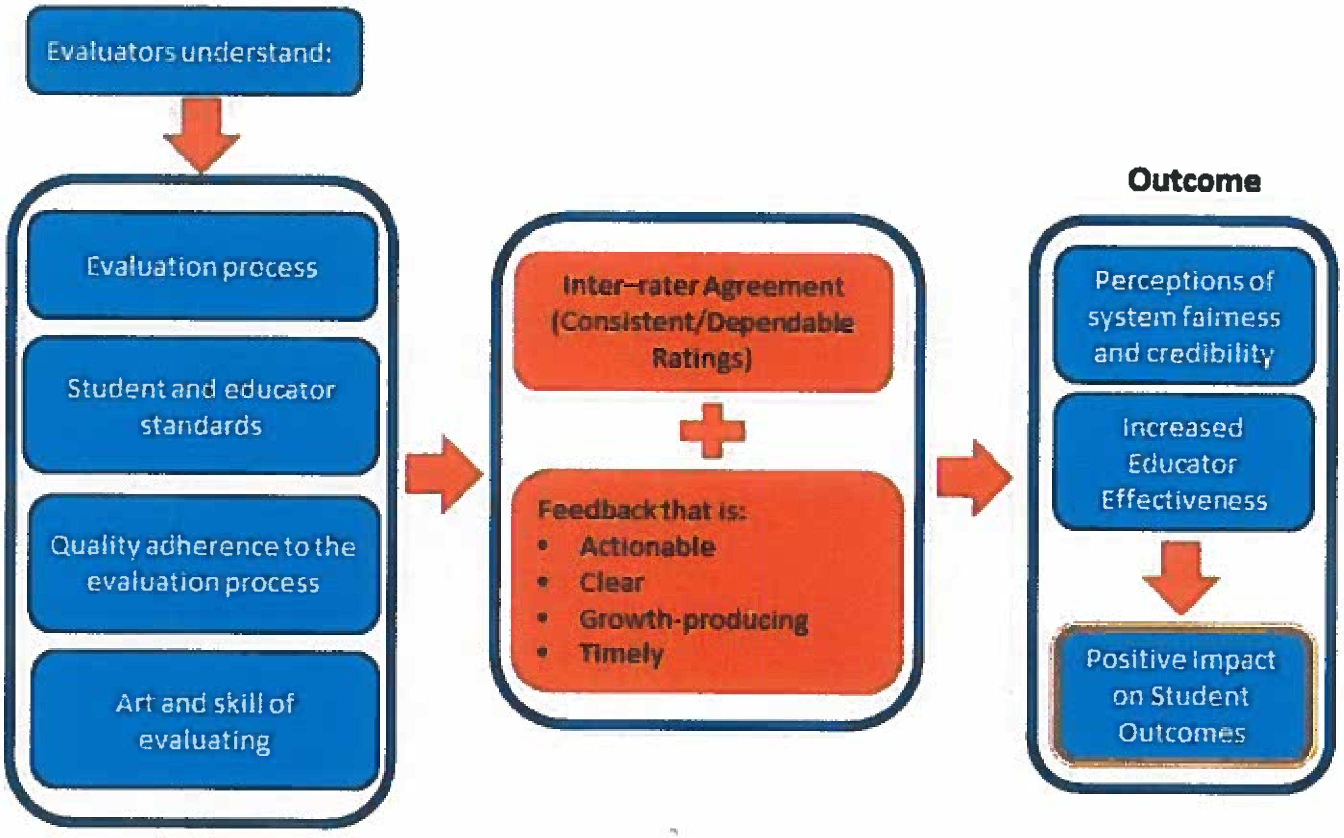
1. SB 10-191, THE LAW THAT GOVERNS THE INTENT, PURPOSE, AND PROCESS OF LICENSED EDUCATOR EVALUATIONS IN COLORADO, REQUIRES THAT EVERY DISTRICT HAVE A PERSONNEL ADVISORY COMMITTEE (PAC).
2. PAC MUST CONSULT WITH THE SCHOOL BOARD AS TO THE FAIRNESS, EFFECTIVENESS, CREDIBILITY, AND PROFESSIONAL QUALITY OF LOCAL EVALUATION SYSTEMS, PROCESSES, AND PROCEDURES.
3. PAC IS RESPONSIBLE FOR REVIEWING AND RECOMMENDING CHANGES TO OUR PERFORMANCE EVALUATION PROTOCOLS.
4. THE PERFORMANCE EVALUATION PROTOCOL DEFINES THE INTENT, PURPOSE, AND PROCESS OF HOW WE WILL ENGAGE IN EVALUATION WITH EMPLOYEES. (THE LEGAL LANGUAGE "STUFF".)
5. ARTICLE XII OF THE MASTER AGREEMENT COVERS TEACHER DEVELOPMENT AND EVALUATION.

