

STEAMBOAT SPRINGS EDUCATION FUND BOARD
GRANT COMMISSION MEETING
March 21, 2012; 6:00 PM
Human Service Center Board Room
Agenda

1. 6:00 Call to Order
2. 6:01 Public Comment

In order to assure public awareness of and involvement in the activities of the Steamboat Springs Education Fund, this portion of the Board meeting is available to the public to discuss any item related to the Fund. The maximum time allowed for the discussion of any single subject will be three minutes. If more time is required, the topic may be placed on the agenda of a future Education Fund Board meeting.

3. 6:05 Board and Commission Member Reports
4. 6:10 Approval of Meeting Minutes from February 15, 2012
5. 6:15 1st Readings Steamboat Springs School District
6. 6:45 1st Reading South Routt and Hayden Summer Intensives (separate readings)
7. 7:00 1st Reading Follow-Up Discussion
8. 7:15 2nd Reading Discussion – further information required?2
9. 7:30 Commission Vacancies expiring June 30, 2012
10. 7:45 Other Business
11. 8:00 Adjourn

3/21/12

Steamboat Springs Education Fund Board
Grant Commission
Wednesday, February 15, 2012; 5:30 PM
Human Service Center Board Room

Grant Commission members present included Glen Airoidi, Stuart Handloff, Mark Fitzgerald, Dean Massey, Susie Amsden, CJ Berg, Patrick Delaney, Tammy Lake and Valerie McCarthy. Also present were Brad Meeks (Steamboat Springs School District Superintendent), Scott Mader (South Routt School District Superintendent), Colleen Poole (Director North Routt Community Charter School), Tim Bishop (Principal Steamboat Springs Middle School), Dale Mellor (Steamboat Springs Director of Finance), Tim Miles (Steamboat Springs and South Routt Director of Technology), Tracy Stoddard (Steamboat Springs Elem. Schools), Marty Lamansky (Steamboat Springs High School), Celia Dunham (Principal Strawberry Park Elementary), Vance Fulton (EFB director), Roger Good (EFB director), Judy Harris (Steamboat Springs Administration), Greg Pieraccini and Sara Magas (Hayden School District staff), Marti Shad (Rocky Mountain Youth Corps., Libby Foster (Partners in Mentoring), Sonja Macys (Yampatika) and Susie Whittlesey and Michael Davide (Steamboat Arts Council).

Call to Order:

Glen called the meeting to order at 5:38 PM.

Public Comment:

There was no public comment:

Approved of Meeting Minutes from January 18, 2012;

Valerie McCarthy made a motion and Dean Massey seconded, to approve the Grant Commission meeting minutes of January 18, 2012 as presented.

Vote: 9 Yes 0 No The motion passed unanimously.

Feb. 1 EFB Meeting Recap:

All grant request were heard at the Feb. 1 EFB meeting. Copies of the requests are attached to these minutes.

Grant Requests:

Innovation Grant - \$ 60,000

The amount of the Innovation Grant is \$ 60,000 with no significant changes from last year in the terms of content. The goal is to award innovation grant requests before the end of this school year. *Stuart Handloff made a motion and Mark Fitzgerald seconded, to move the Innovation Grant to 1st reading an amount not to exceed \$ 60,000.*

Vote: 9 Yes 0 No The motion passed unanimously.

North Routt Community Charter School:

2012 NRCCS Expeditionary Learning - \$ 35,000

Comments from North Routt as the result of questions from the commission:

- Expeditionary Learning is a method of teaching Colorado State Standards that aligns with the outward bound, hands-on mission of the school.
- To date, only 4 students have transitioned to high school. To Colleen Poole's knowledge the students are doing fine but has no particular data.
- The last teacher was hired 3 years ago and teacher turnover has not been a problem.
- The request will total \$ 105,000 over a 3-year period.
- Current enrollment at the NRCCS is 73.
- Other funding would be sought if the EFB request is declined.
- The Expeditionary Learning method is aligned with Colorado Standards and is measured to the same standards of all schools.
- The plan for future funding if EFB only funds the first request is undetermined.
- Collaboration with other districts has been discussed informally.
- Students receive, as the result of this model of learning, skills in critical thinking, investment in the community and excitement about learning.
- The teachers are willing to invest additional time and already have a plan to allow time to receive the training.

Additional information requested for 1st reading:

- The MOU, the plan and inventory for the 1st year.
- A tangible matrix to be used for measuring success
- Support of the curriculum from other district superintendents and curriculum personnel.

Mark Fitzgerald made a motion and Dean Massey seconded to move to 1st reading the NRCCS Expeditionary Learning training request an amount not to exceed \$ 35,000.

Vote: 9 Yes 0 No The motion passed unanimously.

Steamboat Springs Grant Requests:

Steamboat Springs Effective Classrooms - \$ 2,711,920

Dale Mellor gave a brief presentation on how the district prepares the budget. Both EFB and State funding have been cut dramatically the past couple of years. As a result, there have been significant changes to the budget.

The Steamboat Springs Effective Classroom grant request was reduced from \$ 3,027,550 to \$ 2,711,920 since the initial EFB presentation on February 1st, 2012. Changes include eliminating a request for full-day kindergarten (\$240,630) and literacy coaches is reduced from \$ 118,000 to \$ 43,000. "Middle School Spanish" is renamed to "Spanish" to allow for flexibility.

Lengthy discussion followed regarding Steamboat's request presentation as one block grant as opposed to individual line item requests to be vetted and evaluated on an individual basis.

Glen suggested Steamboat Springs decrease the budget to \$ 2,000,000, provide detail on how many students are served and the changes from year to year.

Stuart Handloff made a motion and Patrick seconded, to go forward with the recommendation as previously presented. Discussion: The commission agreed individual line request better fits the grant process but the block grant would be difficult to evaluate. Glen amended the motion that Steamboat

Steamboat Springs Education Fund Board's Grant Commission

Education Fund Board

Requestor

Hayden Schools

Request Title

HSD Tech Support Staff Member

Commission

Technology

District Priority

1

Amount Requested 44,856

Commission Priority

Request Number

Target Date for Implementation 7/1/2012

Has EFB Previously Funded This Project

Yes

Has this been addressed in other schools

Yes

Other sources of funds not provided by EFB Include School District Funding as appropriate

This request reflects a 10% reduction from the amount awarded in the previous year (\$49,839.00). The Hayden School District will additionally fund the employees salary step and insurance increase. The total cost for the 2012/2013 school year is estimated to be \$53,874.00. HSD will fund 16.7% of the total amount, or \$9,018.00.

Target group

primarily impacted by this request

All staff and students in the Hayden School District.

Goals and Objectives of this funding request

To provide personnel to assist the director of technology in providing staff and student technology support and training.

Print This Fund Request

Attach Additional Files as Needed

Submit by E-mail

Alternatives Considered

Request Title

HSD Tech Support Staff Member

What
alternatives
were considered
before selecting
this solution

The alternative would be the entire technology department consisting of just one person - the Director of Technology, which is not a workable alternative.

Outcomes

Request Title

HSD Tech Support Staff Member

What are the expected outcomes with the specified use of these funds

Improving help desk response time, training of staff and students on use of available technologies, and assisting the tech director in providing 365/24/7 support.

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

A daily measure of success is evidenced by the continued trouble free use of technology resources within the district, and the availability of the technology staff to assist with user issues and training.

Previous EFB Funding description and results

Request Title

HSD Tech Support Staff Member

Provide Years
and amounts of
previous EFB
funding and
measurements
of success
defined when
grant was
awarded

HSD Fiscal Year 2010

\$49,839.00

Systems Specialist was hired and employed the entire year. Employee received a favorable annual review.

HSD Fiscal Year 2011

\$49,839.00

Systems Specialist was retained and received a favorable annual review.

HSD Fiscal Year 2012

\$49,839.00

Systems Specialist was retained and received a favorable annual review.

Unintended or
unexpected
outcomes from
the prior
activities

Previous Experience of other school districts in addressing similar issues

Request Title	HSD Tech Support Staff Member
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What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

N/A

Springs bring forward a significantly reduced request for another 1st reading in March. *As there was no second, the motion died.*

Mark Fitzgerald made a motion, and Dean Massey seconded, to request Steamboat Springs restructure the request by individualizing the line items to present at the next Grant Commission meeting on March 21st, 2012.

Vote: 9 Yes 0 No *The motion passed unanimously.*

Mark Fitzgerald made a motion a Tammy Lake seconded, to move to 1st reading the request for Steamboat Spanish an amount not to exceed \$ 118,000 and to change the title of the "MS Spanish" request to "Spanish".

Vote: 9 Yes 0 No *The motion passed unanimously.*

Hayden School District Grant Requests:

Technology Support Staff - \$ 44,856

This request was reduced from last year's request by 10% which portion will be supported by the Hayden school district. *Mark Fitzgerald made a motion and Patrick seconded to move to 1st reading Hayden's request for a technology support staff member an amount not to exceed \$ 44,856.*

Vote: 9 Yes 0 No *The motion passed unanimously.*

Technology Infrastructure Elementary School - \$ 47,721

The infrastructure upgrade would increase the bandwidth 10-fold at the elementary school. Increased bandwidth will provide additional curriculum opportunities and on-line programs that will open doors for the students. The infrastructure will reduce the monthly fees for a T-1. *Mark Fitzgerald made a motion and Patrick Delaney seconded to move to 1st reading Hayden's request for a technology infrastructure for the elementary school an amount not to exceed \$ 47,721.*

Vote: 9 Yes 0 No *The motion passed unanimously.*

Software Licensing - \$ 6,558

The cost for Hayden's Software Licensing has been reduced due to collaboration. *Stuart Handloff made a motion and Valerie McCarthy seconded to move to 1st reading Hayden's request for Software Licensing an amount not to exceed \$ 6,558.*

Vote: 9 Yes 0 No *The motion passed unanimously.*

Hayden PowerSchool Update & Server - \$ 5,295

This request is a one-time upgrade. The upgrade would allow students and parents to stay current with classroom activities. *Patrick Delany made a motion and Tammy Lake seconded to move to 1st reading Hayden's request for a PowerSchool Update & Server to 1st an amount not to exceed \$ 5,295.*

Vote: 9 Yes 0 No *The motion passed unanimously.*

Middle School Intervention Staff - \$ 19,662

The request is reduced 10% from last year's request which portion will be supported from the district budget in response to reduce personnel funding support from the EFB. Greg Pieraccini will gather data on whether the district wants to maintain or improve intervention staff, how many students are affected and measurable feedback.

Valerie MacCarthy made a motion and Stuart Handloff seconded, to move to 1st reading Hayden's request for Middle School Intervention Staff an amount not to exceed \$ 19,662.

Steamboat Springs Education Fund Board's Grant Commission

Vote: 9 Yes 0 No

The motion passed unanimously.

Elementary Computers - \$ 16,992

Searching for additional grants to purchase computers is ongoing. Hayden was asked to provide more details including the number of computers and a matrix for evaluation. *Mark Fitzgerald made a motion and Patrick Delany seconded to move to 1st reading Hayden's request for Elementary Computers for an amount not to exceed \$ 16,992.*

Vote: 9 Yes 0 No

The motion passed unanimously.

Hayden Auditorium/Theater Upgrades - \$ 25,000

The breakdown of components for the auditorium/theater upgrade include Lighting @ \$ 10,000, Curtain @\$ 8,660, Carpet @ \$ 12,000, Seating @ \$ 5,000, Acoustics @ \$ 5,000, Misc. (paint) @ \$ 5,000 and \$ 5,000 for a consultant. The request is for ½ the total cost of renovation. Hayden wishes to emphasize the arts and make the auditorium available for community groups. The renovation will not change the current capacity. Hayden was asked to provide a matrix for educational opportunities. *Mark Fitzgerald made a motion and Susie Amsden seconded, to move to 1st reading Hayden's request for an Auditorium/Theater Upgrade an amount not to exceed \$ 25,000.*

Vote: 9 Yes 0 No

The motion passed unanimously.

Smartboard Peripherals - \$ 10,880

Every classroom has a Smartboard with basic controls. More peripherals are needed as teachers become trained. *Valerie McCarthy made a motion and Tammy Lake seconded, to move to 1st reading Hayden's request for Smartboard Peripherals an amount not to exceed \$ 10,880.*

Vote: 9 Yes 0 No

The motion passed unanimously.

Summer Intensive (Hayden/South Routt)- \$ 15,000

EFB had asked the two districts to split the requests. Nothing in the programs is shared and \$ 7,500 goes to each district. The request is a low priority for Hayden and #2 priority for South Routt. The districts will resubmit as two requests to be reviewed at the next Grant Commission meeting on March 21st, 2012.

South Routt School District Grant Requests:

Technology Tower - \$ 95,000

Technology infrastructure improvements at South Routt depend on increased bandwidth. Tim Miles now is technology director for South Routt (as well as Steamboat Springs) resulting in his responsibility for 300 more computers. The radios would provide a connection between Yampa/Oak Creek and Oak Creek/Steamboat Springs providing more effective communication and the ability to use I Pads and upgrade to Windows 7. Using the existing fiber belonging to Quest is too expensive. The radios would be a 7-10 yr. solution. South Routt was asked to provide a list of what would be purchased and resulting contributions to the community. *Stuart Handloff made a motion and Valerie McCarthy seconded, to move to 1st reading South Routt's request for the Technology Tower an amount not to exceed \$ 95,000.*

Vote: 9 Yes 0 No

The motion passed unanimously.

Network Hardware Infrastructure - \$ 152,000

The breakdown of purchases is \$ 65,000 for Smartboards, \$ 55,000 for infrastructure and \$ 25,000 for computer replacement. South Routt was asked to supplement the requests with a matrix and to prioritize each line item. Discussion followed regarding breaking down each line item as a separate request. *Stuart Handloff made a motion and Mark Fitzgerald seconded, to move to 1st reading South*

Routt's request for Network Hardware Infrastructure an amount not to exceed \$ 152,000, with not to exceed amounts for the three different line items and separate measurements. Discussion: Separate grants would be preferred, a flexible technology plan developed, that there is the same commitment for Smartboard training and to prioritize the three line items.

Vote: ___9 Yes___ ___0 No___ The motion passed unanimously.

Scott Mader suggested a retreat for philosophical discussions with EFB and administrators.

Community Group Grant Requests:

Girls to Women - \$ 1,000

Beth Windler presented this request for 8th grade girls in Routt Co. Other funding is available and the same kind of programs does exist for boys. Of the \$ 6,000 budget, \$ 5,000 will be spent on the venue. Alternative venues are being researched. *Stuart Handloff made a motion and Mark Fitzgerald seconded to move to 1st reading the Girls to Women grant request an amount not to exceed \$ 1,000.*

Vote: ___9 Yes___ ___0 No___ The motion passed unanimously.

Yampatika Environmental Literacy - \$ 30,000

Sonya Macys noted the program has expanded from 6 to 30 classrooms in Routt County. The funds would maintain the current level of programming. Yampatika is always seeking other sources of funding. If not fully funded, classrooms would be cut and data lost. *Stuart Handloff made a motion and Dean Massey seconded, to move to 1st reading Yampatika's request an amount not to exceed \$ 30,000.*

Vote: ___9 Yes___ ___0 No___ The motion passed unanimously.

