

INNOVATION PLAN COVER PAGE

****PLEASE SUBMIT THIS PAGE AS THE FIRST PAGE OF THE INNOVATION PLAN****

Direct innovation plan questions to Kelly Rosensweet (Rosensweet_k@cde.state.co.us)

Innovation School Name: North Fork Montessori @ Crawford

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Please answer the following questions to help us review the innovation plan as efficiently as possible.

➤ Is this plan for a new school or an existing school (*circle one*)? New / Existing

This plan is to merge two schools into one school.

➤ If this plan is a new school, is the new school (*check one*):

Replacing legacy schools on turnaround status; or

Part of a district plan to create a portfolio of schools necessary to serve the Act's purpose of improving student performance and addressing the issues identified in chronically failing schools or student populations?

Has the school submitted a request for to CDE for a new school code, grade change, name change, etc.? Y/N

➤ If so, when was the request made and what was it for? The request for changing the number has not been made at this time. We will be requesting to change the name of Crawford Elementary School and use the current number for CES.

Has the school been granted status as an Alternate Education Campus (AEC)? Y/N

➤ If the school does not have AEC status, does the school plan on submitting an application for AEC status before opening? (*Please note that the deadline is July 1st.*)
Y/N

Is the school in Priority Improvement or Turnaround? Y/N

➤ Is the school a recipient of the federal School Improvement Grant (10039g)? Y/N

Will the school be seeking a waiver for graduation guidelines? Y/N

➤ Please indicate in the plan if the school will follow district requirements and include the district graduation policy as an appendix.

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North Fork Montessori @ Crawford Innovation School Plan

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Date Submitted: March 17, 2014

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1. Executive Summary

North Fork Community Montessori School and Delta County School District 50 J (DCSD) are working together to create a viable school in the Crawford Community. Historically, the town of Crawford has had a school that served the children living in the area. It has been the center of the community and a great source of pride. Crawford Elementary School has been recognized for excellence many times in the past decade, including being recognized as a School of Distinction for high growth and achievement. In the town of Hotchkiss, the North Fork Montessori Community School has operated as a contract school with Delta County Schools for the past 13 years and has also received the designation as a School of Distinction and the Governor's Award for high growth and achievement. These two schools are both located within an area which serves three interdependent towns in Delta County; Crawford, Hotchkiss, and Paonia. This geographic location will help create a functional combination of the two existing schools.

These two excellent schools have staff members who have worked incredibly hard to make each school the school of choice for the residents in Crawford and the North Fork Valley. However, it is our belief that both schools would benefit tremendously by becoming one school housed in the Crawford Elementary School.

One of the biggest concerns is the number of students attending Crawford Elementary School. The school population in Crawford has been decreasing yearly to the current point where keeping the school open is a fiscal liability. A change must be made to keep the facility open and continue quality education thriving in a community that strongly supports the school and the identity that it gives the town. The North Fork Montessori Community School (NFCMS) has not been able to serve all the students who apply to attend the school due to limited space and have had to create a wait list for new enrollment. NFCMS is also struggling financially due to the costs of providing preschool education to the 3 and 4 year old students. In the past, there were more parents who were able to self-pay, whereas now, most students are paying off a sliding scale or have a scholarship to attend the school.

Moving the NFCMS to Crawford would double the student population, provide adequate classroom space for all students, allow for growth of the school, and combine the Montessori educational pedagogy and instructional strategies with more traditional electives on a daily basis.

A committee was formed to write the School of Innovation plan and to transition to the new school, North Fork Montessori at Crawford (NFM@C). This committee is representative of both communities and schools, and members of the district leadership team. The committee met regularly and took input from parents and community members as the plan was developed.

The NFM@C will follow district policies and procedures unless they have been waived by the DCSD BOE in the context of this Innovation Plan. This plan includes requests for district and state waivers that address salary schedules, school calendar, curriculum, principal licensure, and principal hiring procedures. It is the intent of this innovation plan to ensure that NFM@C has the tools that it needs to maintain long-term fiscal viability, Montessori-style curriculum, staffing and classroom size autonomy.

2. Mission and goals

A. Mission

The NFM@C mission is to nurture each child's natural desire to learn and passion for discovery. The school stresses innovative problem solving and encourages life-long learning.