INTER-RATER RELIABILITY / AGREEMENT

The Importance of IRR / IRA work

Inter-rater reliability/agreement is an important aspect of any evaluation system. It ensures that evaluators agree that a particular teacher's instruction on a given day meets the high expectations and rigor described in the state standards and our district's plan of instruction (BFI). As a result, these consistent and dependable ratings lead to fairness and credibility in the evaluation system. It also leads to consistent levels of rigor and expectation in and between schools.

Developing Inter-rater Agreement



Inter-Rater Agreement

Inter-rater agreement is based on a "criterion-referenced" interpretation of the ratings.

It is a measure of consistency between how frequently evaluators assign the same rating or an adjacent rating to an identical observable situation.

Evaluation ratings with better inter-rater agreement are more likely to be a credible source of performance feedback and basis for professional development planning because they are more likely to reflect true strengths and weaknesses rather than a rater's option of a good educator practice.

The Impact for Teachers

- ***How teachers experience the evaluation process is related to:***
  - how well-trained the evaluators are
  - the accuracy and consistency of their ratings,
  - how effective the feedback is
  - the level of support they receive for their improvement efforts.
- **Many teachers look forward to being part of the process, appreciate and value the feedback they receive, and feel like their practice is continually improving.**

Inter-Rater Reliability/Agreement Professional Learning

- Deepen understanding of teacher evaluation rubric and the links to Tier I instruction
- Increase evaluator capacity of collecting, sorting, and interpreting objective data-driven evidence
- Understanding bias and its impact on observations
- Increase capacity for recognizing evidence that meets the criteria of the teacher rubric
- Increase capacity for engaging in feedback and coaching conversations that are collaborative, reflective, specific, driven from observation data, and are actionable.

The What

- The work of the IRR position is an investment in increasing student academic achievement by investing in embedded on-going professional learning and support for Principals and Assistant Principals so that across all buildings there is consistency in seeing and assessing the quality of teaching and learning in classrooms. By supporting and increasing the capacity of our principals and assistant principals to identify rigorous teaching and learning, construct coach conversations and provide feedback to teachers for professional growth the work has an impact on student academic outcomes.

The How

School site classroom walks *with* evaluators and facilitated debriefs to discuss what everyone saw, how the collected evidence and observed teaching & learning demonstrate ambitious instruction and teacher professional practices.

Utilize site-based classroom walks to model meaningful & reflective coaching and feedback, to support the identification of high leverage actionable change for growth and improvement of practice.

School site professional learning and support for Instructional Leadership Teams (ILT), Professional Learning Communities (PLCs), and teachers aligning their understanding and identification of highly effective teaching and learning.

The Why

Increase student academic outcomes

The Work in Action

Mitchell IRR Work

- Began the work in July
- 3 full days of professional learning (July, Sept., Oct.,)
  - Calibrated their identification of highly effective teaching and learning
  - Practiced the collection of objective evidence
  - Focused on the construction of coaching and feedback grounded in objective observation evidence
- Aligned observation tools to Mitchell's identified One Plan major improvement strategies
- On-going bi-monthly calibration through learning walks and facilitated post walk discussions with administrative team AND instructional team members.

Classroom Impact

- 60 certified educators (excluding administrators)
- 49 classroom teachers
- 115 classroom observation, coaching, and feedback cycles
- Professional Learning driven by teaching and learning data
- Mid-Year Benchmark results

Fall to Winter Benchmark Assessment	Math
C	41%
Mitchell	40%
B	37%
D	36%
E	35%
A	33%
F	31%
G	30%

Fall to Winter Benchmark Assessment	ELA
Mitchell	50%
E	45%
A	44%
G	44%
B	42%
D	41%
F	41%
C	37%

The Impact on Evaluators

"I wanted to let you know what an absolute help and support Donnell has been this year with regards to educator effectiveness. He is an amazing coach, sounding board and overall great human being!

