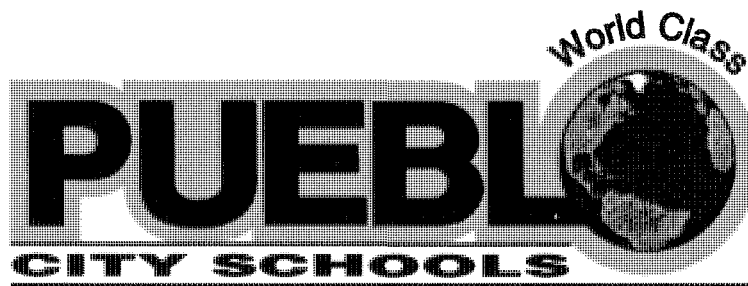


# **INNOVATION SCHOOL APPLICATION TO THE COLORADO DEPARTMENT OF EDUCATION**

**For**

**RONCALLI MIDDLE SCHOOL**



**Pueblo City Schools**

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# RONCALLI MIDDLE SCHOOL APPLICATION

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## 1. EXECUTIVE SUMMARY

Roncalli Middle School serves 560 students in grades 6, 7, and 8, from a variety of economic and demographic backgrounds and varying family situations. Our students are energetic and eager to learn. However, current education efforts are not creating success. Two issues exacerbate the learning environment: 1) lack of student engagement; and 2) less than optimal tier one instruction.

Achievement data over the past five years has been in decline in all content areas. In particular, math scores for all Roncalli students exhibit a 13% growth rate with fewer than 32% scoring proficient or advanced. Science scores are lower with 23% proficient/advanced. Male and Hispanic students consistently perform lower than all other subgroups which aligns with the district data demonstrating higher school dropout rates for both males and Hispanics. The National Center for Educational Statistics found that students who reported a career interest in a science-related field in 8<sup>th</sup> grade were two to three times more likely to earn Science, Technology, Engineering, Math (STEM) degrees a decade later. By establishing a STEM program at Roncalli, the school intends to increase student engagement, boost achievement scores in math and science, and encourage both male and female students to explore careers in math and science related fields.

In 2010, an expedited diagnostic review of Roncalli Middle School was conducted and reported to CDE which revealed significant concerns in the delivery of Tier 1 instruction. Additionally, staff at that time was not demonstrating best practices nor did they have high expectations for student achievement. Attempts have been made to address these concerns in the intervening years, through three separate administration teams, but these have not proven to be successful. Present leadership has determined that the best course of action centers on our Innovation Plan and its components which include STEM, Gateways to Technology (Project Lead the Way), project-based interdisciplinary learning, structured and looped Advisory classes for all students and a focus on relational capacity through Capturing Kid's Hearts. A lengthened school day and yearly calendar plus a school-wide teacher/administrator reapplication process are integral to innovation plan success.

Roncalli Middle School students are capable learners who will respond to and thrive in an environment filled with dedicated and committed educators who present them with relevant, rigorous, engaging curriculum in a safe and nourishing atmosphere. The tenets of this innovation plan will address the needs of our students and will offer them a pathway to STEM careers. The proposed Innovation Plan constitutes a paradigm shift for not only the students we serve but the community in which we live. A belief in students' ability to succeed and thrive in the 21<sup>st</sup> Century will become a fortunate, timely and necessary by-product of Roncalli's restructured program.

## 2. MISSION AND CORE VALUES

### A. MISSION

#### Mission

At Roncalli Middle School, our mission is to promote and encourage creativity, leadership skills, academic and social success by developing critical, creative thinkers and problem solvers who are motivated to succeed.

#### Vision

Roncalli Middle School is committed to prepare Pueblo, Colorado middle school students to be lifelong learners in the 21<sup>st</sup> century. Together with our families and community, Roncalli Middle School will support relationships which create a positive and safe school environment and engage all students in STEM opportunities. Both will foster rigorous and relevant academic work resulting in high levels of achievements.

#### Core Values

We believe:

- With effective instruction and support, all students can learn and achieve.
- Students learn best when there is a positive relationship built with another adult in the building.
- Students should be actively engaged in rigorous and relevant curriculum.
- Instruction differentiated to the unique learning styles of the child will dramatically enhance learning and diminish negative behaviors.
- The diversity of our building is an asset.
- We need to prepare our students to be critical thinkers and problem solvers in order to be successful in a global society.
- Parent and community support is essential for the success of our students.
- All stakeholders share in the accountability and responsibility for our students.

#### Culture

Roncalli Middle School culture focuses on curriculum, student engagement, and enhanced student adult relationships. The school environment provides a safe, secure and welcoming atmosphere, improved, student-oriented instructional practices, and interpersonal relationship building.

### B. NEEDS

Roncalli Middle School serves 560 students in grades 6-8. Students come from diverse backgrounds, families, and social situations in the south/southwestern quadrant of the city. Redistricting in 2008-2009, disrupted the previously high-performing middle school environment. Some high-performing Roncalli students chose to enroll in the newly formed Corwin Middle School International Baccalaureate Program. Many Corwin students (not qualifying for admission to the IB Programme) then enrolled at Roncalli. Fluctuations in student

population increased class sizes, altered staffing ratios, and necessitated multiple scheduling changes. The resulting fractious climate between parents, groups of students, and staff has contributed to an inconsistent instructional system and low expectations for a positive behavioral climate. Despite the redistricting, a relatively stable population distribution remained between Hispanic and White students. However, the percent of students eligible for free/reduced lunch increased from 47.5% to 73.9% and the percent of students with IEPs has grown from 7% to 22%.

Roncalli and Pitts Middle Schools are the only neighborhood options for area students. Roncalli's feeder elementaries include Highland Park, South Park, and Sunset Park. Nearly one-third of local families (31.5%) have incomes at or below the federal poverty level, compared to 22% for Pueblo (city-wide) and 12.5% for Colorado statewide.<sup>i</sup> Families generally lack the resources to transport their children to non-neighborhood schools. The current student population includes:

- 70.90 % Economically Disadvantaged
- 22% Students with Disabilities;
- 3% Limited English Proficient/English Language Learners;
- 6% Gifted and Talented;
- 71% Hispanic, 25% White; and,
- 4% Other.

Our students have not met with academic success nor cemented positive relationships with adults utilizing the traditional methods for instruction currently in place at Roncalli. Yet, as their primary source for education, the school and staff are committed to individual student success. With an expanded vision and improved school culture, Roncalli students will know when they enter the doors of Roncalli Middle School that they are in a place where people value their strengths, understand their skills gaps, and truly care and believe in their ability to succeed.

### **C. RATIONALE**

First and foremost, Roncalli will address its ability to engage its students. One of the best teaching strategies to engage culturally diverse students is to utilize as many instructional modes as possible. A Science, Technology, Engineering and Math (STEM) curriculum structured through Project Lead the Way (PLW) and instruction through project-based interdisciplinary learning meets the criteria. Second, the STEM focus also supports long-range individual goal setting for academics and careers. Personal goals anchor education to future economic success providing additional motivation to engage in the learning process. The National Center for Educational Statistics found that students who reported a career interest in a science-related field in 8<sup>th</sup> grade were two to three times more likely to earn STEM degrees a decade later.<sup>ii</sup> By establishing a STEM program at Roncalli we expect is to increase student achievement scores in math and science and encourage both male and female students to explore careers in math and science related fields.

School autonomy is a critical tool for implementing a new school design that is focused on achievement for every student and is crafted by and for our unique community. Our extended community includes students, administration, teachers, parents, and strategically-developed partnerships with post- secondary institutions and businesses to address the following key points:

- School restructuring (through new hires and reapplication/hire) of all administrative and teaching staff.
- STEM school using STEM curriculum Project Lead the Way (PLW) to address state achievement and academic growth standards.
- Project-based Interdisciplinary Learning to prepare students with 21<sup>st</sup> century skills and knowledge.
- Student-selected pathways that will support Science, Technology, Engineering, and Mathematics foci.
- Systemic and systematized approach to academic and behavioral intervention and prevention including extensive professional development requirements.
- Extended learning opportunities provided through extended day and school year schedules.
- Extended professional development requirements for teachers made possible through extended day and school year schedules.
- Structured advisory classes to provide a focus on student academic and social emotional needs in a differentiated model. The goal is to develop relationships that support safe, caring and respectful learning communities for children and adults.
- Utilize *Capturing Kids Hearts* to support positive school culture.

Staff identified a number of barriers which can be overcome through innovation school flexibility.

| Barrier   | Solution   |
|---|--|
| Lack of full commitment by the entire staff to change and improvement.  | All staff will be required to re-apply, transfer to another school or retire. Along with new hires, all staff and administration will be accountable to high expectations, detailed during the hiring process. |
| Lack of full commitment by current staff to the professional development needed to address the academic and social concerns at Roncalli MS. | All staff hired will be required to sign an agreement to attend all professional development necessary to address the innovation plan.   |
| Current school culture does not reflect the Core Values listed in the innovation plan.  | All staff will commit to the Core Values listed in the innovation plan.  |
| District placement of staff without regards to their buy-in of the Roncalli program or philosophy.  | Consistent adherence to SB191 and mutual consent.  |
| District recruitment, hiring, retention, and dismissal practices do   | The innovation plan will provide for site-based hiring of all staff except for the principal.  |

|  |  |
|--|--|
| not align with the innovation plan.  | Once the principal is hired, the principal will hire a Building Leadership Team (BLT) which will participate in the hiring of all other staff.                               |
| District compensation schedules do not reflect the needs of the innovation plan particularly as they apply to extended school day, school year, and professional development expectations. | The innovation plans provides for site autonomy in determining incentives based on student growth and sign on /stay on bonuses for hard-to-fill positions.                   |
| District led professional development does not reflect the needs of the building and its focus.  | The needs of the innovation plan will take precedence over district required professional development.   |
| The current adopted district calendar and school day do not reflect the needs of the innovation plan (curriculum, instruction, professional development).                                  | The innovation plan's response to and reflection of student needs will take precedence over district adopted calendar, school day, school year and professional development. |

Students are valued individuals who possess unique challenges and need to be engaged in the learning process with an emphasis on hands-on, project-based interdisciplinary learning activities, through a rigorous and relevant academic curriculum.

### 3. ACADEMIC ACHIEVEMENT RESULTS

#### A. EXPECTED OUTCOMES FROM INNOVATION

Roncalli Middle School students will show measurable growth in their ability to think critically, solve problems creatively, collaborate and communicate using a variety of platforms. This will happen through the implementation of interdisciplinary units of study for STEM focus classes and enrichments. Student achievement in these areas will be measured by TCAP/CoAlt.

This school will use the staffing, budget, curriculum, instruction, assessment, and schedule autonomies granted through innovation status and waivers from state, local and collective bargaining units to strengthen the teaching and learning for all students. We expect to see increasing academic achievement through programming focused on the following:

- Structured advisory to improve social emotional engagement;
- Use of Galileo to measure student progress;
- Project based learning to prepare students for 21<sup>st</sup> century skills and knowledge;
- Project Lead the Way and STEM programming;
- Curriculum that has a focus on interdisciplinary units that will allow collaboration, communication, critical thinking and problem solving; and,
- Professional development focused on the needs of the school.

Each of these aspects require that Roncalli has autonomy to plan our school day differently to meet the needs of our students, to use resources to maximize staffing and materials as well as establish strong professional learning communities and focused professional development.

## **B. SIGNIFICANT TRENDS AND PRIORITY NEEDS**

The current Principal and Assistant Principal were hired in July 2012. At that time, Roncalli Middle School was at the end of its second year in turn-around status, beginning its third year. The achievement data demonstrated a decline in all areas with the exception of 8<sup>th</sup> grade reading which was stable but low. In particular, math scores for all Roncalli students exhibit a 13% growth rate with fewer than 32% of students scoring proficient or advanced. Science scores are lower with 23% proficient/advanced. Male and Hispanic students consistently perform lower than all other subgroups which aligns with the district data demonstrating higher school dropout rates for both males and Hispanics.

| <b>Academic Achievement</b> | <b>% Proficient/Advanced 2012 TCAP</b> | <b>% Proficient/Advanced 2011 CSAP</b> | <b>% Proficient/Advanced 2010 CSAP</b> |
|-----------------------------|--|--|--|
| Reading                     | 52.73                                  | 51.4                                   | 59.1                                   |
| Math                        | 31.78                                  | 38.2                                   | 34.5                                   |
| Writing                     | 38.82                                  | 40.5                                   | 43.9                                   |
| Science                     | 23.28                                  | 21.7                                   | 31.9                                   |

By 2012, all content area growth had declined from 2010 and remains well below the minimum state expectation for all Roncalli students including subgroups.

| <b>Academic Growth 2012 TCAP</b> | <b>FRL</b> | <b>Minority</b> | <b>Students with disabilities</b> | <b>ELL</b> | <b>Catch Up</b> |
|----------------------------------|------------|-----------------|-----------------------------------|------------|-----------------|
| Reading                          | 32         | 32              | 44                                | 34         | 35              |
| Math                             | 28         | 27              | 42                                | 38         | 34              |
| Writing                          | 31         | 32              | 37                                | 32         | 32              |

Reading targets were not met. Tier I instruction did not focus on building vocabulary and background knowledge in the content areas. The school had a limited amount of Tier 2 and 3 interventions for students. Teachers lack strong competency in Response to Intervention (RtI) frameworks and relating progress monitoring data to changes in instructional strategies. Special education did not focus on grade level standards and scaffolding of instruction to help students master the standards. Teachers hired in ELA are not necessarily trained in the teaching of reading. In middle school, reading for ELL students is not taught as a course but rather as an intervention.

Math staffing was a contributing factor to last year's poor performance. Only two of the six teachers in mathematics were veteran teachers. One teacher was out on medical leave from September until April and the class had a series of substitutes who were not always highly qualified in mathematics. In addition, the quality of the teachers hired did not produce the best results even with coaching and support. Math teachers do not use manipulatives, project-

based learning, small group instruction, or Tier 1 interventions within the classroom. A math coach was hired as the Assistant Principal at the beginning of 2011-2012. A replacement math coach could not be hired until January due to a lack of candidates, putting the school a semester behind in coaching.

Writing declined due to a decision by the school to integrate writing into the language arts block which differed from the prior year when all teachers taught writing for 30 minutes a day. Science continued to be an issue for student performance due to a lack of background knowledge, understanding of vocabulary, and engaging project-based learning. Recent benchmark data to date show a decrease in the percent of students in the moderate risk category in reading, science, and 7<sup>th</sup> and 8<sup>th</sup> grade math when compared to mid-term benchmark data for 2010 and 2011. The moderate risk category indicates students who are at risk of performing below proficiency on the 2013 TCAP.

A lack of student engagement is also evident in attendance data. During September, October and November, attendance averaged 92%. A push in March, due to TCAP assessments, results in similar levels. However, attendance declines to an average of 88% through the winter, falling to a low of 82% in May. Student referrals for discipline issues were three times greater in 2011-2012 than the previous year. Staff identified an additional root cause regarding behavior "The culture at Roncalli lacks a cohesiveness of purpose and belief that all students can learn at a high level which results in pervasive lack of positive relationships staff to staff, staff to students, students to students, and students to staff." Progress is being made this year (2012-13) with implementation of the *Capturing Kids Hearts* program.

Teacher turnover and recruitment are additional leading indicators of climate concerns. In 2011-2012 fourteen teachers left Roncalli for a variety of reasons. The administrative turnover has occurred every year for the past three years (principal and assistant principal). Lack of administrative consistency has decreased the cohesiveness of the staff and has impacted the stability of relationships.

Roncalli 2010, 2011, and 2012 School Performance Frameworks are attached in Attachment 2. See Attachment 3 for the most recent benchmark data. The Roncalli MS Unified Improvement Plan for Schools (USIPS) is included as Attachment 4.

### **C. ANNUAL TARGETS**

Roncalli staff recognizes that students significantly lag their peers in all core areas, with math and science showing the greatest deficits. Annual targets (TCAP) are set first to recover ground lost in the past year before making progress towards state requirements in years two and three.

| Target Area | 2012-2013     |                          | 2013-2014     |                          | 2014-2015     |                          |
|-------------|---------------|--------------------------|---------------|--------------------------|---------------|--------------------------|
|             | <i>Target</i> | <i>% points increase</i> | <i>Target</i> | <i>% points increase</i> | <i>Target</i> | <i>% points increase</i> |
| Reading     | 65%           | 12                       | 75%           | 10                       | 80%           | 5                        |
| Math        | 55%           | 23                       | 70%           | 15                       | 75%           | 5                        |
| Writing     | 55%           | 17                       | 75%           | 20                       | 80%           | 5                        |
| Science     | 40%           | 17                       | 55%           | 15                       | 70%           | 15                       |

Targets reflect overall school achievement, all grade levels and subgroups. Currently, ELL, minority students, students with disabilities, and students eligible for free/reduced lunch achieve at or above the level of aggregate student outcomes. Roncalli's mobility rate (40.6%) is similar between all subgroups and should not disproportionately impact one group over another. Targets represent reasonable but challenging advances over three years, aligning student's achievement and growth with state expectations.

#### **D. INTERIM MEASURES**

The formative cycle will be used to analyze data, interpret the evidence, identify gaps, provide feedback, plan learning/instructional modifications, and scaffold learning thereby closing achievement gaps. In addition, the critical elements of STEM will be evaluated, analyzed, interpreted and modified to improve learning/instructional cycle using the logic model and evaluation questionnaire.

Galileo benchmark assessments will be administered three times/year (August, December and May). The school will build pre-and post-unit assessments from the NWEA question bank items aligned to Colorado Academic Standards. Teachers will utilize other curriculum-based unit assessments (created from publisher items) for interim data to inform instruction. Study Island assessments will be administered bi-weekly in Reading, Math, and Science. Monthly, CDE Writing Rubrics will be utilized to assess student Extended Constructed Response (ECR) and Short Constructed Responses (SCR). Project Lead the Way Assessments utilizes regular, online assessments aligned with its curriculum and project-based learning modules.

Assessment data will be downloaded to Alpine Assessment systems to create a dashboard with all benchmark and progress monitoring data for each student. These will be reviewed at least monthly as part of the RTI and PLC processes.

#### **4. LEADERSHIP AND GOVERNANCE**

Roncalli Middle School will conduct a restructuring of all staff including administration, teachers, and all classified staff. This will require the identification or creation of positions and job descriptions to meet the academic and social/emotional needs of students. The District Superintendent will hire the Principal and Assistant Principal for the school.

- **Principal Support and Accountability:** Pueblo City Schools District 60 (PCS D60) established the Principal Support and Supervision Group (PSSG) and School Monitoring, Accountability, Support (MAS) program in 2012. The Assistant Superintendent and PSSGs coordinate and facilitate the key processes to build capacity for high performance leadership and embed vertical leadership development, accountability and support. MAS members work as coaches, assisting principals to implement and develop their Building Leadership Teams and Professional Learning Communities with fidelity. They also coach schools through data investigations, aligning data to instruction, and using data to drive the school goals and processes inherent in the Unified Improvement Plan. Quarterly reviews are conducted and reported on the District Initiative Walkthrough form.

The PSSG comprises all senior district leadership. They directly supervise and evaluate building principals, holding them accountable for academic achievement results. The dialogue evaluation process utilizes documents aligned to the district's strategic goals and student outcomes including, the Unified Improvement Plan, the 2014 Turnaround Plan, Supervision and Evaluation Standards, Understanding by Design – Moving from Units to Lesson Plans: a Guide for Administrators, Writing Across the Curriculum, Responsive Classroom, the BAS: Assessment Manual for District Benchmarking and Common Assessments, and distributed leadership structures. Walk-throughs and dialogues are conducted quarterly between a PSSG member and each principal (See Attachment 5 for PSSG Review and Walkthrough forms). The PSSG and MAS processes form the foundation for principal evaluation, feedback, and improvement.

Once hired, the Roncalli Principal will hire the building leadership team (BLT). The BLT will consist of one teacher from 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades, department leaders, instructional coaches, a counselor, the principal and assistant principal. The principal and the BLT, in conjunction with PCS D60's Human Resources staff, will use the innovation status to seek flexibility in recruiting, securing and final hiring decision for the best fit candidates to complete the staffing for the Roncalli Middle School.

- **BLT Responsibilities:**
  - Delineate a mission-driven decision-making structure and organizational chart that is clear and understood by all stakeholders.
  - Develop annual USIP goals for participation and leadership of students, teachers, parents, business and community partners, institutions of higher education, in the STEM Innovation Plan and monitors quarterly progress towards those goals.

- Use data to inform all leadership decisions and to review and revise the mission-driven STEM Innovation Plan quarterly.

All teachers will participate in grade level and team-based Professional Learning Communities. PLC's will be the foundational support for building teacher leadership capacity and providing a venue to review data and develop instructional data driven decisions that focus on the needs of individual students and instruction.

- **Accountability:** The Roncalli principal will adhere to SB-10-191 standards for teacher effectiveness including regular classroom observations, teacher improvement plans, and assessing instructional efficacy through student achievement. After pilot implementation in spring 2012, the district's assessment rubric reflecting five standards (content knowledge, classroom environment, learning facilitation, reflective practice, and leadership) is being refined. The principal will be guided by district coaches to maximize observation walkthroughs and feedback to teachers.

The principal and BLT will also establish a Science, Technology, Engineering Math Innovation Leadership Team (STEM ILT). The STEM ILT will use the innovation plan as its guiding document to quantify all details of the 3-year STEM implementation process. This includes identifying the role each member will play internally (e.g., STEM design, operations, accountability, curriculum development, professional development) as well as their external roles such as outreach and stakeholders for continuous STEM monitoring and improvement.

- **Accountability:** The STEM ILT will develop and demonstrate support from an Advisory Board consisting of representatives from the STEM Innovation Team, school board, district, community, higher education, and STEM businesses to support and guide facility requirements, resource acquisition, curriculum development, internships, externships, and student/community outreach to ensure a successful STEM academic focus.

The Building Accountability Committee (BAC) is comprised of parents and community stakeholders. BAC leadership will be strengthened through targeted monthly meetings with specific agenda items including budget oversight, community engagement and partnership development, and student achievement. In conjunction with the BLC, BAC members will review academic progress monitoring to address the concerns/successes class by class and overall progress towards Innovation vision, outcomes and school culture.

## 5. ENGAGEMENT AND COMMUNICATION

The development of the innovation plan included parents, teachers, administrators, support staff, and community partners. Students and parents participated in an electronic survey to gather information for the development of the plan. Students were asked to complete the survey during their school day and parents were asked to complete the survey via the internet. Lap tops were set out during a parent meeting and before an athletic event to involve as many parents as possible in survey completion. The survey focused questions around student preferences for learning, relationships, and career goals. The parents were surveyed on their opinion about school culture, communication, and student achievement in math and science. Results (see Attachment 6) led us to believe that an Innovation plan should include a STEM focus as well as support to build positive relationships and student efficacy. A representative parent has been part of the Innovation Steering Committee. Contact with potential community partners has included Colorado State University Pueblo, University of Colorado at Colorado Springs, Intelligence, Colorado Technical University, Pueblo Community College, U.S. Forest Service and Project Lead the Way.

### Board of Education and Union Engagement

During fall 2012, the school principal and district leadership presented the strategic framework for Roncalli's innovation realignment. Through the Bold Strategies for Improvement presentation, the board and community gained insight into the school's needs and direction. School leadership was encouraged to develop its innovation plan and Pueblo Education Association officers have been deeply involved in plan development.

### Parent Engagement

We are searching for innovative ways to increase parent and community participation based on the needs of our diverse population. Roncalli strongly believes that increased involvement of our school community will lead to a more effective home school partnership that will better support all students. The team has planned for the following:

- Developing and utilizing parent and student compacts tying high expectations to attendance, academic progress, and behavior.
- Continued focus on making student progress reporting more accessible via the school website. We will also increase the number of parent-teacher conferences with a focus on student-lead conferences to link students, parents and teachers together in supporting the learning process.
- Parent participation in needs assessment and surveys (these are being developed and will be available via the school website).
- Increased recruitment efforts for our Parent Teacher Organization.
- Developing Parent Universities that will build parent capacity surrounding STEM.
- Developing stronger wrap-around services utilizing school and community resources. This includes weekly counseling services, on site, through Spanish Peaks Behavioral

Health and increased connectivity between Rtl behavioral components and *Capturing Kids Hearts*.

Information regarding Roncalli Middle School was provided during parent-teacher fall conferences and school events. An evening parent meeting devoted to Innovation School details and a question was held January 17, 2013. A parent engagement plan with action steps, timelines and implementation benchmarks is included in Attachment 7.

#### Student Recruitment

Students will be enrolled through the current open-enrollment process utilized by Pueblo City Schools Choice Process. PCS is a choice district and parents who wish to enroll students at Roncalli Middle School will have the option of enrolling their child through the choice application process. (See recruitment/program brochures, Attachment 11.)

## 6. INNOVATIONS

Based on a three-year analysis of Roncalli Middle School data, student achievement in math and science has not only been in decline but is well below the state's expectation for growth and achievement. From the USIP, Major Improvement Strategy #1: Students will receive first best instruction in every classroom that meets the needs of students who are not proficient. The proficient/advanced students based on Colorado's TCAP will have an opportunity to receive extensions and extended learning opportunities embedded in the weekly schedule.

Root causes addressed include:

- Lack of engaging lessons, that address the Colorado Content Standards, and student performance is not assessed using standards based classroom formative assessments.
- Appropriate and timely interventions for Tier 1 and 2 instructions are not in place to meet the needs of students who are not proficient on the standards.
- Rtl processes are not in place at Roncalli and the use of data to differentiate instruction within the classroom is not occurring as a part of the instructional practices in the school.
- The culture at Roncalli lacks a cohesiveness of purpose and belief that all students can learn at a high level, which results in pervasive lack of positive relationships staff to staff, staff to students, students to students, and students to staff.
- Lack of quality instructional planning for lessons that include differentiation and engagement using the Colorado Academic Standards.

## 6.1 PROGRAM INNOVATIONS

| <b>PROGRAM INNOVATIONS: OVERVIEW</b>   |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Implement Project Lead the Way and a focus on Science, Technology, Engineering and Math pathways.</li> <li>• Encourage student success through project-based learning and STEM, preparing students with 21<sup>st</sup> century skills and knowledge.</li> <li>• Extend student learning and teacher professional development schedules.</li> <li>• Create a systemic approach to intervention and prevention using diagnostic assessments, progress monitoring, and matching student needs with research-based instructional strategies and programs.</li> <li>• Implement structured advisory classes to focus on student academic and social emotional needs while developing long-term relationships that support safe caring and respectful learning communities for children and adults.</li> <li>• Homework will be based on “quests” utilizing knowledge learned to application in the real- world versus traditional homework assignments.</li> <li>• Provide professional development for staff on differentiated instruction and first best classroom instruction to ensure all students learning is aligned with Colorado Academic Standards, student goals, and responds to student needs.</li> <li>• Provide professional development for staff on how to implement STEM into the regular curriculum and use of extended time allocated (34 minutes per day, Monday-Thursday and 124 minutes on Friday) to teaching the strategies.</li> <li>• Ensure teachers use three strategies from Sheltered Instruction to support ELL students, IEP students, and students with limited background knowledge and content vocabulary.</li> <li>• Align grading practices to standards and best practices to ensure grades are aligned with the performance on CSAP/TCAP.</li> <li>• Special Education teachers will teach to grade level standards through scaffolding instruction to ensure students have access to the appropriate Colorado Academic Standards.</li> </ul> |  |
| <b>INNOVATION IMPACT: PROPOSED WAIVERS</b>   |  |
| Collective Bargaining  | District/State   |
|  | <ul style="list-style-type: none"> <li>• GCL: Professional Staff Schedules and Calendar</li> <li>• IJJ Textbook Selection and Adoption</li> <li>• IHA Basic Instructional Program</li> <li>• Annual Superintendent Initiatives</li> <li>• Section 22-32-109 (1t) To determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs</li> </ul> |

### **6.1. A. DESCRIPTION OF PROGRAM INNOVATION AND RATIONALE**

We are committed to developing a STEM School of Innovation which will address these concerns and will focus efforts on increasing achievement in science, math, reading and writing. Priorities for school restructuring are:

1. Developing a middle school STEM program which integrates all core content and electives.
2. Ensure all programmatic components respond to students in minority, ELL, disability, and low income subgroups.
3. Increase student engagement in learning.
4. Build inquiry-based processes.
5. Build parent capacity to support STEM integration and outcomes.

Long-term (3-year) goals include establishing a culture which fosters the ability and motivation for all students to pursue careers in STEM fields and developing students who apply their knowledge, creative thinking and problem solving to real-world applications.

#### *Research Based Strategies*

STEM curriculum and project-based interdisciplinary learning will radically change the teaching and learning at Roncalli Middle School. Both were chosen for their research basis in engaging students, improving math and science scores, and supporting secondary/post-secondary academic and career success.

Project Lead the Way and its STEM curriculum is a nationally recognized curriculum and professional development program. A control group study in 16 states that compared Project Lead the way student assessments with other pre-engineering programs and Career Technical Education programs found that “Significantly more Project Lead The Way students met the readiness goals on the 2008 *High Schools That Work (HSTW)* assessment tests in reading, mathematics and science compared with HSTW students in similar career/technical fields and HSTW students in all career/technical fields.”<sup>3</sup> A 2010 study of schools in 10 states that compared student results on Measures of Academic Progress found that Project Lead the Way students exceeded the average academic growth rate over one year of the virtual control group in science concepts and processes and mathematics. PLTW students also exceeded the average academic growth rate over one year of non-PLTW students in science concepts and processes and mathematics.

Relevant to Roncalli’s predominately (71%) Hispanic student population, a control group study on largely Latino-populated middle schools in Wisconsin found that all of the Project Lead the Way students began middle school (6th grade) at lower proficiency in math, reading and science and with lower attendance rates than the control group of non-PLTW students. The study showed that by 8th grade, those gaps had been eliminated.<sup>4</sup> Similar findings were noted in all four core areas for Hispanic students in Galt High School (California).<sup>5</sup> A University of Wisconsin-Madison Center on Education and Work (2009)<sup>6</sup> also found attendance, thus school

engagement, was significantly higher for students enrolled in Project Lead the Way. A study of more than 7,500 high school students in the Minneapolis Public School district found similar attendance results plus stronger graduation rates for Project Lead the Way students.

Most Roncalli teachers will be new to Project Lead the Way. Thus a clear strength is the program's intensive teacher professional development. Data indicate that the organized and focused training of PLTW teachers on the curriculum, technology-based equipment, and instructional/educational strategies directly impacts the success of Project Lead the Way students.<sup>7,8</sup>

Project-based interdisciplinary learning will support Project Lead the Way as well as integrating non-STEM core and elective subjects. More than 40 years of research demonstrates that project-based learning:

- Improves long-term knowledge retention and skill development in both students and teachers.<sup>9,10</sup>
- Can be more effective than traditional instruction for preparing students to integrate and explain concepts.<sup>11</sup>
- Improves students' mastery of 21st-century skills.<sup>12</sup>
- Is particularly effective with lower-achieving students.<sup>8,13,14</sup>
- Provides an effective model for whole school reform.<sup>15</sup>

Students who learn science or technology through project-based learning report they find it more engaging than traditional instructional techniques.<sup>16</sup>

*Innovation Program Details: Curriculum*

| Program   | Implementation  | Assessment/Evaluation  |
|---|---|--|
| STEM: Science, Technology, Engineering and Math | STEM strategies will be embedded into each core and elective class including pre-teaching vocabulary and building background knowledge. | <p>Galileo benchmark assessments will be administered according to the District's testing schedule. Students will show improvement on benchmarks. The number of students at risk or moderate risk will be reduced by 15% by the second benchmark and 25% by the subsequent benchmark. The school will build pre-and post-unit assessments from the NWEA question bank items aligned to Colorado Academic Standards. Teachers will utilize other curriculum-based unit assessments (created from publisher items) for interim data to inform instruction. Study Island assessments will be administered bi-weekly in Reading, Math, and Science. Monthly, CDE Writing Rubrics will be utilized to assess student ECR and SCR responses. The formative cycle will be used to analyze data, interpret the evidence, identify gaps, and provide feedback, plan learning/instructional modifications, and scaffold learning to close achievement gaps.</p> <p>In addition, the critical elements of Project Lead the Way and STEM will be evaluated, analyzed, interpreted and modified to improve learning/instructional cycle using the logic</p> |

|   |  |  |
|---|--|--|
|   |  | model and evaluation questionnaire.  |
| Language Arts:<br>Core will utilize district-aligned curriculum | Each student will receive 54 minutes daily instruction in reading,, writing, and research. Small group instruction to occur in every classroom 50% of the time based on identified student need. All teachers will utilize a word wall with unit vocabulary that is taught via the use of the vocabulary development tool, Fryer, utilizes the definitions, pictures, and student wording. Teachers will use Sheltered Instruction Observation Protocol (SIOP) strategies to support ELL students, IEP students, and students with limited background knowledge and content vocabulary. Administration, instructional coaches, and consultants will do embedded modeling and coaching in SIOP. | Every two weeks a teacher made assessment will be administered that is designed around the format of TCAP/CSAP.<br>Instruction will be revised based on the data and assessed again in 2 weeks.<br>Goal: 75% of the students will perform at 80% correct on the assessment. At the end of 4 weeks. 75% of the students will score 100% on the assessment.<br>Galileo benchmark assessments will be administered according to the District's testing schedule. Students will show improvement on benchmarks. The number of students at risk or moderate risk will be reduced by 15% by the second benchmark and 25% by the subsequent benchmark.<br>The school will build pre-and post-unit assessments from the NWEA question bank items aligned to Colorado Academic Standards. Teachers will utilize other curriculum-based unit assessments (created from publisher items) for interim data to inform instruction. Study Island assessments will be administered bi-weekly in reading. Monthly, CDE Writing Rubrics will be utilized to assess student extended constructed response (ECR) and short constructed response (SCR) responses. The formative cycle will be used to analyze data, interpret the evidence, identify gaps, provide feedback, plan learning/instructional modifications, and scaffold learning to close achievement gaps. Walkthroughs by instructional coaches, administrators and district support team will support instructional improvement. |

| Program  | Implementation   | Assessment/Evaluation   |
|--|--|---|
| Language Arts:<br>Rewards Reading Intervention Programs and Literacy Navigator | Students requiring supplemental support in reading will receive an <u>additional 54 minutes in reading instruction</u> . Reading interventions will be provided daily for students identified as unsatisfactory. | Assessments to be used include; Open Reading Frame Finder (ORF), MAZE a reading assessment and Curriculum-Based Measurement (CBM) benchmark probes will be administered in fall winter and spring. Students will receive diagnostic assessment and placed in the appropriate intervention |

|   |   |  |
|---|---|--|
|   |   | <p>program intensity and duration determined through the RtI process.</p> <p>Progress monitoring probes will be administered monthly. Students who reach benchmark and who show progress on other curriculum given school-wide will be exited and monitored for continued progress. Monthly assessments will capture the number of students whose percentile rank increased by 15 on each measurement.</p>                                 |
| Language Arts:<br>Junior Great Books (JBG)  | Junior Great Books (JGB) will be used as a resource for incorporating inquiry based learning into the Language Arts Curriculum  | Progress monitoring tools including JGB unit assessments and writing rubrics will assess student progress after each lesson. Teachers will use additional rubrics for group participation and critical thinking application.   |
| Language Arts:<br>Writing   | All teachers will teach the writing process in the 45 minute STEM allocated time until the STEM training/provision of activities are provided.  | Students will show increases in writing performance as assessed on a school writing assessment conducted 4 times during 2013-2014. The writing assessment will be scored using a metric with a rubric score of 3 or 4 on a 4 point rubric short constructed responses (SCR) and extended constructed responses (ECRs). (The middle school writing assessment has been used for 3 years with teachers trained in arena scoring techniques.) |
| Project-Based Learning /Project Lead the Way (PLTW) Gateway to Technology Program | <p>Every student will receive a 54 minute Project-Based Learning Course. PBL will focus on thematic units with real-life application.</p> <p><u>Year 1:</u> <b>6<sup>th</sup> grade</b> will study units such as renewable energies, zoology and ecological systems, environmental conservation, and water-shed depletion; <b>7<sup>th</sup> grade</b> will use the Project Lead the Way Foundational Course: Design and Modeling and Automation &amp; Robotics. <b>8<sup>th</sup> grade</b> will study environmental issues, alternative energy, science and aeronautics, forensic science research or science of technology. 6<sup>th</sup> and 8<sup>th</sup> grade courses will be developed by the STEM Leadership Team in conjunction with research-based project-based learning curricula and the STEM Advisory Board</p> <p><u>Year 2 and beyond:</u> PLTW: Gateway to Technology Specialized Courses will be utilized in all 8<sup>th</sup> grade project-based courses. These courses include Energy and the Environment, Flight and Space, Green Architecture, Magic of Electrons and Medical Detective.</p> | <p>A project-based rubric and a portfolio showing a standards-based body of evidence for student learning will be used for each project.</p> <p>The critical elements of STEM will be evaluated, analyzed, interpreted and modified to improve learning/instructional cycle using the logic model and evaluation questionnaire.</p>  |

| Program  | Implementation   | Assessment/Evaluation   |
|--|--|---|
| Mathematics: Core will utilize district aligned curriculum | Each student will receive 54 minutes daily instruction in Math. Options include 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade mathematics using district adopted curriculum (new for 2013-14), Algebra I, and Geometry I. Study Island will be implemented one day per week to provide additional support to students in math classes. Teachers will pre-teach vocabulary and build background knowledge. All teachers will utilize a word wall with unit vocabulary that is taught via the use of the Frayer that utilizes definitions, pictures, and student wording.  | Galileo benchmark assessments will be administered according to the District's testing schedule. Students will show improvement on benchmarks. The number of students at risk or moderate risk will be reduced by 15% by the second benchmark and 25% by the subsequent benchmark. The school will build pre-and post-unit assessments from the NWEA question bank items aligned to Colorado Academic Standards. Teachers will utilize other curriculum-based unit assessments (created from publisher items) for interim data to inform instruction. Study Island assessments will be administered bi-weekly in Math. The formative cycle will be used to analyze data, interpret the evidence, identify gaps, provide feedback, plan learning/instructional modifications, and scaffold learning to close achievement gaps. |
| Mathematics: Intervention                                  | Students needing additional support in math will receive an additional 55 minutes in math instruction. Study Island will be implemented one day per week to provide additional support to students in math classes. Interventions will be supported by a math interventionist, the administrative team, instructional coaches, a district consultant for math, and the PCS D60 Director of Turnaround. Additionally, Roncalli is in the process of piloting EDUSS Learning system, an intervention program. If the data shows promise, the district will purchase and implement the program for students needing intervention in math. | CBM benchmark probes will be administered four times per year. Students will receive diagnostic assessment and placed in the appropriate intervention program with intensity and duration determined through the RTI process. Students will show improvement on benchmarks. The number of students at risk or moderate risk will be reduced by 15% by the second benchmark and 25% by the subsequent benchmark.<br><br>Progress monitoring with assessment tools will be administered monthly. Students who reach benchmark and who show progress on other curriculum given school-wide will be exited and monitored for continued progress.  |

| <b>Program</b>   | <b>Implementation</b>   | <b>Assessment/Evaluation</b>  |
|--|---|---|
| Science: Core will utilize district aligned curriculum       | Every student will receive a 54 minute of core science instruction daily. Project Based Learning (PBL) strategies will be embedded through a team thematic focus that extends from their daily PBL course. Teachers will pre-teach vocabulary and build background knowledge. All teachers will utilize a word wall with unit vocabulary that is taught via the use of the Frayer that uses definitions, pictures, and student wording.   | <p>Galileo benchmark assessments will be administered according to the District's testing schedule. The school will build pre-and post-unit assessments from the</p> <p>NWEA question bank items aligned to Colorado Academic Standards. Teachers will utilize other curriculum-based unit assessments (created from publisher items) for interim data to inform instruction. Study Island assessments will be administered bi-weekly in Science. A project-based rubric and a portfolio showing a standards-based body of evidence for student learning will be used for each project.</p> <p>The formative cycle will be used to analyze data, interpret the evidence, identify gaps, provide feedback, plan learning/instructional modifications, and scaffold learning to close achievement gaps.</p> |
| Social Studies: Intervention aligned with district curricula | Every student will receive a 54 minute of core social studies instruction daily. PBL strategies will be embedded through a team thematic focus that extends from their daily PBL course. Teachers will pre-teach vocabulary and build background knowledge. All teachers will utilize a word wall with unit vocabulary that is taught via the use of the Frayer methodology that utilizes the definitions, pictures, and student wording. | CBM benchmark probes will be administered in fall winter and spring. Students will receive diagnostic assessment and placed in the appropriate intervention program with intensity and duration determined through the Rtl process. Progress monitoring with assessment tools will be administered monthly. Students who reach benchmark and who show progress on other curriculum given school-wide will be exited and monitored for continued progress.   |
| All Curriculum: Homework                                     | Differentiated homework assignments will be developed and assigned based on student need. Homework will utilize the skills learned in the classroom but apply those skills to a real-world problem or area rather than more traditional practice/drill homework assignments.  | Student completion of homework and an attitude survey of students regarding the new process.  |

| <b>Program</b>   | <b>Implementation</b>   | <b>Assessment/Evaluation</b>   |
|--|---|--|
| Behavioral/Academic Supports: Structured Advisory      | Every student will be enrolled in a 30 minute daily Academic Advisory course. Time will be utilized to set and review individual student goals, academic and behavioral progress, homework, and adult/student relationship building. Additional curricular content will include College In Colorado/ICAP development as well as Advisory Program Curriculum (to be determined). Every teacher, administrator, counselor, media specialist, and ESS teacher will teach an Advisory course. This will allow for reduced class sizes of 10-15. Staff will loop with their advisory students through the student's entire middle school experience. | Student surveys to assess social-emotional and academic support will be administered quarterly.  |
| Behavioral/Academic Supports: Disenfranchised students | Develop a mentoring program at Roncalli that pairs staff with students who are disenfranchised with the school and education. Staff will connect with them on a daily basis to make sure they are on track and know that there is an adult in the school who knows who they are and cares about their success   | Quarterly survey of staff and students regarding climate. Each quarter positive ratings will increase by 10% from the baseline.  |
| English Language Learners                              | ELL students, 4% of our student body, are served by an ELL professional through a full inclusion model as well as pull-out support based on the level of need. Additionally, students requiring academic language development interventions will attend a 54 minute ELL intervention class focusing on Cognitive Academic Language Acquisition and Comprehension using SIOP strategies. Administration, instructional coaches, and consultant to do embedded modeling and coaching in Sheltered Instructional Strategies. Utilize District ELL Supervisor to work with PLCs and embed strategies in the instruction.                            | Walkthroughs by instructional coaches and District Support Team will provide ELL staff with feedback regarding support for the ELL population. Students will show improvement on benchmarks. The number of students at risk or moderate risk will be reduced by 15% by the second benchmark and 25% by the subsequent benchmark. In addition to the benchmark progress monitoring and assessments received by all students, ELL students will be assessed using the W-IDA access placement test (fall) and ACCESS for ELL (January). |
| Exceptional Student Services                           | A full inclusion model will be utilized to support ESS students in their core content areas. Intervention or resource pull-out will be utilized as determined through the special needs provider and as iterated in the IEP.  | ESS students will receive assessments in the same manner as the mainstream population with additional assessments as determined by their IEP.  |
| Gifted and Talented                                    | GT students will be enrolled in the same core subjects as their peers but will receive accelerated, enriched, and/or differentiated instruction as iterated in their Advanced Learning Plan (ALP).  | GT students are initially identified through the administration of district endorsed tools for aligned to PCS D60's GT criteria. GT students will receive assessments in the same manner as the mainstream population with additional assessments as determined by their ALP.  |

Academic programs and providers have been researched (e.g., What Works Clearinghouse; Florida Center for Reading Research) and selected by an Innovation Plan Committee. Project Lead the Way will be purchased by Roncalli through the district procurement and contracting procedures. The district curriculum, in Rubicon, has been aligned with the Common Core State Standards. STEM and Project Lead the Way have been aligned with the Next Generations Science Standards.

Setting high standards for all students is part of the cultural shift brought to Roncalli Middle School. Advancement requirements will be contained in the Student Compact and negate previous practices to advance students to the next grade level whether or not they had mastered content area knowledge and higher-order thinking skills. Requirements will include:

- Students must complete quarterly Project-Based Exhibitions that demonstrate student proficiency on Colorado Academic Standards.
- Students must meet individual achievement targets based on proficiency of content standards.
- Students must complete quality assignments using pre-determined rubrics.
- Students must maintain a 93% attendance rate.
- Students must follow the school's code of conduct or will be required to attend sessions with the counselors to remediate behavioral issues.

Students that fail to meet these requirements will be required to participate in a Summer Academy or Saturday Schools to complete assignments and/or expectations in order to be promoted to the next level of school. A Saturday School will provide students with access to support and enrichment opportunities. Saturday School will operate 3 Saturdays per month and will be staffed by teachers who will earn a stipend for working additional hours. Summer Academies will be mandatory for students who have not met proficiency levels in Reading and Math. These Academies will be funded by Title 1. Roncalli will work with the other innovation schools to develop a promotion policy that is consistent between all three schools.

Significant professional development will be necessary to implement STEM, Project Lead the Way, to improve first best learning instruction, and match instructional strategies to student needs. The initial professional development timeline is provided below.

- Project Lead the Way – Beginning summer 2013, ongoing
- Capturing Kids Hearts for non-trained staff - TBD
- Write Tools - Summer 2013
- STEM for all staff focused on how to implement STEM into the regular curriculum and how to effectively use 54 minute instructional periods. PD will be ongoing beginning summer 2013 with additional PD in October 2013, January, 2014 and April 2014. Additional STEM PD days will be determined for year 2 and beyond.
- Hire and utilize a project-based learning coach to provide embedded PD
- Mentorship in Academic Advising - Beginning Summer 2013, ongoing
- Student-lead conferences – Beginning summer 2013, ongoing
- Project-Based Learning - Beginning summer 2013, ongoing
- Data-driven Instruction - Beginning summer 2013, ongoing

## **6.1.B. CHANGES TO PROGRAMS, POLICIES, AND/OR OPERATIONAL DOCUMENTS**

### **1. Organization of Students and Faculty**

Roncalli Middle School will be restructured and all staff including administration will have to reapply for a position in the school. This will require creating job descriptions to meet the academic and social/emotional needs of students (see Attachment 8 for job descriptions). The District Superintendent will hire the Principal and Assistant Principal for the school and the Principal will, hire the building leadership team. The principal and the building leadership team, in conjunction with PCS D60 Human Resources staff will use the innovation status to seek flexibility in recruiting, securing and final hiring decisions for the best fit candidates to complete the staffing for Roncalli Middle School.

Implementation Timeline:

- Staff hired by May 2013
- Initial professional development Summer 2013
- Students enrolled and scheduled by July 2013
- Classes begin for students August 15, 2013

### **2. Structured Advisory**

A new component to Roncalli Middle School will be the addition of a structured advisory course for each student. This course will focus on academic and social/emotional needs of students as way to strengthen connectedness between adults and students and foster a personalized and supportive school culture. Advisory groups will be looped with all certified staff for the three years of the student's time at Roncalli Middle School.