RMYC Science School - \$ 20,000

Marti Schad from Rocky Mountain Youth Corps. was present to answer questions. As there was no discussion, *Valerie McCarthy made a motion and Stuart Handloff seconded, to move forward to 1st reading Yampa Valley Science School's request and amount not to exceed \$ 20,000.*

Vote: ___9 Yes___ ___0 No___ The motion passed unanimously.

Partners Middle School Mentors - \$ 37,500

Libby Foster said the number of mentors have increased from 7-9 and the program has been expanded to elementary students. 150 students benefit from the program. Research indicates students receiving the most benefit from the program are extremely high-risk students. *Dean Massey made a motion and Valerie McCarthy seconded, to move to 1st reading Partners Middle School Mentor's request an amount not to exceed \$ 37,500.*

Vote: ___9 Yes___ ___0 No___ The motion passed unanimously.

SSAC Middle School Production - \$ 7,500

Susan Whittlesey and Michael Davide Michael said 50 - 6th, 7th and 8th grade students are involved in the production. Whether or not the program continues depends on funding. Many students stay involved through high school. SSAC was asked to provide a budget for 2nd reading. *Mark Fitzgerald made a motion and Valerie McCarthy seconded to move to 1st reading the SSAC Middle School Production an amount not to exceed \$ 7,500.*

Vote: ___8 Yes___ ___0 No___ ___1 Abstention (Handloff)___ The motion passed unanimously with one abstention.

SSAC Summer Arts Camp - \$ 4,000

Steamboat Springs Education Fund Board's Grant Commission

Susan Whittlesey and Michael Davide Michael said the program has grown from 3 to 4 camps for students ages 4 to 15. The total budget for the Arts Camp is \$ 17,500. Additional funding will be sought until there is enough to continue the program if the EFB request is declined. The commission requested a budget is provided for the program. *Valerie McCarthy made a motion and Mark Fitzgerald seconded to move to 1st reading the SSAC Summer Arts Camp an amount not to exceed \$ 4,000.*

*Vote: 8 Yes 0 No 1 Abstention (Handloff) The motion passed
unanimously with one abstention.*

Adjourn:

The Grant Commission meeting adjourned at 10:25 PM.

Education Fund Board

Requestor

Other

Request Title

2012 NRCCS Expeditionary Learning - Updated

Commission

Amount Requested 35,000

Request Number

Target Date for Implementation July 1, 2012

Has EFB Previously Funded This Project

Yes

Has this been addressed in other schools

Yes

Other sources
of funds not
provided by
EFB
Include
School District
Funding as
appropriate

NRCCS General Operating Fund

Target group

primarily
impacted by this
request

Primary beneficiaries of this request include all K-8 (72) North Routt Community Charter School students and (8) staff

Goals and
Objectives of
this funding
request

In 2004/2005, state assessment results showed that NRCCS students were primarily scoring in the partially proficient range for reading, writing and math. Based on these results, NRCCS chose to undertake a comprehensive reform that took into consideration the end goals set forth by the NRCCS Board, the educational needs and research based best practices for student achievement, and reflection upon the school mission. Ultimately, the NRCCS determined that Expeditionary Learning (EL) aligned closely with the goals set forth by NRCCS and would be the ideal model to provide a solid academic foundation from which to propel NRCCS student achievement into proficient and advanced levels in State and District assessments. Since the initial integration of EL into the NRCCS curriculum, CSAP scores have increased to meet all academic achievement expectations for reading, math, and writing. Results now meet academic growth expectations for math, and exceed expectations for both reading and writing. Even though these results show improvement, they do not reflect the benefit potential of a fully engaged/funded partnership with EL. Due to financial restrictions, NRCCS has not been able to fund a complete annual EL contract since 2005/2006. The ultimate goal is to fully implement an EL partnership for a minimum of 3 years to continue the transformation of NRCCS into a high performing school of choice for students in the Steamboat Springs School District, offering an alternative pedagogy for student achievement. The EL model challenges students to think critically and take active roles in their classrooms and communities. Not only does this result in higher achievement and greater school engagement, but research also demonstrates that students learn best if the learning is a meaningful integration of interactive academic disciplines based on inquiry. Learning expeditions are the cornerstone of the EL model—a purposeful, in-depth, interdisciplinary investigation of a rich theme or topic. Teachers formulate guiding questions for expeditions that stimulate student inquiry and debate. Each learning expedition includes challenging projects, literature that relates to the theme or topic, fieldwork, adventure and

Print This Fund Request

Attach Additional
Files as Needed

Submit by E-mail

Please set aside a few hours to go through these requests prior to the meeting so that we can have productive, efficient conversations around the merits of each request, and determine which should move to first reading and which will not.

Alternatives Considered

Request Title

2012 NRCCS Expeditionary Learning - Updated

Following initial research, no other alternatives were considered. EL is a curriculum that best fits the NRCCS mission as a school and the outcomes or ends it has established. Eliminating Expeditionary Learning (EL) has not been considered as an alternative.

The Mission of the North Routt Community Charter School (NRCCS) is "to teach our children to spread their wings and soar like eagles." North Routt is a place of learning, inhabited by people who treasure our countryside and its historical significance, with a commitment to the children and the community (both local and global). In this special setting we see each individual achieving his/her potential in a positive, goal oriented, nurturing and secure environment.

Relevant goals established by the NRCCS School Board:

1. The students will have a life-long passion for learning and will recognize their place in and potential to affect the local and global communities to which they belong.

2. The students have a strong basic core of academic knowledge. Each student will meet or exceed individually established academic standards for performance in all content areas based on the Colorado Content Standards. Each student's skills will meet or exceed individually established standards for analysis, critical thinking, and presentation. Each student will have the capacity and confidence to make decisions and use time wisely. Each student will have the tools and the ability to learn, acquire, and evaluate information as needed through a variety of resources and current technologies. Each student will have the ability to evaluate and value the quality of his/her own work, striving for excellence. Each student will have the capability to recognize and appreciate the relevance of academic content and its intrinsic value in his/her life.

3. Students are self-confident and have personal visions and goals. Each student will discover his/her own talents, and celebrate those strengths by striving for excellence in every endeavor. Each student will exercise self-discipline and focus on achieving individually established dreams and goals. Each student will have the self-esteem necessary to live with dignity and be proud of his/her accomplishments. Each student will know that knowledge is a powerful and essential tool to succeed in any aspiration.

4. Students are socially responsible leaders who use their core values and individual talents to inspire others throughout their lives.

5. The school is a model of community stewardship. The school will be a resource for the betterment of the North Routt community members. The school will be a hub for regional communication and the sharing of ideas. The school will be a source of local pride that welcomes new members to our community.

What
alternatives
were considered
before selecting
this solution

Please set aside a few hours to go through these requests prior to the meeting so that we can have productive, efficient conversations around the merits of each request, and determine which should move to first reading and which will not.

Outcomes

Request Title

2012 NRCCS Expeditionary Learning - Updated

What are the expected outcomes with the specified use of these funds

Expected outcomes of full EL implementation and funding include:

A longer partnership with EL and deeper implementation of the model will yield higher CSAP scores across all grade levels and subject areas.

Better teachers trained to carry the NRCCS mission and EL curriculum forward and to share experience with other interested members of the District.

NRCCS students entering the Steamboat Springs High School will be high academic performers and social leaders.

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

As part of the contract with Steamboat Spring School District, NRCCS goals and objectives are set up based on the Unified Improvement Plan (UIP), and the District Accountability Committee (DAC) monitors progress. All goals are intended to increase student achievement. However, core subject area goals in reading, writing, math and science are written with the emphasis of student performance on state standards assessments. NRCCS is held to the same standard as the Steamboat School District in meeting our AYP (Annual Yearly Progress) and moving students from partially proficient to proficiency and above.

On-going assessments within the EL model help teachers target student needs in terms of skills and content. EL also has annual evaluation based on performance to identify needs and set goals for next year.

Professional Development – EL coaches work together with teachers and school leaders on targeted work plans aimed at specific curricular, instructional, and structural improvements. The principal and each faculty member participate in at least 10-15 days of professional development every year in the summer and during the school year. This frequent and ongoing access to NRCCS staff will measure growth and improvement in practice and results. Data-driven planning – EL provides a tight, data-driven planning cycle that keeps a sharp focus on student achievement, local context, and changing needs. Work with EL begins with a holistic needs and assets inventory and proceeds with the development of work plans aimed at dramatic improvements in student achievement and implementation of core EL practices.

In addition to guided staff development and planning, Expeditionary Learning also provides a yearly progress document based on movement towards the EL model. This report measures growth in five areas: design and implementation of learning expeditions, active pedagogy and effective use of classroom instructional practices, culture and character across the school, leadership in school improvement and school structure.

Please set aside a few hours to go through these requests prior to the meeting so that we can have productive, efficient conversations around the merits of each request, and determine which should move to first reading and which will not.

Previous EFB Funding description and results

Request Title

2012 NRCCS Expeditionary Learning - Updated

Provide Years and amounts of previous EFB funding and measurements of success defined when grant was awarded

With the help of a Title V grant and funds from the NRCCS budget, funding for the first year (2004/2005) of EL was accomplished.

In 2005/2006, the EFB granted just \$12,000.00. An additional \$9,000.00 from the NRCCS budget was added to fund one half of a full year EL contract, or \$21,000.00. At the time, a yearly contract for an EL partnership was \$42,000.00.

With only limited EL implementation due to a lack of funding, the North Routt Community Charter School was one of only 4 schools in the Steamboat Springs School District to make Adequate Yearly Progress (AYP) under the federal No Child Left Behind (NCLB) law for 2011.

Unintended or unexpected outcomes from the prior activities

Following partial implementation of an EL curriculum in 2005/2006, there were several additional benefits for the NRCCS.

- Enrollment increased by 55%.
- Hiring of another full-time teacher with a Math / Science focus.
- Expanded classroom space with the purchase of a 30' yurt.

As a result of these initial accomplishments, the NRCCS continues to experience successes previously unimaginable. Current accomplishments include a staff of 6 teachers, capacity enrollment, and a new school building scheduled to open early January 2012.

Please set aside a few hours to go through these requests prior to the meeting so that we can have productive, efficient conversations around the merits of each request, and determine which should move to first reading and which will not.

Previous Experience of other school districts in addressing similar issues

Request Title

2012 NRCCS Expeditionary Learning - Updated

Two recent studies -- one in Rochester, NY and one national, substantiate EL internal data with statistically significant findings showing evidence of EL impact on student achievement.

Study 1: Impact of the Expeditionary Learning model on student academic performance in Rochester, NY

Summary: In a recent study (Sept. 2010) of EL schools in Rochester, NY, researchers compared the academic achievement performance of EL elementary and middle school students in Rochester, NY to matched comparison students in non-EL Rochester schools over two academic years. Researchers found two important findings:

1. Participating in an EL school resulted in substantial and statistically significant achievement advantages for elementary students in English/language arts and math, and for both years of middle school English/language arts.
2. These statistically significant positive effects predict that, on average, enrollment in an EL school would have lifted 19% of the students who were below the proficient category to the proficient category on the state assessment had they attended an EL school.

Study 2: The relationship between Expeditionary Learning participation and academic growth

Summary: In a national study (Aug. 2010) of more than 11,000 students in eight states, researchers compared growth in reading, math, and language usage between students in EL schools to a non-EL comparison group. The researchers found that in mature EL schools -- those that had implemented the EL program at a high level of fidelity for three years or more -- students experienced significantly greater test score gains than non-EL students in four out of six comparisons in math, reading, and language usage.

Another study conducted in 2008/2009 showed percentages of EL schools outperforming districts based on length of partnership with EL:

Reading/Language Arts -- Partner <4 years = 50%, Partner 4+ years = 62%, Partner 10+ years = 78%

Math -- Partner <4 years = 38%, Partner 4+ years = 54%, Partner 10+ years = 67%

This study also showed the percentage of EL schools outperforming districts based on level of EL implementation (EL conducts an annual implementation review to determine each school's fidelity to the EL model):

Reading/Language Arts -- Early Implementing = 44%, Implementing = 77%, Highly Implementing = 100%

Math - Early Implementing = 36%, Implementing = 63%, Highly Implementing = 90%

In addition, the 2009 Colorado Student Assessment Program (CSAP) scores demonstrate strong gains for the state's 15 K-12 Expeditionary Learning schools. EL students in urban, suburban, and rural communities across the state made important gains in reading, writing, math, and science.

Data highlights include:

Students that entered Explore Elementary School in Thornton as 4th graders in 2006 (the school's first year) were tied for the lowest scores in the district. In 2009, as sixth graders, these students were the highest performers in the district -- achieving a 44% increase in proficiency in reading over three years from just a 28% proficiency in 4th grade to 72% proficiency in 6th grade.

What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

Expeditionary Learning - Annual MOU Budget

Fiscal Year: 2012-2013

Total MOU Value: \$35,000.00

Direct Service: Direct Service Days, Travel/Prep Days, Travel (# of trips X cost per)

Note: Each school designer develops a variety of school-based professional development opportunities for staff based on a school's identified needs. Some examples include:

- Full staff training for improved school-wide implementation of EL model
- Small team coaching sessions for curriculum planning
- Curriculum planning with individual teachers
- Demonstration lessons with students and follow-up debriefing sessions with teachers
- Targeted professional development around one of the key facets of EL model, authentic student-engaged assessment
- Classroom observation and follow-up debriefing sessions with teachers
- Individual or small group meetings with school leaders or leadership teams
- Presentations to various constituent groups (e.g., parents, community groups, school boards)
- Ongoing assessment of the school-wide implementation of EL core practices
- Access to teaching resources, model student work, and EL Commons--an online forum for sharing knowledge and collaborative work space

Sub-Total: \$25,000.00

Membership Fee: # of staff members

Sub-Total: \$2,800.00

Professional Development Institutes and Site Seminars: 5-Day/3-Day National Institutes, Summit, National Conference, Outward Bound Educator Course, Site Seminar, 3-Day Regional Institutes

Note: Professional development institutes AND seminars:

- EL professional development is led by the most experienced school designers and master teachers from across the EL network.
- Three-day and five-day residential institutes provide content-rich curricular and instructional strategies for teachers and leaders on topics such as reading, math, differentiation, assessment, and the use of data.

- Five-day residential Learning Expeditions for Educators allow teachers to experience learning as their students do. And two-day Site Seminars invite educators to observe some of our most successful schools in action.
- The Expeditionary Learning National Conference includes a mix of interactive master classes, structured discussion groups, and regional gatherings. Approximately 120 master classes, collaboratively designed and facilitated by EL school designers and teachers, are offered each year to the conference's 700+ participants. The optional pre-conference day is a chance to experience EL practices on a deeper level. Participants can take a science-based or humanities-based Slice – a day in the life of a Learning Expedition; visit a local EL school; or explore a common EL practice, such as differentiation or assessment.