Coming into administration, I relied on my own experiences of BEING evaluated to evaluate others. Most of my training was trial and error. With Donnell, I have learned to ground my coaching inside of guiding questions, focusing much of my observation on what students are doing rather than on what the teacher is or is not doing. This shift has been incredible and totally refocused my work with teachers. And, I feel that I've become a much more effective coach!"

C. Yantz

QUESTIONS?

General Fund

Colorado Springs School District 11

No.	Division	Program	Location	$ Amount	R/NR*	FTE		Owner
ALL-1	Achievement, Learning & Leadership	00900	Curriculum & Instruction	$ 1,500,000.00	N		Year seven extra expenses for K-8 Mathematics	P. Bunge
ALL-2	Achievement, Learning & Leadership	00900	Curriculum & Instruction	$ 450,000.00	R		Updated D11 Math program Materials, both core and supplemental intervention support for all school sites	P. Bunge
ALL-7	Achievement, Learning & Leadership	21110	Student Support & Engagement	$ 80,000.00	N		Expand contraction with Anderson, Dude, & Lebel P.C. to provides independent Expulsion Hearing Officer services for D11	J. Montoya-DeSmidt
ALL-8	Achievement, Learning & Leadership	21220	Student Success & Wellness	$ 64,900.00	N		Additional Pay for Career and College Access Coordinator & Access initiative School Counselors/ student transportation and college campus visits	C. Notestine
ALL-11	Achievement, Learning & Leadership	009EV	Career & Technical Education	$ 120,000.00	N		C-tech Telecommunications program for D11 high schools. Material and curriculum	D. Roberson
ALL-14	Achievement, Learning & Leadership	009AC	Achieve On-line HS	$ 31,000.00	R		Increased pricing for Achieve online FuelEd license	D. Hoff
ALL-15	Achievement, Learning & Leadership	00900	Executive Directors of School Leadership	$ 175,000.00	R		Increase budget for all D11 Elementary/ Middle School supply kits.	D. Hoff
ALL-16	Achievement, Learning & Leadership	24110	RJWAC	$ 2,828.23	R		Contract days change request for RJWAC Admin Assistant, from 210 to 260, to support year-round programs	D. Hoff
ALL-17	Achievement, Learning & Leadership	24110/ 00300	Mitchell High School	$ 340,000.00	N		Support of MHS staff PD, Extra duty, Stipends for Department chairs & Instructional supports for Summer Intervention	D. Hoff
ALL-18	Achievement, Learning & Leadership	22330	Adult & Family Education Center	$ 3,565.21	R		Contract day change Request for AFT Admin Assist, from 207 to 260 days, to support year-round programs	D. Hoff
ALL-20	Achievement, Learning & Leadership	00900	Curriculum & Instruction	$ 100,000.00	R		Year 5 Purchase Newsela Social Studies Curriculum for D11 schools	M.Knight/K. Gates
BUS-1	Business Services	26210	FOTC	$ 1,000,000.00	N		Custodial Contract. D11 only filled 169 out of 209.5 Positions as of 12/2/21. contracted positions for specific locations	T. Seaman
BUS-2	Business Services	26250	FOTC	$ 165,000.00	R		Update Utility budget due to changes from Colorado Springs Utilities	T. Seaman
BUS-3	Business Services	26234	FOTC	$ 400,000.00	N		Increase Maintenance budget for Mechanical shop	T. Seaman
BUS-4	Business Services	26300	FOTC	$ 100,000.00	N		Provide funding for temporary employees and increase Grounds Shop General Supply and Other Purchased Services account in support of D11 properties	T. Seaman
BUS-5	Business Services	26210	FOTC	$ 100,000.00	N		Increase for D11 school Operation Custodians budgets	T. Seaman
BUS-6	Business Services	33500	Rentals	$ 14,952.00	R		Contract Days change for Rental Specialist (Exec Pro) from 185-260. to support coverage for elimination of Amin Asst	K. Odom
