

**PEAK TO PEAK RESPONSE TO THE 2021-2022 FAMILY SURVEY**  
**ACCOUNTABILITY COMMITTEE**

**PURPOSE**

The purpose of the Accountability Committee is to gather and analyze data to assess the school's progress toward its mission and to provide results of that analysis to the Peak to Peak Board of Directors, the administration and the rest of the Peak to Peak community.

The results of the 2021-2022 Peak to Peak Annual Family Survey were provided to the Peak to Peak Board of Directors and administration in the spring of the 2021-2022 school year. A report detailing the results of the survey was provided to the Peak to Peak community and is available on the school website (<https://www.peaktopeak.org/Page/366>). After compiling both the ratings that families reported and their comments, specific strengths and areas of improvement were identified in each area. The Executive Leadership Team has responded with many changes to address the concerns of the Peak to Peak community. The following response, prepared by the Accountability Committee, summarizes those activities as reported by school leadership.

A summary of the report provided the following themes to address:

- [Upgrade internet campus technology as part of the 1:Web initiative, which was approved by the Peak to Peak Board of Directors on January 19<sup>th</sup> of 2022.](#)
- [Address communication concerns about the Weekly Digest and website.](#)
- [Address concerns about Diversity, Equity and Inclusion \(DEI\) policy implementation and communication.](#)
- [Provide additional information on Communication Pathways and review the efficacy of the current process.](#)
- [Review Food Services plans and procedures to avoid future food quality concerns.](#)
- Continue to strive to make every student feel known and valued.
- Continue to strive for instructional excellence.

**Internet Connectivity and 1:Web Update**

Much of the internet connectivity issue was addressed in the spring of 2022 when the Boulder Valley School District (BVSD) upgraded all the networking equipment as part of a scheduled refresh cycle. The BVSD Information Technology (IT) group manages all of Peak to Peak's IT infrastructure through the charter contract with the district as has been in place since 2012. Only BVSD devices can log in to the secure network on Peak to Peak's campus; Personal devices that are not issued by BVSD are restricted to the guest network which is less robust.

Peak to Peak leadership and the Accountability Committee view the 1:Web roll out as having gone very smoothly. Leadership wishes to make a special mention of the hard work that Tracy Durland completed over the summer and at the start of the school year to secure devices, track distribution, follow up on outstanding equipment orders, and to answer questions regarding Chromebooks and the 1:Web program.









Peak to Peak’s leadership and the Accountability Committee also praise BVSD IT for its support, and our Front Office staff for all of their hard work to address 1:Web questions from students and families.

### **Weekly Digest and Peak to Peak Website Update**

Peak to Peak leadership mentioned the following with regards to the Peak to Peak website and Weekly Digest:

- There are numerous resources on the website for currently enrolled families. Using the school-provided login, students and parents/guardians are able to access additional content that is not visible to the general public. It is important to note that the website is designed with a great deal of permanent content to address the needs of external interest in the school, including job seekers, prospective families, media interests, and the broader community. Website analytics show that traffic for much of the year is typically 65%-75% external visitors. In the 2021-2022 school year, that number jumped to 77%.
- The primary internal communication tool for Peak to Peak families is the Weekly Digest. Families are also encouraged to regularly read newsletters and emails sent directly from their students’ teachers in order to stay informed. Teachers also make regular use of Google Classroom to message students and track assignments. While the Weekly Digest is formatted using HTML coding that is adaptive to different screen sizes, not all email clients are designed to receive this information in the same way. Firewalls and filters imposed on different networks and devices can cause the messages to lose their adaptive coding. The Weekly Digest is [archived](#) on the website and is republished on the website and mobile application ([Apple](#) and [Google](#)) every week in order to provide a variety of ways to access the content. Individuals experiencing difficulty reading the emailed digest are encouraged to access the archived version which is linked at the bottom of every page of the website or to use the website [Stream](#) features or Peak to Peak’s mobile application to read the digest each week.
- Peak to Peak is really three schools in one, an elementary school, middle school and high school. The volume of communication is reflective of the number of schools.

