

Board of Education

Mesa County Valley School District 51

Board Work Session Minutes

October 8, 2024

Board Special Meeting Minutes

A - Jose Luis Chavez B - Barbara Evanson C - Andrea Haitz D - Will Jones E - Angela Lema						Board of Education Mesa County Valley School District 51 Board Work Session: October 8, 2024 Adopted: November 19, 2024	
	A	B	C	D	E		
						AGENDA ITEMS	ACTION
						<u>BOARD WORK SESSION</u>	
Present	x	x	x	x	x	1. Call to Order/Pledge of Allegiance <ul style="list-style-type: none"> ➤ Director Andrea Haitz called the meeting to order and the pledge was recited. ➤ Director Angela Lema attended virtually. 2. Turnaround & Priority Improvement School Unified Improvement Plans Presentations for Clifton Elementary School, Rocky Mountain Elementary School, Nisley Elementary School, Grand Mesa Middle School and Grand River Academy. <ul style="list-style-type: none"> ➤ Ms. Jennifer Marsh came forward with the principals of Clifton Elementary, Amy Shepherd, Rocky Mountain Elementary, Tyler Jones, Nisley Elementary, Dorothy Wolf and Grand Mesa Middle School, Randy Foster. ➤ The purpose is to inform community about the schools' plans for success. ➤ Grand River Academy did not present due to applying for a review from CDE. ➤ These are schools that have received one of the two lowest accreditation categories. These are based on achievement (40%) and growth (60%) scores. ➤ A Unified Improvement Plan must be done by each school who falls into one of these two categories. ➤ Principal Dorothy Wolf explained Nisley Elementary is on a priority improvement plan in Year 5 with Growth this year as Approaching and Achievement Does Not Meet. ➤ Strategy #1: Focusing on Professional Learning Communities – Stage 3 Planning, Admin Monthly Walkthroughs: Math & Literacy, and Data Meetings: Module Body of Evidence. ➤ Strategy #2: Strategically support parents, guardians and community members in understanding how to support students to meet high expectations for learning in school. School is working on attendance and helping parents get students to school. ➤ Strategy #3: Monitor learning & support teachers in using a body of evidence throughout all tiers of instruction to prepare & respond to learners so they can thrive academically in Reading. ➤ Progress monitoring is being benchmarked. ➤ Mr. Tyler Jones, principal from Rocky Mountain Elementary presented and explained his school is in the 1st year in Priority Improvement. ➤ Strategy #1 : Improve student reading achievement by refining core instruction. ➤ Strategy #2: Improve student math growth by improving core instruction and targeted interventions. ➤ Strategy #3: Cultivate a strong sense of belonging and build supportive classroom communities. ➤ Mr. Randy Foster, Principal of GMMS,explained they were on the 2nd year on the Turnaround Plan. ➤ Improvement strategy #1: Culture and Climate ➤ Improvement Strategy #2: Consistent Instructional Strategies 	5:02 p.m.
Absent							

A - Jose Luis Chavez B - Barbara Evanson C - Andrea Haitz D - Will Jones E - Angela Lema						Board of Education Mesa County Valley School District 51 Board Work Session: October 8, 2024 Adopted: November 19, 2024	
	A	B	C	D	E		
						AGENDA ITEMS	ACTION
						<ul style="list-style-type: none"> ➤ Amy Shepherd, Principal of Clifton Elementary, explained Clifton is on Year 2, moving to Priority Improvement this year and only 2 points to achieving Improvement status. They are Approaching in both Achievement and Growth. ➤ Strategy #1: Effective Student Supports and Culture ➤ Strategy #2: Vision for Instruction: Planning and utilization of data for all tier one instruction. ➤ The Board asked questions about bell to bell procedures. Mr. Foster explained how it works. ➤ The ELA data cycle time was explained by Ms. Shepherd to answer the Board's questions. ➤ It was asked how all schools planned to build a sense of belonging. Principals described how they plan on meeting this goal, including celebrating achievements, having group meetings and providing a safe learning environment where students always feel safe. ➤ The Board asked about discipline and a sense of belonging. Ms. Shepherd from Clifton Elementary explained how they are using the 5 R's that Mt. Garfield Middle School uses, since they are a feeder school into MGMS. ➤ The Board asked how principals keep teacher buy-in and relate this to their students. ➤ Mr. Foster spoke about the similarities between elementary and middle school students. ➤ The Board also asked if principals are receiving enough support. Mr. Foster stated they need time. Early release on Fridays in elementary was greatly needed and appreciated and would be great in middle school. Elementary principals emphasized coaches, and grants for administrative interns. ➤ Ms. Marsh explained that one specific grant was part of the EASI grant and partnered with Colorado Mesa. The grant is no longer there this year but Colorado Mesa is working on it again for next year. ➤ The Board asked if parent engagement is a challenge for principals and how do principals emphasize family time helping students with reading, etc. Mr. Foster discussed the culture of his students and how he encourages parents how to help. Ms. Shepherd and Mr. Jones explained their collaborations also. Ms. Shepherd touted the after-school programs especially REC. ➤ Dr. Hill commented how Principal Foster is really doing well coming into the middle school arena. He also expressed appreciation for the principals' time and putting together these plans. 	
						3. Board Discussion <ul style="list-style-type: none"> ➤ A Board Coffee with the community will be held on October 12 at Central High School, 9am – 11am. ➤ Ms. Lema thanked the staff for all their hard work and looks forward to helping with positive outcomes. ➤ The regular business meeting will be held on October 15. 	

