T.R. Paul Academy of Arts and Knowledge
aka Northern Colorado Academy of Arts and Knowledge
4512 McMurry Dr. Fort Collins, CO 80525

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Board Meeting Agenda for Wednesday, March 8, 2017 at 4pm
4512 McMurry Drive, Fort Collins, Colorado, 80525
Room 101A
Conference Line: 712-432-6100 pin 558-47941

I.   OPENING SECTION
   A.   Call to Order
   B.   Board Members in attendance: Kilbon ( ) Kornfeld ( ) Manguso ( ) Nyberg ( )
       Walser ( )
   C.   Approval of Agenda
         Motion by: Seconded by:
            Kilbon ( ) Kornfeld ( ) Manguso ( ) Nyberg ( ) Walser ( )

II. AUDIENCE COMMENTS

III. OFFICER REPORTS
   A. Secretary's Report
       Motion to approve minutes from February 8th, 2017 meeting
         Motion by: Seconded by:
            Kilbon ( ) Kornfeld ( ) Manguso ( ) Nyberg ( ) Walser ( )
   B. Treasurer's Report
       Motion to approve January Financials
         Motion by: Seconded by:
            Kilbon ( ) Kornfeld ( ) Manguso ( ) Nyberg ( ) Walser ( )

   C. Executive Summary

   D. TES Corporate Report
       A. Joseph Hattrick: Semi-Annual TES Report
       B. Carol Hansen

III. NEW BUSINESS

   A. Approval of amended 2017-18 School Calendar
       Motion to approve amended 2017-18 School Calendar.
         Motion by: Seconded by:
            Kilbon ( ) Kornfeld ( ) Manguso ( ) Nyberg ( ) Walser ( )

B. Resolution Delegating Authority
Motion to approve resolution regarding delegation of authority.
Motion by: Seconded by:
Kilbon ( ) Kornfeld ( ) Manguso ( ) Nyberg ( ) Walser ( )

C. Strategic Planning Discussion

IV.   CLOSING SECTION
A. Adjourn

T.R. Paul Academy of Arts and Knowledge
aka Northern Colorado Academy of Arts and Knowledge
4512 McMurry, Fort Collins, CO 80525

Vision- *To engage learners in the love of literacy and a vibrant foundation of the arts, sciences and world cultures.*

Mission- *To provide a personalized K-5 learning community that respects all student learning styles and diverse capacity, resulting in each student's foundational and accomplished literacy skills to last a lifetime.*

Board Meeting Minutes for February 8, 2017

I. OPENING SECTION

A. Call to Order: By Board-Chair Kornfeld at 4:04pm

B. Board Members in Attendance

Board-Chair Kornfeld	(Present)	Director Kilbon	(Present)
Treasurer Manguso	(Present)	Director Walser	(Present)
Secretary Nyberg	(Present)		

C. Approval of Agenda
Motion to: **Approve the agenda**
Motion by: Director Kilbon   *Seconded by:* Secretary Nyberg
Four Votes For, No Votes Against- **Motion Carried**

II. AUDIENCE COMMENTS

None

III. OFFICER REPORTS

A. Secretary's Report
Motion to: **Approve the minutes from January 11th and 25th, 2017 meetings**
Motion by: Director Kilbon   *Seconded by:* Treasurer Manguso
Four Votes For, No Votes Against- **Motion Carried**

B. Treasurer's Report
- Since this board meeting happens to fall so early in the month, January financials are not yet available.

C. Executive Summary (please refer to February Board Packet for additional information)
- **Assessment/Data**
  - A summary of the results from the middle of the year dibels assessment was given.
  - Scantron results are wrapping up and will be available soon.
  - A PARCC schedule has been drawn up. Testing will take place in mid-April and will be done again on paper instead of on the computer.
  - Scantron is an interim assessment that is not commonly used by other schools in the area. CSI is not familiar with scantron, so getting assistance in data analysis has been difficult. Other interim assessment options are being considered.
- **Enrollment and Marketing**
  - Upcoming open houses have been added to multiple Facebook group pages. Facebook pushes have shown to be effective in bringing people to the TPAAK website.

- o Two homeschool students have applied for enrollment next year. There have been quite a few inquiries from the homeschool community that have seen information about TPAAK on Facebook.
- o The recruitment committee has been taking fliers to preschools in the area. They will canvas the area surrounding the Wheaton building later in February. Also, they are creating a video about TPAAK to use for marketing.

D. TES Corporate Report

- TES is working on a quarterly financial report. This will be presented during next month's board meeting.
- Next week will begin a leadership symposium for the leadership team to present current trends in education and how they can help the leadership team at TPAAK.
- TES has offered to facilitate a strategic planning report based from the academic audit performed by Dr. Korach last year. Highlights from the report were presented and areas of improvement that have occurred over the last year were noted.
- Joseph Hattrick, will be visiting TPAAK in February to do a teacher instruction assessment and provide academic support. He will also look to update the academic audit document to include what has occurred throughout this past year.
- One thing TES would like to focus on is providing support and guidance in implementing an appropriate curriculum that fits the school focus and provides the rigor necessary to maintain a high academic standard. They offered to help bring curriculums to the school to pilot and assess before making a big purchase on a specific one.
- TES also offered to guide the board in development activities and school evaluation and monitoring practices, which they believe to be a critical piece in board participation.

IV. OLD BUSINESS

A. Approval of 2017-18 School Calendar

- In terms of contact hours, the calendar equates to 14 days longer than the PSD calendar.
- In general, the calendar aligns very closely with the PSD days off and school breaks.

Motion to: **Approve 2017-18 School Calendar**
Motion by: Secretary Nyberg   *Seconded by:* Director Kilbon
Four Votes For, No Votes Against- **Motion Carried**

V. NEW BUSINESS

A. Preliminary Discussion Strategic Planning

- The core of the school is emerging as a pyramid based off fine arts, civilization studies, and wellness. The size of the school has given an aspect of intimacy where students can have individualized learning and can grow and thrive within a supportive community.
- In the upcoming months, the board is looking to evaluate all aspects of the school and more thoroughly develop a long term strategic plan.

