D11 Colorado Springs
School District 11
Inspire every mind.

School Accountability Committee (SAC)

Handbook/Informational Resource

2023

Preface

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

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

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

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

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

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

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

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SCHOOL DISTRICT VISION, MISSION
AND STRATEGIC PLANNING

MISSION

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

VISION

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

VALUES

We believe:

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

MISSION IMPACTS

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

STRATEGIES

In pursuit of our mission and mission impacts:

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

STRATEGIC DELIMITERS

We will not:

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

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

STRATEGIC PLANNING PROCESS

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

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

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

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

GUIDING PRINCIPLES: FOR RELATIONSHIPS THAT LEAD TO SUCCESS

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

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

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

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

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

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

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

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

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

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

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

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

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

ACCOUNTABILITY/COMMITMENT TO ACCOMPLISHMENT

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

1. Clear statements of expectations and purposes for operations, programs, departments and positions.

2. Provisions, resources, and support necessary for staff to achieve stated expectations and purposes, subject to available financial resources.

3. Evaluation of operations, programs, instruction, and services to determine how well expectations and purposes are being met.

4. Evaluation of the efforts of employees of the Board, and of the Board itself, in line with stated objectives. The first purpose of personnel evaluation shall be to help each individual make a maximum contribution to the goals of the school system.

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

The Board shall appoint a District Accountability Committee (DAC) which shall consist of at least three parents/guardians of students enrolled in the District public schools, at least one teacher, at least one Education Support Professional (ESP) employee representative, one school administrator employed by the District and at least one person involved in business or industry within the District's boundaries. A parent/guardian shall not be eligible to serve as a parent/ guardian on the DAC if he or she is employed by the District or a relative is employed by the District. In accordance with state law, relative is defined as a person's spouse, son, daughter, sister, brother, mother, or father. At least one parent/guardian must have one or more students in a District charter school and at least one must have a demonstrated knowledge of charter schools. The Board shall strive to have a balance of membership consistent with the District's Equity Policy AG, as set forth in Regulation AE-R-1.

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

Each District public school, including District charter schools, shall establish a School Accountability Committee (SAC). To the extent feasible each SAC shall consist of at least eight (8) members to include three parents or legal guardians of students in the school, at least one teacher who provides instruction in the school, at least one ESP employee employed at the school, at least one adult representing the PTA/PTO of the school, at least one person from the

local school community, and the principal of the school or his/her designee. A parent/guardian shall not be eligible to serve as a parent/guardian on the SAC if he or she is employed by the school or a relative is employed by the school. In accordance with state law, relative is defined as a person's spouse, son, daughter, sister, brother, mother, or father. The school principal, with advice from representative organization(s) of parents/guardians, teachers, and students will make a good faith effort to meet this membership criteria. The school shall strive to have a balance of membership consistent with the District's Equity Policy AG.

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

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

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

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

Every effort shall be made by the Board, the Superintendent, the staff and the accountability committees to fulfill the responsibilities inherent in the concept of accountability as well as the intent of the Educational Accountability Act. The Board shall approve all revisions to Regulations AE-R-1 and AE-R-2.

Current practice codified 1980
Revised June 1988
Revised February 1991
Revised December 1992
Revised April 2010
Revised May 8, 2013
Revised January 22, 2014
Revised May 11, 2016
Revised March 10, 2021
Revised June 9, 2021

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

CROSS REFS: AED, Accreditation
AE-R-1, District Accountability Committee (By-laws)
AE-R-2, School Accountability Committees
AG, Equity Policy
BDF, Advisory Committees
BG, School Board of Education Policy Process
IHBJ and IHBJ-R, Parent Involvement in Title I Education
JIC, Student Conduct, Discipline, and Attendance Code
JK, Student Discipline
KB, Parent/Guardian Engagement

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

Purpose

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

1. Adopt rules for its operation (by-laws) consistent with these organizational guidelines.

2. Request assistance from the school's District Accountability Committee (DAC) Chair, Vice Chair, Training and SAC Support Subcommittee, and/or school representatives to the DAC as appropriate.

3. If a performance or improvement plan is required based on the school's accreditation status, advise the principal concerning preparation of the school's Performance or Improvement plan, and make recommendations regarding the contents of the plan [per C.R.S. 22-11-403 thru 22-11-406].

4. If a Priority Improvement plan or Turnaround plan is required based on the school's accreditation status, publicize and hold a public SAC meeting to receive input concerning possible strategies to be included in the school Priority Improvement plan, or Turnaround plan. The SAC shall make recommendations to the principal and the Colorado Springs School District 11 Board of Education (the Board) concerning the contents of the school Priority Improvement plan or Turnaround plan, taking into account recommendations received at the public meeting. *[At a minimum, the plans must identify the local, state, and federal resources that the school will use to implement the identified strategies with fidelity and incorporate strategies to increase parent/guardian engagement in the public school.]*

5. In coordination with the principal, submit the school's plan to the DAC and the Colorado Springs School District 11 (the District) Superintendent (or designee) by the date specified by the Superintendent (or designee).

