Peakview School

MANAGEMENT PATHWAYS PROPOSAL

PRESENTATION TO THE COLORADO STATE BOARD OF EDUCATION

MAY 10, 2017

Peakview School:
This is who we are.

- Located in the Huerfano RE-1 School District, Walsenburg
- Huerfano County population 6,667
- Average median income $31,715

- 3 Schools enrolling 560 students
  - Peakview PK-8
  - Gardner PK-8
  - John Mall High School

- Community passed Mill Levy Override in November 2016 ($322,000/yr for 5 years)

Peakview school provides a challenging academic program in a safe environment with a commitment to all content areas, and a specific emphasis on literacy and math.
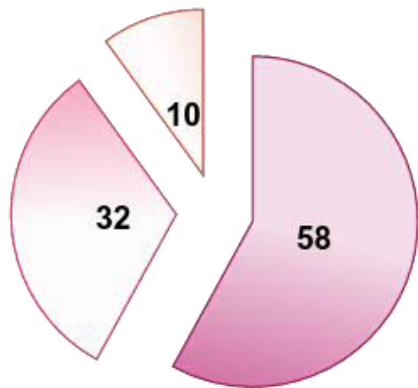

- ▶ Peakview supports the learning of almost 350 students grades PreK-8.

- ▶ There are 2 administrators, 22 full time teachers, and 10 support staff.
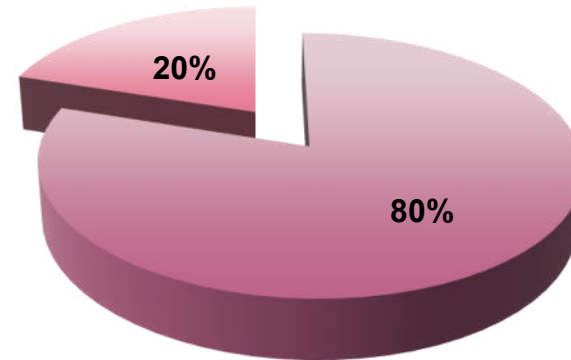
Peakview School: This is who we are.

Student demographics

10
32
58

■ Hispanic ■ White ■ Other

Economically Disadvantaged

20%
80%

■ % of Students qualifying for free/reduced lunch
■ % of Students not qualifying for free/reduced lunch

Peakview Performance Framework

Peakview School did not meet targets for academic achievement and did not meet targets for test participation. Peakview is approaching targets for academic growth.

Revised Plan Type Due to Request to Reconsider

COLORADO
Department of Education

2016 School Performance Framework

0063: PEAKVIEW SCHOOL | 1390: HUERFANO RE-1

Level: EM (1 YEAR) - VERSION A

Plan Type

Priority Improvement Plan: Low Participation^	37.6 / 100

Will enter Year 6 of Priority Improvement or Turnaround^^

This is the plan type the school is required to adopt and implement, which is based on the data associated with the version type indicated on the upper right-hand corner of this report. Please see the scoring guide at the end of this report for information on the data included with each version. Schools are assigned a plan type based on the overall percent of points earned. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on more than one assessment will reduce the overall plan type by one level. Framework points are calculated using the percentage of points earned out of points eligible.

Indicator Rating Totals

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	28.3%	11.3 / 40	Does Not Meet
Academic Growth	43.8%	26.3 / 60	Approaching

Assurance

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	185	172	93.0%	0	93.0%	Does Not Meet 95%
Math	185	165	89.2%	0	89.2%	Does Not Meet 95%
Science	53	44	83.0%	0	83.0%	Does Not Meet 95%

Performance

Improvement   **37.6%**

Priority Imp.

Turnaround

The plan type presented above is based on the total percent of Framework Points earned out of Points Eligible:

Performance: at or above 53.0%.

Improvement: at or above 42.0%-below 53.0%

Priority Improvement: at or above 34.0%-below 42.0%

Turnaround: below 34.0%

Insufficient Data: No reportable data or only PWR data

Summary of Plan Types by EMH Level

This table shows the plan types by performance indicator and grade level, the number of points earned relative to the number of points eligible, the percentage of points earned, and the rating.

EMH Level	Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Weighted % Pts Earned	Rating by EMH Level
Elementary	Academic Achievement	25.0%	10 / 40	Does Not Meet	32.5%	Turnaround Plan
	Academic Growth	37.5%	22.5 / 60	Approaching		
Middle	Academic Achievement	31.7%	12.7 / 40	Does Not Meet	42.7%	Improvement Plan
	Academic Growth	50.0%	30 / 60	Approaching		

Peakview Priorities: Overcoming Barriers

Talent Management

- 3 year turnover rate at elementary/middle school averages 55%

- Inconsistent quality of teachers

- Fragmented instructional practices

Curriculum Implementation

- Lack of school curriculum for math and ELA

- Lack of dedicated literacy time

- Lack of expected achievement and growth outcomes due to inconsistency of delivery of instruction

Peakview Priorities: Overcoming Barriers

Professional Development

- Need for targeted, differentiated professional development

- Historically limited time/structure/budget for PD

School Culture

- Lack of consistent behavior management structure and discipline as well as limited classroom management skills/strategies

- High perceptions of negative student behavior

- Lack of parent engagement

Peakview Pathway: The Need for Management

► After careful analysis of the management pathway, we have determined it builds upon foundations that have been built with existing turnaround efforts (Turnaround Leadership Program) and extends our partnership with Generation Schools Network, a trusted turnaround partner. Through the model being developed, we will build leadership and staff capacity and increase student achievement.