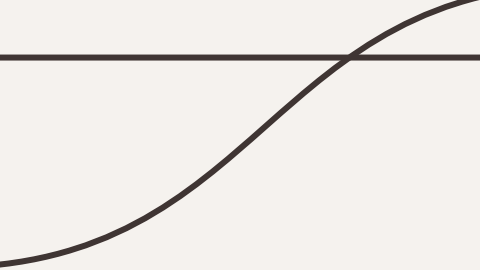
A - Jose Luis Chavez B - Barbara Evanson C - Andrea Haitz D - Will Jones E - Angela Lema						Board of Education Mesa County Valley School District 51 Board Work Session: October 8, 2024 Adopted: November 19, 2024	
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						AGENDA ITEMS	ACTION
						4. Adjournment	6:02 p.m.
						_____ Amy Navarette, Assistant Secretary Board of Education	

Board of Education

Board Work Session: October 8, 2024

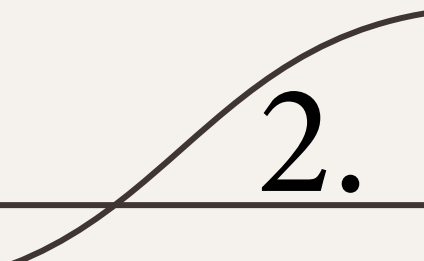
A	B	C	D	E
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						AGENDA ITEMS	ACTION
						4. Adjournment	6:02 p.m.
						<div style="text-align: right;"> <hr/> Amy Navarette, Assistant Secretary Board of Education </div>	



School Improvement BOE Presentation

October 8, 2024



2.



FOUR CORE BEHAVIORS

D51 focuses on the whole learner to foster growth and high achievement.

D51 believes in the strengths of our people, our schools, and our communities.

D51 values individuality, inclusivity, and belonging.

D51 commits to continuous improvement.

VISION

Engage, equip, and empower each and every student, each and every day.

MISSION

D51 engages our community, families, and staff to deliver individualized, collaborative, and challenging educational experiences to prepare each and every student for their brightest future.



Tonight's Presentation

Tonight's purpose is to inform our community about the D51 schools that have received a state rating of Priority Improvement(PI) or Turnaround(T) and what the schools' plans for success are.

This School Board Report is a process required by the Colorado Department of Education.



Strategic Plan Goal/Data

Performance	Improvement	Priority Improvement	Turnaround	Insufficient Data	# Schools
27	9	4	1	1	42
36		5			41 (-ISD)
88%		12%			

Priority	Turn Around
Clifton ES	Grand Mesa MS
Nisley ES	
Rocky Mountain ES	Insufficient Data
	Gateway
	Request to Reconsider
	Grand River Academy

What does it mean to receive this rating?

Accreditation Category Plan Type

Accredited (District) or Performance Plan (School)	
Accredited w/Improvement Plan (District) or Improvement Plan (School)	
{	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

Accreditation categories are based on the total percentage of points earned.

Plan Type and Rating with Growth/Achievement Totals

Priority Improvement Plan

39.4/100
Points Earned

Year 1

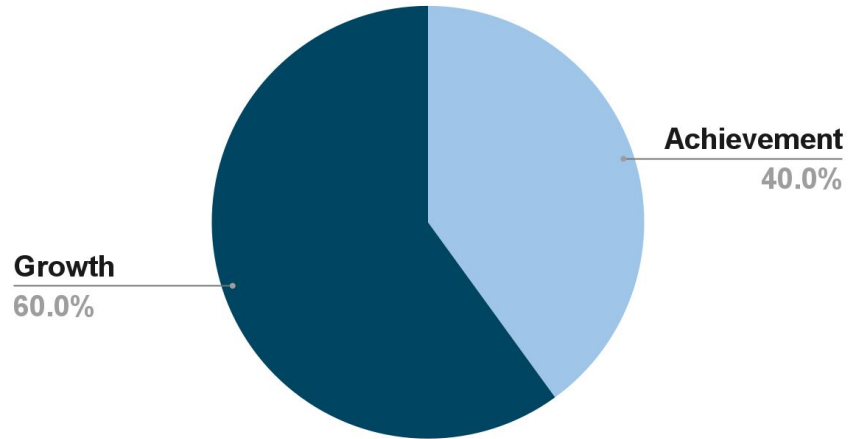
The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Indicator Rating Totals

