

**COLORADO SPRINGS SCHOOL DISTRICT ELEVEN**

Dr. Nicholas Gledich, Superintendent

Dr. Mary Thurman, Deputy Superintendent

Personnel Support Services

**School Accountability (SAC)/DAC/Parent Conference Agenda**

**April 6, 2017**

**Tesla Professional Development Center, Room 116/129, 6:00pm – 8:00pm  
(2560 International Circle)**

- 6:00 – 6:05pm      **Welcome and Introductions –**  
Carl Schueler – DAC Chairperson
- 6:05 – 6:40pm      **Galileo K-12 (current & future) – room 116/129**  
Dave Engstrom – Assistant Superintendent-ICSS  
Eric Mason – Director of Assessment
- 6:45 – 7:15pm      **Post-Secondary Options/  
Individual Career Academic Plan (ICAP) (MS/HS) –  
room 134/135**  
Duane Roberson – Director, Career & Technical Education  
Logan Laszczyk – PWR Coordinator (ICAP Contact)
- 6:45 – 7:15pm      **School Readiness/READ Act (ES) – room 116/129**  
Christy Feldman – Elementary Literacy Specialist
- 7:20 – 7:50pm      **Break-out Sessions – HS/MS – room 134/135,  
ES – room 116/129**  
**Topic suggestions –**
  - What is your school doing with Galileo K-12?
  - ES – How is your school implementing School Readiness and READ Act?
  - MS/HS – How is your school implementing ICAP and Post-secondary initiatives?
  - All – Share this year's SAC successes, and needs/ideas for training for 2017-18.
- 7:55 – 8:00pm      **Conclusion - room 116/129**
  - Evaluation of Training (leave at door)
  - Door Prize

# POSTSECONDARY OPPORTUNITIES

## CONCURRENT ENROLLMENT

College first, entrance test required,  
pre-enrollment

### Traditional CE "off campus"

ASCENT HS graduate program. 1 year.

Early College High School  
Goal is 60 credits or AA degree  
Students can remain until 21  
Instructors are concurrent adjuncts

Concurrent Adjunct HS Teachers  
Teachers are adjunct with  
postsecondary partner. Must meet  
HLC Qualifications  
Courses on HS campus are college  
credit and HS credit

## EXTENDED STUDY

High school first, enrollment during  
the course. Grades become  
permanent college record

PROGRAMS:  
UCCS SUCCEED (Gold)  
Senior to sophomores (CSU)

PROJECT LEAD THE WAY  
UCCS credit via extended study  
Teachers are authorized by PLTW

Extended Study HS Teachers  
Teachers are approved by  
postsecondary partner. Must meet  
HLC qualifications  
Courses on HS campus are strongly  
aligned to college curriculum

## CAREER & TECHNOLOGY ED ARTICULATION

High School course only;  
articulation happens post  
completion; A or B only

(2016\_2017)  
16 Career Pathways  
117 course titles

\* Industry Certifications



# Colorado Springs D11 Career & Technical Education Programming

2560 International Circle, Colorado Springs, CO 80910

719-520-2567

<b>ACCOUNTING</b>	<b>Coronado</b>	<b>Doherty</b>	<b>ECHS</b>	<b>Mitchell</b>	<b>Palmer</b>
*College Accounting Honors 1, 2*		x			
<b>ACE-Work Study</b>	<b>Coronado</b>	<b>Doherty</b>	<b>ECHS</b>	<b>Mitchell</b>	<b>Palmer</b>
ACE-Work Study	x	x	x	x	x
<b>AGRICULTURE/LANDSCAPING</b>	<b>Coronado</b>	<b>Doherty</b>	<b>ECHS</b>	<b>Mitchell</b>	<b>Palmer</b>
Introduction to Horticulture, Agriculture*			x		
Irrigation 1, 2**			x		
Landscape Management*			x		
<b>ARCHITECTURE</b>	<b>Coronado</b>	<b>Doherty</b>	<b>ECHS</b>	<b>Mitchell</b>	<b>Palmer</b>
Architecture Drawing 1, 2, 3, 4**	x	x			
PLTW Civil Engineering & Architecture 1, 2*	x	x			
<b>AUTOMOTIVE</b>	<b>Coronado</b>	<b>Doherty</b>	<b>ECHS</b>	<b>Mitchell</b>	<b>Palmer</b>
Automotive Tech 1, 2		x	x	x	
Voc Tech Auto Tech 1, 2, CERTS		x	x	x	
<b>BIOMEDICAL SCIENCE (PLTW)</b>	<b>Coronado</b>	<b>Doherty</b>	<b>ECHS</b>	<b>Mitchell</b>	<b>Palmer</b>
Principles Biomedical Sciences 1, 2*				x	
Human Body System 1, 2*				x	
Medical Intervention 1, 2*				x	
Biomedical Science Capstone 1, 2*, CERT				x	
<b>BUSINESS &amp; MARKETING</b>	<b>Coronado</b>	<b>Doherty</b>	<b>ECHS</b>	<b>Mitchell</b>	<b>Palmer</b>
Bus. & Marketing Essential 1, 2*	x	x	x		
Business Law	x	x			
Leadership	x	x	x		
Personal Finance	x	x			
Marketing & Adv. 1, 2*		x	x		
Marketing Lab 1, 2					
Principles of Business*			x		
Principles of Economics*			x		
Principles of Marketing*			x		
<b>COMPUTER SCIENCE</b>	<b>Coronado</b>	<b>Doherty</b>	<b>ECHS</b>	<b>Mitchell</b>	<b>Palmer</b>
Java Programming I, II Honors			x	x	x
IT Essential 1, 2**			x		
Cyber Security 1, 2, 3, 4****, CERTS			x		
IB Computer Science SL 5, 6					x
Game Programming 1, 2, 3, 4	x (1,2)	x (1,2)		x	x
PLTW Computer Science Principles*	x				
PLTW Computer Science Essentials*	x	x			
<b>CONSTRUCTION</b>	<b>Coronado</b>	<b>Doherty</b>	<b>ECHS</b>	<b>Mitchell</b>	<b>Palmer</b>
Construction Technologies 1, 2, 3, 4, CERT				x	

<b>CULINARY</b>	<b>Coronado</b>	<b>Doherty</b>	<b>ECHS</b>	<b>Mitchell</b>	<b>Palmer</b>
ProStart 1, 2, 3, 4*, CERT	x	x	x		
Food Service Field Experience 1		x	x		x
Hospitality & Tourism Management			x		
Food Science & Nutrition 1, 2	x	x			x
Catering 1, 2*	x	x	x		
<b>EDUCATION</b>	<b>Coronado</b>	<b>Doherty</b>	<b>ECHS</b>	<b>Mitchell</b>	<b>Palmer</b>
Para Professional Educator 1, 2*, CERT			x		
Teacher Cadet P1,2 H*		x	X		
Teacher Cadet Intern 1*		x	X		
Early Child Ed 101, 102*			x		
<b>ENGINEERING (PLTW)</b>	<b>Coronado</b>	<b>Doherty</b>	<b>ECHS</b>	<b>Mitchell</b>	<b>Palmer</b>
Computer Integrated Manufacturing 1,2*	x				
Intro to Engineering Design 1, 2*	x	x			
Principles of Engineering 1, 2*	x	x			
Digital Elect 1, 2*		x			
Aerospace Engineering*	x				
<b>FAMILY &amp; CONSUMER STUDIES</b>	<b>Coronado</b>	<b>Doherty</b>	<b>ECHS</b>	<b>Mitchell</b>	<b>Palmer</b>
Child and Adolescent Development	x	x	x		x
Relationships	x		x		
Nutrition & Wellness		x			x
Life Management	x	x			
Culinary Nutrition	x	x			
<b>INTERIOR DESIGN</b>	<b>Coronado</b>	<b>Doherty</b>	<b>ECHS</b>	<b>Mitchell</b>	<b>Palmer</b>
Interior Design 1, 2*	x	x			
<b>MANUFACTURING</b>	<b>Coronado</b>	<b>Doherty</b>	<b>ECHS</b>	<b>Mitchell</b>	<b>Palmer</b>
Manufacturing Fabrication 1, 2	x				
Technical Drawing 1, 2	x				
<b>MULTIMEDIA &amp; GRAPHIC ARTS</b>	<b>Coronado</b>	<b>Doherty</b>	<b>ECHS</b>	<b>Mitchell</b>	<b>Palmer</b>
Web Design 1, 2		x		x	X
Video Production 1, 2*		x			x
Adv. Video Prod. 1, 2*		x			x
Broadcast Video Production 1, 2*		x			x
Digital Audio & Music Production 1, 2*					x
Beginning Filmmaking 1, 2					x
Digital Photography*			x	x	
Adobe InDesign* Photoshop* Illustrator*			x		
Design and Color*			x		
Drawing for Illustrators*			x		
<b>BOLD LABELS are courses with college credit available; * indicated certifications available during coursework</b>					
ECHS (Early College High School) is a CTE hub site offering courses in 9 programs; ECHS also serves as the district's only early college offering students an opportunity to complete a 2-year degree while enrolled in the district					





# Individual Career Academic Plan (ICAP)

In District 11 Schools

<http://www.d11.org/counseling/Pages/Mayor.aspx>

## An Overview of ICAP

### ICAP Became a State Law:

**2009 – Senate Bill 09-256**

In 2009, Senate Bill 09-256 was enacted into law...all students grades 9 - 12 would have access to a process within their high school to create and manage an individual career and academic plan (ICAP.)

### What is ICAP?

ICAP is the vehicle to help students, educational staff, families, and communities come together and help students connect classroom learning to prepare to become Postsecondary & Workforce Ready (PWR).

