

**T.R. Paul Academy of Arts and Knowledge  
aka Northern Colorado Academy of Arts and Knowledge  
4800 Wheaton Drive, Fort Collins, CO 80525**

Board Meeting Agenda for Monday, December 18, 2017 at 4:30pm  
4800 Wheaton Drive, Fort Collins, CO 80525  
Room 100B  
Conference Line: 712-432-6100 pin 558-47941

## I. OPENING SECTION

- A. Call to Order
- B. Board Members in attendance: Kilbon ( ) Kornfeld ( ) Manguso ( ) Shapland ( )  
Walser ( )
- C. Approval of Agenda
- Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
Kilbon ( ) Kornfeld ( ) Manguso ( ) Shapland ( ) Walser ( )

## II. AUDIENCE COMMENTS

### III. REPORTS

- A. Secretary's Report  
 Motion to approve minutes from November 27 board meeting.  
 Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
 Kilbon ( ) Kornfeld ( ) Manguso ( ) Shapland ( ) Walser ( )
- B. Treasurer's Report  
 Motion to approve October financials.  
 Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
 Kilbon ( ) Kornfeld ( ) Manguso ( ) Shapland ( ) Walser ( )
- C. Executive Summary

#### IV. NEW BUSINESS

- A. UIP Draft
- B. 18-19 School Calendar Review
- C. Early Access Enrollment Policy  
Motion to approve updated early access enrollment policy.  
Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
Kilbon ( ) Kornfeld ( ) Manguso ( ) Shapland ( ) Walser ( )
- D. PTO Bylaws  
Motion to approve updated PTO bylaws.  
Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
Kilbon ( ) Kornfeld ( ) Manguso ( ) Shapland ( ) Walser ( )

III. OLD BUSINESS

A. Auditor RFP

Motion to approve recommendation to request proposals for auditor.

Motion by:

Seconded by:

Kilbon ( ) Kornfeld ( ) Manguso ( ) Shapland ( ) Walser ( )

B. Service Provider RFP

IV. BOARD MEETING

A. Agenda Items

a. Enrollment Policy Review/Update

b. School Calendar Approval

V. CLOSING SECTION

A. Motion to Adjourn

Motion by:

Seconded by:

Kilbon ( ) Kornfeld ( ) Manguso ( ) Shapland ( ) Walser ( )

## **Executive Summary**

### **12.15.17 Board of Directors Meeting**

#### **Unified Improvement Plan**

The School Accountability Committee has submitted the first draft of the UIP to CSI for review and feedback. The final draft will be submitted in January. Next year, CSI is moving up the date for the UIP submission to the fall, to better align to schools' strategic planning processes.

#### **Assessment**

MOY testing for both MAP and Dibels will wrap up prior to winter break. Data will be analyzed with teachers at the January 8 PD, and results will be reported at the January board meeting. CSI is also assisting with some data analysis on BOY to MOY test results.

ACCESS testing for English Language Learners will take place in January. This is a computer-based, standardized assessment required by the state that Ms. Hutchinson will give to our small group of students who marked NEP or LEP on the home survey.

The internal schedule is being set for this spring's CMAS state assessment, as well as the accommodation groups. Unique Accommodation Requests were submitted to CSI last week, and accommodations will be put into Pearson Access in January. The testing window is April 9-27. Training for teachers on administering the assessment, as well as security protocols, will be held on February 28. More information on the internal state testing plan in Ms. Montoya's absence will be reported to the board at the January or February.

#### **Teaching and Learning Goals**

There are updates to the professional development goal. All teachers have either attended an outside professional development training, or are now scheduled to attend one in the winter/spring. Additionally, a plan is set for our next two whole-staff PD days. On January 8 we are analyzing our MOY MAP data in teams and working out kinks in our RtI process, as well as doing some coaching sessions for the math and literacy curriculum. Ms. Rolf and Ms. Ruby are also presenting information to staff on from their Formative and Summative Assessment training. On March 9, we are

We are also in the process of planning next year's preservice professional development time. There will be designated days for new teachers, should we have new hires. While we will have reviews on the curriculum, assessment protocols, evaluation process, and school-wide expectations, the hope is to focus more on pedagogical professional development that align with our mission and vision, such as growth mindset strategies for the classroom and restorative practice.

#### **Student Academic Growth**

*75% of TPAAK students will reach NWEA-MAP projected growth measures for math and reading by the end of the 2017-2018 school year.*

*TPAAK students will have a median growth percentile of at least 50 on the 2018 ELA CMAS assessment and a median growth percentile of 38 on the Math CMAS assessment.*

Strategies/Activities	Responsible Parties	Resources	Completion Date		BOD Report Date
Review BOY MAP data	Montoya	CSI – Aislinn Walsh	October 2017	√	October 2017
Identify areas of strength and improvement in reading and math	Montoya, teaching staff	CSI – Aislinn Walsh Andy Franko	October 2017	√	October 2017
Identify achievement and growth goals	Montoya, teaching staff	School Accountability Committee	October 2017	√	October 2017
Correlate MAP results to CMAS assessment projections	Montoya	CSI – Aislinn Walsh Andy Franko	January 2018		January 2018
Review EOY MAP data and goals	Montoya	CSI – Aislinn Walsh	May 2018		June 2018
Review CMAS results and goals	Montoya	CSI – Aislinn Walsh Andy Franko	August 2018		September 2018
Updates of progress to BOD	Montoya	CSI	ongoing		October 2017, January 2018, May 2018, September 2018

#### Teacher Professional Development

*All TPAAK teachers will attend at least one off-site professional development training a targeted area of academic instruction, and will receive credit for in-house professional development for ongoing education and license renewal purposes.*

Strategies/Activities	Responsible Parties	Resources	Completion Date		BOD Report Date
Develop whole-staff professional development for year	Montoya, Keigan, teaching staff	League of Charter Schools, CSI, Tatonka, Andy Franko	October 2017	√	October/November 2017
Staff goal setting	Monday, teaching staff	Andy Franko	September 2017	√	
Instructional reviews to guide areas of individual professional development	Montoya, teaching staff	League of Charter Schools, CSI, Tatonka, Andy Franko	October 2017, January, March, May 2018	√	n/a
Evaluations to guide areas of individual professional development	Montoya	Andy Franko	Fall 2017 and Spring 2018	√	n/a
Individual teacher PD scheduling and tracking	Montoya, Keigan, teaching staff	League, CSI	May 2018	√	ongoing

Teacher summary/presentation of professional development	Teaching staff	League	May 2018		ongoing
Develop whole-staff professional development for upcoming year	Montoya, Keigan, teaching staff	League of Charter Schools, CSI, Tatonka, Andy Franko	June 2018		June 2018

#### Safe Schools Plan

*Review and revise TPAAK's school safety plan that is compliant with current legislation, that informs planning, training and execution of all items related to the safety and wellbeing of our students.*

*Quarterly reports to the board: October, January, April, July*

Strategies/Activities	Responsible Parties	Resources	Completion Date		BOD Report Date
Formation of a School Safety Team	Keigan, Montoya	CSSRC	August 2017	√	September 2017
Review and update of current EOP	Keigan	CSSRC	August 2017	√	September 2017
Full staff training and targeted training for crisis team for emergency procedures	Keigan, CSSRC	CSSRC	August 2017, ongoing	√	September 2017
Hold regular table top exercises and training with team, staff and students	Safety/Crisis Team, teaching staff	CSSRC, I Love You Guys Foundation	ongoing		
Comprehensive Review of Safe School Plan	Safety/Crisis Team	League, CSI, CSSRC, CSSRC School Safety Planning Checklist	November 2017	√	December 2017
Create timeline to fill gaps identified for completion prior to 18-19 preservice	Safety/Crisis Team	League, CSI, CSSRC	December 2017 (updated)		January 2017
Revise or create missing items for the TPAAK Safe Schools Plan	Safety/Crisis Team	League, CSI, CSSRC	July 2018		March 2018, May 2018, June 2018

#### Retention and Recruitment

*Continue to increase retention rates and recruitment for the 2018-19 school year. Retention rates greater than 80% and recruitment higher than 100 students.*

Strategies/Activities	Responsible Parties	Resources	Completion Date	BOD Report Date
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Schedule regular community events to engage the community	Keigan, Montoya		August 2017, January 2018	√	September 2017, February 2018
Increase communication with all stakeholders	Administration and teaching staff	Facebook, Bloomz, website, Swift K12, events	Ongoing	√	quarterly
Complete School Climate survey with parents and staff	Keigan, teaching staff	SoGo Survey, 16-17 survey	April 2018		June 2018
Actively market in the community	Keigan, MadWire	MadWire	ongoing		quarterly
Incentivize word of mouth referrals from current families	Keigan, Board	Budget	November 2017		November 2017
Increase parent engagement at the school	SAC, administration		Ongoing		quarterly

## Enrollment

Current Enrollment for 2018-19 (re-enrollment has not yet been announced)

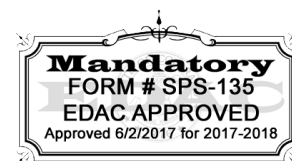
	Potential Re-Enrolled	Re-Enrolled	Not Re-Enrolling	New Applicants	Completed Apps	Potential Fin
1/2 K	0	0	0	6	0	6
Full K	0	0	0	18	0	18
1st	45	4	5	5	0	45
2nd	38	0	0	2	0	40
3rd	43	5	0	2	0	45
4th	34	3	0	0	0	34
5th	31	1	0	3	0	34
Total	204	18	5	36	0	222
FTE	204	18	24	25.92	0	211.92

Enrollment for 17-18 as of 12/14/2016

	Potential Re-Enroll	New Applicants	Total
1/2 K	0	1	1
Full K	0	11	11
1st	40	2	42
2nd	36	5	42
3rd	29	0	29
4th	29	1	30
5th	44	1	45
Total	178	21	199



**COLORADO**  
Department of Education



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**T.R. PAUL  
ACADEMY**

**OF ARTS & KNOWLEDGE** District: **CHARTER SCHOOL INSTITUTE** | Org ID: **8001** | School ID: **0657** |  
Framework: **Performance Plan: Low Participation** | **Draft UIP**  
**UIP 2017-18**

## Colorado's Unified Improvement Plan for School

### Table of Contents

Executive Summary  
Improvement Plan Information  
Narrative on Data Analysis and Root Cause Identification  
Action Plans  
Addenda

### Executive Summary

#### How are students performing? Where will the school focus attention?

Priority Performance Challenges: Specific statements about the school's performance challenges (not budgeting, staffing curriculum, instruction, etc.), with at least one priority identified for each performance indicator (Achievement, Growth, PWR), where the School did not meet federal, state and/or local expectations.

**Name:** Declining growth in math

**Description:** In 2017 we saw stagnant and slightly declining growth in math. The school's overall MGP in 2016 was 25, and last year it was 24. This is well below the state's MGP of 50. Subgroups also saw low growth.

**Name:** ELA growth below state standards

**Description:** While student growth in ELA is increasing, it still remains below the state average.

**Name:** Declining percentage of students meeting READ Act benchmarks

**Description:** From end of year 2016 to end of year 2017, the percentage of students at or above benchmark READ Act requirements has decreased.

#### Why is the education system continuing to have these challenges?

Root Causes: Statements describing the deepest underlying cause, or causes, or performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).