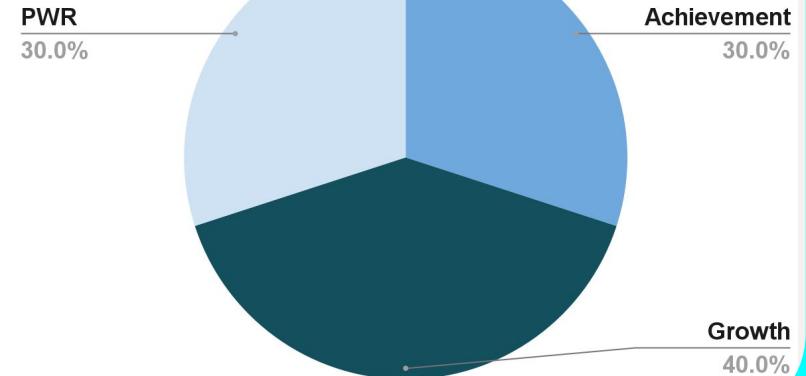
Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	43.8%	17.5/40	Approaching
Academic Growth	36.5%	21.9/60	Does Not Meet

School Performance Framework Indicator Ratings Percentages

Elementary & Middle School SPF



High School SPF



Growth Is A Path To Improvement

40%

Achievement Points for ALL students and for DIVERSE groups of students

60%

Growth Points for ALL students and for DIVERSE groups of students

Growth almost always precedes achievement

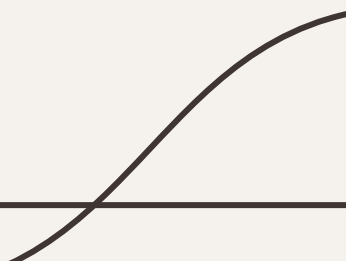
ACADEMIC ACHIEVEMENT							
Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	167	97.8%	734.4	38	4.00/8	Approaching
	Previously Identified for READ Plan	42	93.5%	704.4	-	0.00/0	-
	English Learners	17	100.0%	732.4	34	0.50/1	Approaching
	Free/Reduced-Price Lunch Eligible	109	98.3%	729.4	27	0.50/1	Approaching
	Minority Students	72	97.4%	729.0	26	0.50/1	Approaching
	Students with Disabilities	32	97.1%	702.2	1	0.25/1	Does Not Meet
CMAS - Math	All Students	167	97.8%	730.0	38	4.00/8	Approaching
	English Learners	17	100.0%	727.5	33	0.50/1	Approaching
	Free/Reduced-Price Lunch Eligible	109	98.3%	724.6	26	0.50/1	Approaching
	Minority Students	72	97.4%	722.2	21	0.50/1	Approaching
	Students with Disabilities	32	97.1%	705.4	1	0.25/1	Does Not Meet
TOTAL	TOTAL	*	*	*	*	11.50/24	Approaching
ACADEMIC GROWTH							
Subject	Student Group	Count	Participation Rate	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating	
CMAS - English Language Arts	All Students	43	78.6%	53.0	6.00/8	Meets	
	English Learners	n < 20	-	-	0.00/0	-	
	Free/Reduced-Price Lunch Eligible	32	80.5%	56.0	0.75/1	Meets	
	Minority Students	n < 20	-	-	0.00/0	-	
	Students with Disabilities	n < 20	-	-	0.00/0	-	
CMAS - Math	All Students	57	95.1%	93.0	8.00/8	Exceeds	
	English Learners	n < 20	-	-	0.00/0	-	
	Free/Reduced-Price Lunch Eligible	35	92.1%	92.0	1.00/1	Exceeds	
	Minority Students	27	96.4%	93.0	1.00/1	Exceeds	
	Students with Disabilities	n < 20	-	-	0.00/0	-	
English Language Proficiency	English Language Proficiency	n < 20	-	-	0.00/0	-	
	On Track to EL Proficiency	n < 20	-	-	0.00/0	-	
TOTAL	TOTAL	*	*	*	16.75/19	Exceeds	