Sub-Total: \$5,000.00

Teacher Travel and Materials: Books, Materials/Supplies, Staff Travel Expenses

Sub-Total: \$2,200.00

Fiscal Year: 2013-2014

Total MOU Value: \$35,000.00

Direct Service: Direct Service Days, Travel/Prep Days, Travel (# of trips X cost per)

Sub-Total: \$23,000.00

Membership Fee: # of staff members

Sub-Total: \$2,800.00

Professional Development Institutes and Site Seminars: 5-Day/3-Day National Institutes, Summit, National Conference, Outward Bound Educator Course, Site Seminar, 3-Day Regional Institutes

Sub-Total: \$7,000.00

Teacher Travel and Materials: Books, Materials/Supplies, Staff Travel Expenses

Sub-Total: \$2,200.00

Fiscal Year: 2014-2015

Total MOU Value: \$35,000.00

Direct Service: Direct Service Days, Travel/Prep Days, Travel (# of trips X cost per)

Sub-Total: \$20,000.00

Membership Fee: # of staff members

Sub-Total: \$2,800.00

Professional Development Institutes and Site Seminars: 5-Day/3-Day National Institutes, Summit, National Conference, Outward Bound Educator Course, Site Seminar, 3-Day Regional Institutes

Sub-Total: \$9,000.00

Teacher Travel and Materials: Books, Materials/Supplies, Staff Travel Expenses

Sub-Total: \$3,200.00

Please set aside a few hours to go through these requests prior to the meeting so that we can have productive, efficient conversations around the merits of each request, and determine which should move to first reading and which will not.

Expeditionary Learning Outward Bound

PROGRAM DESCRIPTION

Expeditionary Learning Outward Bound (ELOB) is a school reform program that incorporates extensive content-based staff development. Students' educational experiences revolve around expeditions — long-term, in-depth studies of a topic or theme that involve field work, service, adventure, and a cumulative final project or performance.

Teachers, who are at the center of the learning experiences, must know their content deeply and be able to transform their teaching practices so that they can design and guide expeditions. Ten design principles and five program core practices characterize each of the ELOB schools. The ten principles include an emphasis on character and academic development; social commitment, vision, and service; cooperation and healthy competitions against oneself and standards; the importance of caring and intimacy, solitude and reflection and success and failure as means to and conditions for learning; respect for nature and the environment; diversity and inclusivity in the classroom; and creation of conditions in schools for all students to discover and construct meaning. ELOB schools restructure schedules, school organization, teacher-student relationships, curriculum, professional development, and assessment to create and support a community of learners engaged in expeditions.

PROGRAM CONTEXT

Expeditionary Learning Outward Bound is implemented at diverse school sites, including schools in urban, suburban, and rural settings. It is effective in a wide range of grade configurations including K-6, K-8, K-12, 6-12, and 9-12.

ELOB schools include diverse student populations that frequently are composed of high populations of minority and low-income students.

STAFF DEVELOPMENT PROGRAM

The staff development program associated with Expeditionary Learning Outward Bound is experiential and extensive. Its goal is changing teachers' views of teaching and their role in the classroom and helping them become facilitators of learning rather than dispensers of knowledge.

The staff development program includes multiple dimensions. During five-day summer planning institutes, national faculty works with teams of teachers in developing their expeditions. On-site professional development occurs after school or on planning days. On these days, national faculty help teachers align their expeditions to state standards, assist with identifying additional resources and materials, and help design concrete lessons. Additional training during the school year might include using portfolios or creating rubrics and other forms of authentic assessment. National leadership institutes focus on assessing a school's readiness to implement Expeditionary Learning. National leadership retreats and conferences are held annually and promote collaboration. Week long summits provide immersion in a discipline or topic.

Other forms of staff development include sharing days where teachers network with colleagues; visits from master teachers; workshops on special topics; visits to schools with the ELOB network; leadership development forums for principals and other school leaders; and Outward Bound expeditions designed for educators.

Most teachers participate in an average of 10-20 days of professional development a year. Summer institutes, sharing days, planning days, and mini-sabbaticals are the most frequent forms of ELOB staff development.

SUMMARY OF RESULTS

Students' academic achievement in math and reading on standardized, norm-referenced, achievement tests increased significantly as a result of their participation in ELOB when compared to other schools in the states and/or districts. In addition, students' attendance, parent involvement, attitude about school, enjoyment of school, and active engagement in learning increase as a result of the expeditionary structure of learning.

•training• coaching• demonstrations• action research• school self-study• school visitations• periodic peer review

2/21/12

School North Routt
Region Mountain
Cluster

	Year 1		Year 2		Year 3	
	Cost	Units	Amount	Units	Amount	Amount
Direct School Services						
On-Site Days	\$ 1,500	24	\$ 36,000	22	\$ 33,000	\$ 30,000
Off-Site Days		0	\$ -	0	\$ -	\$ -
Budgeted Travel		-	\$ -	-	\$ -	\$ -
Sub-Total			\$ 36,000		\$ 33,000	\$ 30,000
Off Site PD						
National Conference	\$ 750	0	\$ -	0	\$ -	\$ -
5-day Institutes	\$ 2,000	1	\$ 2,000	1	\$ 2,000	\$ 2,000
OB Educator Course	\$ 1,800	0	\$ -	0	\$ -	\$ -
3-day Institute	\$ 1,000	1	\$ 1,000	1	\$ 1,000	\$ 1,000
Site Seminars	\$ 400	0	\$ -	0	\$ -	\$ -
Leadership Cohort	\$ 800	1	\$ 800	1	\$ 800	\$ 800
Pre-Conference Day	\$ 200	0	\$ -	0	\$ -	\$ -
Expeditions for Educators	\$ 2,000	0	\$ -	0	\$ -	\$ -
*Cluster Based Institute	\$ 500	0	\$ -	0	\$ -	\$ -
Sub-Total			\$ 3,800		\$ 3,800	\$ 3,800
Membership		7	\$ 2,500	7	\$ 2,500	\$ 2,500
Total MOU Cost			\$ 42,300		\$ 39,300	\$ 36,300

*pricing tentative

**Steamboat Springs School District
Effective Classroom Budget
FY 2012-2013**

<u>Program</u>	<u>EFB Request</u>
Effective Classroom	
Small Class Size	1,312,750
Title I reading	33,340
ELL	160,000
Counseling	70,000
G/T	132,000
Special Education	378,000
Technology	364,830
Literacy - 2 coaches	118,000
Professional Development	100,000
	<u>2,668,920</u>
Full Day Kindergarten	240,630
Middle School Spanish	118,000
	<u><u>3,027,550</u></u>

Education Fund Board

Requestor Steamboat Schools

Request Title Effective Classrooms

Commission Educational Ex

District Priority

1

Amount Requested 2,668,920

Commission Priority

Request Number

Target Date for Implementation July 2012

Has EFB Previously Funded This Project

Yes

Has this been addressed in other schools

Yes

Other sources
of funds not
provided by
EFB
Include
School District
Funding as
appropriate

SSSD General Funds
Title I Federal Funds
Title III Federal Funds
Gifted and Talented State Funds
Sara Craig-Scheckman Grant for ELL
BOCES

Target group
primarily
impacted by this
request

This grant will impact all 2300 students in SSSD. Creation of an effective classroom is not a solitary event, but an activity that mandates team work by all staff, both licensed and non-licensed. Each student in our district is taught by a variety of licensed staff, who to be effective, must work in concert as a team. These funds are necessary to be able to successfully meet the class size policy of 20:1 at the elementary and 25:1 at the secondary level. This grant will also provide for specific services, including technology, in each classroom, to the district's Title I (reading & math) students, English Language Learners (ELL), students who need counseling, provide for the identified gifted and talented students, provide resources for all day Kindergarten and add two literacy coaches to assist classroom.

Goals and
Objectives of
this funding
request

The district's mission is that "All students are learning in a safe environment and prepared to succeed in an ever-changing world". In order to accomplish this, there needs to be an appropriate level of resources for teaching & learning to occur at a high level in the district. Each of our 2300 students encounter several licensed staff members in a given day. This team of teachers provides the supports necessary so that each individual student can learn in an environment and manner appropriate to their unique situation. These interventions occur in all classrooms, with teachers involved in the regular classroom, Title I, English Language Learner, Counseling, Gifted & Talented, and Special Education.

In keeping with the ballot language of providing these sales tax funds for educational purposes, it is the district's intent to accomplish the following:

Objective 1: Work to maintain class sizes in accordance with school district policy I-14, Class Size. According to policy the elementary staffing ratio is 20:1 and the secondary level is 25:1.

Objective 2: As stated in board policy regarding Results for Academic Achievement (R-2), students will have and apply the essential academic skills and knowledge. Every student will show evidence of reasonable growth each year.

Print This Fund Request

Attach Additional
Files as Needed

Submit by E-mail

Alternatives Considered

Request Title

Effective Classrooms

What
alternatives
were considered
before selecting
this solution

Recently, the EFB approved matching funds for the Mile High United Way Literacy grant and the district has charged fees for its all-day Kindergarten program. The remaining programs and staff are currently allocated within the EFB allocation or district budget. Grants, budget reductions, increase in fees and increasing class sizes would need to be considered to meet this solution.

Outcomes

Request Title

Effective Classrooms

What are the expected outcomes with the specified use of these funds

Expected outcomes are improved academic achievement due to better program access by all students and improved staff development programming. EFB funding will also provide resources to maintain present staffing levels in several program areas. Due to the diversity of this request, all students and staff will benefit.

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

There are several growth indicators that are used to monitor student progress and provide guidance on improved teaching & learning. Some of those measurements are found in the District Performance Framework from CDE. The key measurements include:

- TCAP (formerly CSAP)
Students will continue to meet or exceed the state's proficiency goal
- Colorado Growth Model-
Student will continue to meet or exceed the academic growth targets
- Academic Growth Gaps-
Achievement gaps within subgroup populations will diminish
- Post Secondary and Workforce Readiness
Students will continue to exceed the targets in this area

Accredited with Distinction- This top 10% academic award from CDE was earned by the district in 2010 & 2011. The district will strive to earn this honor in 2012.

Attached is a glossary of other measurements employed by the district to monitor student achievement and progress.

Previous EFB Funding description and results

Request Title

Effective Classrooms

Provide Years
and amounts of
previous EFB
funding and
measurements
of success
defined when
grant was
awarded

Please see attached spreadsheet (My Budget 2012-13) showing past history of EFB funding.

Effective classrooms demand the successful interaction of a variety of licensed & non-licensed staff and programs. Submittal of this Effective Classrooms proposal reflects that belief and will allow more coordination of resources to ensure ultimate success of each individual student.

Unintended or
unexpected
outcomes from
the prior
activities

Previous Experience of other
school districts in addressing
similar issues

Request Title

Effective Classrooms

What solutions
are in place at
other school
districts, and
what
consideration
was given to
their solution in
generating this
request

Without fully examining the total operation of another school district it is difficult to address this question. Each district's decisions are based on financial limitations which allocate resources differently based on their student achievement data, existing district policy and community expectations.

Steamboat Springs School District has existing policies in place regarding class size and academic results that may or may not exist in other school districts. This proposal reflects existing district policies, programs, assessment results, staff development needs and community expectations.



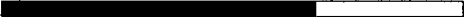


Our school district is fortunate to have the resources available through the half-cent sales tax. It provides resources above state and federal formulas which allows program maintenance, exploration and expansion.

Accredited with Distinction

This is the accreditation category for the district. Districts are designated an accreditation category based on their overall framework score, which is a percentage of the total points they earned out of the total points eligible in each performance indicator. The overall score is then matched to the scoring guide below to determine the accreditation category.

Plan Assignment	Framework Points Earned
Accredited with Distinction	at or above 80%
Accredited	at or above 64% - below 80%
Accredited with Improvement	at or above 52% - below 64%
Accredited with Priority Improvement Plan	at or above 42% - below 52%
Accredited with Turnaround Plan	below 42%

Framework points are calculated using the percentage of points earned out of points eligible. For districts with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

Performance Indicators	Rating	% of Points Earned out of Points Eligible*		
Academic Achievement	Exceeds	91.7%	(13.8 out of 15 points)	
Academic Growth	Meets	80.6%	(28.2 out of 35 points)	
Academic Growth Gaps	Meets	69.4%	(10.4 out of 15 points)	
Postsecondary and Workforce Readiness	Exceeds	91.7%	(32.1 out of 35 points)	
Test Participation**	95% Participation Rate Met			
TOTAL		84.5%	(84.5 out of 100 points)	

* Districts may not be eligible for all possible points on an indicator due to insufficient counts of students. In these cases, the points are removed from both the points earned and the points eligible, so scores are not negatively impacted.

** Districts do not receive points for test participation. However, districts are assigned one accreditation category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one subject (reading, writing, math, science, and COACT), or (2) for districts serving multiple grade levels, meet at least a 95% participation rate in all or all but one subject when individual subject rates are rolled up across grade levels AND the district makes AYP participation (in reading and math) for each grade level overall (not including disaggregated groups).

Finance Meets requirements

Safety Meets requirements

Districts do not receive points for finance and safety assurances. However, districts that do not meet requirements in at least one area default to Accredited with Priority Improvement Plan (or remain Accredited with Turnaround Plan) until they meet requirements.

What do the performance indicators measure?**Academic Achievement**

The Achievement Indicator reflects how a district's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth

The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) median growth: how the academic progress of the students in this district compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this district to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.

Academic Growth Gaps

The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their median and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students needing to catch up.

Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or careers upon completing high school. This indicator reflects student graduation rates, dropout rates, and average Colorado ACT composite scores.

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	4	4		Exceeds	499	84.6%	90
Mathematics	4	4		Exceeds	498	85.5%	91
Writing	4	4		Exceeds	496	70.2%	90
Science	3	4		Meets	178	66.8%	87
Total	15	16	93.8%	Exceeds			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	315	59	23	Yes
Mathematics	4	4		Exceeds	318	62	38	Yes
Writing	3	4		Meets	315	57	31	Yes
Total	10	12	83.3%	Exceeds				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	14	16	87.5%	Exceeds				
Free/Reduced Lunch Eligible	3	4		Meets	50	54	37	Yes
Minority Students	3	4		Meets	31	59	36	Yes
Students w/ Disabilities	4	4		Exceeds	32	68	55	Yes
English Language Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	56	73	59	Yes
Mathematics	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	51	50	48	Yes
Minority Students	3	4		Meets	33	50	45	Yes
Students w/ Disabilities	1	4		Does Not Meet	33	35	59	No
English Language Learners	2	4		Approaching	20	54	57	No
Students needing to catch up	3	4		Meets	57	56	72	No
Writing	12	16	75%	Exceeds				
Free/Reduced Lunch Eligible	3	4		Meets	50	49	37	Yes
Minority Students	3	4		Meets	32	54	38	Yes
Students w/ Disabilities	2	4		Approaching	33	50	58	No
English Language Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	127	62	47	Yes
Total	38	52	73.1%	Exceeds				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	99.8%	95% Participation Rate Met	520	521
Mathematics	99.8%	95% Participation Rate Met	520	521
Writing	99.2%	95% Participation Rate Met	517	521
Science	100.0%	95% Participation Rate Met	184	184

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	4	4		Exceeds	514	86.0%	93
Mathematics	4	4		Exceeds	513	78.2%	98
Writing	4	4		Exceeds	514	78.4%	95
Science	3	4		Meets	170	64.7%	87
Total	15	16	93.8%	Exceeds			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	486	51	18	Yes
Mathematics	4	4		Exceeds	485	62	48	Yes
Writing	3	4		Meets	486	58	32	Yes
Total	10	12	83.3%	Meets				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	71	50	32	Yes
Minority Students	3	4		Meets	53	49	35	Yes
Students w/ Disabilities	2	4		Approaching	52	46	50	No
English Language Learners	2	4		Approaching	30	49	66	No
Students needing to catch up	2	4		Approaching	65	54	63	No
Mathematics	15	20	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	70	59	64	No
Minority Students	3	4		Meets	52	63	68	No
Students w/ Disabilities	3	4		Meets	51	55	75	No
English Language Learners	3	4		Meets	29	67	86	No
Students needing to catch up	3	4		Meets	96	66	85	No
Writing	17	20	85%	Meets				
Free/Reduced Lunch Eligible	4	4		Exceeds	71	63	49	Yes
Minority Students	4	4		Exceeds	53	64	57	Yes
Students w/ Disabilities	2	4		Approaching	52	53	68	No
English Language Learners	4	4		Exceeds	30	65	63	Yes
Students needing to catch up	3	4		Meets	99	60	73	No
Total	44	60	73.3%	Meets				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	100.0%	95% Participation Rate Met	524	524
Mathematics	100.0%	95% Participation Rate Met	522	522
Writing	100.0%	95% Participation Rate Met	524	524
Science	100.0%	95% Participation Rate Met	174	174

Social Studies

Standards are the topical organization of an academic content area. The four standards of social studies are:

1. History
2. Geography
3. Economics
4. Civics

Health and Physical Education

Standards are the topical organization of the concepts and skills every Colorado student should know and be able to do throughout their preschool through twelfth-grade experience.