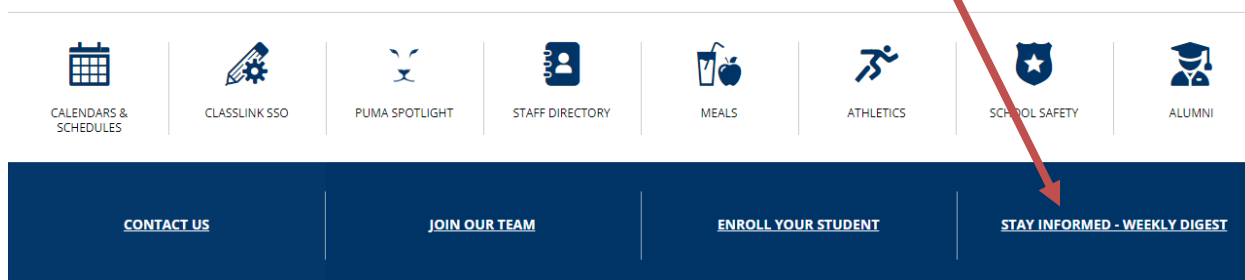
Given these challenges, Peak to Peak’s leadership and the Accountability Committee are always trying to find ways to improve communications. Recent improvements include the bookmarks found at the top of the Weekly Digest, which allow parents and guardians to navigate to the section of the digest that pertains to a particular school level, if desired. The other sections of the digest are also linked, and the article topics are noted as a table-of-contents menu at the top of each week’s newsletter.

							
<b>Calendar</b>	<b>Elementary</b>	<b>Secondary</b>	<b>Middle</b>	<b>High</b>	<b>Athletics</b>	<b>Friends</b>	<b>Volunteer</b>
<ul style="list-style-type: none"> <li>◦ <a href="#">K-12 Yearly Calendar</a></li> <li>◦ <a href="#">K-12 Upcoming Events Calendar</a></li> </ul>	<ul style="list-style-type: none"> <li>◦ Additional staff introductions</li> <li>◦ Spirit week next week</li> <li>◦ Coffee Chat</li> <li>◦ K-5 early release after school event</li> <li>◦ Battle of the Books</li> <li>◦ Yearbooks on sale</li> </ul>	<ul style="list-style-type: none"> <li>◦ Secondary grading conversations</li> <li>◦ Student announcements</li> </ul>	<ul style="list-style-type: none"> <li>◦ Battle of the Books</li> <li>◦ 8th grade yearbook baby ads</li> </ul>	<ul style="list-style-type: none"> <li>◦ Peak Week update</li> <li>◦ Homecoming week activities</li> <li>◦ Counseling Digest</li> </ul>	<ul style="list-style-type: none"> <li>◦ Home games</li> <li>◦ Elementary School baseball camp</li> <li>◦ Middle School baseball camp</li> <li>◦ High School boys basketball open gym</li> </ul>	<ul style="list-style-type: none"> <li>◦ Homecoming Tailgate Party 9/22</li> <li>◦ Pickleball to Support P2P Tennis Teams</li> <li>◦ Peak Gala Volunteer Committee Meeting and Interest Form</li> <li>◦ Concession stand fundraiser for after prom</li> </ul>	<ul style="list-style-type: none"> <li>◦ Volunteer needs - see how you can help!</li> <li>◦ Volunteer information and Team</li> </ul>

In addition, each week, the bottom of the digest includes links to the most popular areas of the Peak to Peak website.

Other communication initiatives include:

- Weekly Digest Archive (see the links at the bottom of the Peak to Peak website)



### **DEI Policy Communication Update**

Equity work is not siloed, it is integrated into the fabric of everything that happens at Peak to Peak and leadership is committed to making the school a place where all individuals feel seen and valued. Some examples of how this work is manifesting at Peak to Peak:

- The Equity Committee is launching this fall, starting with interested community members submitting applications in September. The creation of this committee is an extension of the focused work that Peak to Peak organized during the 2018-19 school year as an ongoing effort to see, respond to, and redress inequities in our systems so that all students feel a clear sense of belonging at Peak to Peak. The Peak to Peak Board of Directors approved the creation of the Equity Committee during the 2021-22 school year as a strategy to further integrate the ideals. Membership on the Equity Committee is voluntary.
- On-going K-12 professional development is in place for the year and is based on a recent publication: *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* by Zaretta Hammond.
- Strategic Plan discussion is on-going on the best ways to measure progress toward more equitable experiences for students and families. Our curriculum is continually improved to be inclusive of all identities and to include stories of triumph and success within the texts, curriculum, and learning materials. Peak to Peak seeks to be a welcoming place to all students.

### **Communication Pathways Update**

Over the last five years, the Accountability Committee has noticed a steady decline in the awareness of Communication Pathways and a decline in confidence in its effectiveness when used.

In response, leadership has increased the level of communication about Communication Pathways. An announcement is regularly included with the Weekly Digest.