**ICAP is meant to help students Explore, Plan, Prepare, and Launch into Postsecondary & Career Pathways**

- Teach students how to learn
- Build noncognitive factors
- Increase student engagement through relevance
- Understand Financial Literacy to make informed decisions

**ICAP a D11 Graduation Requirement (April 27, 2016)**

- IKF
- IKF-R-1
- IKF-R-2



## Why ICAP?



- Increase Graduation Rates
- Increase Matriculation
- Increase Student Engagement/Opportunities
- Build community, business, educational partners, local government, trade partner, media relationships
- Strengthen Families
- It is how you connect students, teachers, support staff, counselors, and school and district building leaders
- Right Thing to Do
- It is fun!
- It is one of the ways we hang our hat!



**A Statistic:**  
**80%-85% Yet 20%-30%**

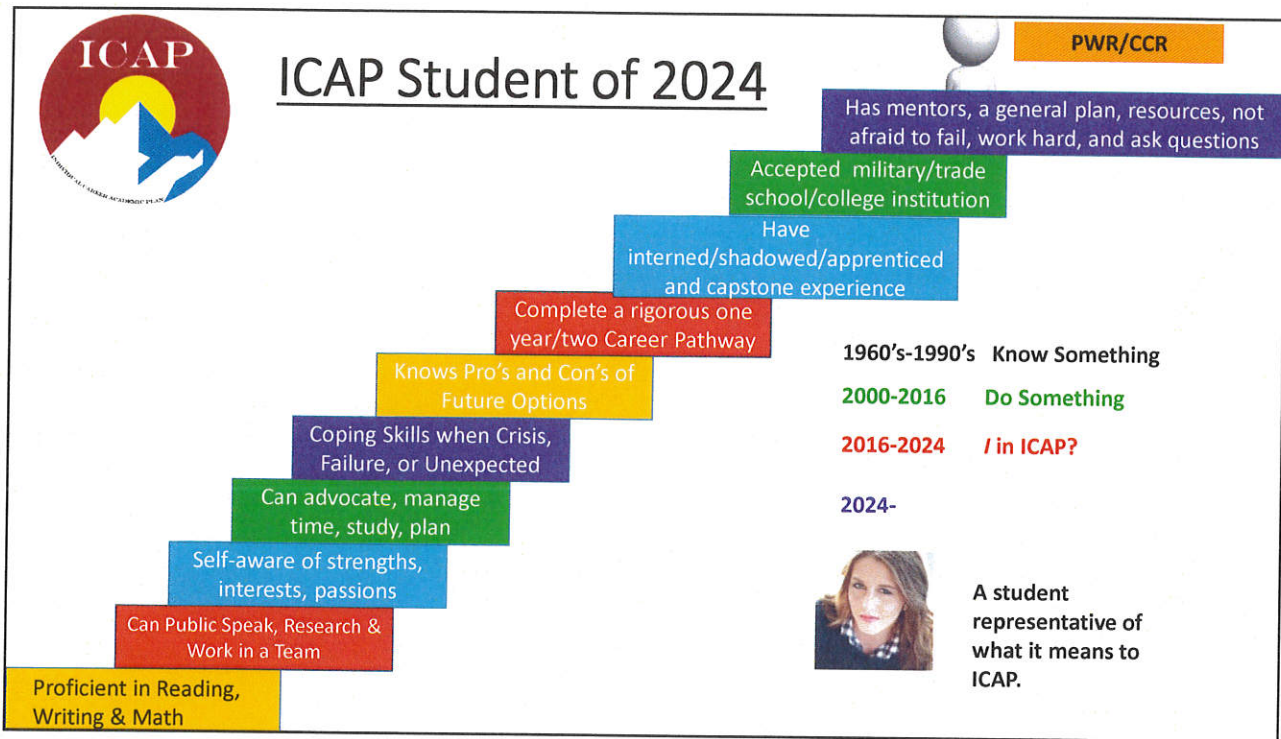
## The Outcome: Students to truly become PWR

We do not want students to just **know** something. We do not want students to just **do** something.

### We Want Them to **Become** Something

- Identify interests and skills through surveys, profilers
- Attend career fairs to understand the world of work and educational opportunity
- A Meaningful 4-Year Plan of Study
- They know how to learn: (study skills, time management, note taking, organization)
- Explore and compare PWR Options
- Understand Financial Aid Process and supports such as COF and FAFSA
- Applied to a college, trade school, certificate program, or military
- Taken the SAT or other appropriate tests
- Have built a resume
- Have received financial literacy & higher education information & support
- Have an after high school transition plan they have created.





## A Multi-Year Process-from Swim to Scuba



Swim in 6<sup>th</sup> and 7<sup>th</sup> Grade

Explore: Learn Interests



Snorkel in 8<sup>th</sup>-10<sup>th</sup> Grade

Experience: Activities, Career Fair, Career Cluster, Discussions, Pathways Intro, Deeper Interest Level



Scuba Diving in 11<sup>th</sup>-12<sup>th</sup> Grade

Engaged: CTE classes, CE, ECHS, Entry-level Job, Internship, Apprenticeship, Mentorship, Job Shadow, PWR Opportunities, Application, Financial Literacy



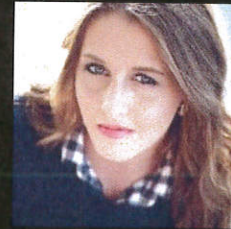


ICAP feels like...

ICAP Sounds Like



ICAP Becomes Like



<https://www.youtube.com/watch?v=NaXvQlkagyM>

An increasing process of discussion,  
intentionality, student ownership, and  
stakeholder collaboration

What should our Elementary Children  
Experience?



What Should our Middle School Students Experience?

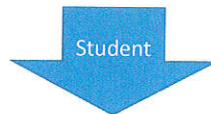
What should our high school students experience?

How do we know that we did a good job in partnering together? (student, families, schools, community, higher education, business, media, government, trade schools, military, etc.)

## The “How” we ICAP: Want Students to Become

“Provide distinctive educational experiences that are career focused and relevant to students future so students are equipped with the skills needed for their future.”

Industry/Business/  
Government



“Students given opportunities to develop their own, unique strengths, interests and abilities in order to produce productive citizens prepared to succeed and excel in the 21<sup>st</sup> Century.”

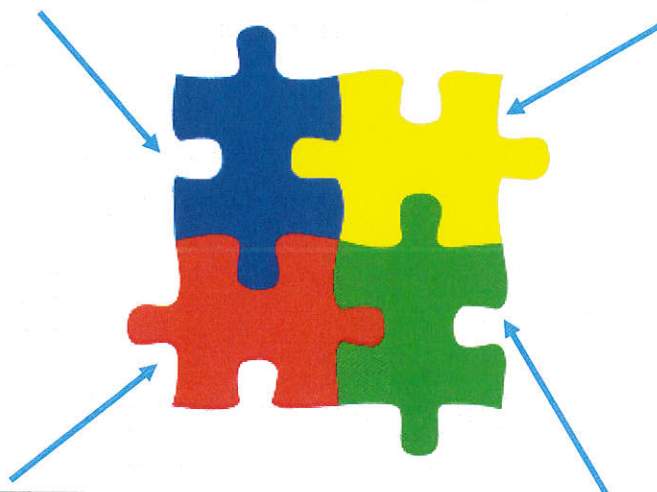
Family/Community/  
Higher Education

“Learn core academics and valuable workforce skills through hands-on learning, project based delivery models and industry connections, so students learn in the classroom what they need to succeed in the real world.”

“Close achievement gaps and prepare all students for college, career readiness and success. “

## 2017 & Beyond....Colorado Springs/El Paso County

A Postsecondary Readiness & Economic Development Opportunity



- We are home to great 4-year, 2-year, trade school, and likely the most impressive military options
- We are home to the Olympic Training Center
- We have a lot of talented school districts and a city/regional government interested in boosting economic development in our region
- The majority of our high school graduates apply for postsecondary opportunities in and around the state of Colorado, especially in this region.

## Students & Family Engagement



1. District 11 Website (Under the Parent Tab)
2. SR ICAP Completion Food & Prize Incentive
3. Community Information Nights @ Tesla PD
4. Counseling Website on District 11
5. [scholarship.d11.org](http://scholarship.d11.org)
6. Transition Activities
7. Ridiculous types of field trips



## The Parent/Family/Guardian

STUDENTS PARENTS EMPLOYEES VISITORS

D11 Home > Site Map > Parents

Parents

**CAN** SUPPORTING COMMUNITY ORGANIZATIONS. Contact: [CAN@KOAA.com](mailto:CAN@KOAA.com) for advertising opportunities. POWERED BY KOAA

**Individual Student and Academic Plan (ICAP)**

ICAP is an opportunity for students to design academic plans, identify career interests, and plan future educational needs. Ask your child about their ICAP and if you need additional information to support your child, please contact your child's School Counselor.

- ICAP Information (Counseling Website)
- KRDO Business Connection spot on ICAP at Russell and D11 (video)
- Colorado Springs Mayor, John Suthers, encourages students to complete their ICAP requirements (video)
- How to videos: ICAP Updates, Information, and Support Videos for Students, Families & Staff
- ICAP metrics for students to complete (pdf)

**4th Annual Career Fair**  
D11 R & 10th Graders  
Nov 15: 8th Grade  
Nov 16: 10th Grade  
9am-2pm  
Mortgage Solutions  
Financial Expo Center  
(3650 N. Nevada)

Annual Banquet in the Diner      Graduation Requirements: **NEW**

To: **Parents, Grandparents and Guardians of Mann MS Eighth Graders**  
From: **Mann Counseling Department**  
RE: **ICAP, Post-Secondary Workforce Planning, and Upcoming Career Fair**

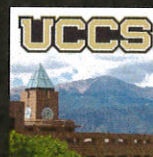
Dear Parents, Grandparents and Guardians of Mann Middle School Eighth Graders,

Please view the attached Career Cluster Finder Worksheet your student started during recent classroom guidance with the Counselors. This activity is part of the D11 student ICAP (Individual Career and Academic Plan) process and preparation for the Annual Career Fair coming up on Tuesday, November 15, 2016. We encourage you to sit down with your student and log into College in Colorado (CIC) together to view your student's portfolio and explore the options and information accessible on the College in Colorado website.