6. Publicize the Board public hearing held to review the school's written Priority Improvement or Turnaround plan if one is required. Members of the SAC are encouraged to attend the public hearing.

7. At least quarterly the SAC should assess, in coordination with the principal, the achievements and challenges relating to successful implementation of the school's Performance, Improvement, Priority Improvement, or Turnaround plan whichever is applicable.

8. Make recommendations to the principal on priorities for the expenditure of school funds with a focus on achievement, safety, and equity; and identify additional funding needs as

appropriate. The SAC shall send copies of its recommendations for the upcoming school year to the DAC, Superintendent (or designee) and the Board not later than February 1 of each year. When requested, the SAC will also provide input on use of Student Activities Funds.

9. Increase the level of parent/guardian engagement in the school consistent with the school's racial/ethnic/economic/ special education/gifted/migrant and English Language Learner (ELL) student representations and the District's Equity Policy AG.

10. Publicize opportunities to serve and solicit parents/guardians to serve on the SAC. In soliciting parents/guardians to serve on the SAC, the SAC shall direct the outreach efforts to help ensure that the parents/guardians who serve on the SAC reflect the student populations represented in the school (as provided in section 9 above).

11. Assist the District in implementing at the school the parent/guardian engagement policy adopted by the Board.

12. Assist school personnel to increase parents'/guardians' engagement with teachers, including but not limited to parents'/guardians' engagement in creating students' Reading to Ensure Academic Development Act (READ) plans, in creating students' Individual Career and Academic Plans, and in creating students' plans to address chronic absenteeism and/or habitual truancy.

13. Provide input and recommendations to the DAC and District administration, on an advisory basis, concerning school principal evaluation procedures and development plans.

14. Develop additional SAC areas of study, as needed, which will address the educational needs of the school.

15. The Board may also task the SAC directly in other Board policies.

Membership

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

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

For members with two-year terms, the SAC will make a best effort to stagger these terms of membership so that no more than approximately one-half of the committee's membership expires in any one year. Subject to the approval of the SAC, the principal and/or chair will make recommendations for vacant positions.

Officers, terms and duties

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

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

Meetings

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

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

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

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

The SAC, with at least two-thirds of the vote in favor of the members present at a regular SAC meeting, may approve a meeting or series of such meetings to take place by video conferencing or other electronic means. The electronic means used shall allow the public to hear the comments made by SAC members participating by electronic means and allow those SAC members to hear all components of the meeting and vote on items as appropriate. A SAC member participating by electronic means will be recorded as attending the meeting. A SAC member has an obligation to ensure that the location from which he or she is participating is free of distractions and promotes clear, two-way conversations. Note: This paragraph will also apply for all SAC Subcommittees.

Subcommittees

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

By-laws and amendments

By-laws will be adopted by the SAC which are consistent with these minimum requirements. They may be amended by a majority vote of the SAC membership at any regular meeting following advance written notice of at least seven days to all members. All amendments also must be consistent with these minimum requirements.

Adopted December 1990
Revised March 2010
Revised April 2010
Revised May 8, 2013
Revised January 22, 2014
Revised May 11, 2016
Revised March 10, 2021
Revised May 11, 2022

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

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

Great Reference Links for SAC and DAC Members
August 2023

Colorado Department of Education (CDE) website links:

CDE General Information Links:

CDE Home Page – provides access to information on implementation of Federal and Colorado laws on education, and much more: http://www.cde.state.co.us

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

The School Dashboard is a visualization tool that graphs out currently available individual school data over time, such as demographics, achievement, growth and performance framework data: http://www.cde.state.co.us/code/schooldashboard

Colorado READ Act (HB12-1238) Implementation, Rules and Resources: http://www.cde.state.co.us/coloradoliteracy/readact/index. http://www.cde.state.co.us/coloradoliteracy/generalinfo-parents (Colorado READ Act info for Parents)

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

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

Parent Support and Engagement Links:

CDE website "Resources for Parents" page – provides access to DAC and SAC resources plus a wide range of instruction/curriculum/test and parent engagement resources: http://www.cde.state.co.us/Resourcesforparents. See also http://www.cde.state.co.us/uip/sac_dac

CDE: Family-School-Community Partnerships: Lots of new information and resources here for 23-24. https://www.cde.state.co.us/uip/familyengagement

Link to information on, and a by-subject listing of **promising school and family partnership practices** developed under CO State Advisory Council for Parent Involvement in Education (SACPIE): http://www.cde.state.co.us/uip/promising