VI. CLOSING SECTION

A. Adjourn

Adjournment Motion made by Board-Chair Kornfeld at 5:05pm

Next regular meeting scheduled for March 8, 2017

Executive Summary 3.8.2017

Enrollment

	Potential Re-Enroll	Re-Enrolled	Not Re-Enrolling	New Applicants	Completed Apps	Potential	Complete	Homeschool
1/2 K	0	0	0	9	3	9	3	0
Full K	0	0	0	30	22	30	22	0
1st	1	32	8	3	0	35	32	1
2nd	3	34	1	9	0	46	34	2
3rd	2	26	1	1	0	29	26	1
4th	2	27	1	2	0	31	27	0
5th	2	35	3	3	0	40	35	1
Total	9	154	15	57	25	220	179	5
FTE	9	154	15	40.62	14.5	203.62	168.5	5

Notifications of acceptance were sent out Friday 3/3 to families. An updated enrollment report will go out for the board meeting on Wednesday. We have a 100% response rate for re-enrollment and will have those numbers at the board meeting.

Below is the breakdown of reasons given so far for not returning:

Kinder: 4 moving to neighborhood school, 3 moving out of area, 1 due to personnel issues

1st: 1 moving out of area

2nd: 1 due to personnel issues

3rd: 1 moving out of area

4th: 2 neighborhood school, 1 moving to new area

CSI

Ginger Lusty will be at the school for a site visit on March 9th after visiting GVA. Trish Krajniak and Matt Hudson have also been working with the admin on upcoming changes to enrollment procedures affecting IEPs.
The UIP is due to CSI Friday, April 7th.

CEC/Wheaton Facility

K-1-2 Paragon Night was a success at the new facility and the general response from parents was one of excitement for moving into the new facility. Paragon Night was restructured to have three performances back to back on the stage with small tours following. There was a large turnout. The 3-4-5 Paragon Night is planned to be at the new Wheaton facility as well with the three performances back to back on the stage followed by tours. Teachers giving tours will be

given a sheet that details the items the need to be mentioned during a tour and how to handle uneasiness regarding having EAN upstairs.

There has been an ongoing discussion on how to limit the use of the back stairwell by EAN or lesson the perception of risk to the parent community. Various options are being discussed with the Board, Admin and CEC.

The latest communication from CEC is that Innovation will not be complete until 7/28, but that she hopes to have Wheaton move in ready for TPAAK by 6/26 at the latest.

Recruitment

The recruitment committee will canvas the neighborhood again on Thursday, 3/2 after school and we have begun to see some responses to the Refer-A-Friend. The various marketing materials we currently have are in the process of being revised. The St. Patty's Day Parade will be an excellent time to disseminate information about our school and updated materials will be created for the event.

This past Saturday's CEC Open House had mild interest in TPAAK from families there for CEC, but also some very clear reactions to the name "TPAAK" and negative connotations that came with it.

 Caylee Amott will be presenting the general information at TPAAK Open Houses with input/presence from various other admin and teachers.   Matt has taken the initiative and asked the intermediate teachers to have a writing prompt about what makes TPAAK great. Writings were collected and Matt is currently compiling them for use on our website and social media.   They will also be included in a recruitment video that is in the works.

Retention

Retention is working on scheduling a "Move-Up Day" to occur in April or May that allows students to move up to the next grade and meet the teachers and do a fun activity. They are also working on releasing a climate survey to parents to get a greater feel about how our community perceives the school, administration, teachers, curriculum, etc.

Faculty Retention

Four faculty members were spoken to because they were unsure about whether they were going to return to TPAAK. These four members all expressed some level of communication that they received and were unsure whether they were wanted back at TPAAK.
Shannon is also working with Tina and others to develop a pay scale for the teachers. The general feedback from teachers regarding compensation has been that there is a lack of perceived equity, stability, and consistency with pay. The perception is that raises and salaries are primarily based on favoritism and do not reflect a teacher's education or experience. Shannon has spoken with several schools about the success and shortcomings of various compensation models and will continue to get feedback from the staff as an appropriate scale is developed for TPAAK that both is fair to the teachers and is fiscally sustainable.   Shannon discussed various models and their levels of success with different charter schools at the conference.

There was additional discussion from staff that evaluations have not provided constructive feedback and teachers are unsure about the administration's expectations of them and whether or not they are effective teachers.

Behavior/Discipline

Check-ins with each grade level/specials teacher has been held with two or more of the following people (Hutch, Keigan, Montoya) as well as a base level survey have been carried to establish a baseline of behavior and discipline in the school (EBS survey results attached in separate document). Initial results from the face to face meetings indicate the following:

> -A need for consistent, school wide behavior expectations
> -Unsure of when to ask for assistance or refer a student to administration
> -request for guidance on how to deescalate a situation while dealing with the remaining students in the classroom as well.
> - a need for school wide system to reinforce positive behavior
> -need for additional focus on our character traits as a community as well as a need to revisit current character traits as a community
> - a need for clearer communication regarding the school's policies
> -all faculty spoken with wanted some iteration of the sample handbook that was shown detailing school wide expectations on behavior

Across the meetings, it was expressed that there was a lack of school wide expectations as well as support for new teachers on basic protocols for various different situations. Overall, there was a strong desire to move to school forward and the meetings generated a lot of great ideas for the remainder of this year and for next year. The teachers also expressed gratitude in being listened to and having a say in the direction we are moving.

Safety

There was an incident Monday morning involving two CEC students walking to school off campus. According to the students, they laughed at a car driving by because it was loud and the car made a U-turn and verbally accosted the two students. At the end of the altercation, the students believe that they may have seen a weapon in the car before the driver sped off. As soon as the students told the CEC administration, the school was put on Lock Out and the police were called. The police spoke with the students and administration and recommended that we lift the lock out. That afternoon and following morning, there was increased police presence in the neighborhood. During the course of the morning (before school started), the police found a car that matched a similar description in the Qualfon parking lot, and as a precaution, the school called indoor drop off. There was communication to parents regarding the initial lock down as well as the subsequent police presence in the neighborhood the following day. Communication was drafted with the advisement from the board chair, the League's Communication Director and Attorney, the FCPD officers on duty and FCPD Communications Director as well as Joseph Hattrick. All questions and concerns from parents were handled by Shannon Keigan. Increased staff presence was at all outdoor activities after the police communicated that there was no active threat to the school.

Following the incident, the admin team drafted protocols for staff on how to handle emergency situations while outside and how to respond in various situations at the Wednesday staff meeting.