#### **Communication Pathways**

At Peak to Peak, we strive for positive, open, and inclusive, two-way communication with our families. To facilitate this goal and to ensure we can address your needs as quickly and efficiently as possible, we use [The Communication Pathways](#) as a problem-solving strategy and the [Principles for Effective Dialogue](#) to guide a positive experience. The Communication Pathways create an effective and respectful process to resolve and address issues that arise. We have found our dialogue to be particularly productive and mutually beneficial when all parties adhere to the recommended Principles for Productive Dialogue. Please know that when you are seeking information or answers to questions, we always welcome conversations with any member of our community.

Additionally, a video about the Communication Pathways is in development and will be added to the [“Quick Tips for Staying Connected”](#) YouTube playlist.

The Peak to Peak leadership and Accountability Committee will be exploring adding a follow-up question regarding the effectiveness of the Communication Pathways as a problem-solving structure and an opportunity to provide additional feedback on ways the process can be improved.

The Peak to Peak leadership has begun hosting a new series of live virtual presentations and help sessions to address parent/guardian communication needs. Built on the structure of previous in-person opportunities, the virtual *Staying Connected* presentations are designed to provide support around the numerous communication tools, systems, and accounts that families access at Peak to Peak. The most recent session was held on September 7<sup>th</sup> and a recording is found on the Peak to Peak website.



Peak to Peak leadership will continue to host *Community Virtual Q&A* meetings which began in 2020. These meetings are offered once per semester and provide an opportunity for parents and guardians to bring forward questions and topics for discussion. School leaders attend these virtual sessions and are available to dialogue and openly answer questions on the top recommended topics. For topics receiving sufficient interest to address in these broader sessions, parents and guardians are encouraged to reach out to individual leaders for an opportunity to meet.

## ELEMENTARY SCHOOL

### Quality of Instruction

Parents shared their concerns about standardized testing as one of the main comment themes in the survey at the elementary school level. Ms. Christensen shared that Peak to Peak is required to do state testing which starts in the third grade and that the administration strives to minimize the impact of testing time. Teachers are noticing that with students back on campus, computer-based testing is easier to administer and is taking much less time than previous years.

iReady testing happens three times every year and is done to help identify where students need support. These tests take approximately 30-45 minutes.

Teachers also prioritize other methods of assessment over computer-based testing, including one-on-one assessments where students read for teachers or complete math problems in person.

Another main comment theme from last year's survey centered on support for SPED accommodations/dyslexic learners. The Accountability Committee reported last year that P2P was able to secure additional FTE funding for a special education teacher. Due to local, regional and national staffing challenges, Peak to Peak is still in the process of filling this position. Other initiatives for supporting SPED/dyslexic learners include:

- Teachers and specialists have been allotted additional time to discuss student progress on a weekly basis.
- Teachers are completing online documentation on student progress. This benefits the teachers who will be teaching the student next year, giving them a head start on what works best for each student.
- After two covid years, Leadership also felt it would be beneficial for teachers to revisit training on best practices for supporting and communicating with SPED students and their families.
- There is a renewed emphasis on documenting and formalizing support systems, including academic support, social emotional support, and family support, making the response to a wide variety of challenges a smoother process.
- All elementary teachers are trained in the Orton-Gillingham Approach to literacy.

### Quality of Relationships

Parents shared concerns about student anxiety and the need for mental health support under the Quality of Relationships comments. Ms. Christensen reported that they have heard these concerns and take them seriously. The teachers are continuously reviewing Social Emotional Learning goals and staying focused on making improvements in this area. She also reported that after two years of COVID-related safety accommodations, students and teachers are joyfully returning to more normal classroom activities and interaction.

Ms. Christensen also mentioned that they focused on rebuilding community relationships with families through planned Coffee Chats for families and staff as well as other events. The Back to School event at the elementary school level was well attended and survey feedback was very positive.

Parent and guardian concerns about communication are also being addressed in the following ways:

- Teachers are being encouraged to follow a template for weekly emails to families to improve consistency between teachers and grade-level communication.
- Also, in response to parent feedback, teachers are giving more advanced notice for field trip dates and other events to give families more time to plan.

#### Quality of Operations

Parents and guardians shared their concerns about the amount of time for lunch and a desire for more outdoor lunches during COVID. Ms. Christensen said that lunches at the elementary school have improved dramatically. With the end of mask mandates, students and teachers are enjoying longer and more engaging social time at lunch.

The fifth-grade students are the only elementary grade with Chromebooks as part of 1:Web. Ms. Christensen reported that the roll out has gone smoothly and they are grateful for the unique learning opportunities this technology provides.

#### Quality of Opportunities

Peak to Peak leadership has heard and is acting on the request for additional activities. Some of the upcoming opportunities include:

- Student Council and Yearbook leaders are looking at ways to expand these clubs.
- Peak to Peak is looking at outside organizations to partner with to bring in additional activities.
- Battle of Books is beginning for the third through fifth grade students.