**Name:** Lack of teacher training and resources for new math curriculum

**Description:** Teachers need adequate and ongoing training and appropriate resources and student manipulatives in the Singapore math curriculum that was adopted in 2016.

**Name:** Inadequate professional development

**Description:** Teachers have not had proper and ongoing training in both curriculum and instruction, specifically related to best practice in lesson planning, data analysis, differentiation, and interventions.

**Name:** Failure to set accountability expectations and protocols

**Description:** There are no systems in place regarding standards-based lesson planning, progress monitoring, data analysis, teacher evaluations, and communication with parents.

**Name:** Lack of standards-based and school-wide literacy curriculum

**Description:** For the past two years, teachers had to find their own resources for literacy instruction, or adapt from the 10 year old curriculum that was no longer aligned to standards. There was no vertical alignment from grade to grade, nor was there even consistency within the same grade level.

## Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

**Name:** Implement a standards-based, common K-5 literacy curriculum

**Description:** All teachers will provide instruction in the EngageNY literacy curriculum. The curriculum is more rigorous than what has been taught over the last two years, and in grades 3-5, the writing component is based on the texts they read in class. Teachers will be properly trained prior to the school year on the structure of the curriculum, as well as the scope and sequence, how to implement the curriculum on a daily basis, and how to use various assessments within the curriculum, including performance tasks. Teachers will also work with teammates on a year-long pacing guide. At mid-year, teachers will receive a refresher training and have the opportunity to discuss what is working well with the new curriculum, what might be a challenge, how differentiation can happen within the curriculum, and teach sample lessons with constructive feedback. Teachers will receive off-site training for literacy instructional strategies, formative and summative assessment, and how to differentiate for both gifted and talented students and special education students. Teachers will give the Director of Teaching and Learning weekly/unit literacy lesson plans that outline standards, learning targets, differentiation, and assessment.

**Name:** Establish teacher accountability expectations

**Description:** Teachers will be required to turn in weekly or unit lesson plans that include standards-based learning targets, differentiation strategies, and how assessment will be used to further inform instruction. Prior to this requirement, teachers will receive training at preservice regarding the essential components of a lesson plan. Teachers will also be trained on the state's Teacher Quality Standards and how they will be evaluated on them. Teachers will receive training on both DibelsNext and MAPS, specifically on how to access and utilize various reports to inform instruction. Teachers will meet as primary and intermediate teams every other week to have data



discussions with a data protocol analysis form to guide the discussions led by the team leads. At the meetings, teachers will also continue to learn how to use MAP Skills as a progress monitoring tool and additional way to find and teach to gaps within student learning. Team leads will attend additional off-site training regarding MAP testing and data analysis. Teachers will set an individual and team goal at the beginning of the year and have Instructional Reviews four times throughout the school year with the Director of Teaching & Learning to discuss and update goals. Teachers will communicate consistently with parents about academics and events in the classroom, and ways families can support learning at home.

**Name:** Provide professional development and adequate resources for math instruction

**Description:** Teachers will receive training prior to the start of the school year on the Singapore math curriculum purchased a year ago. Additional resources including text books, assessment guides, online guides, and manipulatives that correspond with the curriculum will be purchased for teacher and student use in the classrooms. Teachers will utilize MAP Skills as an additional tool to progress monitor student growth and provide interventions. Teachers will receive a mid-year training on the math curriculum to discuss what is going well, where difficulties might lie, and how to best differentiate for all learners. Teachers will attend off-site training on math instruction and how to use MAP Skills to provide additional support and interventions. Teachers will go beyond just the practice of math skills but will also instruct students to use critical thinking skills to solve problems, both within the curriculum through structured problem solving guides, as well as when dealing with real-life situations. Teachers will give Director of Teaching and Learning weekly/unit math lesson plans that outline standards, learning targets, differentiation, and assessment.

Access the School Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

## Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for:



State Accreditation

## Narrative on Data Analysis and Root Cause Identification

### Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

#### ***School Background***

*In it's eleventh year as a charter school in Fort Collins, TR Paul Academy of Arts & Knowledge continues to grow as a strong arts-based elementary school. With a move to a new facility in the summer of 2017, and a new co-director leadership model, the school continues to enhance the educational experience of its students. The school is now on a single level with a robust library in the center, giving it a community feel that is appropriate for an elementary school. The new facility is in a quiet neighborhood and is no longer right next to a district elementary school. Overall, the move has been a positive one, and for the first time in its history, TPAAK met and exceeded it's enrollment*

*projections for the 2017-2018 school year. With the student retention rate increasing from 65% to 77% from the previous school year, the school also recruited 97 new students in the current school year.*

*While teacher retention has been a concern in the past, the school has been diligently working to show staff that they are valued. Teacher retention increased from 67% to 95% from the past year, largely due to stability, compensation increases, clearer job expectations, and an investment in professional development. While TPAAK still has work to do to show improvements in academic growth, the new leadership has confidence in the current staff and the plans in place to address the issues, as highlighted in this unified improvement plan.*

*Continuing its model of fine arts integration, TPAAK students participate in 90 minutes each of music, art, and wellness/physical education per week, and an additional 30 minute enrichment block at the end of the day for a truly robust arts education. Through the fine arts integration and enrichment opportunities, students are provided with the tools that instill confidence in presentation and communication to an audience of peers, teachers, family, and community members.*

### ***Visual Art at TPAAK***

*All students benefit from the arts, especially students needing more concrete, visual, and kinesthetic experiences for successful learning. At TPAAK, the integrated fine arts and visual arts program strengthens learning transfer. The arts at TPAAK are not only about producing tangible artifacts, but also skill development and problem solving. TPAAK adheres to the proposition that arts integration produces better readers, better writers, and better speakers. Students frequently place in local, regional, and national art contests, including the National Western Stock Show Art Competition, Music K-8 National Magazine Cover Contest, Federal Junior Duck Stamp Contest, and even Doodle for Google in 2011, to name just a few.*

### ***Music at TPAAK***

*Music, like literacy, allows students to experiment with rhythm, words, tempo, and melody. Musical notation and reading the meaning in music strongly correlates to moving from text to meaning in literacy. It is the conviction at TPAAK that music produces, besides the gifts of music itself, strong readers, writers, and presenters. In addition to many performances at the school, the TPAAK band has marched in the Windsor Harvest Festival and St. Patrick's Day Parade, and the Dragon Scales Choir has performed at Colorado Eagles hockey games and the Foothills Mall, as well as for local community members, such as at Parkwood Estates Nursing Home.*

### ***Wellness at TPAAK***

*Research shows that physical activity stimulates the brain and improves academic performance. TPAAK students engage in 90 minutes of physical education and wellness per week, in addition to 45+ minutes of recess per day. Through our wellness program, students are not only getting physically fit, but are also learning how to take care of themselves by making healthy choices. Students have the opportunity to enjoy all that the Colorado outdoors and mountains have to offer, with planned field trips like hiking Devil's Backbone or snowshoeing in Rocky Mountain National Park.*

### ***Enrichment at TPAAK***

*All students get to choose enrichment activities during our 30 minute enrichment block at the end of the day. Enrichment choices change each trimester and range from the fine arts, math, science, and any other creative topic our teachers can dream of. During this time, students get to choose two options from an array of options including Dragon Scales choir, band, or orchestra, to jewelry-making, wood-working, oil pastel drawing, dramatic scenery, foreign language and American Sign Language, wilderness and safety, and many others.*

*TPAAK also offers a wide variety of after school activities, including Drama Club, which has put on performances of Sherlock Holmes, Aladdin, and A Midsummer Night's Dream, in addition to scenery production, Lego Robotics, dance, cheerleading, and chess, plus music lessons in many different*

*instruments.*

### ***Special Education Program at TPAAK***

*With a focus on inclusion, our Special Education program continues to follow TPAAK's vision of each student reaching their potential. The program takes into consideration the academic supports needed for every child to meet their specialized goals across all core academic subjects and works to foster enthusiastic and self-confident learners. The Special Education program at TPAAK also concentrates heavily on the social and emotional needs of special education students and ensures that every student feels comfortable in, and out of, their classroom environment.*

### ***Gifted and Talented Program at TPAAK***

*All students in second grade are screened each year for the Gifted/Talented Program through the use of a non-verbal test. Students new to TPAAK in grades 3-5 are also screened. A score that approaches the 90th percentile will result in a referral for further testing. Parents, teachers, and students may also make referrals for testing.*

*Our teachers receive training in recognizing traits of gifted children, as well as accommodating the needs of these children. GT services may be delivered in the classroom by the homeroom teacher or as a pull-out with a small group of GT students, whichever best meets their needs. Through an advanced learning plan (ALP), teachers and staff can assess gifted student growth and social-emotional development. ALPs are reviewed yearly and may be revised at any time.*

### ***English Learners at TPAAK***

*Students who come from homes in which English is not the primary language, dual-language homes, or students who have recently immigrated to the United States, are assessed within the first 30 days at school to determine their English Language proficiency level. This assessment then provides teachers and parents with information about what English Language skills the student may need more instruction in. TPAAK then provides specialized, small-group instruction to these English Language Learners. The instruction is aimed at helping the student to access content knowledge, while also working to increase their English language skills. TPAAK's English Language program follows the World-Class Instructional Design and Assessment (WIDA) standards that the Colorado Board of Education has adopted as the Colorado English Language Proficiency (CELP) standards.*

### ***Academics at TPAAK***

*In addition to fine arts integration, TPAAK students also receive rigorous, daily instruction in Colorado Academic Standards-based reading, writing, math, and science. Reading and writing are taught to our students through the EngageNY curriculum. Reading and writing are also integrated throughout the day in all subject areas, and teachers give students time to dive into books to cultivate a true love for literacy.*

*Singapore Math instruction is delivered through the Primary Mathematics curriculum. With this curriculum, our students learn and master fewer mathematical concepts at greater detail with a three-step learning process: concrete, pictorial, and abstract. Through this, they are becoming creative thinkers who are preparing to be real-world problem solvers.*

*Through the Colorado Academic and Next Generation Science Standards, students engage in hands-on activities and experiments based on the scientific method. Intermediate students are able to explore how to ask scientific questions followed by presenting their understanding of the scientific process and critical thinking in the spring Science Fair.*

*Whether studying the Ancient Greeks or Mesopotamia, TPAAK students learn about character, ethics, empathy, and self-esteem through our Paragon curriculum. They step into the shoes of these great historical figures through active projects, skits, musical performances, and distinctive artistic expression. The social studies and sciences of all the great world civilizations are taught in this interdisciplinary, project-based, and multicultural curriculum. Because the Paragon curriculum lends*

*itself to expression in the fine arts, students are given the opportunity to present their learning to the community each quarter on Paragon Night. Families and the community are invited to school to enjoy an evening of stage performances by several grade levels, and the opportunity to take in mini-performances in the classrooms. Students show off their learning of world cultures through music, dance, drama, visual arts, and the sciences, and are again exposed to performing in front of an audience.*

*TPAAK has a devoted "WIN Time" (What I Need Time) each day for both primary and intermediate students who might need interventions or extensions in a particular subject area. Teachers deliver interventions in the classroom, and specialists also pull small groups of students for additional direct instruction or interventions.*