A team will be convened in late March/early April to do our annual review of our school safety plan and work on developing revisions to reflect our new site for next year. Participants will include staff and parents, the FCPD will also be invited to attend.

Special Education/ELL:

Hutch and Amott attended a PD this Monday, March 6 that focuses on discipline and interventions for Autism, Sensory Disorder and ADHD students. They will share what they learned at the staff meeting after Spring Break.

We are currently waiting to hear from CSI personnel regarding SPED students and our homeschool program. There is currently conflicting guidance (OCR, Federal Dept. of Ed, CDE) regarding students with IEPs on whether homeschool programs are required to provide services for those IEPs. Another question with conflicting guidance is whether we are allowed to ask about Special Ed status prior to enrolling a child. CSI is revising their enrollment procedure recommendations for schools. Updates will be provided to schools as they have more information.

Curriculum

During the behavior check-ins, many of the teachers also brought up their concerns over current curriculum, citing our ELA curriculum as the priority for investment. There was a lot of concern over not knowing where the students should be as well as concern over not having a common language or a curriculum that built on the previous year's learning. There was a lot of frustration concerning a lack of cohesive or any cohesion in our curriculum.

Various teachers also requested resources/support/curriculum for character development and the use of technology.

Jami made some contacts at the Charter School Conference for grammar/writing and science curriculum and is following up with those in the coming weeks to get samples and price quotes. Both have a solid scope and sequence in place that follows the updated standards, which is what the teachers are looking for.

Assessments

Overall, the school saw a 17% growth in SIP scores on math Scantron from the beginning of the year to middle of year benchmark. 1st grade saw the most growth, 27%, and moved from "Approaching" to "Meeting" standard expectations. All grades except 5th are "Meeting" standard expectations at MOY. 5th grade is "Approaching" standards, but is already showing more growth from BOY to MOY (14%) than the 5th grade cohort did over all of last year (11% from BOY to EOY).
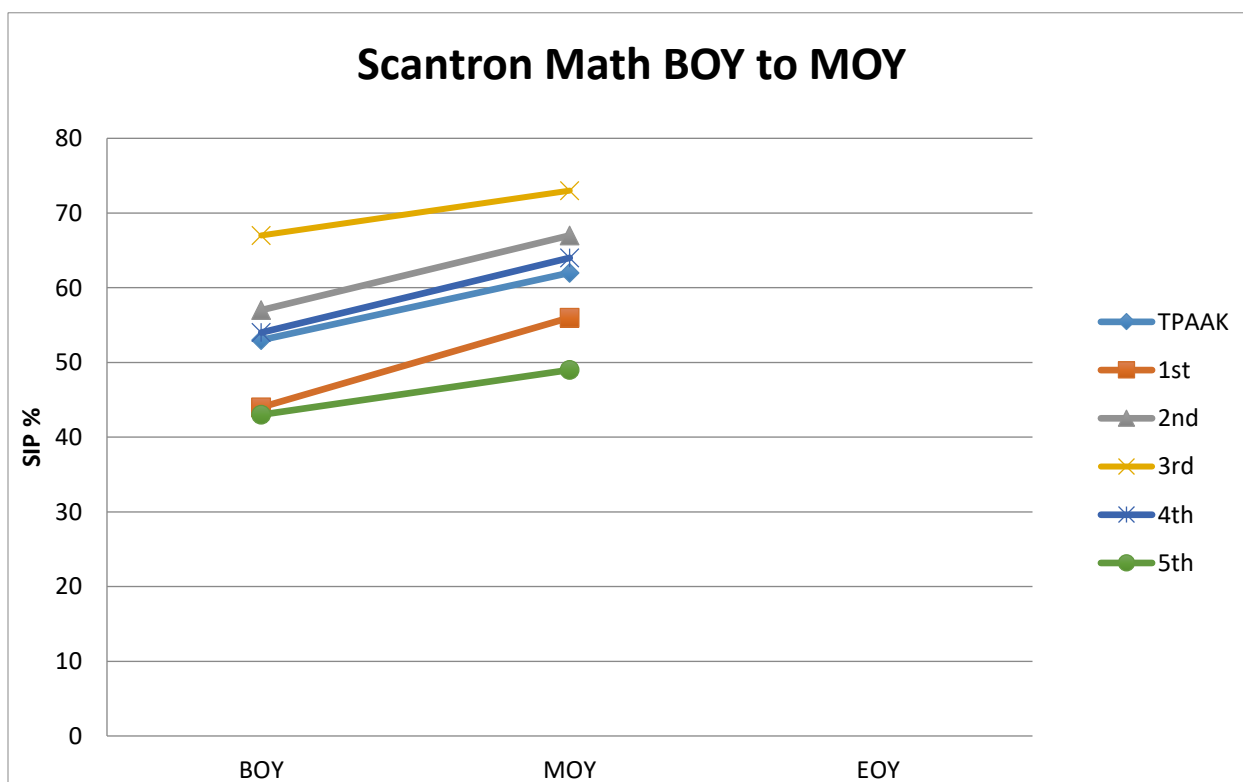
Additionally, Mrs. Montoya continues to use CSI, the League, and Joseph Hattrick to help decide what program will be best for a school-wide interim assessment next year. We will continue to use DIBELS Next for K-5 benchmark reading assessment, but would like to explore other options for a math/literacy standards-based assessment. Mrs. Montoya received information on two widely used assessments, NWEA and Galileo, at the conference, and is having conversations with representatives from the companies on how the programs might benefit our school.

PARCC

As mentioned before, the schedule for PARCC testing is set and will be communicated with parents in a letter to go out tomorrow. All 3rd-5th teachers, some support staff, and several substitute teachers will attend a mandatory training after school on March 30th. Mrs. Montoya has created a security plan and chain of custody documents for testing materials, and has secured a space where test materials will be locked.