Implementation Timeline:

- Professional Development Summer 2013
- Implementation Fall 2013
- Year 1 evaluation and revision of the structured advisory course: December 2013, February 2014, and June 2014

### **3. Project-Based Learning**

Roncalli Middle School will use project-based learning as a foundation for our curriculum. The knowledge and skills implemented throughout the curriculum will prepare students with 21<sup>st</sup> century skills including critical thinking, problem solving, creativity, communication and collaboration. Student outcomes will include:

- Effective communication and collaboration;
- Problem-solving and critical thinking; and,
- Technology application.

Four research based components will drive all Roncalli project-based learning units:

- 1) A “driving question” anchored in a real-world problem and which embeds multiple content areas.
- 2) Opportunities for students to make active investigations enabling them to learn concepts, apply information, and represent their knowledge in a variety of ways.
- 3) Collaboration among students, teachers, and others in the community so that knowledge can be shared and distributed between members of the learning community.
- 4) The use of technology embedded in student learning environment and which supports students in representing their ideas. Examples include PowerPoint, Movie Maker, web pages, blogs, wikis and portfolios.

Implementation Timeline:

- Professional Development Summer 2013
- Implementation Fall 2013
- Year 1 evaluation and revision of PBL implementation  
December 2013, February 2014, and June 2014

#### **4. ELA, Math, Science and Social Studies**

ELA, Math, Science and Social Studies curricula will be aligned to the Colorado Academic Standards with a STEM Integration focus. Teachers will begin year one by developing a thematic unit with an essential question which will guide all project-based learning for the team. These concepts will be integrated into the core curriculum to develop an in-depth understanding for creative problem solving and critical thinking. Year two and beyond will continue work on aligning curriculum and content so that true team projects and exploration can take place. Roncalli Middle School will continue to develop literacy instruction across all content areas. Inquiry-based learning and digital literacy will be infused into every classroom along with technology integration to foster 21<sup>st</sup> century skills and make learning relevant and applicable.

Implementation Timeline:

- Professional Development Summer 2013
- Implementation Fall 2013
- Year 1 - Evaluation and revision of STEM integration into core curricula. December 2013, February 2014, and June 2014

#### **5. Art, Music, and Physical Education**

Roncalli Middle School will offer students a well-rounded, high quality curriculum to prepare our students to be successful in high school and beyond. A diverse curriculum that includes arts, music and physical education, aligned to Colorado Academic Standards, will foster social and emotional capacities necessary for children to successfully negotiate conflict and adversity and persist in school. In addition, the elective offering will broaden the stage for STEM curriculum integration through creativity, problem solving, and project-based learning.

#### Implementation Timeline:

- Professional Development Summer 2013
- Implementation Fall 2013
- Year 1 evaluation and revision: December 2013, February 2014, and June 2014

#### 6. Students Assessments

Roncalli Middle School believes that student goal setting and ongoing assessments that inform instruction are keys to success. Assessments will include Language Arts, Science, Math and Social Studies benchmarks and unit assessments. Teachers and students will utilize the formative assessment process to set learning targets, review and analyze data, determine needs and strengths, and make data driven instructional decisions to guide the teaching/learning process. Roncalli Innovation assessment goals include:

1. Establishing multi-faceted, standards and performance-based assessments that inform instruction and are consistently used by all staff.
2. Ensuring student ownership of learning targets by understanding their ongoing progress.

Roncalli Middle School will begin the process of project-based learning allowing students to demonstrate mastery on the interdisciplinary units of study. The student work that will be found in project-based learning will exemplify:

1. Application of all subject matter reflected in real-world problem solving unit.
2. Opportunities to use different media to communicate solutions.
3. Collaboration among peers.
4. Focus and reflection on meeting learning targets.
5. Data tracking by students to allow them to take ownership of their data and achievement progress.

Teachers will work with students to conduct student led conferences to help student understand where they are in their academic growth and set goals to increase their proficiencies. Student-led conferences will be phased in during 2013-2014 by grade level teams and utilize a structured process developed by staff and instructional coaches. Data chats will occur on Fridays with the tutorial teachers. Evidence will be monitored through the data folders and goal setting plus the number of student-led conferences held.

#### Implementation Timeline

- Professional Development Summer 2013
- Implementation Fall 2013
- Develop thematic unit focus questions Spring/summer 2013 to ensure implementation beginning Day 1 of the 2013-2014 school year
- Student benchmark assessment and transition 2 days before classes begin
- Progress monitoring after each unit of study
- Student-led conferences implemented fall 2013
- Benchmark assessments four (4) times per year for all core content areas

- **Response to Intervention (RtI)**

Roncalli Middle School is committed to implementation of a school-wide Response to Intervention plan to meet the academic and behavioral needs of all students. All teachers will participate in team RTI meetings twice a week. The tiered intervention process for this model will enhance the success of all students, beginning with first best instruction (Tier 1) at the classroom level with Tier 2 and Tier 3 interventions when applicable. Teachers will receive on-going professional development in the implementation process as well as in the development and progress monitoring of appropriate academic and behavioral interventions. The RtI process is as follows:

- Step 1: Staff member identifies student who may need an RtI plan due to academic and/or behavioral concerns. The grade level team meets to discuss the concern. Data are brought to the meeting (e.g., referrals, TCAP, end of unit assessments, grades, attendance, behavioral concerns). During this initial meeting, teachers discuss concerns and possible root cause(s). A determination is made as to proceed with an RtI plan or place student on monitor status for future review.
- Step 2: The grade level team sets a meeting with the student, parents/guardians, and any of the following as appropriate: Counselor, Administrator, Instructional Coach, Community Advocate, and Mental Health Service Provider.
  - 2a. During this meeting a presentation of the issues with data is conducted.
  - 2b. Intervention(s) are determined along with a plan for implementation and monitoring for effectiveness. A follow-up meeting date is set to review status and progress monitoring.

If the intervention is effective, it will be continued at a specific intensity and for a prescribed duration of time. Progress monitoring provides data to assess growth and intervention efficacy. A student can be exited from an RtI plan if adequate progress is made. If intervention is ineffective, the team returns to step 2b to identify, implement, and monitor an additional or replacement intervention. At this point, Tier 2 and Tier 3 interventions may apply. A follow-up meeting date is set to review status and progress monitoring for each intervention.

- Step 3: After all possible appropriate, research-based interventions have been exhausted; a meeting to discuss possible ESS assessment process should be conducted.

**Implementation Timeline:**

- Professional Development Summer 2013
- Implementation Fall 2013

### 6.1.C. WAIVERS TO STATE STATUTES AND RULES

*Tables containing synopses of all requested waivers are available in Attachment 9.*

Section 22-32-109 (1t) to determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs.

- **Request:** Roncalli requests flexibility to adopt its own education program including selecting curriculum and textbooks.
- **Rationale:** Roncalli School of Innovation will be responsible its STEM and Project Lead the Way curricula, the textbooks to support the curriculum, and professional development. By waiving the state statute and district policies, the school will be able to implement the programs, curriculum and provide training to support the implementation of the instructional programs they have selected.
- **Replacement Plan:** The school's innovation plan details the curriculum, textbook and training.

### 6.1.D. WAIVERS TO DISTRICT POLICIES

GCL: Professional Staff Schedules and Calendar

- **Request:** The school has developed its own calendar and professional development schedule.
- **Rationale:** The school will meet or exceed minimum statutory requirements for school year and school day.
- **Replacement Plan:** The school calendar, hours of work year and work day, will be determined by the planning team and published for Roncalli employees.

IJJ Textbook Selection and Adoption

- **Request:** Roncalli requests waivers for the Board's textbook selection and adoption Policy, allowing the school to purchase curriculum aligned with the innovation.
- **Rationale:** Roncalli MS will be responsible for its STEM and Project Lead the Way curriculum, the textbooks to support the curriculum, and training. By waiving the state statute and district policies, the schools will be able to implement the programs, curriculum and provide training to support the implementation of the instructional programs they have selected.
- **Replacement Plan:** The school's innovation plan details the curriculum, textbook and training.

IHA Basic Instructional Program

- **Request:** Roncalli requests the flexibility to determine a curriculum structured to meet the needs of its students.
- **Rationale:** Roncalli will be responsible for its STEM and Project Lead the Way curriculum, the textbooks to support the curriculum, and training. By waiving the state statute and district policies, the schools will be able to implement the programs,

curriculum and provide training to support the implementation of the instructional programs they have selected.

- **Replacement Plan:** Roncalli has developed a plan that outlines the instructional program and how it will meet the needs of all students.

#### Superintendent's Annual Goals/Initiatives

- **Request:** By waiving the superintendent's goals, the school will be able to concentrate their instruction on the innovation plan.
- **Rationale:** The school's education program will meet or exceed minimum standards of the superintendent's initiatives. The school will continue to implement the district-wide implementation of Professional Learning Communities (PLC)'s.
- **Replacement Plan:** Roncalli has developed a plan that outlines the instructional program and how it will meet the needs of all students.

#### **6.1.E. WAIVERS TO COLLECTIVE BARGAINING PROVISIONS**

N/A

#### **6.1.F. EXPECTED COST SAVINGS AND INCREASED EFFICIENCIES**

Roncalli Middle School will leverage funds from other sources. Title I-A funding will pay for Summer School. Title II-A will support performance and sign-on/stay-on bonuses. Roncalli Middle School also benefits from inclusion in the District's STEM grant. Roncalli Middle School will take advantage of the district planetarium at Centennial High School. This facility enables both teachers and students to a) study interplanetary and outer space modules, b) work with planetarium coordinators to design modules/units specific to Roncalli's STEM curriculum, and c) to develop and display student directed modules as evidence of knowledge acquisition. Professional development that supports STEM curriculum and project-based learning will increase the school's efficiency and ability to focus on the elements of the instructional strategies to support the needs of the students in the school.

One of Pueblo City School's most telling statistics is that students leave the district for middle school only to return for high school. In real numbers, over 130 students leave the district for other middle school alternatives. Part of Roncalli Middle School's impact will be to offer a high quality neighborhood choice at middle school. Roncalli Middle School expects to attract at least 30 new students who would otherwise attend private or District 70 schools. At a per pupil rate of \$6,401.04, the change to innovation status will generate an additional \$192,031 per year in district revenue.

Primary source of cost efficiencies are derived from improved school climate and increased student learning time. Pueblo City District 60 spends just over \$3,100 on each student assigned to truancy court or district interventions. With the implementation of Positive Behavior Intervention System (PBIS) and Capturing Kids Hearts, Roncalli Middle School expects that referrals for district interventions will drop from an average of 11 per year to 1. This is a district cost savings of \$31,000. In addition, the change in school climate is already lessening the

number of office referrals. Current numbers are not available yet, but in a similar setting, a local school went from 67 referrals per month to 16. At an average of 16 minutes of lost instruction per referral, the school recovered 122.4 hours of lost instruction. Roncalli Middle School anticipates similar results.

## 6.2 TIME INNOVATIONS

| <b>TIME INNOVATIONS: OVERVIEW</b>   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Extended year for all students not scoring P/A as well as enrichment for students who are P/A.</li> <li>Flexibility to offer conferences in the evenings and flex teacher day to compensate.</li> <li>Flexibility in the schedule to begin or end at different times for staff, students, support staff to meet the needs of students. This may include a staggered schedule for staff and/or students.</li> <li>Flexibility in the number of teacher plan times allocated based on preps and payment required.</li> <li>Flexibility in the current use of time during the day to meet with teachers and provide feedback on observations to increase teacher efficacy and skills.</li> <li>Flexibility to offer professional development outside of student contact hours to preserve the integrity of the student instructional program.</li> <li>Flexibility for the building to focus only on the professional development that impacts the school rather than district-wide PD.</li> <li>Flexibility to expect teachers to complete the conferences with all students outside of the time allocated.</li> </ul> |  |
| <b>INNOVATION IMPACT: PROPOSED WAIVERS</b>  |  |
| <b>Collective Bargaining</b>  | <b>District / State</b>  |
| 11-3-1-1 Number of teacher preparations   | GCL Professional Staff Schedules and Calendar Section 22-32-109(1)(n)(I), n(II)(A), C.R.S. Schedule and Calendar |
| 11-4-1 Flexibility with planning time-- (minimum of five (5) each week)   | GCM: Professional Staff Work Load  |
| 11-5 Required meetings  |  |
| 10-2 School Day hours   |  |
| 10-3 Regular school days  |  |
| MOU Early Release Individual Plan Time  | GCI Professional Staff Development   |

### **6.2.A. DESCRIPTION OF TIME INNOVATION AND RATIONALE**

From Roncalli's USIP, time extensions are incorporated as part of its Major Improvement Strategy #1: Students will receive first best instruction in every classroom that meets the needs of students who are not proficient /advanced and extensions for those students who are proficient /advanced on the Colorado Academic Standards. Since the majority of students are not performing at the proficient or advanced levels, extending the school day and school year is a logical choice for all students.

Roncalli Middle School will use the innovation status to increase student/teacher instructional day to better meet the needs of the students. This will include a 30 minute advisory period, four 54-minute core content classes, one 54-minute Project-based Learning Class, and two 55-minute elective courses. (One or two of the elective slots may be used for students needing additional academic support in reading and/or math.) Total daily student contact time will be increased by 30 minutes to 8 hours Monday through Friday. (Early release Friday in the current schedule will be eliminated from the Roncalli Middle School.) This model will afford Roncalli Middle School to better meet individual student needs in a focused and timely manner. The increased length of the school day will allow for creative project based learning opportunities, inclusion of daily academic advisory classes, project based learning classes, focused interventions, and daily professional learning community/teacher planning time. Additionally, the school year has been extended by 10 days to a total of 183 days.

Extending the school day for students also extends the day for teachers. Due to the amount of professional development needed to develop as a STEM School and the training necessary to improve first best instruction, it is imperative that we have flexibility in the dates and times for professional development. An additional 13 days will be added to accommodate school year and summer professional development (196 days total). During the school year, both planning and PLCs will be incorporated in the daily schedule necessitating additional waivers from PCS D60 and the Pueblo Education Association. (See sample daily schedule, Attachment 10.)

### **6.2.B. CHANGES TO PROGRAMS, POLICIES, OR DOCUMENTS**

The following items require changes in current policies regarding time allocations.

- Flexibility in the number of teacher plan time allocated based on preps and payment required.
  - Daily lesson plans.
  - Teachers will utilize Understanding by Design for lesson planning (new in 2012-2013) plus detail the use of engagement strategies, checks for understanding, and differentiated instruction.
- Flexibility in holding teachers accountable for implementing the professional development as a part of the evaluation process.
  - Administrative walkthrough document used to monitor effective implementation of well-designed lesson plans. Possible to develop feedback related to STEM, Project Lead the Way and project-based learning to improve a teacher's implementation of new initiatives.

- Flexibility in the current use of time during the day by classroom teachers and instructional coaches to meet with teachers/peers and provide observation feedback to increase teacher efficacy and skills.
- Flexibility to offer conferences in the evenings and flex teacher days to compensate.
  - Flexibility to expect teachers to complete the conferences with all students outside of the time allocated.
- Students will show improvement on benchmarks. The number of students at risk or moderate risk will be reduced by 15% by the second benchmark and 25% by the subsequent benchmark.
  - Flexibility to extend the school year through Summer Academy or Saturday School for students not scoring proficient/advanced as well as to provide extended enrichment opportunities for students who are scoring proficient/advanced.
  - Send a letter to parents of all unsatisfactory students in reading, inviting those parents or students to participate in extended day opportunities.
  - Re-contact each parent who does not complete the form and discuss student data and importance of participating in their child's education.
  - Teachers will work with students in extended day or year programs to support students in academic achievement. A mandatory extended year summer academy for students who have not met grade level expectations or demonstrated satisfactory progress will be implemented. A Saturday School will provide students with access to support and enrichment opportunities. Saturday School will operate 3 Saturdays per month and will be staffed by teachers who will earn a stipend for working additional hours. Summer Academies will be mandatory for students who have not met proficiency levels in reading and math. These Academies will be funded by Title 1.
  - SuccessMaker will be used as a math supplement. Diagnostic assessments will place students appropriately. Unit assessments will be completed for every unit. Individual growth percentages will be calculated comparing the placement assessment to each unit assessment.

### 6.2.C. WAIVERS TO STATE STATUTES AND RULES

Section 22-32-109-(1)(n)(I), n(II)A, and n(II)B to determine the school calendar, teacher-pupil contact hours and school days.

- **Request:** Roncalli requests waivers from these local board duties to create an extended calendar, lengthen the school day and school year to meets the needs of the students in the school.
- **Rationale:** Roncalli MS will be able to support the implementation of the Science, Technology, Engineering and Math (STEM) with a longer school day and more time for professional development and collaboration.
- **Replacement Plan:** The school schedule and calendar are in Appendix 10.

### 6.2.D. WAIVERS TO DISTRICT POLICIES

*Tables containing synopses of all requested waivers are available in Attachment 9.*

#### GCL Professional Staff Schedules and Calendar

- **Request:** The school has developed its own calendar and professional development schedule.
- **Rationale:** The school will meet or exceed minimum statutory requirements for school year and school day.
- **Replacement Plan:** The school calendar, hours of work year and work day, will be determined by the planning team and published for Roncalli employees.

#### GCM: Professional Staff Work Load

- **Request:** Roncalli requests the flexibility to develop its own requirements for staff planning and preparation.
- **Rationale:** Roncalli will have the flexibility to vary PLC, planning and collaboration time. With this variation, planning periods may not be uniform. However, teachers will have a minimum of five individual planning periods each week. Some meetings may be scheduled at times other than at the end of the normal school day.
- **Replacement Plan:** The BLT will establish expectations for staff work load and publish them for Roncalli employees.

#### GCI Professional Staff Development

- **Request:** Roncalli requests flexibility in determining the type and amount of professional development to support the work of its innovation plan rather than participating in district professional development opportunities.
- **Rationale:** The school's innovation plan incorporates new curriculum (Project Lead the Way, STEM) and instructional strategies (project-based learning) which are new to the staff. Effective implementation, and thus student learning and outcomes, is dependent on in-depth professional development including coaching and embedded observation/feedback.
- **Replacement Plan:** Roncalli has incorporated expanded professional development plan requirements within its innovation plan.

## 6.2.E. WAIVERS TO COLLECTIVE BARGAINING PROVISIONS

### 10-2 School day - 7hrs. 30 minutes and

#### 10-3 Regular school day

- **Request:** Roncalli requests flexibility in determining the length of the school day.
- **Rationale:** To be successful, students require extended learning opportunities. This includes more time for core subjects, time for project-based learning and interdisciplinary labs, additional time for catch-up and intervention activities. The new curriculum components and instructional strategies also require deliberate, frequent individual and team lesson planning, PLC data disaggregation, and time for student-led conference development. Both components will require teachers to invest in a longer school day.

By waiving parts of the collective bargaining unit's provisions related to length of time in a day, school's calendar, scheduling, and professional development, the school will be able to determine the number of hours in the day, the number of days in the year and the professional development needed for the staff to successfully implement the curriculum as well as a variety of different instructional strategies. The school will meet or exceed minimum statutory requirements for school year and school day.

- **Replacement Plan:** Extra performance beyond Appendices B & C, hours of work day, duties, and lunch duty will be determined by the planning team and published for Roncalli employees.

### 11-4-1 Planning Time (minimum of 5/week) and

#### 11-5 Required Meetings

- **Request:** Roncalli requests the flexibility to develop its own requirements for staff planning and preparation.
- **Rationale:** Roncalli will have the flexibility to vary PLC, planning and collaboration time. With this variation, planning periods may not be uniform. However, teachers will have a minimum of five individual planning periods each week. Some meetings may be scheduled at times other than at the end of the normal school day.
- **Replacement Plan:** The BLT will establish expectations and publish them for Roncalli employees.

### MOU for Early Release Time

- **Request:** The school has developed its own school calendar and daily schedule.
- **Rationale:** The school will meet or exceed minimum statutory requirements for school year and school day.
- **Replacement Plan:** The school calendar, hours of work year and work day, will be determined by the planning team and published for Roncalli employees.

#### **6.2.F. EXPECTED COST SAVINGS AND INCREASED EFFICIENCIES**

We anticipate the cost of paying teachers per the negotiated agreement and paying for the additional student contact time will increase based on the increase in the number of student contact days. Waivers to the Collective Bargaining Agreement will allow meetings that are needed throughout to be conducted without the limitations of nine (9) meetings /year that would require additional pay for teachers. Based on the needs of the school and the teachers hired, there may be a minimal cost savings.

Waivers to the length of the school day and what can happen during the regular school day prescribed in the collective bargaining unit allow the school to increase student contact time as well as the length of the day to accommodate professional development. Students will gain 90 hours of instructional time under the new calendar. The new schedule increases opportunities for student interventions and teacher professional development.

Improved school climate is already lessening the number of office referrals. Current numbers are not available yet, but in a similar setting, a local school went from 67 referrals per month to 16. At an average of 16 minutes of lost instruction per referral, the school recovered 122.4 hours of lost instruction. Roncalli Middle School anticipates similar results through PBIS and Capturing Kids' Hearts.

## 6.3 PEOPLE INNOVATIONS

| <b>PEOPLE INNOVATIONS: OVERVIEW</b>  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Incentive Pay for hard to fill positions such as math, computer science, middle school trained core teachers, and instructional coaches.</li> <li>• Ability to screen applicants and interview based on the needs of the school.</li> <li>• Ability to hire HQ elementary teacher who is also endorsed in reading, as they tend to have more experience teaching reading.</li> <li>• Ensure quality substitutes will be in classrooms when the teacher is absent through a recruitment, training, and extra pay for substitutes working at Roncalli.</li> <li>• Provide embedded support for staff through instructional coaching with two coaches in the building.</li> <li>• Special Education teachers teach to grade level standards through scaffolding instruction to ensure students have access to the appropriate Colorado Academic Standards.</li> <li>• Extended year for all teachers for professional development and to support extended student learning opportunities.</li> <li>• Hire a Project Based Learning (PBL) STEM coach, who may/may not be a licensed teacher to work with teachers not students.</li> <li>• Develop a mentoring program at Roncalli that pairs staff with students who are disenfranchised with the school and education. Staff would connect with them on a daily basis to make sure they are on track and know that there is an adult in the school who knows who they are and cares about their success.</li> <li>• Flexibility in requiring that teachers implement the professional development received in out of classroom and in classroom support as a part of the evaluation process.</li> <li>• Flexibility in holding teachers accountable for implementing the professional development as a part of the evaluation process.</li> </ul> |  |
| <b>INNOVATION IMPACT: PROPOSED WAIVERS</b>   |  |
| <b>Collective Bargaining</b>   | <b>District / State</b>  |
| Article 15 –Reduction in Force   | GCQA and GCQA-R Instructional Staff Reduction in Force   |
| Article 13 - Transfers<br><br>13-1-4 and 13-1-4-1-Timeline for transfer<br>13-2-1 and 13-2-1-1Posting of vacancies<br>13-1-6-1 Licensure and Endorsement   | Section 22-63-206 Transfers<br>A teacher may be transferred upon the recommendation of the chief administrative officer of a school district from one school, position or grade level to another within the school district for which they are qualified by virtue of academic preparation and certification . . .no discrimination to school, position, or grade, because of sex, sexual orientation, marital status, race, creed, etc. |
| 19-1-2 Number of teacher days/year   | GCF : Professional Staff Hiring Process  |
| 19-1-2-1- Counselors   | Sections 22-63-201 through 203, 22-63-206, 22-63-301 through 302, and 22-63-401  |

|   |  |
|---|--|
| 19-2-1 Experience Step on salary schedule | <p>through 403, C.R.S.</p> <p>These sections from the Teacher Employment, compensation, and Dismissal Act may be waived to allow innovation schools to hire unlicensed teachers, to operate free from teacher employment contracts, to employ teachers as at-will employees, and to determine compensation for teachers.</p> |
|   | <p>Section 22-63-201 C.R.S. Teacher Employment Act.- requirements to hold a certificate.</p>   |

### 6.3.A. DESCRIPTION OF PEOPLE INNOVATION AND RATIONALE

One root cause for poor student performance was identified both in Roncalli's USIP and in the May 2010 Expedited Diagnostic Review.

"The culture at Roncalli lacks a cohesiveness of purpose and belief that all students can learn at a high level which results in a pervasive lack of positive relationships staff to staff, staff to students, students to students, and students to staff."

Roncalli Middle School believes in creative problem solving in learning while meeting students' social/emotional needs. Ownership of all students will be criteria not only to improve school climate, but because certified staff will loop with their Structured Advisory students throughout their three years at Roncalli Middle School. All staff will be required to sign a commitment to the Core Values listed in the innovation plan.

To that end, Roncalli Middle School will conduct a restructuring of all staff including administration, teachers, and all classified staff. This will require the identification or creation of positions and job descriptions to meet the academic and social/emotional needs of students (see job descriptions in Attachment 8). The goals for staffing Roncalli Middle School include:

- Project Lead the Way and Project Based courses will be added to the current curriculum.
- Every teacher will teach a Project Based Learning course in addition to their four regular content classes.
- Structured Advisory classes will be taught by counselors, teachers, ESS and ELL staff, instructional coaches, and the Project Based Learning coach.
- Team PLC meetings will be used to develop and support thematic units as an extension of the Project Based Learning courses.
- Department PLC time will be used to align the district curriculum with the STEM focus and monitor, analyze, discuss, and adjust instruction based on student data from assessments.

The District Superintendent will hire the Principal and Assistant Principal for the school and the Principal will, hire the building leadership team. The principal and the building leadership team, in conjunction with PCS D60 Human Resources staff will use the innovation status to seek flexibility in recruiting, securing and final hiring decisions for the best fit candidates to complete the staffing for Roncalli Middle School. Key team members will attend local job and recruiting fairs using incentives to hire high quality candidates. Sign-on /stay on bonuses will be offered for hard to hire areas (i.e. math, computer science, middle school trained core personnel, and instructional coaches) The Innovation Team has prepared a "Candidate's Letter" outlining the attitudes and commitment necessary be considered part of the Roncalli team (see Attachment 8). (See recruitment and program brochures, Attachment 11.) One paragraph outlines key attitudinal expectations:

*All staff at Roncalli Middle School must embrace these CORE Values and be willing to provide a model of instruction that develops creative thinkers and problem solvers with a focus on inquiry based learning. Staff must use multiple*

*methods for measuring student growth and understanding and participate in Professional Learning Communities (PLC's) to ensure that each student receives a quality education that extends to real-world application.*

Roncalli also will enter into an agreement with Teach for America to provide five (5) teachers in hard to fill areas, (beginning in 2014-15). Given the holistic, interdisciplinary structure to new curricular elements, teachers with elementary certification will be sought. Elementary teachers excel in reading, a critical component for success in the new integrated curriculum. The principal will hire a STEM/PBL coach. Preferably, this individual will have experience with students, interdisciplinary design, and be a creative problem solver. In accordance with NCLB requirements, all core content instructional staff employed at Roncalli MS will have a valid teaching license and meet subject matter competency requirements for the teaching subject. Waivers for licensure may be necessary for non-core content areas. Other personnel changes include:

- Hiring an additional instructional coach to support improved first best instruction through general fund.
- Hiring a data entry individual to aggregate student data from the various assessment systems, providing a 360° snapshot of each student, also through general fund.
- Quality substitutes will be available in classrooms when the teacher is absent.
  - Due to the current school climate, quality substitutes are not always available.
  - Substitutes will be recruited, trained, and provided incentive pay for working at Roncalli. Substitute training will be conducted by the Turnaround Director in STEM and PBL areas as well as organization- and rapport-building with students.
  - Quality lesson plans will be provided to all substitutes.
  - Office staff will track number of substitutes that come to Roncalli when called to sub.

Hiring decisions, for all certified staff, will be based on: STEM background and willingness to participate in STEM professional development and implementation; teacher experience and qualifications; willingness to collaborate with fellow staff members; commitment to middle school students; and commitment to an extended work day and extended school year calendar.

The principal will supervise and evaluate all staff. In order to collect and analyze walkthrough data on certified staff and coaches, Roncalli will purchase two IPADs – one each for the principal and assistant principal. A Google Walkthrough document has been created by the district that allows principals to document their classroom observations and track the data into a spread sheet. This will help them monitor the school's initiatives and provide feedback to individual teachers as well as to the entire faculty. Support from district administration was iterated in the Leadership and Governance Section. A copy of the Walk-through document is available in Attachment 5.

### **6.3.B. CHANGES TO PROGRAMS, POLICIES OR DOCUMENTS**

Innovation status will support the flexibility necessary to implement Roncalli's proposed changes. Each of the following items will require policy changes at local or state levels.

#### Staffing

- Flexibility in recruitment, hiring, retention, involuntary transfers, and staffing based on needs of the school versus the uniformity of middle schools and other limitations.
- Ability to screen applicants and interview based on the needs of the school.
- Ability to hire highly qualified teachers who are elementary certified.
- Sign on /stay on bonuses for hard to fill positions such as math, computer science, middle school trained, and instructional coaches.
- Ensure quality substitutes will be in classrooms when the teacher is absent.

#### Coaching (these items require additional funding)

- Provide embedded support for staff through instructional coaching with two instructional coaches and one STEM/PBL coach in the building.
- Hire a retired Engineer as a PBL/STEM coach to support teachers which may require licensure waivers.

#### Professional Development

- Extended year for all teachers for professional development.
- Flexibility for the building to focus on only the professional development that impacts the school.
- Flexibility to offer professional development outside of student contact hours to preserve the integrity of the student instructional program.
- Flexibility in requiring that teachers implement the professional development received in out of classroom and in classroom support as a part of the evaluation process.

#### Expectations

- Signed commitment to Roncalli Core Values and middle school students.
- Extended day/year for all teachers to support extended student learning opportunities.
- All certified staff plus counselors, coaches and administrators to teach a Structured Advisory class and serve as a multi-year mentor to students.
- Flexibility in the number of teacher plan times allocated based on preps and payment required.
- Flexibility in holding teachers accountable for implementing the professional development as a part of the evaluation process.
- Flexibility to offer professional development outside of student contact hours to preserve the integrity of the student instructional program.
- Flexibility to expect teachers to complete the conferences with all students outside of the time allocated.
- Special Education teachers teach to grade level standards through scaffolding instruction to ensure students have access to the appropriate Colorado Academic Standards.

### 6.3.C. WAIVERS TO STATE STATUTES AND RULES

*Tables containing synopses of all requested waivers are available in Attachment 9.*

#### Section 22-63-206 Transfers

- **Request:** Roncalli requests a waiver that all teachers who are not rehired through mutual consent be exempt from mutual consent and be transferred to another school for the 2013-14 school year only.
- **Rationale:** Because of the potential number of teachers affected and lack of positions in other schools, it may be necessary to exempt displaced Roncalli teachers from the mutual consent provisions and priority hiring pool process on a one-time basis for the 2013-2014 school year. This would avoid overstaffing and an excessive number of teachers being placed in the priority hiring pool.
- **Replacement Plan:** See rationale above. The Pueblo Education Association (PEA) has negotiated with the district to waive provisions in the collective bargaining agreement for when transfers may occur, allowing more flexibility to hire teachers from other district schools at any time of the year, if a vacancy should occur.

#### Sections 22-63-201 through 203, 22-63-206, 22-63-301 through 302, and 22-63-401 through 403, C.R.S.

- **Request:** Roncalli requests waivers from these sections of the Teacher Employment, Compensation, and Dismissal Act to allow the school to hire unlicensed teachers, to operate free from teacher employment contracts, to employ teachers as at-will employees, and to determine compensation for teachers.
- **Rationale:** The schools want to have staff that is committed to the new innovation plan. Section 22-63-206(5) supports that for teachers who would seek a position in the innovation school because they are subject to mutual consent by the principal of that school. Teachers who are currently at Roncalli but are not rehired through mutual consent will be displaced. Because of the potential number of teachers affected and lack of positions in other schools, it may be necessary to exempt displaced Roncalli teachers from the mutual consent provisions and priority hiring pool process on a one-time basis for the 2013-2014 school year. This would avoid overstaffing and an excessive number of teachers being placed in the priority hiring pool. Therefore, displaced Roncalli teachers who do not secure positions through mutual consent may be assigned to schools without following the mutual consent process, one time only. These waivers shall only apply to those Roncalli teachers who are displaced in the first year and who do not secure a position through mutual consent. After these teachers are placed in 2013-14, this exception for each of them shall end. The school has the authority to issue its own employment offer letters to newly hired teachers. The letter outlining the terms of employment, including at-will employment for those teachers hired new to the district. Roncalli and other innovation schools will have the same compensation structure for additional work, incentives, and performance pay. The teacher contract will be developed in collaboration with the district's attorney.

- **Replacement Plan:** See rationale above. In addition, the District's salary schedule will be used as a guideline and the schools will determine the placement of teachers on the salary schedule. The schools have negotiated a waiver from the Pueblo Education Association (PEA) for experience credit, pay for performance, and compensation will be adjusted accordingly.

Section 22-63-201 C.R.S. Teacher Employment Act – Requirement to hold a certificate

- **Request:** Roncalli Middle School requests waivers from the Teacher Employment Act for only those staff that would be in non-core content areas. In the event there a position that is non-core, the school requests a waiver from the requirement to hold a teaching license.
- **Rationale:** If there were a position that is in a non- core subject area, the school would require the individual to have a minimum of a B.A. or certification in their profession and follow the district's application process including background checks, fingerprinting and equal employment policies.
- **Replacement Plan:** In accordance with NCLB requirements, all core content instructional staff employed at Roncalli MS will have a valid teaching license and meet subject matter competency requirements for the teaching subject.

### **6.3.D. WAIVERS TO DISTRICT POLICIES**

GCKA: Instructional Staff Assignments and Transfers

- **Request:** Roncalli requests waivers to hire all personnel. No employees will be placed in the school by district administration.
- **Rationale:** To implement change and ensure student success, Roncalli requires a stable, highly qualified, highly motivated staff. The school will have the authority to hire its own personnel and to issue its own employment offer letters to newly hired teachers. The school will follow district application processes including background checks, fingerprinting, and equal employment policies. A letter will outline the terms of employment, including at-will employment for those teachers hired new to the district. Roncalli and other innovation schools will have the same compensation structure for additional work, incentives and performance pay. The teacher contract will be developed in collaboration with the district's attorney. Hours of work day, duties, and lunch duty will be determined by the planning team and contained in the Personnel Staff Contract. The school year will meet or exceed minimum statutory requirements. Staff applying for transfer to an innovation school shall be permitted at any time during the year. Vacancies shall be posted until filled.
- **Replacement Plan:** The District's salary schedule will be used as a guideline and the schools will determine the placement of teachers on the salary schedule. The schools have negotiated a waiver from the Pueblo Education Association (PEA) for experience credit, pay for performance, and compensation will be adjusted accordingly. A process will be developed collaboratively with the school district, innovation school and the teacher's association in the spring of 2013 regarding transfers.

#### GCF: Professional Staff Hiring Process

- **Request:** Roncalli requests waivers to allow the school to hire unlicensed teachers, to operate free from teacher employment contracts, to employ teachers as at-will employees, and to determine compensation for teachers.
- **Rationale:** To implement change and ensure student success, Roncalli requires a stable, highly qualified, highly motivated staff. The school will have the authority to hire its own personnel and to issue its own employment offer letters to newly hired teachers. The school will follow district application processes including background checks, fingerprinting, and equal employment policies. Roncalli and other innovation schools will have the same compensation structure for additional work, incentives, and performance pay. Compensation will be agreed upon and communicated in advance. The teacher contract will be developed in collaboration with the district's attorney. In addition, the school has the authority to establish its own additional compensation system for all employees. A letter will outline the terms of employment, including at-will employment for those teachers hired new to the district. Roncalli and other innovation schools will have the same compensation structure for additional work, incentives, and performance pay. The teacher contract will be developed in collaboration with the district's attorney. Hours of work day, duties, and lunch duty will be determined by the planning team and contained in the Personnel Staff Contract. The school year will meet or exceed minimum statutory requirements.
- **Replacement Plan:** The District's salary schedule will be used as a guideline and the schools will determine the placement of teachers on the salary schedule. The schools have negotiated a waiver from the Pueblo Education Association (PEA) for experience credit, pay for performance, and compensation will be adjusted accordingly. A process will be developed collaboratively with the school district, innovation school and the teacher's association in the spring of 2013 regarding transfers.

#### GCI Professional Staff Development

- **Request:** Roncalli requests flexibility in determining the type and amount of professional development to support the work of its innovation plan rather than participating in district professional development opportunities.
- **Rationale:** The school's innovation plan incorporates new curriculum (Project Lead the Way, STEM) and instructional strategies (project-based learning) which are new to the staff. Effective implementation is dependent on in-depth professional development including coaching and embedded observation/ feedback.
- **Replacement Plan:** Roncalli has incorporated expanded professional development plan requirements within its innovation plan.

### **6.3.E. WAIVERS TO COLLECTIVE BARGAINING PROVISIONS**

#### Article 13 - Transfers

- 13-1-4 Timeline for transfers
- 13-1-4-1 Transfer placement
- 13-1-6-1 Licensure and endorsement

- 13-2-1 and 13-2-1-1 Posting Vacancies
- **Request:** Roncalli requests waivers to hire all personnel. No employees will be placed in the school by district administration.  
**Rationale:** To implement change and ensure student success, Roncalli requires a stable, highly qualified, highly motivated staff. The school will have the authority to hire its own personnel. Staff applying for transfer to an innovation school shall be permitted at any time during the year. Vacancies shall be posted until filled.
- **Replacement Plan:** The District's salary schedule will be used as a guideline and the schools will determine the placement of teachers on the salary schedule. The schools have negotiated a waiver from the Pueblo Education Association (PEA) for experience credit, pay for performance, and compensation will be adjusted accordingly. A process will be developed collaboratively with the school district, innovation school and the teacher's association in the spring of 2013 regarding transfers.

Article 15 – Reduction in Force (currently in negotiations SB -10-191)

- **Request:** Roncalli requests the authority to make reductions in teaching staff to meet the needs of its innovation plan and students.
- **Rationale:** Flexibility in class sizes to optimize multi-disciplinary learning environments is inherent in the Roncalli's innovation plan. Although, reductions in teaching staff are not anticipated at this time, instruction will benefit from the school's authority to make decisions regarding reductions in teaching staff.
- **Replacement Plan:** Roncalli will follow the proposed Reduction in Force language currently in negotiations with SB-10-191.

### 6.3.F. EXPECTED COST SAVINGS AND INCREASED EFFICIENCIES

The school needs to have the ability to hire teachers that want to implement the school of innovation's curriculum, calendar, and professional development to ensure the success of program. Low student performance and high poverty have been correlated in numerous studies.<sup>17</sup> A 1999 study found that, after controlling for student poverty, the two highest predictors of test scores were teacher experience and teacher preparation.<sup>18</sup> One of the highest costs for low performing poverty schools is turnover. Although all current core teachers are highly qualified per NCLB and meet the comparability expectations of Title I, and will continue to meet those requirements, Roncalli and other innovation schools suffer from high teacher and administrator turnover. Thus student learning occurs through teachers with less expertise and less experience than the district average. Additionally, the school loses at least \$10,000 per teacher in recruiting and training costs. Roncalli Middle School will offer sign-on/stay-on bonuses to attract teachers. More importantly, Roncalli Middle School will maintain teacher salaries at the current negotiated rates and pay teachers for their extended day/extended year time. Roncalli intends to attract and retain the best qualified teachers possible. There will be some cost savings for at-will contracts.

## 6.4 MONEY INNOVATIONS

| <b>MONEY INNOVATIONS: OVERVIEW</b>  |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Incentive pay for hard to fill positions such as math, computer science, middle school trained, and instructional coaches.</li> <li>• Hire a STEM/PBL coach to support classroom implementation. This individual may/may not be a certificated teacher.</li> <li>• Ensure quality substitutes will be in classrooms when the teacher is absent. This item will be supported through recruitment, training, and additional pay for substitutes working at Roncalli.</li> <li>• Through an RFP process hire an external partner (Project Lead the Way) to facilitate the STEM implementation to fidelity in the school.</li> <li>• Increase the number of teachers working with students by adding an ELA teacher to the staff.</li> </ul> |  |
| <b>INNOVATION IMPACT: PROPOSED WAIVERS</b>  |  |
| <b>Collective Bargaining</b>  | <b>District / State</b>  |
| Article 19 – Salaries<br>19-1-2-1 183 teacher days<br>19-1-2-1 Counselor<br>19-2-1 Experience Step  | GCB: Personnel Staff Contracts and compensation<br>GCBA: Instructional Staff<br>Contracts/Compensation/Salary Schedules<br>IIB: Class Size   |
|   | Section 22-32-109(1) (f), C.R.S. Section outlines local school board duties concerning selection of personnel and pay. Waivers from this statute allow innovation schools to select their own personnel and determine pay.   |
|   | Sections 22-63-201 through 203, 22-63-206, 22-63-301 through 302, and 22-63-401 through 403, C.R.S. These sections from the Teacher Employment, compensation, and Dismissal Act may be waived to allow innovation schools to hire unlicensed teachers, to operate free from teacher employment contracts, to employ teachers as at-will employees, and to determine compensation for teachers. |

#### **6.4.A. DESCRIPTION OF MONEY INNOVATION AND RATIONALE**

Roncalli's Innovation Team dedicated time and energy to exploring the financial impact and options inherent in innovation status. Our goal is to leverage financial resources to maximize the impact of spending on student achievement, critical thinking, creativity, communication and collaboration. To that end, financial resources will be used to:

- Acquire curriculum aligned with student academic needs.
- Support the development of student leadership, creative and intellectual expression through STEM and project-based learning, and student personal goal setting.
- Develop partnerships which extend learning beyond the classroom.
- Implement curriculum and teaching strategies that not only engage current students but provide options and choice for middle school students throughout the district.
- Extend the school day and school year for increased student learning opportunities.
- Provide incentives which reward teacher expertise, positive impact on student academic growth, leadership, and dedication.

To fund these goals, the Roncalli team examined its resources:

- General fund;
- Title I allocations;
- Title II-A allocations.

Roncalli is currently on track this year to spend \$3,031,980 in the general fund versus the revenue generated at Roncalli (559 students x \$6416.22 per pupil revenues= \$3,586,667 + categorical revenue). The average salary plus benefits for the district is \$60,000 per teacher while the average salary plus benefits at Roncalli is \$60,468 per teacher.

Additional budget details are available in Section 8.

The budget spreadsheet is available in Attachment 12.

#### **6.4.B. CHANGES TO PROGRAMS, POLICIES, AND/OR OPERATIONAL DOCUMENTS**

The following items represent the significant innovation changes which impact budget.

- The student calendar has been extended to 7 hours 49 minutes daily for 183 days. The teacher calendar will be extended to 7 hours 59 minutes per day for 196 days. This plan adds 7 total days (45 hours) to the teaching contract to accommodate teaching assignments and professional development.
- Sign-on/stay-on bonus of \$944/year (including benefits)
- Pay for Performance
- FTE in addition to the current positions which will all be reposted/hired – Data Analyst, Technology Teacher, PBL Coordinator and 2 instructional coaches
- Consultants: External program evaluator; five (5) Teach for America teachers (2014-15); Project-based Learning training; Capturing Kids Hearts training
- Supplies/materials/program: Project Lead the Way curriculum; EDUSS (intervention) software; Advisory curriculum and printing

Additional budget details are available in Section 8.

The budget spreadsheet is available in Attachment 12.

#### **6.4.C. WAIVERS TO STATE STATUTES AND RULES**

***Tables containing synopses of all requested waivers are available in Attachment 9.***

Section 22-32-109(1) (f), C.R.S. Section outlines local school board duties concerning selection of personnel and pay. Waivers from this statute allow innovation schools to select their own personnel and determine pay.

- **Request:** Roncalli requests waivers from this statute to allow the school to select its own personnel and determine their compensation.
- **Rationale:** Teacher skills, qualifications and retention are key determinants of student academic success. Roncalli will hire the most qualified candidates available and, to bolster retention, compensate teachers for additional performance, hours of work year, hours of work days, and additional duties. In accordance with NCLB requirements, all core content instructional staff employed at Roncalli MS will have a valid teaching license and meet subject matter competency requirements for the teaching subject. The school will have the authority to hire its own personnel and to issue its own employment offer letters to newly hired teachers. The school will follow district application processes including background checks, fingerprinting, and equal employment policies. Roncalli and other innovation schools will have the same compensation structure for additional work, incentives, and performance pay.

Compensation will be agreed upon and communicated in advance. The teacher contract will be developed in collaboration with the district's attorney. In addition, the school has the authority to establish its own additional compensation system for all employees. A letter will outline the terms of employment, including at-will employment for those teachers hired new to the district. Hours of work day, duties, and lunch duty will be determined by the planning team and contained in the Personnel Staff Contract. The school year will meet or exceed minimum statutory requirements.

- **Replacement Plan:** Roncalli's innovation planning team and BLT will determine the expectations, duties, and calendar and publish them for all employees.

Sections 22-63-201 through 203, 22-63-206, 22-63-301 through 302, and 22-63-401 through 403, C.R.S.

- **Request:** Roncalli requests waivers from these sections of the Teacher Employment, Compensation, and Dismissal Act to allow the school to hire unlicensed teachers, to operate free from teacher employment contracts, to employ teachers as at-will employees, and to determine compensation for teachers.
- **Rationale:** The school will have the authority to select staff and set rates of pay beyond the negotiated salary schedule, issue its own employment offer letters to newly hired teachers. The letter will outline the terms of employment, including at-will employment for those teachers hired new to the district. Roncalli and other innovation schools will have the same compensation structure for additional work, incentives, and performance pay. The teacher contract will be developed in collaboration with the district's attorney.
- **Replacement Plan:** See rationale above. In addition, the District's salary schedule will be used as a guideline and the schools will determine the placement of teachers on the salary schedule.

#### **6.4.D. WAIVERS TO DISTRICT POLICIES**

GCB: Personnel Staff Contracts and compensation and

GCBA: Instructional Staff Contracts, compensation and salary schedules

- **Request:** Roncalli requests waivers from this policy to allow the school to select its own personnel and determine their compensation.
- **Rationale:** Teacher skills, qualifications and retention are key determinants of student academic success. Roncalli will hire the most qualified candidates available and, to bolster retention, compensate teachers for additional performance, hours of work year, hours of work days, and additional duties. Roncalli and other innovation schools will have the same compensation structure for additional work, incentives, and performance pay. The teacher contract will be developed in collaboration with the district's attorney. Hours of work day, duties, and lunch duty will be determined by the planning team and contained in the Personnel Staff Contract. The school year will meet or exceed minimum statutory requirements.
- **Replacement Plan:** Roncalli's innovation planning team and BLT will determine the expectations, duties, and calendar and publish them for all employees. The District's

salary schedule will be used as a guideline and the schools will determine the placement of teachers on the salary schedule.