### **Assessment at TPAAK**

*Per READ Act requirements, K-3 students are assessed and progress monitored through DIBELSNext for reading fluency and comprehension. This school year, 4th and 5th graders are also being assessed and progress monitored on DIBELSNext for school-wide consistency and data points. TPAAK also made the switch this year from Scantron Performance Series to NWEA MAPS as the interim assessment in math and reading, and teachers are receiving ongoing training on administering the interim assessment and how to access and use the data. Research showed that the data from Scantron was unreliable and difficult to analyze, and not based on normative data studies - a problem that is addressed by NWEA. Additionally, the school is using the progress monitoring feature MAP Skills, also offered by NWEA. Teachers give a variety of summative assessments through the curriculum, and also regularly use formal and informal assessments to inform instruction.*

### **Improvement Planning Process**

*TPAAK's School Accountability Committee is responsible for reviewing the past UIP and making recommendations for current priority improvement challenges, root causes, and improvement strategies on the current UIP based on performance and SPF data presented by the Director of Teaching & Learning. Specifically, the SAC is working to develop action steps and implementation benchmarks surrounding parent engagement and academic growth. The Director of Teaching & Learning will ultimately write the draft of the UIP, which will be edited, reviewed, and approved by the SAC and then presented to the board of directors in December, to then be submitted to CSI by January. The SAC meets quarterly, in September, November, February, and April, and on an as-needed basis if necessary. Members of the SAC include both Directors, the Student Services team, a primary teacher and intermediate teacher, and three parent representatives, one of which is also a member of the school's PTO. The school did not have an active SAC the past two years.*

## **Prior Year Targets**

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

### **Performance Indicator: Academic Growth**

**Prior Year Target:** *MGP in ELA on PARCC was 33.*

*Growth percentile goal for PARCC ELA will be 41 for 2016-2017.*

**Performance:** *Our MPG for PARCC ELA in 2016-2017 was 46.0, therefore we exceeded our goal of 41 by five points.*

**Prior Year Target:** MGP in Math on PARCC was 25. Growth percentile goal for PARCC ELA will be 38 for 2016-2017.

**Performance:** Our MPG for PARCC Math in 2016-2017 was 24.0. We did not meet our goal of 38, and decreased by one point from 2016-2015.

## Academic Growth Reflection

*We are still in the process of effectively implementing two of our Major Improvement Strategies: "Teachers practice productive data interpretation and analysis" and "faculty will have the time and training to implement data/instruction cycle." Though these two strategies are not yet at an efficient and autonomous level with all staff, working towards them most likely played a part in exceeding our PARCC ELA target.*

*Adopting a Singapore math curriculum in 2016-2017 but not effectively training our teachers or giving them appropriate resources to implement the curriculum did not help our growth in math.*

## Performance Indicator: Disaggregated Achievement

**Prior Year Target:** The Strategic goal is that by 2018-2019, the FR/L, Minority, and ELL students will have the same level of growth (less than 3%) as non- FR/L, Minority, and ELL students. Data from 15-16 shows that the FR/L students and the non-FR/L students have only 2% between them in terms of growth. The goal is to sustain this with FR/L and then decrease the existing gaps between Minority (10%) and ELL (?).

**Performance:** FRL students increased their mean scale score by 10 points in 2015-2016 from 745 to 755.

**Prior Year Target:** Non-Minority students produced scores above those of minority students on PARCC; moreover, the performance gap increased from 7.6 to 16.9. ELA minority dropped from 750.8 to 736.9. ELA non-minority dropped from 758.4 to 753.8.

*The goal would be to see this gap be reduced in half to no more than 8.5.*

**Performance:** Minority students achieved a mean scale score of 757 in PARCC ELA and 747 in Math. Non-minorities scored 747 in ELA and 745 in Math. We met our goal as the gap was eliminated and minorities exceeded the mean scale score of non-minorities by 10 points in ELA and 2 points in Math.

## Disaggregated Achievement Reflection

- *All students can benefit from the implementation of improvement strategies surrounding teacher efficacy in data analysis as well as consistent professional development of teachers. While in 2016-2017 these strategies were still in the early stages of implementation, they are currently becoming more consistent school-wide, and the improvement in the mean scale scores of minorities shows there is merit in continuing to grow and further refine these strategies.*

## Performance Indicator: Disaggregated Growth

**Prior Year Target:** Non-Minority students produced scores above those of minority students on PARCC; moreover, the performance gap increased from 8.4 to 10.3. The gap was minority 736 and non-minority 746.3. The goal would be to see this gap reduced by one-third to less than 7.5.

**Performance:** Minority students achieved a mean scale score of 757 in PARCC ELA and 747 in Math. In ELA this is an increase of 20 points, and in Math, an increase of over 10 points. Non-minorities scored 747 in ELA and 745 in Math. We met our goal as the gap was eliminated and minorities exceeded the mean scale score of non-minorities by 10 points in ELA and 2 points in Math.

## Disaggregated Growth Reflection

*Beginning the implementation of improvement strategies surrounding teacher efficacy in data analysis as well as consistent professional development benefits all students in the classroom, and will continue to do so as we grow and refine these strategies.*

## Performance Indicator: Student Engagement

**Prior Year Target:** Over 95% of students will participate in the CMAS/PARCC testing. All opt out students will be recorded in the system whether they are ELA, Math, or Science/Social Studies

**Performance:** With 94% participation rate in ELA and Math and 85% participation in Science, we did not meet our goal, though we met the accountability participation rate in all subjects.

## Student Engagement Reflection

*The major improvement strategy of "administrative protocols regarding testing will be clear and implemented" helped to meet the goal of an accountability participation rate of over 95% in 2016-2017 and administrative protocols are currently not an issue.*

## Current Performance

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 performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g. state expectations, state average) to indicate why the trend is notable.

*TPAAK received a Performance rating on the 2016 School Performance Framework, earning 53.2 out of 100 possible points. The school met the state achievement expectations overall, and for each disaggregated group as well, earning 77% of the possible points. The school did not meet state or approached expectations on the growth indicator, only earning 37.5% of the possible points. This section will address the areas in which the school did or did not meet expectations, and will also address the magnitude of TPAAK's performance challenges.*

## Academic Achievement

*In every content area and with respect to every subgroup of students large enough to be reported, TPAAK earned a Meets or Exceeds rating for Academic Achievement on the SPF, earning 30.7 points out of 40. State assessments reveal TPAAK students achieving above the state's 50th percentile by ten*



*or more points ELA, Math, and Science. Minority students on the ELA assessment exceed expectations and earned a percentile rank of 86, while students eligible for free/reduced lunch prices (FRL) exceed expectations on the Math assessment with a 92 percentile rank.*

*ELA and Math mean scale scores are trending positively, with a slight increase from 749 to 751 on ELA and 743 to 746 on Math. Science scores increased 15 points from 611 to 626. Minorities and FRL students saw even bigger gains in ELA and Math. Minority students increased scores by 20 points on ELA and 11 points on Math, and FRL students increased scores by 9 points on ELA and 17 points on Math.*

*As a school, TPAAK historically has high academic achievement, and academic achievement in 2016-2017 remains strong, particularly in ELA. As a school 58% of our students Met or Exceeded expectations with a mean scale score of 750. Of the 93 students who tested, eight of them were five or less points away from meeting expectations. With the action plan we have to address student growth (see below), these students, and hopefully many others, will move into the Met category. Math achievement was not as strong as ELA on the state test. 42% of students Met or Exceeded expectations with a mean scale score of 745. Eleven students were five or less points away from meeting expectations. 3<sup>rd</sup> grade had the highest performance of the three grades with 47% Met/Exceeded. See Figure A in attachment. No specific targets were set in the area of academic achievement on last year's UIP.*

### **Academic Growth**

*TPAAK received an overall Approaching rating on the SPF for Academic Growth, earning 22.5 out of out of 60 points. In ELA, the Median Growth Percentile (MGP) of 46 earned an Approaching rating, but in Math, the MGP of 24 Does Not Meet. TPAAK's MPG increased in ELA from 33.5 to 46, but decreased in Math from the already-low 25 to 24. Both ELA and Math MPGs are below the state average of 50. Subgroups have insufficient numbers for reporting purposes, but out of students with disabilities, 0% of students grew by a year or more in ELA, and 50% grew by a year in Math. 33% of English language learners grew by a year or more in ELA, and 0% in Math.*

*On the 2016-2017 UIP, a growth goal was set for both ELA and Math. For ELA, the growth goal was 41, so the current MGP of 46 exceeds that goal by 5 points. On Math, the goal of 38 MGP was not met with our current MPG of 24. The magnitude of this challenge is substantial and will be further addressed in the priority performance challenges.*

*Scantron interim assessment data does not provide reliable growth data from year to year. NWEA MAP follows a similar model to the Colorado Growth Model when measuring growth, and we look forward to having reliable, school-wide growth data to look at in the coming years.*


### **READ Act**

*Over the last three years, trends in READ Act data have increased then slightly decreased. In 2014-2015, 73% of K-3 students Met or Exceeded benchmark standards in reading. 2015-2016 saw an increase of 85% Met/Exceeded, and 2016-2017, 79% Met/Exceeded. See Figure B in attachment. In 14-15, 47.7% of students with a significant reading deficiency at the beginning of the year were moved off of a READ plan by the end of the year. In 15-16, this increased to 65% of students moving off a READ plan by the end of the year, but in 16-17, an additional three students were identified as SRD by the end of the year. The slight dip in 2016-2017 of students meeting benchmark, as well as students not moving off READ plans that year is most likely accredited to the lack of leadership stability in the 2016-2017 school year, low teacher efficacy in data analysis as well as inadequate professional*


*development surrounding that area, as is mentioned in the past performance challenges. Expectations were also unclear for teachers regarding how to give the benchmark assessment, READ plan protocols and progress monitoring.*

## **Trend Analysis**


Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations.

 TPAAK student growth is on a decline for math CMAS between 2016 and 2017. The MGP for 2016 was 25, and in 2017 it was 24. This is well below the state's MGP of 50.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

 TPAAK student growth is increasing for ELA CMAS between 2016 and 2017. The MGP for 2016 was 33.5 and in 2017 was 46. While this is a positive trend, the current MGP is still below the state's MGP of 50.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

 The percentage of K-3 TPAAK students meeting/exceeding reading benchmark standards by the end of the school year has slightly decreased from the 2015-2016 to 2016-2017 school years. 85% of K-3 students were at or above benchmark by end of year in 2015-2016, but 79% or at or above at the end of 2016-2017. In the 2014-2015 school year, 73% of students were at or above benchmark by the end of the year.

*Trend Direction: **Increasing then decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***

## **Priority Performance Challenges and Root Cause Analysis**

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations. Priority Performance Challenges and Root Cause Analysis Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges. Root Cause: 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. A description of the selection process for the corresponding major improvement strategies is recommended.

## **Relationship of UIP Elements**



## Priority Performance Challenges

## Root Cause

Declining growth in math	Lack of teacher training and resources for new math curriculum Failure to set accountability expectations and protocols
ELA growth below state standards	Lack of standards-based and school-wide literacy curriculum Inadequate professional development Failure to set accountability expectations and protocols
Declining percentage of students meeting READ Act benchmarks	Lack of standards-based and school-wide literacy curriculum Failure to set accountability expectations and protocols Inadequate professional development

## Root Causes

**Priority Performance Challenge:** Declining growth in math

### **Lack of teacher training and resources for new math curriculum**

Teachers need adequate and ongoing training and appropriate resources and student manipulatives in the Singapore math curriculum that was adopted in 2016.