### **MIDDLE SCHOOL**

#### Quality of Instruction

The Family Survey reflected an increase in positivity rates in questions related to instructional support and instructional materials, yet the thematic comments noted concerns around teaching consistency. In response, the leadership at the middle school spent time in the spring and again this fall to facilitate discussions around instructional and homework consistency, at each grade level and across the middle school as a whole. Educators discussed ways that teams can build consistency. These discussions began with teachers reflecting on intentions with assigned work via surveys, and then data analysis and discussions across teaching teams. Students/families were also asked to give feedback on how long homework was taking, and when and where it was being completed. These reflections have created shifts for lesson delivery.

As families engage in this new school year, we would like to stress the value of study hall in the class schedule for students who may need additional homework time. Our middle school staff members are working to encourage good study hall habits across grade levels, and in particular for incoming 6th graders. Educators encourage parents/guardians to build strong communication with study hall teachers if students are struggling with completing assigned practice tasks.

Additionally, the middle school staff has recognized the time investment and testing fatigue challenges of current standardized testing and is reflecting on other possible external measurements they can use that might lessen the impact of three testing periods of iReady. Based on observation at the Middle School level, three testing periods of iReady throughout the school year is not providing an added

benefit. In response, the decision has been made to remove the January testing period and recover some of the classroom learning time. We anticipate that this adjustment will decrease testing fatigue for students and alleviate testing stress. Our leadership is also exploring alternate testing platforms such as CommonLit in an effort to build historical data for each student as they prepare for high school.

Finally, the Middle School anticipates a positive shift for students as the PSAT moves to online delivery this year.

### Quality of Relationships

The staff of the Middle School takes the decline in positivity trends in this area very seriously. The leadership began the 2022-2023 school year with a renewed energy to building trust with students and helping students build strong relationships with one another.

Shifts that have been made:

- The 6th grade class recently completed an inaugural overnight field trip to the YMCA of the Rockies, and trips are also being planned for our 7th and 8th graders. Field trips will include experiential learning and team-building opportunities.
- The House system has returned in the 2022-2023 school year with more robust positive behavior support in place. Each house has a color, crest and chant that represents the character trait that joins the Middle School iROAR traits: unity, service to others, kindness, courage and chasing dreams. More school-wide assemblies are planned in 2022-23 to foster stronger connections among students, and the leadership is excited to include students in the shaping of the vision through leadership opportunities and friendly competitions between houses.

Middle School Back to School Night was well attended, featured grade-specific team presentations, and staff were encouraged by the positive and engaging atmosphere between staff and families.

We look forward to seeing staff and families build strong relationships at the middle school level and anticipate the next Family Survey will reflect this positive shift.

### Quality of Operations

Internet connectivity issues were addressed in an earlier portion of this report under Internet Connectivity and 1:Web Update.

The Accountability Report indicated that Families desire more outdoor space/playground space/permission to use the gym or track at lunch. During the 2021-2022 school year the middle school had already opened up additional spaces to eat and play in during lunch as part of the COVID mitigation strategies. These spaces include the cafeteria, back playground area and the West field. This was met with such positive feedback from students, families and staff that the leadership has continued to keep these spaces open during middle school lunch this year. Middle school staff have also worked in more movement breaks during class time, often outside, in support of socio-emotional health and refocusing efforts during block periods. In this year's professional development offerings, all teachers can participate in workshops that explore strategies for movement breaks and social connections for students.

### Quality of Opportunities

Our middle school team is working hard to build upon the momentum in Quality of Opportunities. Each year, the school is adding new clubs in an effort to encourage students to develop passions, talents and interests. Six new clubs have been added this school year for a total of sixteen clubs. A full list is below, with new clubs listed in bold.

#### **American Sign Language Club**

Anime Club

Animal Rights & Environmental Club

#### **Battle of the Books Competition Club**

Builders (Kiwanis Service) Club

#### **Daily Announcements Leadership**

#### **Geography Club/Bee**

#### **House Prefects Leadership**

National Junior Honor Society

Newspaper Club

#### **Poetry Club**

Queer Student Union

#### **Science Fair/History Day Competition Club**

Student Council Leadership

Ultimate Frisbee Club

WEB Leadership

Yearbook Club

## **HIGH SCHOOL**

### Quality of Instruction

At the high school there were concerns related to student tracking, innovation, and standardized testing/test preparation. Concerns around instructional consistency and homework consistency were also a frequent theme.