1. Movement Competence and Understanding (Physical Education)
2. Physical and Personal Wellness (Shared Standard)
3. Emotional and Social Wellness (Shared Standard)
4. Prevention and Risk Management (Shared Standard)

Drama and Theatre Arts

Standards are the topical organization of an academic content area. The three standards of drama and theatre arts are:

1. Create
2. Perform
3. Critically Respond

Music

Standards are the topical organization of the concepts and skills all Colorado students should know and be able to do throughout their preschool through twelfth-grade experience.

1. Expression of Music
2. Creation of Music
3. Theory of Music
4. Aesthetic Valuation of Music

District: STEAMBOAT SPRINGS RE-2 - 2770

1 Year

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	3	4		Meets	307	84.4%	88
Mathematics	4	4		Exceeds	308	62.3%	99
Writing	4	4		Exceeds	307	73.0%	94
Science	3	4		Meets	148	64.2%	81
Total	14	16	87.5%	Exceeds			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	282	48	7	Yes
Mathematics	3	4		Meets	283	50	29	Yes
Writing	3	4		Meets	282	55	18	Yes
Total	9	12	75%	Meets				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	10	16	62.5%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	38	53	27	Yes
Minority Students	2	4		Approaching	31	43	23	Yes
Students w/ Disabilities	3	4		Meets	26	55	37	Yes
English Language Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	25	49	75	No
Mathematics	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	39	43	88	No
Minority Students	2	4		Approaching	31	53	63	No
Students w/ Disabilities	2	4		Approaching	26	52	96	No
English Language Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	83	51	97	No
Writing	11	16	68.8%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	38	57	49	Yes
Minority Students	4	4		Exceeds	31	60	48	Yes
Students w/ Disabilities	2	4		Approaching	26	45	84	No
English Language Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	64	49	85	No
Total	29	48	60.4%	Approaching				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation
Graduation Rate: 4yr/5yr/6yr/7yr	3	4		Meets	165/142/197/147	89.7/87.3/86.3/88.4%	80%
Dropout Rate	4	4		Exceeds	1104	1.0%	At/below state average
Colorado ACT Composite	4	4		Exceeds	144	22.0	Above state average
Total	11	12	91.7%	Exceeds			

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	99.7%	95% Participation Rate Met	314	315
Mathematics	100.0%	95% Participation Rate Met	316	316
Writing	100.0%	95% Participation Rate Met	315	315
Science	99.4%	95% Participation Rate Met	154	155
Colorado ACT	99.3%	95% Participation Rate Met	144	145

Counts and ratings are not reported for metrics when the district/school does not meet the minimum student counts required for reportable data

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	The district's percentage of students scoring proficient or advanced was:				
	• at or above the 90th percentile of all districts using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF).	Exceeds	4	16 (4 for each content area)	15
	• below the 90th percentile but at or above the 50th percentile of all districts using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF)	Meets	3		
	• below the 50th percentile but at or above the 15th percentile of all districts using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF)	Approaching	2		
	• below the 15th percentile of all districts using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF).	Does Not Meet	1		
Academic Growth	If the district meets the median adequate student growth percentile and its median student growth percentile was:			12 (4 for each content area)	35
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the district does not meet the median adequate student growth percentile and its median student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
Academic Growth Gaps	If the student subgroup meets the median adequate student growth percentile and its student growth percentile was:			60 (5 for each subgroup in 3 content areas)	15
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
Postsecondary and Workforce Readiness	Graduation Rate: The district's graduation rate was:			12 (4 for each sub-indicator)	35
	• at or above 90%.	Exceeds	4		
	• above 80% but below 90%.	Meets	3		
	• at or above 65% but below 80%.	Approaching	2		
	• below 65%.	Does Not Meet	1		
	Dropout Rate: The district's dropout rate was:				
	• at or below 1%.	Exceeds	4		
	• at or below the state average but above 1% using 2009 (1-year DPF) or 2007-09 baseline (3-year DPF).	Meets	3		
	• at or below 10% but above the state average using 2009 (1-year DPF) or 2007-09 baseline (3-year DPF).	Approaching	2		
	• at or above 10%.	Does Not Meet	1		
	Average Colorado ACT Composite: The district's average Colorado ACT composite score was:				
	• at or above 22.	Exceeds	4		
	• at or above the state average but below 22 using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF).	Meets	3		
	• at or above 17 but below the state average using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF).	Approaching	2		
	• at or below 17.	Does Not Meet	1		

Cut-Points for each performance indicator: The district earned ... of the points eligible on this indicator.

Achievement; Growth; Gaps; Postsecondary	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for accreditation category: The district earned ... of the total framework points eligible.

Total Framework Points	• at or above 80%	Distinction
	• at or above 64% - below 80%	
	• at or above 52% - below 64%	Improvement
	• at or above 42% - below 52%	Priority Improvement
	• below 42%	Turnaround

District accreditation categories

Accred. w/ Distinction	The district is Accredited with Distinction.	A district may not be accredited with a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education is required to restructure or close the district. The five consecutive years commence on July 1 during the summer immediately following the fall in which the district is notified that it is Accredited with a Priority Improvement or Turnaround Plan.
Accredited	The district is Accredited.	
Accred. w/ Impr. Plan	The district is Accredited with an Improvement Plan.	
Accred. w/ Priority Impr. Plan	The district is Accredited with a Priority Improvement Plan.	
Accred. w/ Turnaround Plan	The district is Accredited with a Turnaround Plan.	

Academic Achievement

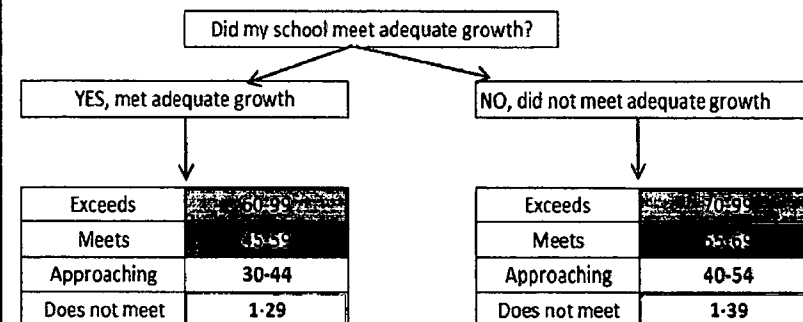
Percent of Students Proficient or Advanced by Percentile Cut-Points - 2010 baseline (1-year DPF)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	59.3	58.9	57.1	58.0	34.5	18.3	38.5	42.4	32.9	29.5	28.6	30.3
50th percentile	71.5	70.5	71.5	70.5	50.0	32.2	54.7	56.4	48.6	48.0	45.6	48.9
90th percentile	84.4	83.6	84.8	84.6	68.8	52.1	69.7	72.3	67.6	69.7	69.1	70.4

Percent of Students Proficient or Advanced by Percentile Cut-Points - 2008-10 baseline (3-year DPF)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
15th percentile	60.4	56.6	57.6	56.8	36.4	17.8	41.4	41.8	33.8	32.9	30.0	31.4
50th percentile	72.2	69.2	71.3	70.4	49.1	30.5	55.8	56.8	49.7	47.5	46.8	49.2
90th percentile	85.2	81.5	83.8	83.4	65.3	48.0	71.0	70.9	67.7	66.5	65.9	67.3

All achievement data is compared to baselines from the first year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).

Academic Growth and Academic Growth Gaps

For Academic Growth and Academic Growth Gaps, the median growth percentile required to earn each rating depends on whether or not the school met adequate growth. Schools that met adequate growth use the rubric on the left; schools that did not meet adequate growth use the rubric on the right.

Postsecondary and Workforce Readiness

This District's Graduation Rate (1-year DPF)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2007	87.7	88.4	88.4	88.4
	2008	85.4	85.4	86.3	
	2009	84.6	87.3		
	2010	89.7			

This District's Graduation Rate (aggregated for 3-year DPF)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2007	87.7	88.4	88.4	88.4
	2008	85.4	85.4	86.3	
	2009	84.6	87.3		
	2010	89.7			
	Aggregated	86.8	86.9	87.2	88.4

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade, and the graduating class is assigned by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student entering ninth grade in fall 2006 will graduate with the Class of 2010.

For the 1-year DPF, districts earn points based on the highest value among the following: 2010 4-year graduation rate, 2009 5-year rate, 2008 6-year rate, and 2007 7-year rate (the shaded cells in the first table above). For the 3-year DPF, districts earn points based on the highest value among the following: aggregated 2007, 2008, 2009 and 2010 4-year graduation rate, aggregated 2007, 2008 and 2009 5-year rate, aggregated 2007 and 2008 6-year rate, or 2007 7-year rate (the shaded cells in the second table above). For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year DPFs, the "best of" graduation rate is bolded and italicized on the Performance Indicators detail page.

1-year vs. 3-year report

Districts receive a 1-year and a 3-year aggregated District Performance Framework report. CDE produces a report on the basis of three years of data to enable more districts to be considered within the same performance framework. Some small districts may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report on the basis of three years of data increases the N count.

Only one of the two sets of results (1-year or 3-year) is the one that will be the official accreditation category for the district: the one under which the district has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points. Note that some 3-year reports may be based on only two years of data if that is the only data available. This is indicated on page 1.



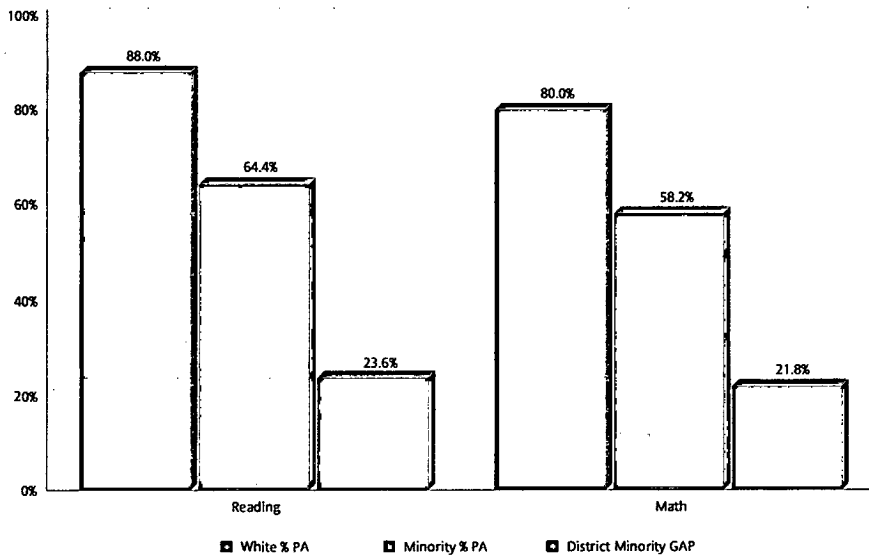
Colorado Department of Education



Minority & White District Comparison CSAP Reading & Math 2010-2011

Steamboat Springs Re-2 - 2770

Overall Minority & White Comparison



District Name and Number	EMH Description	Subject Name	Total White	Total Minority	Total	% Prof & Adv White	% Prof & Adv Minority	District Minority GAP
Steamboat Springs Re-2 - 2770	Elementary	Reading	444	64	508	87.2%	68.8%	18.4%
		Math	445	63	508	87.2%	74.6%	12.6%
	Middle	Reading	457	61	518	89.5%	62.3%	27.2%
		Math	456	60	516	82.5%	50.0%	32.5%
	High	Reading	278	35	313	86.7%	60.0%	26.7%
		Math	279	35	314	64.5%	42.9%	21.7%
	Overall	Reading	1,179	160	1,339	88.0%	64.4%	23.6%
		Math	1,180	158	1,338	80.0%	58.2%	21.8%

CONSIDERATIONS WHEN INTERPRETING THE TABLES AND GRAPHS

- It is EXTREMELY important to consider the number of students used in a calculation. A large percentage value may be based on a small group of students. Be sure to examine the data table for your district along with the graph to determine the number of students included in the percentage calculations.
- For example, if a district has tables and graphs indicating that the minority gap is 70% for the elementary schools in your district, it is important to know the total number of students in each category that was used in the calculation. If the district is small, the resulting gap might be less significant than if the district is large.
- Districts with larger numbers of white students who do very well and smaller numbers of minority students who do less well may have a larger gap than districts who have a more 'average' performance for both white and minority students.



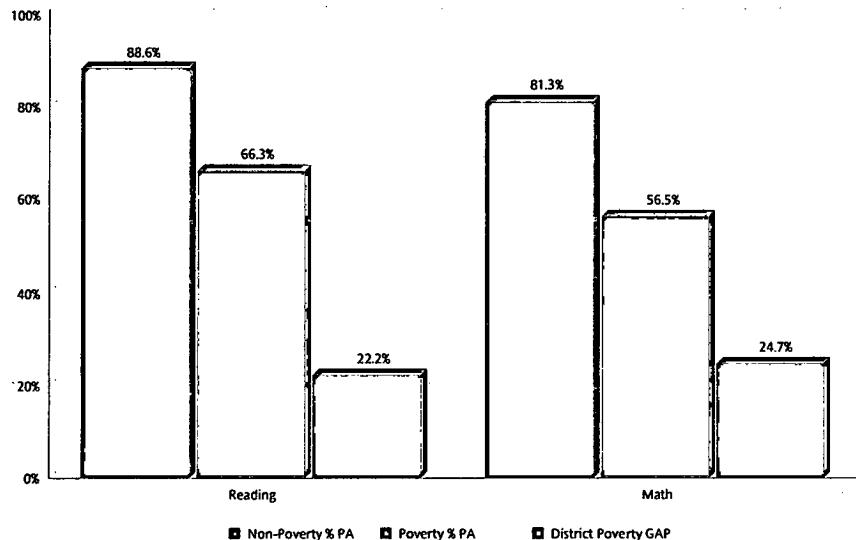
Colorado Department of Education



Poverty & Non-Poverty District Comparison CSAP Reading & Math 2010-2011

Steamboat Springs Re-2 - 2770

Overall Poverty & Non-Poverty Comparison



District Name and Number	EMH Description	Subject Name	Total Non-Poverty	Total Poverty	Total	% Prof & Adv Non-Poverty	% Prof & Adv Poverty	District Poverty GAP
Steamboat Springs Re-2 - 2770	Elementary	Reading	426	82	508	88.5%	65.9%	22.6%
		Math	427	81	508	87.8%	74.1%	13.7%
	Middle	Reading	435	83	518	90.3%	65.1%	25.3%
		Math	434	82	516	82.9%	56.1%	26.9%
	High	Reading	270	43	313	85.9%	69.8%	16.2%
		Math	270	44	314	68.1%	25.0%	43.1%
	Overall	Reading	1,131	208	1,339	88.6%	66.3%	22.2%
		Math	1,131	207	1,338	81.3%	56.5%	24.7%

CONSIDERATIONS WHEN INTERPRETING THE TABLES AND GRAPHS

• It is EXTREMELY important to consider the number of students used in a calculation. A large percentage value may be based on a small group of students. Be sure to examine the data table for your district along with the graph to determine the number of students included in the percentage calculations.