April 2017

10	11	12	13	14
Professional Development PARCC Prep	ELA Session 1 8:45am 90 mins ALL	ELA Session 2 8:45am 75 mins (3rd) 90 mins (4th-5th)	ELA Session 3 8:45am 90 mins ALL	Makeups
17	**18**	**19**	**20**	**21**
Makeups	Math Session 1 8:45am 60 mins ALL	Math Session 2 8:45am Math Session 3 1:00pm 60 mins ALL	Math Session 4 8:45pm 60 mins ALL	Makeups
24	**25**	**26**	**27**	**28**
Makeups	Science Session 1 8:45am 80 mins	Science Session 2 8:45am 80 mins	Science Session 3 8:45am 80 mins	Makeups

In addition to preparing the students for PARCC testing beforehand, we also have several things in the works to help the students feel motivated and supported during the testing window. We will hold a kickoff assembly on Friday, April 7, which will include the primary grades cheering on their older classmates. Mrs. Montoya is working with Mrs. Cruise on morning energizers to "pump up" the 3rd-5th graders before their test sessions begin, and we will provide every classroom with a variety of healthy snacks during testing. Teachers will also be supported during this time and the lounge will be stocked with coffee and healthy treats.

Professional Development

Hutchinson went to the League of Charter Schools conference hoping to learn more about how to implement an appropriate PBIS system, disciplinary system, and "soft skills" curriculum into our school. Through various workshops, she gained a wealth of information about building up students' emotional intelligence, soft skills curriculum assistance, as well as a tangible problem response system for discipline issues that may arise. Additionally, she was able to network with leaders from CSI and discuss current questions that she had regarding SPED and enrollment. She left feeling excited, as well as confident in her ability to apply new knowledge of school-wide systems to TPAAK.

At the Charter School Conference, Montoya had planned to attend sessions mainly geared toward data and assessment, as that is the main function of her job this year. While she did attend some of those sessions, she learned the most in sessions about Visible Learning, leadership, and teacher evaluation. At an evaluation session with Cherry Creek Academy, she was able to take away a real evaluation system that they are currently using and getting high results from their teachers with it. She is looking at evaluation systems from other schools as well, and intends to have something put into place before next year. Additionally, she received valuable information about internal mentor programs and how we could create a system that is sustainable and successful. Our veteran and new teachers will greatly benefit from both a consistent evaluation system and mentorship program, and it is something she is excited to further explore.

The Visible Learning session gave Montoya ideas about non-negotiables all teachers should have in their classrooms, like learning goals and success criteria. Students need to know where they are going in their learning and how they are going to get there. John Hattie broke down the research of tens of thousands of educational studies and found what is most effective in student learning. She would like to take those findings and help our teachers apply them in their classrooms, as well as help them weed out strategies that may not have much of an impact on student learning. Below is a breakdown of the information*, this session was the best one she attended at the conference. She feels fortunate that she was able to go and network with other charter school educators, and will continue to synthesis everything I learned so she can help our school and teachers grow.

 *In order to understand the graph, think of 0.04 as one year of growth. The higher the number, the more impact it has on student achievement.

What Matters Most in Raising Student Achievement?

| Category	Value
Collaborative Teacher Efficacy	1.57
Student visible learning	1.44
Response to intervention	1.07
Formative teacher evaluation	0.90
Feedback	0.75
Metacognitive strategies	0.69
Direct instruction	0.59
Peer tutoring	0.55
Classroom management	0.52
Parental involvement	0.41
Writing programs	0.40
Cooperative learning	0.40
Integrated curriculum	0.39
Computer-assisted instruction	0.37
Inquiry-based teaching	0.31
Homework	0.29
Teaching test-taking skills	0.27
Summer school	0.23
Class size	0.21
Co-/team teaching	0.19
Mentoring	0.15
Ability grouping	0.12
Teacher subject matter knowledge	0.09
Summer vacation	-0.02
Retention	-0.13
Television	-0.18

**Effective Behavior Support Survey: Feb/Mar 2017**

The EBS Survey is used by school staff for initial and annual assessment of effective behavior support systems in our school. The survey examines the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. Each question in the survey relates to one of the four systems and asks respondents to rate the status of each feature (In Place, Partially in Place, Not in Place). It then asks respondents are asked to prioritize improvements for that feature (High, Med, Low). 14 of the 15 classroom/specials teachers submitted completed surveys. The survey summary will be used to assist in developing an action plan for implementing and sustaining effective behavioral support systems throughout the school.

Overall Results
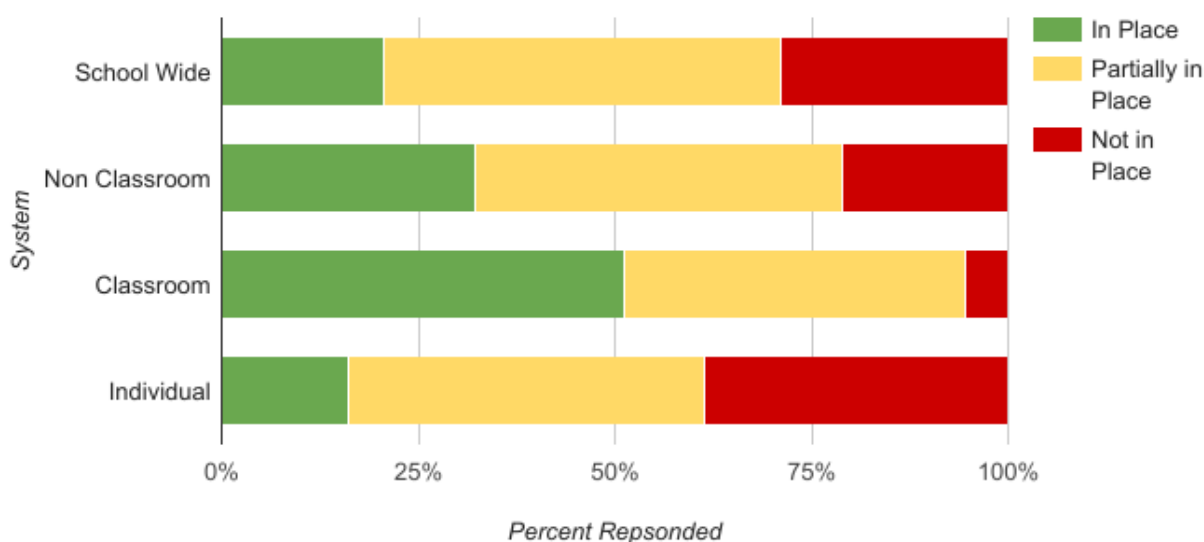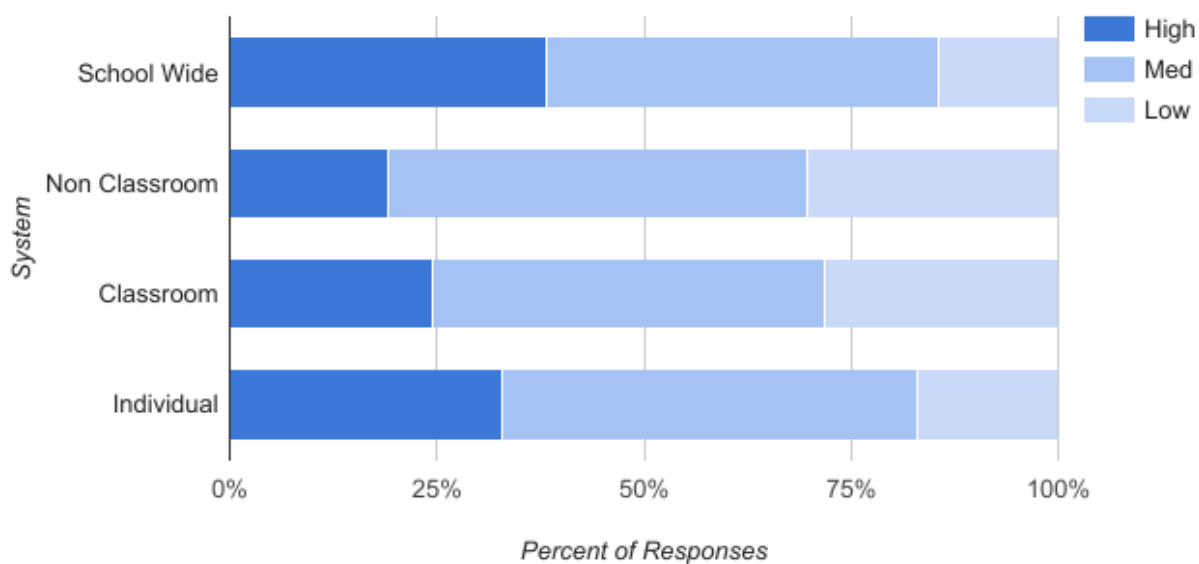
School Wide Systems Summary