### **Failure to set accountability expectations and protocols**

There are no systems in place regarding standards-based lesson planning, progress monitoring, data analysis, teacher evaluations, and communication with parents.

**Priority Performance Challenge:** ELA growth below state standards

### **Lack of standards-based and school-wide literacy curriculum**

For the past two years, teachers had to find their own resources for literacy instruction, or adapt from the 10 year old curriculum that was no longer aligned to standards. There was no vertical alignment from grade to grade, nor was there even consistency within the same grade level.

**Inadequate professional development**

Teachers have not had proper and ongoing training in both curriculum and instruction, specifically related to best practice in lesson planning, data analysis, differentiation, and interventions.

**Failure to set accountability expectations and protocols**

There are no systems in place regarding standards-based lesson planning, progress monitoring, data analysis, teacher evaluations, and communication with parents.

**Priority Performance Challenge:** Declining percentage of students meeting READ Act benchmarks

**Lack of standards-based and school-wide literacy curriculum**

For the past two years, teachers had to find their own resources for literacy instruction, or adapt from the 10 year old curriculum that was no longer aligned to standards. There was no vertical alignment from grade to grade, nor was there even consistency within the same grade level.

**Failure to set accountability expectations and protocols**

There are no systems in place regarding standards-based lesson planning, progress monitoring, data analysis, teacher evaluations, and communication with parents.

**Inadequate professional development**

Teachers have not had proper and ongoing training in both curriculum and instruction, specifically related to best practice in lesson planning, data analysis, differentiation, and interventions.

**Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:**

*Declining growth in Math*

Math growth on the state assessment continues to be well below the state's MGP, with a decline from 2016 to 2017. The magnitude of this performance challenge is significant, and the lack of teacher professional development and resources for implementing a new math curriculum in the 2016-2017 school year is evident by the stagnant growth in math.

*ELA growth below state standards*

While ELA growth increased from 33 in 2016 to 46 in 2017, it is still below the benchmark for one year of adequate growth. The magnitude of this performance challenge is not as significant as the math growth issue, but it is still important to note that the lack of past professional development and a standards-based, school-wide literacy curriculum can most likely account for the MGP being under the state standard.

*Declining percentage of students meeting READ Act benchmarks*

From spring 2016 to spring 2017, the percentage of K-3 students at or above benchmark in reading decreased from 85% to 79%. Additionally, three more students were identified as having a SRD and READ plans at the end of the year in 2017, as opposed to 26 students moving off READ plans at the end

of 2017. The magnitude of this performance challenge is significant, particularly in the area of moving students off READ plans.

### Provide a rationale for how these Root Causes were selected and verified:

#### ***Lack of teacher training and resources for new math curriculum***

Teachers need adequate and ongoing training and appropriate resources and student manipulatives in the Singapore math curriculum that was adopted in 2016. The training teachers received at the beginning of the school year was not helpful, nor was it ongoing throughout the year. Teachers did not have enough resources or student materials to fully and effectively implement the curriculum.

#### ***Inadequate professional development***

Teachers have not had proper and ongoing training in both curriculum and instruction, specifically related to best practice in lesson planning, data analysis, differentiation, and interventions. Leadership did not followup on individual professional development plans or goals.

#### ***Failure to set accountability expectations and protocols***

There are no systems or expectations in place regarding standards-based lesson planning, progress monitoring, data analysis, teacher evaluations, and communication with parents. Leadership did not consistently check on what teachers were doing and what was happening in classrooms.

#### ***Lack of standards-based and school-wide literacy curriculum***

For the past two years, teachers had to find their own resources for literacy instruction, or adapt from the ten year old curriculum that was no longer aligned to standards. There was no vertical alignment from grade to grade, nor was there even consistency within the same grade level.

## Action Plans

### School Target Setting

**Directions:** Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Declining growth in math

Performance Indicator:		Academic Growth
Measures / Metrics:		M
Annual Performance	2017-2018:	CMAS growth in Math will be an MGP of 38.

<b>Targets</b>	<b>2018-2019:</b>	CMAS growth in Math will be an MGP of 50.
<b>Interim Measures for 2017-2018:</b>		We will track math growth throughout the year with NWEA Map testing and the NWEA Map Skills progress monitoring tool.

<b>Performance Indicator:</b>		Disaggregated Achievement
<b>Measures / Metrics:</b>		M
<b>Annual Performance Targets</b>	<b>2017-2018:</b>	60% of students with disabilities and English language learners will Approach or Meet standards on CMAS Math.
	<b>2018-2019:</b>	60% of students with disabilities and English language learners will Approach or Meet standards on CMAS Math.
<b>Interim Measures for 2017-2018:</b>		We will track math progress throughout the year with NWEA Map testing and the NWEA Map Skills progress monitoring tool.

Priority Performance Challenge : ELA growth below state standards

<b>Performance Indicator:</b>		Academic Growth
<b>Measures / Metrics:</b>		R
<b>Annual Performance Targets</b>	<b>2017-2018:</b>	CMAS ELA growth will be at or above the state average MGP of 50.
	<b>2018-2019:</b>	CMAS ELA growth will be above the state average MGP of 50.
<b>Interim Measures for 2017-2018:</b>		We track literacy growth throughout the year with NWEA MAP testing and the MAP Skills progress monitoring tool, as well as benchmark testing and progress monitoring in DIBELSNext.

<b>Performance Indicator:</b>		Academic Achievement (Status)
<b>Measures / Metrics:</b>		R
	<b>2017-2018:</b>	60% of students with disabilities and English

<b>Annual Performance Targets</b>		language learners will Approach or Meet standards on CMAS ELA.
	<b>2018-2019:</b>	60% of students with disabilities and English language learners will Approach or Meet standards on CMAS ELA.
<b>Interim Measures for 2017-2018:</b>		We will track literacy progress throughout the year with NWEA Map testing and the NWEA Map Skills progress monitoring tool. as well as benchmark testing and progress monitoring in DIBELSNext.

Priority Performance Challenge : Declining percentage of students meeting READ Act benchmarks

<b>Performance Indicator:</b>		Academic Achievement (Status)
<b>Measures / Metrics:</b>		R
<b>Annual Performance Targets</b>	<b>2017-2018:</b>	83% of students K-5 will be at or above benchmark per READ ACT requirements.
	<b>2018-2019:</b>	85% of students K-5 will be at or above benchmark per READ ACT requirements.
<b>Interim Measures for 2017-2018:</b>		We will track throughout the year using DIBELSNext, LexiaCore 5, and lexile levels on Reading A-Z.

<b>Performance Indicator:</b>		Academic Achievement (Status)
<b>Measures / Metrics:</b>		R
<b>Annual Performance Targets</b>	<b>2017-2018:</b>	No additional students will be identified as having a SRD at the end of the school year, excluding students on a reading IEP and/or enrollment after October 1, and 50% of students identified as having a SRD at the beginning of the year will move off their READ plans by the end of the year.
	<b>2018-2019:</b>	No additional students will be identified as having a SRD at the end of the school year, excluding students on a reading IEP and/or enrollment after October 1, and 70% of students identified as having a SRD at the beginning of the year will move off their READ plans by the end of the year.
<b>Interim Measures for 2017-2018:</b>		We will track using DIBELSNext, LexiaCore5, and

## Planning Form

### Major Improvement Strategy Name:

Implement a standards-based, common K-5 literacy curriculum

### Major Improvement Strategy Description:

All teachers will provide instruction in the EngageNY literacy curriculum. The curriculum is more rigorous than what has been taught over the last two years, and in grades 3-5, the writing component is based on the texts they read in class. Teachers will be properly trained prior to the school year on the structure of the curriculum, as well as the scope and sequence, how to implement the curriculum on a daily basis, and how to use various assessments within the curriculum, including performance tasks. Teachers will also work with teammates on a year-long pacing guide. At mid-year, teachers will receive a refresher training and have the opportunity to discuss what is working well with the new curriculum, what might be a challenge, how differentiation can happen within the curriculum, and teach sample lessons with constructive feedback. Teachers will receive off-site training for literacy instructional strategies, formative and summative assessment, and how to differentiate for both gifted and talented students and special education students. Teachers will give the Director of Teaching and Learning weekly/unit literacy lesson plans that outline standards, learning targets, differentiation, and assessment.

### Associated Root Causes:

**Lack of standards-based and school-wide literacy curriculum:** For the past two years, teachers had to find their own resources for literacy instruction, or adapt from the 10 year old curriculum that was no longer aligned to standards. There was no vertical alignment from grade to grade, nor was there even consistency within the same grade level.

**Inadequate professional development:** Teachers have not had proper and ongoing training in both curriculum and instruction, specifically related to best practice in lesson planning, data analysis, differentiation, and interventions.

**Failure to set accountability expectations and protocols:** There are no systems in place regarding standards-based lesson planning, progress monitoring, data analysis, teacher evaluations, and communication with parents.

### Action Steps Associated with MIS

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Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Literacy Curriculum Implementation & Alignment	All teachers grades K-5 will implement the standards-based EngageNY literacy curriculum. Teams will map out a pacing guide for standards covered within the curriculum.	08/07/2017 05/24/2019	EngageNY, Colorado Academic Standards	Director of Teaching & Learning, K-5 teachers	In Progress	This School Year

### Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Literacy Curriculum Implementation & Alignment,	Teacher Training on Literacy Curriculum	Teachers will receive adequate and ongoing training and resources to effectively implement the new curriculum in the classroom.	08/07/2017 05/25/2018	Director of Teaching & Learning	Met	This School Year
Literacy Curriculum Implementation & Alignment,	Effective Lesson Planning for Literacy	Teachers will learn the essential components of a lesson plan, including standards-based learning targets, differentiation, and assessment.	08/07/2017 08/21/2017	Director of Teaching & Learning	Met	This School Year
Literacy Curriculum Implementation & Alignment,	Effective Lesson Planning for Literacy	Teachers will be required to turn in	08/07/2017 05/24/2019 Weekly	Director of Teaching & Learning	Met	This School Year

		weekly/unit plans to Director of Teaching and Learning.				
Literacy Curriculum Implementation & Alignment,	Instructional Reviews for Literacy	Teachers will meet one-on-one with Director of Teaching & Learning to discuss their instructional practices and professional development goals in literacy.	08/07/2017 05/24/2019 Quarterly	Director of Teaching & Learning	Partially Met	This School Year
<b>Major Improvement Strategy Name:</b>		Establish teacher accountability expectations				
<b>Major Improvement Strategy Description:</b>		<p>Teachers will be required to turn in weekly or unit lesson plans that include standards-based learning targets, differentiation strategies, and how assessment will be used to further inform instruction. Prior to this requirement, teachers will receive training at preservice regarding the essential components of a lesson plan. Teachers will also be trained on the state's Teacher Quality Standards and how they will be evaluated on them. Teachers will receive training on both DibelsNext and MAPS, specifically on how to access and utilize various reports to inform instruction. Teachers will meet as primary and intermediate teams every other week have have data discussions with a data protocol analysis form to guide the discussions led by the team leads. At the meetings, teachers will also continue to learn how to use MAP Skills as a progress monitoring tool and additional way to find and teach to gaps within student learning. Team leads will attend additional off-site training regarding MAP testing and data analysis. Teachers will set an individual and team goal at the beginning of the year and have Instructional Reviews four times throughout the school year with the Director of Teaching &amp; Learning to discuss and update goals. Teachers will communicate consistently with parents about academics and events in the classroom, and ways families can support learning at home.</p>				

#### Associated Root Causes:

**Failure to set accountability expectations and protocols:** There are no systems in place regarding standards-based lesson planning, progress monitoring, data analysis, teacher evaluations, and communication with parents.