• For example, if a district has tables and graphs indicating that the poverty gap is 70% for the elementary schools in your district, it is important to know the total number of students in each category that was used in the calculation. If the district is small, the resulting gap might be less significant than if the district is large.

• Districts with larger numbers of non-poverty students who do very well and smaller numbers of poverty students who do less well may have a larger gap than districts who have a more 'average' performance for both non-poverty and poverty students.

2012
Steamboat Springs School District
Education Fund Board Funding History

Totals

11:19 PM

	Calendar Year 1994	Calendar Year 1995	Calendar Year 1996	Calendar Year 1997	Calendar Year 1998	Calendar Year 1999	Calendar Year 2000	Calendar Year 2001	Calendar Year 2002	Calendar Year 2003	Calendar Year 2004	Fiscal Year 2005	Fiscal Year 2007	Fiscal Year 2008	Fiscal Year 2009	Fiscal Year 2010	Fiscal Year 2011	Fiscal Year 2012	Total FTE's
Growth	183,550	140,000	108,500	125,000	165,000	193,500	237,500	350,000	350,000	497,000	399,000	417,950	700,000	600,000	600,000	800,000	624,000	-	685,000
Small Class Sizes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Effective Classroom	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
New Teacher Reserve	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3/7 HS Athletic Director	-	-	-	20,000	-	-	-	74,000	74,000	-	-	100,000	200,000	-	-	-	-	-	-
.8 FTE Health Aide	-	-	-	17,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
.5 Accounts Payable	-	-	-	-	18,500	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Campus Supervisor	-	-	-	-	28,154	35,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Accelerated Reading Aide	-	-	-	-	15,783	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4.5 FTE Aides	-	-	-	-	15,168	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Communications Dir.	-	-	-	-	-	20,000	23,500	-	-	-	-	-	-	-	-	-	-	-	-
SPE Aide	-	-	-	-	-	15,000	35,000	-	40,000	-	68,000	-	-	-	-	-	-	-	-
HS Spec Ed Teacher	-	-	-	-	-	35,000	8,000	-	-	-	-	-	-	-	-	-	-	-	-
2 SC Spec Ed Teacher	-	-	-	-	-	8,000	-	-	-	-	-	-	-	-	-	-	-	-	-
.5 Severe Needs Aide MS	-	-	-	-	-	-	8,000	-	-	-	-	-	-	-	-	-	-	-	-
MS 2.5 Aides & Spec Teache	-	-	-	-	-	-	-	82,000	-	-	-	-	-	-	-	-	-	-	-
Media Aides	-	-	-	-	-	-	-	15,036	-	-	-	-	-	-	-	-	-	-	-
1 FTE Maintenance	-	-	-	-	-	-	-	30,000	64,150	69,300	-	-	-	-	-	-	-	-	-
Grant Writer	-	-	-	-	88,994	2,165	58,000	56,800	-	-	-	-	-	-	-	-	-	-	-
Curriculum	-	-	-	-	266,672	222,612	192,044	328,000	333,000	273,000	328,520	356,700	117,600	62,560	62,500	50,000	40,000	40,000	-
Staff Development	-	-	-	-	-	-	-	300,000	400,000	-	-	-	-	-	-	-	-	-	-
PEP	-	-	-	-	-	-	200,000	-	-	-	10,000	10,000	110,000	110,000	110,000	110,000	100,000	90,000	-
Elementary Spanish	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ESL Teacher	-	-	-	-	-	-	-	-	-	-	-	75,000	75,000	150,000	155,000	153,000	159,700	-	-
Counseling/Social Work	-	-	-	-	-	-	-	-	-	-	-	75,000	75,000	75,000	75,000	75,000	87,500	-	-
Other	1,000	-	2,027	1,000	1,000	-	43,500	14,800	13,000	-	12,500	134,950	-	73,440	1,800	-	-	-	-
	184,550	140,000	110,527	163,000	616,261	554,453	808,544	1,250,638	1,274,150	639,300	816,020	1,189,840	1,452,600	1,481,000	1,419,300	1,373,000	1,122,700	1,015,000	
FTE's (Small Class Size)	5.53	4.00	3.10	3.57	5.29	5.53	6.79	6.79	6.79	10.14	6.14	6.20	14.00	16.00	16.00	18.00	12.48	-	-
FTE's (Curriculum)	-	-	-	-	3.00	3.00	3.00	6.50	2.00	1.00	4.00	4.00	10.50	10.50	10.50	10.50	9.50	-	-
FTE's (Other)	-	-	-	1.23	6.00	4.50	3.27	8.50	2.00	1.00	4.00	4.00	8.23	8.23	8.23	8.23	8.75	-	-
FTE's funded by district	5.53	5.53	9.53	12.63	12.63	12.63	12.63	11.58	12.23	12.09	14.09	14.03	8.23	6.23	8.23	8.23	8.23	8.75	-
Small Class Funding	183,550	140,000	108,500	125,000	165,000	193,500	237,500	350,000	350,000	497,000	399,000	417,950	700,000	600,000	600,000	800,000	624,000	685,000	
EFB	183,550	183,550	333,550	442,050	627,050	827,050	635,050	679,550	991,270	1,023,120	1,089,410	1,133,480	1,111,500	1,111,500	1,111,500	1,111,500	1,111,500	1,111,500	
District	183,550	183,550	333,550	442,050	627,050	827,050	635,050	679,550	991,270	1,023,120	1,089,410	1,133,480	1,111,500	1,111,500	1,111,500	1,111,500	1,111,500	1,111,500	

* 3 FTEs of these positions are second year funding
* 5.29 FTEs were from previous funding

Steamboat Springs School District
Education Fund Board Funding History

	Calendar Year 1994	Calendar Year 1995	Calendar Year 1996	Calendar Year 1997	Calendar Year 1998	Calendar Year 1999	Calendar Year 2000	Calendar Year 2001	Calendar Year 2002	Calendar Year 2003	Calendar Year 2004	Fiscal Year 2005	Fiscal Year 2007	Fiscal Year 2008	Fiscal Year 2009	Fiscal Year 2010	Fiscal Year 2011	Fiscal Year 2012	Total FTE's
Technology																			
Training	95,000	-	30,000	44,000	44,000	43,711	44,000	40,000	40,000	27,500	27,500	27,500	-	49,500	44,500	25,000	-	-	-
Hardware/Software	267,317	414,472	280,450	296,987	169,360	291,960	238,500	237,000	175,000	178,000	170,000	47,200	260,000	590,760	615,730	-	288,770	456,713	-
Internet/Intranet	83,000	19,672	-	174,814	-	-	5,000	7,500	7,500	-	10,000	-	-	-	-	-	-	-	-
Staff	-	111,171	124,171	155,000	206,000	233,137	250,000	262,500	318,615	312,500	323,650	344,800	362,040	389,740	439,740	797,970	369,530	360,000	-
Tech Management/Maint	-	-	20,000	40,000	40,000	-	40,000	40,000	40,000	30,000	27,500	27,500	-	27,500	27,500	27,500	27,500	27,500	-
Networking	-	-	100,000	340,000	-	-	12,500	12,500	12,500	-	-	-	-	-	-	-	-	-	100,000
Marmot	-	-	-	46,862	51,742	34,440	32,015	32,993	35,000	35,000	30,000	30,000	-	30,000	30,000	30,000	23,500	-	-
Online Databases	-	-	-	108,675	-	-	-	-	-	-	-	10,000	-	10,000	18,000	18,000	18,000	-	-
Network upgrade	-	-	-	-	-	-	-	-	90,000	50,000	25,000	40,000	7,500	120,000	108,000	-	-	-	-
Data Warehouse	-	-	-	-	-	-	-	-	-	-	-	60,000	-	20,000	20,000	20,000	20,000	-	-
Help Desk	-	-	-	-	-	-	-	-	-	-	-	15,000	-	-	-	-	-	-	-
Student Info system	-	-	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000	25,000	25,000	-	-
Other	1,000	15,733	15,000	29,900	16,905	31,537	38,000	27,500	27,870	17,000	36,000	35,000	20,000	7,500	20,000	12,500	-	-	-
	<u>446,317</u>	<u>661,048</u>	<u>679,621</u>	<u>1,236,436</u>	<u>628,007</u>	<u>634,775</u>	<u>660,015</u>	<u>669,993</u>	<u>746,465</u>	<u>650,000</u>	<u>649,550</u>	<u>627,000</u>	<u>649,540</u>	<u>1,270,000</u>	<u>1,348,470</u>	<u>955,970</u>	<u>772,300</u>	<u>944,213</u>	
FTE's		2.50	2.50	3.50	3.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	6.00	5.00	6.00	
Capital																			
Modulars	120,084	-	85,000	132,720	-	-	-	250,000	-	-	-	-	-	-	-	-	-	-	-
Land Purchase	-	63,095	-	338,299	-	-	-	600,000	-	-	-	-	-	-	-	-	-	-	-
Bus Barn	-	-	250,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
HS Remodel	-	-	-	628,651	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
MS Remodel/Expansion	-	-	-	-	-	-	-	20,000	75,000	1,526,000	-	12,000	950,000	300,000	1,462,500	-	-	-	-
Master Plan	-	-	-	-	-	-	-	-	-	-	90,000	10,000	-	-	-	-	-	-	-
Grant Writer	-	-	-	-	-	-	-	-	-	-	80,000	80,000	-	-	-	-	-	-	-
School Buses	-	-	-	-	-	-	-	-	-	-	-	240,000	-	-	-	-	-	-	-
Theatre	-	-	-	-	-	-	-	-	-	-	-	-	11,000	15,000	-	90,000	-	-	-
Playgrounds	-	-	-	-	-	-	-	-	-	-	-	-	-	250,000	-	-	-	-	-
Other	-	-	-	10,000	-	-	-	22,000	-	-	10,000	-	5,500	20,000	-	-	-	-	-
	<u>120,084</u>	<u>63,095</u>	<u>335,000</u>	<u>1,109,870</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>892,000</u>	<u>75,000</u>	<u>1,526,000</u>	<u>180,000</u>	<u>342,000</u>	<u>966,500</u>	<u>585,000</u>	<u>1,462,500</u>	<u>90,000</u>	<u>-</u>	<u>-</u>	
	<u>760,951</u>	<u>764,143</u>	<u>1,025,148</u>	<u>2,509,308</u>	<u>1,148,268</u>	<u>1,189,226</u>	<u>1,465,559</u>	<u>2,802,629</u>	<u>2,095,635</u>	<u>3,015,300</u>	<u>1,647,670</u>	<u>2,138,640</u>	<u>3,068,640</u>	<u>3,346,000</u>	<u>4,230,270</u>	<u>2,418,970</u>	<u>1,895,000</u>	<u>1,959,213</u>	
General Fund Budget		11,738,561	11,555,345	11,095,874	11,919,993	13,627,934	13,913,991	14,806,966	15,663,744	16,422,200	16,049,710	17,148,710							
% of GF budget		6.51%	8.87%	22.61%	9.62%	8.73%	10.54%	18.93%	13.38%	18.36%	10.27%	12.47%							
		5.97%	5.97%	12.61%	9.62%	8.73%	10.54%	12.90%	12.90%	9.07%	9.14%	10.48%							
Cap Reserve Budget		476,187	1,062,562	522,953	328,888	487,987	462,325	744,028	913,715	1,961,520									

CLASS SIZE

The district determines class size based on the following staffing formula:

1. Elementary school 20 students to 1 teacher
2. Secondary school 25 students to 1 teacher

Originally adopted: July 11, 1983

Revised: July 14, 2000

Revised: May 4, 2001

Latest revision: June 7, 2011

R-1: Mission

All students are learning in a safe environment and prepared to succeed in an ever-changing world.

R-2: Academic Achievement

Students will have and apply the essential academic skills and knowledge. Every student will show evidence of reasonable growth each year in the following academic areas, depending upon his/her chosen path.

Mathematics

Standards are the topical organization of the concepts and skills every Colorado student should know and be able to do throughout their preschool through twelfth-grade experience.

1. Number Sense, Properties, and Operations
2. Patterns, Functions and Algebraic Structures
3. Data Analysis, Statistics, and Probability
4. Shape, Dimension, and Geometric Relationships

Reading, Writing and Communicating

Standards are the topical organization of an academic content area. The four standards of Reading, Writing and Communicating are:

1. Oral Expression and Listening
2. Reading for All Purposes
3. Writing and Composition
4. Research and Reasoning

Science

Standards are the topical organization of an academic content area. The three standards of science are:

1. Physical Science
2. Life Science
3. Earth Systems Science

Visual Arts

Standards are the topical organization of an academic content area. The four standards of visual arts are:

1. Observe and Learn to Comprehend
2. Envision and Critique to Reflect
3. Invent and Discover to Create
4. Relate and Connect to Transfer

World Languages

Standards are the topical organization of an academic content area. The four standards of world languages are:

1. Communication in Languages Other Than English
2. Knowledge and Understanding of Other Cultures
3. Connections with Other Disciplines and Information Acquisition
4. Comparisons to Develop Insight in to the Nature of Language and Culture

R-3: Values and Skills for Success

Students will have and apply essential ethical, personal and workplace skills and knowledge.

The District will work in partnership with parents and community to develop the following values and skills.