Features Currently In Place (+65%): School Wide Systems	
Procedures are in place to address emergency/dangerous situations.	85%

Features Currently Not in Place (+65%): School Wide Systems	
*Booster training activities for students are developed, modified, and conducted based on school data.	77%
School-wide behavior support team has a budget for (a)teaching students, (b) on-going rewards, and (c) annual staff planning.	77%
The school team has access to on-going training and support from district personnel.	67%

High Priorities (+50%) for Improvement: School Wide Systems	
*Consequences for problem behaviors are defined clearly.	70%
*School has formal strategies for informing families about expected student behaviors at school.	64%
*A team exists for behavior support planning & problem solving.	60%
*Booster training activities for students are developed, modified, and conducted based on school data.	56%
*Problem behaviors (failure to meet expected student behaviors) are defined clearly.	50%
*Options exist to allow classroom instruction to continue when problem behavior occurs.	50%

School Wide Systems Complete Results

School Wide Systems						
Current Status			**Feature**	**Priority for Improvement**		
In Place	Partially in Place	Not in Place	School-wide is defined as involving all students, staff, & all settings	High	Med	Low
42%	58%	0%	A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	30%	60%	10%
31%	46%	23%	Expected student behaviors are taught directly.	33%	44%	22%
15%	77%	8%	Expected student behaviors are rewarded regularly.	30%	50%	20%
23%	62%	15%	*Problem behaviors (failure to meet expected student behaviors) are defined clearly.	50%	38%	13%
14%	71%	14%	*Consequences for problem behaviors are defined clearly.	70%	30%	0%
15%	62%	23%	Distinctions between office v. classroom managed problem behaviors are clear.	20%	50%	30%
23%	77%	0%	*Options exist to allow classroom instruction to continue when problem behavior occurs.	50%	50%	0%
85%	15%	0%	Procedures are in place to address emergency.dangerous situations.	22%	33%	44%
14%	50%	36%	*A team exists for behavior support planning & problem solving.	60%	30%	10%

In Place	Partially in Place	Not in Place	Feature	High	Med	Low
54%	38%	8%	School administration is an active participant on the behavior support team.	11%	78%	11%
0%	77%	23%	Data on problem behavior patterns are collected and summarized within an on-going system,.	11%	78%	11%
0%	54%	46%	Patterns of student program behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	40%	40%	20%
8%	69%	23%	*School has formal strategies for informing families about expected student behaviors at school.	64%	27%	9%
0%	23%	77%	*Booster training activities for students are developed, modified, and conducted based on school data.	56%	44%	0%
8%	15%	77%	School-wide behavior support team has a budget for (a)teaching students, (b) on-going rewards, and (c) annual staff planning.	44%	44%	11%
23%	38%	38%	All staff are involved directly and/or indirectly in school-wide interventions	38%	38%	25%
8%	25%	67%	The school team has access to on-going training and support from district personnel.	40%	60%	0%
11%	33%	56%	The school is required by the district to report on the social climate, discipline level or student behavior at least annually.	0%	67%	33%
21%	**50%**	**29%**	**Total of all School Wide System Responses**	**38%**	**47%**	**14%**

Non Classroom Systems Summary

Features Currently In Place (+65%): Non Classroom Systems			

Features Currently Not in Place(+65%): Non Classroom Systems			
Status of student behavior and management practices are evaluated quarterly from data.			69%

High Priorities (+50%) for Improvement: School Wide Systems

Non Classroom Systems Complete Results

Non Classroom Setting Systems						
Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground)	High	Med	Low
38%	54%	8%	School-wide expected student behaviors apply to non-classroom settings.	18%	64%	18%
8%	85%	8%	School-wide expected student behaviors are taught in non-classroom settings.	30%	50%	20%
54%	46%	0%	Supervisors actively supervise (move, scan and interact) students in non-classroom settings.	20%	50%	30%
15%	62%	23%	Rewards exist for meeting expected student behaviors in non-classroom settings.	10%	50%	40%