### Students to hear, see, feel, and explore postsecondary education and workforce opportunities

- Trade Schools
- Military
- Guest Speakers
- 2 year schools
- 4 year schools
- Specialization Programs
- CTE/Career Pathway Relationships

### Educational Partners



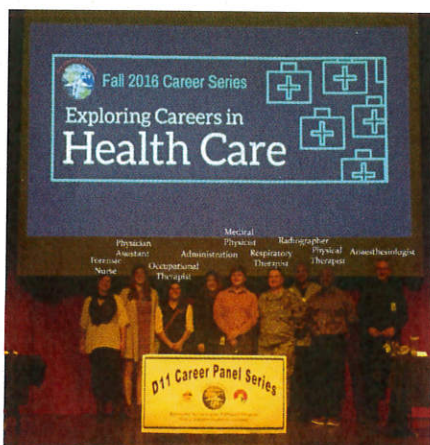


## Businesses

1. Guest Speakers
2. Career Panels
3. Career Fair
4. Job Shadows
5. Internship Opportunities
6. Food Incentives
7. Career Pathways



## School & Community Partners



### Career Fair: Explore Your Future

ICAP stands for Individual Career Academic Plan. ICAP is about connecting students with their interests, passions, personality, and skill-sets to understand the world of work and future postsecondary opportunities after high school. Whether it is 1, 2, 4, or more years after high school, we want students to develop meaningful plans and have meaningful experiences to enter the workforce, join the military, obtain an internship or apprenticeship, enter a certification program, a trade school, or a two-year, or a four-year college institution.

Mayor John Suthers on ICAP: <http://bit.ly/2ffkDfE>



**Vendor Engagement**

- 70 Vendor Partners/Community
- All major military branches
- College representation
- Highly established/connected Colorado Springs Organizations

Logos included: MICROCHIP, T.Rowe Price, COLORADO BIRDS & WILDLIFE, Penrose-St. Francis Health Services, NORTHROP GRUMMAN, CUMULUS MEDIA NETWORKS, SOLAR ENERGY INTERNATIONAL, Colorado Springs Utilities, BAL SEAL, U.S. ARMY, PROGRESSIVE, COLORADO INSTITUTE OF MASSAGE THERAPY, The Antlers, ANB Bank, OLSON PLUMBING & HEATING CO., PIKES PEAK WORKFORCE CENTER, SocialSEO, U.S. AIR FORCE, IntelliTec COLLEGES, PAUL MITCHELL the school COLORADO SPRINGS, HBA HOUSING & BUILDING ASSOCIATION OF COLORADO SPRINGS.

## Focus Group/Committee /Families/Students/Community

**A Committee or Focus Groups.... 12-15 people**

- PTA Representative K-12
- Curriculum Staff
- D11 Board Member
- Military/Trade/Tech representative
- Job Corps, Pikes Peak Workforce Center, C.S. Business Alliance
- Teachers/Counselors/Principals
- CTE
- PPCC/Colorado College, UCCS
- Families/Parent/Guardians/Community Leaders



## Future Collaboration & Potential Next Steps



Let's Have Discussions!

## The Media/Government/Info

### HAVE YOU HEARD OF THE INDIVIDUAL CAREER ACADEMIC PLAN?

More than 125,000 students in Colorado Springs have begun



the school year. Whether we graduated high school five or fifty years ago, we wondered how to navigate through high school and how to prepare for life after it.

The common questions and concerns we had then are common to our high school students.

1. What do I want to be when I grow up?
2. Am I going to graduate?
3. How do I learn and prepare for college and career?

The value of an ICAP is best seen when it provides the knowledge and skill-sets to drive purposeful conversations among school, and community leaders.

Many of us graduated from high school conversations, if any, concerning career literacy, how to fill-out a trade or college to apply for a scholarship or a student in those experiences for students and mu

The power of an ICAP occurs when the

- First, a student takes ownership in. They complete the ICAP requirements school district.

### News: D-11 gets students planning for college and of high school

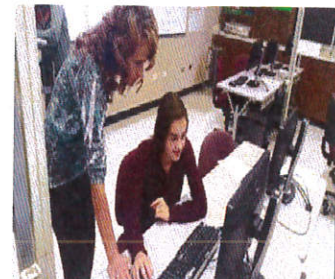
By Christina Dawidowicz

Published: September 6, 2016 5:51 pm | Updated: September 6, 2016 9:40 pm



### ICAP program teaches kids for real life

By J. Adrian Stanley @AdrianStanley1



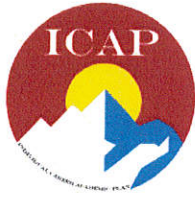
## Our Future- Students & *ICAP*



Much like a ship built for a specific purpose, we are built to help students become PWR/ICAP &

**"Ready for a World Yet to Be Imagined."**





# What is ICAP?

## **What we share in common**

Each home, school, and business has a common value: success of future generations. After all, students are our future workforce.

## **Purpose of ICAP**

We want to provide distinctive learning experiences so students know about the future world of work and education. At the heart of this concept is a state law. It is called Individual Career Academic Plan (ICAP). Simply stated, the purpose of ICAP is for students as **Individuals to Create Awesome Personal Pathway** experiences that connect their high school experience with knowledge and skills so they are better prepared for college, military, trade school, or the workforce than you and I were prepared.

## **ICAP is Vehicle for Collaboration, Conversation, and Connection**

ICAP is the vehicle by which students, educational staff, families, and communities come together to help students explore their interests, plan their classes, and create meaningful hands-on and personalized learning opportunities.

Simply stated, ICAP is about students taking more ownership of their learning. It is about families and schools talking more often. It is about community leaders seeing what they can do to partner up and help students have more experiences that invite them to explore what interests them.

ICAP is a process whereby students are prepared with the character development, social skills, academic knowledge, career and educational planning, and financial literacy to make informed decisions.

In grades 9-12, students participate in a variety of learning activities. Some activities include: setting goals, identifying career pathways of interest, increasing awareness of one's talents, passions, and strengths, and learning both the vocabulary and requirements to get into college, trade school, the military, or a vocational program of their choosing. Other experiences may include a job shadow, a mentor, learning about how to write and present oneself to a potential employer, attending a Career Fair or Career Panel to meet professionals in a field of interest, or an internship.

Logan Laszczyk, District 11 PWR/ICAP Counseling Coordinator

719-520-2571 (office)

719-368-1974 (cell)

[logan.laszczyk@d11.org](mailto:logan.laszczyk@d11.org)



# The Four Stages of ICAP Implementation in District 11

## (Awareness Stage)

16-17 & 17-18

**Students**-heard of ICAP and do basic checklist requirements

**Families**-attend ICAP meeting, receive a letter, heard of ICAP

**Counselors**-start tracking and promoting ICAP on basic level

**Teachers**-Some teachers support and allow ICAP in their curriculum

**Principal**-willing to attend ICAP activity, hear about data

**District**-help with some positive coverage, bring up in meetings

**Community**-Positive pockets of response

## (Support Stage)

17-18 & 18-19

**Students**-know ICAP, do in class and with supports

**Families**-Ask about ICAP, how to help, involve in planning

**Counselors**-more personalized discussions, 4-year planning

**Teachers**-Each department/team has an ICAP role/support

**Principal**-ICAP on website, part of mission, lead/create/promote

**District**-Start Leading/Msg

**Community**-Contacting to help, be involved, media, govt, higher education, business

## (Engage Stage)

18-19 & 19-20

**Students**-personal planning, aligned curriculum, meaningful activities, start of mentorship/shadow

**Families**-Offer to help with ICAP events, family focus group, family counsel, district ICAP volunteer team

**Counselors**-no longer just counselor. Great experience each quarter

**Teachers**- ICAP embedded in all subjects and activities

**Principal**-Talk of school: academics, wellness, ICAP

**District**-Driven and recognition in community

**Community**-Community begins to take lead in larger areas (Career Fair, internship)

## (Excel Stage)

20-21 & Beyond

**Students**-academic, skill, wellness, career/postsecondary ready, have experience, resume, public speak, student owned, capstone experience

**Families**-50% families log-in to resources, ICAP focus group/committee of every PTA

**Counselors**-Direct 4-Year Plans

**Teachers**- Each program has a yearly ICAP activity planned

**Principal**-Leader of ICAP at school, internal and external culture

**District**- CTE/CE/LDSP/endowment and an internship/mentorship program & resources

**Community**-Looks to D11 for student opportunities and wealth of trade, military, college, and business partners





# ICAP *Individual Career Academic Plan*

School Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

Due: \_\_\_\_\_

## ICAP – Student Quality Indicators & Standards

### CONTACT INFORMATION

Address:

City, State, Zip Code

Telephone Number:

Cell Number:

### 6<sup>TH</sup> GRADE CHECKLIST

#### ICAP QUALITY INDICATORS

#### MINDSETS AND BEHAVIORS

#### BASIC HOW TO DO IN CIC:

☐

#### College in Colorado Website Access

- [www.collegeincolorado.com](http://www.collegeincolorado.com)
- Log in

#### Learning to Log into College in Colorado:

Every sixth-grade student will become familiar with the log in process for College in Colorado.