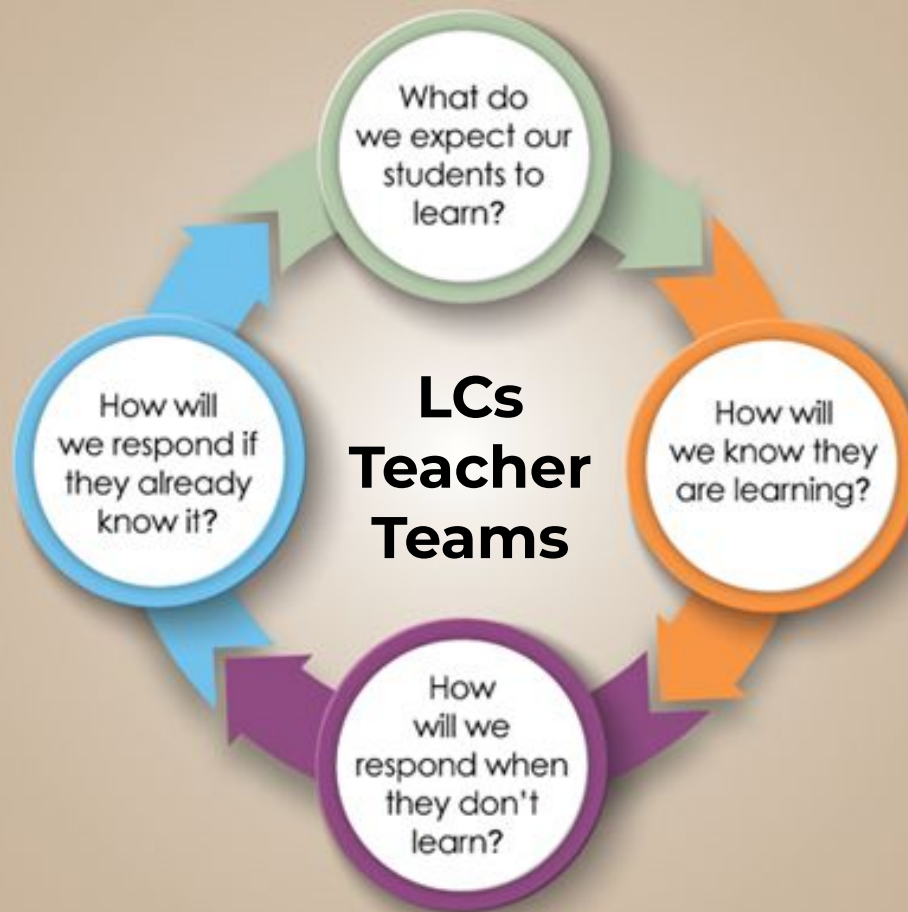
Broad Approaches In School's Improvement Work