#### GCF: Professional Staff Hiring Process

- **Request:** Roncalli requests waivers from this policy to allow the school to select its own personnel and determine their compensation.
- **Rationale:** Teacher skills, qualifications and retention are key determinants of student academic success. Roncalli will hire the most qualified candidates available and, to bolster retention, compensate teachers for additional performance, hours of work year, hours of work days, and additional duties. The school will have the authority to hire its own personnel and to issue its own employment offer letters to newly hired teachers. The school will follow district application processes including background checks, fingerprinting, and equal employment policies. Roncalli and other innovation schools will have the same compensation structure for additional work, incentives, and performance pay. Compensation will be agreed upon and communicated in advance. The teacher contract will be developed in collaboration with the district's attorney. In addition, the school has the authority to establish its own additional compensation system for all employees. A letter will outline the terms of employment, including at-will employment for those teachers hired new to the district.
- **Replacement Plan:** Roncalli has developed a letter of expectation which will accompany each employment application. New job descriptions have been developed to align with innovation school expectations. The job descriptions and letter of expectation are included in Attachment 8.

#### **6.4.E. WAIVERS TO COLLECTIVE BARGAINING PROVISIONS**

##### Article 19

- 19-1-2 Teacher days – 183 teacher days
- 19-1-2-1 Counselors
- 19-2-1 Experience Step credit
- **Request:** Roncalli requests waivers from this provision to allow the school to select its own personnel, determine their compensation, and determine the length of the school year.
- **Rationale:** To be successful, students require extended learning opportunities. This includes more time for core subjects, time for project-based learning and interdisciplinary labs, additional time for catch-up and intervention activities. The new curriculum components and instructional strategies also require deliberate, frequent individual and team lesson planning, PLC data disaggregation, and time for student-led conference development. Both components will require teachers to invest in a longer school day. Professional development to effectively implement these changes requires additional teacher days to extend the school year. The school will meet or exceed minimum statutory requirements for school year and school day.

Additionally, Summer Academies and Saturday school will be offered to students. Teachers will provide instruction and be compensated for this additional time. In consultation with the district's Office of Human Resources and the superintendent, Roncalli may offer experience credit beyond that allowed in the Collective Bargaining Agreement as part of the extended year compensation.

- **Replacement Plan:** The school has the authority to establish its own additional compensation system beyond Appendices A, B, and C for all employees. Extra performance beyond Appendices B & C, hours of work day, duties, and lunch duty will be determined by the planning team and published for Roncalli employees.

#### **6.4.F. EXPECTED COST SAVINGS AND INCREASED EFFICIENCIES**

The school needs to have the ability to hire teachers that want to implement the school of innovation's curriculum, calendar, and professional development to ensure the success of program. Low student performance and high poverty have been correlated in numerous studies.<sup>19</sup> A 1999 study found that, after controlling for student poverty, the two highest predictors of test scores were teacher experience and teacher preparation.<sup>20</sup> One of the highest costs for low performing poverty schools is turnover. Although all current core teachers are highly qualified per NCLB and meet the comparability expectations of Title I, Roncalli and other innovation schools suffer from high teacher and administrator turnover. Thus student learning occurs through teachers with less expertise and less experience than the district average. Additionally, the school loses at least \$10,000 per teacher in recruiting and training costs. Roncalli Middle School will offer sign-on/stay-on bonuses to attract teachers. More importantly, Roncalli Middle School will maintain teacher salaries at the current negotiated rates and pay teachers for their extended day/extended year time. Roncalli Middle School intends to attract and retain the best qualified teachers possible.

Roncalli Middle School will leverage funds from other sources. Title I-A funding will pay for Summer School. Title II-A will support performance and sign-on/stay-on bonuses. Roncalli Middle School is included in the district's STEM grant. Roncalli Middle School will also take advantage of the district planetarium at Centennial High School. This facility enables both teachers and students to a) study interplanetary and outer space modules, b) work with planetarium coordinators to design modules/units specific to Roncalli's STEM curriculum, and c) to develop and display student directed modules as evidence of knowledge acquisition. Professional development that supports STEM curriculum and project-based learning will increase the school's efficiency and ability to focus on the elements of the instructional strategies to support the needs of the students in the school.

One of Pueblo City School's most telling statistics is that students leave the district for middle school only to return for high school. In real numbers, over 600 students leave the district for other middle school alternatives. Part of Roncalli Middle School's impact will be to offer a high quality neighborhood choice at middle school. Roncalli Middle School expects to attract at least 30 new students who would otherwise attend private or District 70 schools. At a per pupil

rate of \$6,416.22, the change to innovation status will generate an additional \$192,487 per year in district revenue.

Primary source of cost efficiencies are derived from improved school climate and increased student learning time. Pueblo City District 60 spends just over \$3,100 on each student assigned to truancy court or district interventions. With the implementation of PBIS and Capturing Kids Hearts, Roncalli Middle School expects that referrals for district interventions will drop from an average of 11 per year to 1. This is a district cost savings of \$31,000. In addition, the change in school climate is already lessening the number of office referrals. Current numbers are not available yet, but in a similar setting, a local school went from 67 (60 to 15 which is 75% change) referrals per month to 16. At an average of 16 minutes of lost instruction per referral, the school recovered 122.4 hours of lost instruction. Roncalli Middle School anticipates similar results.

## **7. OPERATIONS AND MANAGEMENT SERVICES**

Roncalli Middle School examined its annual budget and the services provided by Pueblo City District 60 (PCS D60). PCS D60 has no mill levy override. Consequently, operational budgets are derived from total program funding and categorical funding provided by the state. This revenue comprises 98% of general fund revenue. If Roncalli accepted the per pupil allocation, in total, and then purchased services from the district or local providers, the resulting cost savings would be approximately \$40,000. However, the increase in accounting and reporting would require hiring a bookkeeper, negating the savings. Consequently, Roncalli has chosen to maintain financial management through PCS D60. The district will provide the services outlined below.

- A. Budget and Finance
- B. Payroll and Purchasing
- C. Community Relations – District Level
- D. Enrollment and Admissions
- E. Student Discipline, Expulsion, or Suspension - District Level
- F. Professional Development – District Level, on an as needed basis to be determined by the school
- G. Transportation
- H. Food Services
- I. Facilities Management- District Level
- J. Maintenance
- K. Health and Wellness
- L. Counseling and Social Services – District Level
- M. Safety and Security
- N. Information Technology – District Level
- O. Human Resources - District in conjunction with building
- P. Serving Students with Disabilities - District Level
- Q. Serving English Language Learners - District Level
- R. Athletics – District Level

Through building level resources and innovation waivers outlined in section 6, the building will provide:

- S. Community Relations - Building Level
- T. Student Discipline, Expulsion, or Suspension - Building Level
- U. Professional Development - Building Level (see waivers)
- V. Counseling and Social Services - Building Level
- W. Information Technology - Building Level
- X. Human Resources - Building Level (see waivers)
- Y. Serving Students with Disabilities - Building Level
- Z. Serving English Language Learners - Building Level
- AA. Athletics - Building Level

## 8. BUDGET AND FINANCE

Roncalli Middle School will blend funding from several sources to implement innovation. Since Roncalli will access its PPR through standard district distribution streams, the information presented in this section focuses on innovation details controlled by the school.

A spreadsheet projecting innovation program costs over five years is presented in Attachment 12. An overview is presented below:

| Category                                 | Detail  | Projected Funding Source   |                            |
|--|---|----------------------------|----------------------------|
|  |   | Year 1                     | Years 2 & 3                |
| Supplies/Materials /Program              |   |                            |                            |
| Project Lead the Way                     | Consumables   | Title II-A                 | Title II-A                 |
| Advisory Class                           | Curriculum and printing   | General fund               | General fund               |
| Contracted Services                      |   |                            |                            |
| STEM Project Lead the Way                | Curriculum, training and fees   | Title II-A                 | Title II-A                 |
| Project-Based Learning                   | Professional development  | Title II-A                 | Title II-A                 |
| External Evaluator                       | To assess implementation fidelity and outcomes. This contracted individual will evaluate all PCS D60 innovation schools | General fund               | General fund               |
| Teach for America                        | 5 teachers in 2014-15<br>Year 1 funds will be used for recruitment.   | General fund               | Title II-A                 |
| EDUSS                                    | (intervention) software licenses  | General fund               | General fund               |
| Capturing Kids Hearts                    | Training  | Title II-A                 | Title II-A                 |
| Personnel                                |   |                            |                            |
| Extended Day/Extended Year               | 192 days  | Title I-A and general fund | Title I-A and general fund |
| Additional Professional Development days | 4 days x 8 hours/day @ \$17.50/hour + benefits  | Title I-A and general fund | Title I-A and general fund |
| STEM professional development            | Extra Duty pays@ \$17.50/hour + benefits x 8 teachers and 1 coach   | Title II-A                 | Title II-A                 |
| Sign-on/Stay-on Bonus                    | 39.5 teachers/year  | Title II-A                 | Title II-A                 |
| Pay for performance                      |   | N/A                        | Title II-A                 |
| 1 FTE Technology Teacher <sup>1</sup>    | Additional staff  | General Fund               | General Fund               |
| 1 FTE PBL Coordinator <sup>1</sup>       | Additional staff  | General Fund               | General Fund               |
| 2 FTE Instructional Coaches <sup>1</sup> | Additional staff  | General Fund               | General Fund               |

| Category   | Detail   | Projected Funding Source |              |
|--|--|--------------------------|--------------|
|  |  | Year 1                   | Years 2 & 3  |
| <b><i>Additional Expenditures – all innovation sites</i></b> |  |                          |              |
| Transportation   | Additional bus runs to accommodate extended day/year                             | General fund             | General fund |
| 5 FTE priority hiring pool                                   | Pool of funds to adjust salaries from PCS D60 average to current experience rate | General fund             | General fund |

<sup>1</sup> Teacher and coach salaries are based on the PCS D60 average.

Roncalli has chosen to maintain financial management through PCS D60 with the district providing services such as building maintenance, food service, transportation, special education, district-level programs, etc. Innovation waivers will provide the autonomy to acquire and control spending on personnel, curriculum, professional development, incentives and materials.

## 9. EVALUATION

### 9.1 STUDENT ACHIEVEMENT

Roncalli currently uses benchmarking, short cycle assessments (primarily end of unit testing), and summative assessments. However, in-depth data mining is lacking through strategic PLC discussions and lacks a robust data system for capturing and conveying aggregate results by student, teacher, classroom, or grade level. As iterated in the Program Innovation section and the USIP, the following assessments will be used.

| Assessment                           | Type/Frequency  | Targets  |
|--------------------------------------|---|--|
| Benchmark                            | <ul style="list-style-type: none"> <li>Galileo three times per year (August, December and May).<br/>For students requiring additional support, diagnostic assessments will place the student in interventions of appropriate intensity and duration as determined through an Rtl, IEP, or AIP process.</li> <li>For students requiring additional support, AIMSWeb ORF, Maze and CBM probes will be administered in fall winter and spring.</li> </ul>  | Galileo: The number of students at risk or moderate risk will be reduced by 15% by the second benchmark and 25% by the subsequent benchmark  |
| Formative/<br>Progress<br>Monitoring | <ul style="list-style-type: none"> <li>The school will build pre-and post-unit assessments from the NWEA question bank items aligned to Colorado Academic Standards. Assessments will be monthly in math, ELA, and science for students not in interventions.</li> <li>Monthly, CDE Writing Rubrics will be utilized to assess student ECR and SCR responses.</li> <li>For students requiring additional support, AIMSWeb ORF, Maze and CBM probes will be administered as indicated by IEP, AIP or RTI plan.</li> <li>A project-based rubric and a portfolio showing a standards-based body of evidence for student learning will be used for each project.</li> </ul> | <ul style="list-style-type: none"> <li>ELA Goal: 75% of the students will perform at 80% correct on the assessment. At the end of 4 weeks. 75% of the students will score 100% on the assessment.</li> <li>Students will show increases in writing performance as assessed on a school conducted 4 times during 2013-2014. The writing assessment will be scored using a metric with a rubric score of 3 or 4 on a 4 point rubric (SCRs and ECRs). ). (The middle school writing assessment has been used for 3 years with teachers trained in arena scoring techniques.)</li> <li>For students scoring below proficient, staff/ Rtl process will establish individualized student academic, behavioral and/or growth goals.</li> <li>Students must complete quarterly Project-Based Exhibitions that demonstrate student proficiency on Colorado Academic Standards and students must meet individual achievement targets based on proficiency of content standards.</li> </ul> |

|  |  |  |
|--|--|--|
| Summative – spring 2014<br>All state assessments will be administered during the state and district testing windows. | TCAP (and CoAlt, if needed) for reading writing and mathematics administered during the District’s testing window. March 3, 2014 – March 21, 2014.*<br>New science and social studies (alternate assessments if needed). (April 14, 2014 - May 2, 2014).<br>WEDA ACCESS (English language proficiency assessment) January 6, 2014 – February 7, 2014.<br><br>*The District’s testing window will be followed and it has been the early testing window. | Reading – 75% PA<br>Math– 70% PA<br>Writing – 75% PA<br>Science – 55% PA |
|--|--|--|

The formative cycle will be used to analyze formative and progress monitoring data. During grade level/team and department PLCs, teachers and coaches will interpret the evidence, identify gaps, provide feedback, plan learning/instructional modifications, and scaffold learning to close achievement gaps. Critical elements of STEM and project-based learning will be evaluated, analyzed, interpreted and modified to improve learning/instructional cycle using the logic model (see Attachment 13).

If implementation benchmark and summative assessment targets are not reached, the BLT, will apply its continuous improvement cycle. Components include:

- a quarterly review of data by teacher, classroom and grade level;
- root cause analysis;
- development of SMART goals and action planning to remediate the cause/s; and,
- action plan revisions as indicated through follow-up data analysis.

Teaching staff will be held accountable for the success or lack of benchmark achievement as measured through student growth and as part of the teacher evaluation process. The principal and instructional coaches will work with teachers to identify key areas for skill or knowledge development as well as establish measurable, time sensitive expectations through a teacher’s Instructional Support Plan and an Instruction Improvement Plan. Principal Walkthroughs and coach observations will serve as progress monitoring assessments, keeping teachers apprised of progress towards individual goals. Using a continuous improvement cycle, the BLT and BAC will review progress monitoring on a monthly basis to address the concerns/successes class by class. Teachers who are showing success will share their specific strategies in PLC’s; teachers will observe and co-teach with their peers to improve instruction and implementation of the innovation plan with fidelity.

## 9.2 STUDENT DATA MANAGEMENT

PCS D60’s summative assessment data is available through the Alpine Achievement System. Galileo benchmark (August, December and May) and progress monitoring data will be downloaded to Alpine quarterly. The result will be a dashboard for each student, classroom, teacher, content area, and grade level. The school’s data manager will create a spreadsheet for additional formative assessment outcomes. Data will be added weekly, facilitating a multi-

faceted view of each student. Both sets of data will be used to support students requiring additional support to achieve targeted growth goals.

### **9.3 STUDENT DATA REPORTING**

Roncalli Middle School believes in transparency and regular outcome reporting. The school is enhancing its website to include a STEM/PBL/Project Lead the Way page and an improved Assessment/Accountability page. Roncalli administration will create a monthly “Report to the Community” outlining classroom, grade level, and content area progress towards benchmark and summative targets. The report and data will be communicated to parents, stakeholders, district administration, and CDE using electronic (web and parent alerts) and print media. Student and classroom data will also be posted in the school foyer.

### **9.4 INNOVATION PROGRAM REVIEW**

Key to keeping the innovation process on track will be regular student data examinations and analysis. The PLCs will examine, analyze, and interpret data to improve learning/instructional cycle.

Quarterly, the BLT will examine components of the innovation plan. These include the assessment process, instruction, the STEM curriculum, project-based learning, student intervention and support, ESS and ELL support, structured advisory courses, positive school culture, professional development, homework, and RTI. A rubric has been created for each component with key “look fors”. Components will be rated as “not present,” “partially implemented,” “mostly implemented,” and “fully implemented.” The BLT expects all components to be fully implemented by year 3. Any gaps will be closed through specific action planning with quantifiable outcomes and timelines. The Innovation Evaluation Rubric is available in Attachment 14. An external evaluator also will be charged with assessing implementation fidelity and efficacy.

## **10. EVIDENCE OF SUPPORT – ADMINISTRATION, TEACHERS, COUNCIL**

See Attachment 15.

## **11. LETTERS OF SUPPORT – STAFF, PARENTS, STUDENTS, COMMUNITY**

See Attachment 16.

## **12. STUDENTS WITH DISABILITIES (IDEA) SECTION 504 AND ADA**

Roncalli Middle School acknowledges and understands that it is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, including the Individual with Disability Education Act (IDEA), the Colorado Exceptional Children’s Education Act (ECEA). Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (ADA).

See Attachment 17.

### **13. RESOLUTION APPROVING RONCALLI'S INNOVATION PLAN**

See Attachment 18.

### **14. LIST OF ATTACHMENTS**

- 1. REFERENCES**
- 2. 2012 ACHIEVEMENT DATA**
- 3. BENCHMARK DATA**
- 4. UNIFIED SCHOOL IMPROVEMENT PLAN (USIP)**
- 5. PSSG WALK-THROUGH DOCUMENT**
- 6. PARENT AND STUDENT SURVEYS AND RESULTS**
- 7. PARENT ENGAGEMENT PLAN**
- 8. JOB DESCRIPTIONS AND CANDIDATE'S LETTER**
- 9. WAIVERS**
- 10. SCHOOL SCHEDULE AND CALENDAR**
- 11. RECRUITMENT AND PROGRAM BROCHURES**
- 12. BUDGET**
- 13. STEM LOGIC MODEL**
- 14. PROGRAM REVIEW RUBRIC**
- 15. EVIDENCE OF SUPPORT – ADMINISTRATORS, TEACHERS, ADVISORY COUNCIL**
- 16. LETTERS OF SUPPORT – STAFF, STUDENTS, PARENTS, COMMUNITY**
- 17. SPECIAL EDUCATION – IDEA, SECTION 504 AND ADA**
- 18. RESOLUTION APPROVING RONCALLI'S INNOVATION PLAN**

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- <sup>14</sup> Lynch, S., Kuipers, J.U., Pyke, C., & Szesze, M. (2005). Examining the effects of a highly rated science curriculum unit on diverse students: Results from a planning grant. *Journal of Research in Science Teaching*, 42, 921-946.
- <sup>15</sup> National Clearinghouse for Comprehensive School Reform (2004). *Putting the Pieces Together: Lessons from Comprehensive School Reform Research*. Washington, DC: Author.
- <sup>16</sup> Yazzie-Mintz, E. (2010). Charting the path from engagement to achievement: A report on the 2009 high school survey of student engagement.
- <sup>17</sup> Barnes, G., Crowe, E., and Schaefer, B. (2008). The cost of teacher turnover in five school districts: A pilot study. National Commission on Teaching and America's Future.
- <sup>18</sup> Clotfelter, C., Ladd, H., and Vigdor, J. (2006). Teacher-student matching and the assessment of teacher effectiveness. NBER Working Paper No. 11936. Cambridge, MA: National Bureau of Economic Research.

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<sup>19</sup> Barnes, G., Crowe, E., and Schaefer, B. (2008). The cost of teacher turnover in five school districts: A pilot study. National Commission on Teaching and America's Future.

<sup>20</sup> Clotfelter, C., Ladd, H., and Vigdor, J. (2006). Teacher-student matching and the assessment of teacher effectiveness. NBER Working Paper No. 11936. Cambridge, MA: National Bureau of Economic Research.

## **ATTACHMENT 2. 2012 ACHIEVEMENT DATA**



This is the plan type the school is required to adopt and implement. Schools are assigned a plan 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 score ranges below to determine the plan type.

| Plan Assignment      | Framework Points Earned     |
|----------------------|-----------------------------|
| Performance          | at or above 59%             |
| Improvement          | at or above 47% - below 59% |
| Priority Improvement | at or above 37% - below 47% |
| Turnaround           | below 37%                   |

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

\* on July 1, 2013

| Performance Indicators          | Rating/Plan                  | % of Points Earned out of Points Eligible <sup>2</sup> |                                   |  |
|---------------------------------|------------------------------|--|-----------------------------------|--|
| Academic Achievement            | Does Not Meet                | 25.0%  | ( 6.3 out of 25 points )          |  |
| Academic Growth                 | Does Not Meet                | 25.0%  | ( 12.5 out of 50 points )         |  |
| Academic Growth Gaps            | Does Not Meet                | 25.0%  | ( 6.3 out of 25 points )          |  |
| Test Participation <sup>3</sup> | Meets 95% Participation Rate |  |                                   |  |
| <b>TOTAL</b>                    |                              | <b>25.1%</b>   | <b>( 25.1 out of 100 points )</b> |  |

<sup>2</sup>Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from both the points earned and the points eligible, so scores are not negatively impacted.

<sup>3</sup>Schools do not receive points for test participation. However, schools are assigned one plan category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

### Test Participation Rates

|              | % of Students Tested |        |      |         | Participation Rating |        |      |         | Students Tested |        |      |         | Total Students |        |      |         |
|--------------|----------------------|--------|------|---------|----------------------|--------|------|---------|-----------------|--------|------|---------|----------------|--------|------|---------|
| Content Area | Elem                 | Middle | High | Overall | Elem                 | Middle | High | Overall | Elem            | Middle | High | Overall | Elem           | Middle | High | Overall |
| Reading      | -                    | 99.8%  | -    | 99.8%   | -                    | Meets  | -    | Meets   | -               | 663    | -    | 663     | -              | 664    | -    | 664     |
| Mathematics  | -                    | 99.5%  | -    | 99.5%   | -                    | Meets  | -    | Meets   | -               | 661    | -    | 661     | -              | 664    | -    | 664     |
| Writing      | -                    | 99.7%  | -    | 99.7%   | -                    | Meets  | -    | Meets   | -               | 662    | -    | 662     | -              | 664    | -    | 664     |
| Science      | -                    | 100.0% | -    | 100.0%  | -                    | Meets  | -    | Meets   | -               | 200    | -    | 200     | -              | 200    | -    | 200     |
| Colorado ACT | -                    | -      | -    | -       | -                    | -      | -    | -       | -               | -      | -    | -       | -              | -      | -    | -       |

**Performance Indicators**
**Level: Middle School**
**School: RONCALLI MIDDLE SCHOOL**
**District: PUEBLO CITY 60 - 2690 (1 Year)**

| <b>Academic Achievement</b> | <b>Points Earned</b> | <b>Points Eligible</b> | <b>% Points</b> | <b>Rating</b>        | <b>N</b> | <b>% Proficient/Advanced</b> | <b>School's Percentile</b> |
|-----------------------------|----------------------|------------------------|-----------------|----------------------|----------|------------------------------|----------------------------|
| Reading                     | 1                    | 4                      |                 | Does Not Meet        | 606      | 47.85                        | 12                         |
| Mathematics                 | 1                    | 4                      |                 | Does Not Meet        | 604      | 22.85                        | 7                          |
| Writing                     | 1                    | 4                      |                 | Does Not Meet        | 605      | 32.23                        | 12                         |
| Science                     | 1                    | 4                      |                 | Does Not Meet        | 181      | 14.92                        | 6                          |
| <b>Total</b>                | <b>4</b>             | <b>16</b>              | <b>25%</b>      | <b>Does Not Meet</b> |          |                              |                            |

| <b>Academic Growth</b>                 | <b>Points Earned</b> | <b>Points Eligible</b> | <b>% Points</b> | <b>Rating</b>        | <b>N</b> | <b>Median Growth Percentile</b> | <b>Median Adequate Growth Percentile</b> | <b>Made Adequate Growth?</b> |
|--|----------------------|------------------------|-----------------|----------------------|----------|---------------------------------|--|------------------------------|
| Reading                                | 1                    | 4                      |                 | Does Not Meet        | 570      | 30                              | 41                                       | No                           |
| Mathematics                            | 1                    | 4                      |                 | Does Not Meet        | 572      | 13                              | 74                                       | No                           |
| Writing                                | 1                    | 4                      |                 | Does Not Meet        | 571      | 29                              | 64                                       | No                           |
| English Language Proficiency (CELAPro) | 0.5                  | 2                      |                 | Does Not Meet        | 20       | 31                              | 43                                       | No                           |
| <b>Total</b>                           | <b>3.5</b>           | <b>14</b>              | <b>25%</b>      | <b>Does Not Meet</b> |          |                                 |  |                              |

| <b>Academic Growth Gaps</b>  | <b>Points Earned</b> | <b>Points Eligible</b> | <b>% Points</b> | <b>Rating</b>        | <b>Subgroup N</b> | <b>Subgroup Median Growth Percentile</b> | <b>Subgroup Median Adequate Growth Percentile</b> | <b>Made Adequate Growth?</b> |
|------------------------------|----------------------|------------------------|-----------------|----------------------|-------------------|--|---|------------------------------|
| <b>Reading</b>               | <b>5</b>             | <b>20</b>              | <b>25%</b>      | <b>Does Not Meet</b> |                   |  |   |                              |
| Free/Reduced Lunch Eligible  | 1                    | 4                      |                 | Does Not Meet        | 405               | 29                                       | 44  | No                           |
| Minority Students            | 1                    | 4                      |                 | Does Not Meet        | 438               | 29                                       | 42  | No                           |
| Students with Disabilities   | 1                    | 4                      |                 | Does Not Meet        | 91                | 35                                       | 67  | No                           |
| English Learners             | 1                    | 4                      |                 | Does Not Meet        | 33                | 30                                       | 65  | No                           |
| Students needing to catch up | 1                    | 4                      |                 | Does Not Meet        | 268               | 33                                       | 64  | No                           |
| <b>Mathematics</b>           | <b>5</b>             | <b>20</b>              | <b>25%</b>      | <b>Does Not Meet</b> |                   |  |   |                              |
| Free/Reduced Lunch Eligible  | 1                    | 4                      |                 | Does Not Meet        | 407               | 13                                       | 77  | No                           |
| Minority Students            | 1                    | 4                      |                 | Does Not Meet        | 440               | 12                                       | 74  | No                           |
| Students with Disabilities   | 1                    | 4                      |                 | Does Not Meet        | 91                | 29                                       | 94  | No                           |
| English Learners             | 1                    | 4                      |                 | Does Not Meet        | 33                | 22                                       | 89  | No                           |
| Students needing to catch up | 1                    | 4                      |                 | Does Not Meet        | 300               | 21                                       | 93  | No                           |
| <b>Writing</b>               | <b>5</b>             | <b>20</b>              | <b>25%</b>      | <b>Does Not Meet</b> |                   |  |   |                              |
| Free/Reduced Lunch Eligible  | 1                    | 4                      |                 | Does Not Meet        | 406               | 28                                       | 67  | No                           |
| Minority Students            | 1                    | 4                      |                 | Does Not Meet        | 439               | 29                                       | 64  | No                           |
| Students with Disabilities   | 1                    | 4                      |                 | Does Not Meet        | 93                | 31                                       | 87  | No                           |
| English Learners             | 1                    | 4                      |                 | Does Not Meet        | 33                | 35                                       | 80  | No                           |
| Students needing to catch up | 1                    | 4                      |                 | Does Not Meet        | 342               | 27                                       | 81  | No                           |
| <b>Total</b>                 | <b>15</b>            | <b>60</b>              | <b>25%</b>      | <b>Does Not Meet</b> |                   |  |   |                              |

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

### **ATTACHMENT 3. BENCHMARK DATA**

### Roncalli 2010-2013 Mid Year Benchmark Data

| <b>6th Grade Reading</b> | <b>Moderate Risk</b> | <b>Low Risk</b> | <b>On Course</b> |
|--------------------------|----------------------|-----------------|------------------|
| Jan. 2010                | 50.00%               | 50.00%          | 0.00%            |
| Dec. 2011                | 45.24%               | 26.19%          | 28.57%           |
| Dec. 2012                | 27.00%               | 31.00%          | 42.00%           |
|                          |                      |                 |                  |
| <b>6th Grade Math</b>    | <b>Moderate Risk</b> | <b>Low Risk</b> | <b>On Course</b> |
| Jan. 2010                | 100.00%              | 0.00%           | 0.00%            |
| Dec. 2011                | 44.74%               | 35.79%          | 19.47%           |
| Dec. 2012                | 52.43%               | 33.01%          | 14.56%           |
|                          |                      |                 |                  |
| <b>7th Grade Reading</b> | <b>Moderate Risk</b> | <b>Low Risk</b> | <b>On Course</b> |
| Jan. 2010                |                      |                 |                  |
| Dec. 2011                | 37.31%               | 29.02%          | 33.68%           |
| Dec. 2012                | 8.67%                | 44.90%          | 46.43%           |
|                          |                      |                 |                  |
| <b>7th Grade Math</b>    | <b>Moderate Risk</b> | <b>Low Risk</b> | <b>On Course</b> |
| Jan. 2010                | 100.00%              | 0.00%           | 0.00%            |
| Dec. 2011                | 66.67%               | 23.89%          | 9.44%            |
| Dec. 2012                | 69.95%               | 20.21%          | 9.84%            |
|                          |                      |                 |                  |
| <b>8th Grade Reading</b> | <b>Moderate Risk</b> | <b>Low Risk</b> | <b>On Course</b> |
| Jan. 2010                | 100.00%              | 0.00%           | 0.00%            |
| Dec. 2011                | 45.60%               | 42.86%          | 11.54%           |
| Dec. 2012                | 22.95%               | 28.42%          | 48.63%           |
|                          |                      |                 |                  |
| <b>8th Grade Math</b>    | <b>Moderate Risk</b> | <b>Low Risk</b> | <b>On Course</b> |
| Jan. 2010                |                      |                 |                  |
| Dec. 2011                | 82.29%               | 10.29%          | 7.43%            |
| Dec. 2012                | 73.30%               | 16.23%          | 10.47%           |
|                          |                      |                 |                  |
| <b>8th Grade Science</b> | <b>Moderate Risk</b> | <b>Low Risk</b> | <b>On Course</b> |
| Jan. 2010                | 50.00%               | 35.67%          | 13.40%           |
| Dec. 2011                | 77.38%               | 11.90%          | 38.00%           |
| Dec. 2012                | 53.59%               | 39.81%          | 11.60%           |

**ATTACHMENT 4. UNIFIED SCHOOL IMPROVEMENT PLAN (USIP)**

### Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 2890 District Name: PUEBLO CITY 60 School Code: 7481 School Name: RONCALLI MIDDLE SCHOOL SPF Year: 2012 Accountable by: 3 Year

#### Section I: Summary Information about the School

**Directions:** This section summarizes your school's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

#### Student Performance Measures for State and Federal Accountability

| Performance Indicators        | Measures/ Metrics   | 2011-12 Federal and State Expectations |                     |        | 2011-12 School Results |            |        | Meets Expectations? |   |
|-------------------------------|---|--|---------------------|--------|------------------------|------------|--------|---------------------|---|
| Academic Achievement (Status) | TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura<br>Description: % P+A in reading, writing, math and science<br>Expectation: %P+A is at or above the 50 <sup>th</sup> percentile by using 1-year or 3-years of data   | R                                      | Elem                | MS     | HS                     | Elem       | MS     | HS                  | Overall Rating for Academic Achievement:<br><br>Approaching<br><br>* Consult your School Performance Framework for the ratings for each content area at each level. |
|                               |   | M                                      | -                   | 71.35% | -                      | -          | 52.73% | -                   |   |
|                               |   | W                                      | -                   | 51.53% | -                      | -          | 31.78% | -                   |   |
|                               |   | S                                      | -                   | 58.34% | -                      | -          | 38.82% | -                   |   |
|                               |   | S                                      | -                   | 48.72% | -                      | -          | 23.28% | -                   |   |
| Academic Growth               | Median Student Growth Percentile<br>Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency<br>Expectation: If district met adequate growth: then median SGP is at or above 45.<br>If district did not meet adequate growth: then median SGP is at or above 55. |  | Median Adequate SGP |        |                        | Median SGP |        |                     | Overall Rating for Academic Growth:<br><br>Does Not Meet<br><br>* Consult your School Performance Framework for the ratings for each content area at each level.    |
|                               |   |  | Elem                | MS     | HS                     | Elem       | MS     | HS                  |   |
|                               |   | R                                      | -                   | 38     | -                      | -          | 33     | -                   |   |
|                               |   | M                                      | -                   | 74     | -                      | -          | 27     | -                   |   |
|                               |   | W                                      | -                   | 59     | -                      | -          | 33     | -                   |   |
|                               |   | ELP                                    | -                   | 46     | -                      | -          | 22     | -                   |   |

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

| Performance Indicators | Measures/ Metrics   | 2011-12 Federal and State Expectations |    | 2011-12 School Results   |    | Meets Expectations?  |
|------------------------|---|--|----|--------------------------|----|--|
| Academic Growth Gaps   | Median Student Growth Percentile<br><b>Description:</b> Growth for reading, writing and math by disaggregated groups.<br><b>Expectation:</b> 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. | Reading                                |    | Reading                  |    | Overall Rating for Growth Gaps:<br><br>Does Not Meet<br><br>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level. |
|                        |   | FRL                                    | 42 | FRL                      | 32 |  |
|                        |   | Minority                               | 40 | Minority                 | 32 |  |
|                        |   | Students W/ Disabilities               | 67 | Students W/ Disabilities | 44 |  |
|                        |   | ELL                                    | 59 | ELL                      | 34 |  |
|                        |   | Catch up                               | 64 | Catch up                 | 35 |  |
|                        |   | Mathematics                            |    | Mathematics              |    |  |
|                        |   | FRL                                    | 76 | FRL                      | 28 |  |
|                        |   | Minority                               | 74 | Minority                 | 27 |  |
|                        |   | Students W/ Disabilities               | 94 | Students W/ Disabilities | 42 |  |
|                        |   | ELL                                    | 82 | ELL                      | 38 |  |
|                        |   | Catch up                               | 90 | Catch up                 | 34 |  |
|                        |   | Writing                                |    | Writing                  |    |  |
|                        |   | FRL                                    | 64 | FRL                      | 31 |  |
|                        |   | Minority                               | 61 | Minority                 | 32 |  |
|                        |   | Students W/ Disabilities               | 87 | Students W/ Disabilities | 37 |  |
|                        |   | ELL                                    | 74 | ELL                      | 32 |  |
|                        |   | Catch up                               | 80 | Catch up                 | 32 |  |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  |  |   |  |  |
| <b>Post<br/>Secondary/<br/>Workforce<br/>Readiness</b> | <b>Graduation Rate</b><br><b>Expectation:</b> at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.                                     | At 80% or above                              | <b>Best of 4-year through 7-year Grad Rate</b><br>- using a - year grad rate  |  | Overall Rating for Post Secondary Readiness: |
|  | <b>Disaggregated Graduation Rate</b><br><b>Expectation:</b> at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate. | At 80% or above for each disaggregated group | See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners. |  |  |
|  | <b>Dropout Rate</b><br><b>Expectation:</b> At or below State average overall.  |  |   |  |  |
|  | <b>Mean ACT Composite Score</b><br><b>Expectation:</b> At or above State average   |  |   |  |  |

### Accountability Status and Requirements for Improvement Plan

| Program  | Identification Process   | Identification for School                           | Directions for Completing Improvement Plan   |
|--|--|---|--|
| <b>State Accountability</b>  |  |   |  |
| <b>Preliminary Recommended Plan Type</b>   | Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)   | Turnaround<br>– Entering Year 3 as of July 1, 2013. | Based on preliminary results, the school has not met state expectations for attainment on the performance indicators and is required to adopt and implement a Turnaround Plan. The plan must be submitted to CDE by January 15, 2013 along with the required Turnaround Plan addendum to be reviewed by CDE. Refer to the website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> . Once the plan type for the school has been finalized, this report will be re-populated in December 2012. |
| <b>ESEA and Grant Accountability</b>   |  |   |  |
| <b>Title I Formula Grant</b>   | Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.  | Title I Schoolwide                                  | In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.   |
| <b>Title I Focus School</b>  | Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation. | Not identified as a Title I Focus School            | This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.   |
| <b>Tiered Intervention Grant (TIG)</b>   | Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.   | TIG Awardee   | In addition to the general requirements, TIG schools are expected to align activities funded through the grant with overall school improvement efforts in the UIP. All TIG activities must be included in the action steps of the action plan (e.g., activity, resources). All grantees will be expected to submit the school plan for CDE review by January 15, 2013. For required elements in the improvement plans, go to the Quality Criteria: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .   |
| <b>Improvement Support Partnership (ISP) or Title I School Improvement Grant</b> | Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).   | Not a Title I School Improvement Grant Awardee      | This school does not receive a School Improvement grant and does not need to meet those additional requirements.   |

**Section II: Improvement Plan Information**

**Directions:** This section should be completed by the school or district.

**Additional Information about the School**

| Comprehensive Review and Selected Grant History |  |                              |
|---|--|------------------------------|
| Related Grant Awards                            | Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?  | No                           |
| School Support Team or Expedited Review         | Has (or will) the school participated in an SST review or Expedited Review? When?  | Yes, May 2009                |
| External Evaluator                              | Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used. | Not applicable for 2012-2013 |

**Improvement Plan Information**

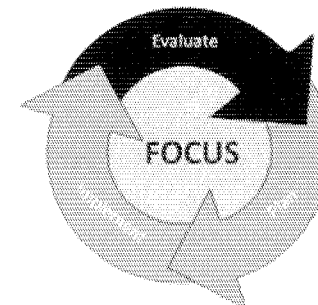
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- ☒ State Accountability   
 ☒ Title IA (Targeted Assistance or Schoolwide)   
 ☐ Title I Focus School   
 ☒ Tiered Intervention Grant (TIG)  
☐ Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant   
☐ Other: \_\_\_\_\_

| School Contact Information (Additional contacts may be added, if needed) |                 |  |
|--|-----------------|--|
| 1  | Name and Title  | Michael Kovac – Principal  |
|  | Email           | <a href="mailto:michael.kovac@pueblcityschools.us">michael.kovac@pueblcityschools.us</a> |
|  | Phone           | 719-549-7460   |
|  | Mailing Address | 4202 Hwy. 78 Pueblo, CO 81005  |
|  |                 |  |
| 2  | Name and Title  | Reina Montez-Assistant Principal   |
|  | Email           | <a href="mailto:reina.montez@pueblcityschools.us">reina.montez@pueblcityschools.us</a>   |
|  | Phone           | 719-549-7460   |
|  | Mailing Address | 4202 Hwy. 78 Pueblo, CO 81005  |

### Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school 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 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 #1: Progress Monitoring of Prior Year's Performance Targets

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

| Performance Indicators           | Targets for 2011-12 school year<br>(Targets set in last year's plan) |         | Performance in 2011-12? Was the target met? How close was school in meeting the target? |                              | Brief reflection on why previous targets were met or not met.   |
|----------------------------------|--|---------|---|------------------------------|---|
| Academic Achievement<br>(Status) | Reading  | 64% P&A | Reading   | 52.73% P&A (-11.27% not met) | Reading was not met as the school had a limited amount of Tier 2 and 3 interventions for students. Tier 1 instruction did not focus on building vocabulary and background knowledge in the content areas. One teacher was put on administrative leave 3 times and each time new substitutes were in the classroom. Special education did not focus on grade level standards and scaffolding of instruction to help students master the standards. Teachers hired in ELA are not necessarily trained in the teaching of reading. Reading is not taught as a course in the middle school but rather as an intervention. |
|                                  |  |         |   |                              |   |
|                                  | Math   | 45% P&A | Math  | 31.68% P&A (-13.22% not met) |   |
|                                  | Writing  | 52 P&A  | Writing   | 38.82% P&A (-13.18% not met) |   |
| Academic Growth                  | Science  | 39% P&A | Science   | 23.28% P&A (-15.72% not met) | Math staffing was a contributing factor last year as a teacher was out on medical leave from September till April and the class had a series of   |
|                                  | Reading  | MGP 50  | Reading   | MGP 33 (-17 not met)         |   |
|                                  | Math   | MGP 50  | Math  | MGP 27 (-23 not met)         |   |
|                                  | Writing  | MGP 50  | Writing   | MGP 33 (-17 not met)         |   |

| Performance Indicators   | Targets for 2011-12 school year<br>(Targets set in last year's plan)   | Performance in 2011-12? Was the target met? How close was school in meeting the target?  |                | Brief reflection on why previous targets were met or not met.  |  |
|--------------------------|--|--|----------------|--|--|
| Academic Growth Gaps     | <p>Reading-50<sup>th</sup> percentile for all disaggregated groups</p> <p>Mathematics-50<sup>th</sup> percentile for all disaggregated groups except ELL which was 56<sup>th</sup> percentile</p> <p>Writing-50<sup>th</sup> percentile for all disaggregated groups</p> | <p>Reading-No disaggregated group made their target. Free and reduced lunch and minority were the furthest away, at 18 percentile points from target. Students with disabilities were the closest, only 6 percentile points from target.</p> <p>Math-No disaggregated group made their target. Minority were the furthest away, at 23 percentile points away from target. Students with disabilities were the closest, only 8 percentile points from target.</p> <p>Writing- No disaggregated group made their target. Free and reduced lunch was the furthest away, at 19 percentile points away from target. Students with disabilities were the closest, only 13 percentile points from target.</p> <p>Copy Tables from SPF</p> |                | <p>substitutes that were not highly qualified in mathematics. In addition, the quality of the teachers hired did not produce the best results even with coaching and support. Two math teachers were non-renewed at the end of the year. Math teachers do not use manipulatives, project based learning, small group instruction, or Tier 1 interventions within the classroom. Only two of the six teachers in mathematics were veteran teachers. The math coach was hired as the Assistant Principal at the beginning of the year and a new math coach could not be hired until January due to a lack of candidates.</p> <p>Writing declined due to a decision by the school to integrate writing into the language arts block which differed from the prior year when all teachers taught writing for 30 minutes a day.</p> <p>Science continued to be an issue for student performance due to a lack of background knowledge, understanding of vocabulary, and engaging project based learning. Differentiation of instruction was not in place in all classrooms.</p> |  |
| Post Secondary Readiness |  |  |                |  |  |
| School Climate Data      |  |  |                |  |  |
| Student Discipline Data  | Number of Discipline Incidents   | 2010-2011  | 2011-2012      |  |  |
|                          |  |  |                |  |  |
|                          |  |  |                |  |  |
|                          |  | # of Incidents   | # of Incidents |  |  |
|                          |  | 405  | 1199           |  |  |

| Performance Indicators                   | Targets for 2011-12 school year<br>(Targets set in last year's plan)  | Performance in 2011-12? Was the target met? How close was school in meeting the target? |   |  | Brief reflection on why previous targets were met or not met. |  |
|--|---|---|---|--|---|--|
| <b>Teacher Retention and Recruitment</b> | Change in Teaching Staff  | <b>Changes</b>  | <b>2011-2012</b>                              | <b>2012-2013</b>                       |   |  |
|  |   | Exiting Roncalli  | 14 teachers released for a variety of reasons | 5 teachers reassigned to other schools |   |  |
|  |   | Entering Roncalli   | 8   | 4                                      |   |  |
| <b>Student Attendance Data</b>           | Change in Student Attendance  | <b>% Student Attendance</b>   | <b>2010-2011</b>                              | <b>2011-2012</b>                       |   |  |
|  |   | Sept.   | 92.94%  | 93.61%                                 |   |  |
|  |   | Oct.  | 92.30%  | 91.17%                                 |   |  |
|  |   | Nov.  | 90.63%  | 92.14%                                 |   |  |
|  |   | Dec.  | 89.60%  | 89.86%                                 |   |  |
|  |   | Jan.  | 88.68%  | 88.49%                                 |   |  |
|  |   | Feb.  | 86.70%  | 88.76%                                 |   |  |
|  |   | Mar.  | 89.87%  | 91.43%                                 |   |  |
|  |   | Apr.  | 88.02%  | 87.85%                                 |   |  |
|  |   | May   | 85.65%  | 82.23%                                 |   |  |
| <b>School Wide Evaluation Tool (SET)</b> | Number of Critical Features of School Wide Effective Support in Place | <b>Expectation</b>  | <b>Percent Met</b>                            | <b>Met/Not Met</b>                     |   |  |
|  |   | Expectations Defined  | 75%   | NM                                     |   |  |
|  |   | Expectations Taught   | 70%   | M                                      |   |  |
|  |   | Reward System   | 100%  | NM                                     |   |  |
|  |   | Violations System   | 75%   | NM                                     |   |  |
|  |   | Monitoring Evaluation   | 88%   | M                                      |   |  |
|  |   | Leadership  | 81%   | NM                                     |   |  |

| Performance Indicators    | Targets for 2011-12 school year<br>(Targets set in last year's plan) | Performance in 2011-12? Was the target met? How<br>close was school in meeting the target?  | Brief reflection on why previous targets were<br>met or not met. |     |    |                           |     |    |  |
|---------------------------|--|---|--|-----|----|---------------------------|-----|----|--|
|                           |  | <table border="1"> <tr> <td>District Support</td> <td>50%</td> <td>NM</td> </tr> <tr> <td>Implementation<br/>Average</td> <td>76%</td> <td>NM</td> </tr> </table> | District Support   | 50% | NM | Implementation<br>Average | 76% | NM |  |
| District Support          | 50%  | NM  |  |     |    |                           |     |    |  |
| Implementation<br>Average | 76%  | NM  |  |     |    |                           |     |    |  |

## Worksheet #2: Data Analysis

**Directions:** This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing 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 and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

| Performance Indicators        | Description of Notable Trends<br>(3 years of past state and local data)  | Priority Performance<br>Challenges  | Root Causes  |
|-------------------------------|--|---|--|
| Academic Achievement (Status) | <p><u>Reading</u></p> <p>The percentage of 6th graders who were proficient or advanced on the CSAP/TCAP has been decreasing (57, 54, 46) between 2010 and 2012 and is substantially below the percentage of students who were proficient and advanced at both the state (73) and the district level (61).</p> <p>The percentage of Hispanic 6th graders who were proficient or advanced on CSAP/TCAP has slightly decreased (54, 55, 42) and is below the percentage of students who were proficient and advanced in both the state (73) and the district (61).</p> <p>The percentage of White 6th graders who were proficient or advance on the CSAP/TCAP has slightly decreased (62, 57, 56) since 2010 and is below the percentage of students who were proficient and advanced in both the state (73) and district (61).</p> | <p>Reading:</p> <p><b>The percent of middle school students at Roncalli scoring P or A in reading has declined from 48% in 2010 to 47.85 in 2012 (below the minimum state expectation of 71.43%), and median growth percentiles over the three year period has also declined from 36 to</b></p> | <p>Lack of engaging lessons that address the Colorado Academic Standards.</p> <p>Student performance is not assessed using standards based classroom formative assessments.</p> <p>Appropriate and timely interventions for Tier 1 and 2 instruction are not in place to meet the needs of students who are not proficient on the standards.</p> <p>Rtl processes are not in place at Roncalli and the use of data to differentiate instruction within the classroom is occurring as a part of the instructional practices in the school.</p> <p>The culture at Roncalli lacks a cohesiveness of purpose</p> |

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|  | <p>The percentage of 6th grade male students who were proficient or advanced on the CSAP/TCAP has decreased (51, 50, 42) since 2010 and is below the state (73) and district (61).<br/>The percentage of 6th grade female students who were proficient or advanced on the CSAP/TCAP has decreased (64,60, 52) and is below the state (73) and district (61).</p> <p>Since 2010 there was a 1% drop (20,19,19) in 6<sup>th</sup> grade students who were identified as students with disabilities scoring proficient or advanced and still significantly lower than the state (73) and district (61).</p> <p>The percentage of 7th graders who were proficient and advanced was stable from 2010-2011 (49,51) but decreased from 2011 and 2012 and substantially below (51,48) the percentage of students in the state (68) and the district (58) who were proficient and advanced during 2012.</p> <p>Galileo (Interim benchmarking measure) indicated that 6<sup>th</sup> grade students would be 43% proficient and advanced in reading on the 2012 TCAP, the actual result was 46% and the target was 64%.<br/>The percentage of Hispanic 7th grade students who were proficient or advanced on the Reading CSAP/TCAP increased from 2010- 2011 (48% to 50%) and then decreased from 2011 to 2012 (50% to 45%) well below the percentage of students in the state (68) and the district (58) who were proficient and advanced during 2012.</p> | <p><b>33 (below the state expectation of 55).</b></p> <p>and belief that all students can learn at a high level which results in pervasive lack of positive relationships staff to staff, staff to students, students to students, and students to staff.</p> <p>Quality instructional planning for lessons that include differentiation and engagement using the Colorado Academic Standards</p> |
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|  | <p>The percentage of 7<sup>th</sup> white students scoring proficient and advanced decreased from 2010-2011 (55%,54%) then increased (54%,59%) for the 2011-2012 years. This performance is below the state (68) and slightly above the district (58).</p> <p>The percentage of 7<sup>th</sup> males scoring proficient or advanced between 2010-2012 has increased and then decreased (44%, 57%,46%) and remained below the state average (68) and district (58).</p> <p>The percentage of 7<sup>th</sup> females scoring proficient or advanced between 2010-2012 has decreased (56,50,49) since 2010 and below the state average (68) and district (58).</p> <p>The percentage of 8<sup>th</sup> students identified as having disabilities and scoring proficient or advanced has decreased significantly from 2010-2011 (41%,29%) but increased in 2012 (29%,13%) but are still below the state (67%) and district (59%)</p> <p>The percentage of 8th grade Hispanic students who were proficient or advanced decreased from 2010-2012 (63%,38%,48%) but are still below the state (67%) and district (59%)</p> <p>The percentage of 8th graders who were proficient or advanced and were identified as white (68%,48%,50%) had a drop in the second year with an increase the third year but are still below the state (67%) and district (59%)</p> <p>The percentage of 8th grade males who were proficient or advanced decreased and then increased (65%, 39%, 41%) from 2010-2012 but are still below the state (67%) and district (59%)</p> <p>The percentage of 8th grade girls who were proficient or advanced on the CSAP/TCAP decreased from 2010-2011 (64%, 45%) and increased from 2011-2012</p> |  |
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|  | <p>(45%.53%) but are still below the state (67%) and district (59%).</p> <p>Galileo predicted 7<sup>th</sup> grade students in reading on the 2012 TCAP to be 50% proficient and advanced, the actual was 48% and the target was 64%.</p> <p>Galileo predicted 8<sup>th</sup> grade students in reading on the 2012 TCAP to be 33% proficient and advanced, the actual was 47% and the target was 64%</p>   |  |
|  | <p><u>Writing</u></p> <p>The percentage P&amp;A in writing for 6th grade females was stable at 51% from 2010-11, but dropped to 32% from 2011-12 but is still below the district (39%) and state (56%).</p> <p>The percentage P&amp;A in writing for 6th grade males was stable at 34% from 2010-11, but decreased to 19% 2011-12 but is still below the district (39%) and state (56%).</p> <p>The percentage P&amp;A in writing for Hispanics in the 6th grade decreased 18% from 2010-2012 (39%, 43%, 21%) but is still below the district (39%) and state (56%).</p> <p>The percentage of P &amp; A in writing for 6<sup>th</sup> grade students with disabilities increased from 2010-2011 (7%, 13%) and decreased from 2011-2012 (13%7%) but is still</p> |  |

below the district (39%) and state (56%).