1. Go to [www.CollegeinColorado.org](http://www.CollegeinColorado.org)
2. In the blue sign-in box, enter cssd+your school ID number.
3. Enter your password: birthday as follows: MMDDYY
4. Explore the website with the help of your instructor.

### 7<sup>TH</sup> GRADE CHECKLIST

#### ICAP QUALITY INDICATORS

#### MINDSETS AND BEHAVIORS

#### BASIC HOW TO DO IN CIC:

☐

#### Post-Secondary Workforce Goal

- Must be saved to your CiC portfolio

#### *Recommended Activities*

- Create goals around expectations for middle school success, while adding a yearly milestone

PA:2  
PA:3

LS:6  
LS:7  
LS:8  
SMS:7

#### Postsecondary & Workforce Goal:

Your Portfolio Tab > Your Profile > How You See Yourself > Add Personal/Social Goals > Enter your goal > Add an annual Milestone for your goal

**8<sup>TH</sup> GRADE CHECKLIST****ICAP  
QUALITY  
INDICATORS****MINDSETS  
AND  
BEHAVIORS****BASIC HOW TO DO IN CIC:**☐ **Postsecondary and Workforce Goal  
(Reflection and Update)**

- Yearly Milestone (Reflection and Update)
- Must be saved to your CiC portfolio

PA:2  
PA:3

LS:6  
LS:7  
LS:8  
SMS:7

**Postsecondary & Workforce Goal:**

Your Portfolio Tab > Your Profile > How You See Yourself > Add Personal/Social Goals > Enter your goal > Add an annual Milestone for your goal

☐ **Career Cluster Survey**

- Must be saved to your CiC portfolio

CA:1

M:4  
M:6  
LS:8

**Career Cluster Survey:**

Career Planning Tab > 1<sup>st</sup> box is Learn About Yourself > 1<sup>st</sup> box down the right side of the page is Career Cluster Survey.

☐ **Attend Annual Career Fair**

CA:1  
PO:2  
ES:1  
ES:2

M:4  
M:6  
SS:1  
SS:9  
SMS:2

☐ **Parent Review and Approval**

- Profile Upload
- Automatic (Using the Directions)

SA:3

SMS:1

**Parent Review and Approval:**

Your Portfolio > 5<sup>th</sup> blue box on right "invite a parent or guardian to connect to your portfolio > Invite a parent....fill out information > Invite

*Recommended Activities*

- Notification sent to Guardians

**9<sup>TH</sup> GRADE CHECKLIST****ICAP  
QUALITY  
INDICATORS****MINDSETS  
AND  
BEHAVIORS****BASIC HOW TO DO IN CIC:**☐ **Postsecondary and Workforce Goal  
(Reflection and Update)**

- Yearly Milestone (Reflection and Update)
- Must be saved to your CiC portfolio

PA:2  
PA:3

LS:6  
LS:7  
LS:8  
SMS:7

**Postsecondary & Workforce Goal:**

Your Portfolio Tab > Your Profile > How You See Yourself > Add Personal/Social Goals > Enter your goal > Add an annual Milestone for your goal

☐ **Interest Profiler - Reflection and Update**

- **Required:**  
3 or More Careers Saved to CiC Portfolio

SA: 1  
PA:1  
PA: 2

M:2  
M:5  
LS:4  
LS:7  
LS:9

**Interest Profiler:**

Career Planning Tab > Learn About Yourself > 1<sup>st</sup> box down left side of the page is Interest Profiler > View Careers > After choosing a specific career, 10<sup>th</sup> box down left side of page is Add to Portfolio.



<input type="checkbox"/>	<b>Review HEAR Requirements Four-Year Colleges/Universities in Colorado</b>	<b>AP:3</b> <b>ES:1</b> <b>PO:3</b> <b>EE:1</b>	<b>M:3</b> <b>LS:6</b> <b>LS:8</b>	<b><u>College and Career Guidance:</u></b> <ul style="list-style-type: none"> <li>Review District 11 Graduation Requirements</li> <li>Review Transcripts</li> <li>Credits, GPA, and how these are relevant to postsecondary planning</li> <li>In CollegeinColorado, documentation of the above.</li> <li>Review four-year plan</li> <li>Review Postsecondary Workforce Readiness Goal.</li> </ul>
	<i>Recommended Activities</i> <ul style="list-style-type: none"> <li>Transcript Review</li> <li>Graduation Guidelines</li> <li>GPA Education and Review</li> </ul>			
<input type="checkbox"/>	<b>Your Plan of Study</b> <ul style="list-style-type: none"> <li>Plan for 10<sup>th</sup> – 12<sup>th</sup> grades</li> </ul>	<b>AP:1</b> <b>AP:3</b>	<b>M:4</b> <b>SMS:1</b> <b>LS:4</b>	<b><u>Plan of Study:</u></b> <i>(Update each year)</i>  Your Portfolio Tab > High School Planning > Planning for my career goals while in High School> enter one goal related to your career goals. > Your Portfolio Tab > High School Planning > My Plan of Study > Create your course plan > click a blank cell to choose classes in that area that relate to the goal you have chosen > Under Find Other Courses to Add to Your Plan of Study, click on Find Courses to view available classes in that area.
<input type="checkbox"/>	<b>Parent Review and Approval</b> <ul style="list-style-type: none"> <li>Profile Upload</li> <li>Automatic (Using the Directions)</li> </ul>	<b>SA:3</b>	<b>SMS:1</b>	<b><u>Parent Review and Approval:</u></b>  Your Portfolio > 5 <sup>th</sup> blue box on right “invite a parent or guardian to connect to your portfolio > Invite a parent....fill out information > Invite
	<i>Recommended Activities</i> <ul style="list-style-type: none"> <li>Notification sent to Guardians</li> </ul>			

## 10<sup>TH</sup> GRADE CHECKLIST

## ICAP QUALITY INDICATORS

## MINDSETS AND BEHAVIORS

## BASIC HOW TO DO IN CIC:

<input type="checkbox"/>	<b>Postsecondary and Workforce Goal (Reflection and Update)</b> <ul style="list-style-type: none"> <li>Yearly Milestone (Reflection and Update)</li> <li>Must be saved to your CiC portfolio</li> </ul>	<b>PA:2</b> <b>PA:3</b>	<b>LS:6</b> <b>LS:7</b> <b>LS:8</b> <b>SMS:7</b>	<b><u>Postsecondary &amp; Workforce Goal:</u></b>  Your Portfolio Tab > Your Profile > How You See Yourself > Add Personal/Social Goals > Enter your goal > Add an annual Milestone for your goal
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**10<sup>TH</sup> GRADE CHECKLIST****ICAP  
QUALITY  
INDICATORS****MINDSENTS  
AND  
BEHAVIORS****BASIC HOW TO DO IN CIC:****Complete the College Opportunity  
Fund Application**

(This may be done as early as 13 years  
of age)

**PFL:1****SMS:1  
SMS:3****College Opportunity Fund:**

Go to: [cof.college-assist.org](http://cof.college-assist.org). Record when  
you completed your COF in CIC.

**Record Community Service, Service  
Learning and Extracurricular Activities****EE:2  
EE:3****LS:3  
LS:10  
SMS:8****Experience & Activities:**

Your Portfolio Tab > Your Profile > Experience  
& Activities Tab.

**Review Concurrent Enrollment/Dual  
Credit Options in District and  
Colorado****AP:3  
PO:2  
CA:1****M:4  
LS:8  
LS:9  
SMS:6****Attend Annual Career Fair****CA:1  
PO:2  
ES:1  
ES:2****M:4  
M:6  
SS:1  
SS:9  
SMS:2****Your Plan of Study**

(Reflection and Update)

- Plan for 11<sup>th</sup> and 12<sup>th</sup> grades

**AP:1  
AP:3****M:4  
SMS:1  
LS:4****Plan of Study: (Update each year)**

Your Portfolio Tab > High School Planning >  
Planning for my career goals while in High  
School> enter one goal related to your career  
goals. >

Your Portfolio Tab > High School Planning >  
My Plan of Study > Create your course plan >  
click a blank cell to choose classes in that area  
that relate to the goal you have chosen >  
Under Find Other Courses to Add to Your Plan  
of Study, click on Find Courses to view  
available classes in that area.