ACADEMIC ACHIEVEMENT																			
Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	152	97.0%	715.0	5	2.00/8	Does Not Meet	738.2	44	4.00/8	Approaching	735.6	41	4.00/8	Approaching	738.2	44	4.00/8	Approaching
	Previously Identified for READ Plan	38	95.3%	690.2	-	0.00/0	-	725.3	18	0.50/1	Approaching	720.6	-	0.00/0	-	725.3	18	0.50/1	Approaching
	English Learners	n < 16	-	-	-	0.00/0	-	733.0	32	0.50/1	Approaching	-	-	0.00/0	-	733.0	32	0.50/1	Approaching
	Free/Reduced-Price Lunch Eligible	110	96.8%	712.4	2	0.25/1	Does Not Meet	732.9	32	0.50/1	Approaching	732.9	35	0.50/1	Approaching	732.9	35	0.50/1	Approaching
	Minority Students	75	96.4%	712.0	2	0.25/1	Does Not Meet	731.5	1	0.25/1	Does Not Meet	736.3	43	0.50/1	Approaching	731.5	1	0.25/1	Does Not Meet
	Students with Disabilities	31	97.0%	694.7	1	0.25/1	Does Not Meet	725.1	33	4.00/8	Approaching	706.3	1	0.25/1	Does Not Meet	725.1	33	4.00/8	Approaching
CMAS - Math	All Students	153	98.2%	710.3	4	2.00/8	Does Not Meet	715.3	13	0.25/1	Does Not Meet	723.6	24	4.00/8	Approaching	715.3	13	0.25/1	Does Not Meet
	English Learners	n < 16	-	-	-	0.00/0	-	720.6	23	0.50/1	Approaching	-	-	0.00/0	-	720.6	23	0.50/1	Approaching
				708.4	3	0.25/1	Does Not Meet	717.1	17	0.50/1	Approaching	718.9	14	0.25/1	Does Not Meet	708.4	3	0.25/1	Does Not Meet
				707.3	2	0.25/1	Does Not Meet	723.3	24	0.50/1	Approaching	723.3	24	0.50/1	Approaching	707.3	2	0.25/1	Does Not Meet
				695.9	1	0.25/1	Does Not Meet	708.1	3	0.25/1	Does Not Meet	739.4	1	0.25/1	Does Not Meet	695.9	1	0.25/1	Does Not Meet
	TOTAL		*	*	*	5.50/22	Does Not Meet	*	*	11.25/24	Approaching	*	*	10.25/22	Approaching	*	*	11.50/24	Approaching
ACADEMIC ACHIEVEMENT																			
Subject	Student Group	Count	Participation Rate	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating		Median Growth Percentile/Rate	Pts Earned/Eligible	Rating		Median Growth Percentile/Rate	Pts Earned/Eligible	Rating		Median Growth Percentile/Rate	Pts Earned/Eligible	Rating	
CMAS - English Language Arts	All Students	152	97.0%	34.0	2.00/8	Does Not Meet		46.0	4.00/8	Approaching		40.0	4.00/8	Approaching		53.0	6.00/8	Meets	
	Previously Identified for READ Plan	38	95.3%	-	0.00/0	-		43.0	0.50/1	Approaching		-	0.00/0	-		-	0.00/0	-	
	English Learners	n < 16	-	32.5	0.25/1	Does Not Meet		44.0	0.50/1	Approaching		37.0	0.50/1	Approaching		56.0	0.75/1	Meets	
	Minority Students	75	96.4%	35.0	0.50/1	Approaching		45.0	0.50/1	Approaching		-	0.00/0	-		-	0.00/0	-	
	Students with Disabilities	n < 20	-	-	0.00/0	-		35.5	0.50/1	Approaching		-	0.00/0	-		-	0.00/0	-	
	TOTAL		*	*	*	5.50/22	Does Not Meet	*	*	11.25/24	Approaching	*	*	10.25/22	Approaching	*	*	11.50/24	Approaching
CMAS - Math	All Students	153	98.2%	19.5	2.00/8	Does Not Meet		31.0	2.00/8	Does Not Meet		35.0	4.00/8	Approaching		93.0	8.00/8	Exceeds	
	English Learners	n < 20	-	-	0.00/0	-		-	0.00/0	-		-	0.00/0	-		-	0.00/0	-	
	Free/Reduced-Price Lunch Eligible	110	96.8%	23.0	0.25/1	Does Not Meet		27.0	0.25/1	Does Not Meet		33.0	0.25/1	Does Not Meet		92.0	1.00/1	Exceeds	
	Minority Students	75	96.4%	22.5	0.25/1	Does Not Meet		24.5	0.25/1	Does Not Meet		-	0.00/0	-		93.0	1.00/1	Exceeds	
	Students with Disabilities	n < 20	-	-	0.00/0	-		30.0	0.25/1	Does Not Meet		-	0.00/0	-		-	0.00/0	-	
	TOTAL		*	*	*	5.50/22	Does Not Meet	*	*	11.25/24	Approaching	*	*	10.25/22	Approaching	*	*	11.50/24	Approaching
English Language Proficiency	English Language Proficiency	n < 20	-	-	0.00/0	-		-	0.00/0	-		-	0.00/0	-		-	0.00/0	-	
	On Track to EL Proficiency	n < 20	-	-	0.00/0	-		-	0.00/0	-		-	0.00/0	-		-	0.00/0	-	
	TOTAL		*	*	*	5.50/22	Does Not Meet	*	*	11.25/24	Approaching	*	*	10.25/22	Approaching	*	*	11.50/24	Approaching

Numerous Areas of Impact

What Approaches Do These Schools Take Towards Improvement When They Are Identified?

- Site Directors work with Principals to unpack their data and ensure that the school's Major Improvement Strategies (MIS) are focused on the areas that need the most improvement over time.
 - Principals also work with their Instructional Leadership teams and LCs throughout the year analysing data and action planning to address teaching and learning gaps.
 - Clifton, GMMS & Nisley are receiving additional outside supports
 - Consultant - CDE (Transformation and/or STRIVE)
 - Empowering Action for School Improvement (EASI) funds
- 



These LCs ground themselves in DATA and STUDENT WORK



They Set Quarterly Goals / Sprints Around Instruction and Student Outcomes

Quarter 1 Sprint

Do Adult Actions > > > Progress Monitoring > > > Student Results

Use the action step rows below to indicate specific teams by grade level or content. Include the adult actions they intend to take this quarter (Do-Action Steps), and the student results they hope to achieve (Goal/Outcome).