Link to CDE high impact strategies and resources for family engagement and student success: https://www.cde.state.co.us/familyengagement/highimpactstrategies

State and District Accountability and Unified Improvement Plan (UIP) Links:

Latest CDE information on state accountability. Note the periodic updates at the bottom of the webpage: http://www.cde.state.co.us/accountability/stateaccountability

Links to many key accountability resources including the state's Aug 2023 District Accountability Handbook – Covers District Accountability and School Accountability committee responsibilities: http://www.cde.state.co.us/accountability/accountability-resources

CDE generated Unified Improvement Plan resources page – for use by schools and districts. Includes latest info for 23-24 and step-by-step guidance/resources: http://www.cde.state.co.us/uip

CDE generated State Accountability Data Tools and Reports page – provides descriptions of latest tools and reports and links to all key tools and reports:
http://www.cde.state.co.us/accountability/schoolviewdataandresults

CDE Generated State Assessment and Performance Data Links:

CDE generated State, District, and School Performance Framework Reports (final) and percentile ranking info, with data for 15-16, 16-17, 17-18, 18-19 and 21-22 (includes growth data) plus the latest UDIP/USIPs: http://www.cde.state.co.us/schoolview/performance . (See also District and School Performance Frameworks http://www.cde.state.co.us/accountability/performanceframeworks) [Note: Some 22-23 data may not be posted as yet.]

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

Useful Colorado Springs D11 Related Website links:

D11 Board of Education home page (meeting dates, agendas, minutes, etc.; policies and regs; how to contact Board members): https://www.d11.org/domain/69

D11 District Accountability Committee page: https://www.d11.org/site/Default.aspx?PageID=937 (Contains information and resources for D11 DAC and SACs)

D11 Parent Partnership Policy:
https://www.d11.org/cms/lib/CO02201641/Centricity//Domain/69/SectionA/AKB.pdf

D11 Parent/Guardian Engagement Policy:
https://www.d11.org/cms/lib/CO02201641/Centricity/domain/69/SectionK/KB.pdf

D11 Parent/Guardian and Family Engagement in Title 1 Education Policy and Regulation:
https://www.d11.org/cms/lib/CO02201641/Centricity//Domain/69/SectionK/KBA%201.25.23.pdf
https://www.d11.org/cms/lib/CO02201641/Centricity//Domain/69/SectionK/KBA-R%201.25.23.pdf

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

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

D-11 Technology and Library Tips for Families: Tips on technology and related resources used in every grade level – a great resource for SACs and parents: https://www.d11.org/Page/18636

D-11 2023-24 Assessment Calendar:
https://www.d11.org/cms/lib/CO02201641/Centricity/Domain/4/2023-2024%20Assessment_Calendar.pdf

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

Forward: This guide is intended to give Principals and SAC Chairs a reference and reasonable flow for agenda topics and actions that meet the broad responsibilities of School District 11 SACs. SACs should tailor agendas appropriate to their school's needs and emphasis with a focus on instructional and social emotional challenges as identified in the school "One Plan"/Unified School Improvement Plan (USIP). Topics not considered in a given month should be considered for a subsequent month. Mandatory items/deadlines are noted where applicable.

AUGUST-if August meeting (Themes: Orientation and "One Plan"/USIP development)
- Elect SAC leadership (if not done in April/May-required by Sep 1st)
- Orientation of new SAC members
  - Review roles and responsibilities (See Regulation AE-R-2, SAC Bylaws)
  - Review membership status and guidelines
  - Review SAC Bylaws
- Detailed review of school "One Plan"/USIP status and instructional focus for 23- 24 (Update drafts generated during spring 23 "One Plan" symposium based on spring state test results, e.g., CMAS, PSAT/SAT, SPF score, etc., and Administration feedback.) Discuss what data will be collected/monitored to assess progress toward goals.
- Review Social Emotional Learning (SEL) challenges and initiatives (e.g., student trauma-informed care and student re-engagement).
- Review PowerSchool updates for 23-24 and plans for training parents/teachers in effective use. Also review data availability in Hoonuit and Performance Matters for monitoring One Plan results and school academic status.
- Review/meet with PTA(PTO) leadership and F.I.T. Volunteer Coach on school strategies for parent engagement. Be sure to look at the District Family Engagement Policy (See Policy KB).

SEPTEMBER (Theme Instructional Focus and USIP)
- SAC orientation (if not done in Aug.).
- Review SAC Handbook for school year 2023-24.
- If not done in Aug, review school "One Plan"/USIP status and instructional focus for 23 – 24. Update drafts generated during spring 23 "One Plan" symposium based on spring state test results, e.g., CMAS, PSAT/SAT, SPF score etc., and Administration feedback – finalize USIP for Oct 15, 2023, submission to CDE if needed.
- Review school "One Plan"/USIP monitoring and evaluation strategy (School planning teams should review and update Action Steps, Evidence and Artifacts at least monthly).
- Review District/state assessment plans/actions for school for 23-24.