PS-1	Personnel Support Services	28300	Educator Effectiveness	$ 112,123.00	R	1.0	Inter-Rater Reliability Facilitator position (from Temp Federal Funding). Office supplies, Printing, & Milage to support position	A. Nash
PS-2	Personnel Support Services	28300	Educator Effectiveness	$ 36,750.00	N		Consultant to complete training Evaluators on Inter-Rater Reliability evaluation system	A. Nash
PS-3	Personnel Support Services	23181	ESP Council	$ 4,000.00	R		Additional Training for D11 ESP. Materials and Handouts, Update Technology equipment, venue costs	B. McKinney
PS-4	Personnel Support Services	00900/ 24110	Human Resources	$ 642,338.00	N		Guest staff sub incentive program for subs who complete a number of assignments withing the school year. This request includes PERA/ Medicare benefits	K. Urbanski
SUPT-1	Superintendent	22910	Equity & Inclusion	$ 122,840.00	R	1.0	Continue Equity Department. Director of E&I has been grant funded. Moving funding to General fund will allow them to continue the department work is conjunction with the Board.	M. Thomas
SUPT-2	Superintendent	24110	Superintendent	$ 82,000.00	N		Support Development opportunities for the Academic Master Plan and Facilities Mast Plan projects	M. Thomas
SUPT-3	Superintendent	22240	Communications	$ 20,000.00	R		Update studio equipment- Cameras, audio, streaming devices. Support school streaming with equipment needs	R. Garrison
SUPT-4	Superintendent	22240	Communications	$ 50,000.00	N		Purchase 2021 or Newer Dodger Ram ProMaster van for Media Production needs. Current production truck (2002) no longer works	R. Garrison
SUPT-5	Superintendent	28230	Communications	$ 105,773.00	R	1.0	New Marketing Coordinator position for the Communications & Community Relations Department. Support communications team, marketing campaigns	D. Ashby
SUPT-6	Superintendent	28230	Communications	$ 45,914.00	R	1.0	New Communications Specialist position for the Communications & Community Relations Department. Support communications team with strategic messaging and dissemination of the communications with various stakeholders.	D. Ashby
SUPT-7	Superintendent	00900	Educational Insights	$ 30,000.00	N		Adopting new district wide assessment system to track academic growth, proficiency, and tracking towards state assessment performance	D. Khaliqi
SUPT-8	Superintendent	22140	Educational Insights	$ 86,900.00	N		Funds will go to cover the cost of 5 essential survey administration, reporting, PD, and usage for all D11 schools. This data is foundational to the school improvement process and One Plan usage.	D. Khaliqi
SUPT-9	Superintendent	22140	Educational Insights	$ 175,000.00	N		One Plan Summer Symposium funding for teacher attendance	D. Khaliqi
SUPT-10	Superintendent	00900	Educational Insights	$ 41,230.00	N		Hoonuit Decision Insight GeoVisual Analytics tool currently funded through ESSR2 dollars. This tool has become instrumental in conveying demographic and enrollment data to principals for use in their OnePlans	D. Khaliqi
SUPT-11	Superintendent	21140	Educational Insights	$ 25,000.00	N		Funds will go to cover costs associated with centralized enrollment. Providing on-site Spanish and other language interpretation	D. Khaliqi
TS-1	Technology Services	28400	Application Development & Support	$ 28,286.00	N		Annual 4% contract increase for PeopleSoft	J. McCarron
TS-2	Technology Services	28440	Instructional Technology/ Library Services	$ 43,155.00	R		District-wide Light-speed Classroom Management license for device/ classroom management	M. Smead