Who is Responsible / Team Name?	Do-Action Steps / How will you measure it?	Due Date	Student Goal/Outcome	Completed
<div><div></div><div>K-5 teachers Coach Principal HMH/Strive External Supports</div></div>	<div>Grade</div> <div>K</div> <div>Do-Action Step</div> <div>Choose Your Own Adventure (edit)</div> <div>Describe Do-Action Step</div> <div>Training all staff in DIBELS 8 Administering BOY Benchmark assessment Creating Focus Folders Begin planning for small groups using this data Dibels 8 Progress Monitoring</div>	10/11/2023	<div>Student Goal/Outcome</div> <div>Other</div> <div>Describe Goal/Outcome</div> <div>Identify well below students and begin moving them out of the well below category.</div>	<div></div>
<div><div></div><div>K-5 teachers Coach Principal HMH/Strive External Supports</div></div>	<div>Grade</div> <div>1</div> <div>Do-Action Step</div> <div>Choose Your Own Adventure (edit)</div> <div>Describe Do-Action Step</div> <div>Training all staff in DIBELS 8 Administering BOY Benchmark assessment Creating Focus Folders Begin planning for small groups using this data Dibels 8 Progress Monitoring</div>	10/11/2023	<div>Student Goal/Outcome</div> <div>Other</div> <div>Describe Goal/Outcome</div> <div>Identify well below students and begin moving them out of the well below category.</div>	<div></div>



And They Monitor and Adjust Instruction to Reteach and Reassess for Learning



Tonight You Will Hear From

Clifton Elementary

Principal
Amy Shepherd

Nisley Elementary

Principal
Dorothy Wolf

Rocky Mountain Elementary

Principal
Tyler Jones

Grand Mesa Middle School

Principal
Randy Foster

And we've intentionally asked our school leaders to be brief in their overview, so you can ask questions at the end.



Clifton Elementary

Turnaround Plan

25/100
Points Earned

Year 2

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	39.1%	15.6/40	Approaching
Academic Growth	39.8%	23.9/60	Approaching

Clifton Elementary

Priority Improvement Plan

39.5/100
Points Earned

Year 2

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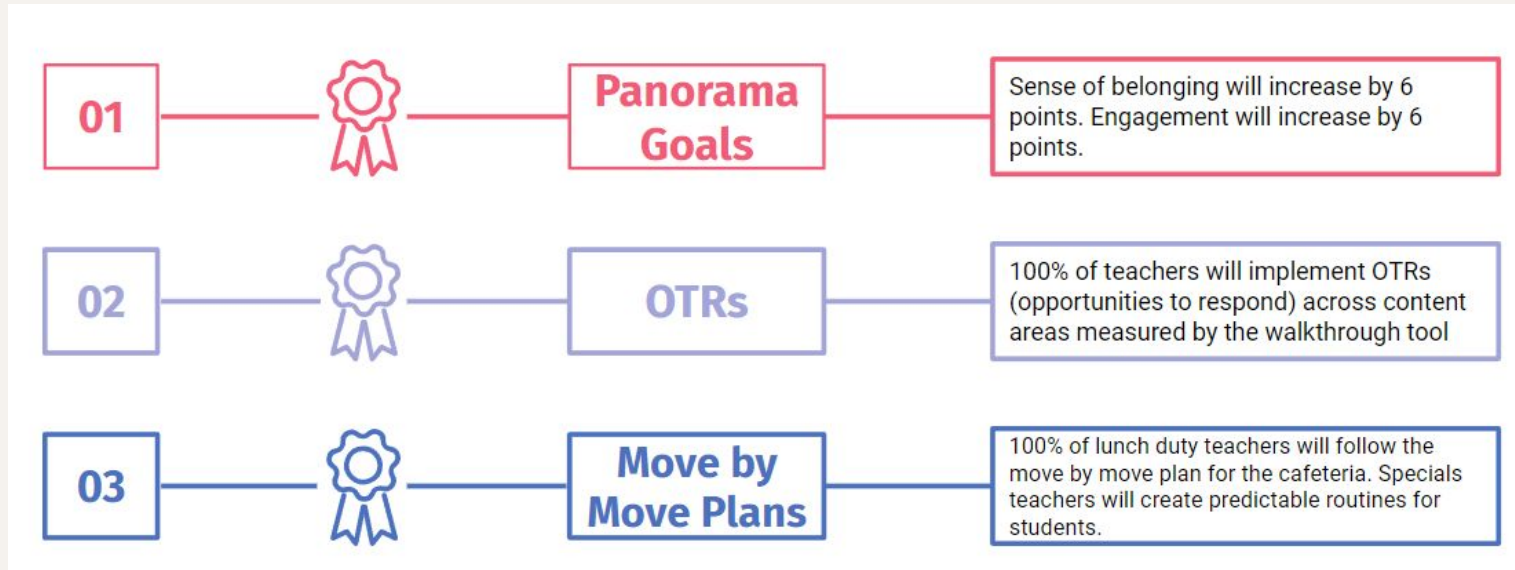
Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	39.1%	15.6/40	Approaching
Academic Growth	39.8%	23.9/60	Approaching