OCTOBER (Theme: Instructional Focus)
- Review/discuss School Readiness plan for kindergarten and READ Act implementation, funding, and student status/results, e.g., Acadience fall test results (ES only)
- Review school focus on Individual Career and Academic Plans (ICAPs) and new graduation requirements approved by D-11 Board of Ed. in fall 2020 (MS & HS only)

- Review Fall District Benchmark and other progress monitoring data results (if available) and compare against "One Plan"/USIP goals.
- Review Early Warning System data since start of school and identify areas of concern in academics, discipline and attendance.
- Encourage communication for parent 5 Essentials survey participation.
- Discuss status/success of school-wide discipline policies/plan and "safe learning environment".

NOVEMBER (Theme: Achievement Gaps)
- Review/discuss school approach to Response to Intervention (RTI)/Multi-tier Support System (MTSS) and SEL successes/challenges.
  - o Differentiation, blended learning, tutoring, etc.
  - o Instructional supports for RTI/MTSS Tier 2 and Tier 3 students including support to Gifted & Talented (GT) and English Language Learner (ELL) students.
- Review/discuss school's focus on parent strategies for individual student support (i.e., parent and teacher as partners in student learning, with focus on student technology device use and support)
- Review Fall Panorama Survey Data
- Review available progress monitoring data results and compare against "One Plan"/USIP goals.

DECEMBER (If meeting – Theme: Catch up and safe learning environment)
- If meeting, use time to complete items not addressed so far and prepare for future tasks.
- Review/discuss with principal the school's implementation of the educator evaluation system and alignment with instructional goals.
- Review/discuss safe learning environment (safety, discipline, attendance, student/staff satisfaction, Chicago 5E survey plans, etc.)
- Review available progress monitoring data results and compare against "One Plan"/USIP goals.

JANUARY (Theme: Budget and funding priorities for school year 2023-24)
- Review/discuss school budget alignment with "One Plan"/USIP goals and identify school funding shortfalls, e.g.:
  - o Instructional resources to meet multiple learning environments and close COVID related learning gaps.
  - o Technology resources needed for student learning/testing.
  Note: Budget/funding recommendations must be submitted to DAC by Feb 1, 2024, to be considered for the school year 24-25 budget.
- Review results of available performance monitoring data, e.g., Winter District Benchmark and Middle of the Year (MOY) Acadience data and compare to "One Plan"/USIP goals.

FEBRUARY (Theme: Mid-yr "One Plan"/USIP progress review)
- If not done in Jan, principal and teachers provide relevant 1st semester achievement data (including Winter District Benchmark, MOY Acadience, and ACCESS for ELLs test results) and compare against "One Plan"/USIP goals.
- Progress in reading, writing, math, social studies and science

- Progress on RTI/MTSS and associated achievement gap strategies
- Progress on SEL successes/challenges.
- Progress on student discipline and "safe learning environment" initiatives.
- Progress on parent engagement for student learning, including training in PowerSchool and supporting technology.

MARCH (Theme: "One Plan"/USIP updates-if needed, catch up on delayed topics)
- Review results of available performance monitoring data and compare to "One Plan"/USIP goals.
- Review/discuss possible "One Plan"/USIP adjustments (if needed)
- Catch up on delayed topics and/or school unique issues.

APRIL (Theme: Assessment/planning for next school year)
- If not done in March, principal/teachers provide relevant 3rd quarter data for progress monitoring. Review available District/state assessment results, including District Benchmark data for 3rd quarter (if available), and assessment challenges.
- Review 5 Essentials Data.
- Review Panorama Survey Data
- Elect/select SAC chair, secretary and other officers as appropriate for next school year.
- Set SAC meeting calendar for next school year.

MAY (If meeting – Theme: Continue planning for next school year)
- Review/discuss instructional focus and "One Plan" USIP goals for next year.
- Review progress on SEL successes/challenges, 5E successes and challenges, and parent engagement.
- Plan to participate in District spring symposium for school development of 24-25 "One Plan"/USIP.

