



Peakview School

Pathways Proposal
External Management Partner

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Cover Page - for Colorado Department of Education

Introduction

Huerfano SD RE-1 is a small school district in Southern Colorado, west of Interstate 25, north of Trinidad, and south of Pueblo. Huerfano School District supports three schools: Peakview School (PK-8) and John Mall High School are located in Walsenburg and Gardner (PK-8) is located in Gardner, 27 miles to the northeast. Over 550 preschool through high school students attend schools in Huerfano RE-1; the District has experienced a declining enrollment for the past six years. Peakview's enrollment is approximately 340 students. At Peakview, 80% of the student population is of low socioeconomic/minority status. Average attendance for the past three years is approximately 92%.

Peakview School has entered year 6 on the accountability clock being rated as "Priority Improvement/Turnaround" through the state's accountability system. To begin the work of turning the district around, the school hired new leadership for the 2015-2016 school year and added an Assistant Principal/Dean of Students position to allow more time for the Principal to dedicate to instructional leadership. Additionally, 28% of elementary and 75% of middle school staff was replaced for the 2015-2016 school year due to non-renewal, resignation or retirement. Since 2011, teacher turnover rates have been a significant challenge (see Appendix C).

Through CDE's School Turnaround Leadership Development Grant, the school was granted funding to implement the Turnaround Leadership Program ("TLP") in partnership with Generation Schools Network ("GSN"), a national non-profit specializing in transforming the educational model and improving student outcomes. The purpose of the Turnaround Leadership Program is to provide support in training and the development of school turnaround leaders for Colorado's public schools over a two-year period. In the spring of 2016, a Turnaround Leadership Team was established to carry out the work of the TLP alongside administration with Generation Schools Network's support. However, due to teacher turnover, the initial makeup of the team has changed twice since its initiation. TLP teacher members were chosen based on leadership potential, the desire to impact school-wide change, and their commitment to engaging in graduate-level coursework that will aid in school turnaround. The focus areas of the TLP include coursework and practical implementation of the following over a two-year timeframe:

- Understanding Turnaround and the Role of the Leadership Team
- Data Analysis and Strategic Planning
- Mastering the Foundations of Formative Instructional Practices
- Implementing a Multi-Tiered System of Support
- Integrating College and Career Readiness
- Developing Instructional Coaching Skills
- Addressing Social Emotional Learning Needs and Support
- Creating a High Performing and Equitable Learning Culture
- Implementing Collaborative Learning Communities
- Time, Talent, and Resources
- Engaging Parents and the Community

The school underwent a State Panel Review in spring of 2015 and received grant funding for an additional independent Diagnostic Review conducted in the spring of 2016 by Generation Schools Network that uncovered the following high needs priorities:

- Implementation of curricular resources to ensure consistency and fidelity to implementation
- Improving the consistency of instructional practices and supporting effective teaching and learning through the instructional model
- Building capacity to empower their teachers through curricular development and focused professional development
- Significantly increasing staff retention to continue to effectively implement continuous improvement

The findings of the Diagnostic Review informed the drafting of the 2015-2016 UIP, which school leadership and UIP team members worked on with support from Generation Schools Network in the Spring of 2016. Prior to that year, a “team” structure to UIP writing was not in place and there was little input from stakeholders in the school’s UIP development structure.

The 2015-2016 UIP Team gathered data from 2011-2016 from District and School Performance Frameworks (SPF), Alpine, NWEA, STAR reading, STAR Math, DIBELS, Schoolview, and PowerSchool to prepare for the actual data analysis and to record on the trend analysis worksheets. Charts were created to analyze student performance, achievement, growth, and growth gaps across grade levels and longitudinally throughout cohort groups. Once all data was gathered and assimilated into charts and graphs, they were presented to the staff members of Peakview School.

2016 School Performance Framework indicates that Peakview is identified as Priority Improvement. Peakview scored 37.6 points out of 100 points on their SPF. Currently Peakview is approaching targets in Academic Growth and did not meet targets for Academic Achievement. Peakview did not meet the 95% Participation Rate in English Language Arts, Math, or Science testing.

Throughout the partnership work with Generation Schools Network, the school has gained more clarity on the scope of work and depth of work that needs to be done to effect dramatic changes in student achievement. During the initial Pathways work, the school identified several “Big Rocks” or key challenges determined through the analysis of the school’s Diagnostic Review, aligned with the UIP, that focused this plan around 1) talent management 2) curriculum implementation and literacy instruction, 3) school culture. The school and local Board of Education is supportive of the strategies for implementation as a way to move off of the accountability clock.

School Profile

Huerfano School District Re-1 provides a safe learning environment and exceptional educational opportunities for all students to succeed in an ever-changing world. Our vision is to provide focused, creative and innovative learning experiences for all students. We emphasize lifelong learning, development of community partnerships and prepare our students to succeed in the 21st century.

The mission of Peakview School is to provide a challenging academic program in a safe environment with a commitment to all content areas, and a specific emphasis on literacy and math, that supports all students through best teaching practices to meet the individual needs of our unique population.

The mission of Generation Schools Network - to transform public education through sustainable, scalable strategies that drive student achievement and teacher effectiveness for all students and teachers - clearly aligns with Peakview’s strategies for developing and sustaining structured changes to improve student outcomes. Generation Schools Network’s role in managing and supporting Peakview’s strategies for improvement will advance their mission of utilizing best practices to meet the needs of their unique population. By providing support through decision-making, support in talent management, professional development, resource sharing, instructional coaching and feedback, and support in establishing a positive school culture, gains in following areas will be realized:

- Increased student achievement outcomes
- Teacher and leader capacity
- Overall staff performance and satisfaction
- Increased Parent engagement

Generation Schools Network’s vision to transform public schools to ensure all students, regardless of life circumstances, are prepared for success in school, work, and life speaks to Peakview’s vision to provide a quality education for all students through best practices. Both Peakview and Generation Schools Network value every student and are committed to providing personalized, quality learning experiences for every student.

Demographics

Enrollment Data:			
Grades:	PreK-8	2015-16 School Mobility Rate:	10%
Student Enrollment	337	3-Yr Average Daily Attendance Rate:	91.2
2016-17 Year-to-date Excused Absence Rate*:	6%	2016-17 Year-to-date Unexcused Absence Rate*:	1.5%
Instruction Time:			
Total # of Student Days Per Year:	146.5	Instructional Minutes/Day:	460/M-Th
Total # of Teacher Days Per Year:	154	Extended Day Program:	N/A
Student Demographic Breakdown:			
% Black:	2%	% Male:	51%

% Hispanic:	58%	% Female:	49%
% White:	32%	% ELL:	1%
% Other:	8%	% Special Education:	17%
% FRL:	80%	% Gifted and Talented:	4%
Student Climate Data:			
2015-16 # of In-School Suspensions:	48	2016-17 Year-to-date # of In-School Suspensions*:	95
2015-16 # of Out of School Suspensions:	28	2016-17 Year-to-date # of Out of School Suspensions*:	74.5
2015-16 # of Office Referrals:	85	2016-17 Year-to-date # of Office Referrals*:	135
Personnel Data:			
# of Administrators:	2	% of Teachers "Ineffective" in 2015-16:	15%
# of Teachers	22	% of Teachers "Partially Effective":	10%
# of Paraprofessionals Staff:	10	% of Teachers "Effective":	65%
# of Psychologists:	1 (BOCES)	% of Teachers "Highly Effective":	10%
3-yr Teacher Retention Rate (ES):	65%	3-yr Teacher Retention Rate (MS):	25%

*Accurate as of 4.10.17

The Need for Management

Peakview School has selected the Management Organization pathway. Peakview selected Generation Schools Network to be a management partner based upon the pre-existing partnership and supports Generation Schools has provided to two District schools, Peakview and Gardner. Specifically, Generation Schools Network conducted a Diagnostic Review and provided UIP support to Peakview in the Spring of 2016. Additionally, Generation Schools Network has provided ongoing leadership coaching through CDE's School Turnaround Leadership Development Grant, which began in May of 2016 and extends through the summer of 2018. Generation Schools Network and Peakview School are committed to deepening, aligning, and leveraging their work together to allow Peakview to move off the accountability clock.

Contingent upon partial grant funding, the District has selected the management pathway and elected to forego the innovation, school closure, or charter pathways for multiple reasons. While the District did pass a Mill Levy Override, funds have already been allocated, thus additional grant funding is needed to realize the

management plan vision (see Appendix K). In terms of innovation, there is not a need to pursue state waivers to implement the strategies identified for improvement and given the school's challenges in retaining high quality teachers and support staff, revisions to contractual agreements may further hinder Peakview's ability to recruit and retain staff. In addition, school closure was not perceived as a viable option in managing and producing change as Peakview serves almost 350 students in the immediate area. Closure would force students to travel to Gardner (which cannot physically support the influx of students) or choose an alternative District that would be a considerable loss for the community, as well as create a hardship for families. Currently, the likelihood of closing and rehiring would also complicate moving forward as staffing the school has been extremely difficult. With turnover rates being so high, the likelihood of filling all positions with highly qualified teachers is unlikely. Charter school status is also not a viable option because there currently is not a high demand for Charter schools. Within the Colorado Rural Education Collaborative, only two charter schools exist across 40 rural districts.

The management pathway allows Peakview to implement the identified strategies and act with the amount of support necessary to dramatically improve professional development, implementation of curriculum, attract and retain talented staff, and to ultimately improve school culture and overall student achievement. With the support and expertise of the Generation Schools Network staff, Peakview is confident that the management plan will be what the school needs to earn its way off the Accountability clock.

Peakview School has identified the following challenges in Talent, Curriculum Implementation, Professional Development, and School Culture as key barriers for achieving the gains necessary to move off the accountability clock.

Talent

Over the last 3 years, Peakview school has experienced on average 75% turnover at the middle school level and 35% at the elementary school level (see Appendix C). Peakview School has experienced the following talent challenges as a result of these barriers:

- Inconsistent quality of teachers
- Inability to retain teachers
- Inability to attract and retain quality teachers because district pay scale is lower compared to surrounding districts.
- Talent pool is limited in numbers and shallow in experience, expertise, and qualifications
- Lack of housing and amenities for staff
- Lack of job prospects for significant others/family members
- Differentiated professional development to meet the needs of teachers where they are developmentally in their practice

High teacher and leader turnover has directly resulted in fragmented instructional practices, underdeveloped professional development sequences and support, and inconsistent implementation of curriculum and data-driven instructional practices.

Curriculum Implementation

Peakview School has experienced the following curriculum implementation challenges as a result of these barriers:

- Lack of district curriculum for Math and ELA until the 2016-17 school year
- Lack of teacher expertise and PD to implement the curriculum
- Lack of strong lesson plans for teachers to implement the curriculum
- Lack of understanding of how to close gaps identified in literacy assessments
- Lack of differentiated intervention strategies and/or content knowledge to specifically address targeted student needs
- Lack of dedicated literacy minutes to implement curriculum with fidelity

The lack of curriculum until the current school year and the inconsistent implementation of curriculum has directly resulted in fragmented instructional practices and inconsistent learning experiences and outcomes for students.

Professional Development

Peakview School has experienced the following professional development challenges as a result of these barriers:

- Lacking of time in the calendar to provide professional development
- Contractual limits to number of professional development days offered
- Lack of specialized or differentiated PD
- Lack of dedicated budget to provide specialized or differentiated PD
- Limited staff capacity beyond the principal to provide and lead professional development
- Attendance at full day PDs

A lack of fiscal resources dedicated to embedded professional development coupled with high teacher and leader turnover has directly resulted in fragmented and underdeveloped professional development sequences and support, and inconsistent implementation of curriculum and data-driven instructional practices.

School Culture

Peakview School has experienced the following school culture challenges as a result of these barriers:

- Lack of structures for implementing classroom procedures
- Lack of consistent behavior management and discipline system that is implemented across the school
- Lack of extended learning and practice beyond the classroom environment
- Lack of trust amongst some parents in the school system

- High perceptions of a bullying culture and incidences of negative student behaviors
- Lack of parent investment
- Lack of student engagement and excitement and investment in their learning
- Lack of teacher classroom management skills and strategies

Inconsistent classroom behavior management structures and discipline structures and professional development for teachers to engage students and families has directly resulted in higher rates of student suspensions, office referrals, and lower rates of parent engagement.

Summary of Need for Management

Now in the sixth consecutive year of Priority Improvement/Turnaround status, the need for a management partner exists to ultimately support the leadership in developing and implementing clear systems of instruction, assessment, professional learning opportunities, and school culture and climate.

District and Peakview Leadership agree that expanding the partnership with Generation Schools Network is the best pathway choice to receive the support needed in order to make the gains in student achievement and growth necessary to move off the Accountability Clock.

Generation Schools Network has a long history of working with principals to implement public school solutions that are simultaneously good for students, teachers and industry. Generation Schools Network accomplishes this through cost effective strategies that consider how time, talent, and resources can best be utilized to meet the needs of all stakeholders. Generation Schools Network provides coaching and mentoring to principals and teachers utilizing its highly skilled staff. Years of experience in turnaround settings make it possible for the Generation Schools Network team to build productive partnerships with struggling schools and districts. In fact, during the 2015-2016 academic year alone, Generation Schools Network worked with 43 school districts and 96 schools reaching approximately 1,485 teachers and 19,338 students. Of those 43 school districts, 37 are classified as rural.

Since its founding in 2005, Generation Schools Network has worked in a variety of school settings including:

- the largest school district in the country (NYC)
- the largest school district in Colorado (Denver Public Schools)
- small, rural schools and districts
- single charter schools
- Innovation schools and schools with union side agreements
- suburban schools

Regardless of size or governance structure, Generation Schools Network seeks to come alongside as a thought partner and coach in helping schools to solve their most pressing challenges in fulfillment of its mission: *to transform public education through sustainable, scalable strategies that drive student achievement and teacher effectiveness for all students and teachers.* The majority of schools where

Generation Schools Network has worked include high rates of students who qualify for free or reduced lunch. This has been intentional as Generation Schools Network sees helping to bring equity to the system as part of its work ensuring every student is prepared for success.

In partnership with Generation Schools Network, Peakview recognizes the following key levers to effectuate change:

- Targeted professional development, including resources, presentations and content delivery
- An improved instructional approach to literacy that includes increased time for instruction, and appropriate targeted interventions
- Ongoing instructional support that includes classroom walkthroughs, ongoing 1-1 feedback to teachers, and instructional coaching for all instructional staff
- Implementation of a data-driven instructional model
- Implementation of a daily instructional schedule in grades K-12 to include increased time for literacy instruction, supplemental, and extended learning opportunities
- Development of the school's Unified Improvement Planning with the school's leadership team
- Management and evaluation of teachers, support staff, and school leadership
- Developing and fostering a positive school culture that increases student and family engagement, accountability, and overall student performance
- Provide Generation Schools Network with final decision-making authority around all proposed management strategies

Management Partner Selection Process

Peakview's ideal management partner needed to meet several key criteria, including the following:

- Experience and success working in rural schools with a small N size
- The management partner's existing or previous relationship with the school/District
- The management partner's knowledge and awareness of the school and community values and perceptions.
- The management partner's capacity to support systems development around instructional best practices, including data-driven practices, strong professional development, and an instructional guide to drive the way teachers instruct.
- Experience in school operation including but not limited to administrative experience in a rural school setting, strong instructional leadership capacity, and proven decision-making capability

Generation Schools Network has facilitated work in the Huerfano School District beginning in school year 2015-2016. Peakview building leadership has been part of the Turnaround Leadership Program beginning in the Spring of 2016 supported by Generation Schools Network Coaching Staff. The relationship with Generation Schools Network is well underway and continuing the partnership to expand into a management partnership is a natural progression in the next step in turning the school around. Generation Schools Network coaching staff has a track record of success in small rural schools. Denille LePlatt will serve as

Peakview’s Lead Management partner and her team will include: Christina Larson (Secondary Implementation Coach/PD Facilitator) , Kate Lister (Secondary Implementation Coach/PD Facilitator), Ashleigh Valentine (Professional Development Facilitator). Please see Appendix I for Generation Schools Network staff biographies and qualifications

Generation Schools Network staff have first-hand experience in implementing instructional best practices that include data-driven instruction and have conducted and planned extensive professional development opportunities for a diverse staff. Through the services provided thus far, Generation Schools Network staff have developed a trusting, positive relationships with staff and leadership, and have been able to learn an extensive amount about school culture and community perception through work in the Turnaround Leadership Program process. Because of the extensive background knowledge of the school, culture, and community, Generation Schools Network has an increased capacity for decision-making and monitoring of school-wide systems, as well as a broad depth of understanding of the school’s challenges and strategies for success. Through the success of working with Generation Schools Network through the Diagnostic Review, Improvement Planning, and Turnaround Leadership, Peakview School and Huerfano School District leadership recognize the need for a substantial amount of support in plan implementation and monitoring. Peakview and Generation Schools Network is committed to a two-year management partnership with Generation Schools Network to implement systems and structures for dramatic improvement.