**Parent Review and Approval**

- Profile Upload
- Automatic (Using the  
Directions)

***Recommended Activities***

- Notification sent to  
Guardians

**SA:3****SMS:1****Parent Review and Approval:**

Your Portfolio > 5<sup>th</sup> blue box on right "invite a  
parent or guardian to connect to your  
portfolio > Invite a parent....fill out  
information > Invite

**11<sup>TH</sup> GRADE CHECKLIST****ICAP  
QUALITY  
INDICATORS****MINDSETS  
AND  
BEHAVIORS****BASIC HOW TO DO IN CIC:**

<input type="checkbox"/>	<b>Postsecondary and Workforce Goal (Reflection and Update)</b> <ul style="list-style-type: none"><li>Yearly Milestone (Reflection and Update)</li><li>Must be saved to your CiC portfolio</li></ul>	PA:2 PA:3	LS:6 LS:7 LS:8 SMS:7	<b><u>Postsecondary &amp; Workforce Goal:</u></b>  Your Portfolio Tab > Your Profile > How You See Yourself > Add Personal/Social Goals > Enter your goal > Add an annual Milestone for your goal
<input type="checkbox"/>	<b>School Finder</b> <ul style="list-style-type: none"><li>Compare Colleges and Postsecondary School</li><li>4 or More Schools Saved to Portfolio in CiC</li></ul>	PA:3 PO:1 AP:3	SMS:3 LS:4 LS:9	<b><u>School Finder:</u></b>  College Planning > Explore Postsecondary Schools > Browse Featured Schools.
<input type="checkbox"/>	<b>Explore Programs/Majors</b> <ul style="list-style-type: none"><li>3 or More Options Saved to CiC Portfolio</li></ul>	AP:1 PA:2 CA:3	SMS:3 LS:4 LS:9	<b><u>Explore Programs/Majors:</u></b>  College Planning > Explore Programs and Majors > Save to Portfolio
<input type="checkbox"/>	<b>Record Community Service, Work Experiences Service Learning and Extracurricular Activities (Reflection and Update)</b> <ul style="list-style-type: none"><li>Community Service/Service Learning</li><li>Sports/Clubs etc.</li><li>Awards or Distinctions</li><li>Leadership</li><li>Networking</li><li>Special Projects</li></ul>	EE:2 EE:3	LS:3 LS:10 SMS:8	<b><u>Experience &amp; Activities:</u></b>  Your Portfolio Tab > Your Profile > Experience & Activities Tab.
<input type="checkbox"/>	<b>SAT Test Prep</b>  <i>Recommended Activities</i> <ul style="list-style-type: none"><li>SAT Boot Camps</li><li>March2Success</li><li>Naviance SAT Prep</li><li>Test Prep in CiC</li></ul>	ES:1	M:5 LS:3 LS:4 SMS:3	<b><u>SAT Test Prep:</u></b>  College Planning Tab > Test Prep > Begin Test Prep  <a href="http://www.march2success.com">www.march2success.com</a>
<input type="checkbox"/>	<b>Financial Literacy</b>  <i>Recommended Activities</i> <ul style="list-style-type: none"><li>Money 101 in CiC</li></ul>	PFL:1 PFL:2	SMS:4 SMS:5 LS:7 LS:9	<b><u>Money 101:</u></b>  Financial Aid Planning > Money 101 > Take the financial Aid Aptitude.  <b><u>Documentable:</u></b> Students will save the results of their Money 101 Aptitude Test and their Short term goal in their CiC Portfolio.



<input type="checkbox"/>	<b>Your Plan of Study</b> (Reflection and Update) <ul style="list-style-type: none"> <li>Plan for 12<sup>th</sup> grade</li> </ul>	<b>AP:1</b> <b>AP:3</b>	<b>M:4</b> <b>SMS:1</b> <b>LS:4</b>	<b><u>Plan of Study:</u></b> (Update each year)  Your Portfolio Tab > High School Planning > Planning for my career goals while in High School> enter one goal related to your career goals. > Your Portfolio Tab > High School Planning > My Plan of Study > Create your course plan > click a blank cell to choose classes in that area that relate to the goal you have chosen > Under Find Other Courses to Add to Your Plan of Study, click on Find Courses to view available classes in that area.
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<input type="checkbox"/>	<b>Parent Review and Approval</b> <ul style="list-style-type: none"> <li>Profile Upload</li> <li>Automatic (Using the Directions)</li> </ul>	<b>SA:3</b>	<b>SMS:1</b>	<b><u>Parent Review and Approval:</u></b>  Your Portfolio > 5 <sup>th</sup> blue box on right "invite a parent or guardian to connect to your portfolio > Invite a parent....fill out information > Invite
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## 12<sup>TH</sup> GRADE CHECKLIST

### ICAP QUALITY INDICATORS

### MINDSETS AND BEHAVIORS

### BASIC HOW TO DO IN CIC:

<input type="checkbox"/>	<b>Postsecondary and Workforce Goal</b> (Reflection and Update) <ul style="list-style-type: none"> <li>Yearly Milestone (Reflection and Update)</li> <li>Must be saved to your CiC portfolio</li> </ul>	<b>PA:2</b> <b>PA:3</b>	<b>LS:6</b> <b>LS:7</b> <b>LS:8</b> <b>SMS:7</b>	<b><u>Postsecondary &amp; Workforce Goal:</u></b>  Your Portfolio Tab > Your Profile > How You See Yourself > Add Personal/Social Goals > Enter your goal > Add an annual Milestone for your goal
<input type="checkbox"/>	<b>Complete College Applications</b>  <i>Recommended Activities</i> <ul style="list-style-type: none"> <li>4orMore Campaign</li> <li>College Application Month (Oct.)</li> <li>Postsecondary Signing Day</li> <li>Common Application</li> </ul>	<b>AP:1</b> <b>AP:3</b>	<b>M:2</b> <b>M:5</b> <b>LS:2</b> <b>LS:3</b> <b>SMS:1</b> <b>SMS:2</b> <b>SMS:3</b> <b>SMS:10</b>	<b><u>College Applications:</u></b>  College Planning Tab > Applications  <a href="http://www.commonapp.org">www.commonapp.org</a>
<input type="checkbox"/>	<b>Complete the College Opportunity Fund Application</b> (This may be done as early as 13 years of age)	<b>PFL:1</b>	<b>SMS:1</b> <b>SMS:3</b>	<b><u>College Opportunity Fund:</u></b>  Go to: <a href="http://cof.college-assist.org">cof.college-assist.org</a> . Record when you completed your COF in CIC.

12 <sup>TH</sup> GRADE CHECKLIST	ICAP QUALITY INDICATORS	MINDSETS AND BEHAVIORS	BASIC HOW TO DO IN CIC:
<input type="checkbox"/> <b>Complete the FAFSA</b>	PFL:3	SMS:1 SMS:3 SS:8	<b><u>FAFSA:</u></b>  Go to the following sites to complete your FAFSA Application and to create your FSA ID. <a href="http://www.fafsa.gov">www.fafsa.gov</a> <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a> <a href="http://fsaid.ed.gov/npas/index.htm">fsaid.ed.gov/npas/index.htm</a>
<input type="checkbox"/> <b>After High School Transition Plan</b>  <i>Recommended Activities</i> <ul style="list-style-type: none"> <li>• Senior Exit Interviews</li> <li>• CIC Activity</li> <li>• District Senior Survey</li> </ul>	PA:2	M:6 SMS:3 SMS:4 SMS:5 SMS:10 LS:7 SS:1	<b><u>After High School Transition Plan:</u></b>  Your Profile > Looking Ahead > Ultimate Goals (Life Goals) Save to My Portfolio.
<input type="checkbox"/> <b>Build a Resume</b>  <i>Recommended Activities</i> <ul style="list-style-type: none"> <li>• Resume Builder in CIC</li> </ul>	ES:3	SS:1 LS:2 SMS:3	<b><u>Resume Builder:</u></b>  Career Planning Tab > Get a Job > Resume Builder  Students can upload a Resume already completed outside of CIC
<input type="checkbox"/> <b>Record Community Service, Service Learning and Extracurricular Activities (Reflection and Update)</b> <ul style="list-style-type: none"> <li>• Community Service/Service Learning</li> <li>• Sports/Clubs etc.</li> <li>• Awards or Distinctions</li> <li>• Leadership</li> <li>• Networking</li> <li>• Special Projects</li> </ul>	EE:2 EE:3	LS:3 LS:10 SMS:8	<b><u>Experience &amp; Activities:</u></b>  Your Portfolio Tab > Your Profile > Experience & Activities Tab.
<input type="checkbox"/> <b>Parent Review and Approval</b> <ul style="list-style-type: none"> <li>• Profile Upload</li> <li>• Automatic (Using the Directions)</li> </ul>	SA:3	SMS:1	<b><u>Parent Review and Approval:</u></b>  Your Portfolio > 5 <sup>th</sup> blue box on right "invite a parent or guardian to connect to your portfolio > Invite a parent....fill out information > Invite

## ICAP Quality Indicators

**Self-Awareness (SA):** Understand how one's unique interests, talents and aspirations play a role in decision-making and interpersonal relationships and how individual thoughts and feelings get students excited about life and learning.

1. Knowledge of talents, interests, dreams
2. Understanding of values, learning styles, social skills
3. Development of positive relationships with peers and adults

**Career Awareness (CA):** Understand how one's unique interests, talents and aspirations play a role in decision-making and interpersonal relationships and how individual thoughts and feelings get students excited about life and learning.

1. Knowledge of Career Pathways
2. Culture and Stereotypes influence perceptions of choices
3. Geographical considerations of Careers

**Postsecondary Aspirations (PA):** Participate in career exploration activities centered on students' passions, interests, dreams and visions of their future self and perceived options.

1. Exploring careers based on (SA)
2. Narrowing search to a few options based on values, talents, interests
3. Envision steps needed to attain goal

**Postsecondary Options (PO):** Be aware of and participate in a variety of postsecondary and career opportunities. Use tools such as career clusters, personality assessments and learning style inventories to highlight individual strengths and capabilities.

1. Understanding perceived limitations and obstacles
2. Understanding of ways to attain skills and/or knowledge for careers chosen
3. Understand how behaviors and actions influence career goals

**Environmental Expectations (EE):** Consider how school, family, community, culture and world view might influence the students' career development and postsecondary plans.

1. Knowledge of academics strengths and limitations of their environment
2. Extra-curricular options that decrease risky behavior
3. Understanding how actions at home, school, and community are related to career choice

**Academic Planning (AP):** Apply the skills and knowledge necessary to map out and pass the academic courses required to achieve postsecondary goals.

1. Organization, planning, and effort of coursework
2. Teamwork, cooperation, problem-solving, and self-discipline
3. Course selection based on career interest and educational attainment needed

**Employability Skills (ES):** Define, develop and hone skills that increase the likelihood of becoming and remaining successfully employed and civically responsible citizens.