**Inadequate professional development:** Teachers have not had proper and ongoing training in both curriculum and instruction, specifically related to best practice in lesson planning, data analysis, differentiation, and interventions.

Action Steps Associated with MIS						
Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Interim testing and Progress Monitoring	Grades K-5 will use MAP testing for both interim and progress monitoring instead of Scantron. Teachers will be trained on using new system and how to access and utilize data for instruction.	08/07/2017 11/01/2017	NWEA	Director of Teaching & Learning	Complete	This School Year
Instructional Reviews	Teachers will meet one-on-one with Director of Teaching & Learning to discuss instructional practices and professional goals four times per year.	08/07/2017 05/24/2019	Teacher Quality Standards	Director of Teaching & Learning	In Progress	This School Year
Data analysis	Teachers will hold regular data meetings with team leads to discuss MAP, DIBELS, and classroom	10/02/2017	NWEA, DIBELS, curriculum	Team Leads	In Progress	This School Year

assessment data. Teachers will look at both interim data as well as progress monitoring data. A distributed form will be used to guide the meetings.

Parent Communication	There will be consistent school-wide communication with parents regarding academics, school safety, and events in the form of newsletters, conferences, and events.	01/08/2018 05/24/2019	Teachers, Directors	Not Started	This School Year
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#### Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Interim testing and Progress Monitoring,	Ongoing assessment training	Teachers will receive ongoing training both on and off-site to effective use MAP Growth and MAP Skills to find gaps in student learning and inform instruction.	08/07/2017 05/24/2019 Quarterly	Director of Teaching & Learning, Director of Student Services	Partially Met	This School Year
Interim testing and Progress Monitoring,	Required data meetings	Teachers will have primary and intermediate	08/07/2017 05/24/2019 Monthly	Director of Teaching & Learning, Team Leads	Partially Met	This School Year

Data analysis,		team meetings, lead by lead teachers, to discuss student data and RtI. Specific forms will be provided to guide discussions. Meetings will happen monthly during teams' free lunch period.				
Instructional Reviews,	Required lesson plans	Weekly/unit lesson plans including standards-based learning targets, differentiation, and assessment must be turned in.	08/07/2017 05/24/2019 Weekly	Director of Teaching & Learning	Partially Met	This School Year
Instructional Reviews,	Teacher Goals and Professional Development	All teachers will set an individual goal at the beginning of the school year and link it to professional development. We will check on goals during instructional reviews. All teachers will attend at least one off-site training related to their goals.	08/07/2017 05/24/2019 Quarterly	Director of Teaching & Learning	Partially Met	This School Year
Parent Communication,	Parent Communication	Teachers will develop a template	01/08/2018 05/24/2019 Weekly	Classroom Teachers, Admin	Not Met	This School Year

together for effective communication through newsletters. Teachers will also include a communication log inside Friday Folders for easy communication between home and school. Guidelines will be established for what graded work should be sent home and when.

Parent Communication,	Parent-Teacher Conferences	An additional parent-teacher conference will be added to the 2018-2019 calendar to line up with the trimesters.	08/20/2018 05/24/2019	Classroom Teachers, Admin	Not Met	Next School Year
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**Major Improvement Strategy Name:**

Provide professional development and adequate resources for math instruction

**Major Improvement Strategy Description:**

Teachers will receive training prior to the start of the school year on the Singapore math curriculum purchased a year ago. Additional resources including text books, assessment guides, online guides, and manipulatives that correspond with the curriculum will be purchased for teacher and student use in the classrooms. Teachers will utilize MAP Skills as an additional tool to progress monitor student growth and provide interventions. Teachers will receive a mid-year training on the math curriculum to discuss what is going well, where difficulties might lie, and how to best differentiate for all learners. Teachers will attend off-site training on math instruction and how to use MAP Skills to provide additional support and interventions. Teachers will go beyond just the practice of math skills but will also instruct students to use critical thinking skills to solve problems, both within the curriculum through structured problem solving guides, as well as when dealing with real-life situations. Teachers will give Director of Teaching and Learning weekly/unit math lesson plans that outline standards, learning targets, differentiation, and assessment.

### Associated Root Causes:

**Lack of teacher training and resources for new math curriculum:** Teachers need adequate and ongoing training and appropriate resources and student manipulatives in the Singapore math curriculum that was adopted in 2016.

**Inadequate professional development:** Teachers have not had proper and ongoing training in both curriculum and instruction, specifically related to best practice in lesson planning, data analysis, differentiation, and interventions.

**Failure to set accountability expectations and protocols:** There are no systems in place regarding standards-based lesson planning, progress monitoring, data analysis, teacher evaluations, and communication with parents.

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Math Professional Development for Effective Implementation	Teachers will receive ongoing professional development and resources for effective implementation of Singapore Math curriculum.	08/07/2017 05/24/2019	Primary Mathematics	Director of Teaching & Learning	In Progress	This School Year

### Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Preservice Training	Teachers will be trained prior to school starting as well as mid-year as needed.	08/07/2017 05/24/2019	Director of Teaching & Learning	Partially Met	This School Year
	Resources for Curriculum	Additional resources, including manipulatives,	08/07/2017 11/01/2017	Director of Teaching & Learning	Met	This School Year

		online and assessment guides, will be purchased for more effective implementation.				
	Effective Lesson Planning for Math	Teachers will learn the essential components of a lesson plan, including standards-based learning targets, differentiation and assessment.	08/07/2017 08/21/2017	Director of Teaching & Learning	Met	This School Year
	Effective Lesson Planning for Math	Teachers will be required to turn in weekly/unit math plans to Director of Teaching & Learning	08/07/2017 05/24/2019 Weekly	Director of Teaching & Learning	Partially Met	This School Year
	Instructional Reviews for Math	Teachers will meet one-on-one with Director of Teaching and Learning to discuss their instructional practices in math.	08/07/2017 05/24/2019 Quarterly	Director of Teaching & Learning	Partially Met	This School Year

## Attachments List

UIP Attachment - 12/11/2017 12:26 PM.pdf

## 2018-19 School Calendar

		August 2018							February 2019										
8/9	New teachers return	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa				
8/13	Seasoned teachers return				1	2	3	4						1	2	15	Parent Teacher Conferences		
20/21	Pre-assessment Days	5	6	7	8	9	10	11	3	4	5	6	7	8	9		All Day/No School		
20	Back 2 School BBQ 4pm-6pm	12	13	14	15	16	17	18	10	11	12	13	14	15	16	18	President's Day / No School		
22	First Day of School	19	20	21	22	23	24	25	17	18	19	20	21	22	23	19	Paragon Night		
31	Respect Assembly @2:30pm	26	27	28	29	30	31		24	25	26	27	28			22	Respect Assembly @ 2:30pm		
		September 2018							March 2019										
		Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa				
3	Labor Day / No School							1						1	2	1	Dr. Seuss Day/Parent's Night O		
6	Parent Orientation Night	2	3	4	5	6	7	8	3	4	5	6	7	8	9	18-22	Spring Break / School Closed		
20	Paragon Night	9	10	11	12	13	14	15	10	11	12	13	14	15	16	29	Respect Assembly @2:30pm		
21	Teacher PD Day / No School	16	17	18	19	20	21	22	17	18	19	20	21	22	23				
28	Respect Assembly @2:30pm	23	24	25	26	27	28	29	24	25	26	27	28	29	30				
		30							31										
		October 2018							April 2019										
		Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa				
5	Camp Read A-Lot		1	2	3	4	5	6		1	2	3	4	5	6	16	Paragon Night		
19	Parent Teacher Conferences	7	8	9	10	11	12	13	7	8	9	10	11	12	13	26	Respect Assembly @ 2:30pm		
	All Day/No School	14	15	16	17	18	19	20	14	15	16	17	18	19	20				
26	Respect Assembly @2:30pm	21	22	23	24	25	26	27	21	22	23	24	25	26	27				
		28	29	30	31				28	29	30								
		November 2018							May 2019										
		Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	10	Spring Play		
14	Paragon Night					1	2	3				1	2	3	4	18	Arts Gala		
16	Teacher PD Day / No School	4	5	6	7	8	9	10	5	6	7	8	9	10	11	29	Field Day		
19-23	Fall Break / School Closed	11	12	13	14	15	16	17	12	13	14	15	16	17	18	30	Respect Assembly @8:30am		
30	Respect Assembly @2:30pm	18	19	20	21	22	23	24	19	20	21	22	23	24	25	30	Last Day of School		
		25	26	27	28	29	30		26	27	28	29	30	31			Early Dismissal @ 12:30pm		
		December 2018							June 2019										
		Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		Start & End Dates		
14	Fall Play							1							1		Significant Days		
19	Winter Festival	2	3	4	5	6	7	8	2	3	4	5	6	7	8		Staff Only / No Students		
20	Respect Assembly @ 2:30pm	9	10	11	12	13	14	15	9	10	11	12	13	14	15		School Closed		
21-31	Winter Break / School Closed	16	17	18	19	20	21	22	16	17	18	19	20	21	22		Summer Break/School Closed		
		23	24	25	26	27	28	29	23	24	25	26	27	28	29				
		30	31						30								Start time: 8:10am		
		January 2019							July 2019										
		Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		End Time: 3:20pm		
1 - 4	Winter Break Cont./ Closed																		
7	Teacher PD Day / No School			1	2	3	4	5		1	2	3	4	5	6	1055	Student Contact Hours		
8	First Day Back to School	6	7	8	9	10	11	12	7	8	9	10	11	12	13	173	Student Contact Days		
14	MLK Day / No School	13	14	15	16	17	18	19	14	15	16	17	18	19	20	185	Staff Contact Days		
25	Math Night	20	21	22	23	24	25	26	21	22	23	24	25	26	27				
25	Respect Assembly @2:30pm	27	28	29	30	31			28	29	30	31					Trimester End Dates:		
																	Nov. 16, Mar 8, May 25		
																	Board Approved:		



# T.R. Paul Academy of Arts and Knowledge

## Early Admittance Policy

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**Purpose and Scope:** The TR Paul Academy of Arts and Knowledge (TPAAK) Early Admittance Policy is intended to provide documented guidelines to the operations contractor for the allocation of available seats at TR Paul Academy of Arts and Knowledge for Acceleration into Kindergarten.

**Distribution:** This policy shall be available for public viewing and acknowledgement of such viewing shall be made part of the application process when submitting an application for Early Admittance to TPAAK.

**Declaration:** By applying for Early Admittance into TPAAK all persons involved in the application process declare that they have read and understand the Early Admittance policy of TPAAK and will abide by this policy.