Focus to include:

Community Stewardship

Demonstrate respect and be contributing participants in school, community and country

Know and practice the duties, responsibilities and rights of citizenship

Demonstrate environmental stewardship

Physical and Mental Health and Wellness

Make healthy and safe life choices

Demonstrate respect for self and others

Demonstrate self-awareness

Demonstrate resiliency and self –confidence

Demonstrate self-sufficiency

Demonstrate financial competency

21st Century Knowledge and Work Skills

Demonstrate global awareness

Manage and resolve conflict

Demonstrate problem solving skills

Demonstrate good work habits

Demonstrate effective time and resource management

Demonstrate organization skills

Demonstrate critical thinking

Demonstrate creativity

Demonstrate curiosity and enthusiasm for life-long learning

Demonstrate collaboration and cooperation skills

Demonstrate leadership

Personal Ethics and Values

Demonstrate honesty

Demonstrate integrity

Demonstrate courage

Demonstrate fairness

Demonstrate compassion

Engage in trustworthy and responsible behavior

R-1 Adopted	November 16, 1998
Revised:	September 12, 2011 October 6, 2008 August 18, 2008 June 20, 2007 January 12, 2004
Legal References:	
Monitoring Method:	Board self-assessment
Monitoring Frequency:	May- All schools

Results

R-1; R-2; R-3

	Sept. – Elementary schools Oct. – Middle school Nov. – High school Dec. – All schools
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R-2 Adopted	November 16, 1998
Revised:	September 12, 2011 August 18, 2008 March 15, 2004 December 17, 2001 August 20, 2001
Legal References:	
Monitoring Method:	Board self-assessment
Monitoring Frequency:	May- All schools Sept. – Elementary schools Oct. – Middle school Nov. – High school Dec. – All schools

R-3 Adopted	November 16, 1998
Revised:	September 12, 2011 August 18, 2008 April 22, 2002
Legal References:	
Monitoring Method:	Board self-assessment
Monitoring Frequency:	May- All schools Sept. – Elementary schools Oct. – Middle school Nov. – High school Dec. – All schools

Cover Sheet for Colorado's Unified Improvement Plan for Districts for 2011-12

Organization Code: 2770 District Name: STEAMBOAT SPRINGS RE-2 AU Code: 64123 AU Name: NORTHWEST BOCES DPF Year: 1 Year

Section I: Summary Information about the District/Consortium

Directions: This section summarizes your district/consortium's performance on the federal and state accountability measures in 2010-11. In the table below, CDE has pre-populated the district/consortium's data in blue text. This data shows the district/consortium's performance in meeting minimum federal – Adequate Yearly Progress (AYP) – and state accountability expectations – District Performance Framework (DPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2010-11 Federal and State Expectations			2010-11 District Results			Meets Expectations?			
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 th percentile by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Exceeds * Consult your District Performance Framework for the ratings for each content area at each level.		
			71.5%	70.5%	71.5%	84.6%	86.0%	84.4%			
		M	70.5%	50.0%	32.2%	85.5%	78.2%	62.3%			
		W	54.7%	56.4%	48.6%	70.2%	78.4%	73.0%			
		S	48.0%	45.6%	48.9%	66.8%	64.7%	64.2%			
	ESEA: Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in reading and math for each group Expectation: Targets set by state www.cde.state.co.us/FedPrograms/danda/aypprof.asp	Overall number of targets for District: 88			% of targets met by District: 90.9%			R	Elem	MS	HS
								M	NO	NO	NO
								Grad	--	--	YES
	IDEA: CSAP, CSAPA for Students with Disabilities on IEPs Description: % PP+P+A in reading and math for students with IEPs Expectation: Targets set by state in State Performance Plan	R	59.0%			84.2%			YES		
		M	59.5%			83.7%			YES		

Performance Indicators	Measures/ Metrics	2010-11 Federal and State Expectations				2010-11 District Results			Meets Expectations?	
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.	R	Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Meets * Consult your District Performance Framework for the ratings for each content area at each level.	
			Elem	MS	HS	Elem	MS	HS		
			23	18	7	59	51	48		
		M	38	48	29	62	62	50		
		W	31	32	18	57	58	55		
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your district's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.				See your district's performance frameworks for listing of median growth by each disaggregated group.			Overall Rating for Growth Gaps: Meets * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Post Secondary/ Workforce Readiness	Graduation Rate Expectation: 80% on the most recent 4-year, 5-year, 6-year or 7-year graduation rate. For IDEA, disaggregate by students on IEPs.	80% or above(overall and for students on IEPs)			Best of 4-year through 7- year Grad Rate		Meets	Overall Rating for Post Secondary Readiness: Exceeds		
					Overall	89.7% using a 4 year grad rate				
					IEPs	81.2% (7 year)	Yes			
	Dropout Rate Expectation: At or below State average overall. For IDEA, disaggregate by students on IEPs.	Overall	3.6%		1.0%		Exceeds			
		IEPs	2.3%		0.9%		YES			
	Mean ACT Composite Score Expectation: At or above State average	20.0			22.0		Exceeds			

Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2010-11 Federal and State Expectations	2010-11 Grantee Results	Meets Expectations?
English Language Development and Attainment	AMAO 1 Description: % making progress in learning English on CELA Expectation: Targets set by state for all AMAOs	50% of students meet AMAO 1 expectations ³	61.54%	YES
	AMAO 2 Description: % attaining English proficiency on CELA	6% of students meet AMAO 2 expectations	14.20%	YES
	AMAO 3 Description: % of AYP targets met for the ELL disaggregated group	All (100%) ELL AYP targets are met by district	83.33%	NO

Educator Qualification and Effectiveness Measures

Performance Indicators	Measures/ Metrics	2010-11 State and Federal Expectations	District Results		Meets Expectations?
Teacher Qualifications	% of classes taught by Highly Qualified Teachers (as defined by NCLB)	100% of core content classes taught by HQ teachers	2008-09	97.30%	NO
			2009-10	96.68%	NO
			2010-11	99.29%	NO

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for District	Directions for completing improvement plan
State Accountability and Grant Programs			
Recommended Plan Type for State Accreditation	Plan assigned based on district's overall district performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Accredited with Distinction	The district exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan.
Student Graduation and Completion Plan (Designated Graduation District)	District had a graduation rate (1) below 70% in 2007-8, and (2) below 59.5% in 2008-09 and (3) a dropout rate above 8%.	District has <i>not been identified as a High Priority/Priority Graduation</i> district	District does not need to complete a plan that addresses the Student Graduation and Completion Plan requirements.
ESEA Accountability			
Program Improvement or Corrective Action (Title IA)	District missed AYP target(s) in the same content area and level for at least two consecutive years	District is not identified for Improvement under Title I	District does not need to complete a plan that addresses the Title I Program Improvement requirements
2141c (Title IIA)	District did not make district AYP and did not meet HQ targets for three consecutive years	District has not been identified under 2141c	District does not need to complete a plan that addresses the Title IIA 2141c requirements.
Program Improvement (Title III)	District/Consortium missed AMAOs for two consecutive years	Grantee is not identified under Title III	Grantee (district or consortium lead) does not need to complete a plan that addresses the Title III requirements.

Section II: Improvement Plan Information

Directions: This section should be completed by the district/consortium lead.

Additional Information about the District

Comprehensive Review and Selected Grant History		
Related Grant Awards	Is the district participating in any grants associated with district improvement (e.g., CTAG, District Improvement Grant)? Provide relevant details.	
CADI	Has or will the district participated in a CADI review? If so, when?	
Self-Assessment	Has the district recently participated in a comprehensive self- assessment for Title IA Corrective Action? If so, include the year and name of the tool used.	
External Evaluator	Has the district(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

The district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- ☐ State Accreditation
 ☐ Student Graduation and Completion Plan (Designated Graduation District)
 ☒ Title IA
 ☒ Title IIA
☐ Title III
 ☐ CTAG Grant
 ☐ District Partnership Grant
 ☐ District Improvement Grant
 ☐ Other: _____

For districts with less than 1,000 students: This plan is satisfying improvement plan requirements for: ☐ District Only ☐ District and School Level Plans

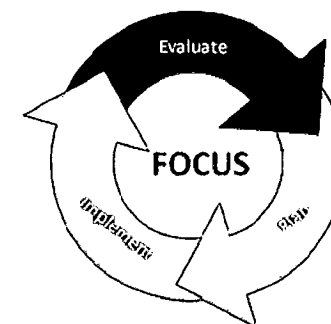
If schools are included in this plan, attach their pre-populated reports and provide the names of the schools: _____

District or Consortium Lead Contact Information (Additional contacts may be added, if needed)	
Name and Title	Dr. Brad Meeks, Superintendent
Email	bmeeks@sssd.k12.co.us
Phone	(970) 871-3196
Mailing Address	325 Seventh Street, Steamboat Springs, CO 80487

District or Consortium Lead Contact Information (Additional contacts may be added, if needed)	
Name and Title	Mr. Martin Lamansky, Director of Teaching and Learning
Email	mlamansky@sssd.k12.co.us
Phone	(970) 871-3194
Mailing Address	325 Seventh Street, Steamboat Springs, CO 80487

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. In the text box at the end of this section, provide a narrative that describes the process and results of the analysis of the data for your district/consortium. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the district/consortium did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified (with more than one data source) and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Worksheet: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2010-11 school year (last year's plan). This information should be considered as a part of the data analysis narrative and in setting or modifying targets (section IV) for the 2011-12 and 2012-13 school years. You may add rows, as necessary.

Performance Indicators	Targets for 2010-11 school year	Target met? How close was district/consortium in meeting the target?
Academic Achievement (Status)	In Reading, Elementary sub-group of Hispanic students meet or exceed Performance Target of 94.23.	Target was met.
Academic Growth		

Academic Growth Gaps		
Post Secondary Readiness		
English Language Development and Attainment (AMAOs)		
Teacher Qualifications (HQT)	100% of core content classes will be taught by teachers who meet NCLB HQ requirements.	Target was not met. 99.29% of all core content teachers met NCLB HQ requirements.

Worksheet: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about district-level data for the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data. Prioritize the performance challenges that the district/consortium will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan will be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Consider observations recorded in the "last year's targets" worksheet. Provide a brief description of the root cause analysis for any priority performance challenges. You may add rows, as necessary.

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Elementary met Federal AYP target in reading for Hispanic student sub- group. The district did not meet AYP in elementary reading for subgroups of ELL and Students with Disabilities. The district did not meet AYP in Middle School Reading for the subgroups of ELL, Hispanic, and Students with Disabilities. The district did not meet AYP in elementary math for the Students with Disabilities Subgroup. The district did not meet AYP in Middle School math for the subgroups of Hispanic and ELL. The district did not meet AYP in High School math for the subgroup of Economically disadvantaged.	Provide classroom instruction and appropriate interventions in reading to non-English speakers, while monitoring progress and evaluating outcomes. The district needs to provide appropriate interventions in math for Students with Disabilities.	Language support has often occurred during literacy block, which limits non-English speakers' exposure to core curriculum. Classroom teachers don't have as much time with this sub-group of students during reading instruction. Students with disabilities are given instruction in separate settings which require more intensive one on one time. Staff is limited by time constraints on how much time they can provide for one on one instruction for language and math instruction. There is a need for a higher level of differentiation and interventions within the math program K-12.
Academic Growth	Overall, Steamboat Springs School District students in identified disaggregated groups met adequate growth expectations.	N/A	N/A
Academic Growth Gaps	In reading, Students with Disabilities on IEPs	N/A	N/A

	in Steamboat Springs Elementary and Middle Schools met state expectations. Students with Disabilities on IEPs in SSSD High School were approaching state expectations.		
	In math, Students with Disabilities on IEPs in Steamboat Springs Elementary did not meet state expectations. Students at SSSD middle school met state expectations and high school students were approaching.	In math, Students with Disabilities on IEPs in Steamboat Springs Elementary did not meet state expectations.	There is a need for a higher level of differentiation and interventions within the elementary math program.
	<p>At the elementary level in Steamboat Springs School District, Students with Disabilities did not meet the Academic Growth Gap expectations in Math. Students who are Free/Reduced Lunch eligible are approaching Academic Growth Gap expectations in Writing at the elementary level.</p> <p>At the middle school level students in all subgroups met the Academic Growth Gap expectations in Math and were exceeding, meeting, or approaching expectations in Writing</p> <p>At the high school level students in all subgroups were either meeting or approaching expectations in Math. Students in all subgroups are either meeting or approaching expectations in Writing</p>	Implement common curriculum in Writing, Math intervention plan, refined RTI process to support students.	There is not been an aligned core curriculum program in Writing for the elementary schools in Steamboat Springs School District. Title One resources have diminished in the past 3 years which has limited the access to focused, intensive Math interventions for all students. The RTI process has undergone changes to become more efficient and supportive of students, teachers and families. Special Education students have increasingly more complex and severe needs.
	Overall the middle school meets or exceeds all state expectations for each subgroup in each subject area, except writing.		
	For most subgroups at all levels, reading is a relative strength for the district.		
Post Secondary/Workforce	Graduation rate at Steamboat Springs High	N/A	N/A

Readiness	School meets the state expectations.	N/A	N/A
	Dropout rate at Steamboat Springs High School is well below the state average overall and for Students with Disabilities on IEPs.	N/A	N/A
	Mean ACT composite score at Steamboat Springs High School is above the state average.	N/A	N/A
Student Graduation and Completion Plan (Designated Graduation District)			
English Language Development and Attainment (AMAOs)	Steamboat Springs School District students meet the AMAO 1 and 2 expectations.	N/A	N/A
	All ELL AYP targets are met by Steamboat Springs School District.	N/A	N/A
Teacher Qualifications (Highly Qualified Teachers)	Steamboat Springs School District does not meet the Highly Qualified expectations as defined by NCLB.	All core content staff needs to complete licensing requirements in order to obtain Highly Qualified status or be reassigned to appropriate content areas.	Steamboat Springs School District is in a rural community which has limited access to licensure programs. The Core Content areas at Steamboat Springs Middle School operate in a team setting which requires teachers to be Highly Qualified in two content areas.

Data Narrative for District/Consortium

Directions: Describe the process and results of the data analysis for the district/consortium, including review of prior years' targets, trends, priority performance challenges and root cause analysis. This analysis should be tightly linked to section IV; targets and action planning should be aimed at addressing the priority performance challenges and root causes identified in this section. The narrative should not take more than five pages.

Trend Analysis and Performance Challenges: What data did we use to identify trends? What are the positive and negative trends in our district's performance for each indicator area? Does this differ for any disaggregated student groups (e.g., by grade level or gender)? In which areas did we not at least meet minimum state and federal expectations? What performance challenges are the highest priorities for our district? How/why did we determine these to be our priorities? How did we engage stakeholders in this analysis?



Root Cause Analysis: Why do we think our district/consortium's performance is what it is? How did we determine that?



Verification of Root Cause: What evidence do we have for our conclusions?

Narrative:

Steamboat Springs School District trends positively in many areas. We have high academic achievement and typically score between well above the state averages in Reading, Writing, Math and Science for grades 3-10 over the past three years. SSSD continues to demonstrate student growth above the Adequate Growth expectations for elementary, middle school and high school levels in Reading, Writing, and Math. Overall, we meet the state expectations for Growth Gaps percentiles. Our Post Secondary/Workforce Readiness data exceeds the state expectations. There are three areas of need in our district that we will be focusing on in the upcoming 2012-2013 school year: 1) AYP in Reading at the elementary level; 2) Highly Qualified status of all teachers as defined by NCLB; and 3) Academic Growth Gaps at the elementary level in Reading, Writing and Math for Students with Disabilities. The third area of need is addressed in the individual School Unified Improvement Plans in the district. Our District Unified Improvement Plan will focus on the first two areas of need.

We have seen the emergence of some problems in meeting growth gaps expectations especially in the content area of Mathematics with our subpopulations of students with disabilities, our Hispanic students, and our ELL students. Our district's AYP was not met by our ELL and Students with Disabilities sub-groups in the area of Reading at the elementary level. In the subgroup of ELL students we performed at the 91.65 level missing the target of 94.23 and in the subgroup of Students with Disabilities we performed at the 90.18 level missing the target of 94.23. Language support has often occurred during the literacy block, which limits non-English speakers' exposure to core curriculum. Classroom teachers don't have as much time with this sub-group of students during reading instruction. Teachers are noticing the growth with NEP students is not as high without direct instruction from the classroom teacher in reading.