#### *Student Tracking, Instructional and Homework Consistency*

The high school has not dramatically changed grading practices or systems. They continue to use standards based grading with strides towards a more transparent rubric. For example, instead of showing a percentage grade for an overall assessment each standard for mastery is noted, with a specific level of achievement for each standard. Teachers are aligning gradebooks throughout the high school. [This letter](#) from the secondary principals provides greater detail and resources around standards based grading. Further, a Community Virtual Q&A session is planned for November 2<sup>nd</sup> to educate and address concerns.

A new science pilot was initiated this year, wherein a student's grade is solely based (100%) on summative work (assessments, labs, class assignments). There is no weight given to homework. Other classes continue to have weighted grading (i.e. 80% summative work, 20% homework, participation).

Behaviors are addressed within the framework of the character development program and are not part of any grade.

#### *Innovation and Service*

Peak Week Experiential Education is an opportunity for service, independent study and experiential learning. This new pilot program provides students the opportunity to learn in unique settings with real-world connections and experiences. Additionally, the group setting will encourage interaction with peers with common interests and improve students' feeling of belonging.

#### *Test Preparation*

The administration has resumed ACT/SAT test prep with test review opportunities and in person assistance from Twila Alexander from the Princeton Review. She is available by referral or request as needed for students who would like to improve their test scores. Freshman and sophomores will take the PSAT9 and PSAT10 tests.



### Quality of Relationships

The declining trends in Quality of Relationships at the high school level are a concern. There were sizable drops in categories around being well informed about events, promoting a healthy balance, and students feeling a clear sense of belonging in a supportive and inclusive school community.

### *Communication Around Events*

The high school administration is committed to more frequent communication in the Friday Digest. Communication pathways are being reinforced and administration is encouraging teachers to reach out to parents/guardians by phone rather than email as much as possible to provide for more robust communication.

### *Promoting a Healthy Balance*

The high school is implementing weekly connection time to encourage a feeling of belonging. Additionally, principals are endeavoring to include SEL into weekly announcements, reminding students to evaluate expectations, celebrate successes, and maintain emotional balance. Additional efforts to afford students a healthy balance include:

- Maximum homework of 30-45 minutes per day on the day of class (AP classes might be more)
- Giving class time for beginning homework in class with instructor available to help as needed
- Giving less weight of the homework portion of the grade
- Implementing homework free weekends (Thursday through Monday)
- Creating a high school wide test calendar so students are not overloaded with multiple exams/assessments on the same day

### Quality of Operations

The drop in positivity at the High School level in terms of quality of operations is explained by the observations around internet speed and reliability. This spring, Peak to Peak, with BVSD, was able to improve internet coverage in numerous classrooms, so that the demand for bandwidth is met. They will continue to try to improve in large classrooms where this may be challenging (i.e. Humanities classes where large class size demands additional bandwidth). Additionally, the 1:Web program has improved learning opportunities with all students having equitable as well as more normed and consistent access to tools.

### Quality of Opportunities

Student focus groups this spring helped to identify the need to merge some of the smaller clubs with similar missions into larger groups to allow for more robust participation. For example, clubs or organizations with a health background were merged.

### **Fundraising**

The fundraising arm of Peak to Peak provides a significant level of events and engagement that may not be fully understood by most families. In future surveys, listing out events that fall under Friends of Peak to Peak oversight would aid in the understanding of the question “Does Well/Needs Improvement.” For example, Friends of Peak to Peak raises money by selling Puma gear, running the Annual Fund, planning the Peak Gala and Run for the Peak, along with a variety of other events during the school year. It may also be beneficial to create a focus group to collect specific feedback to our Fundraising Department outside of the larger Annual survey.

### **Food Services**

In the conclusion of the Family Survey report, the Accountability Committee recommended that Operations review Food Services plans and procedures to avoid future food quality concerns in response to supply chain issues and shortages last year. In the 2022-2023 school year, we anticipate that student participation in Food Services will drop since the federal waivers that enabled Peak to Peak to provide breakfast and lunch at no cost to students are no longer in effect. This school year has already reflected reduced demand and Food Service managers have worked diligently to ensure our students are minimally impacted by supply chain issues. Should the November ballot measure Healthy School Meals for All pass, Peak to Peak plans to work on developing relationships with local sources to ensure that food shortages do not occur in the future.

### **CONCLUSION**

The Accountability Committee plans to revise several survey questions in the coming school year to collect more specific data in survey responses.

The Accountability Committee would like to thank Peak to Peak's Executive Leadership Team for their time and commitment to the Family Survey and this Response. We are excited for the year ahead and look forward to working with Peak to Peak's Executive Leadership Team and Board of Directors on the next cycles of information gathering and analyzing.