In a creatively-structured environment, inclusive of all cultures, we promote excellence in academics, art, and life skills, while respecting individual uniqueness and learning needs. We strive to inspire responsibility and respect for self, community, and the environment.

B. Goals

1. To create a public Montessori school that provides a quality preK-6 grade educational alternative within DCSD in the community of Crawford that is a financially viable School of Innovation recognized by the Colorado State Board of Education and DCSD Board of Education (BOE). Possible expansion to include grades 7 and 8 would be in years 2 and 3 of this plan.
2. To use the philosophical and operational models regarding curriculum, staffing, reporting, testing, and field trips that have been used by the current NFCMS.
3. To create a school culture with high educational expectations for growth and achievement, that builds community and collaboration to serve the children of the North Fork Valley.
4. To create an expansion plan allowing the successful Montessori program to accommodate all students wishing to attend, and allowing for future expansion of the school to serve middle school students.
5. To bring students from the diverse population of the North Fork Valley together into an innovative and supportive learning environment.

C. Rationale

High achievement in a nurturing environment is very important to the North Fork community and the town of Crawford. Parents who live in the area have an expectation that their children will receive an excellent education in a rural setting that will lead their children to be successful citizens in a global society. Becoming a School of Innovation will create a win-win for Crawford Elementary School and for the NFCMS. This designation will allow the two schools to merge into one school. By creating one School of Innovation in Crawford, the Crawford Elementary School can remain open, which is vital to the community of Crawford. Without this merger of the two schools, the Crawford school will be closed.

In addition, this designation will allow NFM@C to use the Montessori curriculum in place of the district curriculum, to use the staffing budget to allocate teachers and paraprofessionals differently than other district schools and allows for expansion into a middle school Montessori curriculum. The Crawford school has space for this expansion to occur, whereas the current Montessori school facility does not have additional space. Becoming a School of Innovation will also give NFM@C the autonomy to make staffing decisions that will allow us to maintain the class size ratio that is necessary to Montessori education.

D. Culture of the School

This school will bring together diverse populations of the North Fork Valley in an educational environment that embraces the development of the whole person. It will truly be a celebrated combination of two school populations. Students will get a unique opportunity to learn about each other and to create a nurturing, positive, and non-competitive environment for learning. Beginning with the primary curriculum and continuing through all grade levels, there will be a strong emphasis on teaching respect for self, respect for others, and conflict resolution. This emphasis on respect creates a

culture that is the perfect setting for Montessori education.

To honor the families and the community of Crawford, the mascot and school colors will reflect the long history of the Crawford Elementary School which has been in existence for over 100 years. The mascot will be the "Cubs" and the colors will be orange and black.

3. Academic Results

Academic achievement has been high in both schools for many years. Both schools have been schools of distinction in our district, and the Montessori school has received the Governor's award multiple times. With this being said, the expectation is that school achievement will continue to be high and student growth is expected to be above the state average for each grade level.

The school transition will begin with using the data from Crawford Elementary School. Although Crawford has high achievement, growth is in the typical range. By adopting the Montessori curriculum and practices, the school staff will set a goal of achieving typical to high growth in reading, writing, and math.

By setting specific targets focused on growth, the School of Innovation will have high achievement, 80% or higher on the school performance framework, and continue to be a district School of Distinction. Listed below are the specific goals.

Since the North Fork Montessori @Crawford School will be merging two schools and we will be accepting many students from outside of our domain, our academic performance and annual goals will show steady growth from year to year. Our escalating goals based on the PARRC and CMAS standardized exams are as follows:

2014-15 School Year:

| | | |
|----------------------|-----|---------------------------------------|
| Academic Achievement | 80% | Proficient/Advanced |
| Academic Growth | 80% | Median Growth Percentile of 50 points |
| Academic Growth Gaps | 80% | Subgroup Median Growth of 50 points |

2015-16 School Year:

| | | |
|----------------------|-----|---------------------------------------|
| Academic Achievement | 85% | Proficient/Advanced |
| Academic Growth | 85% | Median Growth Percentile of 55 points |
| Academic Growth Gaps | 85% | Subgroup Median Growth of 55 points |

2016-17 School Year: Regain John Irwin and The Governor's Distinguished status.

| | | |
|----------------------|-----|---------------------------------------|
| Academic Achievement | 92% | Proficient/Advanced |
| Academic Growth | 92% | Median Growth Percentile of 61 points |
| Academic Growth Gaps | 92% | Subgroup Median Growth of 61 points |

4. Leadership and Governance

The leadership for NFM@C is one of the innovations described in section 6, and will have the following components

A. NFM@C Co-administrators

The school will be jointly led by a Colorado Licensed Principal who currently is the principal at Crawford Elementary School, and the current Director of the NFMCS. These two administrators will share leadership roles in the school and will also be in the classroom as teachers part-time. These co-administrators will be equally accountable to the DCSD BOE and the NFM@C Leadership Team, as described in the innovations.