We narrowly missed the 100% goal of Highly Qualified status of all of our core content teachers. Steamboat Springs Middle School operates with two-person teams who must be Highly Qualified to teach Social Studies and Language Arts or Math and Science. Being in a rural area has limited access for teachers to licensure programs. We are developing internal staff development programs and programs in cooperation with our BOCES to bring in more opportunities for staff to gain needed endorsements. Reassignment of teachers to areas in which they are Highly Qualified is another solution to consider.

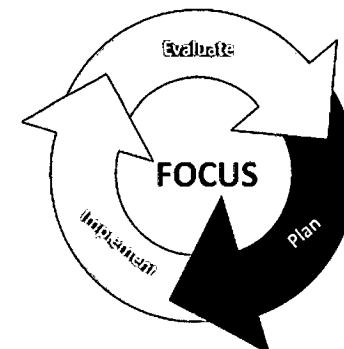
Section IV: Action Plan(s)

This section focuses on the "plan" portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the District/Consortium Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.

District/Consortium Target Setting Form

Directions: Complete the worksheet below. While districts/consortia may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

For federal accountability, annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/danda/aypprof.asp. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, districts/consortia are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. Once annual performance targets are established, then the district/consortium must identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year. Finally, list the major improvement strategies that will enable the district/consortium to meet those targets. The major improvement strategies will be detailed in the Action Planning Form at the end of this section.



District/Consortium Goals Worksheet

Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Targets		Interim Measures for 2011-12	Major Improvement Strategies
			2011-12	2012-13		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R				
		M				
		W				
		S				
Academic Achievement (Status)	AYP (Overall and for each disaggregated groups)	R	Elementary sub-group of Students with Disabilities and ELL students meet or exceed Performance Target of 94.23	All sub groups of students at all levels will meet or exceed performance Targets of 94.92%	MAP testing three times a year; DIBELS benchmark testing and progress monitoring as appropriate.	Provide high quality reading instruction by the classroom teacher

			<p>groups of students with Disabilities, Hispanic, and ELL will meet or exceed Performance Target of 94.23.</p> <p>High School sub group of economically disadvantaged will need or exceed performance target of 94.23.</p>			
		M	<p>Elementary sub-group of Students with Disabilities meet or exceed Performance Target of 94.54.</p> <p>Middle School sub-groups of ELL and Hispanic meet or exceed Performance Target of 94.54.</p> <p>High School sub-group of Economically disadvantaged meet or exceed performance target of 94.54.</p>	<p>All sub groups of students at all levels will meet or exceed performance Targets of 94.92%</p>	<p>MAP testing three times a year; Internal common assessments at all levels, progress monitoring as appropriate.</p>	<p>Provide high quality math instruction and intervention. Professional development in math provided to staff.</p>

District/Consortium Goals Worksheet (cont.)

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Targets		Interim Measures for 2011-12	Major Improvement Strategies
				2011-12	2012-13		
Academic Growth	Median Student Growth Percentile	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
Academic Growth Gaps	Median Student Growth Percentile	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
Post Secondary/ Workforce Readiness	Graduation Rate		N/A	N/A	N/A	N/A	N/A
	Dropout Rate		N/A	N/A	N/A	N/A	N/A
	Mean ACT		N/A	N/A	N/A	N/A	N/A
English Language Development & Attainment	CELA (AMAO 1)		N/A	N/A	N/A	N/A	N/A
	CELA (AMAO 2)		N/A	N/A	N/A	N/A	N/A
Teacher Qualifications	Highly Qualified Teacher Data			100% of core content classes will be taught by teachers who meet NCLB HQ requirements.	100% of core content classes will be taught by teachers who meet NCLB HQ requirements.		

Action Planning Form

Directions: Identify the major improvement strategy(s) that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the district/consortium may add other major strategies, as needed.

Major Improvement Strategy #1: _____ **Root Cause(s) Addressed:** _____

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- ☐ State Accreditation
 ☒ Title IA Program Improvement/Corrective Action Plan
 ☒ Title IIA (2141c)
 ☐ Title III (AMAOs)
☐ Student Graduation and Completion Plan (Designated Graduation District)
☐ Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps* (e.g., completed, in progress, not begun)
Provide high quality reading instruction by the classroom teacher	Continuous from Fall of 2011				
Provide high quality math instruction and intervention. Professional development in math provided to staff.	Continuous from Fall of 2011				
Evaluate Highly Qualified Teacher Data and determine plan for teachers who are not Highly Qualified	Continuous from Fall of 2011				

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Targeted District Improvement Grant).

Major Improvement Strategy #2: _____ Root Cause(s) Addressed: _____

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- ☐ State Accreditation
 ☐ Title IA Program Improvement/Corrective Action Plan
 ☐ Title IIA (2141c)
 ☐ Title III (AMAOs)
☐ Student Graduation and Completion Plan (Designated Graduation District)
☐ Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps* (e.g., completed, in progress, not begun)

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Targeted District Improvement Grant).

Major Improvement Strategy #3: _____

Root Cause(s) Addressed: _____

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- ☐ State Accreditation
 ☐ Title IA Program Improvement/Corrective Action Plan
 ☐ Title IIA (2141c)
 ☐ Title III (AMAOs)
- ☐ Student Graduation and Completion Plan (Designated Graduation District)
 ☐ Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps* (e.g., completed, in progress, not begun)

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Targeted District Improvement Grant).

Section V: Appendices

Districts may add additional documentation to meet their unique needs. In particular, optional forms are available to supplement the improvement plan for districts to ensure that the requirements for the following have been fully met:

- Title I Improvement, Corrective Action or Restructuring
- Title IIA 2141c proposed budget for 2012-13 (form is required if district is identified under 2141c)
- Title III Improvement
- Additional Requirements for Turnaround Status Under State Accountability
- Competitive School Grants (e.g., Targeted District Improvement Grant, School Counselor Corp Grant)
- Updates to Practices Assessment (Student Graduation and Completion Plans/Designated Graduation Districts)

Request #	Request Name	1st Reading
G13-01-SR	SR Tech Hardware/Infrastructure	152,000
G13-02-SR	SR Tech Tower	40,000
G13-03-SR	SR Summer Intensives	7,500
G13-04-H	Hayden Summer Intensives	7,500
G13-05-H	Hayden Tech Support Staff	44,856
G13-06-H	Hayden Tech Infrastructure Elem. School	47,721
G13-07-H	Hayden Software Licensing	6,558
G13-08-H	Hayden PowerSchool Update & Server	5,295
G13-09-H	Hayden Middle School Intervention Staff	19,662
G13-10-H	Hayden Computers Elementary School	16,992
G13-11-H	Hayden Auditorium/Theatre Upgrades	25,000
G13-12-H	Hayden Smartboard Peripherals	10,880
G13-13-NRCCS	NRCCS Expeditionary Learning	35,000
G13-14-SBS	Steamboat Effective Classrooms	
	Small Class Size	624,000
	ELL	160,000
	Counseling	70,000
	G/T	132,000
G13-15-SBS	Steamboat Literacy Coaches	118,000
G13-16-SBS	Steamboat Spanish	118,000
G13-17-SBS	Steamboat Staff Development	40,000
G13-18-SBS	Steamboat Technology	
	Steamboat Technology Staff	182,400
	Steamboat Technology Hardware	350,000
	Steamboat Technology Software	124,213
	Steamboat Technology Network	155,000
G13-19-SR/H/SBS	Innovation Grants	60,000
G13-20-SR/H/SBS	Grant Writer	80,000
G13-21-COM	Yampatika Environmental Literacy	17,000
G13-22-COM	RMYC Science School	20,000
G13-23-COM	Partners Middle School Mentors	37,500
G13-24-COM	SSAC Summer Arts Camp	7,500
G13-25-COM	SSAC Middle School Production	4,000
G13-26-COM	Girls to Women	1,000
G13-27-A	Administrative Expenses	30,000
	Total Budget Goal \$2.5m	\$2,749,577
HAYDEN	1 Hayden Tech Support Staff	44,856
	2 Hayden Tech Infrastructure Elem. School	47,721
	3 Hayden Software Licensing	6,558
	4 Hayden PowerSchool Update & Server	5,295
	5 Hayden Middle School Intervention Staff	19,662
	6 Hayden Computers Elementary School	16,992
		25,000

Education Fund Board

Requestor

SS HDN SOROCO

Request Title

K-3 Literacy Coaches (2)

Commission

Educational Ex

District Priority

2

Amount Requested

118,000

Commission Priority

Request Number

Target Date for Implementation

August 2012

Has EFB Previously Funded This Project

No

Has this been addressed in other schools

Yes

Other sources
of funds not
provided by
EFB
Include
School District
Funding as
appropriate

SSSD General Funds
Title I Federal Funds

Target group
primarily
impacted by this
request

The target group is K-3rd grade students who are behind in reading in the Steamboat Springs School District. All K-3rd grade students will benefit from strengthened and aligned core literacy curriculum. The funds will be used to hire well-qualified literacy coaches for Soda Creek and Strawberry Park elementary schools.

Goals and
Objectives of
this funding
request

Goal:

Increase the number of students who test proficient in reading for 3rd grade state standardized testing.

Outcome Objectives: (These percentages are a draft and still need to be discussed with elementary principals)

- 1) Of the students testing below grade level in beginning of year 2012 assessments, 15% will have moved into proficiency by the end of the 2012-2013 as determined by appropriate literacy assessment.
- 2) Of the students testing below grade level in beginning of year 2013 assessments, 20% will have moved into proficiency by the end of the 2013-2014 as determined by appropriate literacy assessment.

Process Objectives:

Learning coaches will prioritize the following activities:

- 1) Coordinate consistent curriculum among classrooms through literacy curriculum mapping for new standards
- 2) Provide on-going professional development for teachers through coaching
 - a. Reading strategy trainings will be held by experts in specific programs. Possibilities include Lindamood-Bell's LiPS, Visualizing and Verbalizing, and Seeing Stars, Orton-Gillingham's reading strategies, and Reading Recovery
 - b. Learning coach will model effective strategies in individual teacher classrooms
 - c. Learning coach will conduct observations to monitor teacher use of strategies to ensure fidelity
 - d. Learning coach and teacher will have individualized debriefing sessions for both modeling and observations.
 - e. Learning coach will facilitate discussions about use of research based strategies in teachers' Professional

Print This Fund Request

Attach Additional
Files as Needed

Submit by E-mail

Alternatives Considered

Request Title

K-3 Literacy Coaches (2)

What
alternatives
were considered
before selecting
this solution

The district submitted a grant application to the Mile High United Way for \$150,000 with an EFB cash match of \$150,000. The original grant proposal included SS, Hayden and SOROCO. This request was not approved by Mile High United Way.

Outcomes

Request Title

K-3 Literacy Coaches (2)

What are the expected outcomes with the specified use of these funds

Outcomes:

- 1) Well-qualified literacy coaches coordinating K-3rd grade literacy in Soda Creek and Strawberry Park elementary schools
- 2) Consistent, strong core literacy curriculum in every classroom
- 3) Each teacher implementing reading curriculum and interventions with fidelity
- 4) Appropriate assessments and interventions used for low-achieving students
- 5) Competent volunteer tutors in every classroom
- 6) Engaged parents educated in literacy skill building at home
- 7) Partnerships utilized to reach families and to increase a multi-agency focus on literacy
- 8) Increased mid-year literacy assessment scores for K-3rd grade students
- 9) Increased reading CSAP scores for 3rd grade students

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

Ongoing Measurements:

Evidence of student interventions and achievement: Record of initial and formative assessments identifying students needing interventions; individual students' logs for intervention monitoring and Alpine Achievement software reports for assessments; end of the school year test scores for students who were not reading at grade level at the beginning of the year

Evidence of training: attendance lists with date for formal teacher training conducted by outside programs, volunteer training, and parent education classes

Evidence of on-going professional development: Learning coach schedule for teacher classroom visits and teacher group discussions

Evidence of partnerships: Notes from meetings and conversations with partners; Identification of families believed to be reached through partnerships.

Evidence of effective parent education classes: Parents will be offered to surveys on the helpfulness and logistical ease of attending classes. Survey results can provide quantitative and qualitative outputs.

Previous Experience of other school districts in addressing similar issues

Request Title

K-3 Literacy Coaches (2)

What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

Other districts have hired literacy coaches to work with teachers when funding is available. Jeffco and Douglas County are two districts that can be used as models for how multiple learning coaches can collaborate.

Education Fund Board

Requestor	Steamboat Schools	Request Title	Staff Development
Submission	Educational Ex		
District Priority	3	Amount Requested	40,000
Commission Priority		Request Number	
Target Date for Implementation	July 2012		
Has EFB Previously Funded This Project	Yes	Other sources of funds not provided by EFB	SSSD General Fund Budget Title II Federal Funds Race to the Top Funds State GT Funds
Has this been addressed in other schools	Yes	Include School District Funding as appropriate	Partnerships with local agencies and foundations (e.g. Grand Futures, LiveWell) Staff Development training from Private Foundations

Target group primarily impacted by this request

All students are positively impacted by teacher and staff training that exposes staff to new programs, instructional strategies, and developments in education practice at a local, regional, state, and national level.

Goals and Objectives of this funding request

Our goal is to provide professional growth opportunities for all staff; classified, certificated and administrative. Staff development is one of the crucial support systems that research shows makes a marked difference in an effective classroom. Educational research continues to show that the best predictor of student success in all curricular areas is a highly effective teacher and that one of the essential components of having a highly effective teacher is a consistent and comprehensive system of professional development. Our district will develop a staff development plan for the 2012-13 school year which will outline the priorities for professional growth. This plan will be developed by using a variety of input sources including staff surveys, information from the Colorado Department of Education, the use of a professional development council, and input from school administration.

Our objective in providing staff development opportunities for staff is to keep them current with best practices, allow for networking outside of Steamboat, and outside of Colorado, and to encourage new and innovative thinking in the school setting. Additionally our objective is to insure that all of our staff have the necessary training to implement any school, district, regional, and state initiatives and programs. Staff development funds are spent on training of new curriculum, new materials, and new strategies in the classroom.

Print This Fund Request

Attach Additional
Files as Needed

Submit by E-mail

Alternatives Considered

Request Title

Staff Development

What
alternatives
were considered
before selecting
this solution

Staff Development is not considered a solution, it is, instead one of the most important variables in establishing best practices in effective classrooms. We do receive Title II federal funds for teacher training, we use a significant portion of these funds for minimal 'teacher leader' stipends which pays individual teacher to be facilitators and mentors for other teachers. We also receive very limited funds for our Gifted and Talented program from the state of which a small portion goes to staff development. We have also increased our partnership with the Northwest BOCES to leverage the use of Race to the Top funds that were recently awarded to the state of Colorado. Finally we have some specialized curriculum programs that are supported by private foundations and bring in their trainers at minimal or no cost to the district except our substitute teacher costs.

Alternatives to EFB funding includes grants, Title II funding, general fund expenditures, partnerships with local non-profit agencies, and partnerships with Northwest BOCES and the Colorado Department of Education. Eliminating professional growth opportunities has not been considered as an alternative.

Outcomes

Request Title

Staff Development

What are the expected outcomes with the specified use of these funds

The outcomes for staff development will continue to be new and innovative program ideas, development of curriculum that aligns with state standards and the common core standards, networking with educators from other regions, and training for all teachers and new programs. Staff who attend outside conferences will become leaders in the district by providing further information and training on their experiences to other staff members. There will also be the outcome of instructional support for teachers who are new to the district and new to the profession.