Scope of Work

Generation Schools will exercise final decision-making authority over and monitoring of all partnership categories listed below including, but not limited to: on-site professional development, resources and tools for administrators and teaching staff in areas of instructional rigor and elements of talent management, use of data driven instructional model and development of an alternative instructional model if the need exists. Generation Schools Network staff will be on-site to provide the following monitoring and support approximately (7) days per month pending approved school calendar. The Management Plan will support the district in earning its way off the accountability clock through the following scope of work:

Partnership Category	Generation Schools Network Scope of Work	Key Services Offered	Timeline for Deliverables
(1) Curriculum	(1a) Redesign of K-8 schedules to maximize use of content-driven blocks of instruction (1b) Monitor implementation of	Design of school level daily schedules Facilitation, monitoring, and final decision-making authority of professional development to support effective implementation of ELA and Math content during the elementary literacy block	Completed by August 2017 Summer 2017 (3 days), August 2017 (2 days), October - May (as determined)

	ELA and math curriculum	Monthly instructional rounds including classroom observations, lesson plan feedback, and 1-1 teacher feedback on curriculum and planning practices	(Monthly) September 2017-May 2018; September 2018-May 2019
(2) Instruction	<p>(2a) Implementation of consistent instructional practices within the literacy block to allow teachers to respond to Tier I, II and III levels of performance</p> <p>(2b) Instructional rounds to support ongoing feedback and support for classroom management, instructional practices and student engagement</p>	<p>Design and modify school level daily literacy routine K-5</p> <p>Monthly instructional rounds including classroom observations, lesson plan feedback, and 1-1 teacher feedback on instructional strategies</p> <p>(TLP) Instructional Coaching Summer Institute and Turnaround Leadership Retreat</p>	<p>Completed by August 2017, Monitoring of implementation: Sept 2017 - May 2018</p> <p>(Monthly) September 2017-May 2018; September 2018-May 2019</p> <p>(TLP) 4 days, Summer 2017</p>
(3) Data Systems	(3a) Development of, training on, and implementation of data driven protocols and practices for benchmark and classroom assessments	<p>Monthly instructional coaching and feedback on assessment protocols and short-cycle Action Plans</p> <p>(TLP) Monthly leadership team meetings to update and revise UIP Action Plan</p>	<p>(Monthly) September 2017-May 2018;</p> <p>September 2018-May 2019</p> <p>(Monthly) August 2017-May 2018;</p>
4) Talent Management	(1a) Development and implementation of a peer mentoring structure to promote collaboration and staff cohesion	<p>Development of Peer Mentorship Structure</p> <p>Monitoring of implementation and effectiveness</p> <p>Development and monitoring of all scheduled PD opportunities</p>	<p>Completed by August 2017</p> <p>Quarterly August 2017 - May 2018</p> <p>June 2017-May 2018</p>

	(1b)Redesign of professional development calendar (1c) teacher and leader evaluation	Provide 50% of input in teacher and principal evaluations and recommendations for renewal	June 2017-May 2018
(5) Multi-Tiered Support System	(4a) Development and implementation of MTSS systems and tools to support whole-child development	(TLP) Professional development and facilitation of meetings to finalize MTSS process and tools (TLP) Professional development for whole-child strategies, equity pedagogy and equitable learning culture Assessment and report on MTSS Self Assessment rubric 1x per year Monthly instructional rounds including classroom observations, lesson plan feedback, and 1-1 teacher feedback for implementation of equitable learning culture	(ongoing) January 2018 -May 2019 January 2018-May 2019 Spring 2017, Spring 2018, Spring 2019 (Monthly) Spring 2018; August 2018-May 2019

Level of Partnership	Scope of Work	Specific Services
School Accountability	Provide final decision-making authority, oversight of , and accountability in implementation of Peakview School Pathways Plan	On-going decision making for and monitoring of implementation of strategies identified in plan On-site visits monthly (6-8 days per month) to progress monitor and assess progress toward implementation benchmarks Review and provide evaluation of pathways plan implementation,

		<p>including monthly written reports to the Supt/Local Board of Education</p> <p>Bi-annual reports to the State Board of Education</p>
School Level, On-Site Service Delivery and Implementation	Provide on site facilitation, final decision making, monitoring, and resources around the school's talent management (professional development) and instructional model	<p>Redesign of professional development calendar</p> <p>Facilitate, develop, and provide resources and professional development for Data Driven Instruction Protocol, monitoring of Formative Instructional Practices (FIP) facilitation, and facilitating data driven team meetings as well as monitor all other scheduled professional development ; develop a peer mentorship structure in partnership with school leadership</p> <p>Facilitate EngageNY Staff Training (1 days)</p> <p>Facilitate Bullying Prevention Training for Staff and Parents (1.5 days)</p> <p>Monthly classroom walk-throughs, feedback to teachers, and instructional coaching (4 days/month)</p> <p>Development of, decision making, and monitoring of instructional scheduling</p> <p>Staff and admin evaluation</p>

The management pathway will continue to develop and deepen leadership and teacher understanding around talent, time, and implementation of resources.

Management in Detail

Talent

Hiring, supporting, and retaining quality staff members is critical to the turnaround process in the Huerfano School District. Peakview School's vision to provide focused, creative and innovative learning experiences for all students also promotes building capacity in staff, empowering teachers as leaders in the school community, and strives to retain teachers by maintaining a positive school culture. However, the challenge that has presented itself with teacher turnover has caused leadership to have a greater focus on strategies to recruit and retain quality staff.

The Huerfano School District has engaged in work through the Talent for Turnaround Leadership Academy (T4TLA) program to develop high-impact initiatives to build the District's capacity to recruit and retain teachers. T4TLA is a multi-year initiative designed to help states and districts link equitable access and school improvement efforts. The T4TLA will focus on the development of coherent and aligned talent management systems that attract, support, and retain effective educators in the lowest performing, highest need schools and districts. The Every Student Succeeds Act (ESSA) emphasizes coordination among and between federal programs, and the T4TLA provides an ideal opportunity to strengthen connections between talent management and school improvement systems at the state and local levels.

The District's high-impact initiatives to recruit and retain staff include planning the following to be implemented in the next three years:

- Sign-on and retention bonuses for new hires
- Teacher Mentor Stipends
- Local Teacher Prep (growing Huerfano's own)
- Restructured Professional Development Opportunities
- Better and more PR work
- Increased Starting Teacher Salaries
- Teacher Debit Cards for classroom purchases
- Increase in District contribution to insurance benefits (\$150/monthly increase)

The District will offer Peakview as much flexibility as possible in recruiting and hiring, and managing staff, including first right of hiring qualified teacher candidates, flexibility in staff placement, and provide as much fiscal support as possible to hire and retain quality staff.

Peakview fully realizes the importance of building a quality, consistent, cohesive staff. Beginning in Year 1 (2017-2018), Peakview School will implement a sign on bonus of \$1,000 for new hires in year 1 and provide retention bonuses of \$1,000 in years 2 and 3 contingent upon performance. All staff will receive an additional \$150/month in health benefits, as well as be provided with salary step increases. All staff will receive \$150 debit cards to be used toward classroom purchases. The District has identified taking these

steps in part because T4TLA survey responses of Peakview's staff cite poor salary and benefits as one of the top three reasons teachers leave the District.

Probationary teachers can often face challenges in navigating school and district policies, decision-making, and the school instructional model, but returning teachers also have identified a need for support and peer collaboration. The T4TLA survey results show 52% of teachers do not feel they have had adequate time for collaboration with colleagues. To build support and teacher leadership capacity, we will implement a peer mentorship structure to allow new and veteran staff to have a supportive structure amongst peers, enhance collaborative practices amongst the staff and support new staff navigating potential challenges.

Thus, we will build the capacity of experienced mentors in year 1 (2017-18) through a mentorship structure which will allow teachers to collaborate with an identified peer teacher, while simultaneously developing the induction program that will begin with implementation in August 2018. Peakview administration will be responsible for defining tasks for the peer network to complete and protocols for meeting times and Generation Schools Network will exercise final decision-making authority over the development and implementation of the mentorship plan.

Quarterly staff perception data will be collected by Generation Schools Network to determine effectiveness. Generation Schools Network will monitor implementation and meet with administrators on a quarterly basis to measure staff progress. Generation Schools Network will have final decision-making authority in program changes and determination of effectiveness. The outcomes of the mentorship structure will be the first steps toward the implementation of a successful induction program in 1) identifying exemplary mentor teachers, 2) choosing focus areas for induction program support, and 3) implementing an effective mentorship structure within the school. Probationary teachers moving toward a professional license will have the option to enroll in the SC BOCES Teacher Induction Program in Year 1.

Beginning in Year 2, the Huerfano Teacher Induction Program will be implemented for all probationary Peakview staff. Within the program, each probationary teacher will be assigned a mentor and will carry out a variety of tasks to immerse the probationary teacher in school expectations, school culture, and the "Peakview Way" of instruction, assessment, data analysis, and decision-making. Generation Schools Network will aid in developing the Induction Program framework and activities specific to Peakview teachers to be developed in Year 1 for Induction program approval. Generation Schools Network will provide oversight and check-in on the process with school leadership on a quarterly basis throughout the induction process. Regular reporting to the Local Board of Education monthly, CDE Staff quarterly, and the State Board of Education on a bi-annual basis on the progress of the program will take place throughout the process. The probationary teacher will exit the program with a foundation built for long-term success as a Peakview teacher. The goal for Peakview Elementary is for every probationary teacher to exit the Induction Program successfully.

To address the need to build teacher leadership, knowledge, and capacity, a redesigned professional development calendar, as well as embedded professional learning opportunities will allow teachers to close identified gaps in order to increase student achievement. Professional learning opportunities will be

targeted and tiered to better address teacher needs around knowledge of and implementation of CKLA and Engage NY curricula. Generation Schools Network will assist school leadership in designing a professional development calendar that will incorporate all identified trainings throughout the school year. Generation Schools Network will facilitate identified trainings and develop content for all other PD's in partnership with school leadership. A re-focused early-release schedule will include teacher training in Formative Instructional Practices (Year 1) and MTSS (Year 2) and/or a combination of the two. Anticipated outcomes are measurable gains in delivery of instruction as provided by walk through and formal evaluation data, as well as measurable gains in student achievement as evidenced by Peakview Student Achievement/Growth Targets (Appendix E) as well as the implementation benchmarks identified within the action plan (See Appendix A).

Generation Schools Network will deliver classroom walkthroughs, feedback to teachers, and 1:1 instructional coaching, along with the administrative staff. Generation Schools Network will also provide 50% input into the teacher and principal evaluations. Generation Schools Network will exercise 50% decision-making authority over teacher and principal/assistant principal renewal.

The Huerfano School District recognizes the need for additional support in literacy instruction and will add a literacy coach position to serve both Peakview and Gardner schools, dedicating 50% of their time to Peakview. The literacy coach will be responsible for the following at both school sites:

- Monitoring all student data (PARCC, DIBELS, NWEA) and monitoring of assessment schedule
- Oversee implementation of data driven protocol in partnership with school leadership
- Participate in RTI team and assist in developing individualized student plans
- Provide instructional support to all staff
- Provide targeted intervention to students

Curriculum Implementation

Literacy Instruction

At Peakview School, literacy is the primary focus for academic improvement, centered around strong foundational literacy instruction. The Core Knowledge Language Arts program (adopted for Grades K-5 in the Spring of 2016 for implementation in the fall of 2016) is the primary reading series that Peakview teaching staff will implement with fidelity. CKLA provides the ELA curriculum and resources for both whole and small group instruction, is aligned with the Colorado Academic Standards, and encompasses grammar, spelling, and writing components to make it a complete ELA structure for literacy grades K-5.

Beginning at the start of the 2017 school year, Peakview will dedicate 120 minutes of uninterrupted reading day each day to literacy instruction. Currently, Peakview dedicates on average 60-90 minutes daily to reading instruction in grades K-8. We recognize that a greater number of minutes is necessary in order to close academic gaps and ensure students are reading proficiently. Thus, the number of reading minutes will be increased to 120 minutes daily in all classrooms in all grade levels. Reading will happen across all classrooms within the first 2 hours of the school day in grades K-5. Ability level groupings within the primary,

intermediate, and middle school bands will occur for the fluency intervention block (last 30 minutes of reading period).

Ability-based level fluency groups will be triangulated using the following data points: NWEA, DIBELS, STAR and the CKLA text complexity lexile ranges:

Grade Level	Readers Lexile Ranges (Reading Complexity)	Listening & Learning Read-Alouds Lexile Ranges (Listening Complexity)
Kindergarten	310–450L	760–990L
Grade 1	400–610L	770–1020L
Grade 2	430–660L	780–1060L
Grade 3	580–820L	800–1100L
Grade 4	770–1100L	N/A
Grade 5	880–1010L	N/A

K-3 CKLA Programmatic Structure

The reading block will consist of the following:

- Phonemic awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension (both oral and written comprehension)

In accordance with the CKLA Amplify curriculum, the program is divided into two stands: the skills strand and the listening and learning strand. 60 minutes is dedicated to the skills stand and 60 minutes is dedicated to the listening and learning strand. “The Skills Strand provides comprehensive instruction in foundational reading skills, such as phonological awareness, phonics, and word recognition, language skills including conventions of English, spelling, and grammar, as well as reading comprehension and writing instruction. It is divided into units at each grade level.”¹ “The Listening & Learning Strand is centered around complex narrative and informational read-aloud texts. The Listening & Learning Strand focuses on background knowledge and vocabulary acquisition, analysis of complex text, and speaking and listening. It is divided into domains at each grade level.”²

¹ <https://s3.amazonaws.com/amplify-assets/pdf/ckla-program-guide.pdf> (pg. 4)

² <https://s3.amazonaws.com/amplify-assets/pdf/ckla-program-guide.pdf> (pg. 4)

In addition to the elements already incorporated, fluency is also a critical component that needs to be addressed within the 120-minute literacy block. The spelling and grammar portions of CKLA will be incorporated into the writing block to dedicate more time to fluency.

A 30-minute fluency block will consist of supplemental fluency practice geared toward improving fluency, comprehension, and written evaluation of text modeled after the structure of “6 Minute Solution.”. Students will be provided with fluency passages at their individualized Lexile levels. Students will be paired with a partner for repeated readings, vocabulary instruction, comprehension, and written evaluation of text (i.e. summarizing, etc.).

4-5 CKLA Programmatic Structure

The 4-5th grade reading block will consist of the following:

- Comprehension (oral and written)
- Fluency

Fluency is a critical component that needs to be supplemented within the 120 minute literacy block. The morphology and grammar portions of CKLA will be incorporated into the writing block in order to dedicate more time to fluency.

- A 30-minute supplemental fluency practice block will be modeled after the “6 Minute Solution” program to include direction instruction on vocabulary, comprehension, and written text evaluation and student fluency practice tailored to each student’s Lexile range.

6-8 Amplify ELA Programmatic Structure

Amplify ELA is a core digital curriculum for grades 6-8. Within this curriculum, students are challenged daily to think deeply and critically using a digital platform to read and write. Students will receive explicit instruction with evidence-based writing and research and have access to a digital library of over 600 digital texts.

Generation Schools Network will have final decision making authority over and provide monitoring of literacy programmatic structure. On-site monitoring will include monthly classroom walkthroughs, 1:1 teacher feedback, and monthly instructional coaching. Generation Schools Network will continue to build capacity in school staff and leadership through coaching and guidance, providing any additional resources needed, and supporting teachers through identified changes by providing the following:

- 1:1 coaching feedback after classroom walkthroughs
- Coaching around student data analysis and progress monitoring
- Continued instructional support throughout the school year allowing for growth and development and ultimately building staff capacity

Curriculum Implementation

To support strong instructional implementation of the identified literacy program structure, as well as the implementation of Engage NY for math instruction, it is critical to have the foundational structure of lesson planning and curriculum aligned to Colorado Academic Standards.

To accomplish implementation with fidelity for all staff and to meet District expectations for lesson planning/instructional strategies, all teachers will use a standardized lesson planning template. The implementation of the standardized lesson planning format will ensure content delivery that aligns with state standards, and will directly impact student performance specifically in reading and math, measured by local assessment data.

In addition to implementing a common format for lesson planning, curriculum implementation will be monitored by Generation Schools Network and Peakview leadership through a series of regular classroom walkthroughs and teacher observations. Data will be kept and measured per implementation benchmarks identified (see attached action plan). Individual teacher feedback will be given, along with instructional coaching around strengths and areas of challenge. Generation Schools Network will exercise final decision-making authority over the implementation of curriculum and will provide input in teacher evaluation.

Beginning in August of 2017, school leadership teams will deliver training on formative instructional practices. Formative instructional practices are the formal and informal ways that teachers and students gather and respond to evidence of student learning. With these practices, teachers use tools, strategies, and resources to determine what students know, identify possible gaps in understanding, modify instruction, and actively engage students in their learning. Professional learning opportunities focused on formative instructional practices will occur monthly through approximately December 2017 to engage teachers in developing lessons and instruction that supports:

- The effective use of time
- Growth and building capacity as professionals
- Acknowledging and building upon strengths of the teacher, students, and school

Training in the use of Formative Instructional Practices will be based on the following foundational, key elements:

- Clear learning targets
- Evidence of learning is collected and documented
- Feedback is effective
- Students take ownership of their learning

After the FIP training process, teachers will have a clear understanding of instructional “purpose” to couple with the foundational implementation training of CKLA and Engage NY, in addition to incorporating student ownership of data and overall performance. Generation Schools Network will monitor the facilitation,

resource selection, and implementation of the formative instructional practices model and provide feedback to administration and staff on identified implementation benchmarks.

Data Analysis

Peakview staff will participate in monthly data-driven protocol meetings to analyze student data, identify struggling and advanced students, and create real-time action plans to support student learning. Generation Schools Network and the literacy coach will support the drafting and implementation of student action plans. Teachers will be given 40 minutes weekly (in addition to plan time) to monitor monthly data, identify struggling students, and analyze student performance. Each month, the Data Driven Protocol meeting will take place with the following in place as team members: Generation Schools Network staff (lead facilitator), Principal, Grade Level Team, Literacy Coach or Interventionist (as determined by school schedule), and Special Education teacher. Generation Schools Network will have final decision-making authority over data analysis rituals and routines.

All Peakview staff will follow the school assessment calendar for benchmark testing for NWEA, STAR, and DIBELS, as well as progress monitoring, goal-setting, and data driven protocol meetings (see Appendix H) and will house student data in a classroom data notebook which will consist of classroom, NWEA, DIBELS and STAR (when applicable), PARCC/CMAS student benchmark data, progress monitoring data, and student action plans.

Through careful data analysis, and the development of individualized student plans utilizing a team approach, Peakview staff will be able to plan targeted, differentiated instruction for students and monitor progress on a regular basis to provide more personalized learning opportunities for all students, including students with disabilities and ELL students.