Major Improvement Strategy # 1

Effective Student Supports and Culture

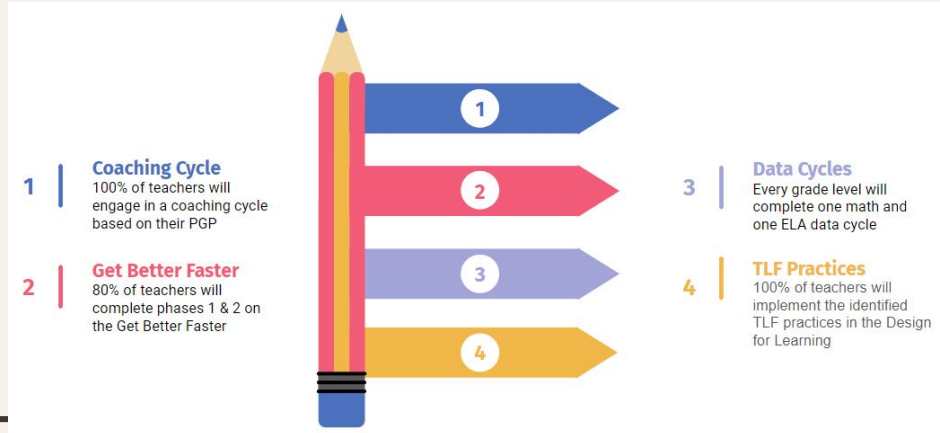
- Increase student belonging and engagement in the school environment
- Through an equitable discipline structure, Clifton Elementary will implement a transparent protocol in supporting student behaviors in the classroom.



Major Improvement Strategy # 2

Tier 1: Vision for Instruction: Planning and utilization of data for all tier one instruction

- All teachers will implement core resources to ensure tier one instruction is at grade level.
- Teachers will develop an understanding of grade level standards by unpacking standards and articulate how they matriculate among grade levels.
- Additionally, teachers will utilize and act upon data cycles to provide targeted support for students who are struggling with grade level content and reading foundational skills.



Nisley Elementary

Priority Improvement Plan

37.4/100
Points Earned

Year 5

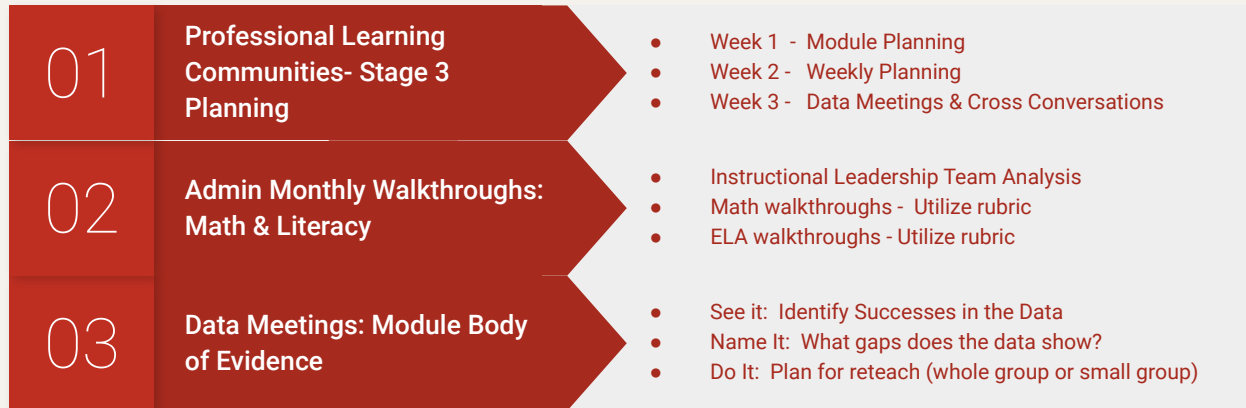
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Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/Eligible	Rating
Academic Achievement	31.1%	12.4/40	Does Not Meet
Academic Growth	41.7%	25.0/60	Approaching

Major Improvement Strategy # 1

Plan, teach, and assess Tier 1 instruction to improve foundational skills and meet grade level standards.