The percentage P&A in writing for 7th grade females has increased in proficient and advanced over the last three years moving from 40% to 46% in 2010-11 and from 46% to 48% in 2011-12 but is still below the district (49%) and state (62%).

The percentage P & A in writing for all 7<sup>th</sup> grade students increased from 2010-2011 (33%,43%) and decreased from 2011-2012 (43%,41%) but is still below the district (49%) and state (62%).

The percentage P&A in writing for 7th grade males increased from 29% to 39% in 2010-11 and decreased 4% points to 35% in 2011-2012 but is still below the district (49%) and state (62%).

The percentage P & A in writing for 7<sup>th</sup> grade students with disabilities decreased from 2010-2011 (10%,7%) and increased from 2011-2012 (7%,13%) but is still below the district (49%) and state (62%).

The percentage of P & A in writing for 7<sup>th</sup> grade white students increased from 2010-2011 (40%, 50%) and decreased from 2011-2012 (50%, 46%) but is still below the district (49%) and state (62%)

The percentage of P & A in writing for 7<sup>th</sup> grade Hispanic students increased from 2010-2011 (32%,40%) and remained stable from 2011-2012 (40%) but is still below the district (49%) and state (62%)

The percentage P&A in writing for 8th grade males decreased from 42% to 26% in 2010-11, and was stable at 26% in 2012 but is still below the district (43%) and state (55%).

The percentage P & A in writing for 8<sup>th</sup> grade females decreased from 2010-2012 (60%, 39%, 30%) but is still below the district (43%) and state (55%).

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|  | <p>The percentage P&amp;A in writing for white's in the 8th grade decreased from 60% to 34% in 2010-11 and increased from 34% to 38% in 2011-12 but is still below the district (49%) and state (62%).</p> <p>The percentage P&amp;A in writing for Hispanic students in the 8th grade decreased from 2010-2011 (44%, 31%) and continued to decrease from 2011-2012 (31%, 25%) but is still below the district (49%) and state (62%). The percentage P&amp;A in writing for 8th grade students with disabilities increased from 9% to 10% in 2010-11 and decreased from 10% to 3% in 2011-12 but is still below the district (49%) and state (62%).</p> <p>The percentage of P &amp; A in writing for all 8<sup>th</sup> grade students decreased from 2010-2012 (50%, 32%, 29%) but is still below the district (49%) and state (62%).</p> <hr/> <p><u>Mathematics</u></p> <p>The percentage of 6th grade students scoring Proficient or Advanced increased from 2010 to 2011 (47%, 57%) and decreased from 57% to 27% from 2011 to 2012. This is substantially below the state average of 61% and the district 39%.</p> <p>The percentage of 6th grade Hispanic students scoring Proficient or Advanced increased from 2010 to 2011 (43%, 57%) and decreased from 57% to 25% from 2011 to 2012. This is about the same as ALL 6th grade students scoring Proficient or Advanced. This is substantially below the state average of 61 and district 39%.</p> <p>The percentage of 6th grade white students scoring Proficient or Advanced increased from 10% to 11% (51%, 57%) from 2010 to 2011 and decreased from 2011 to 2012 (57%, 32%). This is substantially below the state average of 61 and district 39%.</p> |  |
|--|--|--|

Galileo predicted 6<sup>th</sup> grade students to be 42% proficient or advanced on the 2012 Mathematics TCAP, the actual was 27% and the target was 45%. The percentage of 6th grade students with disabilities scoring Proficient or Advanced showed an increase from '10 to '11 (20%, 36%) then a decrease from '11 to '12 (36%, 13%). This is substantially below the state average of 61 and district 39%.

The percentage of 6<sup>th</sup> grade female students increased from 2010-2011 from 49%,56% then decreased from 2011-2012 (56%, 31%) This is substantially below the state average of 61 and district 39%.

The percentage of 6<sup>th</sup> grade male students increased from 2010-2011 from 45%,57% then decreased from 2011-2012 (57%, 25%) This is substantially below the state average of 61% and district 39%.

The percentage of all the 7th grade students scoring Proficient or Advanced showed an increase from 2010 to 2011(19%, 34%) and a decrease from 2011 to 2012 (34%,16%). This is below the state average of 53% and district 29%.

The percentage of the 7th grade Hispanic students scoring Proficient or Advanced showed an increase from '10 to '11 (18%, 31%) then a decrease from '11 to '12 (21%, 16%). This is below the state average of 53% and district 29%.

The percentage of the 7th grade White students scoring Proficient or Advanced showed an increase from '10 to '11 (27%, 37%)) then a decrease from '11 to '12 (37%, 23%). This is below the state average of 53% and district 29%.

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|  | <p>The percentage of the 7th grade male students scoring Proficient or Advanced showed an increase from '10 to '11 (20%,38%) ) then a decrease from '11 to '12 (38%, 18%). This is below the state average of 53% and district 29%.</p> <p>The percentage of the 7th grade female students scoring Proficient or Advanced showed an increase from '10 to '11 (20%,27%))then a decrease from '11 to '12 (27%,15%). This is below the state average of 53% and district 29%.</p> <p>The percentage of the 7th grade students with disabilities scoring Proficient or Advanced showed an increase from '10 to '11 (9%11%) then a decrease from '11 to '12 (11%,4%). This is below the state average of 53% and district 29%.</p> <p>Galileo predicted 7<sup>th</sup> grade students to be 24% proficient and advanced on the 2012 Math TCAP, the result was 17% and the target was 45%.</p> <p>The percentage of all 8<sup>th</sup> grade students scoring Proficient and Advanced showed a decrease from 2010-2012 (33%, 21%, 19%). This is below the district (27%) and the state (52%)</p> <p>The percentage of 8<sup>th</sup> grade female students scoring Proficient and Advanced showed a decrease from 2010-2012 (22%, 18%, 13%). This is below the district (27%) and the state (52%)</p> <p>The percentage of 8<sup>th</sup> grade female students scoring Proficient and Advanced showed a decrease from 2010-2012 (22%, 18%, 13%). This is below the district (27%) and the state (52%)</p> <p>The percentage of 8<sup>th</sup> grade male students scoring Proficient and Advanced showed a decrease from 2010-2012 (42%, 23%) and increased from 2011-2012 (23%, 25%). This is below the district (27%) and the state (52%).</p> |  |
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|  | <p>The percentage of 8<sup>th</sup> grade White students scoring Proficient and Advanced showed a decrease from 2010-2011 (32%, 18%) and increased from 2011-2012 (18%, 28%). This is below the district (27%) and the state (52%).</p> <p>The percentage of 8<sup>th</sup> grade Hispanic students scoring Proficient and Advanced showed a decrease from 2010-2012 (34%, 23%, 14%). This is below the district (27%) and the state (52%).</p> <p>The percentage of 8<sup>th</sup> grade students with disabilities scoring Proficient and Advanced showed a decrease from 2010-2011(17%,6%) and increased from 2011-2012 (6%, 7%). This is below the district (27%) and the state (52%).</p> <p>Galileo predicted 8<sup>th</sup> grade students on be 13% proficient or advanced on the 2012 Math TCAP, the actual was 19% and the target was 45%.</p> |  |
|  | <p><u>Science</u></p> <p>The percentage of 8<sup>th</sup> grade students with disabilities scoring Proficient and Advanced showed a decrease from 2010-2012(13%, 6%, 0%).This is below the district (27%) and the state (49%).</p> <p>The percentage of 8<sup>th</sup> grade Hispanic students scoring Proficient and Advanced showed a decrease from 2010-2012 (28%, 18%, 10%) This is below the district (27%) and the state (49%).</p> <p>The percentage of 8<sup>th</sup> grade White students scoring Proficient and Advanced showed a decrease from 2010-2012 (33%, 25%, 22%). This is below the district (27%) and the state (49%).</p> <p>The percentage of 8<sup>th</sup> grade male students scoring Proficient and Advanced showed a decrease from 2010-2012 (35%,20%,16%). This is below the district (27%) and the state (49%).</p>         |  |

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|                 | <p>Galileo predicted 8<sup>th</sup> grade students to be 14% proficient or advanced on the 2012 Science TCAP, that actual was 13% and the target was 39%.</p> <p>.The percentage of 8<sup>th</sup> grade female students scoring Proficient and Advanced showed a decrease from 2010-2012 (23%, 19%, 11%). This is below the district (27%) and the state (49%).</p> <p>The percentage of all 8<sup>th</sup> grade students scoring Proficient and Advanced showed a decrease from 2010-2012 (30%, 20%, 13%) This is below the district (27%) and the state (49%).</p>  |  |
| Academic Growth | <p><u>Reading</u></p> <p>According to the Colorado Growth Model, Roncalli's Median Growth Percentile (MGP) in reading decreased from 2010-2011 (36-32) and decreased in 2012 (32-29) well below the state MGP of 50.</p> <p>According to the Colorado Growth Model, 6<sup>th</sup> grade Median Growth Percentile in reading increased from 2010-2011 (28 to 36) and decreased in 2012 (36 to 23) and well below the state MGP of 50.</p> <p>According to the Colorado Growth Model, 7<sup>th</sup> grade Median Growth Percentile in reading decreased from 2010 – 2011 (40 to 30) and was stable in 2012 (30 – 29) still well below the state MGP of 50.</p> <p>According to the Colorado Growth Model, 8<sup>th</sup> grade Median Growth Percentile decreased from 2010 – 2011 (47 – 31) and increased in 2012 (31 – 38) still below the state MGP of 50.</p> <p><u>Writing</u></p> | <p>By 2012, all content area growth has declined from 2010 and remains well below the minimum state expectation for all Roncalli's students including subgroups.</p> <p>Lack of engaging lessons that address the Colorado Academic Standards.</p> <p>Student performance is not assessed using standards based classroom formative assessments.</p> <p>Appropriate and timely interventions for Tier 1 and 2 instruction are not in place to meet the needs of students who are not proficient on the standards.</p> <p>Rtl processes are not in place at Roncalli and the use of data to differentiate instruction within the classroom is occurring as a part of the instructional practices in the school.</p> <p>The culture at Roncalli lacks a cohesiveness of purpose and belief that all students can learn at a high level which</p> |

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|  | <p>According to the Colorado Growth Model, Roncalli's Median Growth Percentile decreased from 2010- 2012 (40,31,29) well below the state MGP of 50.</p> <p>According to the Colorado Growth Model, 6<sup>th</sup> grade Median Growth Percentile decreased from 2010- 2012 (28,22,20) well below the state MGP of 50.</p> <p>According to the Colorado Growth Model, 7<sup>th</sup> grade Median Growth Percentile remained stable from 2010 – 2011 (42) and decreased in 2012 (42, 33) below the state MGP of 50.</p> <p>According to the Colorado Growth Model, 8<sup>th</sup> grade Median Growth Percentile had a steady decrease from 2010- 2012 (48, 33, 32) below the state MGP of 50.</p> <p><b>NOTE: Adequate Growth Percentile (AGP)</b></p> <p><u>Math</u></p> <p>According to the Colorado Growth Model, the median student growth percentile in math for all grades had a slight decrease from 37 to 35 then decreased dramatically from 35 to 13 between '10 to '12 to a level well below the AGP and minimum state expectation of 55.</p> <p>According to the Colorado Growth Model, the median student growth student percentile in math for 6<sup>th</sup> grade increased from 30 to 41 then decreased dramatically from 41 to 11 between '10 to '12 to a level well below the AGP and minimum state expectation of 55.</p> <p>According to the Colorado Growth Model, the median student growth student percentile in math for 7<sup>th</sup> grade increased from 36 to 38 then decreases dramatically from 30 to 10 between '10 to '12 to a level well below the AGP and minimum state expectation of 55.</p> | <p>results in pervasive lack of positive relationships staff to staff, staff to students, students to students, and students to staff.</p> <p>Quality instructional planning for lessons that include differentiation and engagement using the Colorado Academic Standards</p> |
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|                      | According to the Colorado Growth Model, the median student growth student percentile in math for 8th grade decreased from 43 to 27 then decreases from 27 to 20 between '10 to '12 to a level well below the AGP and minimum state expectation of 55. |   |   |
|                      | <b>CELA Pro</b><br>Roncalli did not have an n count big enough for reporting purposes in 2011. In 2012 the overall growth percentile was 38 and 22 for a three year aggregation (2010-2012).  |   |   |
|                      | <b>Math</b>   |   |   |
|                      | The MGP in math for minority students decreased from 37 to 36 to 12 from 2010 2012 which was below the median AGP of 74 and a 43 point decrease to a level well below the minimum state expectation of 55   |   |   |
| Academic Growth Gaps |   | By 2012, all content area growth has declined from 2010 and remains well below the minimum state expectation for all Roncalli's students including subgroups. | Lack of engaging lessons that address the Colorado Academic Standards.<br><br>Student performance is not assessed using standards based classroom formative assessments.<br><br>Appropriate and timely interventions for Tier 1 and 2 instruction are not in place to meet the needs of students who are not proficient on the standards.<br><br>Rtl processes are not in place at Roncalli and the use of data to differentiate instruction within the classroom is occurring as a part of the instructional practices in the school.<br><br>The culture at Roncalli lacks a cohesiveness of purpose and belief that all students can learn at a high level which results in pervasive lack of positive relationships staff to staff, staff to students, students to students, and students to |
|                      | The MGP in math for students with disabilities decreased from 68 to 38 to 29 between '10 to '12 which was below the median AGP of 94 and a 26 point decrease to a level below the minimum state expectation of 55                                     |   |   |

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|  |  | <p>staff.</p> <p>Quality instructional planning for lessons that include differentiation and engagement using the Colorado Academic Standards</p> |
|  | <p>The MGP in math for ELL students increased from 37 to 45 between '10 to '11 and decreased from 2011-2012 (45 to 22) which was below the median AGP from 89 and a 33 point decrease to a level well below the minimum state expectation of 55.</p>   |   |
|  | <p>The MGP in math for students on free and reduced lunch status decreased from 39 to 35 between '10 to '11 and 35 to 13 in 2011-2012 which was below the median AGP from 77 and a 42 point decrease to a level well below the minimum state expectation of 55</p> <p>The MGP in math for students needing to catch up decreased from 45 to 34 from 2010-2011 and decreased again in 2011-2012 (34 to 21). This is well below the AGP of 93 and the minimum state expectation of 55.</p> |   |
|  | <b>Writing</b>   |   |
|  | <p>The MGP in writing for ELL students decreased from 2010-2011 (37 to 26) and increased from 2011-2012 (26 to 35) which is below the median AGP from 80 and a 20 point decrease from the minimum state expectation of 55.</p>   |   |
|  | <p>The MGP in writing for students with disabilities decreased from 2010-2012 (48 to 39 to 31) which is below the median AGP from 87 and a 24 point decrease from the minimum state expectation of 55.</p> <p>The MGP in writing for minority students decreased from 2010-2012 (39 to 30 to 29) which is below the median AGP from 64 and a 26 point decrease to a level well below the minimum state expectation of 55.</p>  |   |

|                  |  |     |     |
|------------------|--|-----|-----|
|                  | <p>The MGP in writing for FRL students decreased from 2010-2011 (41 to 28) and remained stable from 2011-2012 which is below the median AGP from 67 and a 27 point decrease to a level well below the minimum state expectation of 55.</p> <p>The MGP in writing for students needing to catch up decreased from 46-32 from 2010-2011 and decreased again in 2012 to 27. This is well below the minimum state expectation of 55 and the AGP of 81.</p>   |     |     |
|                  | <b>Reading</b>   |     |     |
|                  | <p>The MGP in reading for FRL students decreased from 2010-2011 (39 to 27) and an increase from 2011-2012 (27 to 29) which is below the median AGP from 44 and a 26 point decrease to a level well below the minimum state expectation of 55</p>   |     |     |
|                  | <p>The MGP in reading for minority students decreased from 2010-2012 (35 to 32 to 29) which is below the median AGP from 42 and a 26 point decrease to a level well below the minimum expectation of 55.</p> <p>The MGP in reading for students with disabilities decreased from 2010-2012 (55 to 42 to 35) which is below the median AGP from 67 and a 20 point decrease to a level well below the minimum state expectation of 55.</p> <p>The MGP in reading for ELL students decreased from 2010-2011 (49 to 28) and increased from 2011-2012 (28 to 30) which is below the median AGP from 65 and 25 point decrease to a level well below the minimum expectation of 55.</p> <p>The MGP in reading for students needing to catch up decreased from 46 to 32 (2010 to 2011) and slightly increased to 33 in 2012, which was below the AGP (64 in 2012) and the minimum state expectation of 55.</p> |     |     |
| Post Secondary & | N/A  | N/A | N/A |

|                     |  |  |
|---------------------|--|--|
| Workforce Readiness |  |  |
|---------------------|--|--|

## Data Narrative for School

**Directions:** Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

## Data Narrative for School

|  |  |  |  |   |
|--|--|--|--|---|
| <b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC). | <b>Review Current Performance:</b> Review the SPF and document any areas where the school did not meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges. | <b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable. | <b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges. | <b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. |
|--|--|--|--|---|

### Narrative:

Roncalli Middle School currently enrolls 560 students as of September 29, 2012. The enrollment by student groups is as follows: Economically Disadvantaged 70.90%- Gifted and Talented, 6%; Limited English Proficient/English Language Learner, 3%; and Students with Disabilities, 22%. The population of Roncalli is 71% Hispanic; 25% White; and 4% Other.

The process for the development of the UIP at Roncalli was to divide the staff into four academic areas; math, reading, writing and science/other data. The teams were charged with reviewing the data and creating directions of the trends, what made the trend notable. All of the information was placed into a spreadsheet for easy reference. Priority Performance challenges were then developed with the entire staff. This then led to the root cause analysis. The staff reviewed the plan for cohesiveness and accuracy prior to submission. This report was presented to the School Accountability Committee on October 11, 2012 and each item was discussed and input was solicited.

The staff reviewed data that pertained to some of the leading indicators in turnaround such as attendance, discipline, and school variables that impact climate. The data showed that attendance started out in September 2011 at 93.6% which was .67% greater than September 2010 (92.94%). The decline in attendance for both years showed a continued decline through May (2010-2011: 85.56% and 2011-2012: 82.23%). Discipline incidents increased from 2010-2011 to 2011-2012 by 794 incidents. The change in reporting practices the second year accounts for some change (all referrals to the office were tracked in 2012 versus all reportable incidents. A thirty-four percent increase in discipline data is an indication of climate issues.

Teacher turnover and recruitment are additional leading indicators of climate concerns. In 2011-2012 fourteen teachers left Roncall for a variety of reasons. The administrative turnover has occurred every year for the past three years (principal and assistant principal). Lack of administrative consistency has decreased the cohesiveness of the staff and has impacted the stability of relationships.

The current rating for Roncalli Middle School is Turnaround Year 3. The final 2012 plan assignment is based on the last three years of data with no performance indicator or sub-indicator in any content, grade level or subgroup meeting minimum state expectations. On the three year 2012 SPF, Roncalli had approaching ratings in reading, math, writing achievement and students with disabilities growth in reading and math. The one year 2012 SPF showed Roncalli with a does not meet indicator rating in EVERY performance indicator and sub-indicator area. Disaggregation of Roncalli's historical data by student subgroup and grade level in both achievement and growth showed all student groups below the district and state averages or expectations with the exception of 7<sup>th</sup> grade white students in reading (at the district but below the state).

Roncalli's staff reviewed the targets set for the 2011 – 2012 academic year. No target was met in any content area achievement, growth or growth gaps. Achievement targets were missed by 11 to 15 percentage points. Growth targets were missed by 17 to 23 percentile points. Growth Gap results were off target in all areas for example: by 6 percentile points - students with Disabilities in reading growth to 23 percentile points in minority students mathematics growth. Review of Galileo benchmark assessment data indicated that the major improvement strategies and action steps would not yield that amount of growth necessary to meet the 2011 – 2012 targets set forth in the 2012 USIP.

When reviewing the USIP action steps and major improvement strategies, the team found the action steps were not specific enough to drive the major improvement strategies. Some action steps, like purchasing math manipulatives to assist in math delivery of instruction, were completed but no follow through or training occurred. Study Island was an action step under MIS #1 Quality Tier 1 instruction and was implemented but no evidence of progress or effectiveness was collected. Action step – Hiring of two instructional coaches –one coach was not hired until January due to lack of qualified candidates. Action step – progress monitor student achievement in intervention classes was accomplished in terms of looking at student performance but no transfer to the classroom, in other words instruction was not adjusted based on the data.

The trend statements described in the data analysis worksheet show a steady decline in both performance and growth (priority performance challenge) in all areas and subgroups. The magnitude of the priority performance challenge in mathematics is 73% of students are unsat or partially proficient. The magnitude of the priority performance challenge in reading is 52% of the students are unsat or partially proficient. The magnitude of the priority performance challenge in writing is 68% of the students are unsat or partially proficient. The magnitude of the priority performance challenge in science is 85% of 8<sup>th</sup> grade students are unsat or partially proficient.

When the staff was sharing out the trends by content area, nothing bubbled up as more of a priority than others. Science and math have the largest percent of students not proficient or advanced but reading and writing have large numbers in these ratings as well. The staff then worked in content teams to brainstorm why achievement and growth for Roncalli students was so low. Teams passed around a circle map and jotted down anything they thought could be a root cause for the low growth and performance. Once the brainstorming was accomplished, the whole group discussed the difference between things they as a staff had control over and things they could not control. Teams went back into small groups and crossed off anything that they could not control. When teams were satisfied the remaining items were under their control, they presented those potential root causes to their peers. The entire staff had to reach consensus that a potential root cause was something they could address before it could be placed on the school's potential root cause list. Lack of safety nets, lack of best first instruction and

rigor, poor discipline processes, lack of social emotional education for students, low staff expectations of students, environment not conducive to parent involvement, lack of relationships with other staff members, parents, students and community members, RTI process not followed with fidelity were some of the items that made the potential root cause list. One staff member said she observed a pattern – school culture and quality rigorous instruction were the themes of the items on the potential root cause list.

When 2011 – 2012 district benchmarking data was reviewed, the school found that the data indicated Roncalli should expect no improvement in achievement for math, reading and science. According to the behavior and discipline data, the amount of time students spent in the office to have discipline and behavior addressed equated to 120 days out of a 180 day school year. Analysis of the referrals to the office indicated that defiance, classroom disruption, profanity were the main offenses. Offenses were mostly between staff and students not student to student.

Galileo benchmark assessments (2011-2012), in reading, math writing, and science, mirrored the performance on CSAP/TCAP and predicted that the performance on the Colorado State Assessments would indicate the students would not show the growth needed to move the school out of turnaround status.

#### Grade 6 Math

|         | High Risk | Moderate Risk | Low Risk | On Course (Minimal Risk) |
|---------|-----------|---------------|----------|--------------------------|
| Count   | 66        | 33            | 46       | 26                       |
| Percent | 38.60%    | 19.30%        | 26.90%   | 15.20%                   |

#### Grade 7 Math

|         | High Risk | Moderate Risk | Low Risk | On Course (Minimal Risk) |
|---------|-----------|---------------|----------|--------------------------|
| Count   | 93        | 30            | 16       | 22                       |
| Percent | 57.76%    | 18.63%        | 9.94%    | 13.66%                   |

#### Grade 8 Math

|         | High Risk | Moderate Risk | Low Risk | On Course (Minimal Risk) |
|---------|-----------|---------------|----------|--------------------------|
| Count   | 100       | 33            | 10       | 9                        |
| Percent | 65.79%    | 21.71%        | 6.58%    | 5.92%                    |

#### Grade 6 Reading

|         | High Risk | Moderate Risk | Low Risk | On Course (Minimal Risk) |
|---------|-----------|---------------|----------|--------------------------|
| Count   | 60        | 51            | 35       | 49                       |
| Percent | 30.77%    | 26.15%        | 17.95%   | 25.13%                   |

#### Grade 7 Reading

|         | High Risk | Moderate Risk | Low Risk | On Course (Minimal Risk) |
|---------|-----------|---------------|----------|--------------------------|
| Count   | 46        | 39            | 33       | 52                       |
| Percent | 27.06%    | 22.94%        | 19.41%   | 30.59%                   |

## Grade 8 Reading

|         | High Risk | Moderate Risk | Low Risk | On Course (Minimal Risk) |
|---------|-----------|---------------|----------|--------------------------|
| Count   | 47        | 63            | 40       | 15                       |
| Percent | 28.48%    | 38.18%        | 24.24%   | 9.09%                    |

## Grade 8 Science

|         | High Risk | Moderate Risk | Low Risk | On Course (Minimal Risk) |
|---------|-----------|---------------|----------|--------------------------|
| Count   | 95        | 27            | 16       | 4                        |
| Percent | 66.90%    | 19.01%        | 11.27%   | 2.82%                    |

The Root Causes identified was supported with data from Galileo Benchmark assessments, CSAP/TCAP, and other leading indicator data mentioned above. The following Root Causes were determined:

- Lack of engaging lessons that address the Colorado Academic Standards.
- Student performance is not assessed using standards based classroom formative assessments.
- Appropriate and timely interventions for Tier 1 and 2 instruction are not in place to meet the needs of students who are not proficient on the standards.
- RtI processes are not in place at Roncalli and the use of data to differentiate instruction within the classroom is occurring as a part of the instructional practices in the school.
- The culture at Roncalli lacks a cohesiveness of purpose and belief that all students can learn at a high level which results in pervasive lack of positive relationships staff to staff, staff to students, students to students, and students to staff.
- Quality instructional planning for lessons that include differentiation and engagement using the Colorado Academic Standards

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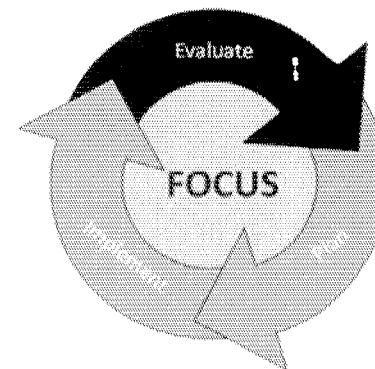
#### Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

##### School Target Setting Form

**Directions:** Complete the worksheet below. While schools 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).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



## School Target Setting Form

| Performance Indicators        | Measures/ Metrics                          | Priority Performance Challenges | Annual Performance Targets  |   | Interim Measures for 2012-13  | Major Improvement Strategy  |   |
|-------------------------------|--|---------------------------------|---|---|---|---|---|
|                               |  |                                 | 2012-13   | 2013-14   |   |   |   |
| Academic Achievement (Status) | TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura | R                               | For the past three years there has been consistent low and declining performance in reading, math, writing and science; well below the district and state levels for all of Roncalli's students and subgroups | By the end of the 2012-2013 SY: The overall percent of students scoring proficient and advanced on the TCAP/CSAP will be 65% which is a 18.62% increase over the 52.73% received this year. The school showed a 11.27% decline from the 2011-12 target set in the USIP. | By the end of the 2013-2014 SY: The overall percent of students scoring proficient and advanced will be 75% which is a 10% increase over the target set for 2012-2013 of 65%. The school showed a 19.27% decline from the 2011-12 target set in the USIPo | Galileo Benchmark assessments and end of unit assessments.<br>The metric used is % proficient and advanced<br>Currently students were predicted to score 43% P/A and scored 36%( Grade 6); 50% and actual 30%( Grade 7); and scored 33% and actual 31% (Grade 8). The goal is to achieve 55% actual performance on the mid-year benchmark and 60% on the end of year benchmark.<br><b><u>Reading Galileo – All students assessed 3x per year (GOAL - move students identified as High and Moderate Risk and move them to Low Risk and On Course)</u></b><br>Reading Baseline Aug-<br><u>Low Risk</u> – not assessed in Aug assessment<br><u>Moderate Risk-</u><br>6 <sup>th</sup> – 58/50.43%<br>7 <sup>th</sup> – 114/51.35%<br>8 <sup>th</sup> – 91/45.27%<br><u>On Course-</u> | Students will receive first best instruction in every classroom that meets the needs of students who are not proficient/advanced and extensions for those students who are proficient/advanced on the Colorado Content Standards. |

|  |  |   |  |  |  |   |   |
|--|--|---|--|--|--|---|---|
|  |  |   |  |  |  | 6 <sup>th</sup> –57/49.57%<br>7 <sup>th</sup> – 108/48.65%<br>8 <sup>th</sup> –140/54.73%<br>Interim Dec- goal 80% in<br>Low Risk or On Course<br>Post May-goal 100% in Low<br>Risk or On Course  |   |
|  |  | M | For the past three years<br>there has been<br>consistent low and<br>declining performance<br>in reading, math, writing<br>and science; well<br>below the district and<br>state levels for all of<br>Roncalli's students and<br>subgroups | By the end of the 2012-<br>2013 SY: The overall<br>percent of students<br>scoring proficient and<br>advanced on the<br>TCAP/CSAP will be<br>55% which is a 23.22%<br>increase over the<br>31.78% received this<br>year. The school<br>showed a decrease of<br>13.22% from the 2011-<br>12 target set in the<br>USIP (45%). | By the end of the 2013-<br>2014 SY: The overall<br>percent of students<br>scoring proficient and<br>advanced will be 70%<br>which is a 15% increase<br>over the target set for<br>2012-1013 of 55%. The<br>school showed a<br>20.22% decrease from<br>the 2011-12 target set<br>in the USIP (52%). | Galileo Benchmark<br>assessments and end of unit<br>assessments. The metric<br>used is % proficient and<br>advanced. Currently<br>students in grade 6 were<br>predicted to score 42% and<br>actual 27% (Grade 6); 24%<br>predicted and 17% actual<br>(Grade7); and predicted<br>13% and actual 19% (Grade<br>8). The goal is to achieve<br>55% of the students scoring<br>P/A on the mid-year<br>benchmark and 60% end of<br>the year.<br><b>Math Galileo – All<br/>         students assessed 3x per<br/>         year (GOAL - move<br/>         students identified as<br/>         High and Moderate Risk<br/>         and move them to Low<br/>         Risk and On Course)</b><br><b>Math Baseline Aug-</b><br><b>Low Risk – not assessed in</b> | Students will receive first<br>best instruction in every<br>classroom that meets the<br>needs of students who are<br>not proficient/advanced and<br>extensions for those students<br>who are proficient/advanced<br>on the Colorado Content<br>Standards. |

|  |  |   |   |  |   |  |   |
|--|--|---|---|--|---|--|---|
|  |  |   |   |  |   | Aug assessment<br><u>Moderate Risk-</u><br>6 <sup>th</sup> –<br>7 <sup>th</sup> – 176/78.57%<br>8 <sup>th</sup> – 176/86.27%<br><u>On Course-</u><br>6 <sup>th</sup> –<br>7 <sup>th</sup> – 48/21.43%<br>8 <sup>th</sup> –28/13.73%<br><b>Interim Dec-</b> goal 80% in<br>Low Risk or On Course<br><b>Post May-goal 100% in</b><br>Low Risk or On Course |   |
|  |  | W | For the past three years there has been consistent low and declining performance in reading, math, writing and science; well below the district and state levels for all of Roncalli's students and subgroups | By the end of the 2012-2013 SY: The overall percent of students scoring proficient and advanced on the TCAP/CSAP will be 65% which is a 26.18% increase over the 38.82% received this year. The school showed a 13.82% decrease from the 2011-12 target set in the USIP (52%). | By the end of the 2013-2014 SY: The overall percent of students scoring proficient and advanced will be 75% which is a 10% increase over the target set for 2012-1013 of 65%. The school showed a 20.18% decline from the 2011-12 target set in the USIP. | Students will show increases in writing performance as assessed on a school writing assessment conducted 4 times during 2012-2013. The writing assessment will be scored using a metric which a rubric score of 3 or 4 on a 4 point rubric. (SCRs and ECRs)  | Students will receive first best instruction in every classroom that meets the needs of students who are not proficient/advanced and extensions for those students who are proficient/advanced on the Colorado Content Standards. |
|  |  | S | For the past three years there has been   | By the end of the 2012-  | By the end of the 2013-2014 SY: The overall   | Galileo Benchmark assessments and end of unit  | Students will receive first best instruction in every   |

|          |                |   |   |  |  |   |   |
|----------|----------------|---|---|--|--|---|---|
|          |                |   | consistent low and declining performance in reading, math, writing and science; well below the district and state levels for all of Roncalli's students and subgroups | 2013 SY: The overall percent of students scoring proficient and advanced on the TCAP/CSAP will be 50% which is a 36.72% increase over the 23.28% received this year. The school showed a 36.72% decrease from the 2011-12 target set in the USIP | percent of students scoring proficient and advanced will be 55% which is a 5% increase over the target set for 2012-1013 of 50%. The school made a 25.72% decrease from the 2011-12 target set in the USIP | assessments. The metric used is % proficient and advanced. Currently students in Grade 8 were predicted to score 14% and scored 13%. The goal is to achieve 55% of the students scoring P/A on the mid-year benchmark and 60% end of the year.<br><br><b>Science Galileo – All students assessed 3x per year (GOAL - move students identified as High and Moderate Risk and move them to Low Risk and On Course)</b><br><b>Science</b><br><b>Baseline Aug-</b><br><u>Low Risk</u> – not assessed in Aug assessment<br><u>Moderate Risk-</u><br>8 <sup>th</sup> –167/82.27%<br><u>On Course-</u><br>8 <sup>th</sup> –36/17.73%<br><b>Interim Dec-</b> goal 80% in Low Risk or On Course<br><b>Post May-</b> goal 100% in Low Risk or On Course | classroom that meets the needs of students who are not proficient/advanced and extensions for those students who are proficient/advanced on the Colorado Content Standards. |
| Academic | Median Student | R | By 2012, all content area growth has  | By the end of the 2012-2013 SY: the school's   | By the end of the 2013-2014 SY: the school's   | See Galileo above   | Students will receive interventions for reading and   |

|        |   |     |   |   |  |  |  |
|--------|---|-----|---|---|--|--|--|
| Growth | Growth Percentile (TCAP/CSAP & CELApro) |     | declined from 2010 and remains well below the minimum state expectation for all Roncalli's students including subgroups.                                      | median student growth percentile will be 55 which is 22 above the 2011-2012 performance.                                      | median student growth percentile will be 65 which is 10 above the target set for 2012-2013.                                      |  | math in Tier I and Tier 2 as well as extensions for students who are proficient and advanced.<br><br>Develop a culture of respect and high expectations for staff, students, and the community through a building of positive relationships and commitment to working together to ensure all students receive quality instruction in a safe and caring environment |
|        |   | M   | By 2012, all content area growth has declined from 2010 and remains well below the minimum state expectation for all Roncalli's students including subgroups. | By the end of the 2012-2013 SY: the school's median growth percentile will be 50 which is 23 above the 2011-2012 performance. | By the end of the 2013-2014 SY: the school's median growth percentile will be 65 which is 15 above the target set for 2012-2013. |  | See above  |
|        |   | W   | By 2012, all content area growth has declined from 2010 and remains well below the minimum state expectation for all Roncalli's students including subgroups. | By the end of the 2012-2013 SY: the school's median growth percentile will be 59 which is 26 above the 2011-2012 performance. | By the end of the 2013-2014 SY: the school's median growth percentile will be 70 which is 11 above the target set for 2012-2013. |  | See above  |
|        |   | ELP | By 2012, all content area growth has declined from 2010 and remains well below the minimum state expectation for all  | By the end of the 2012-2013 SY: the ELP students' median growth percentile will be 46 which is 24 above the 2011-2012         | By the end of the 2013-2014 SY: the ELP students' median growth percentile will be 60 which is 14 above the target set for 2012- |  | See above  |

|                      |   |   |   |  |   |                   |   |               |     |    |    |    |          |    |    |    |     |    |    |    |     |    |    |    |      |    |    |    |  |  |  |  |
|----------------------|---|---|---|--|---|-------------------|---|---------------|-----|----|----|----|----------|----|----|----|-----|----|----|----|-----|----|----|----|------|----|----|----|--|--|--|--|
|                      |   |   | Roncalli's students including subgroups.  | performance.   | 2013.   |                   |   |               |     |    |    |    |          |    |    |    |     |    |    |    |     |    |    |    |      |    |    |    |  |  |  |  |
| Academic Growth Gaps | Median Student Growth Percentile                            | R   | By 2012, all content area growth has declined from 2010 and remains well below the minimum state expectation for all Roncalli's students including subgroups. | By the end of the 2012-2013 SY: the students in the needing to "catch up" category will score a median growth percentile of 55, which is 9 points below the 2010-2012 expectation.   | By the end of the 2013-2014 SY: the students in the needing to "catch up" category will score a median growth percentile of 64 which is 9 greater than the 2012-2013 school year. | See Galileo above | Students will receive interventions for reading and math in Tier 1 and Tier 2 as well as extensions for students who are proficient and advanced.<br><br>Develop a culture of respect and high expectations for staff , students, and the community through a building of positive relationships and commitment to working together to ensure all students receive quality instruction in a safe and caring environment |               |     |    |    |    |          |    |    |    |     |    |    |    |     |    |    |    |      |    |    |    |  |  |  |  |
|                      |   |   | Reading   | <table><tr><td>Subgroup</td><td>MGP</td><td>MAGP</td><td>Meet/Not Meet</td></tr><tr><td>FRL</td><td>33</td><td>40</td><td>No</td></tr><tr><td>Minority</td><td>33</td><td>38</td><td>No</td></tr><tr><td>SWD</td><td>44</td><td>66</td><td>No</td></tr><tr><td>ELL</td><td>35</td><td>48</td><td>No</td></tr><tr><td>SNCU</td><td>36</td><td>61</td><td>No</td></tr></table> | Subgroup  | MGP               | MAGP  | Meet/Not Meet | FRL | 33 | 40 | No | Minority | 33 | 38 | No | SWD | 44 | 66 | No | ELL | 35 | 48 | No | SNCU | 36 | 61 | No |  |  |  |  |
|                      |   | Subgroup  | MGP   | MAGP   | Meet/Not Meet   |                   |   |               |     |    |    |    |          |    |    |    |     |    |    |    |     |    |    |    |      |    |    |    |  |  |  |  |
| FRL                  | 33  | 40  | No  |  |   |                   |   |               |     |    |    |    |          |    |    |    |     |    |    |    |     |    |    |    |      |    |    |    |  |  |  |  |
| Minority             | 33  | 38  | No  |  |   |                   |   |               |     |    |    |    |          |    |    |    |     |    |    |    |     |    |    |    |      |    |    |    |  |  |  |  |
| SWD                  | 44  | 66  | No  |  |   |                   |   |               |     |    |    |    |          |    |    |    |     |    |    |    |     |    |    |    |      |    |    |    |  |  |  |  |
| ELL                  | 35  | 48  | No  |  |   |                   |   |               |     |    |    |    |          |    |    |    |     |    |    |    |     |    |    |    |      |    |    |    |  |  |  |  |
| SNCU                 | 36  | 61  | No  |  |   |                   |   |               |     |    |    |    |          |    |    |    |     |    |    |    |     |    |    |    |      |    |    |    |  |  |  |  |
| M                    | By 2012, all content area growth has declined from 2010 and | By the end of the 2012-2013 SY; the students in the needing to "catch | By the end of the 2013-2014 SY: The students in the needing to "catch   |  | See above   |                   |   |               |     |    |    |    |          |    |    |    |     |    |    |    |     |    |    |    |      |    |    |    |  |  |  |  |

|  |  |   |   |  |   |      |               |  |  |
|--|--|---|---|--|---|------|---------------|--|--|
|  |  |   | remains well below the minimum state expectation for all Roncalli's students including subgroups.   | up" category will score a median growth percentile of 55 which is 4 points below the 2011-2012 expectation..   | up" category will score a median growth percentile of 65 which is 10 greater than the 2012-2013 school year.  |      |               |  |  |
|  |  |   | Math  | Subgroup   | MGP   | MAGP | Meet/Not Meet |  |  |
|  |  |   |   | FRL  | 32  | 74   | No            |  |  |
|  |  |   |   | Minority   | 33  | 56   | No            |  |  |
|  |  |   |   | SWD  | 40  | 93   | No            |  |  |
|  |  |   |   | ELL  | 33  | 78   | No            |  |  |
|  |  |   |   | SWNC   | 37  | 88   | No            |  |  |
|  |  | W | By 2012, all content area growth has declined from 2010 and remains well below the minimum state expectation for all Roncalli's students including subgroups. | By the end of the 2012-2013 SY: the students in the needing to "catch up" category will score a median growth percentile of 55 which is 35 below the 2011-2012 expectations. | By the end of the 2013-2014 SY: the students in the needing to "catch up" category will score a median growth percentile of 60 which is 5 greater than the 2012-2013 school year. |      | See above     |  |  |
|  |  |   | Writing   | Writing  |   |      |               |  |  |
|  |  |   |   | Subgroup   | MGP   | MAGP | Meet/Not Meet |  |  |
|  |  |   |   | FRL  | 32  | 60   | No            |  |  |
|  |  |   |   | Minority   | 33  | 56   | No            |  |  |
|  |  |   |   | SWD  | 37  | 86   | No            |  |  |
|  |  |   |   | ELL  | 31  | 67   | No            |  |  |
|  |  |   |   | SNCU   | 35  | 77   | No            |  |  |

|   |                         |     |     |     |     |     |
|---|-------------------------|-----|-----|-----|-----|-----|
| Post<br>Secondary &<br>Workforce<br>Readiness | Graduation Rate         | N/A | N/A | N/A | N/A | N/A |
|   | Disaggregated Grad 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 |

### Action Planning Form for 2012-13 and 2013-14

**Directions:** Identify the major improvement strategy(s) for 2012-13 and 2013-14 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 school may add other major strategies, as needed.

**Major Improvement Strategy #1:** Students will receive first best instruction in every classroom that meets the needs of students who are not proficient/advanced and extensions for those students who are proficient/advanced on the Colorado Content Standards

#### Root Cause(s) Addressed:

Lack of engaging lessons, that address the Colorado Content Standards, and student performance is not assessed using standards based classroom formative assessments.

Appropriate and timely interventions for Tier 1 and 2 instruction are not in place to meet the needs of students who are not proficient on the standards.

RtI processes are not in place at Roncalli and the use of data to differentiate instruction within the classroom is not occurring as a part of the instructional practices in the school.

The culture at Roncalli lacks a cohesiveness of purpose and belief that all students can learn at a high level which results in pervasive lack of positive relationships staff to staff, staff to students, students to students, and students to staff.