Professional Learning Opportunities

Peakview Schools holds the implementation with fidelity of quality curriculum in reading and math a high priority. However, to implement any program with fidelity, a strong system of professional development must be built to address teacher learning needs. Staff engagement and feedback is also important in determine what type of professional development is needed and important to staff. Two surveys were distributed to all staff over the course of the 2016-2017 school year to gather feedback of staff professional development. Results are as follows:

Per the Peakview Professional Development survey that was administered to staff in the Winter of 2017, the following results were identified:

- 57% of teachers indicated CKLA, reading strategies/designing intervention as a high priority area of training need
- 64.2% of teachers expressed the need for data-driven decision making as a training need
- 57% of teachers felt the current professional learning structure for early-release days was mid-to not effective

In addition, data from the T4TLA survey given to all staff indicates the following:

- 81% of staff believe current professional development offered does not provide teachers with the knowledge and skills most needed to teach effectively
- 47% do not believe there is appropriate time for professional development.
- 67% of teaching staff believe policies and procedures about student conduct are not clearly understood by staff
- 85% of staff do not believe policies/procedures about student conduct are implemented consistently by administrators and faculty.

Historically, professional development has been provided to teachers during early release days each month, as well as a Professional Learning Community structure that has supported teacher learning weekly during the school year. In addition, professional development has been delivered during the three allotted days during the District's in-service week.

The restructured professional development calendar for the 2017-2018 school year will highlight specific high-needs areas. High priority professional development opportunities are the EngageNY Math and CKLA programs, which were both adopted in the Winter/Spring of 2016. Teachers had an EngageNY implementation training during the 2015-2016 school year and a CKLA training was held during the in-service week of school year 2016. However, since that time, a high turnover in staff has occurred and the need for training in both curricular programs exists. Peakview administration will schedule both CKLA and Engage NY differentiated trainings for new and returning teachers. Embedded training, followed by leadership support in implementation will continue throughout the school year.

Generation Schools Network will exercise final decision making on professional development, develop needed resources, and facilitate training(s) for the Data Driven Instructional Protocol, as well as schedule regular, monthly meeting time with staff to ensure data-driven instructional practices are implemented and maintained. This will occur through monthly data meetings as specified by the revised professional development/assessment calendar.

In addition, training on formative instructional practices will occur monthly through approximately December 2017 and be monitored using an implementation plan and progress monitoring for accountability. A consistent system for lesson planning does not currently exist, so teacher will be provided with a template for required elements of lesson planning and be provided with ongoing support, coaching, and feedback from Generation Schools Network and school leadership.

Bullying prevention and classroom management support has also been identified as an area of need. Training on bullying, bullying prevention, and a re-introduction to Positive Behavioral Interventions and Supports ("PBIS") will be facilitated by Generation Schools Network in August of 2017. Building leadership will codify expectations for classroom management and lead a series of professional development trainings on highest leverage classroom management strategies to support teachers.

School Culture

Parent Engagement

Parent and student engagement are of paramount importance to Peakview and it has become evident in recent years that parent/student engagement is a challenge. A school culture perception survey was distributed to parents in the Spring of 2017. The top three concerns among parents about the school were 1) student behavior and bullying, and 2) the quality of teachers and instruction at the school. Parents indicated the most important benefits the school offered were 1) free breakfast/lunch, 2) athletics, clubs, and extracurricular activities, and 3) full day kindergarten and preschool programs.

To engage parents regularly, Peakview will host a series of Family/Community nights (quarterly) to deepen parent and community relationships by:

- Providing education on bullying
- Providing education on how to engage with students at home
- Educating parents on school expectations and initiatives, including ways to support their student at home
- Providing an informal atmosphere where parents can connect and collaborate with school leadership and staff
- Building and enhancing community partnerships

School Climate

A school culture perception survey was distributed to parents in the Spring of 2017 with the following findings and the top concern among parents was student behavior and bullying. Additionally, two staff survey distributed to teachers in the winter of 2017 with the following findings:

- 67% of teachers stated they needed more support and development in classroom management
- 81% of teachers stated that student behavior is a reason why former colleagues left the district.

The school has implemented school-wide Positive Behavior Interventions and Support in the past, but due to the high turnover in staff, a re-introduction to the PBIS structure is necessary. The school will implement PBIS school-wide and follow the school-wide expectations set forth in the PBIS structure in addition to a rewards structure for students. Students will be able to earn “paw prints” for good behavior, as well as be recognized at home for doing well in school (see Appendix F). Generation Schools Network will facilitate the training of staff in August of 2017. Generation Schools Network will monitor implementation of the program in partnership with school administration.

Building leadership will codify expectations for classroom management and lead a series of professional development trainings, on highest leverage classroom management strategies to support teachers. Peakview

administration will provide teachers with the school-wide discipline matrix (see Appendix G) and review protocols and processes for office referrals. Consistent implementation of the PBIS system and consistent policies and procedures for discipline and classroom management will result in a decrease in disruptive behavior, office referrals, and more engagement and satisfaction from students as evidenced from behavior data and student perception surveys that will be analyzed as set forth in the action plan.

Additionally, in the redesign of the master schedule, there will be a 30-minute weekly allotment for an advocacy structure that will allow teachers to assist students in goal setting, student ownership of data, relationship building, and the teaching of concepts such as organizational skills and planning. The implementation of this structure will support Peakview's goal of providing personalized learning opportunities for students as teachers will form stronger relationships with students, students will exercise ownership of their own learning, and goals for achievement will be personalized for all students. Generation Schools Network will support initial staff development on advocacy and exercise final decision-making in advocacy structure scheduling and content. The implementation of the advocacy block will be monitored using walkthrough data. Expected outcomes are increased student engagement (as evidenced by student survey) and increased student achievement as reflected in action plan. By incorporating this structure to build the social emotional learning concept, it will naturally segway into the planned implementation of the AVID program to be implemented in the fall of 2018 for grades 5-8.

Peakview School will adopt a theme for the 2017-2018 school year that aligns with and supports the school's mission and vision. Peakview staff will provide input on the selection of the theme, which will be incorporated throughout the school, communicated to parents, and used as a schoolwide message to develop cohesiveness amongst families, staff, and students.

We know that attendance matters and that every minute of instructional time matters, especially with a 4-day school week. Although daily attendance at Peakview does not seem to be a problem on the surface, the current District policy on attendance is not clear on the excusal of student absences. District Board Policy JH: Student Absences and Excuses is currently under revision with an approximate approval date of May 2017 to provide clear guidance on absences as well as a tiered intervention policy for excessive student absences for all District students.

As well as a clear attendance policy and guidelines for tiered intervention to increase attendance rates, a bus route has been put in place to create additional in-town points of student pick-ups and drop-off points within the city limits. Prior to this, a bus route within the city limits did not exist, so this will serve as a way for parents to have access to transportation for all District students within the city limits.

Staff Climate

Peakview values teacher feedback and input in decision-making. According to the T4TLA survey, teachers overall feel valued and trusted in making decisions about instruction. Teachers overwhelmingly feel they are provided with leadership roles in the school. However, over 50% of teachers do not feel trust exists within the staff and/or there is an effective process for making group decisions. To build trust and relationships

amongst staff, operating principles and working agreements will be developed.

Generation Schools Network will facilitate the staff's development of agreed-upon processes: operating principles (processes that lead to stronger relationships, consistent means of communication, and a sense of connectedness among staff) and working agreements. This will help staff create a network of active learning and move toward becoming a community where the core belief is that outcomes can be accomplished by working together. In addition, by establishing operating principles, there will be a sense of stability within the school community and establish roles and responsibilities for staff members within departments to follow in everyday decision making for individuals and groups. In addition, as mentioned above, staff will select a school theme to carry forward as positive messaging for the school and a common goal to work toward that will increase staff morale and efficacy, as they will take ownership and be empowered in decision-making for the school's messaging to the greater school community.

An expected outcome of the changes in professional development structure and content, dedication to instructional coaching and support, increased collaborative time for staff, and focused systems-development with staff input is increased staff satisfaction and perception. Bi-annually, staff perception surveys will be distributed to staff to determine effectiveness of the proposed strategies in staff satisfaction.

Reporting and Accountability Provisions

Accountability in implementing the strategies and action steps set forth in this plan is crucial for student and school success. Regular reporting on each strategy will be recorded, along with monthly reporting to the local Board of Education, families and community, the Colorado Department of Education, and the Colorado State Board (bi-annually) on activities, expected outcomes, and progress toward goals through a clearly articulated through progress monitoring of all expected strategies.

A self-evaluation and reflection of progress toward goals will be administered through the school progress monitoring tool. Should barriers/obstacles exist, or if sufficient progress is not being made, action steps and/or strategies may be modified to ensure adherence to the plan and committed work.

Reporting expectations (as outlined in Scope of Work):

1. Generation Schools Network will report monthly to the superintendent and Board of Education to include information on successes, deficiencies, and areas of challenge.
2. Generation Schools Network will meet with and provide a report to the school's leadership team monthly.
3. Generation Schools Network will report successes, deficiencies, and areas of challenge to CDE Staff on a quarterly basis and the State Board of Education on a bi-annual basis.

Peakview School agrees to share student performance data, including attendance, engagement, behavior, along with staff perception and talent and metrics with Generation Schools Network. Generation Schools

Network will have their own login and passwords assigned to allow full access to Alpine, NWEA, DIBELS/MClass, STAR and all other data sources.

Implementation benchmarks and student performance targets will be used as the indicators for both staff and student performance. Implementation benchmarks and targets will be tracked using the CDE Performance management tool (Appendix A). Implementation benchmarks and student performance targets will be reviewed and evaluation data will be collected and reported by Generation Schools Network to the district monthly. Generation Schools Network will deliver the performance report to the district by the final working day of each specified month to the Superintendent via email. Performance on both staff implementation and student performance will be used to evaluate the effectiveness of strategies set forth in the Management Plan.

Reasonable progress toward implementation benchmarks is defined as having at least 70% of implementation benchmarks on target at the end of each reporting period (October, January, and May of each school year) for both parties. If reasonable progress is not being demonstrated, adjustments to the terms of the Management Plan, including adjustments to the future implementation benchmarks, must be made in agreement between the District and Generation Schools Network within 15 calendar days of the report.

Deviating performance will be defined as progress that does not improve to at least 70% of benchmarks demonstrating progress after two, consecutive reporting periods. In the case of deviating performance, the District and Generation Schools will have 30 calendar days to determine interventions to support effective implementation of plan. In collaboration, Generation Schools Network and/or Peakview School may use interventions including adjusting Partner Team assignments and roles for implementation, changes in teaching and/or leadership staff roles and responsibilities, re-prioritization of strategies for implementation, or termination of plan.

Stakeholder Engagement

Peakview School values parent, family, and community input in school decision-making. A process for stakeholder engagement throughout the process of identifying challenges, strategies for improvement, and action planning have existed through the stakeholder engagement plan was developed and implemented throughout the planning process for multiple stakeholder groups including all faculty, Turnaround Leadership Participants, the Parent Teacher Association, Parent Leadership, and the greater Peakview parent community, and Union Representatives. The following is a summary of meeting dates and agenda items:

Staff Engagement

- An initial faculty meeting was held on January 11. The purpose of the meeting was to review school performance and provide an overview of the pathways work and options. The time was used to gather initial feedback from staff on challenges and strategies identified.

- An all-staff meeting February 8 occurred to update staff on progress, review priority challenges and strategies, gather feedback from staff, and revise/update the school’s mission and vision. The Turnaround Leadership Program team presented information on next steps.
- All faculty met on April 11th to review the presentation of the Pathways Management Plan by school leadership, gather feedback and answer staff questions. The results of the T4TLA Teacher Perception Survey were shared with staff.
- Turnaround Leadership Program participants (TLP) met monthly from December through June 2017 to discuss TLP coursework alignment with plan strategies, implementation, and action steps

Parent/Community Engagement

- A PTO/Parent Leadership Meeting was held on January 25th, 2016 to provide context on and an overview of school performance, and to gather feedback on what is going well and challenges from a parent perspective.
- Peakview Parent Survey Distribution was held March 16, 5:30 pm to complete a parent perception survey

Other Stakeholder Engagement

- Union Representative/Negotiations meetings were held in February 2017 and April 2017 to review possible proposed initiatives (teacher incentive pay structure) and provide recommendation to the local Board of Education in negotiated agreement changes.

Additional engagement opportunities will be planned before July 1, 2017 for staff to gather additional feedback, inform them of changes, and encourage buy in.

Parents and Community will have a series of quarterly “Parent/Community Nights” that will focus on engaging parents/community to build a stronger, more cohesive school culture using the following priorities as a guide (see school culture section for more detailed description):

- Supporting a positive school culture
- Becoming an active participant in a student’s education
- Resources for parents and community

By engaging and educating families on a regular basis, improvement in the overall school culture and climate will be evidenced by increased student achievement and increased parent perception participation and results in the annual school culture survey.

Budget for Management and Resources

2017-2018: Year 1			
Direct Service	PD Days for Instruction and Data	x6 (2 in August, 1 in September, 1 in October, 1 in January, 1 in March)	\$9,000
	PD Days for Curriculum- Engage NY, Bullying (2.5 in Jul/Aug 2017)	x2.5	\$1,500
	10 Months of On-Site Management/Coaching	X70 days	\$70,000
	Prep, Planning and Resource development	8 hours per month x10 months	\$9,000
		Total	\$89,500
2018 - 2019: Year 2			
Direct Service	PD Days for Instruction and Data	X6 (3 in August, 1 in October, 1 in January, 1 in _____, 1 in _____)	\$10,500
	9 Months of Instructional Coaching	x28 days	\$28,000
	Prep, Planning and Resource development	8 hours per month x10 months	\$9,000
Resources	AVID Programming and PD	\$12,000	\$12,000
		Total	\$59,500

Contract for Management

INDEPENDENT CONTRACTOR AGREEMENT

This Agreement (“Agreement”) is effective as of the ___ day of May, 2017 between Huerfano School District RE 1 with principal offices at 201 E. 5th St., Walsenburg, CO 81089 (the “District”) and Generation Schools Network Inc. (“Contractor, “Generation Schools” or “GSN”) with principal offices at 455 Sherman Street, Suite 120, Denver, CO 80203.

WHEREAS, the District has determined that a need exists to engage Contractor to provide the services hereinafter specified; and

WHEREAS, Contractor is qualified to provide the services required by the District;

NOW, THEREFORE, the undersigned parties desire to enter into this Agreement subject to the following terms and conditions:

1. **Background.** In May 2017, the District submitted a Pathways Proposal for Peakview School (the "School") with the Colorado Department of Education (the "Pathways Proposal") because it had seen evidence that the partnership developed with Generation Schools has made a difference in the quality of instruction, data usage and student learning. The Pathways Proposal had been recommended by the State Review Panel, and goals of the Pathways Proposal are tied to the findings from both the State Review Panel and a Diagnostic Review. The Pathways Proposal is incorporated by reference hereto as Appendix A.
2. **Scope of Services.** Generation Schools will serve as the External Management Partner for the School as set forth in the Pathways Proposal and support the District in addressing the challenges of the School and meeting the benchmarks and goals set forth in the Pathways Proposal submitted to the State by performing the services more fully set forth in the Scope of Work set forth within the Pathways Proposal. The Scope of Work is separately attached hereto as Appendix B.
3. **Remuneration.** The total cost of the services to be provided will be \$89,500 for the year ended June 30, 2018, and \$59,500 for the year ended June 30, 2019, plus reimbursement for the actual cost of reasonable out of pocket expenses. A detail of the cost of the services to be provided is set forth on the attached, Appendix C – Budget for Management and Resources.
4. **Invoicing and Payment for Services.** GSN will invoice for services on a monthly basis for services provided since the previous invoice in accordance with the schedule set forth on Appendix C. Payment is due upon receipt and any payment not received within 30 days may be subject to a finance charge of 1.5% per month.
5. **Support from the School and the District and Role of GSN.** As set forth in the Scope of Work included within the Pathways Proposal and also attached hereto as Appendix B, Generation Schools will exercise final decision-making authority over and monitoring of all partnership categories listed below including, but not limited to: on-site professional development, resources and tools for administrators and teaching staff in areas of instructional rigor and elements of talent management, use of data driven instructional model and development of an alternative instructional model if the need exists. It is imperative that the leadership of the School and the District, along with the Board of Education of the District, provide a high level of support for GSN in this role to ensure success in addressing the challenges and meeting the objectives set forth in the Pathways Proposal.
6. **Independent Contractor.** For the purposes of this Agreement and all services to be provided hereunder, each party shall be, and shall be deemed to be, an independent contractor and not an agent or employee of the other party. Neither party shall have authority to make any statements, representations or commitments of any kind, or to take any action which shall be binding on the other party.
7. **Use of Names and Logos.** Neither party shall use the logo or name of the other party without the prior written approval of such party. The parties agree to obtain approval from the other party prior to issuing press releases or other public announcements using the other party's name or logo in any manner. The identification, statement, or display of either party's name in any way that may reasonably be interpreted as implying endorsement, approval or sponsorship requires prior written approval.
8. **Entire Agreement/Authority.** This Agreement is the entire agreement between the parties as to the transactions which are the subject matter hereof and supersedes all prior communications between the parties related to such transactions. Each party represents and warrants to the other that it has full power and authority to enter into and perform this Agreement. This Agreement shall be binding upon the parties hereto and inure to the benefit of the parties hereto, their respective successors and permitted assigns.
9. **Section Headings.** The headings used in this Agreement have been prepared for the convenience of reference only and shall not control, affect the meaning, or be taken as an interpretation of any provisions of this Agreement. This

Agreement has been prepared on the basis of mutual understanding of the parties and shall not be construed against either party by reason of such party's being the drafter hereof.