Currently, the licensed Principal from Crawford elementary has been trained in all aspects of the teacher effectiveness state evaluation system. The current director of the Montessori program will be trained in the same system. Teachers will be evaluated using the state model, and the licensed principal will be responsible for teacher evaluation until training has been completed. The plan is for the co-administrators to observe all teachers and complete the evaluations together with the teachers.

The two administrators for the school will have ultimate authority together for the decisions made at the school level. A principal will attend district principal meetings and will be responsible for the management of the school. The Montessori director will be the instructional leader responsible for ensuring that the Montessori curriculum is delivered with integrity. Both will be responsible for hiring and dismissal of staff according to district policy and in conjunction with district leadership. In the event they are not able to come to agreement on an issue, the NFM@C Leadership Team will be brought into the discussion and will help make the final decision. This leadership plan will be in effect until one of the leaders leaves the school for any reason. At that point the leadership structure of the school will be reviewed and potential changes will be made based upon district leadership, the current administrator still at the school, and the NFM@C Leadership Team.

The specific roles of the co-administrators are as follows:

1. Set the Montessori curriculum; maintain the Montessori classroom, materials, and teaching structure, making adaptations as necessary.
2. Hire/dismiss/evaluate teachers, teacher aides, and administrative assistants. (per SENATE BILL 10-191 and district policy CF)
3. Allocate district-provided budget related to staffing, and materials, including benefits, professional development, and salary.
4. Allocate funds from the Friends of North Fork Montessori 501C3 that will be provided as available for field trips, procuring Montessori materials, special projects and (if needed) tuition assistance
5. Staff evaluations, with the discretion to use current staff evaluation methods or adopt new state evaluation methods.
6. Create job descriptions.
7. Define a professional development plan that may be different than the rest of the District, in cooperation with the NFM@C Accountability Committee and the Delta School Board Leadership Team and Board of Education.
8. Send out regular school updates to parents via printed or electronic means (based on parent preferences).
9. To initially develop and annually review a document that lists the specific roles and responsibilities of each administrator

B. Accountability Committee

All parents and school community members will be eligible to participate on the committee. The North Fork Montessori at Crawford Accountability Committee serves as direct liaison with school families, the North Fork Montessori at Crawford Leadership Team and the Delta County District Accountability Committee. As is the case in all Delta county schools, the NFM@C Accountability Committee is responsible for representing the interests of all students and families in the school, and for having a member on the District Accountability Committee as a liaison. The NFM@C Accountability Committee is additionally responsible for analyzing and monitoring how North Fork Montessori at Crawford is serving students, parents and the school community. The committee makes recommendations to improve the school in areas of educational programs, student achievement and school community. The NFM@C Accountability Committee also serves to hold the co-administration accountable to adhering to the school's particular mission, policies, and practices.

The NFM@C Accountability Committee shall have a minimum of five members. The recommended composition of the committee shall consist of one certified Montessori teacher and/or school administrator and at least three parents of students at NFM@C. The Accountability Committee shall have a chair and a secretary, both elected by members on the committee. The Accountability Committee will meet once per month to discuss school progress and make recommendations to the school administration. Each year, the chairperson of the school Accountability Committee will ensure that a parent feedback survey measuring parent satisfaction and getting feedback regarding the NFM@C established goals is delivered to all parents and guardians. All surveys will be delivered in English and/or the parent's native language. The yearly parent feedback survey will be anonymous.

Specific roles of the NFM@C Accountability Committee are:

1. Conduct surveys and provide a summary of the results to parents.
2. Advise the co-administrators of perceived strengths and deficiencies in the school based on survey feedback.
3. Contribute 2 members to the NFM@C Leadership Team
4. Have a representative on the District Accountability Committee.
5. Assists the school administrator in developing and monitoring the annual School Improvement Plan.
6. Develop a School Achievement Report that identifies the school's academic goals, determines how the goals will be measured and identifies areas for improvement.