1. Understanding of knowledge, skills, and education needed for career
2. Understanding of professional expectations (timeliness, dress, attitude, communication)
3. Access multiple employability resources ( Resumes, Cover letters, LOR's, Job Descriptions, Postings)

**Personal Financial Literacy (PFL):** Recognize personal financial literacy and financial aid topics and vocabulary and know what options are available to pay for postsecondary. Understand and articulate personal financial literacy concepts, the cost of postsecondary options and apply this awareness to the postsecondary career and academic planning process.

1. Knowledge of Financial Aid Vocabulary and options
2. Ability to create personal budget based on career salary
3. Completion of FAFSA regardless of career pathway



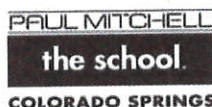
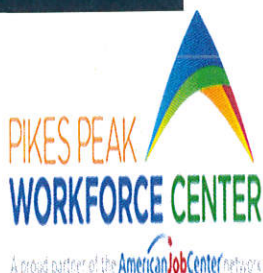
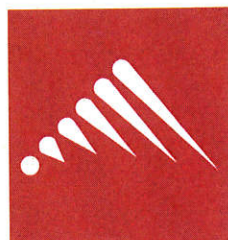
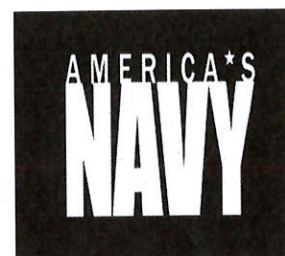
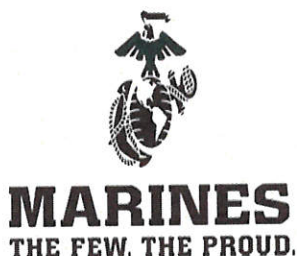
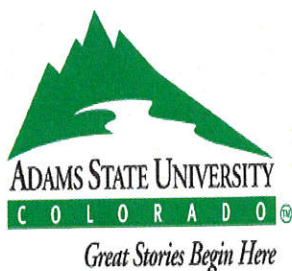
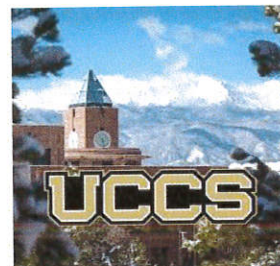


# What's Next, Seniors?

**Still Thinking about options after high school?**

**Career? College? Military? Technical School? Work?**

- Thursday, April 20th (5-6:30 pm OR 6:30-8:00 p.m.)
- Roy J. Wasson Campus (Auditorium & Lobby)



## READ Act Update for CSSD 11




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## What is the READ Act?

- Requires that all students in K-3 are tested in early literacy skills
  - DIBELS Next
- Requires that any student identified as having a Significant Reading Deficiency- (SRD) have additional literacy instruction and a READ plan that outlines the support being provided




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## Parent Involvement

- READ Act Requirements
- Stay in touch
- Read at home




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## Support from CDE

- We have received SRD funds from the Colorado Department of Education for four years
  - 2013-14 \$416,014.06
  - 2014-15 \$ 1,294,366.17
  - 2015-16 \$ 1,380,554.41
  - 2016-17 \$ 1,321,423.16




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## Funding Distribution

- Schools
  - Start-up
  - Main funding
  - Additional Fall and Spring
- District
  - Materials
  - Professional Development




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## SRD Numbers

Year	#SRD	%	Notes	# DIBELS Next Exempt Students	# English Language Learners Exempt Students
Spring 13	1301	15%	Initial report year All K-3 who took DIBELS 6 <sup>th</sup>	X	X
Spring 14	1466	18%	New assessment- DIBELS Next All K-3 who took DIBELS Next	X	X
Spring 15	1524	18%	All K-3 who took DIBELS Next	X	X
Spring 16	1560	19%	Includes DIBELS Next Exempt students, does not include English Learners in first year	101	200

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## Cohort Students Enrolled K-3

	# of students	% of total	% of SRD	Notes
Total	1392			Cohort of students enrolled from K-beginning 3 <sup>rd</sup> or beginning of 2 <sup>nd</sup> if retained
SRD	703	51%		About half are identified as SRD at some point during 4 years.
Stayed SRD	44	3%	6%	These students remained SRD the entire 4 years.
Not SRD after K	152	11%	22%	These students identified in Kindergarten as SRD, but have not been SRD since end of Kindergarten year
New ID fall 2016-17	46	3%	7%	These students were newly identified just this fall- never been SRD before. Possible explanation- DAZE score is added to test (comprehension measure)
Not SRD by end of 2 <sup>nd</sup>	293	21%	42%	Students who were not SRD last spring and remain not SRD this fall.
Retentions	67	5%	10%	Retention was used as an intervention at some point K-2.

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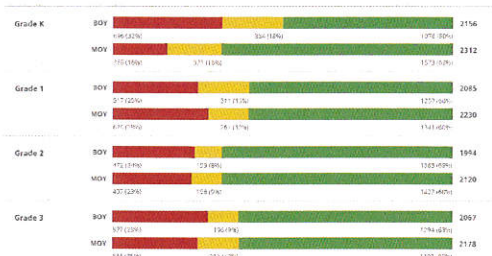
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## DIBELS Results 2016-17 MOY




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## DIBELS Results 2015-16




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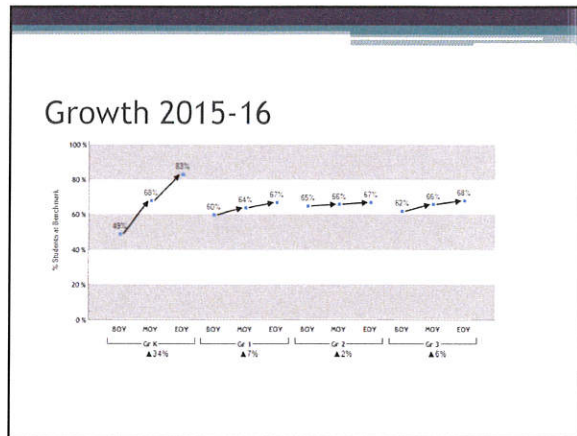
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### Growth in Benchmark Students

Increase in Students Scoring at Benchmark

School Year	Kindergarten	First Grade	Second Grade	Third Grade
2013-14	32%	8%	1%	8%
2014-15	39%	5%	2%	8%
2015-16	34%	7%	2%	6%
2016-17 (MOY)	(19%)	(0%)	(-1%)	(2%)

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### Decrease of Well Below Benchmark Students

Decrease of Students Scoring Well Below Benchmark

School Year	Kindergarten	First Grade	Second Grade	Third Grade
2013-14	-26%	-6%	-5%	-8%
2014-15	-30%	-1%	-5%	-8%
2015-16	-24%	-3%	-6%	-8%
2016-17 (MOY)	(-17%)	(3%)	(0%)	(-3%)

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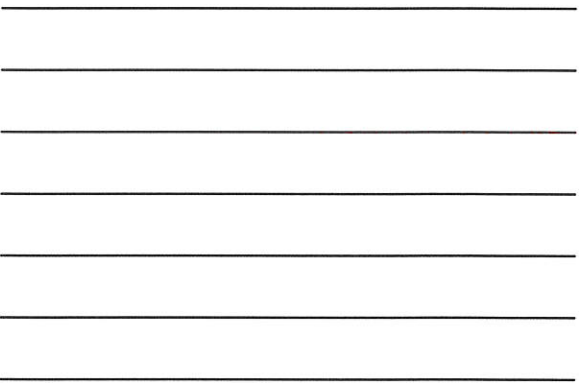
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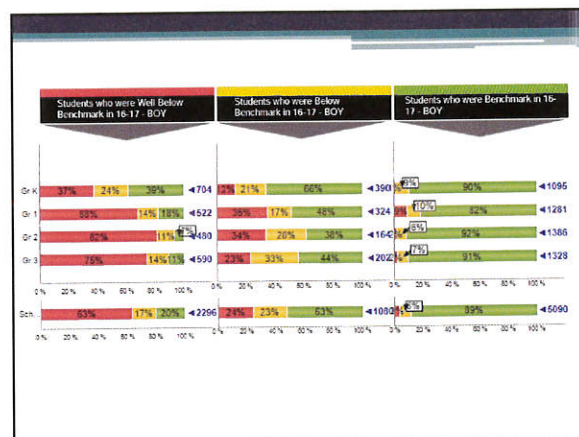
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[illegible]