10. **Severability.** If any term, provision or covenant of this Agreement shall be held to be invalid or unenforceable for any reason (a) the remaining provisions shall continue to be valid and enforceable and (b) each party directs that such court interpret and apply the remainder of this Agreement in the manner that it determines most closely effectuates the parties' intent in entering into this Agreement, and in doing so particularly take into account the relative importance of the term, provision, covenant or restriction being held invalid, void or unenforceable. No delay in acting with regard to any breach of any provision shall be construed to be a waiver of such breach.
11. **Modifications.** This Agreement shall only be modified in writing signed by duly authorized representatives of both Generation Schools and the District. Requests for modifications should be directed to the Generation Schools Administrative Contact.
12. **Termination.** In the event that either party commits any breach of, or defaults in any of the terms or conditions of this Agreement, and fails to remedy such default or breach within thirty (30) days after receipt of written notice from the other party, the non-defaulting party may, at its option, terminate this Agreement by sending notice of termination in writing to the other party. Additionally, in the event that Generation Schools believe in its sole opinion that it is not receiving the support needed to effectively perform the services set forth in the Scope of Services or that leadership of the School and District are not supporting the recommendations of GSN or performing the steps necessary to accomplish the goals and objectives set forth in the Pathways Proposal, GSN reserves the right to terminate this Agreement. Any such termination described in this section shall be effective as of the date of the receipt of such notice. In the event of any such termination, Generation Schools shall be entitled to payment for services rendered through the date of termination.
13. **Injunctive Relief.** In the event of a breach or threatened breach by either party of any of the provisions of this Agreement, in addition to any other remedies available to it under law, either party shall be entitled to seek an injunction restraining the other party from the performance of acts which constitute or may constitute a breach of this Agreement.
14. **Waiver.** A waiver of a breach or default under this Agreement shall be in writing and shall not be a waiver of any other or subsequent breach or default. The failure or delay in enforcing compliance with any term or condition of this Agreement shall not constitute a waiver of such term or condition unless such term or condition is expressly waived in writing.
15. **Assignment.** This Agreement and the duties and obligations under this Agreement are not transferable or assignable without the express prior written consent of both parties. Any attempt to transfer or assign this Agreement or any of the rights, duties or obligations under this Agreement without such consent is void.
16. **Governing Law.** Colorado law, and rules and regulations issued pursuant thereto, shall be applied in the interpretation, execution, and enforcement of this Agreement. Notwithstanding any provision to the contrary included, incorporated or made part of this Agreement which conflicts or purports to negate this provision in whole or in part is not valid or enforceable or available in any action at law, whether by way of complaint, defense, or otherwise.
17. **Notice.** Any notices or communications between the parties, that are required to be provided, or that the parties desire to provide, relating to the performance of this Agreement, shall be given in writing and shall be made by postage prepaid, registered or certified mail, return receipt requested, or by overnight delivery by Federal Express or by other reputable courier service to the addresses set forth below.

To: Huerfano School District RE 1
Attn: Michael J. Moore
201 E. Fifth St.
Walsenburg, CO 81089

To: Generation Schools Network, Inc.
Attn: Craig Spencer, CFO/COO
455 Sherman St., Suite 120
Denver, CO 80203

Any party may designate a different address by giving the other party ten (10) days prior written notice in the manner provided above.

18. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original but all of which taken together shall constitute one and the same instrument.

Huerfano School District RE 1:

_____ Date: _____
Signature

Name (Printed) / Title

Generation Schools Network:

_____ Date: _____
Signature

Name (Printed) / Title

Appendices

Appendix A. Pathways Plan Implementation Benchmarks & Action Plan

Appendix B. 2016-17 Peakview Staff Turnover as of 4/10/2017

Appendix C. District Teacher Turnover History 2011-2017

Appendix D. District Teacher Incentives for 2017- 2018

Appendix E. Peakview Student Achievement Targets

Appendix F. Peakview PBIS Student Rewards

Appendix G. Peakview Discipline Matrix

Appendix H. Peakview Assessment Calendar

Appendix I. GSN Staff Biographies/Qualifications

Appendix J. Summer 2017 PD Calendar & Costs

Appendix K. District Grant Summary by Year

Appendix L. District Mill Levy Override Proposed Expenditures

Appendix M. Spring T4TLA Survey Data



Peakview Annual Priorities & Goals

Major Improvement Strategy #1	Describe the Strategy
Talent	Recruit and retain quality teachers at Peakview School, develop strong mentors and staff leadership capacity through mentoring and induction programs and provide targeted, differentiated professional development opportunities
Major Improvement Strategy #2	Describe the Strategy
Curriculum & Instruction	Implement high quality, research-based curriculum with fidelity, provide dedicated, structured literacy instruction time within the schedule, ensure teachers utilize standardized lesson planning that target identified State standards, provide feedback and instructional coaching for all staff, and analyze data to inform instructional decision-making for students through the use of consistent data-driven protocols and meeting times
Major Improvement Strategy #3	Describe the Strategy
Professional Development	Restructure professional development calendar to allow embedded, on-going professional development on high-needs topic areas for core instruction including CKLA, Engage NY, Bullying and Classroom Management, Formative Instructional Practices, and Data Driven Instruction
Major Improvement Strategy #4	Describe the Strategy
School Culture	Improve overall school culture for families, staff, and community by utilizing clear, positive messaging, increasing parent engagement opportunities focused on relevant topics, and involve staff in developing operational principles and working agreements for shared decision-making.

Peakview Major Improvement Strategy #1

Major Improvement Strategy	Recruitment, Growth, and Retention of Talent			
Major Improvement Strategy Description	Recruit and retain quality teachers at Peakview School, develop strong mentors and staff leadership capacity through mentoring and induction programs and provide targeted, differentiated professional development opportunities			
End of Year Goals (What will success look like?)				
Strategy	Goal			
Sign-on bonuses for new hires	All staff positions filled for the 17-18 school year by July 12th, 2017.			
Retention bonuses for year 1 hires.	100% retention of teachers receiving sign-on bonus in year 1.			
Teacher mentorship	100% of staff will experience increased morale and support in order to build teacher efficacy and expand the pipeline for formal teacher mentors in future years.			
Better and more PR work	When surveyed 10% of newly hired staff will identify that they heard about the school, the district, or this job opportunity from the branding and marketing materials.			
Increased starting teacher salaries	Increase new teacher satisfaction and attract higher quality candidates.			
Teacher debit cards for classroom purchases	100% of teachers will identify the debit cards as a way they felt appreciated and/or valued.			
Resdesign of Professional Development Calendar	100% of professional development offered will reflect staff need and be embedded throughout the 2017-2018 school year			
Development of Induction Program	100% of new staff and designated mentors will participate in Huefano Induction Program beginning August 2018			
Increase insurance benefits	100% of staff will receive additional \$150/month insurance benefit			
Implementation Benchmarks (Evidence for monitoring progress)				
Strategy	Year 1			
	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Sign-on bonuses for new hires	By April 15th - positions advertised in several publications and/or media	By May 15th, 4 new staff members hired.	By June 15th, 4 +additional staff members are hired for a total of 8+ new staff members.	By July 12th, any needed additional staff members are hired - all 22 staff members are in place and ready to begin summer

Teacher mentorship structure (Year 1)	By July 1, a peer mentorship structure will be created complete with activities/check in dates to be completed in school year 2017-2018	By August 1, 100% of staff members will be paired with a "critical friend"/mentor teacher	Dec 1, mid year evaluation of mentorship program will take place through staff perception survey, student data analysis, and leadership feedback	By May 1, final evaluation of mentorship program will take place through staff perception survey, student data analysis, and leadership feedback
Teacher debit cards for classroom purchases	By Sept 1, debit cards for classroom purchases are distributed to 100% of teaching staff	By May 1, 100% of staff are surveyed on effectiveness and perception of debit card use	N/A	N/A
Increased starting teacher salaries	By July 1, starting salaries for new hires are increased for school year 2017-2018	N/A	N/A	N/A
Induction Program Development	By Nov 30, 2017 complete draft of Huerfano Teacher Induction Program for review	By Dec 30, 2017, complete final version of Huerfano Teacher Induction Program draft to submit for approval to CDE	N/A	N/A
Redesign of Professional Development Calendar	By April 15, designate 100% of professional development dates and topics for summer professional development	By June 1, 100% of professional development dates and topics for 2017-2018 school year will be set and confirmed	By May 1, 100% of professional development opportunities are completed and staff is surveyed for effectiveness	N/A
Increase Insurance Benefits	By July 1, 2017 all staff will begin receiving \$150/month additional insurance benefit	N/A	N/A	N/A

Key Action Steps to Implement the Major Improvement Strategy

Cycle 1		
Action Steps	Person Responsible	complete?
Superintendent meets with union to negotiate \$5,000 cap on sign-on/retention bonuses in addition to higher starting salary for new teachers	Superintendent	
Teacher mentorship structure is developed by July 1	GSN/School Leadership	
Teacher debit cards are ordered and delivered to school leadership	Human Resource Staff	
Schedule and confirm professional development for Summer PD	Principal	
Complete draft of Teacher Induction Program	Induction Team	

<i>Implementation Benchmarks</i>	<i>How we will measure success?</i>	<i>End of Quarter Reflection</i>	<i>Status</i>
By April 15th - positions advertised in several publications and/or media	100% of vacant/needed positions will be advertised by April 15 in print, online, or any combination of the two		
By July 1, a peer mentorship structure will be created complete with activities/check in dates to be completed in school year 2017-2018	Peer mentorship program will be complete and ready for implementation in August of 2017		
By Sept 1, debit cards for classroom purchases are distributed to 100% of teaching staff	100% of staff will have access to a teacher debit card to use for additional classroom purchases for school year 2017-2018		
By July 1, starting salaries for new hires are increased for school year 2017-2018	Starting salaries for new hires will increase from previous year		
By Nov 30, 2017 complete draft of Huerfano Teacher Induction Program for review	Draft submitted for review against CDE Induction Program rubric and will meet expectations		
By April 15, designate 100% of professional development dates and topics for summer professional development	All PD dates will be scheduled and topics ready for delivery for summer 2017		

Cycle 2		
<i>Action Steps</i>	<i>Person Responsible</i>	<i>complete?</i>
Interview and hire (4) new teacher candidates by May 1	School Admin/Interview Committee	
Pair critical friends/partner teachers to begin Mentor Program	School admin/GSN	
Teacher mentorship creation and monitoring of activities for Quarters 1 & 2	School admin/GSN	
Schedule and confirm professional development for 2017-2018 school year	Principal	
Complete draft of Teacher Induction Program	Induction Team	

<i>Implementation Benchmarks</i>	<i>How we will measure success?</i>	<i>End of Quarter Reflection</i>	<i>Status</i>
By May 15th, 4 new staff members hired.	4 new teachers will have been hired by May 15		
By August 1, 100% of staff members will be paired with a "critical friend"/mentor teacher	100% of teaches are paired with partners/mentors by August 1 to successfully launch mentorship program		
By May 1, 100% of staff are surveyed on effectiveness and perception of debit card use	85% of teachers will react positively to the use of teacher debit cards as evidenced by school survey		
N/A			
By Dec 30. 2017, complete final version of Huerfano Teacher Induction Program drat to submit for approval to CDE	Induction program draft submitted to CDE and approved		
By June 1, 100% of professional development dates and topics for 2017-2018 school year will be set and confirmed	All PD dates and topics are scheduled and prepared for delivery for 2017-2018 school year		
Cycle 3			
<i>Action Steps</i>			<i>complete?</i>
Additional staff (4+) are interviewed and hired			
Prepare mid-year mentorship program evaluation survey			
Monitoring of professional development effectiveness through 1) classroom walkthrough data, and 2) gains in status on teacher evaluation			
<i>Implementation Benchmarks</i>	<i>How we will measure success?</i>	<i>End of Quarter Reflection</i>	<i>Status</i>
By June 15th, 4 +additional staff members are hired for a total of 8+ new staff members.	100% of new hires will be in place by June 15		

Dec 1, mid year evaluation of mentorship program will take place through staff perception survey, student data analysis, and leadership feedback	100% of staff will evidence professional growth through mentorship program as evidenced by staff survey, a notable increase in student achievement across all grades in ELA and math will occur between fall and spring as evidenced by NWEA benchmark data		
N/A			
N/A			
N/A			
By May 1, 100% of professional development opportunities are completed and staff is surveyed for effectiveness	100% of staff will participate in scheduled professional development. 85% of staff will demonstrate professional growth by one category in at least (1) standard as evidenced by Colorado Model Teacher Evaluation System		
Cycle 4			
<i>Action Steps</i>			<i>complete?</i>
<i>Implementation Benchmarks</i>	<i>How we will measure success?</i>	<i>End of Quarter Reflection</i>	<i>Status</i>
By July 12th, any needed additional staff members are hired - all 22 staff members are in place and ready to begin summer professional development.	All staff in place to begin 2017-2018 school year		

By May 1, final evaluation of mentorship program will take place through staff perception survey, student data analysis, and leadership feedback	80% of staff will express increased satisfaction and capacity through teacher perception survey		
Cycle 5			
<i>Action Steps</i>			<i>complete?</i>
<i>Implementation Benchmarks</i>	<i>How we will measure success?</i>	<i>End of Quarter Reflection</i>	<i>Status</i>
Begin Implementation of Huerfano Induction Program for 100% of new staff	100% of new staff will be assigned a mentor teacher and complete Huerfano Teacher Induction Program during 2017-2018 school year		

Peakview Major Improvement Strategy #2

Major Improvement Strategy	Curriculum Implementation and Instruction			
Major Improvement Strategy Description	Implement high quality, research-based curriculum with fidelity, provide dedicated, structured literacy instruction time within the schedule, ensure teachers utilize standardized lesson planning that target identified State standards, provide feedback and instructional coaching for all staff, and analyze data to inform instructional decision-making for students through the use of consistent data-driven protocols and meeting times			
End of Year Goals (What will success look like?)				
Strategy	Goal			
Dedicate 120 minutes to literacy instruction daily	100% of teachers will dedicate 120 minutes daily to literacy instruction to include 30 minutes of targeted intervention and/or fluency practice			
Restructure reading block to include the five core reading components	100% of students grades K-5 will be instructed in phonemic awareness, phonics, vocabulary, fluency, and comprehension through the 120 minute reading block daily			
Incorporate intervention and additional leveled fluency practice into the reading	100% of teachers will provide targeted intervention and/or supplemental fluency practice to all students grades K-8 during dedicated reading time			
Utilize building-wide, standardized lesson planning format	100% of staff will utilize standardized lesson planning format for ELA and math instruction			
Provide teachers with ongoing 1:1 instructional coaching and feedback	85% of teachers will demonstrate professional growth by moving up one or more categories in proficiency in one+ standard(s) from previous year rating as evidenced by the Colorado Model Teacher Evaluation System			
Train teachers in Formative Instructional Practices	85% of teachers will successfully implement the use of formative instructional practices by the conclusion of school year 2017-2018			
Implementation Benchmarks (Evidence for monitoring progress)				
Strategy	Year 1			
	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Dedicate 120 minutes to literacy instruction daily	Revise daily instructional schedule to include 120 minutes of dedicated literacy instruction by June 1, 2017	100% of staff implement daily instructional calendar by September 1, 2017	N/A	N/A
Restructure reading block to include the five core reading components	100% of staff adhere to teaching 5 core reading components during 120 minute dedicated reading block as evidenced by lesson plans and classroom walkthrough data	100% of staff adhere to teaching 5 core reading components during 120 minute dedicated reading block as evidenced by lesson plans and classroom walkthrough data	100% of staff adhere to teaching 5 core reading components during 120 minute dedicated reading block as evidenced by lesson plans and classroom walkthrough data	100% of staff adhere to teaching 5 core reading components during 120 minute dedicated reading block as evidenced by lesson plans and classroom walkthrough data

Incorporate intervention and additional leveled fluency practice into the reading block	100% of staff teach intervention and fluency practice during dedicated daily classroom time as evidenced by classroom walkthrough/student progress monitoring data	100% of staff teach intervention and fluency practice during dedicated daily classroom time as evidenced by classroom walkthrough/student progress monitoring data	100% of staff teach intervention and fluency practice during dedicated daily classroom time as evidenced by classroom walkthrough/student progress monitoring data	100% of staff teach intervention and fluency practice during dedicated daily classroom time as evidenced by classroom walkthrough/student progress monitoring data
Utilize building-wide, standardized lesson planning format	Develop standardized lesson planning template for ELA and Math grades K-8 by July 1, 2017	100% of staff utilize standardized lesson planning template for ELA and Math by Sept 1, 2017 as evidenced by staff submittal of lesson plans	N/A	N/A
Provide teachers with ongoing 1:1 instructional coaching and feedback	100% of teachers receive 2 rounds of instructional coaching and feedback by Oct 30, 2017 informed by classroom walkthrough data	100% of teachers receive 2 rounds of instructional coaching and feedback by Jan 1, 2017 informed by classroom walkthrough data	100% of teachers receive 3 rounds of instructional feedback and coaching by March 31, 2018 informed by classroom walkthrough data	100% of teachers receive 2 rounds of instructional feedback and coaching by May 15, 2017 informed by classroom walkthrough data
Train teachers in Formative Instructional Practices	100% of teachers will receive training on the foundational elements of FIP in Qtr 1 of 2017-2018 school year	100% of teachers will receive extended training on formative instructional practices throughout quarters 2, 3, and 4 of 2017-2018 school year	N/A	N/A
Implementation of CKLA reading program K5 and Amplify 6-8	100% of staff will attend CKLA /Amplify initial training	By December 2017, 85% of staff will implement CKLA/Amplify programs successfully and with fidelity as evidenced by classroom walkthroughs	By May 1, 2018, 100% of staff will implement CKLA curriculum successfully and with fidelity as evidenced by classroom walkthroughs	N/A

Key Action Steps to Implement the Major Improvement Strategy

Cycle 1		
Action Steps	Person Responsible	complete?
Revise daily instructional calendar by June 1, 2017	School Admin/GSN	
Implementation of daily instructional calendar by Sept 1, 2017 (all staff)	School staff	
Restructure reading block to contain 5 core reading components by July 1	School admin/GSN	