Colorado Springs School District 11
Schools by Area Superintendents
2023-2024 School Year

Mr. Bryan Relich — Central Area Schools — 719-520-2018

#	School	Principal	Phone
101	Adams ES	Michelle Slyter	328-2900
107	Columbia ES	Stephanie Atencio	328-2700
108	Edison ES	Robin Moore	328-2800
126	Queen Palmer ES	Christina Butcher	328-3200
129	Rogers ES	Jennifer Morrell	328-3300
132	Steele ES	Ryan Capp	328-4700
133	Stratton ES	Kyle Rudd	328-3400
134	Taylor ES	Kimberly Gilbert	328-3500
135	Twain ES	Felicia Boudreaux	328-7700
244	Mann MS	Keri Lindaman	328-2300
245	North MS	Stephanie Leasure	328-2400
353	Palmer HS	Krista Burke	328-5000

Mrs. Sherry Kalbach — Southeast Area School — 719-520-2018

#	School	Principal	Phone
102	Audubon ES	Aaron Ford	328-2600
111	Grant ES	Ryan Miller	328-5700
112	Henry ES	Ginger Ernst	328-7200
123	Madison ES	Derien Latimer	328-7300
142	McAuliffe ES	Brett Wiltz	228-0900
125	Monroe ES	Carole Frye	328-7400
127	Penrose ES	Katie Schoolmaster	328-7500
138	Wilson ES	Sheridan Hirsch	328-7800
250	Galileo MS	Julia Scott	328-2200
251	Swigert MS	James Nason	328-6900
352	Mitchell HS	George Smith	328-6600

Mr. Darren Joiner — Northeast Area Schools — 719-520-2018

#	School	Principal	Phone
106	Carver ES	Lisa Bizzell	328-7100
143	Freedom ES	Rochelle Williams	228-0800
110	Fremont ES	Tracy Squires	328-5600
118	Keller ES	Stacy Brisben	328-5900
119	King ES	Tammy Krueger	328-6000
122	Martinez ES	Tara Berry	328-6100
131	Rudy ES	Julie Fahey	328-7600
140	Scott ES	Thomas Copley	328-6200
249	Jenkins MS	Tony Jackowski	328-5300
246	Russell MS	David Dubois	328-5200
247	Sabin MS	Daniel Carragher	328-7000
351	Doherty HS	Lana Flenniken	328-6400

Mr. Darin Smith — West Area Schools — 719-520-2018

#	School	Principal	Phone
104	Bristol ES	Gabe Hammel	328-4000
105	Buena Vista ES	Angela Prochnow	328-4100
109	Chipeta ES	Sarah Scott	328-5500
113	Howbert ES	Toby Lefere	328-4200
116	Jackson ES	Sara Miller	328-5800
124	Midland ES	Karen Newton	328-4500
464	SPARK Online	Emily Ray	328-4300
139	Trailblazer ES	Kenneth Pfeil	328-6300
148	West ES	Ron Hamilton	328-3902
242	Holmes MS	Anthony Karr	328-3800
248	West MS	Ron Hamilton	328-4900
350	Coronado HS	Addie Arnell	328-3600

Dr Scott Mendelsberg — Alternative Schools, CTE and Charters — 719-520-2018

#	School	Principal	Phone
462	Achieve Online	John Bailey	328-3012
410	Adult/Family Ed	Melissa Burkhardt-Shields	328-3001
470	Bijou	Mary Ruben-Clapper	328-2060
461	Digital School	John Bailey	328-3012
454	Odyssey	Stacy Miller	328-2030
475	Tesla	Jason Miller	328-3100
931	Comm Prep	Raj Solanki	227-8836
955	AcademyACL	Teresa Brown	434-6566
952	CIVA	Randy Zimmerman	633-1306
957	James Irwin	Saadia Dumas	302-9100
933	Eastlake HS	Cassandra Berry	300-8947
951	GLOBE	Brandon Monson	630-0577
902	Roosevelt	Katherine Boyce	637-0311
	Athletics	Chris Noll	520-2690
	Career/Tech Ed	Duane Roberson	328-2041

COLORADO SPRINGS SCHOOLS D11

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2023-2024 School Principals and Assistant Principals

Elementary Schools		
Adams	328-2900	Michelle Slyter
	AP	Leticia King
Audubon	328-2600	Aaron Ford
Bristol	328-4000	Gabriel Hammel
Buena Vista	328-4100	Angela Prochnow
Carver	328-7100	Lisa Bizzell
Chipeta	328-5500	Sarah Scott
	AP	Jennifer Breeding
Columbia	328-2700	Stephanie Atencio
Edison	328-2800	Robin Moore
Freedom	228-0800	Rochelle Williams
	AP	Liz Fiorillo
Fremont	328-5600	Tracy Squires
	AP	Kristin Ramay
Grant	328-5700	Ryan Miller
	AP	Katie Cincoski
Henry	328-7200	Ginger Ernst
Howbert	328-4200	Toby Lefere
Jackson	328-5800	Sara Miller
Keller	328-5900	Stacy Brisben
	AP	Carmen Perez
King	328-6000	Tammy Krueger
Madison	328-7300	Derien Latimer
Martinez	328-6100	Tara Berry
	AP	Tiffany Brown
McAuliffe	228-0900	Brett Wiltz
	AP	Ashlynn Smith
Midland	328-4900	Karen Newton
Monroe	328-7400	Carole Frye
	AP	Deborah Kaufman
Penrose	328-7500	Katie Schoolmaster
Q. Palmer	328-3200	Christina Butcher
Rogers	328-3300	Jennifer Morrell
	AP	Connie Parker
Rudy	328-7600	Julie Fahey
	AP	Chad Molina
Scott	328-6200	Thomas Copley
	AP	Meggan Mears
Steele	328-4700	Ryan Capp
Stratton	328-3400	Kyle Rudd
Taylor	328-3500	Kimberly Gilbert
Trailblazer	328-6300	Kenneth Pfeil
Twain	328-7700	Felicia Boudreaux
	AP	Amy Jones
West	328-4900	Ron Hamilton
	AP	Carolyn Graham
Wilson	328-7800	Sheridan Hirsch
	AP	Lindsay Jimenez