We are requesting a waiver for principal licensure in the event that in the future the waiver will be needed. Currently, with the co-administrators one is a licensed principal. Moving into the future the waiver ensures that having an administrator with Montessori experience is possible, even if it means hiring a principal/director that is not state licensed.

C. The North Fork Friends of Montessori 501c(3)

There will be a separate 501c(3) organization that is responsible for outside fundraising and assisting the school administrators in deciding how those funds are allocated. The specific responsibilities are:

1. Maintaining a 501c(3) non-profit organization with a separate bank account.
2. Contributing 2 members to the NFM@C Leadership Team.
3. Create fundraising opportunities throughout the school year to benefit NFM@C.
4. Retain ownership of any Montessori materials that are acquired using funds supplied by the North Fork Friends of Montessori 501c(3).

D. NFM@C Leadership Team

The NFM@C Leadership Team will represent all facets of the school and will meet a minimum of 3 times during the school year with the administration.

The Leadership Team will consist of 2 representatives from the accountability committee, 2 teachers from the school, and 2 representatives from the North Fork Friends of Montessori 501c(3) organization. The representatives from each of these teams will be elected from within the respective teams. The long-term fiscal viability of the school and the parent survey results obtained from the NFM@C Accountability Committee will serve as indicators of success for the NFM@C.

The NFM@C Leadership Team, along with DCSD Leadership Team, will be responsible for administrator evaluation and (if needed) replacement. The Superintendent of Schools will follow the Teacher Effectiveness law and model for principal evaluation. In addition, the school leadership team will collect input from stakeholders and give input towards the final evaluation.

In the event that an administrator does need to be replaced, both Leadership Teams will have to agree to the contents of the job description, where the job is posted, participate in the interviewing process, and decide who is ultimately hired. It is understood that the Administrator(s) of this school must have a strong background in Montessori education and practices, preferably with experience and certification as a Montessori teacher.

The specific roles of the leadership team are as follows:

1. Reviewing, helping develop, and approving the staffing and classroom budgets with the school administrators.
2. Evaluate the administrators with respect to how well they are addressing Montessori objectives.
3. Work with the district as described above to replace an administrator if needed.
4. Providing a tie-breaking vote in any instances where the co-administrators can not agree on a specific decision.

5. Innovations

The following are the innovations of the NFM@C school.

A. NFM@C will follow Montessori curriculum and practices that are different from traditional schools within the district.

The staff at the NFM@C will work continuously to align the Montessori curricula to the Colorado State Standards. Units of instruction will be reviewed against the District curriculum's prioritized standards. Although the curriculum will be different than the traditional schools in the District, the staff is committed to ensuring that the students are taught the standards, and that the students master them as well. This will be demonstrated through attainment of the academic goals set in section 3. The details of this curriculum are found in Attachment A.

B. NFM@C students will learn Spanish beginning in preschool.

This innovative practice is currently a part of the North Fork Community Montessori School. The research supports the value of learning a foreign language as an elementary student, although most schools do not provide this as part of the educational process. NFM@C will provide weekly Spanish instruction.

C. NFM@C will have a strong emphasis on the arts.

The emphasis on the arts is a major focus of the complete Montessori program and is important to the overall development of the whole child. NFM@C will support the academic core curriculum with a strong arts program that includes weekly music and visual art classes.

D. NFM@C will bring Montessori educational principles to a traditional neighborhood school facility.

The school will be utilizing the existing Crawford facility. The school will be making some changes that will make the facility more conducive to Montessori education, including painting walls, changing floor and window coverings (after approval from the district maintenance supervisor), and changing to furniture that is appropriate for Montessori lessons. The school will also continue recognize and celebrate the long history of the facility as a neighborhood school for the community of Crawford

E. NFM@C will have an innovative leadership structure.

There will be two co-administrators that are jointly responsible to both the NFM@C Leadership Team and the district leadership team. The role of school director will be divided between the existing Crawford elementary principal and the director of NFCMS. The NFM@C School will blend together the Montessori practices and school culture with the Crawford school culture that is deeply steeped in history and tradition. Combining the schools together will create one school with great diversity and many challenges. By sharing the leadership and knowledge that the current administrators bring to the table, the depth of understanding will be much greater. This model of leadership will also allow for each administrator to be a part of leading the transition process from two schools into one.