Quality instructional planning for lessons that include differentiation and engagement using the Colorado Academic Standards

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

- ☒ School Plan under State Accountability    
 ☒ Title I Schoolwide or Targeted Assistance plan requirements    
 Title I Focus School Plan requirements  
☒ Application for a Tiered Intervention Grant (TIG)    
☐ Improvement Support Partnership (ISP) or School Improvement Grant

| Description of Action Steps to Implement the Major Improvement Strategy   | Timeline<br>(2012-13 and 2013-2014) | Key Personnel*      | Resources<br>(Amount and Source: federal, state, and/or local)                                | Implementation Benchmarks  | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|-------------------------------------|---------------------|---|--|--|
| Flexibility in recruitment, hiring, retention, involuntary transfers, and staffing based on needs of the school versus the uniformity of middle schools and other limitations. Ability to screen applicants and interview based on the needs of the school. Ability to hire HQ teachers who are elementary certified versus secondary as they tend to have experience teaching reading. | 2012-2013                           | Administrative Team | Use of Title II funds at the school site for recruitment by the building versus the district. | Students will show improvement on Galileo Benchmarks and reduce the number of students at risk or moderate risk prior to the second benchmark (by 15%) and 25% by the next benchmark | Not Begun  |
| Incentive Pay for hard to fill positions such as math,  | 2012-2013                           | Administrative Team | Use of Title II Funds of  | Students will show   | Spring 2013  |

|   |                                   |  |   |  |                      |
|---|-----------------------------------|--|---|--|----------------------|
| computer science, middle school trained ,STEM or Project Lead the Way experience, and instructional coaches   |                                   |  | \$18500.00 for recruitment bonuses to be paid upon completion of the year and signing a contract if renewed for hard to fill positions. | improvement on Galileo Benchmarks and reduce the number of students at risk or moderate risk prior to the second benchmark (by 15%) and 25% by the next benchmark  |                      |
| Enter into an agreement with Teach for America to provide 5 teachers in hard to fill areas.   | 2013=2014 school year             | Administrative team  | \$2,250.00 per teacher=<br>\$10,250.00  | Contract by March 2013, teachers by June 2013  | In progress          |
| In order to collect and analyze walkthrough data Roncalli will purchase(two IPAD's at \$479 each)for the principal and assistant principal. A Google walkthrough document has been created by the district that allows principals to document their classroom observations and track the data into a spread sheet. This will help them monitor the school's initiatives and provide feedback to individual teachers as well as to the entire faculty. | 2012-2013 sy                      | Administrative team  | Purchased by the district.  | PSSG observation of teacher feedback and data gathered from observation  | Purchase immediately |
| Teachers to preteach vocabulary and build background knowledge.<br>Engage students in project based learning in Science   | October 2012<br><br>November 2012 | Classroom Teachers<br>Instructional Coaches<br>Science Teachers  | Word Walls, paper, Local budget   | Students will show improvement on Galileo Benchmarks and reduce the number of students at risk or moderate risk prior to the second benchmark (by 15%) and 25% by the next benchmark   | In process           |
| Teachers use 3 strategies from Sheltered Instruction to support ELL students, IEP students, and students with limited background knowledge and content vocabulary.  | November 5                        | Administration, instructional coaches, and consultant to do embedded modeling and coaching in Sheltered Instructional Strategies | Utilize District ELL Supervisor to work with PLCs and embed strategies in the instruction.  | Walkthroughs by instructional coaches, Administrators and District Support Team<br><br>Students will show improvement on Galileo Benchmarks and reduce the number of students at risk or moderate risk prior to the second benchmark | Not Begun            |

|   |                  |  |  |   |           |
|---|------------------|--|--|---|-----------|
|   |                  |  |  | (by 15%) and 25% by the next benchmark  |           |
| Implementation preteaching of vocabulary by the special education teachers and building background knowledge based on the unit plans being taught in the regular classroom (based on Rubicon) | October 15, 2012 | All classroom teachers collaborating with special education teachers | Word Walls, Local budget   | Observation by the administrative team<br>Galileo<br>Students will show improvement on Galileo Benchmarks and reduce the number of students at risk or moderate risk prior to the second benchmark (by 15%) and 25% by the next benchmark   | On going  |
| All teachers utilize a word wall with unit vocabulary that is taught via the use of the Frayer that utilizes the definitions, pictures, and student wording.                                  | October 2012     | All classroom teachers<br>Instructional Coaches                      | Word walls ; Frayer model discussion during PLCs.  | Observation by the administrative team of word walls implemented and the Frayer method posted with student work.<br>Galileo<br>Students will show improvement on Galileo Benchmarks and reduce the number of students at risk or moderate risk prior to the second benchmark (by 15%) and 25% by the next benchmark |           |
| Provide STEM training for Staff on how to implement this process into the regular curriculum and use of the time allocated (52 minutes per day) to teaching the strategies.                   | November 2012    | All teachers; principal, instructional coaches, and consultants      | Utilize the Project Based Learning Coach that will be hired through Title I funding.<br>\$55,544.00 + benefits<br>@\$15,385.00 | Teachers will integrate the STEM strategies in the regular classroom lessons.   | Not begun |

|   |                |  |  |  |           |
|---|----------------|--|--|--|-----------|
| Flexibility in the number of teacher plan time allocated based on preps and payment required.<br>Flexibility in holding teachers accountable for implementing the professional development as a part of the evaluation process.   |                |  | Waivers  | Students will show improvement on Galileo Benchmarks and reduce the number of students at risk or moderate risk prior to the second benchmark (by 15%) and 25% by the next benchmark   |           |
| <p>All teachers teach the writing process in the 52 minute STEM allocated time until the STEM training/provision of activities are provided.</p> <p>Due to the amount of professional development needed for becoming a STEM School it is imperative that we have flexibility in the dates and times for professional development in the event we have no funds for payment.</p> <p>Work with District to apply for the STEM Grant to be awarded for use in 2014-2015</p> | September 2012 | All teachers, administrative team, counselors, and instructional               | <p>Develop a rubric<br/>CUPS<br/>RACE<br/>TIG<br/>Printing for rubrics and templates: \$1500.00<br/>General Fund Budget</p> <p>. Project Lead the Way<br/>Planning to train 8 teachers during the summer of 2013 at \$14,000 per teacher (\$112,000) Plus materials of \$3400.00 Stipends for training \$10,500.00</p> | <p>Teachers will assess and score writing on a quarterly basis and data will be submitted and analyzed.</p> <p>Students will show increases in writing performance as assessed on a school writing assessment conducted 4 times during 2012-2013. The writing assessment will be scored using a metric which a rubric score of 3 or 4 on a 4 point rubric.<br/>(SCRs and ECRs)</p> | On going  |
| <p>Quality substitutes will be in classrooms when the teacher is absent through a recruitment, training, and extra pay for substitutes working at Roncalli.</p> <p>Requirement that quality lesson plans be available to substitutes at all times.</p> <p>Flexibility for the building to focus on only the</p>   | December 2012  | Substitutes, Instructional Coach, Turnaround Director, and administrative Team | <p>12 hours of training x 20 subs x \$17.50 per hour=\$5,000.00<br/>Extra pay of \$90 per day versus \$70 x 10 days per month x 9 months with benefits= \$10,000.00</p>  | Substitute training will be conducted by the Turnaround Director in areas that are a focus for the school as well as organization and rapport  | Not begun |

|   |                |   |  |   |          |
|---|----------------|---|--|---|----------|
| <p>professional development that impacts the school and be provided with professional development funds at the site versus district level.</p> <p>Flexibility to offer professional development outside of student contact hours to preserve the integrity of the student instructional program.</p>            |                |   | District Funded  | <p>building with students.</p> <p>The number of substitutes that come to Roncalli when called to sub.</p> <p>Students will show improvement on Galileo Benchmarks and reduce the number of students at risk or moderate risk prior to the second benchmark (by 15%) and 25% by the next benchmark</p>   |          |
| <p>Effective planning of lessons that incorporate UBD, engagement strategies, checks for understanding, and differentiation of instruction</p> <p>Flexibility in the current use of time during the day to meet with teachers and provide feedback on observations to increase teacher efficacy and skills.</p> | September 2012 | Classroom teachers, Administration, Instructional Coaches |  | <p>Daily lesson plans with feedback from the administrative team using a rubric.</p> <p>Administrative walkthrough document used to monitor effective implementation of well-designed lesson plan.</p> <p>Students will show improvement on Galileo Benchmarks and reduce the number of students at risk or moderate risk prior to the second benchmark (by 15%) and 25% by the next benchmark.</p> | On going |
| <p>Provide embedded support for staff through instructional coaching by two coaches in the building.</p> <p>Flexibility in requiring that teachers implement the professional development received in out of</p>  | August 2012    | Administrative Team                                       | <p>Title I Funds</p> <p>Fall 2012 \$140,088.00 to include salaries and benefits for two instructional coaches.</p> | Coaches complete a log of classroom modeling, coaching, leadership, data analysis, and PLC work.  | On going |

|   |                             |   |   |  |             |
|---|-----------------------------|---|---|--|-------------|
| classroom and in classroom support as a part of the evaluation process.   |                             |   |   | Students will show improvement on Galileo Benchmarks and reduce the number of students at risk or moderate risk prior to the second benchmark (by 15%) and 25% by the next benchmark.  |             |
| Cognitive Coaching Training for 2 Instructional Coaches to support their ongoing professional development in the support of the staff.  | Winter 2013 and Summer 2013 | Pueblo City Schools Department of Learning Services           | Level I Training provided by the District.<br>\$5000,00 and conducted during work time      | Teacher survey on impact of instructional coaches in increasing their skills.  | Not Begun   |
| Flexibility in the schedule to begin or end at different times for staff, students, support staff to meet the needs of students. This may include a staggered schedule for staff and/or students. | 2012-2013                   | School Based Decision   | No Cost   | Schedule is designed to meet the needs of students by extending the day to address specific areas of need<br><br>Students will show improvement on Galileo Benchmarks and reduce the number of students at risk or moderate risk prior to the second benchmark (by 15%) and 25% by the next benchmark. | Not Begun   |
| Implement the use of Study Island one day per week to provide additional support to students in math classes.   | October                     | Math Teachers, instructional coaches, administration Teachers | Training for Study Island conducted by the Literacy Coach and current staff in the program. | Checklist for each staff to have completed by the instructor prior to completion of the  | In Progress |

|   |              |   |   |  |                                     |
|---|--------------|---|---|--|-------------------------------------|
|   |              |   |   | professional development<br>Students will show improvement on Galileo Benchmarks and reduce the number of students at risk or moderate risk prior to the second benchmark (by 15%) and 25% by the next benchmark.  |                                     |
| Use of APEX for students who need extension for higher math instruction than offered at the school  | October      | Media Specialist, Instructional Coaches, and administration   | Training for APEX by the Media Teacher          | Checklist for each staff to have completed by the instructor prior to completion of the mini inservice.<br>Students will show improvement on Galileo Benchmarks and reduce the number of students at risk or moderate risk prior to the second benchmark (by 15%) and 25% by the next benchmark. | In process                          |
| Special Education teachers teach to grade level standards through scaffolding instruction to ensure students have access to the appropriate Colorado Content Standards. | September    | Special Education teachers, teacher assistants, District Special Education Coordinators, and instructional coaches. | Local Support                                   | PLC discussions of student work related to standards<br>Student performance on end of unit assessments in math, reading, writing, Science will increase by 10% on each assessment..  | In Progress                         |
| Teachers will engage in data chats with their colleagues during PLC allocated time and with   | October 2012 | Teachers, students, counselors,   | PLC Training and support provided by an outside | Data chats will occur on Fridays with the tutorial   | PLCs have begun the data chats with |

|   |   |  |   |  |                          |
|---|---|--|---|--|--------------------------|
| students during class time to ensure all stakeholders are aware of current levels of performance.   |   | instructional coaches, administrative team   | consultant to all school teams in PCS.<br>PLC time is provided daily for all teachers.<br>Local Funding | teachers. Evidence will be monitored through the data folders and goal setting.<br>Students take ownership for their learning and show improvement on Galileo Benchmarks and reducing the number of students at risk or moderate risk prior to the second benchmark (by 15%) and 25% by the next benchmark.  | students have not begun. |
| <p>Teachers will work with students to conduct student led conferences to help student understand where they are in their academic growth and set goals to increase their proficiencies</p> <p>Flexibility to offer conferences in the evenings and flex teacher day to compensate. Flexibility to expect teachers to complete the conferences with all students outside of the time allocated if not all are completed..</p> | <p>First Conference</p> <p>Second Conference 2012</p> <p>Full implementation school-wide by 1<sup>st</sup> conference in 2013</p> | <p>1 team to take the lead in having students lead their conferences using a structured process developed by staff and instructional coaches.</p> <p>1 additional team takes the lead in having students lead their conferences using a structured process developed by staff and instructional coaches.</p> | <p>Development of the process and protocol by staff and instructional coaches.</p> <p>Local Funding</p> | <p>Data chats will occur on Fridays with the tutorial teachers. Evidence will be monitored through the data folders and goal setting. The number of student led conferences held by the teams set out in the action steps.</p> <p>Students take ownership for their learning and show improvement on Galileo Benchmarks and reducing the number of students at risk or moderate risk prior to the second benchmark (by 15%) and 25% by the next benchmark.</p> | 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., Tiered Intervention Grant).

**Major Improvement Strategy #2:** Students will receive interventions for reading and math in Tier I and Tier 2 as well as extensions for students who are proficient and advanced.

**Root Cause(s) Addressed:**

Lack of engaging lessons, that address the Colorado Content Standards, and student performance is not assessed using standards based classroom formative assessments.

Appropriate and timely interventions for Tier 1 and 2 instruction are not in place to meet the needs of students who are not proficient on the standards.

RtI processes are not in place at Roncalli and the use of data to differentiate instruction within the classroom is occurring as a part of the instructional practices in the school.

The culture at Roncalli lacks a cohesiveness of purpose and belief that all students can learn at a high level which results in pervasive lack of positive relationships staff to staff, staff to students, students to students, and students to staff.

Quality instructional planning for lessons that include differentiation and engagement using the Colorado Academic Standards

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

- ☒ School Plan under State Accountability    
 ☒ Title I Schoolwide or Targeted Assistance Plan requirements    
 Title I Focus School Plan requirements  
☒ Application for a Tiered Intervention Grant (TIG)    
☐ Improvement Support Partnership (ISP) or School Improvement Grant

| Description of Action Steps to Implement the Major Improvement Strategy                   | Timeline<br>(2012-13 and 2013-2014) | Key Personnel*                                   | Resources<br>(Amount and Source: federal, state, and/or local)  | Implementation Benchmarks   | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|-------------------------------------|--|---|---|--|
| Implement RtI in order to address the needs of students in a timely and effective manner. | 2012-2013<br>2013-2014              | Counselor/RTI Coordinator<br>Administrative Team | Counselor/RTI Coordinator<br>\$52,597.00 plus benefits<br>@\$14,836.00 to include salary and benefits Title I Funds | <p>The RTI facilitator will convene a committee. The teachers will meet with the District RTI facilitator to discuss the District process. The staff will implement the process and it will be conducted during PLC time for academic and behavior intervention.</p> <p>Students will show improvement on Galileo Benchmarks and reduce the number of students at risk or moderate risk prior</p> | In Progress  |

|   |                         |  |  |   |             |
|---|-------------------------|--|--|---|-------------|
|   |                         |  |  | to the second benchmark (by 15%) and 25% by the next benchmark.   |             |
| Increase the number of teachers working with students by adding an ELA teacher to the staff   | 2012-2013=2013-2014     | Administrative Team                            | Teacher: \$36,000 plus benefits @ \$14745.00 Title I Funds   | <p>The hiring of an extra ELA teacher allows for the intervention to be offered to students needing support in reading. The intervention teacher will progress monitor students toward the predetermined trajectory.</p> <p>Students will show improvement on Galileo Benchmarks and reduce the number of students at risk or moderate risk prior to the second benchmark (by 15%) and 25% by the next benchmark.</p> | In Progress |
| Extended Year for all students not scoring P/A as well as enrichment for students who are P/A | June 2013-July 26, 2013 | Coordinator<br>Teachers<br>Instructional Coach | <p>Title I District Funds:</p> <p>Coordinator: \$3500.00<br/>         Benefits: \$990.00<br/>         Teaches: 10 x \$2500.00=\$25,000.00 +<br/>         Benefits: \$6,000.00<br/>         Instructional Coach: \$2500<br/>         Benefits: \$700.00<br/>         Materials: \$1500.00<br/>         Transportations: \$3500.00</p> | <p>Success Maker and the assessments. Teachers will work with students in extended day or year to support students in academic achievement. Students and parents will be contacted to discuss data and the need for extra support.</p> <p>Metric: Diagnostic assessment to place</p>  | Not Begun   |

|   |                  |   |  |  |             |
|---|------------------|---|--|--|-------------|
|   |                  |   | Success Maker: \$65,000 including professional development Title I Funding at the District Level | students appropriately. Unit assessment for every unit completed. Individualized percent growth from placement assessment as compared to unit assessment.  |             |
| Send a letter to parents of all unsatisfactory students in reading inviting them to participate in extended day opportunities.  | September 2012   | Principal, Title I                                    | Paid for through Title I SES   | Goal of 50 students signing up.  | In Progress |
| Contact each parent who does not complete the form and discuss student data and importance of participating   | October 2012     | Instructional Coaches                                 | NA Local staff   | School staff contact all 173 parents and offer this service. October 11p 2012  | Not begun   |
| Convert the shorten day Friday's every week to a tutorial rotation for remediation and extension. Four week units focused on individual student performance on standards not mastered. Five rotations per day to include Social/Emotional group work by counselors. | November 5, 2012 | Administration, instructional coaches, and all staff  | Local  | Every two weeks a teacher made assessment will be administered that is designed around the format of TCAP/CSAP. Instruction will be revised based on the data and assessed again in 2 weeks.<br><br>Goal: 75% of the students will perform at 80% correct on the assessment. At the end of 4 weeks. 75% of the students will score 100% on the assessment. | In progress |
| Small group instruction to occur in every classroom 50% of the time based on identified student need.   | November 2012    | Teachers, instructional coaches, administrative teams | Local Funding  | Every two weeks a teacher made assessment will be  | In progress |

|   |                |  |  |   |             |
|---|----------------|--|--|---|-------------|
|   |                |  |  | <p>administered that is designed around the format of TCAP/CSAP.</p> <p>Instruction will be revised based on the data and assessed again in 2 weeks</p> <p>Goal: 75% of the students will perform at 80% correct on the assessment. At the end of 4 weeks. 75% of the students will score 100% on the assessment.</p> |             |
| Implementation of a Reading Intervention every day for students identified as unsatisfactory. | September 2012 | Reading Interventionist, Instructional Coach, Department Chair, Principal  | Title I \$36,980.00 plus benefits @ \$100928.00<br>Rewards Reading Program for Comprehension and Decoding Title I Funds: \$1500.00 | <p>The teacher progress monitors reading performance.</p> <p>CORE measurements:<br/>ORF<br/>Vocabulary<br/>MAZE</p> <p>Metric: Strategic, Intensive or Benchmark</p> <p>Monthly assessments- number of students whose percentile rank increased by 15 on each measurement.</p>  | In Progress |
| Provide interventions for students who are not proficient/advanced in mathematics             | September      | Math Interventionist; administrative team; instructional coaches, and consultant for math from the District; Director of | Local Funds and Professional Development for APEX; District APE Coordinator<br>Math Interventionist: \$55,544.00 plus benefits     | Checklist for each staff to have completed by the instructor prior to completion of the training. Students will perform at 80% on each unit in the  | In progress |

|   |                   |  |  |  |                      |
|---|-------------------|--|--|--|----------------------|
|   |                   | Turnaround; District<br>APEX Coordinator | @\$15,385.00   | APEX program that they<br>are assigned.  |                      |
| Investigate and purchase NWEA for use next year<br>to benchmark 4 times per year; Use of the Progress<br>Monitoring assessments: Every 2 weeks for<br>students in interventions and every 4 weeks for<br>students who are not proficient.<br>Assess in math, ELA, and Science<br>Progress Monitor in math, ELA, and Science | September<br>2013 | Teachers; coaches;<br>administrators     | Title I Funds: \$4,480.00<br>Training of \$3200.00 for all<br>teachers in the building<br>Training is a requirement of<br>hiring into the building.<br>Training to occur prior to the<br>beginning of school | Training in August;<br>Implementation quarterly<br>and discussions in PLCs<br>regarding the progress<br>monitoring | Investigative status |

**Major Improvement Strategy #3:** : Develop a culture of respect and high expectations for staff, students, and the community through a building of positive relationships and commitment to working together to ensure all students receive quality instruction in a safe and caring environment.

**Root Cause(s) Addressed:**

The culture at Roncalli lacks a cohesiveness of purpose and belief that all students can learn at a high level which results in pervasive lack of positive relationships staff to staff, staff to students, students to students, and students to staff.

Quality instructional planning for lessons that include differentiation and engagement using the Colorado Academic Standards

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

- ☒ School Plan under State Accountability    
 ☒ Title I Schoolwide or Targeted Assistance plan requirements    
 Title I Focus School Plan requirements  
☒ Application for a Tiered Intervention Grant (TIG)    
☐ Improvement Support Partnership (ISP) or School Improvement Grant

| Description of Action Steps to Implement the Major Improvement Strategy  | Timeline (2012-13 and 2013-2014) | Key Personnel*                                  | Resources (Amount and Source: federal, state, and/or local)                       | Implementation Benchmarks  | Status of Action Step* (e.g., completed, in progress, not begun) |
|--|----------------------------------|---|---|--|--|
| Implement a program to build relationships and change the culture of low expectations  | October 2012                     | District and all staff at Roncalli              | Capturing Kids Hearts<br>\$46,000.00 Flippen Group<br>District Funding            | Quarterly survey of staff and students regarding climate. Each quarter positive ratings will increase by 10% from the baseline.  | In Progress  |
| Convert the shorten day Friday's every week to a tutorial rotation for remediation and extension. Four week units focused on individual student performance on standards not mastered. Five rotations per day to include Social/Emotional group work by counselors.<br><br>Flexibility to use the afternoons for professional development based on the USIP. | November 5, 2012                 | Administration, teachers, instructional coaches | Utilizing the Why Try Curriculum that was purchased with Title I Funds last year. | Every two weeks a teacher made assessment will be administered that is designed around the format of TCAP/CSAP. Instruction will be revised based on the data and assessed again in 2 weeks. | In Progress  |
| Develop a mentoring program at Roncalli that pairs staff with students who are disenfranchised with the school and education. Staff would connect with them on a daily basis to make sure they are on track and know that there is an adult in the school who  | Dec. 1, 2012                     | All employees in the school                     | Local   | Quarterly survey of staff and students regarding climate. Each quarter positive ratings will increase by 10% from the  | Not begun  |



|   |  |  |  |           |  |
|---|--|--|--|-----------|--|
| knows who they are and cares about their success. |  |  |  | baseline. |  |
|---|--|--|--|-----------|--|

## Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)

**ATTACHMENT 6. PSSG WALK-THROUGH DOCUMENT**

## REPORT AND MONITORING TOOLS FOR PSSGs AND MAS MEMBERS

### NOTE:

- ✓ PSSGs are required to complete the Quarterly Review document. They will also utilize the School MAS District Initiative Walk-Through tool to support their work. This report will be shared with principals.
- ✓ PSSGs will incorporate data gathered throughout the year to build a comprehensive and reflective evaluation of the principal.

Principal evaluation standards are as follows:

1. Principal develops strategic leadership.
2. Principal demonstrates instructional leadership.
3. Principal demonstrates school culture and equity leadership.
4. Professional development / learning communities.
5. Principal demonstrates managerial leadership.
6. Principal demonstrates external development leadership.

Note: PSSGs can reference the overview document of the six new principal standards with sample artifacts listed to assist in this process.

- ✓ MAS Members are required to utilize the School MAS District Initiative Walk-Through tool to support their work. MAS members will provide a quarterly summary to the respective PSSGs.
- ✓ This process is intended to enhance communication and support to and from schools. Everyone is encouraged to utilize the N+1 communication protocol to support improvement in our schools. Don't hesitate to share celebrations and kudos, likewise if there is concern, get others involved.

## PSSG QUARTERLY REVIEWS

School: \_\_\_\_\_ Principal: \_\_\_\_\_ PSSG: \_\_\_\_\_

Qtr 1: \_\_\_\_\_ Qtr 2: \_\_\_\_\_ Qtr 3: \_\_\_\_\_ Qtr 4: \_\_\_\_\_  
*Date Date Date Date*

(This document serves as a running record. Spaces will expand for comments)

### **Alignment of School Goals to Requirements: CAS, BAS, UbD, Writing Across the Curriculum, The Responsive Classroom**

|  |   |   |   |
|--|---|---|---|
| There is a mission statement and improvement goals with performance standards. | A Standards-based instructional system is evident within the building and all classrooms. | Data is collected school-wide to monitor school progress toward academic achievement goals. | There is an environment conducive to positive school climate and culture. |
|--|---|---|---|

Comments:

### **USIP**

|   |   |  |   |
|---|---|--|---|
| Strategic goals are aligned to State performance standards and stakeholder needs. | Data is collected school-wide to monitor school progress toward academic achievement goals. | Structures are ongoing and conducive to monitor progress toward goals. | All stakeholders within the building understand USIP goals, measures and action plan. |
|---|---|--|---|

Comments

### **Leadership Team Structures: BLT and PLCs. Principal builds a team environment that promote personal growth and high performance.**

|   |   |   |   |
|---|---|---|---|
| BLT monitors USIP goals, measures, and action plan. Reports back to all stakeholders within the building. | PLC structures are appropriate for school level (i.e., grade level or content driven) | Master schedule is built to provide adequate time for leadership structures to accomplish their work. | PLC implementation is moving forward and provide measurable improvement toward lesson planning. |
|---|---|---|---|

Comments

### **Supervision and Evaluation**

|  |  |  |  |
|--|--|--|--|
| Performance standards are understood by instructional staff. | Alignment is evident between district goals and performance standards. | Alignment is evident between USIP and performance standards. |  |
|--|--|--|--|

Comments

### **Site Visits:**

| Date | Focus | Discussion: <i>How are the systems, specific to the initiatives, progressing?</i> | Strengths/Opportunity to Grow |
|------|-------|---|-------------------------------|
|      |       |   |                               |
|      |       |   |                               |

### **PSSGwill:**

| Date | Action/Follow-up |
|------|------------------|
|      |                  |
|      |                  |

### **Principal will:**

| Date | Action/Follow-up |
|------|------------------|
|      |                  |
|      |                  |

## District Initiative Walk-Through

School: \_\_\_\_\_ Date: \_\_\_\_\_ Focus: \_\_\_\_\_

DLS/MAS Member: \_\_\_\_\_ Content: \_\_\_\_\_

Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_

| Initiative                    |   |  |   |  |
|-------------------------------|---|--|---|--|
| Colorado Academic Standards   | A Standards-Based Instructional System is evident in the building and all classrooms.                         | PLCs are in place to allow teachers to focus on instructional planning on standards.           | All staff are held accountable for setting and achieving rigorous SMART goals for all students.                   | Instructional time is protected. It is clearly evident that teaching and learning are the school's top priorities. |
|                               | Observable Evidence and Comments:   |  |   |  |
| Balanced Assessment System    | Benchmark data and End of Unit Assessment data is used to monitor progress toward academic achievement goals. | All stakeholders in the building understand the school's USIP goals, measures and action plan. | PLCs are in place to allow teachers to examine data and make adjustments to instruction                           | Staff revises their instructional approaches based on the results of data analysis and personal reflection.        |
|                               | Observable Evidence and Comments:   |  |   |  |
| Understanding by Design (UbD) | Unit plans (Stage 3) are reflective of grade level expectations and are monitored by school administration    | Daily lesson plans include the WHERETO components from UbD and are available for inspection.   | Every Day, Every Classroom (Learning Goal, Lesson Objectives, Evidence of Learning) is evident in all classrooms. | Learning activities vary in cognitive complexity or Depth of Knowledge (DOK)                                       |
|                               | Observable Evidence and Comments:   |  |   |  |
| Writing Across the Curriculum | Constructed response items on EUAs are examined for strengths and weaknesses.                                 | All instructional staff participates in Arena Scoring  | Non-fiction writing is a focus in all classrooms.   | Teachers from all content areas include writing as a component in their lesson plans.                              |
|                               | Observable Evidence and Comments:   |  |   |  |
| The Responsive Classroom      | Schoolwide discipline is enforced on a consistent basis by all school employees.                              | All students are engaged and on task.  | The school environment is conducive to learning. A positive school climate and culture exists.                    | Parent and community volunteers are welcome in the school and are utilized in meaningful ways.                     |
|                               | Observable Evidence and Comments:   |  |   |  |

## APPENDIX B

### DATA: OBSERVATION AND EVIDENCE

PSSGs and MAS Members will utilize the following essential questions / conversation starters as means to collect information and data. They are organized to align with ‘the work’ during the school year. Essential questions /conversations starters are not limited to the ones presented in this document.

Vertical Articulation Meetings (VAM) are embedded and noted here for convenience.

| Month           | Content  | Essential Discussion(s)   |
|-----------------|--|---|
| August          | <ul style="list-style-type: none"> <li>Opening School</li> <li>SBIS (School/Grade level or Content/Classroom)</li> <li>TCAP Results</li> <li>Accreditation and School Performance Framework (SPF)</li> <li>Master schedule: how is time effectively used?</li> </ul> | <ul style="list-style-type: none"> <li>What do the TCAP results tell you about achievement in your school?</li> <li>What strategies are you using to drive the goals of your USIP?</li> <li>How do you know these strategies are effective?</li> <li>What baseline data did you use to formulate your USIP goals?</li> <li>What process was used to communicate USIP goals to teachers, parents, students and non-instructional staff?</li> <li>What strategies are you using to support lesson planning within your building? How do you plan to monitor this process and progress? <i>Observable data</i></li> <li>Are there specific students or subgroups that are not showing growth? What adjustments have you made to address the gaps?</li> <li>How are you aligning resources to support your USIP?</li> <li>What specific challenges do you anticipate?</li> </ul>  |
| September       | <ul style="list-style-type: none"> <li>USIP</li> <li>SPF</li> <li>Accreditation</li> <li>Galileo Benchmark Assessments</li> <li>Lesson planning</li> </ul>   | <ul style="list-style-type: none"> <li>How is your USIP a living document? How does your BLT use this document? How is the USIP shared with the entire staff?</li> <li>Is your USIP aligned with District Goals and Accreditation (SB163)? <i>Look for evidence.</i></li> <li>Is there evidence of two-way communication between the BLT and PLC teams? How is that done?</li> <li>As you achieve your SMART goals, how will students’ achievement improve? (what is the link between your goals and student achievement)</li> <li>What are the results of your benchmark pre-assessments? Based on the results, what is your plan of action?</li> <li>How are you leading for learning? What high-yield instructional strategies are used by teachers? <i>Observable data.</i></li> <li>How is the implementation of lesson planning going? What is going well/how do you know? What needs work/how do you know? <i>Look for evidence</i></li> <li>Have you spent time with teacher reviewing their performance standards? Do they understand the connection between evaluation and student performance? How do you know? <i>Look for evidence</i></li> <li>What is your professional development plan for your staff for the year? Why? CRITICAL CONVERSATION.</li> </ul> |
| October<br>VAM  | <ul style="list-style-type: none"> <li>USIP</li> <li>Accreditation</li> </ul>  | <ul style="list-style-type: none"> <li>Which USIP objectives will you achieve this year and how will their achievement impact student performance?</li> <li>How are your PLC’s progressing? What are the barriers/successes to date? <i>Observable data.</i></li> <li>How are the SBIS visual systems in your building? (Principals of T, L, and C; SBIS walls, SB<sup>3</sup>s) <i>Observable data.</i></li> </ul>   |
| November<br>VAM | <ul style="list-style-type: none"> <li>Galileo Benchmark Assessments</li> <li>Lesson planning</li> <li>Writing</li> <li>ILP Reading Results</li> </ul>   | <ul style="list-style-type: none"> <li>What are the results of your benchmark pre-assessments? Based on the results, what is your plan of action?</li> <li>How is the implementation of lesson planning going? What is going well/how do you know? What need work/how do you know? <i>Look for evidence</i></li> </ul>  |

|              |   |   |
|--------------|---|---|
|              | (grades 6-10)   | <ul style="list-style-type: none"> <li>How is Arena Scoring for writing coming along? To what extent are your teachers using common rubrics and assessments within grades and/or content areas? <i>Observable data</i></li> <li>Do you have student exemplars (e.g. student papers in each content area that exemplify proficient, advanced, etc.) <i>Look for evidence</i></li> </ul>  |
| December     | <ul style="list-style-type: none"> <li>Celebrate accomplishments</li> <li>Professional Development</li> </ul>                                 | <ul style="list-style-type: none"> <li>What's working well? What's not? What data are you using to support this?</li> <li>How are you progressing with your PD plan for staff? What are you doing for your own PD?</li> <li>What teachers do you have concerns about? What support are you providing?</li> </ul>  |
| January      | <ul style="list-style-type: none"> <li>Mid-year Goal Conferences</li> <li>RTI</li> <li>DEWS</li> <li>Galileo Benchmark Assessments</li> </ul> | <ul style="list-style-type: none"> <li>What evidence can you share that demonstrates you are on target to meet your goals? <i>Look for evidence</i></li> <li>What evidence can you share that demonstrates you are aligned and implementing District initiatives?</li> <li>How well do you feel you are implementing RTI? What help do you need? What have you learned by doing RTI? <i>Observable data</i></li> <li>How do you evaluate your school culture and climate? How are you developing and promoting a healthy school culture? How would you describe your school's culture to support instruction?</li> <li>Does the DEWS tool aid you in your RTI efforts?</li> <li>What are the results of your benchmark pre-assessments? Based on the results, what is your plan of action?</li> </ul> |
| February     | <ul style="list-style-type: none"> <li>Preliminary preparation for next school year</li> </ul>  | <ul style="list-style-type: none"> <li>What key areas are of concern as begin to plan forward: instructional program, instruction, climate and culture, staff collaboration, professional learning? <i>Look for evidence</i></li> <li>Describe the level of staff/student/parent buy-in that you have? What are your plans to improve it? <i>Observable data</i></li> </ul>   |
| March<br>VAM | <ul style="list-style-type: none"> <li>Staffing</li> <li>School Culture</li> </ul>  | <ul style="list-style-type: none"> <li>How are your end-of-year evaluations going for probationary teachers?</li> <li>What are your summer school plans? (If applicable)</li> </ul>   |
| April<br>VAM | <ul style="list-style-type: none"> <li>End-of-Year Conferences</li> <li>EOY Assessments</li> </ul>  | <ul style="list-style-type: none"> <li>What was your greatest learning(s) this year?</li> <li>Did you achieve your goals? Your USIP goals?</li> <li>What successes did you achieve?</li> <li>What difference did it make for students?</li> <li>How well did you support the growth of your teachers?</li> <li>What would you start/stop/continue next year?</li> <li>What are the evidences? How did you ensure no surprises?</li> </ul>   |
| May          | <ul style="list-style-type: none"> <li>Continue End-of-Year Conferences</li> <li>End-of-Year Celebrations</li> </ul>                          | <ul style="list-style-type: none"> <li>What are you most proud of this year?</li> <li>In what area do you most need to grow? How will you accomplish this?</li> <li>What goal(s) need to carry over? What new goal(s) do you need to set? What are your next steps</li> <li>What will be the evidence(s) for success?</li> </ul>  |
| June         | <ul style="list-style-type: none"> <li>Summative Evaluation and principal check-out</li> </ul>  |   |

## **ATTACHMENT 6. PARENT AND STUDENT SURVEYS AND RESULTS**

## **Roncalli Surveys - 2012-2013 SY**

### **Parent Survey Summary (n=59)**

#### **What grade is your student currently in?**

|                 |     |
|-----------------|-----|
| 6th Grade       | 17% |
| 7th Grade       | 32% |
| 8th Grade       | 47% |
| Multiple Grades | 7%  |

#### **On a scale of 1 to 5 with 5 being the best, what is your level of satisfaction with Roncalli Middle School as it presently exists?**

|   |     |
|---|-----|
| 1 | 17% |
| 2 | 14% |
| 3 | 39% |
| 4 | 25% |
| 5 | 5%  |

#### **On a scale of 1 to 5 with five being the best, how well do you think your student is being prepared to succeed in high school math and science courses?**

|   |     |
|---|-----|
| 1 | 7%  |
| 2 | 17% |
| 3 | 31% |
| 4 | 41% |
| 5 | 5%  |

#### **On a scale of 1 to 5 with 5 being the best, how would you rate parent-teacher communication at Roncalli Middle School?**

|   |     |
|---|-----|
| 1 | 8%  |
| 2 | 19% |
| 3 | 34% |
| 4 | 29% |
| 5 | 10% |

#### **On a scale of 1 to 5 with 5 being the best, how interested would you be in seeing a math, science, technology and engineering becoming the focus at Roncalli Middle School?**

|   |     |
|---|-----|
| 1 | 12% |
| 2 | 12% |
| 3 | 17% |
| 4 | 15% |
| 5 | 44% |

## **Roncalli Surveys - 2012-2013 SY**

### **Student Survey Summary (n=392)**

#### **What is your current grade level?**

|     |     |
|-----|-----|
| 6th | 22% |
| 7th | 43% |
| 8th | 35% |

#### **Which best describes your learning preference?**

|                          |     |
|--------------------------|-----|
| Through teacher lectures | 31% |
|--------------------------|-----|

|   |     |
|---|-----|
| By reading your textbooks and answering questions | 21% |
|---|-----|

|   |     |
|---|-----|
| Through hands on experiments and projects | 53% |
|---|-----|

#### **How often do your teachers use technology to teach lessons?**

|           |     |
|-----------|-----|
| Never     | 9%  |
| Sometimes | 62% |
| Often     | 26% |
| Always    | 10% |

#### **On a scale if 1 to 5 with 5 being the best, how would you rate your relationships with your teachers?**

|   |     |
|---|-----|
| 1 | 6%  |
| 2 | 10% |
| 3 | 37% |
| 4 | 27% |
| 5 | 20% |

#### **On a scale of 1 to 5 with 5 being the best, how would you rate your relationships with your peers?**

|   |     |
|---|-----|
| 1 | 2%  |
| 2 | 3%  |
| 3 | 18% |
| 4 | 36% |
| 5 | 40% |

#### **Do you plan to attend college after you graduate from high school?**

|     |     |
|-----|-----|
| Yes | 96% |
| No  | 6%  |

#### **List three career choices you might consider for yourself.**

|                                       |     |
|---------------------------------------|-----|
| Students listing STEM related careers | 54% |
| Other                                 | 46% |

# Roncalli Parent Survey

Please fill out this survey so we can better understand your needs as a parent of a student at Roncalli Middle School. Results will be used in helping with the creation of the Innovation School.

\* Required

What grade is your student currently in? \*

- ☐ 6th Grade
- ☐ 7th Grade
- ☐ 8th grade
- ☐ Multiple Grades

On a scale of 1 to 5 with five being the best, what is your level of satisfaction with Roncalli Middle School as it presently exists? \*

1    2    3    4    5

Worst ☐ ☐ ☐ ☐ ☐ Best

On a scale of 1 to 5 with five being the best, how well do you think your student is being prepared to succeed in high school math and science courses? \*

1    2    3    4    5

Worst ☐ ☐ ☐ ☐ ☐ Best

On a scale of 1 to 5 with five being the best, how would you rate parent-teacher communication at Roncalli Middle School? \*

1    2    3    4    5

Worst ☐ ☐ ☐ ☐ ☐ Best

On a scale of 1 to 5 with five being the best, how interested would you be in seeing math, science, technology and engineering becoming the focus at Roncalli? \*

1    2    3    4    5

Worst ☐ ☐ ☐ ☐ ☐ Best

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# Roncalli Student Survey

Please fill out this survey so that we can better understand your needs as students at Roncalli Middle School. Results will be used in helping with the creation of the Innovation School.

\* Required

Student Grade Level\* Please mark what grade you are currently in.

- ☐ 6th Grade
- ☐ 7th Grade
- ☐ 8th Grade

1. Which best describes your learning preference? (Check One) \*

- ☐ Through teacher's lectures
- ☐ By reading your text books and answering questions related to the content
- ☐ Through hands on experiments and projects

2. How often do your teachers use technology to teach lessons? (check one) \*

- ☐ never
- ☐ sometimes
- ☐ often
- ☐ always

On a scale of 1 to 5 with five being best, how would you rate your relationship with your teachers.\*

1    2    3    4    5  
Worst   ☐   ☐   ☐   ☐   ☐   Best

On a scale of 1 to 5 with five being best , how would you rate your relationship with your peerse\*  
1    2    3    4    5  
Worst   ☐   ☐   ☐   ☐   ☐   Best

Do you plan to attend college after you graduate from High School? \*

- ☐ Yes
- ☐ No

List three career choices you might consider for yourself. \*

A large, empty rectangular box with a thin black border, intended for the user to write their three career choices. The box is oriented horizontally and occupies most of the width of the page below the question.

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## **ATTACHMENT 7. PARENT ENGAGEMENT PLAN**

## Roncalli School of Innovation

| Description of Action Steps to Implement Parent and Community Engagement   | Timeline                                    | Key Personnel   | Resources   | Implementation Benchmarks  | Status of Action Step |
|--|---|---|---|--|-----------------------|
| Hold Roncalli Innovation Introduction Meeting  | 19-Dec-12                                   | Current Roncalli Administration, Parents, Current BLT, Current Staff  | Printing for STEM Brochures, Present purpose and plan for STEM innovation | Meeting Held, Parent Sign-In sheets collected  |                       |
| Send home Informational Flyer on Innovation  | 21-Dec-12                                   | Current Roncalli Administration, Parents, Current BLT, Current Staff  | Printing for STEM Flyers  | Flyers sent home with students   |                       |
| Hold Roncalli Innovation Parent Meeting to explain Progress of Innovation Plan,  | Feb-13                                      | Current Roncalli Administration, Parents, Current BLT, Current Staff  | Printing for Informational Meeting  | Meeting Held, Parent Sign-In sheets collected  |                       |
| Plan for STEM Expose Evening for Current Students and Parents, Incoming Students and Parents, Community Members                        | Feb-April -2013                             | Current Roncalli Administration, New Roncalli Hirees (Administration and Staff) Parents, Current BLT, Current Staff, Community Partners | Printing as needed for planning and preparation of STEM Expose Evening    | Meetings Held to establish and plan for STEM Expose night  |                       |
| Conduct Roncalli STEM introduction/informational evening for parents and students including future incoming 6th and 7th grade Students | April or May 2013                           | Current Roncalli Administration, New Roncalli Hirees (Administration and Staff) Parents, Current BLT, Current Staff, Community Partners | Printing, supplies, materials, food                                       | Mini-Thematic STEM Unit developed and presented to parents in an expose format, 2013-2014 Calendar and Daily Schedule presented. |                       |
| Informational Newsletter created and sent home to Introduce STEM expectations, 2012-2013 Calendar and Schedule                         | May 2013, June 2013, July 2013, August 2013 | New Roncalli Administration   | Printing, Labels and Postage for Newsletter                               | Informational Newsletter created and sent to all new staff, parents and students   |                       |
| Planning for Roncalli Innovation School 'Back to School Night' with Community Partner Discussion Panel                                 | Jul-13                                      | Current Roncalli Administration, New Roncalli Hirees (Administration and Staff) Parents, Current BLT, Current Staff, Community Partners | Food, Materials, and Printing   |  |                       |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
| Roncalli Innovation School<br>Back to School Night Held<br>and Community Partners<br>Conduct Discussion Panel<br>where parents, students, and<br>community can develop a<br>better understanding of STEM<br>and its relevance in current<br>and future careers | Aug-13   | Current Roncalli<br>Administration, New<br>Roncalli Hirees<br>(Administration and<br>Staff) Parents,<br>Current BLT, Current<br>Staff, Community<br>Partners | Printing for Flyers<br>and Informational<br>packets | Back to School<br>night<br>conducted, sign<br>in sheets and<br>parent surveys<br>collected.<br>Parent survey<br>responses are<br>used to<br>determine need<br>for subsequent<br>parent night |  |
| Quarterly Title 1 parent nights<br>held to build parent capacity<br>surrounding STEM and STEM<br>curricular integration<br>especially in the areas of<br>reading and mathematics   | At least one<br>Title 1 parent<br>night per<br>quarter planned<br>and conducted.<br>Parent survey<br>responses are<br>used to<br>determine need<br>for subsequent<br>parent night. | New Roncalli<br>Administration, Staff,<br>students and parents   | Printing, supplies,<br>materials, food              | Quarterly Title 1<br>parent nights<br>conducted, sign<br>in sheets and<br>parent surveys<br>collected  |  |

Roncalli Middle School

PARENT/STUDENT COMPACT

PARENT COMMITMENT:

I support my child's attendance at Roncalli Middle School and will assist my child in attending on a regular basis. I understand that my child will follow Roncalli Positive Behavior Intervention Support (PBIS) behavioral expectations and understand the consequences that will occur when the expectations are not adhered to. I will also ensure that my student comes to school everyday in the expected Roncalli uniform and will adhere to all dress code expectations as well. I also support my child in their academic achievement by providing an adequate space and time set aside daily for my student to complete all classroom assignments and that I will check my students planner daily to ensure that he/she stays on course for completing all assignments on time. I support my students in putting forth their best academic and behavioral efforts in order to grow academically and socially. I will work collaboratively with the school to resolve any issues or concerns to best meet the goal of increased academic achievement for my student.

Furthermore, I support the Mission, Vision and Core Values of Roncalli Middle School.

**Mission**

At Roncalli Middle School, our mission is to promote and encourage creativity, leadership skills, academic and social success by developing critical, creative thinkers and problem solvers who are motivated to succeed.

**Vision**

Roncalli Innovation Middle School is committed to prepare Pueblo, Colorado middle school students to be lifelong learners in the 21<sup>st</sup> century. Together with our families and community, Roncalli Innovation School will support relationships which create a positive and safe school environment and engages all students in STEM opportunities. Both will foster rigorous and relevant academic work resulting in high levels of achievements.

**Core Values**

We believe:

- With effective instruction and support, all students can learn and achieve.
- Students learn best when there is a positive relationship built with another adult in the building.
- Students should be actively engaged in rigorous and relevant curriculum.
- Instruction differentiated to the unique learning styles of the child will dramatically enhance learning and diminish negative behaviors.
- The diversity of our building is an asset.
- We need to prepare our students to be critical thinkers and problem solvers in order to be successful in a global society.
- Parent and community support is essential for the success of our students.
- All stakeholders share in the accountability and responsibility for our students.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## STUDENT COMMITMENT

I agree to attend Roncalli Middle School. I understand the importance of and agree to attending every day and following the PBIS behavioral expectations of Roncalli. I will wear my Roncalli uniform and follow all dress code expectations as well. I will utilize my planner daily and will write all of my assignments in my planner to help me keep track of assignments and due dates. I will put forth my best academic and behavioral efforts in order to grow academically and socially.

Furthermore, I support the Mission, Vision and Core Values of Roncalli Middle School.

### Mission

At Roncalli Middle School, our mission is to promote and encourage creativity, leadership skills, academic and social success by developing critical, creative thinkers and problem solvers who are motivated to succeed.

### Vision

Roncalli Innovation Middle School is committed to prepare Pueblo, Colorado middle school students to be lifelong learners in the 21<sup>st</sup> century. Together with our families and community, Roncalli Innovation School will support relationships which create a positive and safe school environment and engages all students in STEM opportunities. Both will foster rigorous and relevant academic work resulting in high levels of achievements.

### Core Values

We believe:

- With effective instruction and support, all students can learn and achieve.
- Students learn best when there is a positive relationship built with another adult in the building.
- Students should be actively engaged in rigorous and relevant curriculum.
- Instruction differentiated to the unique learning styles of the child will dramatically enhance learning and diminish negative behaviors.
- The diversity of our building is an asset.
- We need to prepare our students to be critical thinkers and problem solvers in order to be successful in a global society.
- Parent and community support is essential for the success of our students.
- All stakeholders share in the accountability and responsibility for our students.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**ATTACHMENT 8. JOB DESCRIPTION AND CANDIDATE'S LETTER**

Dear Roncalli Innovation School Applicants,

Teaching is one of the most challenging and rewarding professions of our day. It requires teachers to be committed to students and their learning through the use of diverse instructional strategies that are engaging, rigorous and relevant. It also requires teachers to build strong positive relationships with their student in order to gain the level of trust needed to meet them at their instructional level and motivate and challenge them to advance to the next level. It's about caring for your craft, having a passion for it, and conveying that passion to everyone, most importantly to your students.