Alternative & Non-Traditional Schools		
Roy J. Wasson Academic Campus - 328-2000		
Achieve/ Digital	328-3012	John Bailey - Principal
	AP	Richard Moothart
Adult & Family Ed	328-3001	Melissa Burkhardt-Shields
The Bijou School	328-2062	MC Ruben-Clapper
Odyssey ECCO	328-2030	Stacy Miller
Tesla EOS	328-3100	Jason Miller
	AP	Jodi Fletcher
	AP	Josh Shafer
Spark Online	328-4300	Emily Ray (Interim)
	AP	

Middle Schools		
Galileo	328-2200	Julia Scott
	AP	Laura Kosley
	AP	Karen Van Bemden
Holmes	328-3800	Anthony Karr
	AP	Alisa Snelson
	AP	Jamie Frieling
Jenkins	328-5300	Anthony Jackowski
	AP	Glenn Hawthorne
	AP	Kelli Westry
Mann	328-2300	Keri Lindaman
	AP	Matthew Dobbins
	AP	Karen Parker
North	328-2400	Stephanie Leasure
	AP	Grant Ambroz
	AP	Heidi Gugler
	AP	Justin Weickum
Russell	328-5200	David Dubois
	AP	Lance Cunico
	AP	Ama Dei
Sabin	328-7000	Daniel Carragher
	AP	Christina Deighton
	AP	John Lynn
Swigert	328-6900	James Nason
	AP	Cheri Kessler
	AP	Anna Stewart
West	328-3900	Ron Hamilton
	AP	Jarrod Torrez

High Schools		
Coronado	328-3600	Adareine Arnell
	AP	Matthew Baldwin
	AP	Ricky Lobato
	AD	Jimmy Porter
Doherty	328-6400	Lana Flenniken
	AP	Hillary Hienton
	AP	Lauren Murphy
	AP	Trevor Needham
	AD	Jonathan Shub
Mitchell	328-6600	George Smith
	AP	Renee Cockrell
	AP	David Latino
	AP	Brian Blanc
	AD	Amanda Wermers
	PM	Valerie Jordan
Palmer	328-5000	Krista (Parnell) Burke
	AP	Daniel Geiser
	AP	Clara Hoellerbauer
	AD	Matthias Wilson

Charter Schools		
Academy ACL	434-6566	Teresa Brown
CIVA	633-1306	Randy Zimmerman
Comm. Prep	227-8836	Raj Solanki
Eastlake HS	300-8947	CJ Berry
Globe	630-0577	Brandon Monson
James Irwin	302-9000	Saadia Dumas
Roosevelt Charter	637-0311	Kate Boyce

Principal new to the position

Assistant Principal new to the position

DAC Committee Members 2023-2024 School Year

Category	Name	Phone #	Email	Affiliation/Location	Sign in
Chair	1) Marion Clawson	210-2099	clawson.marion@gmail.com;	Chair/Parent	✓
Vice Chair (Membership Committee)	1) Lauren Walker	206-384-6931	loryash@gmail.com;	Vice Chair/Community Member	
4 parents with students in District regular elementary schools	1) Alysa Webb 2) Amanda Duncan 3) Jennifer Williamson 4) Cory Lemay	475-7465	opuswebb@gmail.com; duncan710@gmail.com; Jssw220@gmail.com; Fit55@gmail.com;	Parent/Twain ES Parent/Rogers ES Parent/Audubon ES Parent/McAuliffe ES	
1 parent with a student identified as GT	1) Nila Rickard	217-9409	nilarickard@yahoo.com;	Parent/Palmer/Odyssey	
1 parent with a student identified as Special Needs	1) Karyn Lee		wynnekd@msn.com;		
1 parent with a student identified as ELL	1) Vacant			Parent/	
2 parents with students in District regular middle schools	1) Vicky McLaughlin 2) Vacant	661-3339	Vmclaughlin1013@gmail.com;	Parent/North MS	
2 parents with students in District regular high schools	1) Thom Moore 2) Jen Stevens	322-4751	Thomas.e.moore@outlook.com; jen@stevens-writing.com;	Parent/Doherty HS Parent/Palmer HS	

