



27J Schools - Partner Schools

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**2022-2023 3.J Charter Schools Monitoring Report
Data Request for
(Due September 1, 2023)**

Instructions:

Please complete the following report by **September 1, 2023**. This information will be used to complete the 3.J monitoring report and a copy of your report will be submitted to the 27J School Board. To help complete this report, please refer to your [22-23 Quarterly Reports](#) that you completed last school year.

Enrollment Data:

Please complete the following information regarding your enrollment:

23-24 Enrollment	
Sept 1, 2023 enrollment	1214
Number of students on waitlist	39
Offered seats	462
Projected Oct 1, 2023	1243
22-23 Enrollment	
Actual Oct 1, 2022	1237
Projected Oct 1, 2022	1181
Was your actual Oct 1, 2022 enrollment 5% above or below your projected enrollment?	No
Enrollment as of Jan 15, 2023	1226

Complete the following based on your October Count data from 22-23. Scroll down to School Level Data on [CDE's Pupil Membership site](#).

	Number	Percent of Total
Number of students	1237	

Female	630	50.9%
Male	607	49.1%
Special Populations		
Special Education	93	7.5%
GT	43	3.5%
EL	126	10.2%
FRL	364	29.4%
Race/Ethnicity		
American Indian or Alaskan Native	3	<1%
Asian	16	1.3%
Black or African American	11	<1%
Hispanic or Latino	508	41.1%
White	658	53.2%
Native Hawaiian or Other Pacific Islander	0	0%
Two or More Races	41	3.3%

Staff Data:

Please complete the following based on September 1, 2023 data:

# of teachers	59
# of new teachers	19
# of additional support staff	42.25
# of administrators	8
Total staff	109.25

Unified Improvement Plan

Major Improvement Strategy 1

Please indicate your first major improvement strategy:

Teachers will engage students in thinking and learning in literacy and math and respond to students based on their progress toward learning goals.

Did you meet your goal?

We made progress toward our goal in the following ways:

1. Through developing a system to monitor our progress, we learned that:
 - a. Most classrooms engaged students at the level of “participating” utilizing an engagement continuum.
 - b. Staff utilized Kagan Cooperative Structures excelling in the principles of positive interdependence (P), and simultaneous interaction (S) while areas of individual accountability (I) and equal participation (E) were less consistent during implementation.
 - c. The following needs were uncovered:
 - i. Co-create look fors for engagement and we took steps to develop them together.
 - ii. Have more people understand what the strategies looked like in action, so we engaged our leadership team in learning walks twice last year.
 - iii. Have more people involved in the conversation about what we needed to do as a school to improve learning for kids and how we were going to get there, so we restructured our shared leadership team to plan the UIP for 23-24.
 - iv. Consistent learning experiences aligned to the grade level standards across all classrooms in a grade level

What adjustments will you make in 23-24?

1. We learned that focusing on engagement was a good start; however, there is a need to continue that conversation while also ensuring that all staff have the same vision and knowledge of the instructional model utilized at BECS. We revised our major improvement strategy for 23-24 to, “Teachers will implement high quality instruction using the BECS Instructional Model.”
2. Evidence of implementation needed to be more specific and focused on what students were doing so the following revisions were made:
 - a. Look-fors are present from instructional model
 - b. Students can name what they are learning, why they are learning it and how they will be successful.
 - c. As evidenced by the engagement continuum, more instances of active engagement will be seen in classrooms.
3. To ensure students across a grade level are receiving learning experiences aligned to the grade level standards across all classrooms, a more intentional focus will be placed on PLCs and facilitated planning experiences led by instructional coaches and other instructional leaders.

Major Improvement Strategy 2

Please indicate your second major improvement strategy:

Implement a system of social emotional learning in every classroom.

Did you meet your goal?

We partially met our goal. Many classrooms were utilizing the morning meeting, with some using the Leader in Me program in elementary school and others not. Middle school taught both Second Step and Leader in Me throughout the year. By the end we were able to commit to implementing Leader in Me with fidelity for the 23-24 school year.

Some successes were:

1. Making whole school connections to the School Wide SEL framework.

2. Launching the WEB (Where Everybody Belongs) transition program to help 6th graders acclimate to middle school utilizing 8th grade leaders.
3. All staff engaged in training on the 7 Habits for Highly Effective People.

Other areas we were monitoring included:

By May of 2023, the average student attendance rate will increase by 2 percent going from 89.57 (2021) to 91.57 (2022). BECS achieved its goal of increasing average attendance by 2% (91.89% for 22/23) and will continue to strive for improved attendance with the goal of 93.89% for 23/24.

By May of 2023, the number of student behavior referrals will decrease by 15% (447 to 380) by May 2023. The number of student behavior referrals for disruptive behavior will decrease by 15% (223 to 190) by May 2023.

In 2023, the total number of referrals increased from 447 to 465. While we did see a decrease in disruptive behavior, occurrences in the classroom continued to remain high with disrespectful and dangerous/detrimental behavior accounting for 224 referrals and a total of 237 referrals coming from the classroom.

What adjustments will you make in 23-24?

1. We have broadened our strategy this year to the following:
 - a. Teachers will teach developmentally appropriate skills for student self-regulation and monitoring.
 - i. This allows us to focus on Leader in Me as well as other behavioral aspects that are rooted in our core values.
2. We will be expanding our evidence collection to include:
 - a. Indicators from the MRA survey (given in March/April)
 - b. Additional formative assessments aligned to the MRA

Major Improvement Strategy 3

What was your third major improvement strategy?