The Roncalli Innovation School is committed to providing a STEM education that will increase both student and staff engagement, and will build upon the natural inquiry that middle school students possess. Project based learning provides tangible results for middle school students, as a result increases student motivation for learning.

The Roncalli Innovation School operates from the following CORE Values:

- With effective instruction and support, all students can learn and achieve
- Students learn best when there is a positive relationship built with another adult in the building
- Students should be actively engaged in rigorous and relevant curriculum
- Instruction differentiated to the unique learning styles of the child will dramatically enhance learning and diminish negative behaviors.
- The diversity of our building is an asset
- We need to prepare our students to be critical thinkers and problem solvers in order to be successful in a global society.
- Parent and community support is essential for the success of our students
- All stakeholders share in the accountability and responsibility for our students

All staff at Roncalli Innovation school must embrace these CORE Values and be willing to provide a model of instruction that develops creative thinkers and problem solvers with a focus on inquiry based learning. Staff must use multiple methods for measuring student growth and understanding and participate in Professional Learning Communities (PLC's) to ensure that each student receives a quality education that extends to real-world application.

Good teaching is about caring, nurturing, and developing minds and talents. It's about devoting time, often invisible, to every student. It's also about the thankless hours of grading, designing or redesigning courses, and preparing materials to still further enhance instruction.

Teaching is a challenging profession, and if you are willing to accept the challenge and the rewards that come with knowing you made a difference in the life of children, please utilize the Pueblo City Schools online AppliTrack system to submit your application.

**STEM SCHOOL OF INNOVATION**  
**ASSISTANT PRINCIPAL**  
**Roncalli Middle School**

**Contract Terms:** Two Hundred Twenty Day (220)  
Administrative Salary Schedule (Plus Sign On Bonus)

**Qualifications :**

**Required:** Valid Colorado Principal License or eligible for same at time duties are assumed  
Experience as a principal or instructional coach at the secondary level (3 or more years experience)

**Preferred:**

1. Knowledge of or experience with Project Lead the Way and/or STEM education
2. Experience with increasing student achievement and engagement in learning
3. Experience with building a team similar to opening a new school
4. Demonstrated experience in the role of an instructional coach

**The following preferred qualifications should be presented through a complete portfolio:**

1. Demonstrated personal professional development or experience in the following:
  - a. Professional Learning Communities
  - b. Using data to drive instruction (formative, progress monitoring, and summative assessments)
  - c. Response to Intervention RTI
  - d. Working with diverse student populations
  - e. Modeling effective instructional practices
  - f. Providing feedback that is timely and specific to improve classroom instruction
  - g. Project Based Learning
  - h. Developing and nurturing connections to various stakeholder groups
  - i. Monitoring performance accountability
  - j. Implementing and monitoring behavior support systems

**Provide detailed information specific to a priority initiative in a building/organization. Specifically, address the process used to accomplish the goal(s), means of progress monitoring, and evaluation. What measurable student achievement was gained? If there was not gain, why not? What would you do differently next time?**

**Minimum Job Expectations:**

1. Effectively support the principal in the new Roncalli Middle School of Innovation through the implementation of Project Lead the Way and STEM education
2. Effectively support and hold staff accountable for the Core Values, Vision and Mission of the Innovation School
3. Assist in hiring staff that are motivated, dedicated, and highly skilled in working with middle school students in an environment of problem solving and creativity
4. Support and implement the Innovation Plan with specific timelines for accountability
5. Increase parent/community/staff involvement in the success of the Innovation School
6. Follow the schedule that is written in the Innovation Plan to increase student and teacher contact
7. Participate in and monitor adherence of staff to all strategies introduced in the Professional Development outlined in the Innovation Plan
8. Effectively implement the teacher evaluation instrument following SB 191
9. Actively monitor Project Lead the Way and STEM
10. Monitor that the Project Based Learning is engaging students and decreasing off task behavior
11. Immediately address any concerns with instruction and provide the support necessary to increase teacher effectiveness
12. Participate in all professional development that teachers are required to attend in an effort to be knowledgeable and support staff in implementation
13. Perform any other related duties that are outlined in the Innovation Plan or may be assigned by the immediate supervisor, the superintendent, or her designee

**Instructions for Applying:**

All applicant interested in and qualified for the posted position must submit an administrative application (available on-line). This application must be downloaded as it does not transmit electronically), a portfolio addressing the preferred qualifications, current resume, copy of license, copy of transcripts, and three current letters of reference, one of which is from the immediate supervisor.

**Applications and supporting documentation should be sent to Dr. Patrick Krumholz, Executive Director of Secondary Education, Pueblo City Schools, 315 West 11<sup>th</sup> Street, Pueblo, CO 81003.**

**Candidates who meet the paper screening will be invited for an interview which consists of the following:**

1. Observe a classroom teacher and conduct a post conference to provide feedback that is timely and specific.
2. Participate in a series of group interviews
3. Complete an in-basket activity and a writing sample

**STEM SCHOOL OF INNOVATION  
INSTRUCTIONAL COACH  
Roncalli Middle School**

**Contract Terms:** Teacher Contract plus additional work-year required for STEM School  
Teacher Salary Schedule (Plus Sign On Bonus)

**Qualifications :**

**Required:** Valid Colorado Teaching License or eligible for same at time duties are assumed  
Experience as an instructional coach (3 or more years experience)  
Three to five years successful teaching experience at the secondary level  
(demonstrated by references and evaluations) and student growth

**Preferred:**

1. Knowledge of or experience with Project Lead the Way and/or STEM education
2. Experience with increasing student achievement and engagement in learning
3. Experience teaching at the middle school level

**The following preferred qualifications should be presented through a complete portfolio:**

1. Demonstrated personal professional development or experience in the following:
  - a. Professional Learning Communities
  - b. Using data to drive instruction (formative, progress monitoring, and summative assessments)
  - c. Response to Intervention RTi
  - d. Working with diverse student populations
  - e. Modeling effective instructional practices
  - f. Providing feedback that is timely and specific to improve classroom instruction
  - g. Project Based Learning

**Minimum Job Expectations:**

1. Effectively support teachers in the new Roncalli Middle School of Innovation through the implementation of Project Lead the Way and STEM education
2. Assist on the interview team for hiring staff that are motivated, dedicated, and highly skilled in working with middle school students in an environment of problem solving and creativity
3. Support and implement the Innovation Plan with specific timelines for accountability
4. Follow the schedule that is written in the Innovation Plan to increase student and teacher contact

5. Actively support the implementation of Project Lead the Way and STEM
6. Monitor that the Project Based Learning is engaging students and decreasing off task behavior
7. Participate in all professional development that teachers are required to attend in an effort to be knowledgeable and support staff in implementation
8. Perform any other related duties that are outlined in the Innovation Plan or may be assigned by the immediate supervisor, or her designee

**Instructions for Applying:**

All applicant interested in and qualified for the posted position must submit an application (available on-line). This application must be downloaded as it does not transmit electronically), a portfolio addressing the preferred qualifications, current resume, copy of license, copy of transcripts, and three current letters of reference, one of which is from the immediate supervisor.

**Applications and supporting documentation should be sent to Dr. Patrick Krumholz, Executive Director of Secondary Education, Pueblo City Schools, 315 West 11<sup>th</sup> Street, Pueblo, CO 81003.**

**Candidates who meet the paper screening will be invited for an interview which consists of the following:**

1. Prepare a lesson plan to teach a class of students or submit a video tape of teaching an entire lesson and include a lesson plan
2. Participate in a series of group interviews
3. Complete an in-basket activity and a writing sample

**STEM SCHOOL OF INNOVATION**  
**PROJECT BASED LEARNING/DATA INSTRUCTIONAL COACH**  
**Roncalli Middle School**

**Contract Terms:** Teacher Contract plus additional work-year required for STEM School  
Teacher Salary Schedule (Plus Sign On Bonus)

**Qualifications :**

**Required:** Valid Colorado Teaching License or eligible for same at time duties are assumed  
Experience as an instructional coach (3 or more years experience)  
Three to five years successful teaching experience at the secondary level  
(demonstrated by references and evaluations) and student growth

**Preferred:**

1. Knowledge of or experience with Project Lead the Way and/or STEM education
2. Experience with increasing student achievement and engagement in learning
3. Experience teaching at the middle school level

**The following preferred qualifications should be presented through a complete portfolio:**

1. Demonstrated personal professional development or experience in the following:
  - a. Professional Learning Communities
  - b. Using data to drive instruction (formative, progress monitoring, and summative assessments)
  - c. Response to Intervention RTI
  - d. Working with diverse student populations
  - e. Modeling effective instructional practices
  - f. Providing feedback that is timely and specific to improve classroom instruction
  - g. Project Based Learning

**Minimum Job Expectations:**

1. Effectively support teachers in the new Roncalli Middle School of Innovation through the implementation of Project Lead the Way and STEM education
2. Assist on the interview team for hiring staff that are motivated, dedicated, and highly skilled in working with middle school students in an environment of problem solving and creativity
3. Support and implement the Innovation Plan with specific timelines for accountability
4. Follow the schedule that is written in the Innovation Plan to increase student and teacher contact

5. Actively support the implementation of Project Lead the Way and STEM
6. Monitor that the Project Based Learning is engaging students and decreasing off task behavior
7. Participate in all professional development that teachers are required to attend in an effort to be knowledgeable and support staff in implementation
8. Perform any other related duties that are outlined in the Innovation Plan or may be assigned by the immediate supervisor, or her designee

**Instructions for Applying:**

All applicant interested in and qualified for the posted position must submit an application (available on-line). This application must be downloaded as it does not transmit electronically), a portfolio addressing the preferred qualifications, current resume, copy of license, copy of transcripts, and three current letters of reference, one of which is from the immediate supervisor.

**Applications and supporting documentation should be sent to Dr. Patrick Krumholz, Executive Director of Secondary Education, Pueblo City Schools, 315 West 11<sup>th</sup> Street, Pueblo, CO 81003.**

**Candidates who meet the paper screening will be invited for an interview which consists of the following:**

1. Prepare a lesson plan to teach a class of students or submit a video tape of teaching an entire lesson and include a lesson plan
2. Participate in a series of group interviews
3. Complete an in-basket activity and a writing sample

**STEM SCHOOL OF INNOVATION  
PRINCIPAL  
Roncalli Middle School**

**Contract Terms:** Two Hundred Twenty Day (220)  
Administrative Salary Schedule (Plus Sign On Bonus)

**Qualifications :**

**Required:** Valid Colorado Principal License or eligible for same at time duties are assumed  
Experience as a principal at the middle school level (3 or more years experience)

**Preferred:**

1. Knowledge of or experience with Project Lead the Way and/or STEM education
2. Experience with increasing student achievement and engagement in learning
3. Experience with building a team similar to opening a new school
4. Demonstrated experience in the role of an instructional coach

**The following preferred qualifications should be presented through a complete portfolio:**

1. Demonstrated personal professional development or experience in the following:
  - a. Professional Learning Communities
  - b. Using data to drive instruction (formative, progress monitoring, and summative assessments)
  - c. Response to Intervention RTi
  - d. Working with diverse student populations
  - e. Modeling effective instructional practices
  - f. Providing feedback that is timely and specific to improve classroom instruction
  - g. Project Based Learning
  - h. Developing and nurturing connections to various stakeholder groups
  - i. Monitoring performance accountability
  - j. Implementing and monitoring behavior support systems

**Provide detailed information specific to a priority initiative in your building/organization. Specifically, address the process used to accomplish the goal(s), means of progress monitoring, and evaluation. What measurable student achievement was gained? If there was not gain, why not? What would you do differently next time?**

**Minimum Job Expectations:**

1. Effectively lead the new Roncalli Middle School of Innovation through the implementation of Project Lead the Way and STEM education
2. Effectively support and hold staff accountable for the Core Values, Vision and Mission of the Innovation School
3. Hire staff that are motivated, dedicated, and highly skilled in working with middle school students in an environment of problem solving and creativity
4. Support and implement the Innovation Plan with specific timelines for accountability
5. Increase parent/community/staff involvement in the success of the Innovation School
6. Follow the schedule that is written in the Innovation Plan to increase student and teacher contact
7. Participate in and monitor adherence of staff to all strategies introduced in the Professional Development outlined in the Innovation Plan
8. Effectively implement the teacher evaluation instrument following SB 191
9. Actively monitor Project Lead the Way and STEM
10. Monitor that the Project Based Learning is engaging students and decreasing off task behavior
11. Immediately address any concerns with instruction and provide the support necessary to increase teacher effectiveness
12. Participate in all professional development that teachers are required to attend in an effort to be knowledgeable and support staff in implementation
13. Perform any other related duties that are outlined in the Innovation Plan or may be assigned by the immediate supervisor, the superintendent, or her designee

**Instructions for Applying:**

All applicant interested in and qualified for the posted position must submit an administrative application (available on-line). This application must be downloaded as it does not transmit electronically), a portfolio addressing the preferred qualifications, current resume, copy of license, copy of transcripts, and three current letters of reference, one of which is from the immediate supervisor.

**Applications and supporting documentation should be sent to Dr. Patrick Krumholz, Executive Director of Secondary Education, Pueblo City Schools, 315 West 11<sup>th</sup> Street, Pueblo, CO 81003.**

**Candidates who meet the paper screening will be invited for an interview which consists of the following:**

1. Observe a classroom teacher and conduct a post conference to provide feedback that is timely and specific.
2. Participate in a series of group interviews
3. Complete an in-basket activity and a writing sample

## **STEM SCHOOL OF INNOVATION**

### **Classroom Teacher(s)**

#### **Roncalli Middle School**

**Position Types:** Middle School Language Arts, Math, Science, Social Studies, Art, Music (Vocal and Instrumental endorsements), Physical Education/Health, and Graphic Arts

**Qualifications :**

**Required:** Valid Colorado Teaching License or eligible for same at time duties are assumed  
Experience as an instructional coach (3 or more years experience)  
Three to five years successful teaching experience at the secondary level (demonstrated by references and evaluations) and student growth  
Highly Qualified in ELA, Math, Science, Social Studies, Art, Music, and Physical Education. Graphic Arts teachers must have the requisite course work /experience to teach the class effectively.

**Preferred:**

1. Knowledge of or experience with Project Lead the Way and/or STEM education/commitment to training for 4 weeks in the summer
2. Experience with increasing student achievement and engagement in learning
3. Experience teaching at the middle school level

**The following preferred qualifications should be presented through a complete portfolio:**

1. Demonstrated personal professional development or experience in the following:
  - a. Professional Learning Communities
  - b. Using data to drive instruction (formative, progress monitoring, and summative assessments)
  - c. Response to Intervention RTi
  - d. Working with diverse student populations
  - e. Modeling effective instructional practices
  - f. Providing feedback that is timely and specific to improve classroom instruction
  - g. Project Based Learning

**Minimum Job Expectations:**

1. Effectively support the focus of the new Roncalli Middle School of Innovation through the implementation of Project Lead the Way and STEM education
2. Assist on the interview team for hiring staff that are motivated, dedicated, and highly skilled in working with middle school students in an environment of problem solving and creativity

3. Support and implement the Innovation Plan with specific timelines for accountability
4. Follow the schedule that is written in the Innovation Plan to increase student and teacher contact
5. Actively support the implementation of Project Lead the Way and STEM
6. Implement Project Based Learning is engaging students and decreasing off task behavior
7. Participate in all professional development that teachers are required to attend in an effort to implement focus with fidelity
8. Perform any other related duties that are outlined in the Innovation Plan or may be assigned by the immediate supervisor, or her designee

**Instructions for Applying:**

All applicant interested in and qualified for the posted position must submit an application (available on-line). This application must be downloaded as it does not transmit electronically), a portfolio addressing the preferred qualifications, current resume, copy of license, copy of transcripts, and three current letters of reference, one of which is from the immediate supervisor.

**Applications and supporting documentation should be sent to Dr. Patrick Krumholz, Executive Director of Secondary Education, Pueblo City Schools, 315 West 11<sup>th</sup> Street, Pueblo, CO 81003.**

**Candidates who meet the paper screening will be invited for an interview which consists of the following:**

1. Prepare a lesson plan to teach a class of students or submit a video tape of teaching an entire lesson and include a lesson plan
2. Participate in a series of group interviews
3. Complete an in-basket activity and a writing sample

## **ATTACHMENT 9. WAIVERS**

**Request for Waivers from Colorado Statute,**  
**Pueblo School District #60**  
**The following waivers apply to Roncalli Middle School**

**Section 22-32-109(1) (f), C.R.S.** Section outlines local school board duties concerning selection of personnel and pay. Waivers from this statute allow innovation schools to select their own personnel and determine pay.

- **Request:** Roncalli requests waivers from this statute to allow the school to select its own personnel and determine their compensation.
- **Rationale:** Teacher skills, qualifications and retention are key determinants of student academic success. Roncalli will hire the most qualified candidates available and, to bolster retention, compensate teachers for additional performance, hours of work year, hours of work days, and additional duties. The school will have the authority to hire its own personnel and to issue its own employment offer letters to newly hired teachers. The school will follow district application processes including background checks, fingerprinting, and equal employment policies. Roncalli and other innovation schools will have the same compensation structure for additional work, incentives, and performance pay. Compensation will be agreed upon and communicated in advance. The teacher contract will be developed in collaboration with the district's attorney. A letter will outline the terms of employment, including at-will employment for those teachers hired new to the district. Hours of work day, duties, and lunch duty will be determined by the planning team and contained in the Personnel Staff Contract. The school year will meet or exceed minimum statutory requirements.
- **Replacement Plan:** Roncalli's innovation planning team and BLT will determine the expectations, duties, and calendar and publish them for all employees.

**Section 22-32-109-(1)(n)(I), n(II)A, and n(II)B C.R.S.** to determine the school calendar, teacher-pupil contact hours and school days.

- **Request:** Roncalli requests waivers from these local board duties to create an extended calendar, lengthen the school day and school year to meets the needs of the students in the school.
- **Rationale:** Roncalli MS will be able to support the implementation of the Science, Technology, Engineering and Math (STEM) with a longer school day and more time for professional development and collaboration.
- **Replacement Plan:** The school schedule and calendar are in Appendix 10.

**Section 22-32-109 (1)(t) C.R.S.** to determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs.

- **Request:** Roncalli requests flexibility to adopt its own education program including selecting curriculum and textbooks.
- **Rationale:** Roncalli School of Innovation will be responsible its STEM and Project Lead the Way curricula, the textbooks to support the curriculum, and professional development. By waiving the state statute and district policies, the school will be able to implement the programs, curriculum and provide training to support the implementation of the instructional programs they have selected.
- **Replacement Plan:** The school's innovation plan details the curriculum, textbook and training.

**Section 22-63-201 C.R.S.** Teacher Employment Act – Requirement to hold a certificate

- **Request:** Roncalli Middle School requests waivers from the Teacher Employment Act for only those staff that would be in non-core content areas. In the event there a position that is non-core, the school requests a waiver from the requirement to hold a teaching license.
- **Rationale:** If there were a position that is in a non- core subject area, the school would require the individual to have a minimum of a B.A. or certification in their profession and follow the district's application process including background checks, fingerprinting and equal employment policies.
- **Replacement Plan:** In accordance with NCLB requirements, all core content instructional staff employed at Roncalli MS will have a valid teaching license and meet subject matter competency requirements for the teaching subject.

**Sections 22-63-201 through 203, 22-63-301 through 302, and 22-63-401 through 403, C.R.S.,**

- **Request:** Roncalli requests waivers from these sections of the Teacher Employment, Compensation, and Dismissal Act to allow the school to hire unlicensed teachers, to operate free from teacher employment contracts, to employ teachers as at-will employees, and to determine compensation for teachers.
- **Rationale:** The schools want to have staff that is committed to the new innovation plan. Teachers who are currently at Roncalli but are not rehired through mutual consent will be displaced. Because of the potential number of teachers affected and lack of positions in other schools, it may be necessary to exempt displaced Roncalli teachers from the mutual consent provisions and priority hiring pool process on a one-time basis for the 2013-2014 school year. This would avoid overstaffing and an excessive number of teachers being placed in the priority hiring pool. Therefore, displaced Roncalli teachers who do not secure positions through mutual consent may be assigned to schools without following the mutual consent process, one time only. These waivers shall only apply to those Roncalli teachers who are displaced in the first year and who do not secure a position through mutual consent. After these teachers are placed in 2013-14, this exception for each of them shall end. The school has the authority to issue its own employment offer letters to newly hired teachers. The letter

outlining the terms of employment, including at-will employment for those teachers hired new to the district. Roncalli and other innovation schools will have the same compensation structure for additional work, incentives, and performance pay. The teacher contract will be developed in collaboration with the district's attorney.

- **Replacement Plan:** See rationale above. In addition, the District's salary schedule will be used as a guideline and the schools will determine the placement of teachers on the salary schedule. The innovation schools have negotiated a waiver from the Pueblo Education Association (PEA) for experience credit, pay for performance, and compensation will be adjusted accordingly.

**Section 22-63-206 C.R.S. Transfers** Nothing in this section shall be construed as requiring a receiving school in to involuntarily accept the transfer of a teacher. All transfer positions at other schools of the school district shall require the consent of the receiving school.

- **Request:** Roncalli requests a waiver that all teachers who are not rehired through mutual consent be exempt from mutual consent and be transferred to another school for the 2013-14 school year only.
- **Rationale:** Because of the potential number of teachers affected and lack of positions in other schools, it may be necessary to exempt displaced Roncalli teachers from the mutual consent provisions and priority hiring pool process on a one-time basis for the 2013-2014 school year. This would avoid overstaffing and an excessive number of teachers being placed in the priority hiring pool.
- **Replacement Plan:** See rationale above. The Pueblo Education Association (PEA) has negotiated with the district to waive provisions in the collective bargaining agreement for when transfers may occur, allowing more flexibility to hire teachers from other district schools at any time of the year, if a vacancy should occur.

## Waiver Discussion with PEA Regarding Innovation Schools

| State Statute<br>Waivers   | Board of Education<br>Policy Waivers   | PEA Waivers   | Explanation/Rationale  |
|--|--|---|--|
| <p><b>CRS 22-32-109(1) (f)</b><br/>Section outlines local school board duties concerning selection of personnel and pay. Waivers from this statute allow innovation schools to select their own personnel and determine payment.</p> <p><b>CRS 22-32-109 (1)(n)(I), n(II)A, and n(II)B.</b> These sections apply to school days, school hours and school calendar.</p> <p><b>CRS 22-32-110-(1) (h)</b><br/>Termination of staff.</p> <p><b>CRS 22-63-201 through 203, 22-63-301 through 302, and 22-63-401 through 403</b><br/>These sections from the Teacher Employment, compensation, and Dismissal Act allow innovation schools to hire unlicensed teachers, to employ teachers as at-will employees, and determine compensation for teachers.</p> | <p><b>GCB: Personnel Staff Contracts and Compensation</b></p> <p><b>GCBA: Instructional Staff Contracts Compensation/Salary Schedules</b></p> <p><b>GCL: Professional Staff Schedules and Calendar</b></p> | <p><b>Article 10 - Contract Year - Hours</b><br/>10-1 - Contract year = 183 day.</p> <p>10-1-2 Paid Additional compensation for duties</p> <p>10-2 - School day - 7hrs. 30 min.</p> <p>10-3 – Regular day</p> <p>10-1-3 – Teacher workdays</p> <p><b>Article 19 – Salaries</b><br/>19-1-2 – 183 Teacher days</p> <p>19-1-2-1 Counselors</p> <p>19-2-1 Experience credit</p> | <p>The school will meet or exceed minimum statutory requirements for school year and school day.</p> <p>The school has the authority to issue its own employment offer letters to newly hired teachers. The letter will outline the terms of employment. Its own compensation structure for additional work, incentives, and performance pay. Compensation will be agreed upon and communicated in advance.</p> <p>The school's calendar, Extra Performance pay, hours of work year and work day, duties and lunch duty will be determined by the planning team and published for employees of the Innovation Schools.</p> <p>The school planning committee will have the authority to schedule the five teacher workdays within the individual school's calendar.</p> <p>For new-to-the-district hires, there will be an "at-will" period of employment. During this "at will" period of employment, a teacher's contract may be cancelled at any time after approval of HR and consultation with the superintendent.</p> <p>The school has the authority to establish its own additional compensation system beyond Appendices A, B, and C for all employees.</p> <p>Extra Performance beyond Appendices B and C; hours of work day, duties and lunch duty will be determined by the planning team.</p> <p>In consultation with the office HR and the Superintendent, the school may offer experience credit beyond that allowed in the Collective Bargaining Agreement.</p> |
|  | <b>GCI: Professional Staff Development</b>   |   | The Innovation schools requests flexibility in determining PD to support the work of their plan rather than participating in District Professional Development opportunities.  |
|  |  | <b>MOU Early Release Individual Planning Time</b>   | The Innovation schools will set their own schedules for Fridays.   |

## Waiver Discussion with PEA Regarding Innovation Schools

| State Statute<br>Waivers   | Board of Education<br>Policy Waivers  | PEA Waivers   | Explanation/Rationale   |
|--|---|---|---|
| <b>CRS 22-32-109(t)</b><br>To determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs. | <b>IJJ: Textbook Selection and Adoption</b><br><br><b>IHA: Basic Instructional Program</b><br><br><b>Superintendent Initiatives</b> |   | The school may request flexibility to adopt its own educational program, including selecting curriculum and textbooks.<br><br>The selection of curriculum shall be determined to meet the needs of the students in the school.<br><br>The school's education program will meet or exceed minimum standards of the Superintendent's Initiatives.   |
|  | <b>GCM: Professional Staff Work Load</b>  | <b>Article 11 - Teaching Load</b><br><br>11-3-1-1 (4) Separate preparations<br><br>11-4-1 Flexibility with planning times<br><br>11-5 Required meetings | The school will have the flexibility to assign more than four preparations to a teacher.<br><br>Teachers will have a minimum of five individual plans each week, based on the individual school's calendar week. Schools will have the flexibility to vary PLC, plan and collaboration time; with this variation, planning periods may not be uniform.<br><br>Some meetings may be scheduled at times other than at the end of the normal school day. |

## Waiver Discussion with PEA Regarding Innovation Schools

| State Statute<br>Waivers  | Board of Education<br>Policy Waivers  | PEA Waivers  | Explanation/Rationale  |
|---|---|--|--|
| <p><b>CRS 22-63-206(5) Transfers</b><br/>A teacher may be transferred upon the recommendation of the chief administrative officer of a school district from one school, position or grade level to another within the school district . . . for which they are qualified by virtue of academic preparation and certification . . . no discrimination to school, position. Or grade because of sex, sexual orientation, marital status, race, creed, etc.</p> <p><b>CRS 22-63-202 (2(c.5) (I), (II) and (VII))</b><br/>Teachers who are displaced are subject to mutual consent and become part of the priority hiring pool.</p> | <p><b>GCKA: Instructional Staff Assignments and Transfers</b></p> <p><b>GCF : Professional Staff Hiring Process</b></p> | <p><b>Article 13 - Transfers</b><br/>13-1-4 Timeframe for transfers</p> <p>13-1-4-1 Transfer placement</p> <p>13-1-6-1 licensure and endorsement</p> <p>13-2-1 – Posting of Vacancies<br/>13-2-1-1 Postings</p> <p>13-3 Transfers</p> <p>13-4 Administrative Transfers</p> | <p>Innovation Schools have proven to be most effective with a stable staff that is not subject to the transfer process. The schools request a waiver from administrative transfer.</p> <p>Staff applying and accepted for transfer into an Innovation school shall be permitted at any time during the year.</p> <p>The school shall have the authority to hire all personnel.</p> <p>Vacancies shall be posted until filled.</p> <p>The school will have the autonomy to hire all personnel; no employees will be placed in the Innovation school by administration.</p> <p>The school will follow application processes, back ground checks, fingerprinting, and equal employment practices.</p> |
|   | <p><b>GCQA and GCQA-R Instructional Staff Reduction in Force</b></p>  | <p><b>Article 15 - Reduction in Force</b></p>  | <p>The school has the authority to make decisions regarding reductions in teaching staff and will follow the proposed RIF language which is currently in negotiations.</p>   |
| <p><b>CRS 22-63-201 Local board duties concerning performance evaluations.</b></p>  | <p><b>GCOA, GCOA-E-1, GCOA- E-2, GCOA-R Evaluation of Instructional Staff</b></p>                                       |  | <p>The schools will follow all state statutes and District Policies for evaluation of instructional staff. The same forms, tools and processes will apply to the three (3) innovation schools just like the rest of the district.</p> <p>The schools, in consultation with HR and PEA, may create <b>additional</b> evaluation criteria specific to their Innovation plans. (i.e., for an IB school a classroom walk-through form may be developed to give teachers feedback on their implementation of IB).</p>   |

## Waiver Discussion with PEA Regarding Innovation Schools

| State Statute<br>Waivers | Board of Education<br>Policy Waivers  | PEA Waivers | Explanation/Rationale   |
|--------------------------|---|-------------|---|
|                          | <b>IKE MS Promotion Policy</b><br><br><b>IKE-R Middle School Promotion Policy</b> |             | The schools request a waiver from District policy to establish promotion policies and procedures that exceed the district's minimum requirements.   |
|                          | <b>JC: School Attendance Areas</b>  |             | The schools need to present their Innovation Plans and provide a choice for middle school students.   |
|                          | <b>IIB: Class Size</b>  |             | The schools would like to lower class size for some classes. The collective bargaining association (PEA) does not need to waive class size. In Article 11, 11-2-1 acknowledges that the district shall make reasonable effort to maintain class size at reasonable, workable, and educationally effective levels in all situations. |

## **ATTACHMENT 10. SCHOOL SCHEDULE**

# Roncalli School of Innovation - Sample Schedule

|                        | 8:00-8:30 | 8:33-9:9:28    | 9:31:-10:26    | 10:29-11:24    | 11:27-11:57    | 12:00-12:55 PM | 12:58-1:53     | 1:56-2:51      | 2:54-3:49      |
|------------------------|-----------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
|                        | 1         | 2              | 3              | 4              | Lunch          | 5              | 6              | 7              | 8              |
| 6th Grade              |           |                |                |                |                |                |                |                |                |
| ELA Teacher            | Advisory  | plan           | PBL Course     | ELA            | ELA            | ELA            | plc            | ELA            | ELA            |
| Math Teacher           | Advisory  | plan           | plc            | PBL Course     | Math           | Math           | Math           | Math           | Math           |
| Science Teacher        | Advisory  | plan           | Science        | plc            | Science        | Science        | PBL Course     | Science        | Science        |
| Social Studies Teacher | Advisory  | plan           | Soc. Stud      | Soc. Stud      | Soc. Stud      | PBL Course     | Soc. Stud      | Soc. Stud      | plc            |
| 7th Grace Team 1       | 1         | 2              | 3              | 4              | Lunch          | 5              | 6              | 7              | 8              |
|                        | 8:00-8:30 | 8:33-9:9:28    | 9:31:-10:26    | 10:29-11:24    | 11:59-12:29    | 11-24-12:55    | 12:58-1:53     | 1:56-2:51      | 2:54-3:49      |
|                        |           | Electives      |                |                |                |                |                |                |                |
| ELA/Teacher            | Advisory  | PBL Course     | ELA            | ELA            | ELA            | ELA            | plc            | Plan           | ELA            |
| Math Teacher           | Advisory  | Math           | plc            | PBL Course     | Math           | Math           | Math           | Plan           | Math           |
| Science Teacher        | Advisory  | Science        | PBL Course     | plc            | Science        | Science        | Science        | Plan           | Science        |
| Social Studies Teacher | Advisory  | Soc. Stud      | Soc. Stud      | Soc. Stud      | Soc. Stud      | Soc. Stud      | PBL Course     | Plan           | plc            |
| 7th Grade Team 2       | 1         | 2              | 3              | 4              | Lunch          | 5              | 6              | 7              | 8              |
|                        | 8:00-8:30 | 8:33-9:9:28    | 9:31:-10:26    | 10:29-11:24    | 11:59-12:29    | 11-24-12:55    | 12:58-1:53     | 1:56-2:51      | 2:54-3:49      |
| ELA Teacher            | Advisory  | PBL Course     | ELA            | ELA            | ELA            | ELA            | plc            | Plan           | ELA            |
| Math Teacher           | Advisory  | Math           | plc            | PBL Course     | Math           | Math           | Math           | Plan           | Math           |
| Science Teacher        | Advisory  | Science        | PBL Course     | plc            | Science        | Science        | Science        | Plan           | Science        |
| Social Studies Teacher | Advisory  | Soc. Stud      | Soc. Stud      | Soc. Stud      | Soc. Stud      | Soc. Stud      | PBL Course     | Plan           | plc            |
| 8th Grade Team 1       | 1         | 2              | 3              | 4              | 5th            | Lunch          | 6              | 7              | 8              |
|                        | 8:00-8:30 | 8:33-9:9:28    | 9:31:-10:26    | 10:29-11:24    | 11:27-12:22    | 12:25-12:55    | 12:58-1:53     | 1:56-2:51      | 2:54-3:49      |
| ELA Teacher            | Advisory  | PBL Course     | ELA            | ELA            | Plan           | ELA            | plc            | ELA            | ELA            |
| Math Teacher           | Advisory  | Math           | plc            | PBL Course     | Plan           | Math           | Math           | Math           | Math           |
| Science Teacher        | Advisory  | Science        | PBL Course     | plc            | Plan           | Science        | Science        | Science        | Science        |
| Social Studies Teacher | Advisory  | Soc. Stud      | Soc. Stud      | Soc. Stud      | Plan           | Soc. Stud      | PBL Course     | Soc. Stud      | plc            |
| 8th Grade Team 2       | 1         | 2              | 3              | 4              | 5th            | Lunch          | 6              | 7              | 8              |
|                        | 8:00-8:30 | 8:33-9:9:28    | 9:31:-10:26    | 10:29-11:24    | 11:27-12:22    | 12:25-12:55    | 12:58-1:53     | 1:56-2:51      | 2:54-3:49      |
| ELA Teacher            | Advisory  | PBL Course     | ELA            | ELA            | Plan           | ELA            | plc            | ELA            | ELA            |
| Math Teacher           | Advisory  | Math           | plc            | PBL Course     | Plan           | Math           | Math           | Math           | Math           |
| Science Teacher        | Advisory  | Science        | PBL Course     | plc            | Plan           | Science        | Science        | Science        | Science        |
| Social Studies Teacher | Advisory  | Soc. Stud      | Soc. Stud      | Soc. Stud      | Plan           | Soc. Stud      | PBL Course     | Soc. Stud      | plc            |
| ELECTIVES              | 8:00-8:30 | 8:33-9:9:28    | 9:31:-10:26    | 10:29-11:24    | 11:27-12:55    | 12:58-1:53     | 1:56-2:51      | 2:54-3:49      |                |
|                        | 1         | 2              | 3              | 4              | Lunch          | 5              | 6              | 7              | 8              |
| PE                     | Advisory  | 7/8 Grade Elec | plc            | 7/8 Grade Elec | 6/7 Grade Elec | Plan           | 6/7 Grade Elec | 6/7 Grade Elec | 7/8 Grade Elec |
| PE                     | Advisory  | 7/8 Grade Elec | plc            | 7/8 Grade Elec | 7/8 Grade Elec | Plan           | 7/8 Grade Elec | 7/8 Grade Elec | 7/8 Grade Elec |
| Instrumental           | Advisory  | 6/7 Grade Elec | 6/7 Grade Elec | Plan           | 7/8 Grade Elec | 7/8 Grade Elec | 7/8 Grade Elec | 7/8 Grade Elec | plc            |



# PUEBLO CITY SCHOOLS RONCALLI MIDDLE SCHOOL

## 2013 – 2014 INSTRUCTIONAL CALENDAR

| August 2013  | September 2013   | October 2013  | November 2013   |
|--|--|---|---|
| S M T W T F S<br>1 2 3<br>4 5 6 7 8 9 10<br>11 12 13 14 15 16 17<br>18 19 20 21 22 23 24<br>25 26 27 28 29 30 31 | S M T W T F S<br>1 2 3 4 5 6 7<br>8 9 10 11 12 13 14<br>15 16 17 18 19 20 21<br>22 23 24 25 26 27 28<br>29 30    | S M T W T F S<br>1 2 3 4 5<br>6 7 8 9 10 11 12<br>13 14 15 16 17 18* 19<br>20 21 22 23 24 25 26<br>27 28 29 30 31 | S M T W T F S<br>1 2<br>3 4 5 6 7 8 9<br>10 11 12 13 14 15 16<br>17 18 19 20 21 22 23<br>24 25 26 27 28 29 30     |
| December 2013  | January 2014   | February 2014   | March 2014  |
| S M T W T F S<br>1 2 3 4 5 6 7<br>8 9 10 11 12 13 14<br>15 16 17 18 19 20 21<br>22 23 24 25 26 27 28<br>29 30 31 | S M T W T F S<br>1 2 3 4<br>5 6 7 8 9 10 11<br>12 13 14 15 16 17 18<br>19 20 21 22 23 24 25<br>26 27 28 29 30 31 | S M T W T F S<br>1<br>2 3 4 5 6 7 8<br>9 10 11 12 13 14 15<br>16 17 18 19 20 21 22<br>23 24 25 26 27 28           | S M T W T F S<br>1<br>2 3 4 5 6 7 8<br>9 10 11 12 13 14 15<br>16 17 18 19 20 21* 22<br>23 24 25 26 27 28 29<br>30 |
| April 2014   | May 2014   | June 2014   | July 2014   |
| S M T W T F S<br>1 2 3 4 5<br>6 7 8 9 10 11 12<br>13 14 15 16 17 18 19<br>20 21 22 23 24 25 26<br>27 28 29 30    | S M T W T F S<br>1 2 3<br>4 5 6 7 8 9 10<br>11 12 13 14 15 16 17<br>18 19 20 21 22 23 24<br>25 26 27 28 29 30 31 | S M T W T F S<br>1 2 3 4 5 6 7<br>8 9 10 11 12 13 14<br>15 16 17 18 19 20 21<br>22 23 24 25 26 27 28<br>29 30     | S M T W T F S<br>1 2 3 4 5<br>6 7 8 9 10 11 12<br>13 14 15 16 17 18 19<br>20 21 22 23 24 25 26<br>27 28 29 30 31  |

### IMPORTANT DATES TO REMEMBER

Teachers Begin.....August 5  
STEM/Innovation Days.....August 5, 6, 7, 8, 9, 12;  
November 1; January 6; April 1  
Professional Development Day (full day).....August 13  
Students Begin.....August 15  
Teacher Work Days (full day).....August 14; October 21;  
January 16; March 31; June 6  
Labor Day.....September 2  
Thanksgiving.....November 25, 26, 27, 28, 29  
Winter Vacation.....December 23, 24, 25, 26, 27; 30, 31;  
January 1, 2, 3  
Holiday.....January 20; February 17  
Spring Vacation.....March 24, 25, 26, 27, 28  
Holiday.....April 21  
Memorial Day.....May 26

### SEMESTER & NINE WEEKS

1st Semester Begins.....August 19  
1st Grade Period Ends.....October 18  
2nd Grade Period/1st Semester Ends.....January 15  
2nd Semester Begins.....January 20  
3rd Grade Period Ends.....March 21  
4th Grade Period/2nd Semester Ends.....June 5

### KEY

- All Students Begin and End
- ★ Teachers Begin./ End
- == Transition Days – Contact school for schedule details
- Holiday
- \* Grade Period End
- ⌋ Semester Ends
- Innovation Days (full day) – Students Excused
- ▲ Professional Development Day
- Teacher Work Day (full day) – Students Excused
- Student Led Parent/Teacher Conferences

### PUPIL CONTACT DAYS

|                  |                      |
|------------------|----------------------|
| August.....12    | February.....19      |
| September.....20 | March.....15         |
| October.....22   | April.....20         |
| November.....15  | May.....21           |
| December.....15  | June.....4           |
| January.....17   | July.....0           |
|                  | <b>Total.....180</b> |

### DAYS PER SEMESTER

|                         |                         |
|-------------------------|-------------------------|
| 1st Grade Period.....46 | 3rd Grade Period.....43 |
| 2nd Grade Period.....46 | 4th Grade Period.....45 |
| 1st Semester.....92     | 2nd Semester.....88     |
|                         | <b>Total.....180</b>    |



### MISSION STATEMENT

#### Pueblo City Schools – World-Class

Our mission in Pueblo City Schools – a unique educational community strengthened by its diversity, culture and traditions – is to guarantee a “world-class education that prepares graduates to succeed in a global society”. This will be accomplished in a safe, secure environment through innovative state-of-the-art technologies, superior curricula, and highly-skilled educators driven by active partnerships with students, families and communities.

Pueblo City Schools does not discriminate on the basis of disability, race, color, religion, sex, national origin, or age in access to, employment in, or in the provision of any of Pueblo City Schools' programs, benefits, or activities. Inquiries regarding Pueblo City Schools' compliance with Title IX, Section 504, Title VI, Title VII, Americans with Disabilities Act – 1990, and Affirmative Action may be referred to the Equal Employment Opportunity/Affirmative Action Compliance Officer for Pueblo City Schools, 315 West 11th St., Pueblo, CO (719-549-7162).

Si hay preguntas sobre esta información por favor de llamarla escuela de su niños.

APPROVED BY THE BOARD OF EDUCATION \_\_\_\_\_

**ATTACHMENT 11. RECRUITMENT AND PROGRAM BROCHURES**

## Pueblo City Schools

Pueblo City Schools primarily serves the youth within the city of Pueblo. There are approximately 17,500 students served by 34 schools: 19 elementary schools, 5 middle schools, 4 high schools, 3 magnet schools and 3 charter schools. The profile of the student body reflects 72% minority students and 67% of the students qualifying for free and reduced lunch programs. We are teachers, support personnel, administrators, school board members, parents and community members dedicated to improving student education.

The district's overall goal is to guarantee a world-class education that prepares graduates to succeed in a global society. In 2007 the district, in collaboration with over 300 diverse volunteers from throughout the community, created a District Strategic Plan. The District Strategic Plan identifies six specific goals, supported by strategies and action steps that will not only improve achievement, but will ensure students are equipped with the knowledge and skills necessary to compete in a global society. The Strategic Plan can be found at: [www.pueblocitieschools.us](http://www.pueblocitieschools.us)

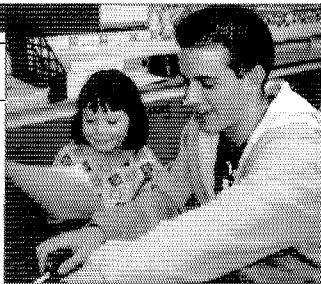
Pueblo City Schools has a nationally recognized Advanced Placement (AP) curriculum for students and an intensive professional development system for teachers in the AP sequence. The district is also currently exploring the creation of innovative 'theme' middle schools where students can choose from schools focused on the following choices:

STEM, Pre-AP, Visual and Performing Arts, and Career Pathways. The district offers students a seamless K-12 International Baccalaureate (IB) curriculum.



### Colorado Legacy Foundation program

Pueblo City Schools has been selected to participate in a new Colorado Legacy Foundation program that will implement a proven model for dramatically increasing student success in Advanced Placement (AP) courses in math, science and English/language arts. The new initiative known as Colorado Legacy Schools, is the result of the state's partnership with the National Math and Science Initiative and the Advanced Placement Training and Incentive Program. The initiative aims to significantly increase the number and diversity of students enrolling in and passing math, science, and English AP exams. The goal is to prepare more students for careers in science, technology, engineering, and mathematics (also known as STEM). The program trains and coaches AP and Pre-AP teachers, provides resources and support for AP students, broadens enrollment opportunities, extends learning time, and provides incentives.



[www.pueblocitieschools.us](http://www.pueblocitieschools.us)

315 W. 11th Street | Pueblo, CO 81003

### Human Resources Office

719-549-7129 | Fax 719-549-7133

1-877-667-7131

### Application Process

Visit the Pueblo City Schools web site: [www.pueblocitieschools.us](http://www.pueblocitieschools.us)

Click on the 'Employment' link.

Click on 'Employment Opportunities' listed in the left column above the calendar



Promising a  
**Better  
Future  
for  
All Children**

Consider  
Pueblo City  
Schools as  
your choice  
for a world-  
class career  
opportunity!



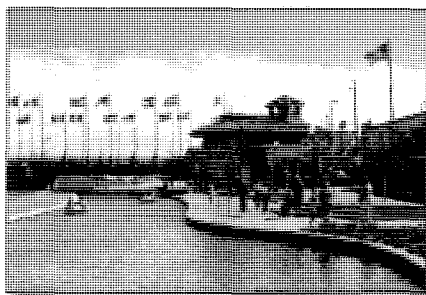
# Pueblo, Colorado

Pueblo is an international, multicultural community with a rich and diverse heritage. People originally came to Pueblo seeking work and opportunities for a better way of life. The steel mills, smelters, railroads and farms provided good jobs.

Located at the confluence of the Arkansas River and Fountain Creek, Pueblo has been an important crossroads for transportation and trading for more than 150 years. Although it was the railroads and the coal and steel industries that acted as magnets for Pueblo's early residents, the city has undergone a gradual transformation from manufacturing to a services-oriented economy.

Pueblo offers an attractive lifestyle to its residents with its low cost of living, excellent environmental quality and outstanding educational facilities. The community hosts an extensive system of parks and beautiful mountain scenery. Lake Pueblo, located five miles west of the city, provides excellent boating, camping, fishing, and other water sports. The Sangre de Cristo Arts Center, numerous museums and the Pueblo Symphony offer many enriching opportunities for those who enjoy the arts.

Located in the southern part of the beautiful state of Colorado, Pueblo sits along the Front Range in what is now considered the state's major growth corridor. The city lies 110 miles south of Denver and



Historic Arkansas Riverwalk of Pueblo (HARP)

35 miles south of Colorado Springs. The air is so clean that residents can usually see purple mountains which are only a short 35-minute drive to the north, south and west of the city. Several major ski resorts can be reached within one to three hours of Pueblo.

Pueblo has a very mild climate with moderate temperatures throughout its four seasons. Temperatures in January range

from an average low of 14.2° to an average high of 45.3° and an average low of 61.2° to an average high of 93° in July. Pueblo receives an annual average of 33 inches of snowfall; however, due to the moder-

## Attractions

### PUEBLO:

#### El Pueblo History Museum

301 N. Union Ave., Pueblo, CO 81003 | (719) 583-0453

#### Lake Pueblo State Park | (800) 678-CAMP

#### Historic Arkansas Riverwalk of Pueblo (HARP)

(719) 595-0242

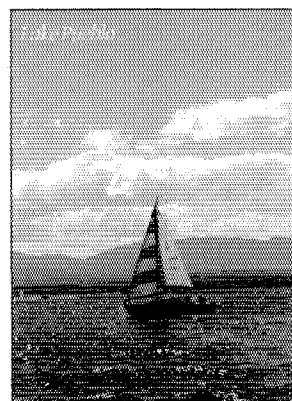
#### Pueblo Symphony

301 N. Main St.  
Pueblo, CO 81003  
(719) 545-7967

#### Pueblo Zoo

3455 Nuckolls Ave.  
Pueblo, CO 81005  
(719) 561-9664

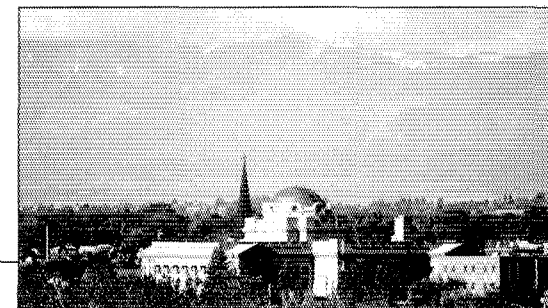
#### Union Avenue Historic District



ate temperatures the snow does not stay on the ground for long. Pueblo experiences about 300 days of sunshine each year.