Develop calendar for recurring monthly individual meeting times with staff		School admin/GSN	
Develop Formative Instructional Practices training topics (scope and sequence) by May 1, 2017		School TLP team	
Schedule and confirm Summer Professional Development for CKLA and Amplify programs		Principal	
<i>Implementation Benchmarks</i>	<i>How we will measure success?</i>	<i>End of Quarter Reflection</i>	<i>Status</i>
Revise daily instructional schedule to include 120 minutes of dedicated literacy instruction by June 1, 2017	100% of teachers utilize scheduled daily ELA time for reading instruction		
100% of staff adhere to teaching 5 core reading componenets during 120 minute dedicated reading block as evidenced by lesson plans and classroom walkthrough	classroom walkthrough data/lesson plans		
100% of staff teach intervention and fluency practice during dedciated daily classroom time as evidenced by classroom walkthrough/student progress monitoring	classroom walkthrough data/ student progress monitoring data		
Develop standardized lesson planning template for ELA and Math grades K-8 by July 1, 2017	Completed and adopted standardized lesson planning template for ELA and Math		
100% of teachers receive 2 rounds of instructional coaching and feedback by Oct 30, 2017 informed by classroom wakthrough data	Completed instructional coaching logs uploaded to RANDA, 85% of teachers will increase performance by one category in at least (1) standard as evidnced by Colroado Model Teacher Evaluation System		
100% of teachers will receive training on the foundational elements of FIP in Qtr 1 of 2017-2018 school year	85% of teachers will utilize foundational elements of FIP as evidenced by classroom walkthrough data		
100% of staff will attend CKLA /Amplify intital training	100% of teachers attend intital training for CKLA/Amplify		

Cycle 2		
<i>Action Steps</i>	<i>Person Responsible</i>	<i>complete?</i>

Continued classroom walkthroughs to provide evidence of: 1) daily implementation of revised schedule 2) implementation of revised literacy block content, 3) daily implementation of targeted intervention and fluency practice. 4) utilization of standardized lesson planning template for ELA and Math	School Admin/GSN	
Implement and adhere to rotational schedule of monthly teacher feedback meetings	School Admin/GSN	
Implement, monitor, and make adjustments (if necessary) to Formative Instructional Practices scope and sequence	School TLP Team	

<i>Implementation Benchmarks</i>	<i>How we will measure success?</i>	<i>End of Quarter Reflection</i>	<i>Status</i>
100% of staff implement daily instructional calendar by September 1, 2017	100% of staff adhere to daily instructional schedule as evidenced by classroom walkthrough data		
100% of staff adhere to teaching 5 core reading components during 120 minute dedicated reading block as evidenced by lesson plans and classroom walkthrough data	classroom walkthrough data/lesson plans		
100% of staff teach intervention and fluency practice during dedicated daily classroom time as evidenced by classroom walkthrough/student progress monitoring data	classroom walkthrough data/ student progress monitoring data		
100% of staff utilize standardized lesson planning template for ELA and Math by September 1, 2017 as evidenced by staff submittal of lesson plans	staff weekly submittal of lesson plans for ELA and math		
100% of teachers receive 2 rounds of instructional coaching and feedback by Jan 1, 2017 informed by classroom walkthrough data	Completed instructional coaching logs uploaded to RANDA, teachers will increase performance by one category in at least (1) standard as evidenced by Colorado Model Teacher Evaluation System		
100% of teachers will receive extended training on formative instructional practices throughout quarters 2, 3, and 4 of 2017-2018 school year	85% of teachers will utilize foundational elements of FIP as evidenced by classroom walkthrough data		
By December 2017, 85% of staff will implement CKLA/Amplify programs successfully and with fidelity as evidenced by classroom walkthroughs	85% of teachers will implement CKLA/Amplify successfully and with fidelity as evidenced by classroom walkthrough data		

Cycle 3

<i>Action Steps</i>			<i>complete?</i>
Continued classroom walkthroughs to provide evidence of: 1) daily implementation of revised schedule 2) implementation of revised literacy block content, 3) daily implementation of targeted intervention and fluency practice. 4) utilization of standardized lesson planning template for ELA and Math			
<i>Implementation Benchmarks</i>	<i>How we will measure success?</i>	<i>End of Quarter Reflection</i>	<i>Status</i>
N/A			
100% of staff adhere to teaching 5 core reading componenets during 120 minute dedicated reading block as evidenced by lesson plans and classroom walkthrough data	classroom walkthrough data/lesson plans		
100% of staff teach intervention and fluency practice during dedciated daily classroom time as evidenced by classroom walkthougth/student progress monitoring data	classroom walkthrough data/ student progress monitoring data		
N/A			
100% of teachers receive 3 rounds of instructional feedback and coaching by March 31, 2018 informed by classroom walkthrough data	Completed instructional coaching logs uploaded to RANDA, teachers will increase performance by one category in at least (1) standard as evindced by Colroado Model Teacher Evaluation System		
N/A			
By May 1, 2018, 100% of staff will impelment CKLA curriculum successfully and with fidenlity as evidenced by classroom walkthroughs			
Cycle 4			
<i>Action Steps</i>			<i>complete?</i>
Continued classroom walkthroughs to provide evidence of: 1) daily implementation of revised schedule 2) implementation of revised literacy block content, 3) daily implementation of targeted intervention and fluency practice. 4) utilization of standardized lesson planning template for ELA and Math			

<i>Implementation Benchmarks</i>	<i>How we will measure success?</i>	<i>End of Quarter Reflection</i>	<i>Status</i>
N/A			
100% of staff adhere to teaching 5 core reading componenets during 120 minute dedicated reading block as evidenced by lesson plans and classroom walkthrough data	classroom walkthrough data/lesson plans		
100% of staff teach intervention and fluency practice during dedciated daily classroom time as evidenced by classroom walkthougth/student progress monitoring data	classroom walkthrough data/ student progress monitoring data		
N/A			
100% of teachers receive 2 rounds of instrtional feedback adn coaching by May 15, 2017 informed by classroom walkthrough data	Completed instructional coaching logs uploaded to RANDA, teachers will increase performance by one category in at least (1) standard as evidnced by Colroado Model Teacher Evaluation System		

Peakview Major Improvement Strategy #3

Major Improvement Strategy	Professional Development			
Major Improvement Strategy Description	Implement high quality, research-based curriculum with fidelity, provide dedicated, structured literacy instruction time within the schedule, ensure teachers utilize standardized lesson planning that target identified State standards, provide feedback and instructional coaching for all staff, and analyze data to inform instructional decision-making for students through the use of consistent data-driven protocols and meeting times			
End of Year Goals (What will success look like?)				
Strategy	Goal			
Resdesign of Professional Development Calendar	100% of professional development offered will reflect staff need and be embedded throughout the 2017-2018 school year			
Provide training for CKLA	100% of teachers will be trained on CKLA Foundational Practices with ongong support throughout the 2017-2018 school year and demonstrate effective implementation			
Provide training for Engage NY	100% of teachers will be trained on Engage NY Foundational Practices with ongoing support throughout the 2017-2018 school year and demonstrate effective implementation			
Train teachers in Formative Instructional Practices	100% of teachers will be trained on and demonstrate effective implementation of Formative Instructional Practices			
Train teachers in implementing data driven protocol	100% of teachers will be trained in and utilize the data driven protocol in routine data analysis and monthly data meetings			
Train teachers in bullying prevention and classroom management strategies	100% of teachers will be trained in bullying prevention and embedded classroom management strategies			
Implementation Benchmarks (Evidence for monitoring progress)				
Strategy	Year 1			
	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Redesign of Professional Development Calendar	By April 15, designate 100% of professional development dates and topics for summer professional development	By June 1, 100% of professional development dates and topics for 2017-2018 school year will be set and confirmed	By May 1, 100% of professional development opportunities are completed and staff is surveyed for effectiveness	N/A

Training and implementation of CKLA/Amplify	100% of staff will attend CKLA/Amplify intital training	By December 2017, 85% of staff will implement CKLA/AMplify programs successfully and with fidelty as evidenced by classroom walkthroughs	By May 1, 2018, 100% of staff will impelment CKLA/Amplify programs successfully and with fidenlity as evidenced by classroom walkthroughs	N/A
Training and Implementation of Engage NY	100% of staff will attend Engage NY intital training	By December 2017, 85% of staff will implement Engage NY program successfully and with fidelty as evidenced by classroom walkthroughs	By May 1, 2018, 100% of staff will impelment Engage NY program successfully and with fidenlity as evidenced by classroom walkthroughs	N/A
Train teachers in implemeneting Formative Instructional Practices	100% of teachers will receive training on and implement the foundational elements of FIP in Qtr 1 of 2017-2018 school year	By May 2018, 100% of teachers will receive training on and implement extended formative instructional practices throughout quarters 2, 3, and 4 of the 2017-2018 school year	N/A	N/A
Train teachers in implemeneting Formative Instructional Practices	By Aug 30, 2017, 100% of staff will be trained on Data Driven Protocol	By Sept 30, 2017 100% of staff will understand and utilize data driven protocol for initial data meeting	100% of staff will implement the data driven protcol protocol and utilize structure for monthly, regularly scheduled data meetings through May 2018	N/A
Train teachers in Bullying Prevention and classroom management strategies	By August 30, 2017, 100% of staff will be trained on bullying prevention techniques and classroom management strategies	By October 30, 100% of staff will fully understand and implement consistent behavior monitoring and student behavioral incidents will decrease by 25% from the previous year (referrals, ISS, OSS)	By December 30, 2017 student behavior incidents will have decreased by 25% from the previous year	N/A

Key Action Steps to Implement the Major Improvement Strategy

Cycle 1		
<i>Action Steps</i>	<i>Person Responsible</i>	<i>complete?</i>
Schedule and confirm professional development for Summer PD	Principal	

Set data protocol meeting dates (during early release) for 2017-2018 school year by May 1, 2017		Principal	
Train staff on use of Data Driven Protocol during initial staff in-service (August 2017)		GSN Facilitator	
Train staff on use of Bullying Prevention during initial staff in-service (August 2017)		GSN Facilitator	
Implementation Benchmarks	How we will measure success?	End of Quarter Reflection	Status
By April 15, designate 100% of professional development dates and topics for summer professional development	All PD dates will be scheduled and topics ready for delivery for summer 2017		
By Aug 30, 2017, 100% of staff will be trained on Data Driven Protocol	100% of staff will attend initial training on Data Driven Protocol		
100% of staff will attend CKLA/Amplify initial training	100% of staff will participate in CKLA/Amplify initial training in Summer of 2017		
100% of teachers will receive training on and implement the foundational elements of FIP in Qtr 1 of 2017-2018 school year	100% of staff will participate in Qtr 1 FIP trainings		
100% of staff will attend Engage NY initial training	100% of staff will attend initial Summer 2017 Engage NY implementation training		
100% of staff will attend Bullying Prevention training	100% of staff will attend initial bullying prevention training		
Cycle 2			
Action Steps		Person Responsible	complete?
Dates and topics for 2017-2018 school year set and confirmed by June 1		Principal	
Develop weekly classroom walkthrough schedule to monitor the following: 1) implementation of CKLA, 2) implementation of Engage NY, 3) implementation of FIP		School admin/GSN	
Conduct weekly classroom walkthroughs to monitor items 1-3 (implementation of programs)		School admin/GSN	
Conduct initial data protocol meeting Sept 2017		School admin/GSN	
Monitor quarterly behavior incidents		School admin	
Implementation Benchmarks	How we will measure success?	End of Quarter Reflection	Status
By June 1, 100% of professional development dates and topics for 2017-2018 school year will be set and confirmed	100% of scheduled PD is delivered in the 2017-2018 school year as determined		

By December 2017, 85% of staff will implement CKLA/AMplify programs successfully and with fidelity as evidenced by classroom walkthroughs	85%+ of teachers will successfully teach CKLA/Amplify as trained as evidenced by classroom walkthroughs		
By December 2017, 85% of staff will implement Engage NY program successfully and with fidelity as evidenced by classroom walkthroughs	85%+ of teachers will implement with fidelity the Engage NY math program as evidenced by classroom walkthroughs		
By May 2018, 100% of teachers will receive training on and implement extended formative instructional practices throughout quarters 2, 3, and 4 of the 2017-2018 school year	By May 2018, 100% of teachers will utilize FIP in the classroom as evidenced by classroom walkthroughs and lesson plan review		
By Sept 30, 2017 100% of staff will understand and utilize data driven protocol for initial data meeting	100% of staff will participate in initial data driven protocol meeting utilizing classroom/student data		
By October 30, 100% of staff will fully understand and implement consistent behavior monitoring and student behavioral incidents will decrease by 25% from the	Behavioral incidents will decrease by 25%		
Cycle 3			
<i>Action Steps</i>			<i>complete?</i>
Conduct weekly classroom walkthroughs to monitor 1) CKLA/Amplify implementation, 2) Engage NY implementation, 3) FIP implementation			
Conduct monthly data meetings Oct 2017 - May 2018			
Continue to monitor behavioral incidents (monthly)			
Implementation Benchmarks	How we will measure success?	End of Quarter Reflection	Status
By May 1, 100% of professional development opportunities are completed and staff is surveyed for effectiveness	100% of staff will provide feedback on PD survey sent out by Principal		
By May 1, 2018, 100% of staff will implement CKLA/Amplify programs successfully and with fidelity as evidenced by classroom walkthroughs	100% of staff will implement CKLA/Amplify programs as evidenced by classroom walkthroughs		
By May 1, 2018, 100% of staff will implement Engage NY program successfully and with fidelity as evidenced by classroom walkthroughs	100% of staff will implement Engage NY successfully as evidenced by classroom walkthroughs		
N/A			

100% of staff will implement the data driven protocol and utilize structure for monthly, regularly scheduled data meetings through May 2018	100% of staff will participate in monthly data driven protocol meetings utilizing classroom/student data		
By December 30, 2017 student behavior incidents will have decreased by 25% from the previous year	Behavioral incidents will decrease by 25% from the previous year		

Peakview Major Improvement Strategy #4

Major Improvement Strategy	School Culture			
Major Improvement Strategy Description	Improve overall school culture for families, staff, and community by utilizing clear, positive messaging, increasing parent engagement opportunities focused on relevant topics, and involve staff in developing operational principles and working agreements for shared decision-making.			
End of Year Goals (What will success look like?)				
Strategy	Goal			
Support classroom management through development of consistent behavior	85% of staff will consistently utilize best practices around classroom management by the end of school year 2017-2018			
Host a series of Family Nights to educate, engage, and support families	70% of parents will attend at least (1) regularly scheduled parent/family/community event over the course of the 2017-2018 school year			
Implement advocacy structure K-8	100% of teaching staff will incorporate an advocacy block in the schedule to integrate social emotional learning and relationship-building to increase student engagement and achievement			
Revision of Attendance Policy	District attendance policy will be revised and adopted by July 1, 2017 for enforcement in the 2017-2018 school year			
Incorporate bus route within city limits	Bus route will be designed and implemented for students in Walsenburg city limits to begin at the start of the 2017-2018 school year and continue yearly			
Implement School-wide PBIS Structure	100% of staff will become proficient in understanding and utilizing Positive Behavior Intervention Supports			
Implementation Benchmarks (Evidence for monitoring progress)				
Strategy	Year 1			
	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Support classroom management through implementation of PBIS/consistent behavior expectations	Update/revise consistent student behavior expectations school-wide by June 1, 2017	Review school-wide behavior expectations with staff during initial staff in-service in August 2017	By September 1, 2017, 85% of staff will consistently follow behavior management protocols and utilize best practices	N/A
Host a series of Family Nights to educate, engage, and support families	Schedule quarterly family community engagement events by June 1, 2017	By Jan 1, 2018, host family engagement events in Qtrs 1 and 2	By March 31, 2018 host family engagement events in Qtr 3	By May 15, 2018, host family engagement event in Qtr 4

Implement advocacy structure K-8	Restructure instructional schedule to include 30 minute weekly advocacy time by June 1, 2017	By September 30, 2017, 100% of staff will provide and instruct a 30 minute weekly advocacy block to integrate social emotional learning, increase relationship-building, and engage students	N/A	N/A
Revision of Attendance Policy	By Apr 30, 2017 local BOE approves 1st reading of Policy JH	By May 30, 2017 local BOE approves 2nd reading of Policy JH	By June 30, 2017 local BOE approves 3rd and final reading of Policy JH	N/A
Incorporate bus route within city limits	By July 1, 2017, develop bus route within Huerfano city limits	Begin running bus route within city limits at the start of the 2017-2018 school year to continue through May 2018	N/A	N/A

Key Action Steps to Implement the Major Improvement Strategy

Cycle 1				
<i>Action Steps</i>			<i>Person Responsible</i>	<i>complete?</i>
Develop school-wide behavioral expectations			School Admin	
Select topics for and schedule quarterly family engagement events			School Admin	
Restructure instructional daily schedule to include weekly 30-minute advocacy structure by July 1			School Admin/GSN	
Revise Huerfano Board Policy JH			Superintendent	
Device bus route within city limits			Transportation Dept	
<i>Implementation Benchmarks</i>	<i>How we will measure success?</i>	<i>End of Quarter Reflection</i>		<i>Status</i>
Update/revise consistent student behavior expectations school-wide by June 1, 2017	100% of staff will have access to and participate in review of student behavior expectations for the 2017-2018 school year as evidenced by dedicated in-service training time in August 2017			

Schedule quarterly family community engagement events by June 1, 2017	100% of family engagement quarterly events will be scheduled by June 2017 for the 2017-2018 school year		
Restructure instructional schedule to include 30 minute weekly advocacy time by June 1, 2017	2017-2018 daily instructional schedule will include a 30-minute weekly advocacy structure		
By Apr 30, 2017 local BOE approves 1st reading of Policy JH	Local BOE reviews and approves 1st reading of Policy JH by Apr 30, 2017		
By July 1, 2017, develop bus route within Huerfano city limits	100% of students within city limits will have access to pickup and drop off points within the city limits throughout the school year 2017-2018		

Cycle 2			
<i>Action Steps</i>		<i>Person Responsible</i>	<i>complete?</i>
<i>Implementation Benchmarks</i>	<i>How we will measure success?</i>	<i>End of Quarter Reflection</i>	<i>Status</i>
Review school-wide behavior expectations with staff during initial staff in-service in August 2017	100% of staff review and understand school-wide behavior expectations during school in-service August 2017		
By Jan 1, 2018, host family engagement events in Qtrs 1 and 2	Baseline parent attendance will meet for exceed 50% or more of total parent population		
By September 30, 2017, 100% of staff will provide and instruct a 30 minute weekly advocacy block to integrate social emotional learning, increase relationship-building, and engage students	100% of staff will utilize weekly 30-minute advocacy block to integrate SEL, discipline behaviors will decrease by 25% over the course of the school year		