F. NFM@C will have staffing and materials budget autonomy.

NFM@C will get 70% of student PPR for the 2014-2015 school year to cover all staffing and materials expenses, except as specified in section 7 under Management. The percentage of PPR will be negotiated annually in March for 2015-2016 and 2016-2017 school years. The school administration, with the support of the NFM@C Leadership Team, will make decisions on how to allocate these funds to insure that there are paraprofessionals and teachers staffed in every classroom. Budget details are in attachment B, and the details regarding which services will be provided by the school and which services are to be provided by the district are in section 7.

All staff at NFM@C will meet the federal guidelines for NCLB. Core teachers will meet highly qualified guidelines.

NFM@C will get access to CPP slots and Title 1 money at the same ratio as other schools. In the event that additional revenues become available to the DCSD, these additional revenues will be made available to NFM@C in the same proportion as they are to other district schools (i.e. READ funding).G.

NFM@C will expect every family to provide parent volunteer assistance.

Parent support and involvement is critical to the success of all schools. Because so much of NFM@C budget will be going to classroom teachers, there are many additional support roles that the school will expect parent volunteers to cover. A list of volunteer jobs will be created, allowing for parents to choose from one-time events to recurring volunteer activities. We understand that a one-size fits all does not work with parent work schedules, however we believe that if 100% of parents have buy-in to the school through volunteering, they will be more likely to follow through with student expectations at home. This list includes, but is not limited to, being a classroom assistant in both the regular and specials classrooms, fundraising, helping with lunch in the primary classroom, chaperoning field trips, teaching technology, volunteering in the library, helping build Montessori materials, weekly spelling assessments, developing classroom materials, etc.

When a child registers for the school, the family will be asked to fill out a form that specifies the roles and capacities that they are willing and able to contribute to the school. The expectation is that each family contribute parent volunteer time of at least 1 hour per month or 10 hours per year.

6. Waivers and Policy

Waivers to State Statutes and Rules

See attachment I for detailed compliance plans for all state waivers.

22-9-106 evaluation of staff by licensed administrator

22-32-109 (l) (f) employ personnel and fix compensation

22-32-109(t) - district to set curriculum and choose administrators

22-32-126 employment of Principals by BOE. NFM@C leadership team and District Leadership team jointly have this responsibility

22-63-206 transfer of teachers between schools

22-63-401 teacher pay scale

Waivers to District Policies

It will be the duty of the NFM@C Leadership Team and Accountability to work together to create policies to replace the policies waived below. This work will need to be completed and approved by the DCSB by August 1, 2014.

a. District Policy IGD - Curriculum Adoption

b. District Policy IGA - Curriculum Development

NFM@C will utilize the Montessori curriculum and described electives to teach the state standards.

Policy is attached in Attachments A and B

c. IC/ICA - School Year/School Calendar/Instruction Time

NFM@C is requesting to have early releases or late starts be waived in order to increase instructional time and to have a minimum of two days for parent teacher conferences scheduled; one in the fall and one in the spring of each school year.

d. GCBA - Licensed Staff Contracts/Compensation/Salary Schedules

e. GDBA - Support Staff Salary Schedules

It is desirable to work from the licensed and support staff salary schedules and every effort will be made to maintain staff on the School District salary schedules. However, there may be some instances where NFM@C needs to negotiate salaries due to budget constraints. This would not result in higher salaries for staff; this waiver would be used to negotiate for additional staff at lower salaries, i.e. hiring a paraprofessional for a core classroom when numbers of students do not meet district guidelines for hiring a teacher and a paraprofessional. A final salary schedule will be made annually after May 1st enrollment numbers are finalized. The NFM@C Leadership Team will work with administration to determine salary schedule annually. The salary schedule will be completed by May 15 to allow for contracts to be offered prior to the end of the current school year.

f. CBA-CBC Superintendent personnel

NFM@C will have a waiver from the policy that the superintendent is responsible for the selection, employment, transfer, and suspension of all employees. As described in the innovations, the District Leadership Team, along with the NFM@C leadership team, will have equal responsibility for the selection, employment, transfer, and suspension of school administrators. All other aspects of the policy are not waived.