Pueblo Whitewater Park



Pueblo County Courthouse - Downtown Pueblo

#### Pueblo Weisbrod Aircraft Museum

31001 Magnuson Ave. Pueblo, CO 81001 | (719) 948-9219

#### Rosemount Museum

419 W. 14th St. Pueblo, CO 81003 | (719) 545-5290

#### Sangre de Cristo Arts and Conference Center and Buell Childrens' Museum

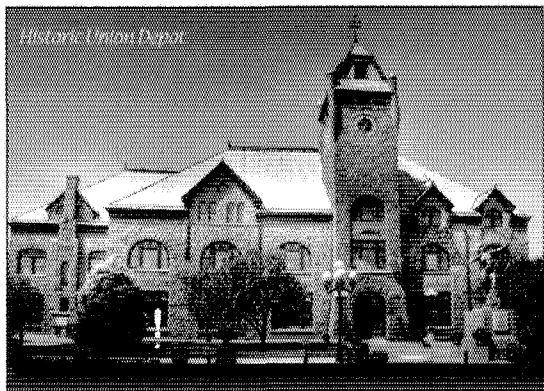
210 N. Sanfa Fe Ave. Pueblo, CO 81003  
(719) 295-7200

## SURROUNDING AREA:

#### Garden of the Gods - Colorado Springs

#### Pikes Peak - Colorado Springs

#### Royal Gorge - Canon City



**Elevation:** 4,662 feet

**Population:** 105,548

Greater Pueblo Chamber of Commerce

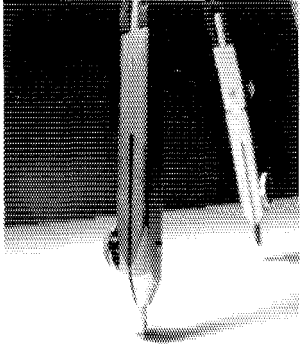
[www.pueblochamber.org](http://www.pueblochamber.org)

Latino Chamber of Commerce

[www.pueblolatinochamber.com](http://www.pueblolatinochamber.com)

# Roncalli STEM Innovation Plan

## "A Journey to Excellence"



### Background for Action:

The Roncalli Innovation Plan focuses on Science, Technology, Engineering and Math (STEM). This proposal addresses the following:

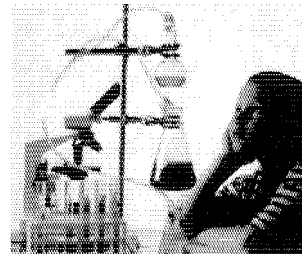
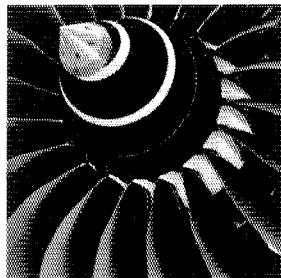
- Educate and prepare our students in the fields of Science, Technology, Engineering and Math to grow to be college and career ready after high school.
- Realign our teaching approaches to engage students at a more rigorous level through project based, problem solving and learner driven activities.
- Improve the achievement of Roncalli students in order for them to compete in a global society through a more realistic, focused, and meaningful approach that links disciplines.
- Prepare a STEM advanced workforce that can support our community's economic growth.

Our work will be guided by the following tenants:

- Increased student achievement requires our students to be engaged in "hands-on-minds-on work".
- Students and parents will select Roncalli based on a focus that prepares students to be successful in a rapidly changing world.
- Building partnerships will assist Roncalli in the most effective and efficient use of resources in increasing student achievement.
- Utilize lessons that prepares our students to be critical thinkers and problems solvers
- Develop community partnerships in creating real-world application to core content.

**Proposal:** The National Center for Educational Statistics found that students who reported a career interest in a science-related field in 8<sup>th</sup> grade were two to three times more likely to earn STEM degrees a decade later.<sup>i</sup> By establishing a STEM program at Roncalli we hope is to increase student achievement scores in math and science and encourage both male and female students to explore careers in math and science related fields.

Students are valued individuals who possess unique challenges and need to be engaged in the learning process with an emphasis on hands-on, project-based interdisciplinary learning activities, through a rigorous and relevant academic curriculum



## Proposed STEM Program Innovations:

- Implement Project Lead the Way and a focus on Science, Technology, Engineering and Math pathways.
- Engage students success through project-based learning and STEM, preparing students with 21<sup>st</sup> century skills and knowledge.
- Extend student learning and teacher professional development schedules.
- Create a systemic approach to intervention and prevention using diagnostic assessments, progress monitoring, and matching student needs with research-based instructional strategies and programs.
- Implement structured advisory classes to focus on student academic and social emotional needs while developing long-term relationships that support safe caring and respectful learning communities for children and adults.
- Provide professional development for staff on differentiated instruction and First Best Classroom Instruction to ensure all student learning is aligned with Colorado Content Standards, student goals, and responds to student needs.
- Align grading practices to standards and best practices to ensure grades are aligned with the performance on CSAP/TCAP. Begin the planning process 2013-2014 and continue until the process is in place.

| Rationale for the Implementation of STEM  |   |
|---|---|
| Identified Need   | STEM Attributes   |
| Student preparation for Careers in STEM Field   | Offer innovative programs that are aligned with the Common Core Standards related to science, technology, engineering, and math utilized as instructional tools.                    |
| Increase academic rigor   | Provide a structure for shared teacher responsibility and accountability for student learning across content areas/disciplines.   |
| Connect student learning to real world experiences  | Coursework allows students to demonstrate their understanding of these disciplines in an environment that models real world contexts for learning and work.                         |
| Promote partnerships between the school, home and community.  | Identify, secure, and collaborate with key partners to support the STEM Focus<br>Develop a process for community engagement to provide ongoing opportunities for input and support. |
| Provide a quality learning experience that prepares students to be productive and contributing members of the community | Coursework requires students to demonstrate their understanding of science, technology, engineering, and math in ways that model real world contexts for learning and work.         |

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<sup>i</sup> Chen, X. and Weko, T. (2009, July). Students Who Study Science, Technology, Engineering, and Mathematics (STEM) in Postsecondary Education. National Center for Education Statistics. U.S. Department of Education. NCES 2009-161

## **ATTACHMENT 12. BUDGET**

3/19/2013 - FINAL

| Innovation Schools Budget<br>2013-14 thru 2017-18  |  | Current Year<br>Expenditures | Funding Source | Program/ Purchased<br>Svcs - gen fund | Program/ Purchased<br>Svcs - grant fund | Recurring or<br>One-Time | Materials    | Recurring<br>or One-<br>Time | Salary + Benefits<br>(18% + health if FTE)<br>Gen Fund | Salary + Benefits<br>(18% + health if FTE)<br>Grant Funded | Recurring or<br>One-Time     | Total         |
|--|--|------------------------------|----------------|---------------------------------------|---|--------------------------|--------------|------------------------------|--|--|------------------------------|---------------|
| <b>RoncalliMS</b>  |  | <b>2012-13</b>               |                | <b>Roncalli 2013-2014</b>             |   |                          |              |                              |  |  |                              |               |
| <b>Supplies/Materials/Programs</b>   |  |                              |                |                                       |   |                          |              |                              |  |  |                              | \$ -          |
| External evaluator   |  |                              |                | \$ 10,000.00                          |   | R                        |              |                              |  |  |                              | \$ 10,000.00  |
| Recruitment Costs-Year 13-14 only  |  |                              |                | \$ 12,500.00                          |   | one X                    |              |                              |  |  |                              | \$ 12,500.00  |
| Teach for America (\$2500 p. tchr x 5)-Title II-Starting in<br>year 2014-15, Recurring   |  |                              |                |                                       |   | Title II-R               |              |                              |  |  |                              | \$ -          |
| STEM -- Project Lead the Way (PLTW) Foundation - Title II<br>(PD \$14,000 x 9) (Consumables \$425 x8)  |  |                              |                |                                       | \$ 126,000.00                           | one X - Title<br>II      | \$ 3,400.00  | R                            |  |  |                              | \$ 129,400.00 |
| Project Based Learning (PBL)-- (\$500 x training # teachers)<br>Title II   |  |                              |                |                                       | \$ 6,000.00                             | one X - Title<br>II      |              |                              |  |  |                              | \$ 6,000.00   |
| EDUSS (Intervention) Software Licenses (300 students)  |  |                              |                | \$ 6,300.00                           |   | P                        |              |                              |  |  |                              | \$ 6,300.00   |
| Advisory Curriculum  |  |                              |                |                                       |   |                          | \$ 4,100.00  | one X                        |  |  |                              | \$ 4,100.00   |
| Advisory Printing  |  |                              |                |                                       |   |                          | \$ 5,000.00  | R                            |  |  |                              | \$ 5,000.00   |
| Capturing Kids Hearts (Campus by Design) Training Title II<br>it... one time year 1 for all staff, however, will need<br>training for new staff the following years. |  |                              |                |                                       | \$ 46,000.00                            | one X - Title<br>II      |              |                              |  |  |                              | \$ 46,000.00  |
| <b>Additional Staffing Needs</b>   |  |                              |                |                                       |   |                          |              |                              |  |  |                              | \$ -          |
| Extended Day/Extended Year (see detail below) Costs are<br>split between gen funded and Title I funded staff   |  |                              |                |                                       |   |                          |              |                              | \$ 201,024.59  | \$ 32,163.93   | R                            | \$ 233,188.52 |
| Additional Prof Development Days split between general<br>fund and Title I site allocation   |  |                              |                |                                       |   |                          |              |                              | \$ 23,232.00   | \$ 3,717.12  | R                            | \$ 26,949.12  |
| Teacher Ex Duty Pay (\$17 50 p. hour + benefits) to attend<br>PBL Training x 12 teachers. Title II   |  |                              |                |                                       |   |                          |              |                              |  | \$ 13,216.00   | Title II-R                   | \$ 13,216.00  |
| Teacher Ex Duty Pay (\$17 50 p. hour + benefits) to attend<br>STEM Integration Training x 8 teachers + 1 Coach. Title II   |  |                              |                |                                       |   |                          |              |                              |  | \$ 12,390.00   | Title II-R                   | \$ 12,390.00  |
| Sign-on Stay on Bonus (44.5 teachers, \$650 + benefits) -<br>Title II  |  |                              |                |                                       |   |                          |              |                              |  | \$ 33,364.50   | Title II-R                   | \$ 33,364.50  |
| Pay for Performance- Title II  |  |                              |                |                                       |   |                          |              |                              |  |  | Title II-R                   | \$ -          |
| Additional FTE- Data Analyst-Title I site allocation. Starting 2014-15   |  |                              |                |                                       |   |                          |              |                              |  |  | Title I site<br>allocation-R | \$ -          |
| 1.0 Additional FTE- Tech Teacher   |  |                              |                |                                       |   |                          |              |                              | \$ 60,000.00   |  | R                            | \$ 60,000.00  |
| 1.0 Additional FTE-PBL Coordinator   |  |                              |                |                                       |   |                          |              |                              | \$ 60,000.00   |  | R                            | \$ 60,000.00  |
| 1.0 Additional FTE - Instructional Coach   |  |                              |                |                                       |   |                          |              |                              | \$ 60,000.00   |  | R                            | \$ 60,000.00  |
| 1.0 Additional FTE - Instructional Coach   |  |                              |                |                                       |   |                          |              |                              | \$ 60,000.00   |  | R                            | \$ 60,000.00  |
| 4.0 TOTAL ADDED FTE year 1   |  |                              |                |                                       |   |                          |              |                              |  |  |                              | \$ -          |
| <b>Total Roncalli MS</b>   |  |                              |                | \$ 28,800.00                          | \$ 178,000.00                           |                          | \$ 12,500.00 |                              | \$ 464,256.59  | \$ 94,851.55   |                              | \$ 778,408.14 |
|  |  |                              |                |                                       |   |                          |              |                              |  |  | proof                        | \$ 778,408.14 |
|  |  |                              |                |                                       |   |                          |              |                              |  |  | <b>Total Gen Fund</b>        | \$ 505,556.59 |
|  |  |                              |                |                                       |   |                          |              |                              |  |  | <b>Total Grant Funds</b>     | \$ 272,851.55 |
|  |  |                              |                |                                       |   |                          |              |                              |  |  | <b>Grand Total</b>           | \$ 778,408.14 |

| 3/19/2013 - FINAL  |  |                                       |   |              |  |  |
|--|--|---------------------------------------|---|--------------|--|--|
| Innovation Schools Budget<br>2013-14 thru 2017-18  |  | Program/ Purchased<br>Svcs - gen fund | Program/ Purchased<br>Svcs - grant fund | Materials    | Salary + Benefits<br>(18.9% + health if<br>FTE) Gen Fund | Salary + Benefits<br>(18.9% + health if<br>FTE) Grant Funded |
| Roncalli MS  |  | Roncalli 2014-2015                    |   |              |  |  |
| Supplies/Materials/Programs  |  |                                       |   |              |  | \$ -   |
| External evaluator   |  | \$ 10,000.00                          |   |              |  | \$ 10,000.00   |
| Recruitment Costs-Year 13-14 only  |  |                                       |   |              |  |  |
| Teach for America (\$2500 p. tchr x 5)-Title II-Starting in<br>year 2014-15. Recurring   |  |                                       | \$ 12,500.00                            |              |  | \$ 12,500.00   |
| STEM -- Project Lead the Way (PLTW) Foundation -- Title II<br>(PE \$14,000 x 9) (Consumables \$425 x8)   |  |                                       | \$ 14,550.00                            | \$ 27,100.00 |  | \$ 41,650.00   |
| Project Based Learning (PBL)-- (\$500 x training # teachers)<br>Title II   |  |                                       | \$ 2,000.00                             |              |  | \$ 2,000.00  |
| EDUSS (Intervention) Software Licenses (300 students)  |  | \$ 6,300.00                           |   |              |  | \$ 6,300.00  |
| Advisory Curriculum  |  |                                       |   |              |  | \$ -   |
| Advisory Printing  |  |                                       |   | \$ 5,000.00  |  | \$ 5,000.00  |
| Capturing Kids Hearts (Campus by Design) Training Title II<br>It...one time year 1 for all staff, however, will need<br>training for next staff the following years. |  |                                       | \$ 8,000.00                             |              |  | \$ 8,000.00  |
| Additional Staffing Needs  |  |                                       |   |              |  | \$ -   |
| Extended Day/Extended Year (see detail below) Costs are<br>split between gen funded and Title I funded staff   |  |                                       |   |              | \$ 206,647.00  | \$ 38,574.11   |
| Additional Prof Development Days split between general<br>fund and Title I site allocation   |  |                                       |   |              | \$ 23,409.00   | \$ 4,369.68  |
| Teacher Ex Duty Pay (\$17.50 p. hour+ benefits) to attend<br>PBL Training x 12 teachers. Title II  |  |                                       |   |              |  | \$ 13,316.80   |
| Teacher Ex Duty Pay (\$17.50 p. hour + benefits) to attend<br>STEM Integration Training x 8 teachers + 1 Coach. Title II   |  |                                       |   |              |  | \$ 12,484.50   |
| Sign on Stay on Bonus (44.5 teachers, \$650 + benefits) -<br>Title II  |  |                                       |   |              |  | \$ 34,391.83   |
| Pay for Performance- Title II  |  |                                       |   |              |  | \$ 51,721.50   |
| Additional FTE- Data Analyst-Title I site allocation. Starting   |  |                                       |   |              |  | \$ 61,678.13   |
| 1.0 Additional FTE- Tech Teacher   |  |                                       |   |              | \$ 61,678.13   | \$ 61,678.13   |
| 1.0 Additional FTE-PBL Coordinator   |  |                                       |   |              | \$ 61,678.13   | \$ 61,678.13   |
| 1.0 Additional FTE- Instructional Coach  |  |                                       |   |              | \$ 61,678.13   | \$ 61,678.13   |
| 1.0 Additional FTE- Instructional Coach  |  |                                       |   |              | \$ 61,678.13   | \$ 61,678.13   |
| 4.0 TOTAL ADDED FTE year 1   |  |                                       |   |              |  | \$ -   |
| Total Roncalli MS  |  | \$ 16,300.00                          | \$ 37,050.00                            | \$ 32,100.00 | \$ 476,768.50  | \$ 216,536.54  |
|  |  |                                       |   |              |  | \$ 778,755.03  |
|  |  |                                       |   |              |  | \$ 778,755.03  |
|  |  |                                       |   |              |  | \$ 525,168.50  |
|  |  |                                       |   |              |  | \$ 253,586.54  |
|  |  |                                       |   |              |  | \$ 778,755.03  |

3/19/2013 - FINAL

**Innovation Schools Budget  
2013-14 thru 2017-18**

|   | Program/<br>Purchased Svcs -<br>gen fund | Program/<br>Purchased Svcs -<br>grantfund | Materials           | Salary + Benefits<br>(19.8% + health if FTE)<br>Gen fund | Salary + Benefits<br>(19.8% + health if<br>FTE) Grant Funded | Total                |
|---|--|---|---------------------|--|--|----------------------|
| <b>Roncalli MS</b>  |  |   |                     |  |  |                      |
| <b>Roncalli 2015-2016</b>   |  |   |                     |  |  |                      |
| <b>Supplies/Materials/Programs</b>  |  |   |                     |  |  | \$ -                 |
| External evaluator  | \$ 10,000.00                             |   |                     |  |  | \$ 10,000.00         |
| Recruitment Costs-Year 13-14 only   |  |   |                     |  |  |                      |
| Teach for America (\$2500 p. tchr x 5)-Title II-Starting in<br>year 2014-15, Recurring  |  | \$ 12,500.00                              |                     |  |  | \$ 12,500.00         |
| STEM -- Project Lead the Way (PLTW) Foundation-- Title II<br>(PD \$14,000 x 9) (Consumables \$425 x 8)  |  | \$ 950.00                                 | \$ 17,100.00        |  |  | \$ 18,050.00         |
| Project Based Learning (PBL)-- (\$500/x training # teachers)<br>Title II  |  | \$ 2,000.00                               |                     |  |  | \$ 2,000.00          |
| EDUSS (Intervention) Software Licenses (300 students)   | \$ 6,300.00                              |   |                     |  |  | \$ 6,300.00          |
| Advisory Curriculum   |  |   |                     |  |  | \$ -                 |
| Advisory Printing   |  |   | \$ 5,000.00         |  |  | \$ 5,000.00          |
| Capturing Kids Hearts (Campus by Design) Training Title<br>II... one time year 1 for all staff, however, will need<br>training for new staff the following years. |  | \$ 8,000.00                               |                     |  |  | \$ 8,000.00          |
| <b>Additional Staffing Needs</b>  |  |   |                     |  |  | \$ -                 |
| Extended Day/Extended Year (see detail below) Costs are<br>split between gen funded and Title I funded staff  |  |   |                     | \$ 207,659.97  | \$ 38,763.19   | \$ 246,423.17        |
| Additional Prof Development Days split between general<br>fund and Title I site allocation  |  |   |                     | \$ 23,586.00   | \$ 4,402.72  | \$ 27,988.72         |
| Teacher Ex Duty Pay (\$17.50 p. hour+ benefits) to attend<br>PBL Training x 12 teachers. Title II   |  |   |                     |  | \$ 13,417.60   | \$ 13,417.60         |
| Teacher Ex. Duty Pay (\$17.50 p. hour+ benefits) to attend<br>STEM Integration Training x 8 teachers + 1 Coach. Title II  |  |   |                     |  | \$ 12,579.00   | \$ 12,579.00         |
| Sign on Stay on Bonus (44.5 teachers, \$650 + benefits) -<br>Title II   |  |   |                     |  | \$ 34,652.15   | \$ 34,652.15         |
| Pay for Performance- Title II   |  |   |                     |  | \$ 53,311.00   | \$ 53,311.00         |
| Additional FTE- Data Analyst-Title I site allocation. Starting  |  |   |                     |  | \$ 61,980.47   | \$ 61,980.47         |
| 1.0 Additional FTE- Tech Teacher  |  |   |                     | \$ 61,980.47   |  | \$ 61,980.47         |
| 1.0 Additional FTE-PBL Coordinator  |  |   |                     | \$ 61,980.47   |  | \$ 61,980.47         |
| 1.0 Additional FTE - Instructional Coach  |  |   |                     | \$ 61,980.47   |  | \$ 61,980.47         |
| 1.0 Additional FTE - Instructional Coach  |  |   |                     | \$ 61,980.47   |  | \$ 61,980.47         |
| 4.0 TOTAL ADDED FTE year 1  |  |   |                     |  |  | \$ -                 |
|   |  |   |                     |  |  | \$ -                 |
| <b>Total Roncalli MS</b>  | <b>\$ 16,300.00</b>                      | <b>\$ 23,450.00</b>                       | <b>\$ 22,100.00</b> | <b>\$ 479,167.85</b>                                     | <b>\$ 219,106.13</b>   | <b>\$ 760,123.98</b> |
|   |  |   |                     |  | proof  | \$ 760,123.98        |
|   |  |   |                     |  | <b>Total Gen Fund</b>  | <b>\$ 517,567.85</b> |
|   |  |   |                     |  | <b>Total Grant Fund</b>                                      | <b>\$ 242,556.13</b> |
|   |  |   |                     |  | <b>Grand Total</b>   | <b>\$ 760,123.98</b> |

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**Innovation Schools Budget  
2013-14 thru 2017-18**

|  | Program/ Purchased<br>Svcs - gen fund | Program/ Purchased<br>Svcs - grant fund | Materials           | Salary+ Benefits<br>(20.7% + health if FTE)<br>Gen fund | Salary+ Benefits<br>(20.7% + health if<br>FTE) Grant Funded | Total                |
|--|---------------------------------------|---|---------------------|---|---|----------------------|
| <b>Roncalli MS</b>   |                                       |   |                     |   |   |                      |
| <b>Roncalli 2016-2017</b>  |                                       |   |                     |   |   |                      |
| <b>Supplies/Materials/Programs</b>   |                                       |   |                     |   |   | \$ -                 |
| External evaluator   | \$ 10,000.00                          |   |                     |   |   | \$ 10,000.00         |
| Recruitment Costs-Year 13-14 only  |                                       |   |                     |   |   |                      |
| Teach for America (\$2500 p tchr x 5)-Title II-Starting in<br>year 2014-15. Recurring  |                                       | \$ 12,500.00                            |                     |   |   | \$ 12,500.00         |
| STEM-- Project Lead the Way (PLTW) Foundation-- Title II<br>(PI) (\$14,000 x 9) (Consumables \$425 x 8)  |                                       | ?????                                   | \$ 17,100.00        |   |   | \$ 17,100.00         |
| Project Based Learning (PBL)-- (\$500 x training # teachers)-<br>Title II  |                                       | \$ 2,000.00                             |                     |   |   | \$ 2,000.00          |
| EDUSS (intervention) Software Licenses (300 students)  | \$ 6,300.00                           |   |                     |   |   | \$ 6,300.00          |
| Advisory Curriculum  |                                       |   |                     |   |   | \$ -                 |
| Advisory Printing  |                                       |   | \$ 5,000.00         |   |   | \$ 5,000.00          |
| Capturing Kids Hearts (Campus by Design) Training Title<br>II... one time year 1 for all staff, however, will need<br>training for new staff the following years |                                       | \$ 8,000.00                             |                     |   |   | \$ 8,000.00          |
| <b>Additional Staffing Needs</b>   |                                       |   |                     |   |   | \$ -                 |
| Extended Day/Extended Year (see detail below) Costs are<br>split between gen funded and Title I funded staff   |                                       |   |                     | \$ 208,166.46   | \$ 38,857.74  | \$ 247,024.20        |
| Additional Prof Development Days split between general<br>fund and Title I site allocation   |                                       |   |                     | \$ 23,763.00  | \$ 4,435.76   | \$ 28,198.76         |
| Teacher Ex Duty Pay (\$17.50 p. hour)+ benefits) to attend<br>PBL Training x 12 teachers. Title II   |                                       |   |                     |   | \$ 13,518.40  | \$ 13,518.40         |
| Teacher Ex Duty Pay (\$17.50 p. hour + benefits) to attend<br>STEM Integration Training(x 8 teachers)+ 1 Coach. Title II   |                                       |   |                     |   | \$ 12,673.50  | \$ 12,673.50         |
| Sign on Stay on Bonus (44.5 teachrs, \$650 + benefits) -<br>Title II   |                                       |   |                     |   | \$ 34,912.48  | \$ 34,912.48         |
| Pay for Performance- Title II  |                                       |   |                     |   | \$ 46,318.63  | \$ 46,318.63         |
| Additional FTE- Data Analyst-Title I site allocation. Starting   |                                       |   |                     |   | \$ 62,131.64  | \$ 62,131.64         |
| 1.0 Additional FTE- Tech Teacher   |                                       |   |                     | \$ 62,131.64  |   | \$ 62,131.64         |
| 1.0 Additional FTE-PBL Coordinator   |                                       |   |                     | \$ 62,131.64  |   | \$ 62,131.64         |
| 1.0 Additional FTE - Instructional Coach   |                                       |   |                     | \$ 62,131.64  |   | \$ 62,131.64         |
| 1.0 Additional FTE - Instructional Coach   |                                       |   |                     | \$ 62,131.64  |   | \$ 62,131.64         |
| 4.0 TOTAL ADDED FTE year 1   |                                       |   |                     |   |   | \$ -                 |
|  |                                       |   |                     |   |   | \$ -                 |
| <b>Total Roncalli MS</b>   | <b>\$ 16,300.00</b>                   | <b>\$ 22,500.00</b>                     | <b>\$ 22,100.00</b> | <b>\$ 480,456.02</b>                                    | <b>\$ 212,848.14</b>  | <b>\$ 754,204.16</b> |
|  |                                       |   |                     |   | proof   | \$ 754,204.16        |
|  |                                       |   |                     |   | <b>Total Gen Fund</b>                                       | <b>\$ 518,856.02</b> |
|  |                                       |   |                     |   | <b>Total Grant Fund</b>                                     | <b>\$ 235,348.14</b> |
|  |                                       |   |                     |   | <b>Grand Total</b>  | <b>\$ 754,204.16</b> |

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**Innovation Schools Budget  
2013-14 thru 2017-18**

|  | Program/<br>Purchased Svcs -<br>gen fund | Program/<br>Purchased Svcs -<br>grant fund | Materials    | Salary + Benefits<br>(21.6% + health if<br>FTE) Gen fund | Salary + Benefits<br>(21.6% + health if FTE)<br>Grant Funded | Total         |
|--|--|--|--------------|--|--|---------------|
| <b>Roncalli MS</b>   |  |  |              |  |  |               |
| <b>Roncalli 2017-2018</b>  |  |  |              |  |  |               |
| <b>Supplies/Materials/Programs</b>   |  |  |              |  |  | \$ -          |
| External evaluator   | \$ 10,000.00                             |  |              |  |  | \$ 10,000.00  |
| Recruitment Costs-Year 13-14 only  |  |  |              |  |  |               |
| Teach for America (\$2500 p. tchr x 5)- Title II-Starting in<br>year 2014-15, Recurring  |  | \$ 12,500.00                               |              |  |  | \$ 12,500.00  |
| STEM -- Project Lead the Way (PLTW) Foundation-- Title II<br>(PD \$14,000 x 9) (Consumables \$428 x8)  |  | ?????                                      | \$ 17,100.00 |  |  | \$ 17,100.00  |
| Project Based Learning (PBL)-- (\$500 x training # teachers)<br>Title II   |  | \$ 2,000.00                                |              |  |  | \$ 2,000.00   |
| EDUSS (Intervention) Software Licenses (300 students)  | \$ 6,300.00                              |  |              |  |  | \$ 6,300.00   |
| Advisory Curriculum  |  |  |              |  |  | \$ -          |
| Advisory Printing  |  |  | \$ 5,000.00  |  |  | \$ 5,000.00   |
| Capturing Kids Hearts (Campus by Design) Training Title II<br>It... one time year 1 for all staff, however, will need<br>training for new staff the following year |  | \$ 8,000.00                                |              |  |  | \$ 8,000.00   |
| <b>Additional Staffing Needs</b>   |  |  |              |  |  | \$ -          |
| Extended Day/Extended Year (see detail below) Costs are<br>split between gen funded and Title I funded staff   |  |  |              | \$ 208,672.95  | \$ 38,952.28   | \$ 247,625.23 |
| Additional Prof Development Days split between general<br>fund and Title I site allocation   |  |  |              | \$ 23,940.00   | \$ 4,468.80  | \$ 28,408.80  |
| Teacher Ex Duty Pay (\$17.50 p. hour)+ benefits) to attend<br>PBL Training x 12 teachers. Title II   |  |  |              |  | \$ 13,619.20   | \$ 13,619.20  |
| Teacher Ex Duty Pay (\$17.50 p. hour)+ benefits) to attend<br>STEM Integration Training x 8 teachers+ 1 Coach. Title II  |  |  |              |  | \$ 12,768.00   | \$ 12,768.00  |
| Sign on Stay on Bonus (44.5 teachers, \$650 + benefits) -<br>Title II  |  |  |              |  | \$ 35,172.80   | \$ 35,172.80  |
| Pay for Performance- Title II  |  |  |              |  | \$ 46,363.63   | \$ 46,363.63  |
| Additional FTE- Data Analyst-Title I site allocation. Starting   |  |  |              |  | \$ 62,282.81   | \$ 62,282.81  |
| 1.0 Additional FTE- Tech Teacher   |  |  |              | \$ 62,282.81   |  | \$ 62,282.81  |
| 1.0 Additional FTE-PBL Coordinator   |  |  |              | \$ 62,282.81   |  | \$ 62,282.81  |
| 1.0 Additional FTE - Instructional Coach   |  |  |              | \$ 62,282.81   |  | \$ 62,282.81  |
| 1.0 Additional FTE - Instructional Coach   |  |  |              | \$ 62,282.81   |  | \$ 62,282.81  |
| 4.0 TOTAL ADDED FTE year 1   |  |  |              |  |  | \$ -          |
| <b>Total Roncalli MS</b>   | \$ 16,300.00                             | \$ 22,500.00                               | \$ 22,100.00 | \$ 481,744.20  | \$ 213,627.52  | \$ 756,271.72 |
|  |  |  |              |  | proof  | \$ 756,271.72 |
|  |  |  |              |  | <b>Total Gen Fund</b>  | \$ 520,144.20 |
|  |  |  |              |  | <b>Total Grant Fund</b>                                      | \$ 236,127.52 |
|  |  |  |              |  | <b>Grand Total</b>   | \$ 756,271.72 |

3/19/2013 - FINAL

**Innovation Schools Budget  
2013-14 thru 2017-18**

**Budget Assumptions and Questions**

Extra Duty pay for Prof Devel is paid at a rate of \$17.50 p. hour + benefits

**Extended Day and Extended Calendar Details**

**Roncalli MS**

**Student calendar:**

5 day week

Currently Student Calendar Days

Current Student Hours M-Th 8:30-3:45

Current Student Hours on Friday 8:30-2:10

**Proposed Student Calendar**

Proposed Student Calendar Days

M-F Students will attend school from 8:00 am - 3:49 pm (7 hours, 49 minutes daily, M-F, 30 minutes for lunch)

**Teacher calendar:**

Current

Teachers currently work 8:20-3:50 M-F (7.5 hours including lunch)

Proposed

Teacher work day is from 7:55 am - 3:54 pm (7 hours 59 minutes including lunch)

Increase teacher day 29 minutes

Increase teacher contract from 183 to 192 days, and add an additional 4 prof development days

**Old** 183 days x 7.5 hours p. day

**New** 192 days x 8 hours p. day =

Variance-- additional hours

Number of added 7.5 hour days by hours

Extended day, extended year average cost per teacher

Plus additional PD Days

flat

13-14 Cost

stipend cost

14-15 Cost

15-16 Cost

16-17 Cost

17-18 Cost

Average teacher pay + benefits yearly cost

Avg teacher pay + benefits hourly cost

Extended Day/Extended Year cost per teacher (avg)

Number of current gen fund teacher FTE

Plus added positions= total gen fund teachers

Yearly cost- gen fund

Number of current grant fund teacher FTE at Roncalli

Plus added positions= total grant funded teachers

Yearly cost- grant fund

Original Total # of teachers

New Total # of teachers

Variance total teachers

**TOTAL COST BOTH FUNDS**

\$ 32,825.00

\$ 42,873.00

\$ 52,922.00

\$ 128,620.00

1332.24

1372.5

1536.0

163.5

21.8

\$ 5,360.66

4

flat

\$ 60,000.00

\$ 43.72

\$ 5,360.66

33.5

37.5

\$ 201,024.59

\$ 185,319.54

6.0

6.0

\$ 32,163.93

\$ 29,902.41

39.5

43.5

4.0

\$ 233,188.52

\$ 215,221.95

\$ 245,221.10

\$ 246,423.17

\$ 247,024.20

\$ 247,625.23

3/19/2013 - FINAL

**Innovation Schools Budget  
2013-14 thru 2017-18**

**Roncalli Calendar and Day Continued**

Additional Professional Development Days for teaching staff

|  | Current Year<br>Expenditures | Funding Source | Program/ Purchased<br>Svcs - gen fund | Program/ Purchased<br>Svcs - grant fund | Recurring or<br>One-Time | Materials    | Recurring<br>or One-<br>Time | Salary + Benefits<br>(18% + health if FTE)<br>Gen Fund | Salary + Benefits<br>(18% + health if FTE)<br>Grant Funded | Recurring or<br>One-Time | Total |
|--|------------------------------|----------------|---------------------------------------|---|--------------------------|--------------|------------------------------|--|--|--------------------------|-------|
| Paid at \$17.50 per hour x 8 hours per day     | Days                         | Hours          | Hourly Pay Rate                       | Daily Cost                              |                          |              |                              |  |  |                          |       |
| Additional PD days                             | 4                            | 7.50           | \$ 17.50                              | \$ 131.25                               |                          |              |                              |  |  |                          |       |
| Salary Cost per teacher per day                | \$ 131.25                    |                | \$ 131.25                             |   |                          | \$ 131.25    |                              | \$ 131.25  | \$ 131.25  |                          |       |
| Plus Benefits Cost                             | \$ 23.63                     |                | \$ 24.81                              |   |                          | \$ 25.99     |                              | \$ 27.17   | \$ 28.35   |                          |       |
| Total Cost per teacher per day for Prof Devel  | \$ 154.88                    |                | \$ 156.06                             |   |                          | \$ 157.24    |                              | \$ 158.42  | \$ 159.60  |                          |       |
| Total PD Cost (2 days x Daily Cost p. teacher) | \$ 619.52                    |                | \$ 624.24                             |   |                          | \$ 628.96    |                              | \$ 633.68  | \$ 638.40  |                          |       |
| Total Gen Funded Teachers                      | 37.5                         |                | 37.5                                  |   |                          | 37.5         |                              | 37.5   | 37.5   |                          |       |
| Total Grant Funded Teachers                    | 6.0                          |                | 7.0                                   |   |                          | 7.0          |                              | 7.0  | 7.0  |                          |       |
| Total Teacher FTE                              | 43.5                         |                | 44.5                                  |   |                          | 44.5         |                              | 44.5   | 44.5   |                          |       |
|  | 13-14 Cost                   |                | 14-15 Cost                            |   |                          | 15-16 Cost   |                              | 16-17 Cost   | 17-18 Cost   |                          |       |
| Total PD cost-General Fund                     | \$ 23,232.00                 |                | \$ 23,409.00                          |   |                          | \$ 23,586.00 |                              | \$ 23,763.00   | \$ 23,940.00   |                          |       |
| Total PD Cost-Grant Fund                       | \$ 3,717.12                  |                | \$ 4,369.68                           |   |                          | \$ 4,402.72  |                              | \$ 4,435.76  | \$ 4,468.80  |                          |       |
| TOTAL COST for Prof Devel BOTH FUNDS           | \$ 26,949.12                 |                | \$ 27,778.68                          |   |                          | \$ 27,988.72 |                              | \$ 28,198.76   | \$ 28,408.80   |                          |       |

| 3/19/2013 - FINAL   |  |                              |                |   |   |                          |               |  |  |  |                          |
|---|--|------------------------------|----------------|---|---|--------------------------|---------------|--|--|--|--------------------------|
| Innovation Schools Budget<br>2013-14 thru 2017-18   |  | Current Year<br>Expenditures | Funding Source | Program/ Purchased<br>Svcs - gen fund             | Program/ Purchased<br>Svcs - grant fund | Recurring or<br>One-time | Materials     | Recurring<br>or One-<br>time               | Salary + Benefits<br>(18% + health if FTE)<br>Gen Fund | Salary + Benefits<br>(18% + health if FTE)<br>Grant Funded | Recurring or<br>One-Time |
| Additional Expenditures--All 3 buildings  |  |                              | 2012-13        | All Buildings 2013-2014                           |   |                          |               |  |  |  |                          |
| Additional Transportations Costs (3 runs) = \$21,000 year<br>13-14 per building additional (98%, 80%eq, 80%eq, 80%eq) |  |                              |                | \$ 63,000.00                                      |   |                          |               |  |  |  | \$ 63,000.00             |
| Bookkeeper/Accountant 1 FTE (starting in 2014-15)   |  |                              |                |   |   |                          |               |  | \$ 300,000.00  |  | \$ 300,000.00            |
| Priority Hiring Pool (5 FTE) Noncall MS   |  |                              |                |   |   |                          |               |  |  |  | \$ -                     |
| Total District-wide Expenditures  |  |                              |                | \$ 63,000.00                                      | \$ -                                    | \$ -                     | \$ -          | \$ -                                       | \$ 300,000.00  | \$ -   | \$ 363,000.00            |
|   |  |                              |                | Note: the transportation is \$21,000 per building |   |                          |               | Note: the Prior Hiring Pool is for Noncall |  |  |                          |
| GRAND TOTAL-All Locations GEN FUND  |  |                              |                | \$ 224,010.00                                     |   |                          | \$ 107,500.00 |  | \$ 2,162,632.85  |  | \$ 2,494,142.85          |
| GRAND TOTAL-All Locations GRANT FUND  |  | #REF!                        |                |   | \$ 191,900.00                           |                          |               |  | \$ 209,018.26  |  | \$ 400,918.26            |
| GRAND TOTAL-All Locations ALL FUNDS   |  | #REF!                        |                | \$ 224,010.00                                     | \$ 191,900.00                           |                          | \$ 107,500.00 |  | \$ 2,162,632.85  | \$ 209,018.26  | \$ 2,895,061.11          |
|   |  |                              |                |   |   |                          |               |  |  | proof  | \$ 2,895,061.11          |

3/19/2013 - FINAL

**Innovation Schools Budget  
2013-14 thru 2017-18**

**Additional Expenditures--All 3 buildings**

**All Buildings 2014-2015**

|   | Program/ Purchased<br>Svcs - gen fund | Program/ Purchased<br>Svcs- grant fund | Materials    | Salary + Benefits<br>(18.9% + health if<br>FTE) Genfund | Salary+ Benefits<br>(18.9% + health if<br>FTE) Grant Funded | Total           |
|---|---------------------------------------|--|--------------|---|---|-----------------|
| Additional Transportations Costs (3 runs) (= \$21,000 year<br>13-14 per building additional (Fris, Risley, Roncetti)) | \$ 64,575.00                          |  |              |   |   | \$ 64,575.00    |
| Bookkeeper/Accountant 1 FTE (starting in 2014-15)   |                                       |  |              | \$ 59,211.00  |   | \$ 59,211.00    |
| Priority Hiring Pool (5 FTE) Roncetti MS  |                                       |  |              | \$ 308,390.63   |   | \$ 308,390.63   |
|   |                                       |  |              |   |   | \$ -            |
| <b>Total District-wide Expenditures</b>   | \$ 64,575.00                          | \$ -                                   | \$ -         | \$ 367,601.63   | \$ -  | \$ 432,176.63   |
|   |                                       |  |              |   | proof   | \$ 2,887,933.53 |
| <b>GRAND TOTAL-All Locations GEN FUND</b>   | \$ 176,085.00                         |  | \$ 32,100.00 | \$ 2,679,748.53   |   | \$ 2,887,933.53 |
| <b>GRAND TOTAL-All Locations GRANT FUND</b>   |                                       | \$ 92,350.00                           |              |   | \$ 483,206.87   | \$ 575,556.87   |
| <b>GRAND TOTAL-All Locations ALL FUNDS</b>  | \$ 176,085.00                         | \$ 92,350.00                           | \$ 32,100.00 | \$ 2,679,748.53   | \$ 483,206.87   | \$ 3,463,490.40 |
|   |                                       |  |              |   | proof   | \$ 3,463,490.40 |

|  |   |   |                     |  |   |                        |
|--|---|---|---------------------|--|---|------------------------|
| <b>3/19/2013 - FINAL</b>   |   |   |                     |  |   |                        |
| <b>Innovation Schools Budget<br/>2013-14 thru 2017-18</b>  | <b>Program/<br/>Purchased Svcs -<br/>gen fund</b> | <b>Program/<br/>Purchased Svcs -<br/>grant fund</b> | <b>Materials</b>    | <b>Salary + Benefits<br/>(19.8% + health if FTE)<br/>GenFund</b> | <b>Salary + Benefits<br/>(19.8% + health if<br/>FTE) Grant Funded</b> | <b>Total</b>           |
| <b>Additional Expenditures--All 3 buildings</b>  | <b>All Buildings 2015-2016</b>                    |   |                     |  |   |                        |
| Additional Transportation Costs (3 runs) = \$21,000 year<br>13-14 per building additional (Pitts, Nisley, Norwalk) | \$ 66,189.38                                      |   |                     | \$ 59,211.00   |   | \$ 66,189.38           |
| Bookkeeper/Accountant 1 FTE (starting in 2014-15)  |   |   |                     | \$ 309,902.34  |   | \$ 309,902.34          |
| Priority Hiring Pool (5 FTE) Norwalk MS  |   |   |                     |  |   | \$ -                   |
| <b>Total District-wide Expenditures</b>  | <b>\$ 66,189.38</b>                               | <b>\$ -</b>   | <b>\$ -</b>         | <b>\$ 369,113.34</b>   | <b>\$ -</b>   | <b>\$ 435,302.72</b>   |
|  |   |   |                     |  | proof   | \$ 2,891,739.66        |
| <b>GRAND TOTAL-All Locations GEN FUND</b>  | <b>\$ 177,699.38</b>                              |   | <b>\$ 22,100.00</b> | <b>\$ 2,691,940.29</b>   |   | <b>\$ 2,891,739.66</b> |
| <b>GRAND TOTAL-All Locations GRANT FUND</b>  |   | <b>\$ 78,750.00</b>                                 |                     |  | <b>\$ 487,545.75</b>  | <b>\$ 566,295.75</b>   |
| <b>GRAND TOTAL-All Locations ALL FUNDS</b>   | <b>\$ 177,699.38</b>                              | <b>\$ 78,750.00</b>                                 | <b>\$ 22,100.00</b> | <b>\$ 2,691,940.29</b>   | <b>\$ 487,545.75</b>  | <b>\$ 3,458,035.41</b> |
|  |   |   |                     |  | proof   | \$ 3,458,035.41        |

| 3/19/2013 - FINAL  |                                      |  |              |   |   |                 |
|--|--------------------------------------|--|--------------|---|---|-----------------|
| Innovation Schools Budget<br>2013-14 thru 2017-18  |                                      |  |              |   |   |                 |
|  | Program/ Purchased<br>Svcs- gen fund | Program/ Purchased<br>Svcs- grant fund | Materials    | Salary + Benefits<br>(20.7%+ health if FTE)<br>Gen fund | Salary + Benefits<br>(20.7%+ health if<br>FTE) Grant Funded | Total           |
| Additional Expenditures--All 3 buildings   |                                      |  |              |   |   |                 |
| All Buildings 2016-2017  |                                      |  |              |   |   |                 |
| Additional Transportations Costs (3 runs) = \$21,000 year<br>13-14 per building additional (PATES, Riskey, Rencalli) | \$ 67,844.11                         |  |              |   |   | \$ 67,844.11    |
| Bookkeeper/Accountant 1 FTE (starting in 2014-15)  |                                      |  |              | \$ 59,670.00  |   | \$ 59,670.00    |
| Priority Hiring Pool (5 FTE) Rencalli MS   |                                      |  |              | \$ 310,658.20   |   | \$ 310,658.20   |
|  |                                      |  |              |   |   | \$ -            |
| Total District-wide Expenditures   | \$ 67,844.11                         | \$ -                                   | \$ -         | \$ 370,328.20   | \$ -  | \$ 438,172.31   |
|  |                                      |  |              |   | proof   | \$ 2,902,353.94 |
| GRAND TOTAL-All Locations GEN FUND   | \$ 179,354.11                        |  | \$ 22,100.00 | \$ 2,700,899.83   |   | \$ 2,902,353.94 |
| GRAND TOTAL-All Locations GRANT FUND   |                                      | \$ 77,800.00                           |              |   | \$ 465,785.68   | \$ 543,585.68   |
| GRAND TOTAL-All Locations ALL FUNDS  | \$ 179,354.11                        | \$ 77,800.00                           | \$ 22,100.00 | \$ 2,700,899.83   | \$ 465,785.68   | \$ 3,445,939.62 |
|  |                                      |  |              |   | proof   | \$ 3,445,939.62 |

| 3/19/2013 - FINAL  |   |   |              |   |   |                 |
|--|---|---|--------------|---|---|-----------------|
| Innovation Schools Budget<br>2013-14 thru 2017-18  | Program/<br>Purchased Svcs-<br>gen fund | Program/<br>Purchased Svcs-<br>grant fund | Materials    | Salary+ Benefits<br>(21.6% + health if<br>FTE) Gen fund | Salary+ Benefits<br>(21.6% + health if FTE)<br>Grant Funded | Total           |
| <b>Additional Expenditures--All 3 buildings</b>  | <b>Roncalli 2017-2018</b>               |   |              |   |   |                 |
| Additional Transportations Costs (3 runs) = \$21,000 year<br>13-14 per building additional (Pitts, Risley, Roncalli) | \$ 69,540.21                            |   |              |   | \$  | 69,540.21       |
| Bookkeeper/Accountant 1 FTE (starting in 2014-15)  |   |   |              | \$ 59,670.00  | \$  | 59,670.00       |
| Priority Hiring Pool (5 FTE) Roncalli MS   |   |   |              | \$ 311,414.06   | \$  | 311,414.06      |
|  |   |   |              |   | \$  | -               |
| Total District-wide Expenditures   | \$ 69,540.21                            | \$ -                                      | \$ -         | \$ 371,084.06   | \$ -  | \$ 440,624.27   |
|  |   |   |              |   | proof   | \$ 2,911,479.59 |
| GRAND TOTAL-All Locations GEN FUND   | \$ 181,050.21                           |   | \$ 22,100.00 | \$ 2,708,329.38   |   | \$ 2,911,479.59 |
| GRAND TOTAL-All Locations GRANT FUND   |   | \$ 77,800.00                              |              |   | \$ 467,468.35   | \$ 545,268.35   |
| GRAND TOTAL-All Locations ALL FUNDS  | \$ 181,050.21                           | \$ 77,800.00                              | \$ 22,100.00 | \$ 2,708,329.38   | \$ 467,468.35   | \$ 3,456,747.94 |
|  |   |   |              |   | proof   | \$ 3,456,747.94 |