In Place	Partially in Place	Not in Place	Feature	High	Med	Low
62%	38%	0%	Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to and exit from school grounds	10%	50%	40%
54%	46%	0%	Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.	30%	10%	60%
15%	23%	62%	Staff receives regular opportunities for developing and improving active supervision skills.	10%	60%	30%
15%	15%	69%	Status of student behavior and management practices are evaluated quarterly from data.	22%	67%	11%
31%	46%	23%	All staff are involved directly or indirectly in management on non classroom settings.	22%	56%	22%
32%	**47%**	**21%**	**Total of all Non Classroom Setting System Responses**	**19%**	**51%**	**30%**

Classroom Systems Summary

Features Currently In Place (+65%): Classroom Systems	
Expected student behavior and routines in classrooms are taught directly.	92%
Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative)	75%
Expected student behavior and routines in classrooms are stated positively and defined clearly.	67%

Features Not in Place (+65%): Classroom Systems	

High Priorities (+50%) for Improvement: Classroom Systems	
*Teachers have regular opportunities for access to assistance and recommendations (observation, instruction, and coaching).	50%

Classroom Systems Complete Results

Classroom Systems						
Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Classroom settings are defined as instructional settings in which teacher(s) supervise and teach groups of students.	High	Med	Low
67%	33%	0%	Expected student behavior and routines in classrooms are stated positively and defined clearly.	8%	50%	42%
55%	45%	0%	Problem behaviors are defined clearly	8%	58%	33%
92%	8%	0%	Expected student behavior and routines in classrooms are taught directly.	0%	45%	55%
75%	25%	0%	Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative)	8%	50%	42%
42%	50%	8%	Problem behaviors receive consistent consequences.	42%	33%	25%
58%	33%	8%	Procedures for expected and problem behaviors are consistent with school wide procedures.	17%	42%	42%

42%	42%	17%	Classroom based options exist to allow classroom instruction to continue when problem behavior occurs.	42%	33%	25%
42%	58%	0%	Instruction and curriculum materials are matched to student ability (math, reading, language)	25%	67%	8%
42%	58%	0%	Students experience high rates of academic success (> 75% correct)	33%	50%	17%
17%	67%	17%	*Teachers have regular opportunities for access to assistance and recommendations (observation, instruction, and coaching).	50%	50%	0%
33%	58%	8%	Transitions between instructional and non-instructional activities are efficient and orderly.	33%	42%	25%
51%	**44%**	**5%**	**Total of all Classroom System Responses**	**24%**	**47%**	**28%**

Individual Student Systems Summary

Features Currently In Place (+65%): Individual Systems				

Features Not in Place (+65%): Individual Student Systems	
*School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.	75%
Behavior is monitored and feedback provided regularly to the behavior support team and relevant staff.	67%

| **High Priorities (+50%) for Improvement: Individual Student Systems**	
*A behavior support team responds promptly (within two working days) to students who present chronic problem behaviors.	60%
*School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.	55%

Individual Student Systems Complete Results

Individual Student Systems						
Current Status			**Feature**	**Priority for Improvement**		
In Place	Partially in Place	Not in Place	Individual student systems are defined as specific supports for students who engage in chronic problem behaviors (1% - 7% of enrollment)	High	Med	Low
25%	58%	17%	Assessments are conducted regularly to identify students with chronic problem behaviors.	27%	55%	18%
33%	58%	8%	A simple process exists for teachers to request assistance.	18%	55%	27%
18%	45%	36%	*A behavior support team responds promptly (within two working days) to students who present chronic problem behaviors.	60%	10%	30%
9%	64%	27%	Behavioral support team includes an individual skilled at conducting functional behavioral assessment.	33%	56%	11%
9%	27%	64%	Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student)	22%	56%	22%
33%	50%	17%	Significant family and/or community members are involved when appropriate and possible.	9%	73%	18%

0%	25%	75%	*School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.	55%	36%	9%
0%	33%	67%	Behavior is monitored and feedback provided regularly to the behavior support team and relevant staff.	40%	60%	0%
16%	**45%**	**39%**	**Total of all Individual System Responses**	**33%**	**50%**	**17%**

T.R. Paul Academy of Arts and Knowledge
Semi-Annual Report

Presented by Tatonka Education Services
March 8, 2017
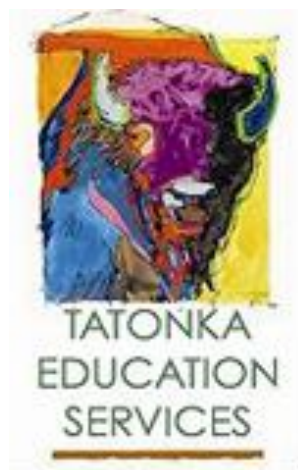
During the 2015-16 school year, TPAAK entered into a service agreement with Tatonka Education Services as its management company. Semi-annually, Tatonka Education Services will provide a report to the board that will keep them apprised of status toward financial, academic, and other goals while highlighting necessary and appropriate information at different parts of the year. This report will focus on services provided by TES this school year, status towards meeting goals/suggestions from a year-old audit, and observations gathered through direct observation, surveys, and conversations with stakeholders.

Services Indicated in TES Management Agreement

Human Resource Administration

Tatonka Education Services Human Resource Department supports TPAAK administer their employee benefits and assist with risk management. The HR department is in constant revisions for improvements to better serve TPAAK. Throughout the school year, TES provides support in all matters relating to HR which has supported the school in ensuring highly qualified staffing at the site level. Some of the areas TES has worked specifically with TPAAK are:

- Meet compliances standards of all Federal and State Laws
- Works with TPAAK to ensure accurate record of time worked and PTO
- Compliance with all occupational safety and health standards and regulations established by the Occupational Safety and Health Act and state and local regulations
- Committed to sponsoring a comprehensive benefits program for all eligible employees
- Compliance with the Affordable Care Act, and applicable requirements implemented under the Act.
- Communication regarding changes in procedures, policies and general information
- Compliance with records retention and destruction policies. Relevant to litigation or potential litigation

Fiscal Services and Consultation

For the FY17, TPAAK increased their starting teacher base salary by 9%. Prior to furlough days being added, the average increase for employees was 6.75%. After the furlough days were incorporated, the average increase is reduced to 3.5%.

TPAAK's estimated monthly PPOR after CSI fee is $110,934. On average, TPAAK spends $101,305 for payroll and benefits with another $ 11,861 after capital construction funds to CEC for rent. At minimum, we will use $2,232 from reserve each month. The actual amount will be larger, as we have not included any operating expenses beyond payroll and rent.