By May 30, 2017 local BOE approves 2nd reading of Policy JH	Board approves local attendance policy		
Begin running bus route within city limits at the start of the 2017-2018 school year to continue through May 2018	Bus route will run within city limits throughout 2017-2018 school year		
Cycle 3			
<i>Action Steps</i>			<i>complete?</i>
<i>Implementation Benchmarks</i>	<i>How we will measure success?</i>	<i>End of Quarter Reflection</i>	<i>Status</i>
By September 1, 2017, 85% of staff will consistently follow behavior management protocols and utilize best practices	Behavioral incidents will decrease by 25% from the previous year		
By March 31, 2018 host family engagement events in Qtr 3	Family attendance will increase by 10% from previous event		
By June 30, 2017 local BOE approves 3rd and final reading of Policy JH	Board approval of Policy JH		
N/A			
Cycle 4			
<i>Action Steps</i>			<i>complete?</i>
<i>Implementation Benchmarks</i>	<i>How we will measure success?</i>	<i>End of Quarter Reflection</i>	<i>Status</i>
By May 15, 2018, host family engagement event in Qtr 4	Parent attendance will increase 10% from previous event		

N/A			
N/A			
N/A			

Appendix B. 2016-2017 Peakview Staff Turnover as of 4/10/2017

Peakview Staff Turnover (as of 3/14/2017)

Staff member	Position	Reason (NR, Resignation, Retire)
1	7 th / 8 th grade Math	NR
2	SPED	NR
3	1 st grade	Retire
4	3 rd grade	Resignation
5	Pre-School	Leave- Return 18-19 school year
6	SPED	Resignation
7	7 th /8 th grade Science	Request transfer to Gardner
8	Secretary	Retire
9	School Nurse	Resignation

3 Elementary

1 MS

2 SPED

Appendix C. District Teacher Turnover History 2011-2017

Year	Gardner Elem (6 teachers)	Gardner MS (2 teachers)	Peakview Elem (18 teachers)	Peakview MS (4 teachers)	John Mall HS (10 teachers)	District Total (41 teachers)
2017-2018	2 elem 1 sped = 50%	0	5 elem 2 sped = 39%	3 (M, S, E) = 75%	2 (math, ELA)	15 37%
2016-2017	4 = 67%	0	6 = 39% 1 Sped	3 (M, S, E) = 75%	2 (Eng., CTE)	16 39%
2015-2016	4 = 67%	1 (Eng/Hist) = 50%	5 = 27.7%	3 (M, SC, E) = 75%	4 (music, math, ss, bus/tech)	16 39%
2014-2015	2 = 50% 1 (Sped)	0	6 = 39% 1 (PE)	0	3 (Stem, Science, Bus/Tech)	13 39 teachers 33%
2013-2014	1	0	2	0	2 (Stem, Art)	5 39 teachers 12.8%
2012-2013	2 = 50% 1 (SPED)	0	5 = 27.7%	1 (Science) = 25%	2 (Eng., Art)	11 38 teachers 29%
2011-2012	2	0	3	0	4 (Eng., M, PE Auto)	9 38 teachers 23.6%

Teacher Vacancies prior to start of school

Teacher Hires prior to start of school

Year	Gardner Elem	Gardner MS	Peakview Elem	Peakview MS	John Mall HS	District Total
2016-2017	4	0	6 + 1 Sped = 7	3 Math, Sc, Eng.	2	16
2015-2016	4	1	5	3 Math, Sc, Eng.	4	16
2014-2015	2 + 1 Sped = 3	0	6 + 1 PE = 7	0	3	13
2013-2014	1	0	2	0	2	5
2012-2013	2 + 1 Sped = 3	0	5	1 Science	2 (Eng., Art)	11
2011-2012	2	0	3	0	4 (Eng., M, PE, Auto)	

Appendix D. District Teacher Incentives for 2017-2018

Huerfano Teacher Incentives for 2017-2018

1. Sign-On Incentive

- Year 1 = \$1,000 sign –on bonus
- Year 2 = \$1,000 bonus paid at the beginning of year 2 upon teacher return and proficient evaluation rating.
- Year 3 = \$1,000 bonus paid at the beginning of year 3 upon teacher return and proficient evaluation rating

2. \$150 Debit card for all teachers (to be used for those “last second” classroom purchases)

3. Increase in District contribution to the Insurance Benefit for all personnel

- Increase of \$150/month
- From \$437 to \$587/month

Appendix E: Peakview Student Achievement Targets

2017-2018 Peakview Panthers Student Achievement Targets	
2017/2018 PARCC Targets	
Peakview school will have a participation rate that meets or exceeds 95%	
ELA: Peakview school will score at the 30th percentile in the Spring of 2018 for reading achievement	
Math: Peakview school will score at the 20th percentile in the Spring of 2018 for math achievement	
ELA: Peakview school will score at the 50th percentile in the Spring of 2018 for reading growth	
ELA: Peakview school will score at the 40th percentile in the Spring of 2018 for math growth	

NWEA Reading Achievement: All grade levels will meet the following targets for 50th percentile RIT score

Grade Level	Fall 2017 Performance (Baseline Target)	2018 Spring Target
1	160.7	177.5
2	174.7	188.7
3	188.3	198.6
4	198.2	205.9
5	205.7	211.8
6	211.0	215.8
7	214.4	218.2
8	217.2	220.1

NWEA Math Achievement: All grade levels will meet the following targets for 50th percentile RIT score
--

Grade Level	Performance (Baseline Target)	2018 Spring Target
1	162.4	180.8
2	176.9	192.1
3	190.4	203.4
4	201.9	313.5
5	211.4	221.4
6	217.6	225.3
7	222.6	228.6
8	230.3	230.9

NWEA Reading Growth: All grade levels will meet the following targets for 50th percentile RIT score
--

Grade Level	Target
1	50% of students will meet typical growth targets for the 2017/2018 school year.
2	
3	
4	
5	
6	
7	

8

NWEA Math Growth: All grade levels will meet the following targets for 50th percentile RIT score

Grade
Level

1

2

3

4

5

6

7

8

50% of students will meet typical growth targets for the 2017/2018 school year.

Appendix F: Peakview PBIS Reward System



Peakview Panther Reward System Outline

Who	Each teacher will choose two students. Use the All Star* & Heart of the Panther* as your criteria.	The students who received a positive postcard will be placed in a drawing if the behavior continues to be excellent. We will choose two students from each grade level.	The students who received Student of the Month award will be placed in a drawing if the behavior continues to be excellent. One student per grade level will be chosen for Student of the Quarter.
Reward	The two selected will each receive a positive postcard. They will also be put in the drawing for the monthly reward.	The four winners will receive a pizza to split during their lunchtime.	The three quarterly winners will have a variety of prizes to choose from.
Recognition	Weekly winners will receive a postcard mailed home to parents.	Monthly winners will have their picture taken and displayed outside the office for Student of the Month.	Quarterly winners will have their picture taken and displayed outside the office and sent to the local newspaper for Student of the Month.
Teacher's Role & Responsibility	Each teacher will write two positive postcards. Teachers will write down who receives the award each week on small cards that will be placed the "Weekly Star Jar" in the office.	The teacher will send an email to parents talking about their student's accomplishments. Teacher will write down who receives the award each month on small cards that will be placed in the "Monthly Star Jar" in the office.	Administration will compose an email to send to parents talking about their student's accomplishments.

*All Star Award—Students earning this award exhibit leadership among their peers, earn high grades in all content areas, and are considered a positive role model for their peers. Students earning this award are the most valuable player.

*Heart of the Panther Award—Students earning this award are helpful to others, consistent with their work ethic, and are students who try hard in classes. Students who earn this award have perseverance.

Appendix G: Peakview Discipline Matrix

Code of Conduct

Huerfano RE-1 expects all students to behave appropriately for an educational environment and follow school rules. All schools are expected to establish behavior guidelines as defined in accordance with statute and the school's positive behavior intervention and support (PBIS) plan. Any behavior which disrupts the learning environment, and/or is detrimental to the safety and welfare of other students or staff is subject to disciplinary action. The principal or designee may apply disciplinary consequences including suspension or a recommendation for expulsion for any student who engages in one or more of the following activities while in school buildings, on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event and off school property when the conduct has a reasonable connection to school or any district curricular or non-curricular event.

Consequences for inappropriate behavior are contained in the following chart which is used at Peakview school. The school's responses to inappropriate behaviors are subject to change by the direction of Huerfano RE-1 Board of Education. Prior to the imposition of a consequence, the student will be informed of the behavior for which the consequence is being imposed and will have some opportunity to explain his/her side of the story. Students using Internet or district owned technology must abide by the provisions of the Huerfano RE-1 Technology User Agreement and Colorado Revised Statute 18-5.5-101 and 18.5.5-102 (also Title 17, USC Section 102). Copies are available upon request. For students identified as disabled and on an Individual Education Plan, considerations should be made in compliance with IDEA and/or ADA law. Please note that any infraction marked with an asterisk (*) may involve school police resource-officer or local law enforcement agency. CCS means community/campus service and suspension can be in-school (ISS) or out-of-school (OSS).

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR PK-8 School Level

The following consequences apply to behavior on campus, in school vehicles and at school activities and events.

BEHAVIOR	FIRST OFFENSE	SECOND OFFENSE	REPEAT OFFENSES
* Possession/use of drugs or other controlled substances or possession/use of drug paraphernalia.	School counseling and 3 day OSS suspension.	School counseling, 5 day OSS suspension, recommendation for evaluation and treatment program or recommendation for expulsion.	School counseling, 10 day OSS suspension, recommendation for evaluation and treatment program or recommendation for expulsion.
*Sale/distribution of drugs or other controlled substances.	School counseling, 10 day OSS suspension, and recommendation for expulsion.	School counseling, 10 day OSS suspension, and recommendation for expulsion.	School counseling, 10 day OSS suspension, and recommendation for expulsion.
*Possession/use of alcohol, consumption of alcohol or under the influence of alcohol.	School counseling and 3 day school suspension.	School counseling, 5-day suspension, recommendation for evaluation and treatment program or recommendation for expulsion.	School counseling, 10 day suspension, recommendation for evaluation and treatment

BEHAVIOR	FIRST OFFENSE	SECOND OFFENSE	REPEAT OFFENSES
			program or recommendation for expulsion.
*Sale/distribution of alcohol.	School counseling, 10 day OSS suspension, and recommendation for expulsion.	School counseling, 10 day OSS suspension, and recommendation for expulsion.	School counseling, 10 day OSS suspension, and recommendation for expulsion.
Smoking/chewing or use of tobacco.	School counseling and 1 day OSS suspension.	School counseling and 1-3 day suspension.	School counseling and 3-5 day suspension.
*Possession/use of a weapon as defined by Colorado Revised Statutes.	10 day OSS suspension and recommendation for expulsion.	10 day OSS suspension and recommendation for expulsion.	10 day OSS suspension and recommendation for expulsion.
Any act which disrupts the normal educational process.	School Counseling and 1 of the following: loss of privileges or suspension or expulsion depending on the severity of the offenses.	School Counseling and 1 of the following: loss of privileges or suspension or expulsion depending on the severity of the offenses.	School Counseling and 1 of the following: loss of privileges or suspension or expulsion depending on the severity of the offenses.
Disrespectful behavior.	Warning, School Counseling, CCS and/or detention.	School counseling, CCS, or 1 day ISS or OSS suspension.	School Counseling and 1-3 day OSS suspension.
Disruption of class.	Warning, School Counseling, CCS and/or detention.	School counseling, CCS, detention, or 1-3 day ISS or OSS suspension.	School counseling and 3-5 day OSS suspension.
Insubordination/refusal to follow a reasonable request of a staff member.	School counseling, CCS, or 1-3 day ISS or OSS suspension.	School counseling, CCS, or 3 day OSS suspension.	School counseling, 3-5 day OSS suspension, recommendation for expulsion.
*Possession of or setting off fireworks or other incendiary devices.	School counseling and 1-2 day OSS suspension.	School counseling and 3-5 day OSS suspension.	School counseling and 5 day OSS suspension.
*Possession or use of a weapon or other article to cause bodily harm.	School counseling, 3-5 day OSS suspension, and/or recommendation for expulsion.	School counseling, 10 day OSS suspension and recommendation for expulsion.	School counseling, 10 day OSS suspension and recommendation for expulsion.
Continual defiance –habitually disruptive.	School counseling, 1-3 day ISS or OSS suspension and behavior plan.	Per pyramid plan.	Per pyramid plan.
Continual tardies.	School counseling, detention and/or ISS suspension.	School counseling, detention and/or ISS suspension.	School counseling, detention and/or ISS suspension.

BEHAVIOR	FIRST OFFENSE	SECOND OFFENSE	REPEAT OFFENSES
Endangering health, welfare or safety of others.	School counseling, ISS or OSS suspension and/or loss of curricular or co-curricular privileges, or recommendation for expulsion depending on severity of offenses.	School counseling, ISS or OSS suspension and/or loss of curricular or co-curricular privileges, or recommendation for expulsion depending on severity of offenses.	School counseling, ISS or OSS suspension and/or loss of curricular or co-curricular privileges, or recommendation for expulsion depending on severity of offenses.
*Fighting (mutual combat, including self-defense).	School counseling and 1-3 day OSS suspension and/or mediation	School counseling and 3-5 day OSS suspension and/or mediation.	School counseling and 5-10 day OSS suspension, and recommendation for expulsion.
*Inappropriate driving on or around campus.	Referral to Walsenburg Police Department and loss of driving privileges, depending on severity.	Referral to Walsenburg Police Department and loss of driving privileges, depending on severity.	Referral to Walsenburg Police Department and loss of driving privileges, depending on severity.
*Intimidation or threatening of a staff member.	School counseling and 1-3 day suspension.	School counseling, 3-5 day OSS suspension, and/or recommendation for expulsion.	School counseling, 5 day suspension and/or recommendation for expulsion.
*Threatening another student.	School counseling and 1-3 day ISS or OSS suspension.	School counseling and 3-5 day OSS suspension.	School counseling, 5 days OSS suspension and/or recommendation for expulsion.
*Vandalism or defacing/destruction of other's personal property.	School counseling and 3-5 day school suspension with restitution or recommendation for expulsion depending on severity of the offense.	School counseling and 3-5 day school suspension with restitution or recommendation for expulsion depending on severity of the offense.	School counseling, 10 day suspension and recommendation for expulsion, with restitution.
*Verbal abuse, harassment, sexual harassment of a student.	School counseling and parent contact, and/or detention or ISS or OSS suspension.	School counseling and 1-3 day OSS suspension.	School counseling and 3-5 day OSS suspension.
*Vandalism or defacing/Destruction of school property.	School counseling and/or 1-3 day ISS or OSS suspension with restitution or recommendation for expulsion depending on severity of the offense	School counseling and/or 1-3 day ISS or OSS suspension with restitution or recommendation for expulsion depending on severity of the offense	School counseling, 5-10 day OSS suspension, and recommendation for expulsion with restitution.
Public nuisance – Example: a) profanity; b) unsafe driving on or around school property; c) others as interpreted by the Administration, which cause unnecessary inconvenience to others or	School counseling, detention, and/or ISS or OSS suspension.	School counseling, detention and/or OSS suspension.	School counseling, detention and/or OSS suspension.

BEHAVIOR	FIRST OFFENSE	SECOND OFFENSE	REPEAT OFFENSES
to normal routine; d) distasteful display of affection.			
* Trespassing (unauthorized presence on a District 6 facility while under suspension).	School Counseling and 1-3 day ISS or OSS suspension.	School Counseling and 3-5 day OSS suspension.	School Counseling, 5 day OSS suspension and recommendation for expulsion.
*Unauthorized presence on or in the vicinity of another school campus.	School counseling and/or 1 day ISS or OSS suspension.	School counseling and 1-3 day OSS suspension.	School counseling and 5 day OSS Suspension.
Verbal abuse or obscenities toward staff.	School counseling and 1 day ISS or OSS suspension.	School Counseling and 1-3 day OSS suspension.	School Counseling and 3-5 day OSS suspension.
Any action that affects the networking system that results in the disruption of the educational process.	3 day OSS suspension with computer time limited to when the student is scheduled for a computer class.	3 day OSS suspension time with total computer restrictions.	10 day OSS suspension and recommendation for expulsion.
Changing, deleting, or modifying the operating systems of computers.	Parents notified, a warning given, and restricted use of computers for 3 days.	Time limited to use of computers only when the student is scheduled in a computer class.	Permanently restricted from computer use – if enrolled in a computer class, may be withdrawn failing.
Cheating on a class assignment or activity.	Grade of zero on assignment or activity. NO retake for credit.	Grade of zero on assignment or activity. NO retake for credit and parent contact.	Grade of zero on assignment or activity. NO retake for credit and parent contact.
Dishonest/deceitful behavior.	School counseling and 1-3 day ISS or OSS suspension.	School counseling and 3-5 day ISS or OSS suspension.	School counseling and 3-5 day OSS suspension.
Downloading or accessing profane, obscene, racially offensive, threatening, subversive, or illegal material.	Parents notified, a warning given, and restricted use of technology for 3 days.	Time limited to use of technology only when the student is scheduled in a supervised class.	Permanently restricted from technology use – if enrolled in a computer class, may be withdrawn failing.
E-mail chatting, blogging, or mudding.	Parents notified, a warning given, and restricted use of technology for 3 days.	Time limited to use of technology only when the student is scheduled in a technology class.	Permanently restricted from technology use – if enrolled in a technology class, may be withdrawn failing.
Failure to attend detention.	School counseling, double detention time and/or ISS suspension.	School counseling, double detention time and/or ISS suspension.	Insubordination (A07), first offense.
*Gang activity/apparel or paraphernalia.	Warning, school counseling, parent contact, gang contract, and/or possible 1-3 day ISS or OSS suspension.	School counseling, parent contact and/or 3-5 day ISS or OSS suspension.	School counseling, 5-10 day OSS suspension and recommendation for expulsion.