2016-17 Well Below Benchmark Progress MOY

School Name	K-3	Kindergarten	First Grade	Second Grade	Third Grade
Adams	Below average progress	Average progress	Average progress	Well above average progress	Well above average progress
Adams	Below average progress	Below average progress	Well below average progress	Average progress	Below average progress
Austin	Below average progress	Below average progress	Below average progress	Average progress	Above average progress
Bentley	Well above average progress	Well above average progress	Well above average progress	Well below average progress	Above average progress
Bentley	Well above average progress	Average progress	Below average progress	Well below average progress	Well below average progress
Carroll	Well below average progress	Below average progress	Well below average progress	Average progress	Well below average progress
Chapel	Well below average progress	Below average progress	Below average progress	Below average progress	Average progress
Columbia	Well above average progress	Well above average progress	Above average progress	Above average progress	Above average progress
Edison	Average progress	Average progress	Average progress	Below average progress	Well above average progress
Edison	Below average progress	Average progress	Average progress	Well below average progress	Well above average progress
Fennell	Well above average progress	Well below average progress	Below average progress	Average progress	Well above average progress
GLC/Ch. Charter	Average progress	Below average progress	Below average progress	Well above average progress	Well above average progress
Grant	Average progress	Well below average progress	Below average progress	Average progress	Well above average progress
Heep	Well above average progress	Well above average progress	Well above average progress	Average progress	Average progress
Incident	Above average progress	Average progress	Well below average progress	Below average progress	Above average progress
Lincoln	Below average progress	Below average progress	Well below average progress	Below average progress	Below average progress
King	Well above average progress	Well above average progress	Well below average progress	Average progress	Average progress
Madison	Below average progress	Above average progress	Below average progress	Average progress	Average progress
Marshall	Average progress	Average progress	Average progress	Average progress	Average progress
McAuliffe	Well below average progress	Below average progress	Well below average progress	Well above average progress	Well above average progress
Madison	Well below average progress	Well below average progress	Below average progress	Below average progress	Well above average progress
Monroe	Average progress	Well below average progress	Below average progress	Average progress	Well below average progress
Monroe	Below average progress	Below average progress	Below average progress	Below average progress	Below average progress
Queen Palmer	Well above average progress	Well above average progress	Well above average progress	Well above average progress	Well above average progress
Raynes	Well above average progress	Well above average progress	Well above average progress	Well above average progress	Well above average progress
Roseville CA	Well above average progress	Well above average progress	Well above average progress	Well above average progress	Well above average progress
Ruby	Below average progress	Below average progress	Below average progress	Well below average progress	Well below average progress
Scott	Above average progress	Above average progress	Above average progress	Average progress	Average progress
Shore	Above average progress	Above average progress	Average progress	Average progress	Average progress
Stratton	Average progress	Below average progress	Below average progress	Well above average progress	Above average progress
Tyler	Well above average progress	Well above average progress	Above average progress	Well above average progress	Well above average progress
Trumbauer	Average progress	Average progress	Below average progress	Average progress	Average progress
Wain	Well above average progress	Below average progress	Below average progress	Below average progress	Well above average progress
West	Well below average progress	Above average progress	Well below average progress	Below average progress	Well below average progress
Wich	Average progress	Average progress	Below average progress	Well below average progress	Average progress





# Progress for Students Scoring Benchmark

School name	2013-14 EOY	2014-15 EOY	2015-16 EOY	2016-17 MOY
Academy ACL	Above average progress	Above average progress	Well below average progress	Above average progress
Adams	Above average progress	Average progress	Above average progress	Below average progress
Audubon	Above average progress	Well-above average progress	Above average progress	Well below average progress
Bristol	Well-above average progress	Well-above average progress	Above average progress	Well above average progress
Buena Vista	Well-below average progress	Below average progress	Average progress	Well below average progress
Carver	Well-above average progress	Well-above average progress	Average progress	Well below average progress
Chipeta	Average progress	Above average progress	Below average progress	Below average progress
Columbia	Well-above average progress	Well-above average progress	Well above average progress	Well above average progress
Edison	Well-above average progress	Well-above average progress	Average progress	Average progress
Freedom	Well-above average progress	Well-above average progress	Average progress	Below average progress
Fremont	Above average progress	Average progress	Below average progress	Well below average progress
GLOBE Charter	Above average progress	Average progress	Well above average progress	Above average progress
Grant	Well-above average progress	Well-above average progress	Above average progress	Below average progress
Henry	Well-above average progress	Well-above average progress	Above average progress	Well above average progress
Howbert	Well-below average progress	Below average progress	Below average progress	Above average progress
Jackson	Average progress	Average progress	Above average progress	Below average progress
Keller	Well-above average progress	Average progress	Above average progress	Well below average progress
King	Average progress	Well-above average progress	Well above average progress	Below average progress
Madison	Above average progress	Well-above average progress	Well below average progress	Below average progress
Martinez	Well-above average progress	Well-above average progress	Average progress	Well above average progress
McAuliffe	Below average progress	Well-above average progress	Above average progress	Well below average progress
Midland	Average progress	Well-below average progress	Above average progress	Below average progress
Monroe	Below average progress	Above average progress	Below average progress	Well below average progress
Penrose	Well-above average progress	Well-above average progress	Above average progress	Average progress
Queen Palmer	Well-above average progress	Above average progress	Well above average progress	Well above average progress
Rogers	Well-above average progress	Average progress	Well above average progress	Above average progress
Roosevelt CA	Below average progress	Above average progress	Above average progress	Well above average progress
Rudy	Well-above average progress	Average progress	Well above average progress	Above average progress
Scott	Above average progress	Well-above average progress	Above average progress	Below average progress
Steele	Well-above average progress	Well-above average progress	Below average progress	Below average progress
Stratton	Above average progress	Well-below average progress	Well above average progress	Above average progress
Taylor	Below average progress	Above average progress	Well above average progress	Well above average progress
Trailblazer	Above average progress	Below average progress	Below average progress	Average progress
Twain	Below average progress	Below average progress	Below average progress	Average progress
West	Average progress	Average progress	Average progress	Below average progress
Wilson	Well-above average progress	Below average progress	Average progress	Well below average progress



# Progress for Students Scoring Well Below Benchmark



School name	2013-14 EOY	2014-15 EOY	2015-16 EOY	2016-17 MOY
Academy ACL	Below average progress	Well-below average progress	Well below average progress	Above average progress
Adams	Above average progress	Below average progress	Average progress	Below average progress
Audubon	Above average progress	Well-above average progress	Average progress	Below average progress
Bristol	Well-above average progress	Well-above average progress	Above average progress	Well above average progress
Buena Vista	Well-below average progress	Average progress	Below average progress	Well below average progress
Carver	Well-above average progress	Above average progress	Average progress	Well below average progress
Chipeta	Average progress	Above average progress	Below average progress	Well below average progress
Columbia	Well-above average progress	Well-above average progress	Well above average progress	Well above average progress
Edison	Well-above average progress	Above average progress	Average progress	Average progress
Freedom	Above average progress	Well-above average progress	Below average progress	Above average progress
Fremont	Above average progress	Above average progress	Below average progress	Well below average progress
GLOBE Charter	Well-below average progress	Average progress	Well above average progress	Average progress
Grant	Well-above average progress	Well-above average progress	Above average progress	Average progress
Henry	Well-above average progress	Well-above average progress	Above average progress	Well above average progress
Howbert	Well-below average progress	Average progress	Above average progress	Above average progress
Jackson	Average progress	Average progress	Well above average progress	Above average progress
Keller	Average progress	Below average progress	Average progress	Below average progress
King	Above average progress	Above average progress	Above average progress	Well above average progress
Madison	Above average progress	Well-above average progress	Well below average progress	Below average progress
Martinez	Well-above average progress	Well-above average progress	Below average progress	Average progress
McAuliffe	Average progress	Well-above average progress	Above average progress	Well below average progress
Midland	Well-above average progress	Well-below average progress	Well below average progress	Well below average progress
Monroe	Well-below average progress	Above average progress	Average progress	Average progress
Penrose	Above average progress	Below average progress	Above average progress	Below average progress
Queen Palmer	Well-above average progress	Well-above average progress	Above average progress	Well above average progress
Rogers	Well-above average progress	Above average progress	Well above average progress	Well above average progress
Roosevelt CA	Above average progress	Well-above average progress	Above average progress	Well above average progress
Rudy	Well-above average progress	Above average progress	Well above average progress	Well above average progress
Scott	Average progress	Above average progress	Well above average progress	Below average progress
Steele	Well-above average progress	Below average progress	Above average progress	Above average progress
Stratton	Above average progress	Well-below average progress	Average progress	Above average progress
Taylor	Below average progress	Well-above average progress	Well above average progress	Average progress
Trailblazer	Above average progress	Below average progress	Well above average progress	Well above average progress
Twain	Average progress	Average progress	Average progress	Average progress
West	Average progress	Average progress	Well above average progress	Above average progress
Wilson	Well-above average progress	Well-below average progress	Above average progress	Well below average progress
				Average progress