The school's FTE dropped by 15.25% from 229.64 to 194.62. Per pupil funding increased by 1.93% from $6,912.87 to $7,046.17. Due to the decrease of 35 students from FY16, the school lost 13.62% of their funding after the per pupil increase which translates to $216,145.86 for FY17.

Paragon License

Continues to provide the Paragon curriculum as TPAAKs Social studies and Humanities curriculum. Paragon curriculum supports student learning in these subjects through the modality of an arts education as exhibited through terrific Paragon nights.

Academic Advisement

Dr. Susan Korach completed an academic audit during the 2015-16 school year and provided a comprehensive report to the TPAAK board of directors. After a review of the audit in 2017, it was noted that many items still have not been implemented. Areas of continued focus are:

- Refining the school focus – the website, mission, and vision make it a very broad focus.
- Need for increased professional development
- Increased communication throughout the school and community at large
- Alignment between articulated educational program and actual educational program.
- Increased teacher support through coaching, modeling, professional development, and evaluation.
- "The school is in desperate need for high quality curriculum and/or learning materials that fit the school's focus and population."
  - This will support the rigor of the instruction
- Increase clarity in role definition through job description and a clearly articulated mission
- Involve parents and community in the strategic planning process.
- Professional development for the board to enable them to better evaluate the academic program.

Public Relations

Fortunately, TPAAK has had very few reasons for public relations advisement. Most recently, TES worked in conjunction with administration in order to ensure clear communication with the public regarding staff absence and a potentially unsafe situation in the community.

Information Technology

Cynthia Gonzalez has been working with IT staff at TPAAK in order to evaluate current IT needs as well as plan for a successful transfer to the future location. Some of the things MS. Gonzalez has provided to TPAAK this year are:

- Ordered and worked with tech to set up new laptops and for teachers and student.
- Put together tech job description for Shannon.
- In the works with PowerSchool Co State reporting group Immunization docs and Standard report cards
- Filed eRate 470 online and submitted RFP's
- Supporting all tech needs before the move to new location.
- Working with vendors on increasing bandwidth for new school year.
- Will assist with staging the move for technology this summer.
- Supported all efforts in regards to online testing and website issues.

- Changed out firewall

While there are needs for upgrades to technology, the focus for the remainder of this school year will be the successful staging and move to a new location this coming summer.

<u>Marketing</u>

Marketing is a critical component in order to achieve a fully enrolled school. TES worked with TPAAK staff on ideas this fall but resources were limited in order to implement many of the ideas. Recently TPAAK assembled an enrollment/marketing committee which is tasked with ensuring marketing efforts translate to students enrolling at TPAAK. Over the next 3 months, a robust marketing plan should be developed. TES will provide the necessary resources to facilitate the creation and implementation of a marketing plan.

With a declining enrollment at TPAAK, marketing should be one of the main priorities for administration and staff. Enrollment has been far below the budget FTE this school year which has caused budgetary restrictions. This is a trend that has been somewhat consistent over the past few years as seen in FIGURE 1. In addition to a marketing plan, TPAAK should conduct a study of surrounding schools and motivation for parents to enroll at schools other than TPAAK.

FIGURE 1

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Budgeted FTE	344	315	265	287	232	256	230
Actual FTE	289	255	255	252	224	230	195
Variance	84%	81%	96%	88%	97%	90%	85%
Percentage	-16%	-19%	-4%	-12%	-3%	-10%	-15%
	2	2	4	2	4	2	2

Principal Evaluation

Conducted Principal evaluation for Mr. Lewicki for the purpose of including in the renewal application. A second evaluation will be completed at the end of the school year. The results of the evaluation has been shared with the board president and will be shared with Mr. Lewicki following his leave. The goal of this initial evaluation is to identify strengths of the principal and identify areas of focus for professional development.

Board self-assessment

Board self-assessment was conducted by Joseph Hattrick in October 2016. The summary report identified strengths and weaknesses of the board. As mentioned in the summary, board training and/or a board retreat would be beneficial for full board effectiveness.

BOARD SELF-EVALUATION FALL 2016

The T.R. Paul Academy of Arts and Knowledge was facilitated by Joseph Hattrick, Vice President of Tatonka Education Services during the first week of October, 2016. Overall, in an A-F rating, the board would receive a B for their current self-evaluation. The following summary is an analysis and report that takes into account all board members' feedback:

Strengths of the Board

- The board has a strong foundation as represented by their responses in the self-assessment.
- The board has a clear understanding of their roles and responsibilities. Additionally, meetings are well-prepared and facilitated by a strong leader.
- The board is involved in the selection of the principal and through the collaboration with Tatonka Education Services, has policies in place pertaining to personnel and human resources.
- The board takes an active role in adopting, monitoring, and planning the school's budget.
- The board has a strong interest in student achievement data and is aware of the assessment system and instructional program.

Suggested areas of focus

- The board may want to devote a series of meetings or a retreat to developing long-term strategic plan using SMART goals and review/revise at least annually.
- A series of board training would benefit the strength of the board. These trainings include:
  -Review of Robert's Rules of Order
  -New board orientation
- Create a calendar of events to ensure trainings, board self-evaluation, principal evaluation, and other necessary duties get completed as necessary.
- The board should review committee's responsibilities and ensure all board members contribute equitably.
- Succession planning should be considered when evaluating the staffing plan for TPAAK.
- Curriculum and instruction should be better understood and evaluated in order to make informed decisions regarding student achievement outcomes.
- The board would benefit greatly from increased involvement from parents and staff in order to move the mission of the school forward. Strategies should be developed in order to foster this level of involvement.

Academic Program

During visits to TPAAK, interviews with staff & administration, and staff surveys, it is clear that there is a strong school climate at the school but there is needed improvement and increased structure to the instructional program at TPAAK.

Strengths

- TPAAK has a strong school climate as evidenced by the ability of staff to collaborate and share necessary resources.
- Utilization of Paragon Curriculum is good and parents find value in it.
- Paragon nights are successful and are a great opportunity to leverage parent involvement.
- Staff has a strong commitment to the arts.
- All staff have a common agreement and interest in finding a common curriculum. Their eagerness will support the implementation of a new rigorous curriculum.