BEHAVIOR	FIRST OFFENSE	SECOND OFFENSE	REPEAT OFFENSES
Loading or installing any unauthorized software, including games.	Parents notified, a warning given, and restricted use of computers for 3 days.	Time limited to use of computers only when the student is scheduled in a computer class.	Permanently restricted from computer use – if enrolled in a computer class, may be withdrawn failing.
Off campus crimes of violence where charges or a petition has been filed in district court.	School counseling, 10 day suspension and recommendation for expulsion.	School counseling, 10 day suspension and recommendation for expulsion.	School counseling, 10 day suspension and recommendation for expulsion.
*Physical abuse/assault of a staff member.	School counseling, 10 day OSS suspension and recommendation for expulsion.	School counseling, 10 day OSS suspension and recommendation for expulsion.	School counseling, 10 day OSS suspension and recommendation for expulsion.
*Physical abuse/assault of a student.	School counseling, 3 day OSS suspension and/or recommendation for expulsion.	School counseling, 5 day OSS suspension and/or recommendation for expulsion.	School counseling, 10 day OSS suspension and recommendation for expulsion.
*Theft.	School counseling and 3-5 day school suspension with restitution.	School counseling and 5 day school suspension with restitution.	School counseling, 10 day suspension, and recommendation for expulsion, with restitution.
Truancy from class.	School counseling, detention and/or ISS suspension.	School counseling, detention and/or ISS suspension.	School counseling, detention and/or ISS suspension.
Unexcused tardy.	School counseling, detention and/or ISS suspension.	School counseling, detention and/or ISS suspension.	School counseling, detention and/or ISS suspension.
Using any person's login name or password other than his or her own.	Parents notified, a warning given, and restricted use of computers for 3 days.	Time limited to use of computers only when the student is scheduled in a computer class.	Permanently restricted from computer use – if enrolled in a computer class, may be withdrawn failing.
*Using e-mail for purposes of intimidation, threats, or harassment.	E-mail privileges terminated. Time limited to use of computers only when the student is scheduled in a computer class.	Permanently restricted from computer use – if enrolled in a computer class, may be withdrawn failing. 3-10 day suspension based on severity.	10 day suspension and recommendation for expulsion.
Using e-mail for purposes that interfere with the instructional process. (E-mail is not private and may be monitored by district personnel.)	Parents notified, a warning given, and restricted use of computers for 3 days.	Time limited to use of computers only when the student is scheduled in a computer class.	Permanently restricted from computer use – if enrolled in a computer class, may be withdrawn failing.

BEHAVIOR	FIRST OFFENSE	SECOND OFFENSE	REPEAT OFFENSES
Vandalism – malicious intent to harm and destroy data. Uploading or creation of viruses.	Time limited to use of computers only when the student is scheduled in a computer class.	Permanently restricted from computer use – if enrolled in a computer class, may be withdrawn failing. 3-10 day suspension based on severity.	10 day suspension and recommendation for expulsion.

Appendix H: Peakview Assessment Calendar

Peakview Assessment Calendar 2017-2018							
NWEA Testing Schedule 1ST-8TH							
	Sept. 5-14 NWEA BM Fall	Sept. 19-21 NWEA Makeups	Dec. 22-Feb. 2 NWEA BM Winter	Feb. 5-8 NWEA Makeups	May 7-17 NWEA BM Spring	May 21-24 NWEA Makeups	
DIBELS TESTING SCHEDULE K-3							
Sept. 5-14 DIBELS Fall BM	October 9-12 DIBELS PM of Red/Yellows	October 23-26 DIBELS PM of Yellow/Greens	Oct 30-Nov 2 DIBELS PM of Reds	Nov 13-16 DIBELS PM of Yellows	Nov 27-30 DIBELS PM of Reds/Greens	Dec 4-7 DIBELS PM of Yellows	Dec 18-21 DIBELS PM of Red/Yellow/Green
Jan. 15-25 DIBELS Winter BM	Feb 5-8 DIBELS PM of Red	Feb 12-15 DIBELS PM of Yellow	Mar 5-8 DIBELS PM of Red	Mar 19-22 DIBELS PM of Red/Yellow	April 9-12 DIBELS PM of Green	April 16-19 DIBELS PM of Red/Yellow	April 30-May 3 DIBELS PM of Red/Yellow/Green
May 1-10 DIBELS Spring BM							
STAR TESTING SCHEDULE							
Sept 11-14 STAR BM	Oct 9-12 STAR PM	Nov 6-9 STAR PM	Dec 4-7 STAR PM	Jan 15-18 STAR MOY	Feb 5-8 STAR PM	Apr 9-12 STAR PM	May 7-10 STAR EOY
Data Protocol Team Meetings scheduled 4th week of each Month							

Appendix I: GSN Staff Biographies and Qualifications

Denille LePlatt – Lead Management Partner

Denille LePlatt joined Generation Schools Network in July of 2016 as a Senior Director of Implementation and Coaching and Chief Facilitator of the Colorado Rural Education Collaborative after a decade of successful experience as a rural educator and leader. At GSN, she has supported schools in Unified Improvement Planning and as a Turnaround Leadership Coach. Her work also consists of developing and supporting the Colorado Rural Education Collaborative, whose mission is leverage resources for rural Districts and advance rural prosperity, quality, and opportunity.

Denille began her career teaching Kindergarten and through the years, gained experience teaching first grade, second grade, and K-8 title one intervention. She then became a Director of Title I for Primero School District, was later appointed as the Elementary Principal, and eventually became a Dual-Role Superintendent. A leader in the Colorado Department of Education-ranked School of Distinction, Primero School District, for seven years, she brings a strong rural perspective to today's challenging educational landscape in a small school setting and has overcome rural school challenges and barriers to achieve and maintain success. Through her work, she has been active in the Colorado Association of School Executives as both a presenter and panelist multiple times and has served on the Colorado Association of Superintendents and Senior Schools Administrators Board of Directors. She has served as a keynote speaker for the Colorado Rural Education Collaborative and has been a presenter at the National Council of State Legislators Conference, National Rural Educational Forum, and the Grantmakers for Education National Conference.

Ms. LePlatt has a Bachelor's Degree in Elementary Education and a Master of Arts degree in Educational Leadership (both from Adams State University) and is a licensed K-12 principal. She lives west of Trinidad, Colorado with her two boys and husband. In her spare time, she enjoys showing horses and relaxing with her family.

Christina Larson – Secondary Implementation Coach and Professional Development Facilitator

Christina Larson joined Generation Schools Network in early 2016 as a Senior Director of Coaching and Implementation. Her focus is on K-12 leadership coaching, business and resource development, and Diagnostic Reviews/Improvement planning. She started her career in New Mexico as a music teacher in highly impacted elementary schools in downtown Albuquerque. After completing her Master's Degree in Curriculum and Instructional Leadership, Christina continued to teach music, 4th grade, and after school interventions. As her career developed, she accepted opportunities to teach 5th and 6th grade, and became focused in Special Education and inclusion for math and ELA. She also helped to initiate and lead a District-wide pilot Instructional Coaching program and was awarded the NM Golden Apple Teacher Award for Middle School.

Ms. Larson moved to Colorado in 2009 and served as an Instructional coach, where she worked closely with teacher on data-driven instruction and implementing the teaching and learning cycle. She then joined the Colorado Department of Education in the Improvement Planning Unit, helping to develop and support training for state-wide school and district Unified Improvement Planning.

Christina holds a BS in Journalism with an advertising focus from the University of Colorado at Boulder and an MA in Education in Curriculum and Instructional Leadership from the College of Santa Fe. She lives north of Denver with her family and loves to be crafty.

Kate Lister -Secondary Implementation Coach and Professional Development Facilitator

Kate has been the Senior Director of Implementation and Coaching since the Summer of 2015. During her time with GSN, she has facilitated the redesign of Time, Talent, and Resources at two elementary schools, completed multiple Diagnostic Reviews while training staffs in Improvement Planning strategies. As a Turnaround Leadership Coach, she has found it rewarding to support a Turnaround School's transition into a successful school. Coaching principals and presenting social emotional learning workshops with on-site coaching are also fulfilling aspects of Kate's work.

Kate has 31 years of elementary school experience, with the first twenty as a teacher and the final nine as a principal. Kate has extensive experience as a literacy coach and staff development facilitator for Orton-Gillingham programs and the Spalding Method. In addition, she has worked in higher education for Fort Lewis College and Adams State University as a student teacher supervisor and adjunct faculty member leading various educational courses. Kate earned her BA in Early Childhood Education from the University of Cincinnati and an MA in Educational Leadership from Adams State University.

Wendy Loloff Cooper – Chief Executive Officer, GSN Management Plan Evaluator

Ms. Cooper has been with Generation Schools Network for nearly six years, bringing extensive experience in the non-profit and education sectors, especially in the area of network development and school replication. Prior to GSN, Wendy worked for several education consulting firms where her work included professional development, school reform, including replicating a middle school mentorship program as well as the development of a school for the blind to learn CAM. She has worked in higher education at Northwest College, Colorado Christian University, and Harvard University, and has served as Development Director of the Denver Street School. She co-founded the StreetSchool Network, which grew to 47 schools in 27 cities, serving more than 4,000 students under her leadership.

Wendy has a BS in Business Management from Colorado Christian University and an MA in Educational Leadership from Concordia University. She was a Catapult Fellow during the start-up of West Generation Academy.

Ashleigh Valentine – Professional Development Facilitator

Ashleigh has over 15 years of experience in public education, nonprofits, and business. Since joining GSN, she has partnered with Colorado's South Central BOCES to develop and implement a Dropout Prevention Program for the top 15% of at-risk youth across nine school Districts. Ashleigh has contributed to Diagnostic Reviews and Unified Improvement Planning with multiple rural schools and Districts and provided teachers and school leaders with professional development on topics like math and classroom management.

Ashleigh taught middle school math for seven years and served in multiple leadership roles including Math Department Chair and Middle School Team Lead. She is skilled in social-emotional development, curriculum development, school culture and equity, student mentoring, and teacher training. Denver Public Schools rated Ms. Valentine as a Distinguished Teacher for her Professional Practice and Student Growth. She is also passionate about developing positive, meaningful relationships with adolescents through her ministry with Young Life.

She has a BA in Business Marketing from California State University, Long Beach and earned a Master of Arts Degree in Education and Teaching Credential with an emphasis in foundational-level mathematics from the University of Phoenix.

Appendix J: Summer PD Calendar

Peakview Summer Professional Development:

July 12 – 13 CKLA Training at Peakview School

July 14 – Engage NY Training

Appendix K. Grant Summary by Year





Huerfano School District RE-1 Grant Revenue Received by Year					
Grant Description	Grant No.	Actual Revenue Received 2013-14	Actual Revenue Received 2014-15	Actual Revenue Received 2015-16	Budgeted 2016-17
I/OG Grant	1012	6,398.66			
G&T BOCES	3150	1,264.59	5,243.76	-	1,500.00
School Turnaround Leader Development Prg	3227		-	39,139.81	
Federal Sources/Title 1	4010	295,769.00	292,635.00	289,633.00	290,000.00
Federal/Teacher Quality	4367	43,094.15	73,043.70	82,279.00	62,500.00
Race to Top	4413	393.80	13,045.00	-	500.00
NASA Grant	5001	1,781.54	718.46	-	
Revenue/Dist Improv. Grant	5010		-	93,446.00	100,000.00
Carl Perkins	5048	3,436.72	-	1,672.88	
21st Century Grant	5287	108,127.21	53,319.94	-	
Reading Readiness Grant	5412		437.80	-	500.00
Federal/Rural & Low Income	7358	17,457.63	411.79	-	
Total		477,723.30	438,855.45	506,170.69	455,000.00

Appendix L. District Mill Levy Override Proposed Expenditures




Huerfano District Mill Levy Override Approved Expenditures/Talent Management Incentives

03/09/17

The revenues generated from the mill levy shall be used for educational purposes to include but are not limited to:

-  1. Replacing educational materials, outdated textbooks and technology to enhance student learning
-  2. Maintaining current educational programs and restore programs suspended due to cuts in state funding including but not limited to career and technical programs, gifted and talented programs, music and art education, core electives and counseling
-  3. Providing preventative maintenance and upkeep to existing facilities, grounds and the bus fleet
-  4. Attracting and retaining highly qualified teachers and staff for educational programs

Currently in Peakview Performance Plan (Innovation Plan)

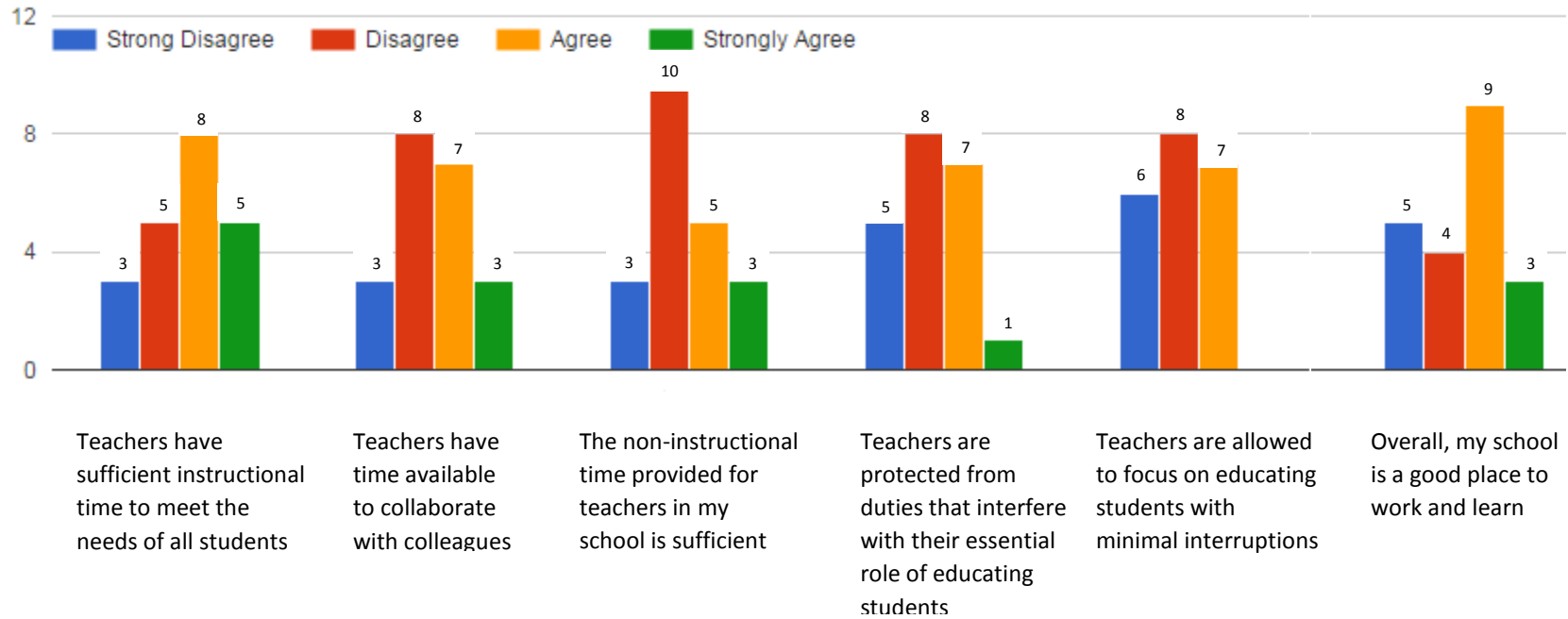
Strategies	Benefits	Projected #	Projected Cost Year 1	Balance	Year 2	Year 3
				\$322,000	\$322,000	\$322,000
 Recruitment/Retention Bonus (New teachers for 17-18)	District Schools	14 x \$1,000 ea.	\$14,000	\$308,000	\$18k	\$20k
 Teacher Debit cards	All teachers	43 x \$150.00 ea.	\$6,450	\$301,550	\$6,450	\$6,450
 Literacy Coach	Peakview	1	\$45,000	\$256,000	\$45,000	\$45,000

	Gardner					
Tech equipment purchases	JMHS District	New computers/servers	\$25,000	\$231,550	\$25,000	?
Program budget increases	All Schools	3 schools Peakview \$10,000 JMHS \$10,000 Gardner \$7,000	\$27,000	\$204,550	\$27,000	\$20,000
Professional development	Peakview Gardner	Summer PD/Fall PD	\$11,000	\$193,550		
Pathway teacher for HS	JMHS	1 teacher for culinary or other CTE program	\$37,000	\$156,550	\$38,000	\$39,000
Textbook reserves	All Schools		\$56,550	\$100,000	\$50,000	\$50,000
1 FTE music or art or .5 music and .5 art	All Schools benefit > particularly Gardner		\$37,000	\$63,000	\$38,000	\$39,000
.5 café employee/JMHS	JMHS		\$11,000	\$52,000	\$12,000	\$13,000
Balance				\$52,000		
Capital Improvement	District		\$26,000	\$26,000	?	?
Transportation	District		\$26,000	\$0.000	?	?
AVID					\$13,000	
Salary Increases – general fund						