3/19/2013 - FINAL

**Innovation Schools Budget  
2013-14 thru 2017-18**

| Current Year Expenditures                                | Funding Source | Program/ Purchased Svcs - gen fund | Program/ Purchased Svcs - grant fund | Recurring or One-Time | Materials      | Recurring or One-Time | Salary + Benefits (18% + health if FTE) Gen Fund | Salary + Benefits (18% + health if FTE) Grant Funded | Recurring or One-Time | Total |
|--|----------------|------------------------------------|--------------------------------------|-----------------------|----------------|-----------------------|--|--|-----------------------|-------|
| <b>Summary of Additional Payroll Costs- General Fund</b> |                | <b>2013-14</b>                     | <b>2014-15</b>                       |                       | <b>2015-16</b> |                       | <b>2016-17</b>                                   | <b>2017-18</b>                                       |                       |       |
| <b>Extended Day/Year Allocation Payroll</b>              |                |                                    |                                      |                       |                |                       |  |  |                       |       |
| Pitts  |                | \$ 326,434.43                      | \$ 392,439.71                        |                       | \$ 394,363.30  |                       | \$ 395,325.30                                    | \$ 396,287.16  |                       |       |
| Risley   |                | \$ 244,056.39                      | \$ 258,975.32                        |                       | \$ 260,244.81  |                       | \$ 260,879.55                                    | \$ 260,879.55  |                       |       |
| Roncalli   |                | \$ 201,024.59                      | \$ 206,647.00                        |                       | \$ 207,659.97  |                       | \$ 208,156.46                                    | \$ 208,672.95  |                       |       |
| Total Extended Day/Year                                  |                | \$ 771,515.41                      | \$ 858,062.03                        |                       | \$ 862,268.22  |                       | \$ 864,371.31                                    | \$ 865,839.66  |                       |       |
| <b>Professional Development Payroll</b>                  |                |                                    |                                      |                       |                |                       |  |  |                       |       |
| Pitts  |                | \$ 22,844.80                       | \$ 26,920.35                         |                       | \$ 27,123.90   |                       | \$ 27,327.45                                     | \$ 27,327.45   |                       |       |
| Risley   |                | \$ 14,403.84                       | \$ 14,981.76                         |                       | \$ 15,095.04   |                       | \$ 15,208.32                                     | \$ 15,321.60   |                       |       |
| Roncalli   |                | \$ 23,232.00                       | \$ 23,409.00                         |                       | \$ 23,586.00   |                       | \$ 23,763.00                                     | \$ 23,940.00   |                       |       |
| Total PD   |                | \$ 60,480.64                       | \$ 65,311.11                         |                       | \$ 65,804.94   |                       | \$ 66,298.77                                     | \$ 66,589.05   |                       |       |
| <b>Grand Total General Fund</b>                          |                |                                    |                                      |                       |                |                       |  |  |                       |       |
| Pitts  |                | \$ 349,279.23                      | \$ 419,360.06                        |                       | \$ 421,487.33  |                       | \$ 422,652.75                                    | \$ 423,614.61  |                       |       |
| Risley   |                | \$ 258,460.23                      | \$ 273,957.08                        |                       | \$ 275,339.85  |                       | \$ 276,087.87                                    | \$ 276,201.15  |                       |       |
| Roncalli   |                | \$ 224,256.59                      | \$ 230,056.00                        |                       | \$ 231,245.97  |                       | \$ 231,929.46                                    | \$ 232,612.95  |                       |       |
| TOTAL  |                | \$ 831,996.05                      | \$ 923,373.14                        |                       | \$ 928,073.16  |                       | \$ 930,670.08                                    | \$ 932,428.71  |                       |       |
| <b>Summary of Additional Payroll Costs- Grant Fund</b>   |                |                                    |                                      |                       |                |                       |  |  |                       |       |
| <b>Extended Day/Year Allocation Payroll</b>              |                |                                    |                                      |                       |                |                       |  |  |                       |       |
| Pitts  |                | \$ 33,196.72                       | \$ 34,125.13                         |                       | \$ 34,292.47   |                       | \$ 34,376.11                                     | \$ 34,376.11   |                       |       |
| Risley   |                | \$ 55,109.51                       | \$ 56,650.85                         |                       | \$ 56,928.55   |                       | \$ 57,067.40                                     | \$ 57,206.25   |                       |       |
| Roncalli   |                | \$ 32,163.93                       | \$ 38,574.11                         |                       | \$ 38,763.19   |                       | \$ 38,857.74                                     | \$ 38,952.28   |                       |       |
| Total Extended Day/Year                                  |                | \$ 120,470.16                      | \$ 129,350.15                        |                       | \$ 129,984.22  |                       | \$ 130,301.25                                    | \$ 130,534.65  |                       |       |
| <b>Professional Development Payroll</b>                  |                |                                    |                                      |                       |                |                       |  |  |                       |       |
| Pitts  |                | \$ 2,323.20                        | \$ 2,340.90                          |                       | \$ 2,358.60    |                       | \$ 2,376.30                                      | \$ 2,394.00  |                       |       |
| Risley   |                | \$ 3,252.48                        | \$ 3,277.26                          |                       | \$ 3,302.04    |                       | \$ 3,326.82                                      | \$ 3,351.60  |                       |       |
| Roncalli   |                | \$ 3,717.12                        | \$ 4,369.68                          |                       | \$ 4,402.72    |                       | \$ 4,435.76                                      | \$ 4,468.80  |                       |       |
| Total PD   |                | \$ 9,292.80                        | \$ 9,987.84                          |                       | \$ 10,063.36   |                       | \$ 10,138.88                                     | \$ 10,214.40   |                       |       |
| <b>Additional Training PD Pay</b>                        |                |                                    |                                      |                       |                |                       |  |  |                       |       |
| Pitts  |                | \$ -                               | \$ -                                 |                       | \$ -           |                       | \$ -   | \$ -   |                       |       |
| Risley   |                | \$ 18,502.40                       | \$ 18,643.52                         |                       | \$ 18,784.64   |                       | \$ 18,925.76                                     | \$ 19,066.88   |                       |       |
| Roncalli   |                | \$ 25,606.00                       | \$ 25,801.30                         |                       | \$ 25,996.60   |                       | \$ 26,191.90                                     | \$ 26,387.20   |                       |       |
| Total PD   |                | \$ 44,108.40                       | \$ 44,444.82                         |                       | \$ 44,781.24   |                       | \$ 45,117.66                                     | \$ 45,454.08   |                       |       |
| <b>Sign on/Stay on Payroll</b>                           |                |                                    |                                      |                       |                |                       |  |  |                       |       |
| Pitts  |                | \$ -                               | \$ 28,209.03                         |                       | \$ 28,422.55   |                       | \$ 28,636.08                                     | \$ 28,636.08   |                       |       |
| Risley   |                | \$ -                               | \$ 30,676.20                         |                       | \$ 30,908.40   |                       | \$ 31,140.60                                     | \$ 31,372.80   |                       |       |
| Roncalli   |                | \$ 33,364.50                       | \$ 34,391.83                         |                       | \$ 34,652.15   |                       | \$ 34,912.48                                     | \$ 35,172.80   |                       |       |
| Total Sign on/stay on                                    |                | \$ 33,364.50                       | \$ 93,277.05                         |                       | \$ 93,983.10   |                       | \$ 94,689.15                                     | \$ 95,181.68   |                       |       |
| <b>Pay for Performance</b>                               |                |                                    |                                      |                       |                |                       |  |  |                       |       |
| Pitts  |                | \$ -                               | \$ 43,394.50                         |                       | \$ 43,727.00   |                       | \$ 36,059.13                                     | \$ 36,081.63   |                       |       |
| Risley   |                | \$ -                               | \$ 47,560.00                         |                       | \$ 47,920.00   |                       | \$ 39,227.50                                     | \$ 39,250.00   |                       |       |
| Roncalli   |                | \$ -                               | \$ 51,721.50                         |                       | \$ 53,311.00   |                       | \$ 46,318.63                                     | \$ 46,363.63   |                       |       |
| Total Pay 4 Performance                                  |                | \$ -                               | \$ 142,680.00                        |                       | \$ 144,958.00  |                       | \$ 121,605.25                                    | \$ 121,695.25  |                       |       |

| 3/19/2013 - FINAL                                 |  |  |  |                              |                |                                       |   |                          |                 |                              |  |  |                          |       |
|---|--|--|--|------------------------------|----------------|---------------------------------------|---|--------------------------|-----------------|------------------------------|--|--|--------------------------|-------|
| Innovation Schools Budget<br>2013-14 thru 2017-18 |  |  |  | Current Year<br>Expenditures | Funding Source | Program/ Purchased<br>Svcs - gen fund | Program/ Purchased<br>Svcs - grant fund | Recurring or<br>One-Time | Materials       | Recurring<br>or One-<br>Time | Salary + Benefits<br>(18% + health if FTE)<br>Gen Fund | Salary + Benefits<br>(18% + health if FTE)<br>Grant Funded | Recurring or<br>One-Time | Total |
| Grand Total Grant Fund                            |  |  |  |                              |                |                                       |   |                          |                 |                              |  |  |                          |       |
| Pitts   |  |  |  |                              |                | \$ 35,519.92                          | \$ 108,073.62                           |                          | \$ 108,800.62   |                              | \$ 101,447.61  | \$ 101,487.81  |                          |       |
| Risley  |  |  |  |                              |                | \$ 76,864.39                          | \$ 156,807.83                           |                          | \$ 157,843.63   |                              | \$ 149,688.08  | \$ 150,247.53  |                          |       |
| Roncalli  |  |  |  |                              |                | \$ 94,851.55                          | \$ 154,858.41                           |                          | \$ 157,125.66   |                              | \$ 150,716.50  | \$ 151,344.71  |                          |       |
| TOTAL   |  |  |  |                              |                | \$ 207,235.86                         | \$ 419,739.86                           |                          | \$ 423,769.92   |                              | \$ 401,852.19  | \$ 403,080.05  |                          |       |
| GRAND TOTAL Extra Pay COSTS                       |  |  |  |                              |                | \$ 1,039,231.91                       | \$ 1,343,113.00                         |                          | \$ 1,351,843.08 |                              | \$ 1,332,522.27  | \$ 1,335,508.76  |                          |       |

## **ATTACHMENT 13. STEM LOGIC MODEL**

**SITUATION: STEM Program Logic Model for Program Evaluation**

Based on a three year analysis of data at Roncalli Middle School, student achievement in math and science has not only been in decline, but it is well below the State expectation for growth and achievement. We are committed to developing a STEM school of innovation that will address these concerns and will focus efforts on increasing achievement in Science, Technology, Engineering and Math. This plan will also include an integration of STEM strategies with the Arts.

**PRIORITIES:**

- Develop a middle school STEM Model that integrates all Core Contents and Electives including Special Populations.
- Build parent capacity around STEM integration
- Increase Student Engagement in learning
- Build Inquiry based processes

| INPUTS  | OUTPUTS   |  | OUTCOMES   |  |   |
|---|---|--|--|--|---|
|   | Activities  | Participants   | Short-term   | Medium-term  | Long-term   |
| STEM Curricular Focus<br>School-Wide research projects on STEM themes<br>STEM extra-curricular activities<br>Project Lead the Way (PLTW) purchased and implemented in 7 <sup>th</sup> grade year 1, 8 <sup>th</sup> grade year 2 (STEM Summer Institute, year 2 and beyond)<br><br>Innovation Status<br>Granted | <ul style="list-style-type: none"> <li>• STEM PD</li> <li>• Curriculum Development</li> <li>• Community Involvement               <ul style="list-style-type: none"> <li>• Parent Involvement</li> </ul> </li> <li>• Participation in Science Olympiad / Science Fair               <ul style="list-style-type: none"> <li>• Math Counts</li> </ul> </li> </ul> Destination Imagination | All Staff (Professional Developers)<br>Specified community members to enhance Project Based Learning<br>Parent Universities to understand STEM<br>Student Body | On-going staff PD<br>Build Parent Capacity around STEM<br>Increase student engagement<br>Increase community partnerships<br>Begin to establish positive school culture | On-going staff PD<br>Build Parent Capacity around STEM<br>Increase student engagement<br>Increase community partnerships<br>Begin to establish positive school culture<br>Increased participation in STEM activities including creative thinking and problem solving | Establish a culture which fosters the ability and motivation for students to pursue careers in STEM fields, especially girls,<br><br>Develop skills that would lead to creative thinkers and problems solver in real-world application. |

| ASSUMPTIONS   | EXTERNAL FACTORS   |
|---|--|
| 1. Utilizing STEM strategies increase student engagement<br>2. PLTW is a highly engaging curriculum that will motivate students to become critical thinkers and problem solvers<br>3. Students who are engaged in STEM focus studies will be more likely to seek STEM careers than students who are not involved in STEM focused curriculum | 1. STEM Grant<br>2. Community Partners<br>3. District Technology Support |

**ATTACHMENT 14. PROGRAM REVIEW RUBRIC**

## Roncalli - Innovation Evaluation Rubric

| Program Component: Assessment  | Not Present | Partially Implemented | Mostly Implemented | Fully Implemented | Evidence |
|--|-------------|-----------------------|--------------------|-------------------|----------|
| Diagnostic, on-going and end-of-semester benchmark assessments for all students drives instructional decisions and appropriate placement for students  |             |                       |                    |                   |          |
| Colorado Academic Standards are used to develop common benchmark and progress monitoring assessments. Benchmark assessments are given in August, December, and May. Progress monitoring assessments are given at the end of each unit of study.                            |             |                       |                    |                   |          |
| Student assessments are used to determine and address gaps in learning. Students in intervention courses are given additional progress monitoring and benchmark assessments to determine the effectiveness of intervention and to make data-driven instructional decisions |             |                       |                    |                   |          |
| Student assessments are used to determine and address gaps in learning   |             |                       |                    |                   |          |

| Program Component: STEM: Curriculum  | Not Present | Partially Implemented | Mostly Implemented | Fully Implemented | Evidence |
|--|-------------|-----------------------|--------------------|-------------------|----------|
| Project-based learning is used as an interdisciplinary teaching strategy in all subject areas  |             |                       |                    |                   |          |
| 100% of teachers make explicit efforts to integrate science, technology, engineering and math, requiring students to organize knowledge across disciplines   |             |                       |                    |                   |          |
| Weekly, teachers share or co-create STEM activities or ideas and plan learning outcomes through professional learning community meetings and common planning time  |             |                       |                    |                   |          |
| Classroom design creates spaces that are available specifically for students to use for collaboration and as a project work area; the spaces can be used for face-to-face and virtual collaboration among students and teachers; they can also be used as exhibition space |             |                       |                    |                   |          |
| Program has multiple partnerships with other schools, communities, post-secondary institutions, and businesses to identify solutions for executing a quality STEM program; partnerships are purposeful, mutually beneficial, monitored, and evaluated                      |             |                       |                    |                   |          |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| On a monthly basis, program leaders and participating teachers regularly share with each other research and best practices related to their STEM program goals |  |  |  |  |  |
|--|--|--|--|--|--|

| <b>Program Component: Student Achievement</b>  | <b>Not Present</b> | <b>Partially Implemented</b> | <b>Mostly Implemented</b> | <b>Fully Implemented</b> | <b>Evidence</b> |
|--|--------------------|------------------------------|---------------------------|--------------------------|-----------------|
| Data-driven decision making is integrated into instructional practice  |                    |                              |                           |                          |                 |
| Ongoing formative evaluation process for the purpose of monitoring the implementation and the effectiveness of STEM strategies. This may include walk-through evaluations by administration.   |                    |                              |                           |                          |                 |
| All students participate in the formative assessment practice including goal setting based on NWEA benchmark data and End of Unit Data, active participation in achieving goals, progress monitoring, and evaluation of goal achievements. |                    |                              |                           |                          |                 |
| Celebrations of high-quality student work and achievements is evident through student exhibits, awards, and goal achievement celebrations.   |                    |                              |                           |                          |                 |
|  |                    |                              |                           |                          |                 |
| <b>Program Component: Instruction</b>  | <b>Not Present</b> | <b>Partially Implemented</b> | <b>Mostly Implemented</b> | <b>Fully Implemented</b> | <b>Evidence</b> |
| Teachers use curriculum aligned to Colorado Academic Standards and STEM  |                    |                              |                           |                          |                 |
| Teachers use an aligned scope and sequence that coordinates resources  |                    |                              |                           |                          |                 |
| PLC's time is built into the master schedule and is designed for shared teacher responsibility and accountability for student learning across programs, content areas and classroom.   |                    |                              |                           |                          |                 |
| Instructional strategies integrate the teaching of STEM in a way that challenges student to be creative problem solvers.   |                    |                              |                           |                          |                 |
|  |                    |                              |                           |                          |                 |
|  |                    |                              |                           |                          |                 |
| <b>Program Component: Project Based Learning</b>   | <b>Not Present</b> | <b>Partially Implemented</b> | <b>Mostly Implemented</b> | <b>Fully Implemented</b> | <b>Evidence</b> |
| PBL coursework offers innovative programs related to science, technology, engineering and math with focused themes and specific outcomes to support student learning.  |                    |                              |                           |                          |                 |
| PBL coursework requires students to demonstrate their understanding of content in an environment that models real world contexts for learning and application.   |                    |                              |                           |                          |                 |
|  |                    |                              |                           |                          |                 |
| <b>Program Component: Student Intervention/Support</b>   | <b>Not Present</b> | <b>Partially Implemented</b> | <b>Mostly Implemented</b> | <b>Fully Implemented</b> | <b>Evidence</b> |

|   |                    |                              |                           |                          |                 |
|---|--------------------|------------------------------|---------------------------|--------------------------|-----------------|
| Develops and implements systemic, tiered strategies for student support and retention ( intervention strategies, mentoring, tutoring, counseling, and other supports for academic and social - emotional support)   |                    |                              |                           |                          |                 |
| Hosts new student orientation programs for incoming 6th grade and 7th grade students to facilitate successful student transition into a rigorous STEM focused learning environment  |                    |                              |                           |                          |                 |
| Provides all students with opportunities and the expectation to assume roles of responsibility within the classroom, school, and community  |                    |                              |                           |                          |                 |
| Provides all students access and expectations to engage in purposeful school-sponsored activities   |                    |                              |                           |                          |                 |
| Hosts parent Academies to develop deep understanding and commitment to the rigor the high expectations of STEM.   |                    |                              |                           |                          |                 |
| Summer Academies designed and implemented to support the needs of students who have not met academic or attendance expectations.  |                    |                              |                           |                          |                 |
| <b>Program Component: ESS and ELL Support</b>   | <b>Not Present</b> | <b>Partially Implemented</b> | <b>Mostly Implemented</b> | <b>Fully Implemented</b> | <b>Evidence</b> |
| ELL students are serviced by regular classroom instructor as well as an ELL professional through a full inclusion model as well as pull-out support depending on the level of need. Additionally, students needing academic language development intervention would attend a 58 minute ELL intervention class focusing on Cognitive Academic Language Acquisition and Comprehension using SIOP. |                    |                              |                           |                          |                 |
| <b>Program Component: Structured Advisory Courses</b>   | <b>Not Present</b> | <b>Partially Implemented</b> | <b>Mostly Implemented</b> | <b>Fully Implemented</b> | <b>Evidence</b> |
| An advisory period for every student, every day has been structured as a time that is non-graded and focuses on personalizing the student experience, building relationships, self-efficacy, character development and a belief in their abilities.   |                    |                              |                           |                          |                 |
| Develops a process for hearing and responding to student voice.   |                    |                              |                           |                          |                 |

|   |                    |                              |                           |                          |                 |
|---|--------------------|------------------------------|---------------------------|--------------------------|-----------------|
| <b>Program Component: Positive School Culture</b> | <b>Not Present</b> | <b>Partially Implemented</b> | <b>Mostly Implemented</b> | <b>Fully Implemented</b> | <b>Evidence</b> |
|---|--------------------|------------------------------|---------------------------|--------------------------|-----------------|

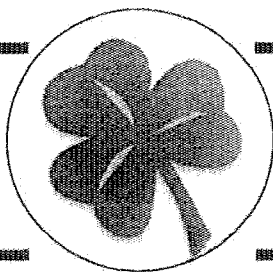
|   |  |  |  |  |  |
|---|--|--|--|--|--|
| A Positive Behavior Intervention Support System is implemented school wide. Expectations are posted throughout the school and in classrooms. Expectations are taught at the beginning of the year and revisited at the beginning of second semester. A system of reward and incentives for positive behavior is implemented |  |  |  |  |  |
| Collaborates with stakeholders to develop a new handbook or modify the existing handbook with clear procedures, policies, and consequences that support the development of a strong STEM Culture  |  |  |  |  |  |
| Involves all stakeholders in developing a culture of respect, responsibility, trust, and meaningful adult and peer relationships in order to foster positive student identities   |  |  |  |  |  |
| Creates a professional learning community environment of collaboration, teaming, and high expectations among administrators, teachers, and community with a focus on and commitment to learning for each student  |  |  |  |  |  |

| <b>Program Component: Professional Development</b>  | <b>Not Present</b> | <b>Partially Implemented</b> | <b>Mostly Implemented</b> | <b>Fully Implemented</b> | <b>Evidence</b> |
|---|--------------------|------------------------------|---------------------------|--------------------------|-----------------|
| Professional development is prioritized by need (e.g. STEM, Structured Advisory, Project Based Learning, Captruing Kids Hearts), informed and evaluated by instruction, assessment and data                 |                    |                              |                           |                          |                 |
| Implementation of strategies learned from PD training are implemented with Fidelity and monitored for use and effectiveness by administration, coaches, and PLC's, through observation and data collection. |                    |                              |                           |                          |                 |
| <b>Program Component: Homework</b>  | <b>Not Present</b> | <b>Partially Implemented</b> | <b>Mostly Implemented</b> | <b>Fully Implemented</b> | <b>Evidence</b> |
| Differentiated homework assignments will be developed and assigned based on student need. This homework will utilize the skills learned as a quest to apply skills learned to a real-world problem or area. |                    |                              |                           |                          |                 |
| <b>Program Component: RTI</b>   | <b>Not Present</b> | <b>Partially Implemented</b> | <b>Mostly Implemented</b> | <b>Fully Implemented</b> | <b>Evidence</b> |
| The RTI process begins with Tier 1 instruction and differentiation is present in every classroom  |                    |                              |                           |                          |                 |
| Student focus team meets twice weekly to conduct problems solving process in an effort to meet individual student needs   |                    |                              |                           |                          |                 |
| Team develops interventions based on student need and data collected  |                    |                              |                           |                          |                 |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Team utilizes data to progress monitor and makes instructional and interventional changes to meet the academic and behavioral needs of all students |  |  |  |  |  |
| The team involves parents in every phase of the problems solving process  |  |  |  |  |  |

**15. EVIDENCE OF SUPPORT – ADMINSTRATORS, TEACHER, ADVISORY COUNCIL**

4202 Highway 78  
Pueblo, Colorado 81005  
Ph. (719) 549-7450 / Fax (719) 549-7469



## Home of the Shamrocks

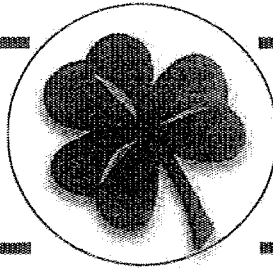
*Mrs. Reina Montez Assistant Principal*

[www.roncalli.pueblocityschools.us](http://www.roncalli.pueblocityschools.us)

School Name Roncall Middle School Date Feb. 20, 2013

| Yes | No | Signature             |
|-----|----|-----------------------|
| X   |    | Bran Repola           |
| X   |    | Regina Panton         |
| X   |    | Monica Brown          |
| X   |    | Victoria Bauer-Hoyles |
| X   |    | James Taylor          |
| X   |    | Alfred Jones          |
| X   |    | Ellie Jones           |
| X   |    | Sharon Montano        |
| X   |    | Robert Jones          |
| X   |    | Christina Jones       |
| X   |    | Julie Ramona          |
| X   |    | Andy Potts            |
| X   |    | Michael C. Horton     |
| X   |    | Michael Horton        |
| X   |    | Kris Lettenmaier      |
| X   |    | Lee J. Jones          |
| X   |    | Barbara Jones         |

**Roncalli Middle School**  
 4202 Highway 78  
 Pueblo, Colorado 81005  
 Ph. (719) 549-7450 / Fax (719) 549-7469



*Home of the Shamrocks*

**Mr. Michael Kovac** Principal

**Mrs. Reina Montez** Assistant Principal

www.roncalli.pueblacityschools.us

School Name \_\_\_\_\_ Date \_\_\_\_\_

My signature below indicates support and consent to pursue Innovations School designation at my school.

| Yes     | No | Signature                |
|---------|----|--------------------------|
| X       |    | Julie Schwartz           |
| X       |    | [Signature]              |
| X       |    | Jacqueline Lammert       |
| X       |    | [Signature]              |
| X       |    | Shannon [Signature]      |
| X       |    | [Signature]              |
| X       |    | [Signature]              |
| X       |    | M. C. Oakes              |
| X       |    | Theresa J. Sanchez Booth |
| X       |    | [Signature]              |
| X       |    | Julie Aldred Morgan      |
| X       |    | [Signature]              |
| X       |    | [Signature]              |
| Abstain |    | [Signature]              |
| X       |    | [Signature]              |
| X       |    | [Signature]              |

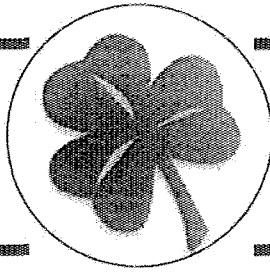
[www.roncalli.pueblacityschools.us](http://www.roncalli.pueblacityschools.us)

School Name \_\_\_\_\_ Date \_\_\_\_\_

My signature below indicates support and consent to pursue Innovations School designation at my school.

[illegible]

## Ph. (719) 549-7450 / Fax (719) 549-7469



[www.roncalli.pueblocitiesschools.us](http://www.roncalli.pueblocitiesschools.us)

[illegible]

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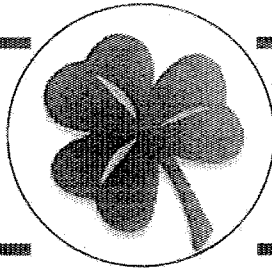
**Roncalli Middle School**

4202 Highway 78

Pueblo, Colorado 81005

Ph. (719) 549-7450 / Fax (719) 549-7469

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*Home of the Shamrocks*

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**Mr. Michael Kovac** Principal**Mrs. Reina Montez** Assistant Principal[www.roncalli.pueblacityschools.us](http://www.roncalli.pueblacityschools.us)School Name Roncalli Middle School Date Feb. 20, 2013

My signature below indicates support and consent to pursue Innovations School designation at my school.

| Yes | No | Signature     |
|-----|----|---------------|
| X   |    | Michael Kovac |
| X   |    | Reina Montez  |

**16. LETTERS OF SUPPORT – STAFF, STUDENTS, PARENTS, COMMUNITY**



United States  
Department of  
Agriculture

Forest  
Service

Pike and San Isabel  
National Forests  
Cimarron and Comanche  
National Grasslands

Supervisor's Office  
2840 Kachina Drive  
Pueblo, CO 81008-1560  
(719) 553-1400  
TDD: (719) 553-1403  
[www.fs.usda.gov/psicc](http://www.fs.usda.gov/psicc)

File Code: 1500

Date:

JAN 10 2013

Mr. Kovac  
Principal  
Roncalli Middle School  
4202 Highway 78  
Pueblo, CO 81005

Dear Kovac:

The Pike and San Isabel National Forest and Comanche and Cimarron National Grassland Supervisors Office (PSICC) in Pueblo is supportive of Roncalli Middle School's Proposed Innovation Grant application using Science / Technology / Engineering / Math (STEM) process and we are confident we can forge a helpful partnership with you to benefit students, faculty and families at the school.

The Forest has a wide variety of tools we can share incorporating real life scenarios into STEM methodology for delivery. As your plans take shape, the Forest looks forward to working with you and your colleagues in several areas including:

- 1) Sharing of developed proven curriculum
- 2) Developing training scenarios based on real life applications and local resource management challenges
- 3) Building networks with organizations already working with schools in Colorado that have similar demographics, goals and challenges as Roncalli Middle School

Please contact Steven A. Sanchez, PSICC Soil and Water Program Lead (719-553-1518) when you are ready to implement STEM.

Sincerely,

JERRI MARR  
Forest Supervisor

cc: Steven A Sanchez



Henry C. Roman, Ed.D.

161 Encino Drive • Pueblo, CO 81005  
Cell: 719-320-3950 • Home 719-564-4464  
email: henryrom@comcast.net

February 12, 2013

Dr. Maggie Lopez, Superintendent  
Pueblo City Schools  
315 West 11th Street  
Pueblo, CO 81003

Dear Dr. Lopez:

Please accept this letter of support for Roncalli Middle Schools' application for Innovative Status. I believe Roncalli is prepared to make significant educational change to make a difference in the lives of its student.

First of all, let me commend you for the Pueblo City Schools' effort to make significant educational change in all its low performing schools and, in particular, in the middle schools which have had poor academic performance these past few years. I appreciate the district's transparency relative to the low performance as well as the plans to correct deficiencies that will result in improved student achievement.

It is clear that the greatest and most pressing need is at the middle school level. For sometime, the achievement trend as measured by the CSAP has been a decline at 6th grade continuing through the 8th grade. For whatever reason, it is more difficult to engage student at this age level, but with these youngsters already starting the middle school experience academically behind, the challenge is even greater. The leadership and staff at Roncalli Middle School understand this and have developed innovative plans to address this critical need.

Our community committee's goal to achieve a 100% graduation rate for Pueblo students can only be accomplished if our middle schools are successful. In meeting with the principals and discussing with them their respective plans, our committee was impressed with the level of their commitment. It was clear to us that the staffs and parents are fully behind these plans which include a Fine and Performing Arts theme at Pitts, an International Baccalaureate and AVID theme at Risley, and a STEM (Science, Technology, Engineering and Math) theme at Roncalli.

In particular, the principal and staff at Roncalli are already making staffing decisions, scheduling decisions, as well as curriculum, instruction and assessment decisions necessary to support the STEM initiative. They have done so with the support of the teachers' association that is critical to the successful implementation. It is clear to me that the staff, parents and principal are driving this initiative that will increase the likelihood of success. It is imperative that the implementation begin immediately.

As a former superintendent and member of our community committee, I urge you to approve Roncalli Middle Schools' application for innovation status. If you have any questions, please feel free to give me a call at 320-3950 at your convenience.

Sincerely,



Henry C. Roman, Ed.D.

Dear Roncalli Middle School,

On behalf of my student, and all students and Roncalli Middle School, I confirm that I support the Roncalli Innovation Planning team to move forward with the STEM Innovation Plan. I believe this plan will increase student achievement and academic engagement for all students at Roncalli Middle School. I understand the plan includes:

- School restructuring (through new hires and reapplication/hire) of all staff staff.
- STEM school using STEM curriculum (Project Lead the Way) to address state achievement and academic growth standards.
- Project-based Interdisciplinary Learning to prepare students with 21<sup>st</sup> century skills and knowledge.
- Student-selected pathways that will support Science, Technology, Engineering, and Mathematics foci.
- Systemic and systematized approach to academic and behavioral intervention and prevention including extensive professional development requirements.
- Extended learning opportunities provided through extended day and school year schedules.
- Extended professional development requirements facilitated through extended day and school year schedules.
- Structured advisory classes to provide a focus on student academic and social emotional needs in a differentiated model. The goal is to develop relationships that support safe, caring and respectful learning communities for children and adults.
- Utilize *Capturing Kids Hearts* to support positive school culture.

Signature Sharon Mc Cluskey Date 1-17-2013

Signature [Signature] Date 1-17-13

Signature [Signature] Date 1-17-13

Signature [Signature] Date 1-24-13

Signature [Signature] Date 02/05/13

Signature [Signature] Date 2-5-13

Signature [Signature] Date 2/5/13

Signature [Signature] Date 2/5/13

Dear Roncalli Middle School,

On behalf of my student, and all students and Roncalli Middle School, I confirm that I support the Roncalli Innovation Planning team to move forward with the STEM Innovation Plan. I believe this plan will increase student achievement and academic engagement for all students at Roncalli Middle School. I understand the plan includes:

- School restructuring (through new hires and reapplication/hire) of all staff staff.
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- Utilize *Capturing Kids Hearts* to support positive school culture.

Signature [Signature] Date 2-5-13

Signature [Signature] Date 2-5-13

Signature [Signature] Date 2-5-13

Signature [Signature] Date 2-5-13

Signature [Signature] Date 2-5-13

Signature [Signature] Date 2-5-13

Signature \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Dear Roncalli Middle School,

On behalf of my student, and all students and Roncalli Middle School, I confirm that I support the Roncalli Innovation Planning team to move forward with the STEM Innovation Plan. I believe this plan will increase student achievement and academic engagement for all students at Roncalli Middle School. I understand the plan includes:

- School restructuring (through new hires and reapplication/hire) of all staff staff.
- STEM school using STEM curriculum (Project Lead the Way) to address state achievement and academic growth standards.
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- Utilize *Capturing Kids Hearts* to support positive school culture.

Signature [Signature] Date 2/5/13

Signature [Signature] Date 2/5/13

Signature [Signature] Date 2-8/13

Signature [Signature] Date 2/8/13

Signature [Signature] Date 2/8/13

Signature [Signature] Date \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Dear Roncalli Middle School,

As a student of Roncalli Middle School, I confirm that I support the Roncalli Innovation Planning team to move forward with the STEM Innovation Plan. I understand the plan includes:

- STEM school using STEM curriculum (Project Lead the Way) to address state achievement and academic growth standards.
- Project-based Interdisciplinary Learning to prepare students with 21<sup>st</sup> century skills and knowledge.
- Student-selected pathways that will support Science, Technology, Engineering, and Mathematics foci.
- Systemic and systematized approach to academic and behavioral intervention and prevention including extensive professional development requirements.
- Extended learning opportunities provided through extended day and school year schedules.
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- Structured advisory classes to provide a focus on student academic and social emotional needs in a differentiated model. The goal is to develop relationships that support safe, caring and respectful learning communities for children and adults.
- Utilize *Capturing Kids Hearts* to support positive school culture.

Signature Keeley Albo Date 2/5/13

Signature Liana Swartz Date 2/5/13

Signature Alexandra Garcia Date 2/5/13

Signature Kayla Lopez Date 2-5-13

Signature Daniel Parga Date 2-5-13

Signature Micha Vallejos Date 2-5-13

Signature Cleo Esquivel Date 2-5-13

Signature Kiara Valdez Date 2-5-13

Signature Tyran Johnson Date Feb-5-2013

Andie Medina

Signature Jayden Avalos Date 2/5/13  
Signature Jackie Paton Date 2/5/13  
Signature Liamon Logan Date 2/5/13  
Signature Brian Lucero Date 2/5/13  
Signature Andrea Nelson Date 2/5/13  
Signature Chantel Medina Date 2/5/13  
Signature Christina Martinez Date 2/5/13  
Signature Williamna Colly Date 2/5/13  
Signature Cleo Esquivel Date 2-5-13  
Signature Emily Lucero Date 2/5/13  
Signature JADA MENDO Date 2-5-13  
Signature Rylee Bensik Date 2-5-13  
Signature hardy hanna Date 2-5-13  
Signature Doug Berra Date 2/5/13  
Signature Avery Simpson Date \_\_\_\_\_  
Signature Chris Enriquez Date 2/7/13  
Signature Mackez Buchick Date 2-5-13  
Signature Orion Cabalen Date 2/5/13  
Signature Dan Lopez Date 2-5-13  
Signature Cristina Ramirez Date 2-5-13  
Signature Nicholas Rodriguez Date 2-5-13  
Signature Damian Date 2-5-13

Signature Thomas Pannuzio Date \_\_\_\_\_

Signature Thomas Roberts Date 2/5/13

Signature Matthew Bennett Date 2/5/13

Signature Eduardo Obregon Date \_\_\_\_\_

Signature Amey Date \_\_\_\_\_

Signature Daniel Fenech Date \_\_\_\_\_

Signature MATCO Date \_\_\_\_\_

Signature Austin Groves Date \_\_\_\_\_

Signature Benjamin Oliva Date 2/5/13

Signature Crispin DeHerrera Date 2-5-13

Signature Josh Aragon Date \_\_\_\_\_

Signature Adam Birrer Date 2-5-13

Signature Miranda Amalia Date \_\_\_\_\_

Signature MyRanda Rodriguez Date \_\_\_\_\_

Signature Missy Simental Date 2-5-13

Signature Austin Echegaray-Salazar Date 2-5-13

Signature Dominique Dupuis Date 2-5-13

Signature Alonso Pucallia Date 2-5-13

Signature Dominique Teneid Date 2/5/13

Signature Walter Ortiz Date 2/5/13

Signature Alonso Aguilar Date 2/5/13

Signature Brett Skano Date 2/5/13

Signature Michael Romero Date 2-5-13

Signature Philip P. Robinson Date 2-5-13

Signature Justin Wright Date 2/5/13

Signature Khayne White Date \_\_\_\_\_

Signature Esquivel Date 2/5/13

Signature Willis Hatten Date \_\_\_\_\_

Signature Bridley Jeter Date 2/5/13

Signature Maria Ochoa Date 2-5-13

Signature Leann Date \_\_\_\_\_

Signature Valerie Montoya Date 2-5-13

Signature Amanda Aguilar Date 2-5-13

Signature Mikayla Valdez Date 2-5-13

Signature Sharon Serrano Date 2-5-13

Signature Evan Wright Date 2-5-13

Signature David Caporici Date 2-5-13

Signature Kiana Hernandez Date 2-5-13

Signature Bailey Graves Date 2-5-13

Signature Aaliyah Montano Date 2-5-13

Signature Mariah Olivas Date 2-5-13

Signature Samantha Mares Date 2-5-13

Signature Claudia Montano Date 2-5-13

Signature Gabriel Norfinez Date 2-5-13

|           |                          |      |               |
|-----------|--------------------------|------|---------------|
| Signature | <u>Elizabeth Rayba/</u>  | Date | <u>2-5-13</u> |
| Signature | <u>Diego B. Armo</u>     | Date | <u>2-5-13</u> |
| Signature | <u>Sena Bagan</u>        | Date | <u>2-5-13</u> |
| Signature | <u>IRON Pichero</u>      | Date | <u>2-5-13</u> |
| Signature | <u>Chris Gilbert</u>     | Date |               |
| Signature | <u>Alexis Sate</u>       | Date | <u>2-5-13</u> |
| Signature | <u>Martin Mera</u>       | Date | <u>2-5-13</u> |
| Signature | <u>Diana T. Del</u>      | Date | <u>2-5-13</u> |
| Signature | <u>Daniel Andrews</u>    | Date | <u>2-5-13</u> |
| Signature | <u>Leslie Morais</u>     | Date | <u>2-5-13</u> |
| Signature | <u>Wanda Reyes</u>       | Date | <u>2-5-13</u> |
| Signature | <u>Katie Hanks</u>       | Date | <u>2-5-13</u> |
| Signature | <u>Destiny Dfate</u>     | Date | <u>2-5-13</u> |
| Signature | <u>Austin Shea</u>       | Date | <u>2-5-13</u> |
| Signature | <u>It Roy B. C. U. A</u> | Date | <u>2-5-13</u> |
| Signature | <u>Joshua Bernavides</u> | Date | <u>2-5-13</u> |
| Signature | <u>Bryley Stacy</u>      | Date | <u>2-5-13</u> |
| Signature | <u>Diana Aguirre</u>     | Date | <u>2-5-13</u> |
| Signature | <u>Hannah Ligon</u>      | Date | <u>2-5-13</u> |
| Signature | <u>Frankie Sanchez</u>   | Date | <u>2-5-13</u> |
| Signature | <u>Seanna Trujillo</u>   | Date | <u>2-5-13</u> |
| Signature | <u>Kalysta Ayala</u>     | Date | <u>2-5-13</u> |

|           |                                       |      |               |
|-----------|---------------------------------------|------|---------------|
| Signature | <u>André Medina</u>                   | Date | <u>2-5-13</u> |
| Signature | <u><del>Ben</del> Jeremiah Medina</u> | Date | <u>2-5-13</u> |
| Signature | <u>Elijah Roldan</u>                  | Date | <u>2-5-13</u> |
| Signature |                                       | Date |               |
| Signature | <u>Ramon P</u>                        | Date | <u>2-5-13</u> |
| Signature | <u>Kamryn Mondragon</u>               | Date | <u>2-5-13</u> |
| Signature | <u>Teresa Rie</u>                     | Date | <u>2-5-13</u> |
| Signature | <u>Daniel Trujillo</u>                | Date |               |
| Signature | <u>Ben Trujillo</u>                   | Date | <u>2-5-13</u> |
| Signature | <u>Cham Rana</u>                      | Date | <u>2-5-13</u> |
| Signature | <u>Gunnar Norton</u>                  | Date | <u>2/5/13</u> |
| Signature | <u>Ala Herrera</u>                    | Date |               |
| Signature | <u>Leon Adragon</u>                   | Date |               |
| Signature | <u>Tyler Brooks H2</u>                | Date | <u>2/5/13</u> |
| Signature | <u>Indy Maes</u>                      | Date | <u>2-5-13</u> |
| Signature | <u>Arif Hermasias</u>                 | Date | <u>2-5-13</u> |
| Signature | <u>Gracira Castro-Cisneros</u>        | Date | <u>2-5-13</u> |
| Signature | <u>Ross Trujillo</u>                  | Date | <u>2/5/13</u> |
| Signature | <u>Amor Vega</u>                      | Date | <u>2/5/13</u> |
| Signature | <u>Taylor Arreola</u>                 | Date | <u>2/5/13</u> |
| Signature | <u>Deveny Becerra</u>                 | Date | <u>2/5/13</u> |

## **17. STUDENTS WITH DISABILITIES (IDEA) SECTION 504 AND ADA**

## **Attachment 17: STUDENTS WITH DISABILITIES (IDEA) SECTION 504 and ADA**

### ***Compliance with Federal and State Special Education and Disability Laws***

Roncalli Middle School acknowledges and understands that it is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, including the Individual with Disability Education act (IDEA), the Colorado Exceptional Children's Education Act (ECEA). Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (ADA). Middle School will be accountable to the Board of Education of Pueblo City Schools for the purpose of assuring compliance with federal and state special education and disability laws. The Executive Director for Exceptional Student Services will ensure Roncalli Middle School's compliance with special education and disability laws through annual audits of Roncalli Middle School's special education program. Roncalli Middle School understands that noncompliance with the federal and state special education and disability laws may result in specific actions by the District.

### ***Responsibility for Special Education Services***

Roncalli Middle School acknowledges and understands that the Executive Director for Exceptional Student Services of the District is responsible for assuring that all special education students attending Roncalli Middle School receive a free appropriate public education (FAPE) under IDEA and ECEA. Specifically, Roncalli Middle School will be responsible for providing special education instruction according to the individualized education programs (IEPs) for each student with a disability enrolled at Roncalli Middle School.

### ***Least Restrictive Environment Requirement and Age-Appropriate Classrooms:***

Roncalli Middle School will educate its special education students to the maximum extent appropriate in appropriate general education classrooms with needed accommodations, instructional/curricular modifications and other supports. The district will make available to Roncalli Middle Schools its continuum of alternative placement if a Roncalli Middle School student is unable to be involved in and progress in the general education classroom with such accommodation, instructional / curricular modifications and supports. If Roncalli Middle School identifies such a student, Roncalli MS will notify the District Executive Director for Exceptional Services in a timely manner to determine if a re-evaluation is necessary and hold an IEP review meeting to discuss appropriate placement for the student.

### ***Special Education Teacher Qualifications:***

Because Roncalli MS is responsible for special education instruction to support students with IEPs, Roncalli Middle School acknowledges and understands that it is not exempt from special education credentialing requirements under the IDEA and ECEA. Roncalli Middle School will hire special education teachers possessing a Colorado teacher's license with appropriate endorsements as well as supporting all teachers in receiving additional training in SPED.

***Related Services:*** Roncalli MS through application of its staff or through contracts with qualified outside providers or the District will provide all related services required by IEPs, including but not limited to initial evaluations and re-evaluations, occupational therapy, physical therapy, paraprofessional services, school health care services, and school psychology services.

***Center Based Programs:*** Roncalli Middle School will be operating a center based program; designed to meet the needs of students with more intensive need.

**18. RESOLUTION APPROVING RONCALLI'S INNOVATION PLAN**

**Pueblo School District No. 60**

**RESOLUTION**

(Approving the Innovation Plan Submitted by Roncalli Middle School)

WHEREAS, the Board of Education of the Pueblo School District No. 60, also known as Pueblo City Schools (School District), is committed to providing a world-class education that prepares graduates to succeed in a global society; and

WHEREAS, in furtherance of this commitment, the Board of Education encourages School District schools to develop new, innovative approaches in education to meet the needs of the School District's diverse and changing student population and to improve educational performance through greater school autonomy and managerial flexibility; and

WHEREAS, The Innovation Schools Act of 2008, C.R.S. § 22-32.5-101 to 111 (2013) (Act), provides a means for the School District and its schools to achieve these goals in accordance with Colorado law; and

WHEREAS, the Board is authorized to approve innovation plans meeting the requirements of and submitted in accordance with the Act; and

WHEREAS, Roncalli Middle School has submitted an Innovation Plan that will include research-based strategies to increase student achievement by implementing Project Lead the Way, Project Based Learning courses, and a focus on Science, Technology, Engineering, and Math pathways, serving students in grades six through eight; and

WHEREAS, the Innovation Plan also includes a restart and restructuring of the staff at the School, requiring all current administrators, teachers, and classified staff to re-apply, move to another school, or transition out of the School District; and

WHEREAS, upon consideration of the Innovation Plan, the Board concludes that it meets the requirements of the Act, including the requirement that it will not result in a decrease in academic achievement and the requirement that it is fiscally feasible.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Pueblo School District No. 60, as follows:

1. Pursuant to C.R.S. § 22-32.5-104(1)(b), the Board of Education approves the Innovation Plan submitted by the Roncalli Middle School, which is hereby incorporated into this Resolution, along with any attachments and testimony provided thereto, and submits it to the Commissioner of Education and the Colorado State Board of Education in accordance with C.R.S. § 22-32.5-107(2).

2. On at least an annual basis, the Board of Education shall review the level of performance of Roncalli Middle School and shall make a determination whether it is achieving or making adequate progress toward achieving the academic performance results and other goals identified in the Innovation Plan.

3. The School's accountability committee and the District will be responsible for ongoing review of the elements of the Innovation Plan, including any waivers from the School District's curricular policies.

Adopted this 19<sup>th</sup> day of March, 2013.

Board of Education  
Pueblo School District No. 60  
a/k/a Pueblo City Schools

By: Phyllis K. Sanchez  
Phyllis K. Sanchez, Board President

ATTEST:

By: Gouldene A. P. P. P.  
Secretary