Colorado Springs School District 11
FY22/23 IBR Budget Modification Requests Summary
Preschool Fund

No.	Division	Program	Location	$ Amount	R/N*	FTE		Owner
ALL-10	Achievement, Learning & Leadership	22380	SPED- Early Childhood	$ 16,958.21	R	1.0	Partial department restructure EC facilitator to EC Director	J. Gudvangen

FTE	1.0

Total R/N:

R- Recurring	16,958
N- Non-Recurring	0
Total R/N	16,958

Colorado Springs School District 11
FY22/23 IBR Budget Modification Requests Summary
Reccommended Exec Cabinet Denials

No.	Division	Program	Location	$ Amount	R/N*	FTE		Owner
ALL-3	Achievement, Learning & Leadership	06000	Curriculum & Instruction	$ 45,482.50	N		Additional Descubre 1&2 materials and License for Spanish 1/2, 3/4, & 5/6 (4-year license)	C. Murtha
ALL-4	Achievement, Learning & Leadership	06000	Curriculum & Instruction	$ 57,719.00	N		EntreCultures Curriculum for District-wide French program. Teacher and Student licensing, training and curriculum for 6 years	C. Murtha
ALL-5	Achievement, Learning & Leadership	13000	Curriculum & Instruction	$ 1,000,000.00	N		Tier 1 Science resources for D11 MS Schools for 5 years. Includes Science Kits, Digital content, PD for teachers and possible print materials	D. Founds
ALL-6	Achievement, Learning & Leadership	06001/22127	Curriculum & Instruction- Rogers ES	$ 132,232.00	R	1.0	Rogers ES Dual Language Immersion Program- Curriculum for staff and students. Teacher FTE for 2nd Grade	C. Murtha
ALL-9	Achievement, Learning & Leadership	00700	Gifted &Talented	$ 324,835.20	R	3.6	Increase total GT Teacher FTE for D11 to support academic and social emotional learning for students	E. Andrews
ALL-10	Achievement, Learning & Leadership	17910	SPED- Early Childhood	$ 40,464.27	R		Partial department restructure / restructuring 4 roving EA positions to become Pre-k EA specialists changing pay grade	J. Gudvangen
ALL-12	Achievement, Learning & Leadership	009EV/009AL	Career & Technical Education	$ 169,662.00	R	2.0	Expand Regional CTE program by introducing Mixed Reality Technology and Design & Hydroponics Technology program for Odyssey/ Career pathways. 2 Teacher FTE	D. Roberson
ALL-13	Achievement, Learning & Leadership	26300	Athletics	$ 59,021.00	R	1.0	Full time Garry Berry Stadium/ Grounds shop employee	D. Hoff
ALL-19	Achievement, Learning & Leadership	009AC	Achieve On-line HS	$ 166,300.00	R	2.0	2 additional teachers to support growing programs. 1 science teacher, 1 Online Teacher for The Digital School	D. Hoff
ALL-21	Achievement, Learning & Leadership	00200	Holmes MS	$ 264,444.00	R	3.0	3 new Teacher positions: Humanities/ ELA, Math, Science	B. Relch/ J. Harris
ALL-22	Achievement, Learning & Leadership	020020	Swigert	$ 264,444.00	R	3.0	3 new Teacher positions: Humanities/ ELA, Math, Science	B. Relch/ J. Harris
ALL-23	Achievement, Learning & Leadership	21220	Student Support & Engagement	$ 30,984.84	R		Department Restructure	J. Montoya-DeSmidt
					FTE	15.6		

DAC CHANGES

DISCUSSION AND PROPOSAL

2/17/22

CURRENT PARENT MEMBERSHIP ROLES

- 4 Elementary Parents represents 33 Elementary Schools
- 2 Middle School Parents represents 9 Middle Schools
- 2 High School Parents represents 4 Traditional High Schools
- 1 Alternative School Parent represents 7 Schools
- 1 Charter School Parent represents 7 Schools
- 1 GT/SPED Parent
- 1 ELL Parent

SUGGESTED PARENT CHANGES

- Add SPED Parent Role
- Change ELL Role to be parent or community member
- Any other suggestions?

CURRENT STAFF ROLES – NO PROPOSED CHANGES

- Elementary Administrator
- Middle School Administrator
- High School Administrator
- Elementary Teacher
- Middle School Teacher
- High School Teacher
- Charter School Teacher
- ESP Representative

CURRENT COMMUNITY ROLES – NO PROPOSED CHANGES

- Military Community Member
- Business/Industry Community Member
- 4 Additional Community Members

COMMUNICATION TO/FROM SACS

- Ultimate Goal is to support SACs
- Do SACs Voices feel heard at the DAC?

CURRENT COMMUNICATION STRUCTURE

- DAC Sends out newsletters
- DAC Plans Four SAC Trainings a School Year (all SAC Chairs are invited)
- DAC Chair sends out emails to all SAC Chairs when specific needs arise
- SAC Chairs communicate directly back to DAC Chair

COMMUNICATION IMPROVEMENTS TO/FROM SACS(PROPOSED)

- Provide additional two-way communication structure through DAC parent members
  - Each Elementary Parent DAC Member communicates with 11 elementary SAC Chairs
  - Each Middle School Parent DAC Member communicates with 4-5 middle SAC Chairs
  - Each High School Parent DAC Member communicates with 2 High School SAC Chairs
  - Each Alternative School DAC Member communicates with 6 Alternative School SAC Chairs
  - GT Parent DAC Member communicates with GT Parent Advisory Group
  - SPED Parent DAC Member communicates with SPED Parent Advisory Group
  - ELL Parent/Community DAC Member communicates with ELL Parent/Community Groups
- Allow time to report major needs at DAC meeting from SACs and Other Groups

COMMUNICATION IMPROVEMENTS

- Any other ideas?