► Continue to build a valuable partnership that is based on a comprehensive needs assessment from the Diagnostic Review and Unified Improvement Planning process.

► Analysis of other pathways options were not feasible or are less likely to provide rapid improvement in regard to our biggest challenges. With additional support, we can we can accomplish our goal of moving off of the clock.

Generation Schools Network
Transforming Public Education

Generation Schools Network™ (GSN) supports existing schools and districts to solve their most pressing challenges through coaching and technical assistance that may include school redesign, retention and recruitment, learning and teaching, blended learning, health and wellness, college/career readiness and transition, turnaround support and leadership development.

GSN provides learning opportunities and resources to individuals, schools, districts and community-based organizations committed to reinventing public education through social/emotional learning and college/career readiness curriculum, white papers, webinars, workshops and professional development.

GSN has supported the launch of new schools based on the GSN model, in turnaround settings in partnership with districts and community partners. GSN reorganizes resources that districts already have–particularly talent, time and technology–to expand learning time, reduce class size and meet the needs of the whole child in cost-effective ways.

Generation Schools Network
A Trusted Turnaround Partner

Generation Schools Network's mission is to transform public education to ensure that all students, regardless of life circumstances, are prepared for success in school, work, and life.

- A strong commitment to rural partnerships.

- Years of successful experience in turnaround settings.

- Cost-effective strategies that consider how time, talent, and resources can best be utilized to meet the needs of all stakeholders.

- In 2015-2016 year alone, Generation Schools Network worked with 43 school districts (37 classified as rural) and 96 schools reaching approximately 1,485 teachers and 19,338 students through coaching, professional learning, and curriculum services.

Generation Schools Network:
More time. Effective schools. Successful students.

Generation Schools Network
A Trusted Turnaround Partner

- Existing relationship with Peakview built on needs assessment and improvement planning

  - *Began work in the school in the Spring of 2016 to conduct a diagnostic review and support improvement planning efforts.*

- Continuation of Turnaround Support through Turnaround Leadership Program and Early Pathways Partnership

  - *Began work in the school in the Spring of 2016 to conduct a diagnostic review and support improvement planning efforts*

Diagnostic Review/UIP

Turnaround Leadership

Management Partnership

Generation Schools Network
More time. Effective schools. Successful students.

Key Strategies for Improvement

Priority Focus Areas	Targeted Action	Anticipated Improvements
Talent Management	• Teacher recruitment and retention District initiatives (sign on bonuses, classroom supply debit cards, $150/month increase of insurance benefits) • Peer Mentorship Structure • Redesigned Professional Development Structure	• Significantly increase retention rates and teacher satisfaction • Increased number and quality of applicants for vacant positions • Offer more and targeted PD
Curriculum Implementation & Instruction	• Restructured literacy block with more dedicated time, built-in intervention and fluency practice • Structured lesson planning format with common expectations • Training in and use of Formative Instructional Practices • 1:1 teacher feedback and coaching through instructional rounds	• Improvement in Tiers 1 & 2 instruction • Improvement in targeted lesson planning and use of clear instructional objectives • Increased student engagement and ownership of learning • Consistent implementation of curriculum K-8 • Increased student performance

Key Strategies for Improvement

Priority Focus Areas	Targeted Action	Anticipated Improvements
Professional Development	• Restructured PD calendar • Differentiated, targeted PD opportunities • 1:1 teacher feedback and coaching • Staff engagement	• Increased teacher growth and capacity • Increased student performance • Increased teacher satisfaction
School Culture	• Schoolwide training on expectations and procedures for behavior management (PBIS) • Implementation of advocacy structure • Increased structured parent engagement opportunities • Revision of attendance policy • Incorporate bus route within city limits	• Increased staff capacity for classroom management • Increased student and parent engagement • Increased access to transportation • Clear rules around attendance

Scope of Work

Scope of work for 2 Year Contract with Generation Schools Network

Partnership Category	Generation Schools Network Scope of Work
(1) Curriculum	(1a) Redesign of K-8 schedules to maximize use of content-driven blocks of instruction (1b) Monitor implementation of ELA and math curriculum
(2) Instruction	(2a) Implementation of consistent instructional practices within the literacy block to allow teachers to respond to Tier I, II and III levels of performance (2b) Instructional rounds to support ongoing feedback and support for classroom management, instructional practices and student engagement
(3) Data Systems	(3a) Development of, training on, and implementation of data driven protocols and practices for benchmark and classroom assessments

Scope of Work

Scope of work for 2 Year Contract with Generation Schools Network

4) Talent Management	(1a) Development and implementation of a peer mentoring structure to promote collaboration and staff cohesion (1b)Redesign of professional development calendar (1c) teacher and leader evaluation
(4) Multi-Tiered Support System	(4a) Development and implementation of MTSS systems and tools to support whole-child development

Peakview School: Committed to Success

- Peakview School and the Huerfano School District RE-1 are committed to working with Generation Schools Network in all facets of the pathways management plan to achieve implementation benchmarks and marked improvement for teachers and students.

- Generation Schools Network is committed to a two year partnership with Peakview School as a management partner to build and sustain a culture of high expectations, high student achievement, and a positive school culture.

Peavkiew School: Committed to Success