Recommendations

- The school should narrow its focus/niche so that it can be easily defined by all.

- A detailed professional development plan is needed in order to support teacher development.
- Improved communication to all stakeholders should be increased.
- TPAAKs academic model should address all academic areas and provide individualized instruction in all areas and be supported through professional development.
- Curriculum in all subject areas should be reviewed and sampled in order to adopt appropriate curriculum for the school.
- Clear classroom requirements should be established for teachers (what is on the walls, common expectations, lesson planning, etc.).

Suggestions for TPAAK Board

TPAAK has a great foundation and has come a long way over the last year. With the renewal having been approved, it is necessary to initiate an expedited strategic planning and school improvement process. Academic achievement must be the focus of the strategic planning process and all aspects of the school that can have a positive impact on student achievement should be addressed. As we plan for the 2017-16 school year, the TPAAK board should require the following from a strategic planning team:

- Create Instructional program and require fidelity to the model
  - This includes all classroom components
  - Classroom management procedures
  - Instructional program including standards-based instruction, lesson planning, and differentiation.
- Develop a robust and rigorous curriculum for all academic areas at the school
- Evaluate and reorganize staffing plan if necessary to ensure the staffing model matches the school size
- Identify and articulate TPAAKs Core philosophy
- Enhance marketing efforts to put TPAAK on a waiting list for enrollment
- Implement a schoolwide behavior management system
- Develop and adhere to a teacher mentoring program (for new and veteran teachers)
- Develop a job description for school leader which includes evaluations and timelines (board task)
- Evaluate Compliance on all matters for the school
  - School Accountability Committee
  - Board Training
  - UIP
- Create a detailed professional development plan that supports teacher improvement from the beginning of the year with regular trainings to meet their individual goals.
- Implement a regular coaching, monitoring, and evaluation schedule that provides teachers timely and relevant feedback with measurable action steps in order to improve their instructional practice.

T.R. Paul Academy of Arts and Knowledge
2017-18 School Calendar

August 2017

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

14-18	All Staff PD Days
18	Back 2 School Night/Pictures
21/22	Pre-assessment Days
23	First Day of School
31	Respect Assembly

September 2017

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4	Labor Day / No School
7	Parent Orientation Night
21	Paragon Night
28	Respect Assembly @2:30pm
29	Staff PD Day / No School

October 2017

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

6	Camp Read A-Lot
19	Parent Teacher Conferences 4pm-7pm
20	Parent Teacher Conferences All Day/No School
31	Respect Assembly @8:30am

November 2017

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

15	Paragon Night
17	Teacher PD Day / No School
20- 24	Fall Break / School Closed
30	Respect Assembly @2:30pm

December 2017

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

12	Winter Festival
21	Respect Assembly @8:30am
22-29	Winter Break / School Closed

January 2018

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 - 5	Winter Break Cont./ Closed
8	Teacher PD Day / No School
9	First Day Back to School
15	MLK Day / No School
26	Canvases & Cupcakes
31	Respect Assembly @2:30pm

February 2018

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

15	Paragon Night
19	President's Day / No School
28	Respect Assembly @ 8:30am

March 2018

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2	Dr. Seuss Day/Parent's Night Out
12-16	Spring Break / School Closed
30	Respect Assembly @2:30pm

April 2018

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

13	PT Conf. 8am - 4pm / No School
17	Paragon Night
30	Respect Assembly @ 2:30pm

May 2018

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

12	Arts Gala
24	Field Day
25	Respect Assembly @8:30am
25	Last Day of School
	Early Dismissal @ 12:30pm

June 2018

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2018

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Legend

Color	Meaning
Start & End Dates
Significant Days
Staff Only / No Students
School Closed
Summer Break/School Closed

Start time: 8:10am
End Time: 3:20pm

1200 Student Contact Hours
169 Student Contact Days
184 Staff Contact Days

Trimester End Dates:
Nov. 16, Mar 8, May 25

Board Approved:

T.R. Paul Academy of Arts and Knowledge
aka Northern Colorado Academy of Arts and Knowledge
4512 McMurry, Fort Collins, CO 80525

RESOLUTION BY THE T.R. PAUL ACADEMY OF ARTS AND KNOWLEDGE TO DELEGATE
STAFFING AUTHORITY TO THE SCHOOL EXECUTIVE DIRECTOR AND DIRECTOR OF
OPERATIONS.

WHEREAS, Northern Colorado Academy of Arts and Knowledge, d/b/a T.R. Paul Academy of Arts and Knowledge, (TPAAK) a Colorado nonprofit corporation and a charter school authorized by the State Charter School Institute, State of Colorado (the "Charter Authorizer") pursuant to the Constitution and the laws of the State of Colorado, particularly the Article 30.5 of Title 22 of the Colorado Revised Statutes ("Charter Schools Act"), and the terms and provisions of the Charter School Contract, between the Charter Authorizer and the Charter School with requisite corporate power to own, lease, and operate educational and administrative facilities and to carry on its business as presently being conducted;

WHEREAS, TPAAK has contracted with Tatonka Educational Services (TES) to provide staff and human resources services to carry out TPAAK's educational mission;

WHEREAS, TPAAK has retained authority over staff pursuant to Session 2.1(A)(i)(b) of its agreement with TES;

WHEREAS, TPAAK's agreement also allows it to delegate its authority over staff to the Executive Director and Director of Operations;

WHEREAS, James Lewicki is the current Executive Director;

WHEREAS, Shannon Keigan is the current Director of Operations; and

NOW, THEREFORE, BE IT RESOLVED, by the TPAAK Board, that its authority to supervise staff is delegated to James Lewicki, as Executive Director, and Shannon Keigan, as Director of Operations, but that the Board shall retain oversite and the ability to overrule any action taken under this delegated authority.

Adopted this 08th day of March, 2016.

By:_____
Samuel Kornfeld
T.R. Paul Academy of Arts and Knowledge
Board of Director's Chair

I certify that the foregoing Resolution was adopted by the TPAAK Board of Directors at a regular Board meeting upon notice as required by law on March 08, 2017, by a roll-call vote of Aye ___, Nay ___, and Abstention __.

By:_____
Sherri Nyberg
T.R. Paul Academy of Arts and Knowledge
Board of Director Secretary