### **Definitions:**

#### *Early Admittance:*

Early Admittance means early entrance to kindergarten or first grade for highly advanced children under the age of six, and means a student is placed in a grade level above other same aged peers.

Early Admittance shall be provided by TPAAK to identify and serve highly advanced children who are:

1. Four years of age and for whom early admittance to kindergarten is deemed appropriate.
2. Five years of age and for whom early admittance to first grade is deemed appropriate.
3. Early admittance shall not be an acceleration pattern recommended for the majority of age four or five children who will benefit from preschool programming.
4. The purpose of early admittance is to identify and serve the few highly advanced gifted children who require comprehensive academic acceleration.

Early admittance decisions will be a consensus process within the determination team that analyzes multiple criteria from a body of evidence resulting in a student profile of strengths, needs and interests of the child. Test scores alone will not determine early admittance. Parents may accept or decline an offer of early admittance.



*Early Admittance eligibility:*

Applicants that wish to apply for kindergarten but are not five (5) years of age by October 1 in the school year enrollment is being applied for must apply for Early Admittance prior to the lottery.

Applicants that wish to apply for first grade but are not six (6) years of age by October 1 in the school year enrollment is being applied for must apply for Early Admittance prior to the lottery.

**General:**

**Criteria for Early Admittance:**

All criteria must be considered in making the determination - test scores alone do not meet determination.

*Aptitude:*

Aptitude supporting early admittance is indicated by a highly advanced level of performance compared to age-peers on cognitive abilities rating scales or 97<sup>th</sup> percentile and above on standardized cognitive ability tests which are conducted by licensed and/or trained staff.

*Achievement:*

Achievement supporting early admittance is indicated by a highly advance level of performance compared to age-peers on achievement rating scales, assessment, or 97<sup>th</sup> percentile and above on standardized achievement tests. Typically, early admittance children function two or more years above their age peers.

*Performance:*

Performance supporting early admittance is indicated by work samples and informal teacher and/or parent data indicating demonstrated ability above age peers.

*Readiness, Social Behavior and Motivation:*

Readiness, social behavior and motivation for early admittance are determined by the child's ability to demonstrate the indicators deemed necessary for kindergarten or first grade by the district's standards or national standards.

### **Application Process:**

#### *Step 1:*

1. Applications are initiated by a parent or legal guardian by filling out the online application for enrollment at [tpaak.org/enroll\\_now](http://tpaak.org/enroll_now). Applications for Early Admittance must be submitted by December 22<sup>nd</sup> in order to allow enough time to determine if the student will be eligible for the lottery.
2. The GT Coordinator or Registrar contacts parents and obtains information about student and reason for request. Parents are informed about the process.
3. If the parent decides to continue with the process, the parent collects information and creates a portfolio about the child, including the necessary forms provided by the school. In order to be considered for eligibility for the lottery, portfolios must be turned in **no later than January 8**.

#### **Information to be included in the portfolio:**

- i. Letter from parent requesting early admittance into kindergarten or first grade including reason for request (i.e. observations of advanced behavior, aptitude and achievement).
- ii. The Behavior Assessment filled out by both the parent/guardian and the preschool teacher.
- iii. Any supporting anecdotal information (example: doctor's observations/reports, outstanding accelerated achievements, which could include reading ability, musical ability, etc.).
- iv. Any available test data, which may include private testing.
- v. Student performance-work samples
- vi. Any other items the parent may deem appropriate.

#### *Step 2:*

1. The parent sends the portfolio to the GT Coordinator **no later than January 8** for potential inclusion in the lottery.
2. Should the initial review of the portfolio demonstrate that the applicant is a strong candidate for early admittance, the GT Coordinator will contact the parent within five business days from receipt of the portfolio to schedule a time for further screening and gain permission to evaluate applicant.
  - a. Should the initial review of the portfolio demonstrate that the applicant is not a strong candidate for early admittance, the parent will be contacted within five business days of the receipt of the portfolio and notified of the school's decision not to pursue further screening, and consequently the applicant will not be granted

early admittance. Parents may dispute the school's decision to deny early admittance by following the school's grievance policy.

3. Parents must pay a \$200 testing fee for Wechsler Preschool and Primary Scale of Intelligence (WPPSI-III) test administration. Scholarships or fee waiver *may* be available based on financial situation.
4. If the decision is made to pursue testing, the GT Coordinator will schedule a testing date to administer the WPPSI-III and NWEA Measures of Academic Progress administered by qualified school personnel. To be considered for eligibility in the lottery, all testing must be scheduled and completed with the school prior to January 31.

*Step 3:*

1. A body of evidence will be used to determine placement. Early admittance decisions will be a consensus process within the school determination team that analyzes multiple criteria from a body of evidence resulting in a student profile of strengths, needs and interests of the child. Test scores alone will not determine early admittance. This will include the student portfolio, information from the teacher, the results from the WPPSI-III testing as well as the NWEA MAP Assessment and Behavior Assessment.
  - a. Results on behavioral, cognitive and achievement assessments need to fall at or above the 97%ile. For behavioral and cognitive, assessments will be percentile ranking compared to age level peers. For achievement testing, the score must be at or above the 97%ile in two grade levels above the applicant's age (e.g. a preschooler applying for early admittance will be tested using the first grade achievement test in mathematics and English Language Arts). Results in this range do not guarantee the applicant will benefit from early admittance. Final placement is at the discretion of the school early admittance team.
2. The Early Admittance Team will review the portfolio, testing results and additional body of evidence results to determine potential eligibility for early admittance. A school team may include the GT Coordinators, the school principal, the receiving kindergarten teacher, and any other school personnel that may be appropriate to the situation.
3. Parents will be contacted with the decision of the placement team by March 2. Students qualifying for early admittance will then be eligible to take place in the lottery.

**Eligibility for early admittance does not guarantee the applicant will receive a spot during the lottery process.** If the child is accepted for both early admittance and the lottery, an Advanced Learning Plan written by the teachers, parents and GT Coordinator will be developed.
4. Parents may accept or decline the offer by the school of early admittance.
  - a. If the application takes place during the open enrollment period, the child would then enter the lottery with corresponding priority status.

<p><b>T.R. Paul Academy of Arts and Knowledge</b> <b>Early Admittance Policy</b></p>
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- b. If the application takes place after the open enrollment period has closed, the child will be placed accordingly on a wait list and will be given a seat following the TPAAK Enrollment Policy.



# **T.R. Paul Academy of Arts and Knowledge**

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## **Parent Teacher Organization**

### **Bylaws**

The TPAAK PTO is an advisory committee and has no authority aside from making recommendations of activities to support students and school. Recommendations will be made directly to the school administration, who will then present them to the TPAAK Board of Directors for final review and action. No events or policy changes can be made without approval of the TPAAK board. Minutes of each PTO meeting will be provided to the TPAAK administration, who will present them to the TPAAK Board of Directors.

All activities and planned events are to be done in conjunction with the school administration.

The objectives of the PTO are to:

- Encourage parent participation in the development and support of school programs;
- Support the teachers and staff at the school;
- Assist with the planning and coordination of specials events at the school;
- Promote and coordinate parent volunteers for special events in the school;
- Encourage the community-at-large to support activities at TPAAK;
- Raise funds through various lawful and policy-approved activities sanctioned by the majority of PTO members and administration.

#### **ARTICLE I – THE ORGANIZATION**

- A. The business of the organization (PTO) shall be educational and philanthropic and shall be developed through committees in cooperation with school administration. Funds raised by the PTO are to be specifically used to provide items and/or services to benefit the school (i.e. field trip scholarships, playground equipment, classroom supplies, etc.).
- B. The organization (PTO) shall be noncommercial, nonsectarian, and nonpartisan. It shall endorse no commercial enterprise and no candidate for public office. Neither the name of the organization (PTO) nor the names of its officers in their official capacities shall be used in any connection with a commercial concern or with any partisan interest or for any other purpose not appropriately related to the promotion of the objectives of the organization.
- C. The organization (PTO) shall serve in an advisory capacity to the school administration in matters consistent with the objectives of the organization; namely, as a school activities and teacher support organization.
- D. Any issues dealing with personnel or individual child welfare are not to be discussed at these meetings. The administration is to be contacted regarding these issues.



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- E. All monies raised through the PTO will be given to the school administration and processed by that office. Raised funds will be set aside in the fundraising account, earmarked for specific activities as designated by the PTO, and approved on by the administration.

## ARTICLE II – THE PURPOSE OF THE ORGANIZATION

- A. The purposes of the PTO of TPAAK are (in conjunction with the school administration):
- Assist with the coordination and planning of special events in conjunction with the administration.
  - Coordinate the volunteers for special events and distribute a list to the administration and teachers.
  - Develop/organize new activities/events for families to generate parent involvement and engagement.
  - Act as a bridge to communicate ideas and recommend to the administration from parents/students.
- B. The following guidelines will govern the PTO unless changed by mutual agreement:
- The membership of the organization (PTO) shall consist of all interested parents, guardians and educators of TPAAK.
  - There will be an elected board of nine members consisting of the following positions: President, Vice President, Treasurer, Secretary, Board Liaison, Events Chair, Gala Chair, Fundraising Chair, and Teacher Appreciation Chair. These nine officers shall be entitled to vote.
  - Parents or legal guardians of student(s) attending the school are eligible to be elected to an officer's position after attending two PTO meetings in the past 12 months prior to taking office in August.
  - Committee Composition:
    - At the last meeting of the school year in May, the PTO shall elect a President, Vice President, Treasurer, Secretary, Board Liaison, Events Chair, Gala Chair, Fundraising Chair, and Teacher Appreciation Chair.
    - The administration shall attend the PTO meetings and serve in a guidance capacity.
  - Each officer of this organization (PTO) shall be a member of the organization (PTO).
  - Two persons may hold any office in a cooperative effort if there is a "tie" during an election.
  - Officers shall be elected annually by a majority voice or ballot vote.
  - Officers shall serve for a term of one year. Each elected officer can serve only two consecutive years in the same office. A person who has served in an office for more than six months of a full term shall be deemed to have served a full term in such office.



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- i. Nominees in an election shall be self-nominated or nominated by the community and will submit intent to run for an office to the President of the PTO or TPAAK's administrative office.
- j. A list of the nominated officers shall be published in apparent newsletter prior to the election.
- k. A vacancy occurring in any office shall be filled for the expired term by a person elected by a majority of members present at a designated meeting.
- l. If an office remains unfilled after election, it shall be considered a vacant office to be filled by a majority vote.