Leverage weekly PLC time for team planning & data meetings

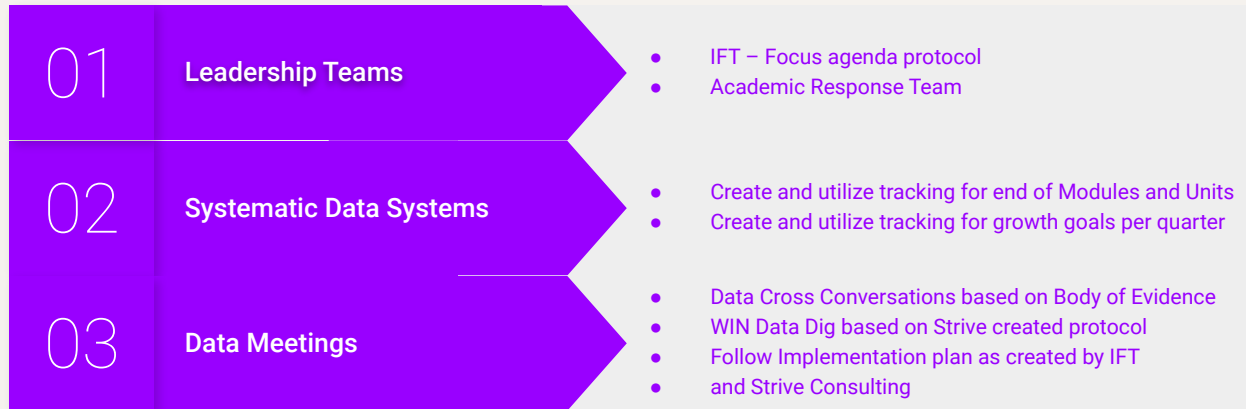
Major Improvement Strategy # 2

Strategically support parents, guardians, and community members in understanding how to support students to meet high expectations for learning.



Major Improvement Strategy # 3

Monitor learning and support teachers in using a body of evidence throughout all tiers of instruction to prepare and respond to learners so they can thrive academically in Reading.



Leverage weekly PLC time for team planning & data meetings

Progress Monitoring Implementation Benchmarks

MIS 1: Tier 1 Instruction	MIS 3: Small Group Instruction
Module & Unit Assessments NWEA Math Projected STRiVE Data System Instructional Walkthroughs Observation & Feedback Cycles	DIBELS 8 Into Reading Module Body of Evidence STRiVE Data System Instructional Walkthroughs Observation & Feedback Cycles

Rocky Mountain Elementary

Priority Improvement Plan

35.1/100
Points Earned

Year 1

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Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	32.9%	13.2/40	Does Not Meet
Academic Growth	36.5%	21.9/60	Does Not Meet

Major Improvement Strategy #1 Improve student reading achievement by refining core instruction.

1

Deepen Understanding of ELA standards

Foster collaboration within learning communities to unpack and gain a comprehensive understanding of ELA standards, ensuring all educators are aligned in their instructional approaches.

2

Data Informed Instruction

Implement a Data Informed Instruction protocol that enables educators to make informed decisions based on student performance data, driving targeted improvements in teaching practices.

3

Clear Learning Targets and Success Criteria

Establish and implement clear learning targets and success criteria for each lesson, providing students with transparent objectives and measurable outcomes to enhance their learning experience.



Major Improvement Strategy #2 Improve student math growth by improving core instruction and targeted interventions.

1

Address Learning Gaps

Prioritize a focus on specific math standards where students have demonstrated gaps in understanding, allowing for targeted instruction that addresses these critical areas.

2

Targeted Interventions

Develop and implement targeted interventions for Tier 2 and Tier 3 students ensuring that all students receive the necessary support to improve their math skills.

3

Clear Learning Targets and Success Criteria

Establish and implement clear learning targets and success criteria for each lesson, providing students with transparent objectives and measurable outcomes to enhance their learning experience.



Major Improvement Strategy #3 Cultivate a strong sense of belonging and build supportive classroom communities.

1

Utilize effective strategies for a supportive classroom

We will continue to implement strategies for a supportive classroom environment including Power Circles, Classroom Commitments and School Wide Expectations.

2

Strengthen Community Engagement

Establish various ways for parents and caregivers to engage in their students' learning, such as hosting parent nights, making positive phone calls, and utilizing social media.

3

Improve sense of belonging between peers.

Build in opportunities for students to build strong relationships with their peers.



GMMS

Turnaround Plan

32.5/100
Points Earned

Year 2

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	25.0%	10.0/40	Does Not Meet
Academic Growth	37.5%	22.5/60	Approaching

Major Improvement Strategy #1 Culture and Climate

- Increase student sense of belonging and create a safe and productive climate in which learning can happen.
 - Clear and consistent expectations for behavior
 - Positive reinforcement for meeting behavior expectations (PBIS-TRACKS)
 - Consistent response to behavior infractions



Major Improvement Strategy #2

Consistent Instructional Strategies

- Increase “time-on-task” towards the standards, by;
 - Common lesson plan components for all classrooms
 - Professional learning working with STRIVE
 - Students will engage in learning”bell-to-bell”



Thanks to our Principals for leading
this work in their schools!

Questions/Dialogue?