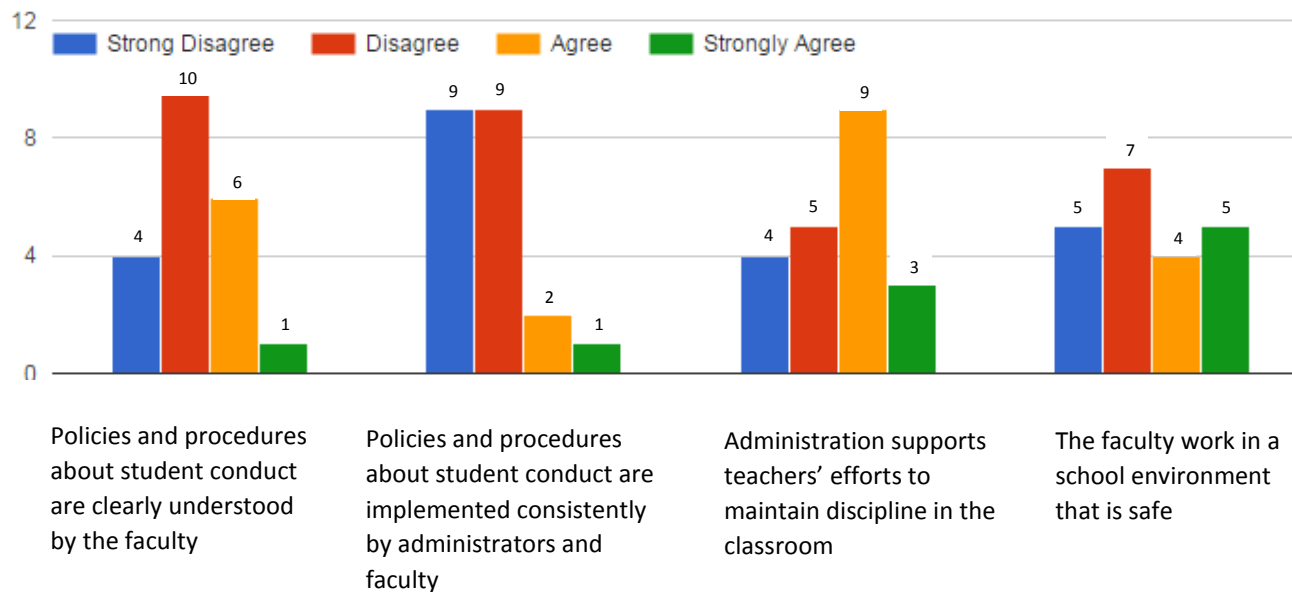
1. Huerfano RE-1 teacher salary schedule (26 year earning power) ranks **132nd out of 178 districts**
2. Huerfano RE-1 teacher salary schedule with benefits ranks **141st out of 178 districts**

Appendix L. Spring T4TLA Survey Data

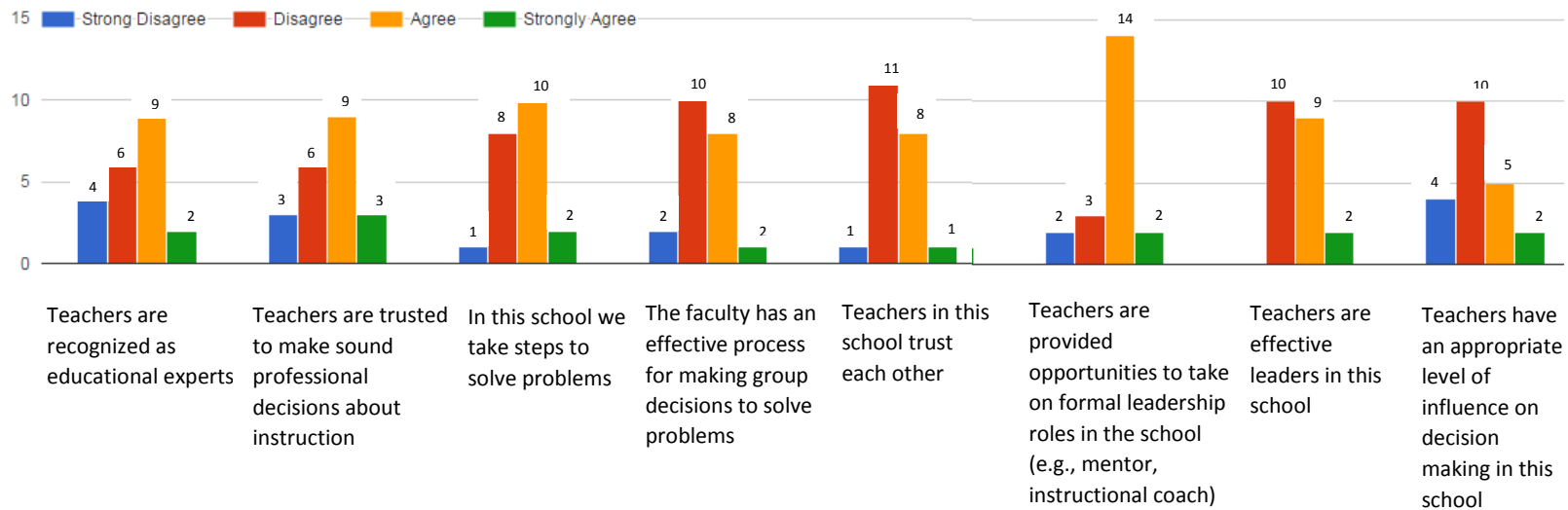
Please rate how strongly you agree or disagree with the following statements about the use of time in your school



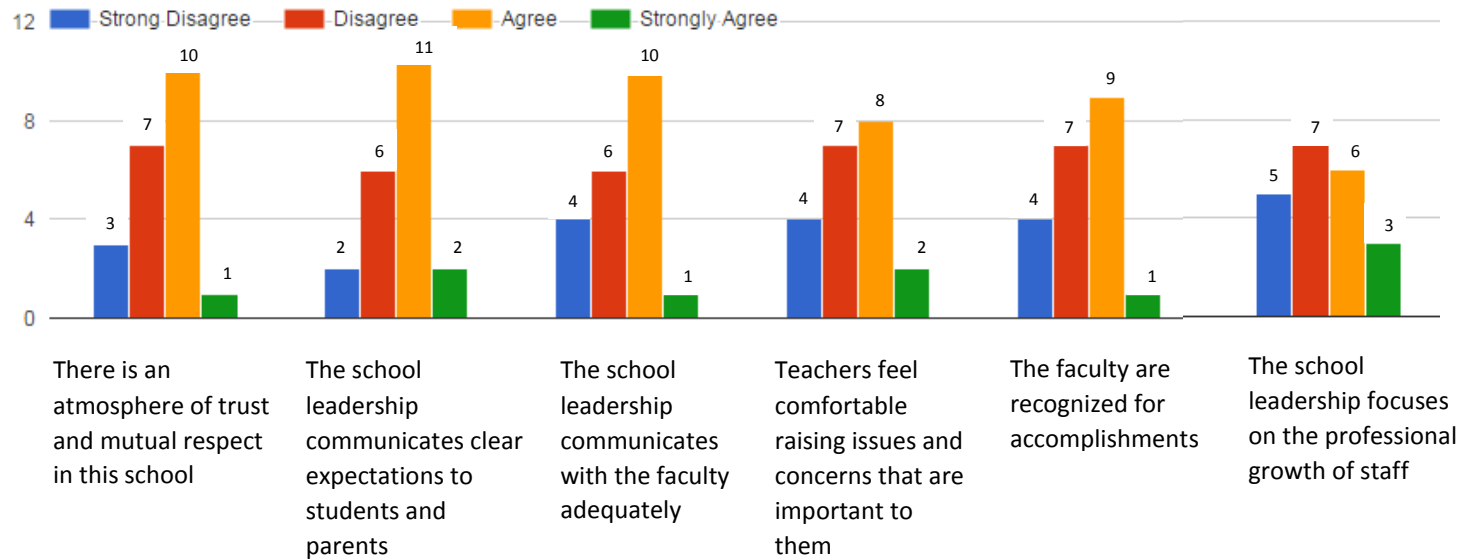
Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school



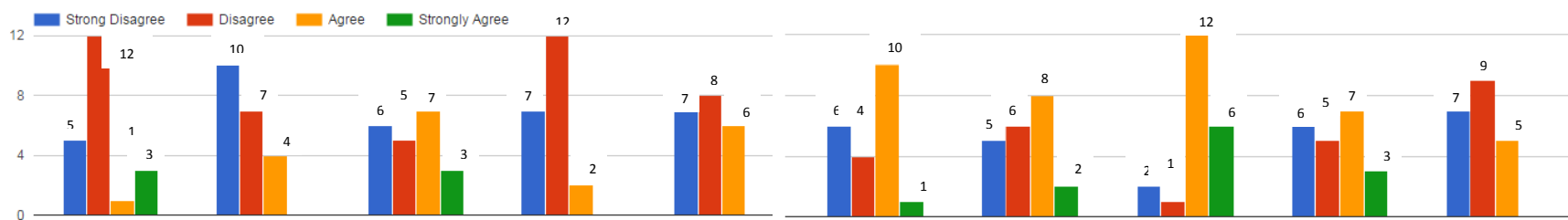
Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school



Please rate how strongly you agree or disagree with the following statements about school leadership in your school



Please rate how strongly you agree or disagree with statements about professional development in your school



Professional development provides teachers with the knowledge and skills most needed to teach effectively

An appropriate amount of time is provided for professional development

Professional development offerings are data driven

Professional development is differentiated to meet the needs of individual

Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs

Professional learning opportunities are aligned with the school's improvement plan (e.g., Unified Improvement Plan)

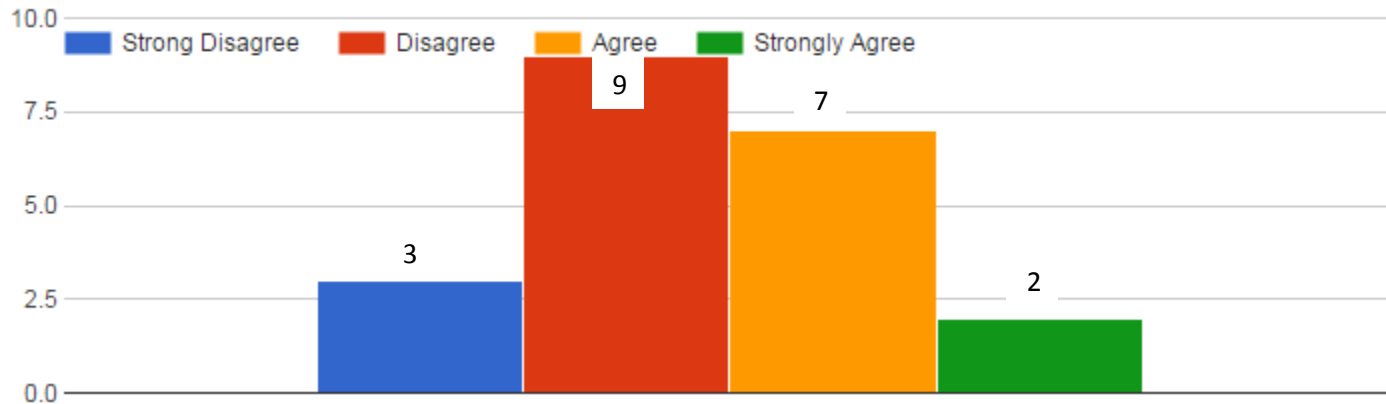
Professional development enhances teachers' abilities to improve student learning

Teachers are encouraged to reflect on their own practice

Professional development deepens teachers' content knowledge

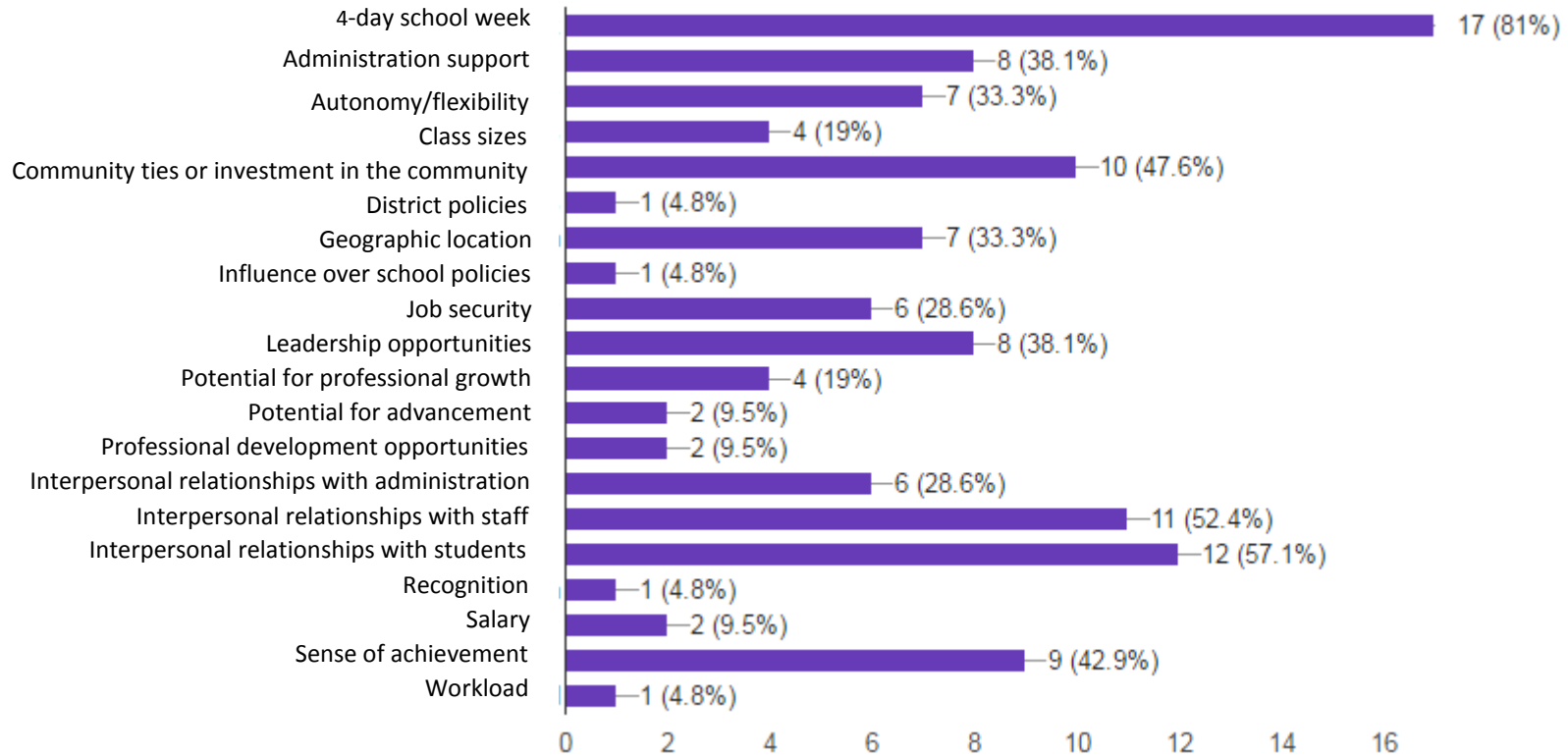
Follow-up is provided from professional development in this school

Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school

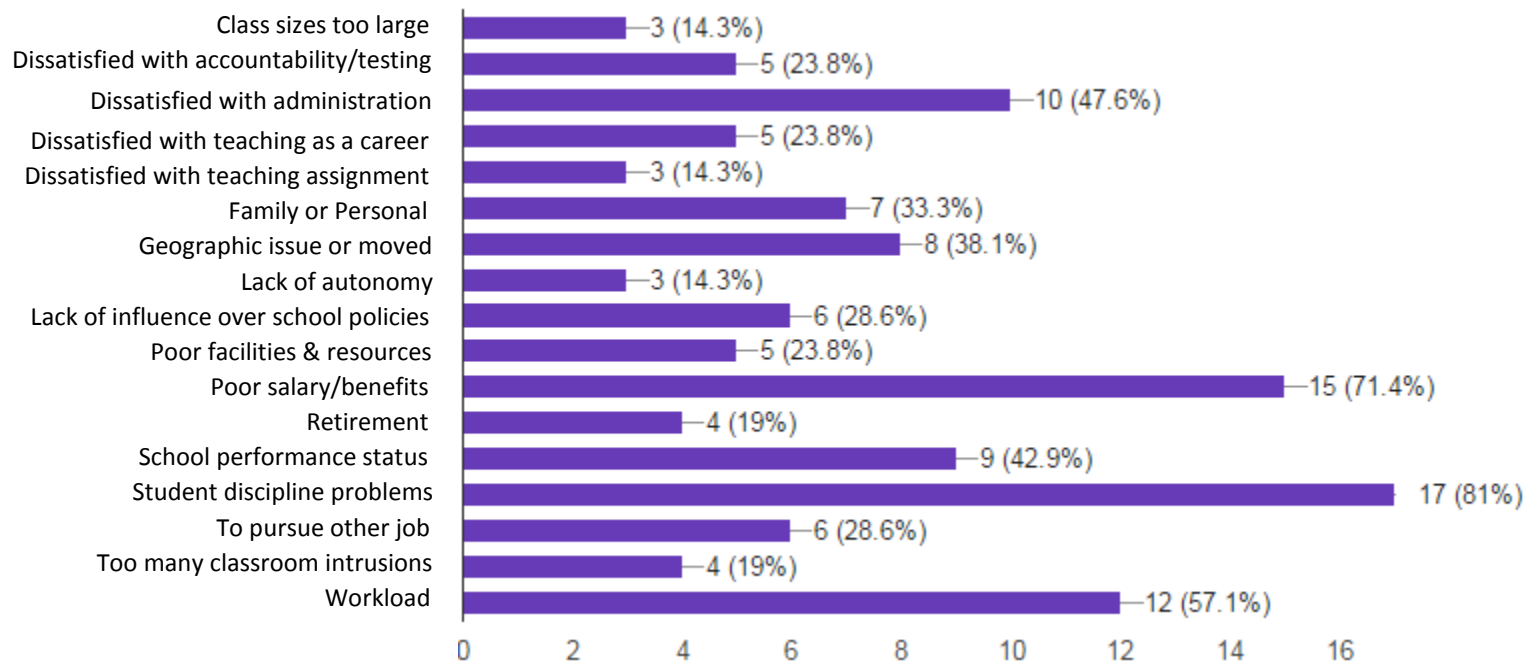


Provided supports (i.e., instructional coaching, professional learning communities) translate to improvements in instructional practices by teachers

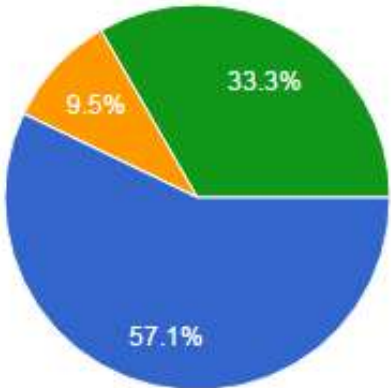
What motivates you to stay in your role? (Check all that apply)



Based on your knowledge of people who have left the district, what were their reason or reasons for leaving? (Check all that apply)



For the 2017-18 School Year my intent is to:



- Return and teach at Peakview
- Return and teach at another school in the district
- Not return to Peakview or the district
- Undecided