## **ARTICLE III – DUTIES OF OFFICERS**

- A. President – The President of the PTO shall conduct all meetings of said committee, regularly scheduled and special. He/she should maintain constant communication with the administrative advisors, appoint working sub-committee (to be approved by the TPAAK Board of Directors) positions to be filled, and oversee the functioning of such committees in an ex-officio capacity. The chairperson shall see that PTO meeting dates agreed upon by the total committee are posted and announced via classroom home folders and the parent newsletter.
- B. Vice-President – The Vice-President shall perform the duties of the President in the absence or inability of that officer to act; and perform other duties as assigned by the organization.
- C. Secretary – The Secretary shall keep a record of all the proceedings of PTO in the form of minutes and make a copy of said minutes available to each PTO member and school administration in accordance with the procedure established with the advisors, school secretarial staff, and school policy. The Secretary shall maintain an organization record book, which contains copies of all minutes, a copy of current bylaws, a current membership list, and shall have this record book on hand at every meeting.
- D. Treasurer – The Treasurer shall keep an accurate record of all money and financial transactions of the committee, working with the TPAAK bookkeeping staff. A PTO financial report can be obtained to present to the PTO Board at designated meetings. He/she is responsible to make sure that all monies raised by PTO fundraisers appropriately get to the business office for process.
- E. Community Events Chair – The Community Events Chair shall oversee the committee and volunteers that focus on coordinating and planning community events aimed at bringing together and strengthening the TPAAK community. These events include Spirit Week, Rollerland nights, family more or game nights.
- F. Teacher Appreciation Chair – The Teacher Appreciation Chair shall oversee the committee and volunteers that focus on coordinating and planning teacher appreciation week and various other teacher appreciation activities throughout the year.



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- G. Fundraising Chair – The Fundraising Chair shall oversee the committee and volunteers to focus on coordinating and planning various small fundraisers (i.e. Box Tops, Milk Caps, Summer Bridge, etc.) and other administration approved fundraisers. The Chair will work in tandem with the PTO Treasurer and the TPAAK administration to plan and budget.
- H. Arts Gala Chair – The Arts Gala Chair shall oversee the committee and volunteers to focus on coordinating and planning the annual Arts Gala.
- I. Each officer upon the expiration of his/her term or in the case of resignation shall turn over to their successor or the TPAAK administration, without delay, all records, books, and other materials pertaining to the office or position,
- J. Annual reports shall be compiled by the officers and chairpersons of various committees appointed by the PTO and filed with the President of the PTO and TPAAK administration.
- K. In the event an officer fails to perform appointed duties in a competent manner or as prescribed in the bylaws or standing rules, or fails to attend three consecutive meetings without adequate excuse, the board may declare an officer's position vacant with a majority board vote.
- L. The term of office of the executive board members shall be thirteen months from the date of taking office. The last month of their term is to be a training month for the new officers.
- M. The President shall serve as chairperson of the board.
- N. The executive board shall transact necessary business in person, by phone, or email between meetings of the organization and such other business as may be referred to it by the organization (PTO). All business transactions are to include the TPAAK administration.
- O. No communications are to be sent out without the President and TPAAK administration's approval.

## ARTICLE IV – MEETINGS

- A. Unless otherwise agreed upon by the committee, meetings will be monthly ~~unless otherwise designated~~ and will be limited to 1-1/2 hour.
- B. Items for inclusion on the agenda (especially those requiring research) should be submitted to the chairperson at least five days prior to the scheduled meetings. The chairperson is responsible for meeting with the administrator at least two days prior to the PTO meeting so that the agenda items can be jointly decided upon.
- C. The president will prepare the agenda for the general meeting. Anyone wishing to be on the agenda should contact the President.
- D. Election of officers shall take place in May.
- E. The privilege of making motions, debating, and voting shall be limited to members of the organization.
- F. Issues presented at any meetings shall be decided by a simple majority vote.
- G. Meetings shall be conducted in as informal a manner as possible using simple parliamentary procedure with Robert's Rules of Order, Newly Revised as an official guideline.





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## **ARTICLE V – COMMITTEES**

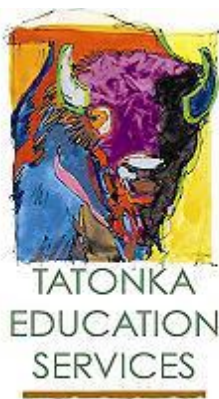
- A. There shall be such committees created by the executive board as may be required to carry out the work of the organization.
- B. The present shall appoint the chairpersons of the committees.
- C. The term of office for chairpersons shall be one year or until successors have bene appointed.
- D. Committee chairs shall keep the organization informed of their committees' progress.
- E. Repots shall be compiled annually by all chairpersons and filed with the President.

## **ARTICLE VI – BYLAWS**

These bylaws may be amended at any general meeting of the organization (PTO) by a majority vote of a quorum of board members, provided notice of the proposed amendment(s) was given at a previous meeting, or thirty days written notice has been given to the membership:

Proposed amendments must first be discussed with the TPAAK administration prior to distribution and approved by the TPAAK Board of Directors.

As a committee of the TPAAK Board of Directors, the PTO shall abide by the Colorado Opens Records Act and abide to the provisions therein.



# Tatonka Education Services

## Contract Recommendation Form

To: TPAAK Board Memeber

From: Tatonka Education Services

Date: December 11, 2017

Existing Contract: Hoelting & Company

Details of Contract: TBA

Proposed new contract or service: See RFP

Effective Date: Fiscal Year Ending 6/30/18 with optional renewal for the next 4 years

### Reason for Recommendation of contract or service change:

The current contract with Hoelting and Company has been completed for auditing services. An RFP has been created to seek bids for a new contract for auditing and the Form 990 completion. We're asking for a contract with options to renew over the next 4 years. The opportunity to reply to the RFP would run until 5 pm on January 31<sup>st</sup>. After that, TES would review all bidders and make a recommendation to the board on whose proposal to accept.

### Board comments or instructions:

Board Approval: \_\_\_\_\_

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

# T.R. Paul Academy of Arts and Knowledge

## Request for Proposal – Professional Auditing and Form 990 Services

T.R. Paul Academy (“TPAAK” or the “Charter School”) is an independently owned public charter school operating under a management agreement with Tatonka Education Services, Inc., PBC. It is located in the city of Fort Collins and Poudre County, and Authorized by Colorado Charter School Institute (“CSI”). The school is requesting proposals for an independent auditor to conduct its annual audits in accordance with Colorado’s Public School Transparency Act, C.R.S. § 22-44-301. We are also requesting that the same independent auditors complete our Form 990 with accordance with IRS rules for a 501(c) 3. All of the information to assist with developing your proposal can be found in this RFP.

### I. General Information and Term of Engagement

TPAAK is requesting proposals from qualified Independent Certified Public Accounting firms to audit its financial statements for the fiscal year ending June 30, 2018 and thereafter subjected to an annual renewal of the engagement for the next four years. We are also requesting that the same Independent Certified Public Accounting Firms complete the Form 990 for the same length of time and terms. TPAK did complete an audit for the year ending June 30, 2017 with Hoelting & Company.

#### Information and Clarification

All requests for information or clarification regarding this proposal should be addressed to Tina Wallace and Shannon Keigan at [twallace@tatonkaeducation.org](mailto:twallace@tatonkaeducation.org) and [skeigan@tpaak.org](mailto:skeigan@tpaak.org).

#### Presentation Costs

The Charter School shall not be liable for any costs, fees, or expenses incurred by any firm in responding to the Request for Proposal or any subsequent inquiries or presentations relating to a response.

### II. Nature of Services Required

#### Scope of Work to be Performed

The Charter School desires the auditor to express an opinion on the fair presentation of its basic financial statements in conformity with accounting principles generally accepted in the United States of America and the financial reporting requirement of Governmental Accounting Standards No. 34.

TPAAK desires the auditor to complete the Form 990 based on their financial statements in compliance with all applicable IRS rules.

#### Auditing Standards to Be Followed

To meet the requirements of this Request for Proposal, the audit shall be performed in accordance with:

General accepted auditing standards as set forth by the American Institute of Certified Public Accountants (AICPA).

Generally accepted government auditing standards as promulgated by Governmental Accounting Standards Board (GASB) for state and local governments (to include a management discussion and analysis section (MD&A)).

Other applicable federal, state and local laws and regulations.

To meet the requirement of this Request for Proposal, the Form 990 shall be performed in accordance with:

All applicable IRS rules and regulations.

Reports to be Issued

Following the completion of the audit of the fiscal year's financial statements, the auditor shall issue the following:

1. A report on the fair presentation of the basic financial statements as a whole, in conformity with accounting principles generally acceptable in the United States.
2. A report on internal controls over financial reporting based on audit of financial statements performed in accordance with Government Audit Standards.

The audit procedures used should be sufficient to enable the auditor to express an opinion on the fairness with which the financial statements present the financial position of TPAAK and results of its operations and cash flow. In addition, such procedures should be adequate to determine whether the operations of the Charter School were properly conducted in accordance with legal and regulatory requirements, including Colorado Statutes, and State Board of Education Rules.

## Annual Tax Services

The School intends for the auditors to complete the annual form 990 submission to the IRS.

## III. TPAAK Background and General Information

### Background Information

TPAAK was established as a nonprofit organization for the purposes of operating a public charter school. The school was granted a charter by the Colorado Charter School Institute. The school opened in 2006 and serves grades K- 5<sup>th</sup>.

### Financial Information

The School's fiscal year begins on July 1<sup>st</sup> and ends on June 30<sup>th</sup>. TPAAK's budget is adopted annually. For the fiscal year ending June 30<sup>th</sup>, the School has a contract with Tatanka Education Services, Inc. PBC for management services, including account and financial reporting. The accounting data is maintained in QuickBooks Enterprise 2018 Nonprofit accounting software. The auditor will be provided with the necessary information.

TPAAK has one General Fund and the budget for the fiscal year ending June 30, 2018 is approximately \$2 million based on a funded pupil count of 208. TPAAK also maintains a Pupil Activity fund.

## IV. Timing Requirements

### Time Schedule for Each Year's Fiscal Audit

The school and auditors will mutually agree on a time table to be developed for the audit each fiscal year. The schedule shall include dates for completing each of the following steps by the auditor no later than agreed upon date for each year of the audit. Each of the following shall be completed by the auditor no later than the dates indicated.

#### 1. Audit Plans

The auditor shall provide a detailed audit plan and a list of all schedules to be prepared by the school by June 30<sup>th</sup> of each year.

#### 2. Fieldwork:

The auditor shall complete all fieldwork by August 31st of each year.

#### 3. Issuance of Reports and Financial Statement Attestation:

For the fiscal year ending June 30<sup>th</sup>, a draft of the audit report is due by September 15<sup>th</sup> and the audit report shall be finalized and delivered by September 30<sup>th</sup>.

#### 4. Working Papers:

In all cases, the auditor will retain all working papers for a period of 7 years and will provide the Charter School and/or its assignees access, free of charge, to any or all work papers for a period of 7 years.

## V. Proposal Requirements

### Submission of Proposals

To be considered, the proposal must be received by the School via email to Shannon Keigan at skeigan@tpaak and Tina Wallace at twallace@tatonkaeducation.org by 5:00pm on January 31, 2018. The proposal shall be signed by a representative who is authorized to contractually bind the firm.

Each Proposal shall be prepared simply and economically, providing a straightforward, concise delineation of the firm's capabilities to satisfy the requirements of the Request for Proposal. The emphasis in each Proposal must be on completeness and clarity of content.