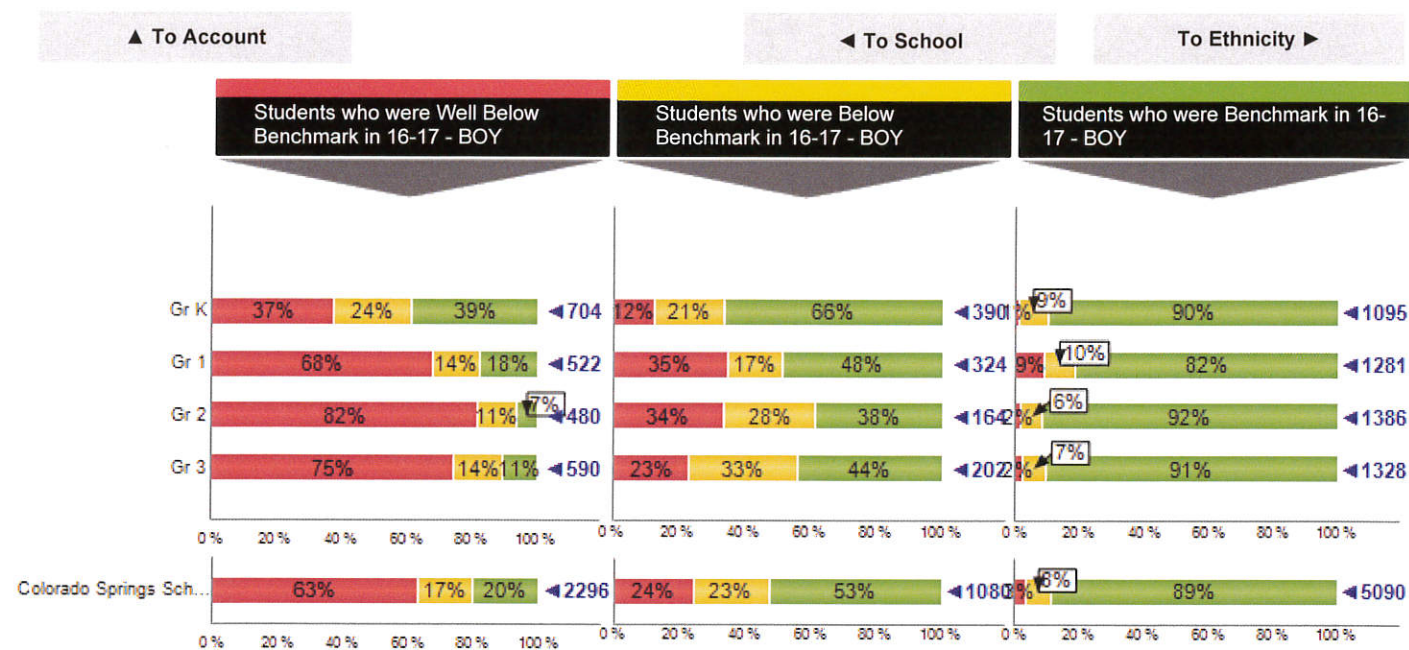


# Correlation/Effectiveness on mCLASS:DIBELS

By Grade For Colorado Springs School District No 11

Colorado Springs Sch..., CO

Student Population	Measure 1 Time 1	Measure 2 Time 2
Districts: Colorado Springs School District No 11	16-17 - BOY DIBELS Next Composite Score	16-17 - MOY DIBELS Next Composite Score
Grade: K,1,2,3 Subject: Official Class		
	*Refresh date: 04/01/2017	Students enrolled on test day *Refresh date: 04/01/2017



Institutions with no data are not included.

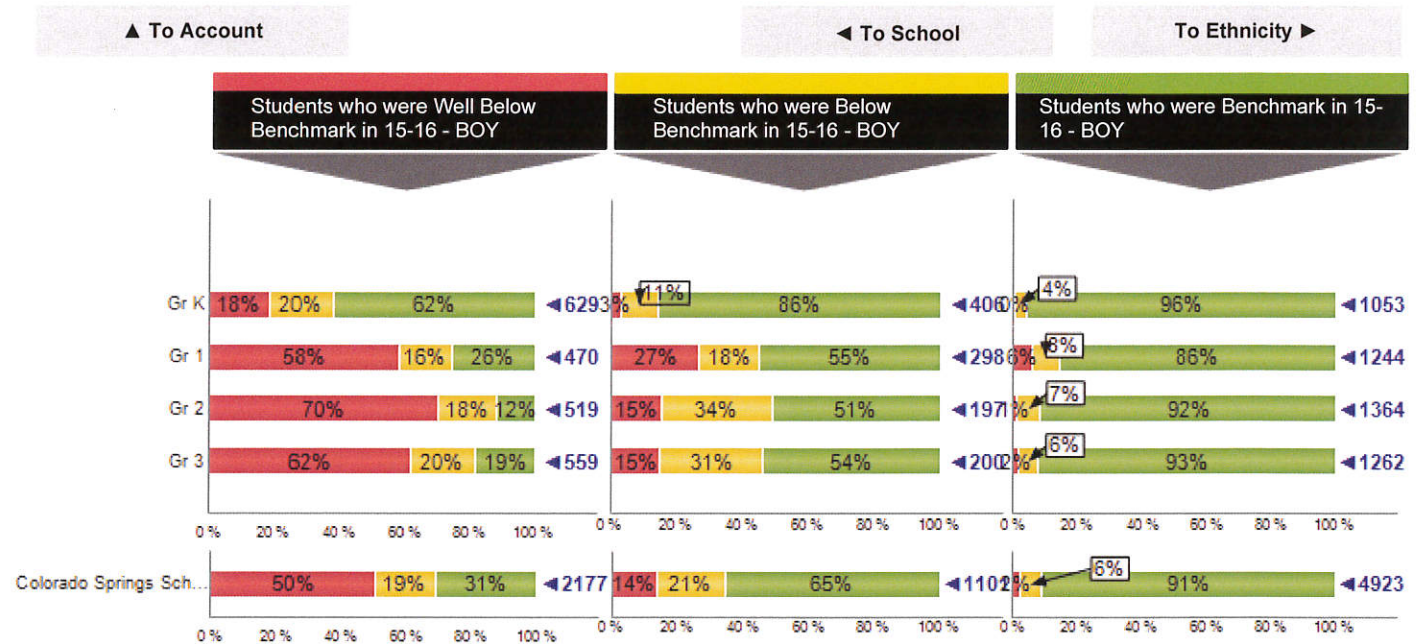
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# Correlation/Effectiveness on mCLASS:DIBELS

By Grade For Colorado Springs School District No 11

Colorado Springs Sch..., CO

Student Population	Measure 1 Time 1	Measure 2 Time 2
Districts: Colorado Springs School District No 11	15-16 - BOY DIBELS Next Composite Score	15-16 - EOY DIBELS Next Composite Score
Grade: K,1,2,3 Subject: Official Class		
	*Refresh date: 04/01/2017	Students enrolled on test day *Refresh date: 04/01/2017



Institutions with no data are not included.

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# Reading at Home with Elementary School Kids

## Encourage your child to read another one

Find ways to encourage your child to keep reading. If he or she likes one book, find another book with a similar subject or by the same author. Ask a librarian or teacher for book suggestions.

## Take turns reading

Once your child can read, have him or her read aloud to you every day. You can take turns – you read one page and your child the next.

## Make connections to your child's life

Help your child make connections between what he or she reads in books and what happens in life. If you're reading a book about a family, for example, talk about how what happens in the story is the same or different from what happens in your family.

## Give your child an incentive to read

At bedtime, encourage your child to read. Offer a choice between reading or sleeping. Most kids will choose to read, as long as you don't offer something more tempting (like TV).

## Try different types of books and magazines

Encourage your child to read different types of books, articles, or stories. Some kids, especially boys, prefer nonfiction books. Others like children's magazines.

## Turn on the closed captioning on your television

When watching a television show with your child, try turning on the closed captioning channel. This shows the words the characters are speaking on the television screen. Some people find it's a good way to learn English!

## Talk, Talk, Talk

Talking with children builds vocabulary, language structure, and thinking skills. Talk as you read with your child. Ask questions and find answers together. Model your thinking process out loud throughout the day. Use full sentences when talking to your child and encourage the same in response. Example: Your child wants a cookie. Instead of just "No". Respond with a complete thought: "No because we are going to be eating dinner in twenty minutes." Oral language builds reading skills.

## Summary of Kindergarten Waiver Request

### Background:

Passed in 2008, the Colorado Achievement Plan for Kids (CAP4K) mandated that every child in state funded preschool or kindergarten have an individual readiness plan informed by a Colorado State Board of Education approved school readiness assessment. CAP4K requires that during the first 60 days of school, each kindergarten child is assessed in six developmental areas (math, literacy, language, cognitive, physical, and social/emotional) to determine the level of readiness entering into kindergarten. That data is used to design a Readiness Plan (RP) for every child that includes strengths, opportunities for continued growth, and next steps. Assessment results and Readiness Plans are shared with parents.

*Teaching Strategies Gold Birth-3<sup>rd</sup> Grade* (TS GOLD) was chosen as D11's readiness assessment. TS Gold is an ongoing observation based assessment. Teachers observe and record student behavior in each of the six domains (31 different indicators) then use that information to rate the student on a developmental continuum. A report can then be printed that identifies strengths, opportunities for growth and next steps which serves as the required Readiness Plan. The Colorado Department of Education (CDE) paid for the 2500 student seats required for all D11 kindergarteners for the 2015-16 school year.

Initial implementation in Fall 2015, was unsuccessful. The TS Gold system was unstable due to flawed software and teachers experienced multiple system failures. After a very frustrating six weeks, D11 stopped using TS Gold. Teachers utilized existing formative, summative, and observational assessments to inform ratings on the D11 Standards Based Report Card (SBRC) as well as developing additional support plans, (IEPs, READ, RtI, Intervention, ALPs) which were presented to parents as the Readiness Plan.

Implementation in Fall 2016, was much more successful. Teachers were able to use the system effectively and the first checkpoint was completed successfully. Teachers used the report from TS Gold, the SBRC, as well as additional support plans as the Readiness Plan to share with parents. Due to the flawed software issues during the 2015 implementation, TS Gold provided the 2500 student seats for 2016-17 free of charge.

### 2017-18 and Beyond:

The Kindergarten Readiness Team would like to request support in applying for a waiver from the Readiness Assessment requirements. Reasons include:

- Cost
  - Cost per student is \$9.95 x 2500 students = approximately \$25,000 each year
    - Starting in 2017-18, D11 will have to pay for student seats in the TS Gold system. CDE may pay a percentage of the cost, but that has not been determined yet and ongoing support is not guaranteed.
  - Teacher/support staff training = approximate \$5000-\$10,000 each year
  - Release time for teachers to complete the additional work of the assessment = approximate \$15,000 (1 day release time)-\$30,000 (2 days) each year
  - Technology replacement/support = approximate \$5000 each year
  - Lost instructional time as teachers focus on gathering data instead of teaching students.
- Data
  - The data that is required for the TS Gold assessment can, (is) gathered using other existing tools embedded in our system
    - Galileo K-12, Curriculum Based Measures, DIBELS Next, Aimsweb Plus, teacher observation, teacher created assessments
  - Student strengths, opportunities for growth, and next steps are already reported to parents through the SBRC as well as other support plans (READ, RtI, ALP, IEP, and Intervention).