Category	Name	Phone #	Email	Affiliation/Location	Sign in
1 parent with a student in a District alternative school	1) Michel Racine	233-0210	michelracineco@yahoo.com;	Parent/Odyssey ECCO	✓
1 parent with a student in a District charter school	1) Katie Ross	720-448-6448	tkbackwards@gmail.com;	Parent/	
3 teachers (one elementary, one middle and one secondary)	1) LynDel Randash	637-0311	lrandash@rca-csprings.org;	Teacher/Roosevelt	
	2) Emily Owens	228-0953	Emily.Owen@d11.org;	Teacher/McAuliffe ES	
	3) Amanda Hawkins		Amanda.Hawkins@d11.org;	Teacher/Mann MS	
	4) Kristi Real		Kristi.Real@d11.org;	Teacher/Doherty HS	
3 school administrators (one elementary, one middle and one secondary)	1) Toby Lefere		Tobin.Lefere@d11.org;	Principal/Howbert ES	
	2) Alexandra Madsen		Alexandra.Madsen@d11.org;	Dean/Odyssey ECCO	
	3) Vacant				
1 ESP representative	1) Cynthe Winebrenner	328-6666	Cynthe.Winebrenner@d11.org;	ESP Rep/North MS	
4 community members living in the District without students in District schools	1) Lyman Kaiser	260-6187	Lyman.kaiser@comcast.net;	Community	
	2) Jan Rennie	460-1523	Janice.Rennie@d11.org;	Community	
	3) Carl Schueler	385-5391	cschueler@springsgov.com;	Community	
	4) Sherry Butcher		sherry_butcher@pcisys.net;	Community	
	5) Rebecca Acevedo Kenderdine		becaken@gmail.com;	Community ELL	

Category	Name	Phone #	Email	Affiliation/Location	Sign in
1 person involved in business or industry within the District's boundaries	John Gustafson		Johnpepegus3@gmail.com;	Business	
1 person associated with the military community at Peterson AFB	Tiffany Swift Sooji Kim	556-7220	tiffany.swift@spaceforce.mil; soo.kim.2@spaceforce.mil	Military Liaison Military Liaison	
1 person associated with Higher Education	Chauncey Johnson		Chauncey.johnson7@gmail.com;	Student at UCCS	
Chair of the DAC Budget Committee	Amanda Huber		Huber.amanda1117@gmail.com;	Chair/Parent	
Chair of the DAC Accreditation/ Achievement Committee	Marion Clawson	210-2099	clawson.marion@gmail.com;	Chair/Parent	
Chair of Training & SAC Support Subcommittee	Velvet Stepanek	964-6002	vstepanek@msn.com;	Chair/Parent	
Administrative Liaison (Appointed by the Superintendent) ex-officio, non-voting member	Phoebe Bailey	520-2017	Phoebe.Bailey@d11.org;	Assistant Superintendent – Personnel Support Services	

Category	Name	Phone #	Email	Affiliation/Location	Sign in
Administrative Support (ex-officio, non-voting member)	Trudy Tool	520-2016 287-4104	toolte@d11.org;	Personnel Support Services	✓
Non-voting participant	Jessica Wise		Jessica.Wise@d11.org;	D11 Engage	
Non-voting participant – add to distribution list	Amy Jones		Amy.Jones2@d11.org;	Assistant Principal-Twain	
Non-voting participant – add to distribution list	Sheryl Sayler	719-229-6369	Expectamiracle49@protonmail.com;	Community Member	
Non-voting participant – add to distribution list	Rhonda Heschel		Rhonda.heschel@gmail.com;	Parent	
Non-voting participant – add to distribution list	Samantha Wild		Summer892010@gmail.com;		
Non-voting participant – add to distribution list	Dayna Webb		Dayna_webb@yahoo.com;		
Non-voting participant – add to distribution list	Victoria Henderson	556-6141 556-7832	Victoria.Henderson.1@us.af.mil; Carnation011476@yahoo.com;	Exceptional Family Member Program Coordinator	