Build a culture of continuous improvement & collaboration

Did you meet your goal? Why or why not?

We made strides in this goal with ensuring PLCs were held and that experiences in PLCs as well as professional learning were grounded in evidence. We learned where our practices were strong with PLCs and where there were opportunities for growth.

What adjustments will you make in 23-24?

Upon reflection, we felt that this strategy was an action step within another major improvement strategy going forward and have chosen to embed it as such for 23-24.

What are your points of pride when you reflect on the school year?

We worked hard to align many systems and get things moving in one direction. As a group, we started to become clearer on where we were headed, began to build habits for collecting evidence of our progress and maintained a continuous conversation about our goals and progress. A major win was gaining clarity on where we are headed as a school with literacy by clarifying our K-5 approach and adopting StudySync for grades 6-8.

As we closed out the school year, we realigned our shared leadership model by restructuring our shared leadership team and revamped our teacher induction program for 23-24 which will now be led by our instructional coaches.

We also closed out a major compensation project made possible by the Mill Levy Override dollars to ensure Bromley has a transparent internally equitable and market competitive pay scale going forward. We believe that the work put into becoming market competitive allowed us to have much success with the hiring season along with a strategic approach to engaging candidates in our hiring process.

Facilities improvements were also significant this year and included a new building automation system (BAS), security system upgrades, centralization and renovation of a staff workroom, installation of new lockers for middle school and exterior grounds improvements.

Environment:

What trends did you notice in your family surveys? Your student surveys? Your staff surveys?

This year, we utilized the Measurable Results Assessment (MRA) as part of our membership with the Leader in Me program. Results were analyzed through all stakeholders.

Family surveys:

- A high interest in wanting to know how to best support their children with their education.

Student surveys:

- Students want to be seen, heard and valued in the education process with examples given like adults pronouncing their names correctly, knowing their strengths and interests, ensuring more private conversations and check-ins throughout the class period.

Staff surveys:

- A need to build collective and individual efficacy for staff.

What policy changes or practices did you put in place as a result of those trends?

- Our school accountability committee has been redefined with the goal of utilizing the parent perspective to help us work on improving the above outcomes and our goals within the UIP.
- An intentional focus on establishing positive classroom communities launched the 23-24 school year.
- An intentional focus on the “Power of Yet”, launching PLCs and facilitated planning sessions to empower our educators to make informed decisions and work collaboratively toward our goals.

Board Membership and Training

Please provide the following information regarding your Board:

Board Member Name	Start Date	End Date (if applicable)	Current Board Role
<i>Therese Marrugo</i>	<i>2018</i>	<i>2026</i>	<i>President</i>
<i>Jennifer Stickel</i>	<i>2020</i>	<i>2024</i>	<i>Vice President</i>
<i>CeCe Totten</i>	<i>2020</i>	<i>2024</i>	<i>Secretary</i>
<i>Derek Easdon</i>	<i>2021</i>	<i>2023*</i>	

<i>Ron Hruby</i>	<i>2012</i>	<i>2023**</i>	
<i>Mark Saldivar</i>	<i>2018</i>	<i>2026</i>	<i>Treasurer</i>
<i>Darnelle O'Hair</i>	<i>2018</i>	<i>2026</i>	<i>Policy Manager & Community Member</i>
<i>Merris Pincsak</i>	<i>2023**</i>	<i>2026</i>	

* Resigned July 2023

** Finished term in June 2023

***Started in July 2023

How often does your Board meet?

The Board of Directors meets monthly on the first Thursday of the month at 6:30 PM. Typically, a work session is held prior to each board meeting from 5:15 - 6:15 PM. Two retreats per year are held in July and January. Board meeting dates, times and agendas can be found [here](#).

What training did each Board member participate in last year:

Training	Dates	Participants
<i>Governance Model Policies ED/Board Relationship</i>	<i>8/26/2022</i>	<i>All members, Kenlyn Newman, Jen Shaver</i>
<i>CASB Conference</i>	<i>12/1-12/3, 2022</i>	<i>Darnelle O'Hair</i>
<i>Board Needs Assessment Board Self-Evaluation Board recruitment Board Linkage ED Evaluation</i>	<i>1/12/2023</i>	<i>Therese Marrugo Darnelle O'Hair Marc Saldivar CeCe Totten Jennifer Stickel</i>

27J Feedback

What support would be helpful from 27J to help you meet your goals?

1. Continued clarity of the relationship between BECS and 27J. What support will we receive from District departments?
2. A different level of support for District Authorized Charters without a “parent company” such as NHA, CSI or other managing company. Perhaps looking at what CSI provides its charters in terms of guiding documents and support.

What feedback do you have for the Charter School Liaison in terms of district support and communication? How might we better serve your needs?

1. We need to continue to be in the loop on best practices that are expected in all schools with resources to support implementation.
2. Clarification of the District communication plan - What information will be sent to charter building leaders and charter parent community?
3. Training the District team members to utilize Charter Tools for communication and review of reports.
4. Deepening the knowledge of the charter school leaders around the Charter contract, waivers, compliance matters and the role of 27J vs. District Charter.

5. Support for APs to learn how to build Tier 1 PBIS systems, review and analyze student management data, gain clarity on discipline infractions (what scenarios apply to that code?), and clarity on response types and which are appropriate to use and when.