## Detailed Proposal

In response to this request, TPAAK requests the following information:

1. Detail your firm's experience in providing audit and tax services to organizations in the non-profit/Charter School sector, as well as associations of comparable size to TPAAK. Also, include how long your firm has been in existence and specifically how long your firm has been auditing charter schools.
2. Provide information on whether your firm provide services to any related industry associations or groups.
3. Discuss the firm's independence with respect to TPAAK.
4. State whether your firm is a member of AICPA Governmental Audit Quality Center and if so, for how long.
5. Discuss commitments you will make to your staff continuity, including your staff turnover experience in the last three years.
6. Identify the partner, manager, and staff accountant who will be assigned to TPAAK's audit if you are successfully in your bid and provide biographies. Indicate any complaints against them that have been leveled by the state board of accountancy or other regulatory authority, if any. Indicate any corrective actions that have been taken by the firm with respect to these people.
7. Indicate that each individual that will be associated with the audit have complied with all applicable continued education requirements for audits of governmental entities.
8. Describe how your firm will approach the audit of the School, including any use of any association or affiliate member firm personnel and areas that will receive primary emphasis. Also discuss the firm's use of technology in the audit. And finally, discuss the communication process used by the firm to discuss issues with the management and the Board of Directors.
9. Set forth your fee proposal for the fiscal 2018 audit and Form 990. Please list each fee separately. Please include if there is an option to renew the agreement for each of the next three to five years and the associated costs.

10. Provide the names and contact information for at least three other, similarly sized clients of the partner and manager that will be assigned to TPAAK for reference purposes.
11. Describe how and why your firm is different from other firms being considered, and why the School's selection of your firm as its independent auditors is the best decision it could make.
12. Include a copy of your firm's two most recent peer review reports, the related letter of comments, and the firm's response to comments.
13. Provide a list of charter schools your firm provides audit and/or Form 990 services.
14. Provide a proposed timeline for starting and completion of all audit work.
15. Provide a statement that the audit will be completed by the required deadline(s).

### Evaluation of Proposals

TPAAK will evaluate proposals on a qualitative basis. This includes review of the firm's peer review reports and related materials, interviews with senior engagement personnel to be assigned to the School, results of discussions with other clients, and the firm's completeness and timeliness in its response to us.

**2018-19 T.R. Paul Academy of Arts and Knowledge - Education Service Provider**  
**Request for Proposals (RFP)**

**Due February 15, 2018 by 11 a.m.**

## **INTRODUCTION**

The T.R. Paul Academy of Arts and Knowledge (TPAAK) Board of Directors seeks to contract an Educational Service Provider (ESP) to provide management of academics, financials, and operations to the charter school. By way of contract, the awarded organization will work with the Board of Directors to ensure the overall success of the charter school.

## **BACKGROUND**

In its eleventh year as a charter school in Fort Collins, TR Paul Academy of Arts & Knowledge continues to grow as a strong arts-based elementary school. With a move to a new facility in the summer of 2017, and a new co-director leadership model, the school continues to enhance the educational experience of its students. The school is now on a single level with a robust library in the center, giving it a community feel that is appropriate for an elementary school. The new facility is in a quiet neighborhood and is no longer right next to a district elementary school. Overall, the move has been a positive one, and for the first time in its history, TPAAK met and exceeded its enrollment projections for the 2017-2018 school year. With the student retention rate increasing from 65% to 77% from the previous school year, the school also recruited 97 new students in the current school year.

While teacher retention has been a concern in the past, the school has been diligently working to show staff that they are valued. Teacher retention increased from 67% to 95% from the past year, largely due to stability, compensation increases, clearer job expectations, and an investment in professional development. While TPAAK still has work to do to show improvements in academic growth, the new leadership has confidence in the current staff and the plans in place to address the issues, as highlighted in this unified improvement plan.

Continuing its model of fine arts integration, TPAAK students participate in 90 minutes each of music, art, and wellness/physical education per week, and an additional 30 minute enrichment block at the end of the day for a truly robust arts education. Through the fine arts integration and enrichment opportunities, students are provided with the tools that instill confidence in presentation and communication to an audience of peers, teachers, family, and community members.

## ***MISSION***

Within a supportive school community, TPAAK offers a robust arts program that complements core academics, fosters critical thinking skills and creates confident, creative individuals with the freedom to reach their full potential.

## ***VISION***

Provide an environment that allows every student to reach their full potential.



Students at TPAAK receive instruction in reading, writing, math, science and social studies based on the Colorado Academic Standards, with the fine arts integrated throughout. Our teachers provide a safe learning community that allows students to take risks in their learning, while treating each student as unique individuals and giving them opportunities to let their creativity flourish.

In addition to arts integration in the core subjects, our students participate in 90 minutes PER WEEK each of music, art, and wellness/physical education for a truly robust arts education.

## COMPETITIVE PROCESS OVERVIEW

### Instructions and Deadlines

1. Applications should be created using 11pt. Calibri and 1" margins.
2. If applicants wish to include multi-media or non-narrative application materials, this should be indicated on the Cover Sheets (Appendix A) and submitted as attachments. Applicants must clearly label these attachments so they can be connected to the application package.
3. Confirm all application materials are included.
4. The review process begins with the submission and review of a written proposal following the requirements of the RFP (defined in the following section). Submissions must be received no later than **11 a.m. on February 15, 2018**. Applications and attachments may be submitted by email at [board@tpaak.org](mailto:board@tpaak.org)
5. The TPAAK Board of Directors will select a set of finalists no later than **March 1, 2018**.
6. Finalists will be contacted to confirm site visits between March 5, 2018 and March 10, 2018.
7. Between March 19, 2018 and March 23, 2018, the TPAAK Board of Directors will conduct interviews with key members of each applicant planning team. This may include direction or support in revising proposals for increased implementation quality and/or alignment with school goals.
8. Final decisions will be made and communicated to applicants no later than **April 1, 2018**.
9. Contract agreements will be determined following the award date of April 1, 2018.

### Questions About the RFP Process

The TPAAK Board welcomes your questions about the RFP process. The staff listed below will be available to answer your questions:

**SAM KORNFELD**  
BOARD CHAIR  
[skornfeld@tpaak.org](mailto:skornfeld@tpaak.org)

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## APPLICATION

### CONTENT AND PRIORITIES

#### **I. Cover Page**

Applicants will complete a cover page to include the organization logistical information to include a point of contact, phone number, email, and physical address.

## **II. Organization Profile**

Successful applicants will describe how the organization has shown or will show success in charter school management. Specifically, applicants will detail success in the management of charter school academics, finance, operations, and governance.

## **III. Goals and Vision**

Successful applicants will begin by identifying the way in which the organization will support the Mission and Vision of TPAAK. Based on the need, applicants will identify a goal or set of goals that they mean to achieve by implementing their plan. Then they will paint a picture of how their plan will look when implemented, responding to questions such as:

- What will students' day and year look like?
- What will teachers' day and year look like?
- How will the students' role in their learning change?
- What will happen to engage more students in a wider range of learning experiences?
- What things will the school no longer need to do as a result of successful implementation of the plan?
- What leading indicators are expected throughout implementation of this plan?
- How were data used to determine the content of this plan?
- How will data be used to inform and implement the plan?
- What challenges or barriers are anticipated related to implementation of this plan? How will they be addressed/what support is needed in order to address them?
- How will various stakeholders come to engage in this project, and what role(s) will they play initially and ongoing?

## **IV. Required Elements**

Successful applicants will provide clear explanation and justification of their plan's alignment to the Charter in the areas of Academic and Governance Management. The board will consider management organizations who can support the following:

### **Academic Management**

- Develop academic strategy with school based employees to promote strong academic performance of students
- Provide regular review of academic materials and curricula
- Evaluate effective instruction and provide feedback to the Board of Directors
- Identify, design, and implement professional learning plans for teachers and educational support service providers
- Monitor, advise, and meet compliance with all individual education needs to include special education, gifted education, and language learning
- Develop the school's annual Unified Improvement Plan through collaboration with the School Accountability Committee and Board of Directors
- Collect, analyze, and report student academic data to the Board of Directors and Charter Authorizer
- Provide training and support for the instructional leader(s)

### **Governance Management**

- Support in the development and deployment of the strategic plan
- Provide support and document creation on behalf of the board for all authorizer needs pertaining to school operations, finances, and academics

- Provide monthly reports to the Board of Directors using a performance dashboard
- As needed, develop and present draft policies to the Board of Directors
- Attend monthly Board meetings and support in the agenda setting of the meetings as needed
- Provide advocacy support as needed
- Provide appropriate Board training as directed

#### **V. Additional Elements**

The Board recognizes the expertise of some management organizations includes Finance and Operations management in addition to Academic and Governance. The board will consider proposals that include the following additional elements:

##### **Finance Management**

- Develop and propose the annual budget to the Board of Directors
- Complete and provide monthly financial statements to the Finance Committee and Board of Directors
- Provide documentation and support to the annual audit process
- Post monthly, quarterly, and annual financials to the school website
- Maintain compliance with the School Finance Act
- Maintain accounts receivables and accounts payables
- Pay vendors and service providers
- Complete and file annual taxes
- Maintain appropriate filing status with the IRS, State Treasury's Office
- Maintain appropriate insurance coverage for employees, the Board of Directors, and liability

##### **Operations Management**

- Provide job descriptions for all school based employees
- Provide evaluation tools for all school based employees
- Provide employment of a Building Manager and provide all appropriate facility maintenance
- Advise the Board of Directors on all facility lease agreements
- Oversee and comply with all terms and contracts signed by the Board of Directors
- Provide support for student, staff, and Board - hardware, software, and network technology needs
- Provide and manage the student information system and comply with all FERPA laws

#### **VI. Profiles of Key Players**

Applicants should provide bios and responsibilities related to implementation of this plan for each of the key players within the organization.

#### **VII. Financial Terms**

Applicants must detail anticipated terms the TPAAC Board can expect to negotiate. Flat rate and percentage of Per Pupil Revenue will be considered. Slip contracts will not be considered. Additionally, the financial terms should consider the following:

- Applicant must indicate an expiration date for the proposal and pricing. Any expiration date shall not be less than ninety (90) days from the proposal due date.
- In submitting a proposal, the vendor agrees to all pricing and language submitted during the Request for Proposal process, including, but not limited to, the proposal documents, exhibits, attachments, pricing supplements, emails, and finalist presentations.”

## APPENDICES

### COVER PAGES – ORGANIZATION INFORMATION

#### Organization Information

Name of organization			
Name and title of primary contact			
Address and contact information			
Fiscal agent (if applicable)			
Districts, schools, other organizations served by this application			
Counties served by this application			
Number of students served			
Number of employees			
Total number of staff			
Academic performance and accountability data (provide a brief overview of performance level of other schools being served)			
Organization Lead		Name: Title:	
Primary Contact <i>(If different than Lead)</i>		Name: Title:	
		Name: Title:	
		Name: Title:	

**\*\*NOTE\*\* ADD ADDITIONAL ROWS FOR OTHER TEAM MEMBERS**

### Site Visit Availability

<b>Include three to four available dates between March 5, 2018 and March10, 2018 that the planning team would be available to meet with the TPAAK Board.</b>	<b>1.</b>
	<b>2.</b>
	<b>3.</b>
	<b>4.</b>
<b>Site visits are expected to be no longer than four hours, and will be confirmed between March 1, 2018 and March 3, 2018</b>	

## **RFP CHECKLIST**

The following sections of the grant proposal should be included in each application for it to be considered complete.

☐

**Cover Pages**

☐

**Organizational Profile**

☐

**Goals and Vision**

☐

**Required Elements**

☐

**Profiles of Key Players**

☐

**Financial Terms**

☐

**Site Visit Dates**

This checklist was reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_

(Project Lead Signature)