List of Commonly Used Acronyms at School District 11

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

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

GT	Gifted and Talented
HB	House Bill, usually followed by abbreviated calendar year and a 4 digit identifying number
HR	Human Resources
IB	International Baccalaureate
ICAP	Individual Career and Academic Plan
ICSS	Instruction, Curriculum and Student Services
IDEA	Individuals with Disabilities Education Act
IEC	Irving Education Center
IEP	Individualized Education Plan
IGA	Internal Governmental Agreement
ILP	Individual Literacy Plan
IMS	Instructional Management System
INR	Intent Not to Rehire
IP	Internet Protocol
IPT	IDEA Oral Language Proficiency Test
IT	Information and Technology
JROTC	Junior Reserve Officer Training Corps
LAN	Local Area Network
LEP	Limited English Proficient (or Proficiency)
LRE	Least Restrictive Environment
LRS	Learning Resource Services
LTD	Long Term Disability
LTE	Library Technology Educator
LTT	Library Technology Technician
MAP	Measurement of Academic Progress
MGP	Median Growth Percentile
MLO	Mill Levy Override (sometimes MiLO)
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
MTSS	Multi-Tier Support System (formerly Response to Interventions or RtI)
MYP	Middle Years Program (pertains to IB)
NEA	National Education Association
NGLC	Next Generation Learning Challenges
OPEB	Other Post-Employment Benefits
OSPB	Office of State Planning and Budget
OU	Optimization of Utilization
PACT	Parent And Child Together
PARCC	Partnership for Assessment of Readiness for College and Careers (English, language arts, math) (replaces TCAP)
PBDA	Preliminary Budget Development Assumptions
PBIS	Positive Behavior Intervention Support
PBS	Positive Behavior Support
PC	Personal Computer
PERA	Public Employee Retirement Association
PHLOTE	Primary or Home Language Other Than English
PIP	Program Implementation Plan
PLC	Professional Learning Community
PLTW	Project Lead the Way
PLP	Personal Learning Plan
PMO	Project Management Office (or Officer)
PO	Purchase Order
POPP	Post Offer/Pre-Placement Physical
POS	Preliminary Offering Statement
PPASBO	Pikes Peak Association of School Business Officials
PPOR	Per Pupil Operating Revenue
PPR	Per Pupil Revenue
PRC	Professional Resource Center

PSEO	Post-Secondary Enrollment Options
PSS	Personnel Support Services
PYIB	Primary Years International Baccalaureate program
Q	Aequitas Solutions (parent/teacher/student connection system) (Formerly Zangle)
QRI II	Qualitative Reading Inventory (first through fifth graders)
QZAB	Qualified Zone Academy Bond
RCM	Resource Conservation Management (Manager)
READ Act	Colorado Reading to Ensure Academic Development
RFI	Request For Information
RFP	Request For Proposal
RFQ	Request For Quote
RJWAC	Roy J. Wasson Academic Campus
RRAF	Risk-Related Activity Fund
ROI	Rate of Increase or Return on Investment
SA	Situation Analysis
SAC	School Accountability Committee (formerly BAAC, see Archive List)
SAGE	Sustainable Agricultural Green Education
SAIL	Student-centered Academic Interdisciplinary Lab (or Learning)
SAT	Scholastic Aptitude Test, then the Scholastic Assessment Test, then the SAT Reasoning Test, and now simply the SAT.
SB	Senate Bill-usually followed by abbreviated calendar year and a 2 or 3 digit identifying no.
SBE	Standards Based Education
SBR	Standards Based Reporting
SES	Supplemental Educational Services
SIED	Significant Identified Emotional Disorder
SIOP	Sheltered Instruction Observation Protocol
SIPPS	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (K-3)
SIRSI	This is not an acronym but the actual name of the library system program
SIS	Student Information System
SLD	Specific Learning Disability
SLIC	Significantly Limited Identifiable/Communicable
SLO	Student Learning Outcome
SMART	Specific, Measureable, Attainable, Realistic, Time-bound
SOT	Specific Ownership Taxes
SPED	Special Education
SPF	School Performance Framework
SRD	Sufficient Reading Deficiency
SRO	School Resource Officer
SSA	School and Student Activity
STEAM	Science, Technology, Engineering, Arts, and Math
STEM	Science, Technology, Engineering, and Math
SWOT	Strengths, Weaknesses, Opportunities, Threats
SY	School Year
TA	Teaching Assistant
TABOR	TAxpayers Bill Of Rights
TAC	Transportation Advisory Committee
TAP	System for Teacher and Student Advancement Program
TCT	Teachers Coaching Teachers Program
TELL	Teaching, Empowering, Leading and Learning survey
TLC	Teacher Learning Coach (formerly Literacy Resource Teacher or LRT)
TIF	Teacher Incentive Fund
TOSA	Teacher On Special Assignment
TPA	Third Party Administrator
TSA	Tax Sheltered Annuity
TSI	TAP Summer Institute (see TAP above)
UDIP	Unified District Improvement Plan
USIP	Unified School Improvement Plan

WAN	Wide Area Network
WICOR	Writing, Inquiry, Collaboration, Organization and Read to Learn
YPAE	Young People's Art Exhibition
ZBB	Zero Based Budget

Archive List of Previously Used Acronyms in School District 11

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