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

Measurements will include documented trainings on staff development days and conferences, as well as new program implementation as a result of professional growth opportunities. Trainings that are focused on new curriculum programs will use student achievement measures over time as one indicator to assess success. Such measure include, but are not limited to, TCAP, MAPs, and COACT. As an example the evaluation for a staff training that is centered on the Elementary Writing Program of Every Child a Writer would examine TCAP and MAPs (NWEA) scores for cohorts of students before and after the training to determine the effectiveness of the training. Trainings that dealt with the Literacy and State Academic standards would be able to use achievement data from reading assessments (TCAP and MAPs) or from content area tests (e.g. Science MAPs). These measurements would vary based upon the content of the trainings. Annual Staff development surveys will be undertaken to assess how well the staff development program is meeting the needs of the staff of the district.

Previous EFB Funding
description and results

Request Title

Staff Development

Provide Years
and amounts of
previous EFB
funding and
measurements
of success
defined when
grant was
awarded

EFB has provided the following funding that has allowed all staff to participate in on-going training:

2006-\$110,000
2007-\$117,600
2008-\$62,560
2009-\$62,500
2010-\$50,000
2011-\$40,000
2012-\$40,000

Unintended or
unexpected
outcomes from
the prior
activities

Previous Experience of other school districts in addressing similar issues

Request Title

Staff Development

What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

Other districts use a mixture of grants, general fund budget allocations, Title II funds, cooperation with districts that are in geographic proximity, work with BOCES, work with CDE, and the use of online options. All of these have been considered, and are being used by our district and we are looking to supplement what we offer with additional funds.

Our geographic location limits the cooperative staff development opportunities available to us although the Northwest BOCES is planning a BOCES wide professional development day in October of 2012. The Director of Teaching and Learning for the Steamboat Springs School District is on the planning and review committee for this collaboration.

Education Fund Board

Requestor

Hayden Schools

Request Title

Middle School Intervention Specialist

Commission

Educational Ex

District Priority

5

Amount Requested 19,662

Commission Priority

Request Number

Target Date for Implementation 2012-2013 School Year

Other sources
of funds not
provided by
EFB
Include
School District
Funding as
appropriate

This request reflects a 10% reduction from the amount awarded in the previous year. The HSD will additionally fund the employees salary step increase and the increase in insurance. The total cost for the 2012/2013 school year is estimated to be \$19,662.

Has EFB Previously Funded This Project

Yes

Has this been addressed in other schools

Yes

Target group
primarily
impacted by this
request

This request is being made to target students staffed into our Response to Intervention programs in order to provide them with appropriate support through interventions and enrichments. This position directly impacts all students who have been targeted for intervention support through our Response to Interventions model. By providing this support the position directly impacts students who are not targeted for interventions by providing support to the classroom teacher. Thus freeing up the classroom teachers time to work with more students during class time.

Goals and
Objectives of
this funding
request

Our goals include allowing students who need additional support through interventions or enrichments the opportunity to have small group or one-on-one assistance. We are constantly moving students in and out of these support situations based upon their growth throughout the year. We have seen growth in areas of state testing, day to day classroom assignments, organization, and overall achievement. We are now implementing a new reading intervention program, Reading Plus, with our intervention students, which needs the assistance of our intervention specialist throughout the day.

Print This Fund Request

Attach Additional
Files as Needed

Submit by E-mail

Alternatives Considered

Request Title

Middle School Intervention Specialist

What
alternatives
were considered
before selecting
this solution

We utilize multiple other approaches in meeting the needs of our students that are identified through the Response to Interventions model. Differentiated instruction, targeted intervention periods, and peer tutors. The most effective strategy that we have incorporated is the utilization of an intervention specialist to provide direct support in the classroom.

Outcomes

Request Title

Middle School Intervention Specialist

What are the expected outcomes with the specified use of these funds

The expected outcomes are for the students that are impacted through these funds to make a minimum of one years growth in one years time as measured by the Colorado Student Growth Model.

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

We will utilize ongoing growth data with Acuity Testing and In-House formative assessments. We are also beginning a reading intervention with Reading Plus. We will also utilize yearly data based on the Colorado Student Growth Model as it relates to the Colorado Student Assessment Program.

Previous EFB Funding
description and results

Request Title

Middle School Intervention Specialist

Provide Years
and amounts of
previous EFB
funding and
measurements
of success
defined when
grant was
awarded

The Education Fund Board has funded this position for the 2009-2010, 2010-2011 and 2011-2012 school years. Our 2009-2010 CSAP and Acuity data showed evidence that the intervention specialist has made a positive impact on student achievement. We have not gathered comparative data to measure against our Fall Acuity assessments to measure the impact for this current school year. Classroom grades and teacher observation verify a positive impact from this funded position. We have also moved students from the Alternative CSAP to the regular CSAP through the support of interventions.

Unintended or
unexpected
outcomes from
the prior
activities

There have been no unintended or unexpected outcomes from these prior activities.

Previous Experience of other school districts in addressing similar issues

Request Title

Middle School Intervention Specialist

What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

The Response to Intervention (RtI) model that supports this position is a statewide initiative that has shown a high level of success in other school districts. Other than other systems currently in place within our interventions model we have not considered other solutions. We have, recently, added another intervention program for reading that we need our support specialist to assist with.

Education Fund Board

Requestor

Hayden Schools

Request Title

PowerSchool update and server

Commission

Technology

District Priority

4

Amount Requested \$5,295.00

Commission Priority

Request Number

Target Date for Implementation 7/1/2012

Has EFB Previously Funded This Project

No

Has this been addressed in other schools

Yes

Other sources
of funds not
provided by
EFB
Include
School District
Funding as
appropriate

None

Target group
primarily
impacted by this
request

All staff and students in the Hayden School District.

Goals and
Objectives of
this funding
request

PowerSchool is dropping support of the version we currently use, 6.2, which will require us to move to version 7. Our current server does not meet the minimum requirements for version 7, so we will need to replace our server as well.

Print This Fund Request

Attach Additional
Files as Needed

Submit by E-mail

Alternatives Considered

Request Title

PowerSchool update and server

What
alternatives
were considered
before selecting
this solution

The alternative is to continue using the unsupported version, which is not acceptable.

Outcomes

Request Title

PowerSchool update and server

What are the expected outcomes with the specified use of these funds

To deploy PowerSchool 7 on a Daktech server with a 7 year warranty. The server configuration is upgradable should PowerSchool increase the requirements to run future versions of the software.

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

The deployment timeline is as follows:

7/1/2012 - Submit purchase order for server, and submit request for update to PowerSchool, begin data archival process

7/13/2012 - Receive and deploy new server, initiate update process and data transfer

7/20/2012 - Finalize software installation and data transfer - begin testing

7/27/2012 - Finalize testing, inform stakeholders PowerSchool has been successfully updated

Previous Experience of other school districts in addressing similar issues

Request Title

PowerSchool update and server

What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

Steamboat Schools use Infinite Campus for their student information system, SOROCO uses PowerSchool. Due to the increased cost of purchase, deployment, annual fees, and training, it is not feasible for the Hayden School District to switch to a new student information system. We are pleased with the present version of PowerSchool we are using and the services provided.

A vendor hosted (SAAS - Software as a Service) solution was considered; a feasibility study was conducted. There were few benefits to be gained by converting to a SAAS model, and the increased long term cost was considerable.

Previous Experience of other school districts in addressing similar issues	Request Title	PowerSchool update and server
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Education Fund Board

Requestor

SS HDN SOROCO

Request Title

New Frontiers / Girls to Women

Commission

Educational Ex

District Priority

Amount Requested \$1,000.00

Commission Priority

Request Number to be assigned

Target Date for Implementation May, 2012 - May 2013

Has EFB Previously Funded This Project

No

Has this been addressed in other schools

Yes

Other sources of funds not provided by EFB include School District Funding as appropriate

In the fourteen-year history, limited funds have come from the Women's Foundation of Colorado, Rotary Club of Steamboat, Ski Town USA Rotary Club, YVEA's Caring Consumers Foundation, Steamboat Board of Realtors, Lions Club, various local banks (First National, Yampa Valley, Alpine, Wells Fargo, Vectra, Bank of the West, Millennium, etc), assorted organizations and businesses, numerous individuals and many in-kind donations.

Target group primarily impacted by this request

Eighth grade girls from Routt and Jackson County schools which include Christian Heritage, Hayden, Soroco, Steamboat, Whiteman Primary, North Routt Charter, North Park, Rangley and those that are home-schooled. This one day conference is designed to encourage young girls to believe they can achieve their dreams and goals of a successful life and fulfilling careers. Young girls interact with admirable professional women in the community who are successful in a variety of careers and endeavors, both traditional and contemporary. The move from middle to high school is a critical time for many girls as they contemplate both personal and educational decisions. Exposure to a variety of options and personal interaction with other women will allow girls to begin to make

Goals and Objectives of this funding request

Founded in 1998, the mission of New Frontiers is to improve the self-sufficiency of girls and women in NW Colorado through programs that address education, current issues, goal setting, work/life opportunities and empowerment. We offer many events such as our Mother-Daughter Day for 5th graders and their moms, financial literacy workshops, a Women, Wealth and Wisdom Speaker Series and recently we are mentoring an 8th grade boys group called It's Your Choice. All programs deal with the importance of positive life choices and encourage a can-do frame of mind. New Frontiers is an all-volunteer, local organization managed under the fiscal sponsorship of the Yampa Valley Community Foundation.

Girls to Women is our annual signature program. Endorsed by area county schools, eighth grade girls from schools all over Routt County and Jackson County take a full day leave each year to consider career and life choices. Now in its fourteenth year, close to 2000 girls have participated to date, with about 130 attending -150 attending annually. A large, committed volunteer base of close to 100 people contribute each year. A middle-school mentorship aids in our program planning. We have a total of between 30-40 workshops, broken up into three sessions. Throughout the day the girls choose and attend a series of three of these workshops focused on personal growth, development and well-being, career choices, and financial independence/responsibility. Each year a keynote speaker is chosen; this year's speaker is Libbie Foster of Partners of Routt County. In the past we have had speakers representing fields of climate science, dentistry, Olympic athletics, art, business and more.

A Steering Committee of girls from all schools decides on the color, decorations and theme for the program. In years past the theme has been MAGIC: Motivating Amazing Girls Into Careers or SHINE: Sisters Helping To

Print This Fund Request

Attach Additional Files as Needed

Submit by E-mail

Alternatives Considered

Request Title

New Frontiers / Girls to Women

This year we have applied to many other funding sources. We have requested to be the beneficiary of the Soup Bowl Supper fund raiser, Sisters in Steamboat, Impact 100, and a bike race/charity although none of these have materialized to date. Because this event is a school-sanctioned and supported program, we felt it appropriate to request assistance from the EFB. We have never contacted the EFB before nor do we plan to ask for assistance on a repeated basis. As an organization, we continually search for new areas of support in an attempt to expand our base and to educate the community of our efforts. Last year we developed the Eat, Care Give fund raiser. A local caterer planned an evening of cooking while participants assisted in the meal's preparation, they learned new techniques and they enjoyed fabulous wine with their food. We plan to offer that event again this year on March 15, 2012. Our programs are established and successful and we want to be sure they continue. We spend money on venues and materials; everything is on a shoestring budget. Annual expenses are estimated as follows:

PROGRAMS

Girls to Women

Total Budget: \$6,000

--Steamboat Grand (Venue, Lunch,A/V) \$5,000

--Decorations and signs \$ 350

--Folders for girls, supplies, copying \$ 400

--Thank You Ad in local paper \$ 200

Skills for Success/Financial Literacy

Total Budget \$1,450*

--Lunch and snacks \$1,200

--Materials \$ 250

Mother-Daughter Day

Total Budget \$ 750

--Venue (gratis)

--Lunch \$ 500

--Materials \$ 250

FUND-RAISING

Total budget \$1,000

--Brochures and letters \$600

--Postage \$100

--Other P/R and Ads \$400

TOTAL approx. \$9,300

What
alternatives
were considered
before selecting
this solution

Outcomes

Request Title

New Frontiers / Girls to Women

What are the expected outcomes with the specified use of these funds

Beryl Markham once said, "We can live a lifetime and at the end of it know more about other people than we know about ourselves." Those of us with New Frontiers know that the most foreign country is within and all serious daring is internal. It takes courage and self-confidence to plan one's future, to make constant and conscious choices and to take charge of your life. We at G2W help girls to begin to understand themselves, who they are and what they may pursue in the future.

We also aim to teach girls and women to be self-reliant. An important section to the conference each year is the presentation entitled Reality Bytes. We educate the girls to be savvy about money and to rely on themselves to make their way. This section of the conference asks them to consider their career choice and then they think about what area of the country they want to live, their housing and car choice, ancillary expenses, etc. They compute their anticipated expenses based on their preferred lifestyle and they determine if their career choice complements those preferences. This is a very enlightening experience for them.

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

The volunteer professional presenters set examples of high self esteem, they are engaged in life-enriching activities and they generally have stimulating academic achievements in their background. The women are inspiring and enthusiastic about sharing their insights and experiences with the girls as they transition to high school. They share the day-to-day, real-life view on what they do best, the journey of their training and preparation and some methods they've used to succeed in their field and in their life. The workshop offerings allow the girls to explore a variety of professions and other relevant issues for teens including conflict, stress, and communication management, self-image and self-defense.

We provide a survey to the girls and to the presenters, allowing input for improvement as they rank the workshops and comment on the speaker, facility, and lunch. We are excited to make this year the best conference yet. With comments from the surveys, we continually improve the program content with the goal to provide the girls an experience that opens their eyes to the changing world and helps them link their current passions to successful, fulfilling futures.

Progressive measurements are qualitative. A past attendee, Shelby Perry, said she learned how to scream loudly and 'break knees' during her self-defense class. "You just get in a stance and lift your foot up, point your toes up so your toes don't break, and push forward toward the knee," she explained, "It just breaks." Shelby also took a course about holistic health, where she learned how to make soothing teas." The keynote speaker in 2009, Gannet Hallar, director of Storm Peak Laboratory, gave advice to girls to create five- and 10-year plans and to pay attention to the image they are sending out. "Are you where you want to be?" "Project the image you want others to see, with My Space and Facebook pages and everything else." "Make sure that your outward appearance fits with your career goals and make sure that you always present yourself in a way that won't hurt your future." Haller also gave advice about how to prepare to be a scientist like her, including which classes are important and how to work toward getting into college. An attendee said on her evaluation, "It was really helpful. I liked it a lot. It definitely changed the way I look at myself."

Steamboat student Allison Williams said she was more interested in becoming either a TV news broadcaster or a lawyer, and in the session, "If I May Your Honor", she learned tips about how to pursue a career in law. She also learned in a financial planning workshop that working as an art

Previous Experience of other school districts in addressing similar issues

Request Title

New Frontiers / Girls to Women

What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

We were recently asked to offer assistance to the Girls to Women group in La Plata County in Durango regarding how we organize girl's registration for the program. Christy Schaerer, Programs Coordinator, Women's Resource Center, 970-247-1242, programs@wrcdurango.org was the contact. Materials were shared and it was indicated we used Survey Monkey to streamline registration. It is nice that other chapters call us for advice and it is great for us to be of assistance. There was an invitation extended for them to come and observe our event in May.