g. CFBA- Evaluation of Evaluators

NFM@C requests a waiver to this policy, in that a non-certified administrator can administer staff evaluations, per administrator roles defined in the NFM@C Innovation plan under section 4.

h. JFBA, JFBA-R, JFBB, JFBB-R, Inter-district Choice / Open enrollment

NFM@C will have a waiver to the district's open enrollment policy. NFM@C will handle enrollment requests via the process defined in section 7.d, "Enrollment and Admissions"

Waivers to Collective Bargaining Provisions

DCSD does not have Collective Bargaining. However, DCSD does have a teacher representative group called the Coordinating Council and the NFM@C staff may participate on this council.

Policy Changes

The biggest change to policy will be the ability to set salary schedules to allow for all classrooms to have a paraprofessional in the room. This is in order to best teach the Montessori curriculum to the students for maximum learning in a setting that allows the teacher to give small group ability level instruction while the paraprofessional oversees the guided and independent practice of the other students.

Teachers will be state certified and also Montessori trained. Training may be in progress initially in order to staff the building. Paraprofessionals will meet district and state qualifications.

The administrators will evaluate the teachers using the state evaluation system used by the district. Grievance procedures will follow district policy, as well as contracts, placement, and dismissals.

7. Management Services

A. Budget and Finance – School Jointly with School District

The school administration will have budget responsibility for acquiring educational materials, paying staff salary and benefits (except as noted below), and staff professional development. The district will have responsibility for special education staff salary and benefits and all additional facilities management and maintenance, transportation, central administration, and food service.

B. Payroll and Purchasing - School District

DCSD will be responsible for handling payroll and benefits. Purchasing decisions will be made by the school administration. However the majority of purchases, especially of Montessori educational materials, will not happen through the district process. Purchasing will be done according to district policy.

C. Community Relations - School

NFM@C will be responsible for its own community relations. This includes making sure that the school has positive exposure in the community. Press releases are done in cooperation with the DCSD Leadership Team.

D. Enrollment and Admissions - School

It is DCSD's goal to make Montessori education at NFM@C available to all interested children in the North Fork and to provide a vibrant high-achieving neighborhood school for Crawford. However, because of the class size constraints and the difficulty procuring Montessori materials and teachers, NFM@C will have the ability to limit enrollment for students who are not currently guaranteed enrollment. Each section of upper elementary and lower elementary will have a target of 27 students and multiple primary sections according to CPP guidelines. In the event there are more students than there are slots available in open sections, a wait list will be kept at the school. If there are enough students on the wait list by May 1st of each year to fund a new section, a new section will be opened.

Students will be guaranteed enrollment in any of the following situations:

- The student lives in the Crawford attendance area and has preregistered before March 1 of the previous school year.
- The student is currently attending NFCMS or NFM@C and has preregistered before March 1 of the previous school year.
- The student is living outside the Crawford attendance area and has preregistered before March 10 of the previous school year for 2014-2015.
- The student moves into the Crawford area after March 1 of the previous school year.

1st priority will be given to wait list students who are:

- Siblings of students that are currently enrolled in NFM@C or NFCMS and preregister before March 1st of the previous year.
- Children of staff members at NFM@C.

2nd level priority will be given to any students who:

- Have pre-registered before March 1 of the previous year.

3rd priority will be given to all other applicants.

If there are more students than available slots for a given grade level and a given priority level (as described above) then there will be a lottery to determine who gets in. As part of the registration process, each family will be asked to specify how they will contribute volunteer time to the school.

E. Student Discipline, Expulsion, or Suspension – School jointly with School District

The NFM@C staff will work with the district to determine the appropriate course of action for extraordinary discipline situations. Because of the remoteness of the Crawford facility and the lack of full-time law enforcement in the community the school will have a 0 tolerance policy towards students that present a physical threat to the school.

NFM@C will handle everyday discipline using Montessori methods, including conflict resolution, restorative justice, and peace curriculum.

F. Professional Development- School jointly with School District

NFM@C will be responsible for staff development. This will be funded, at least in part, by outside fundraising by the North Fork Friends of Montessori 501c(3), and make use of peer training and coaching by other staff members where possible.

G. Transportation - School District

DCSD will fund transportation. The district and the administration will work together to come up with a busing plan that takes in to account all of the students that are coming in from elsewhere in the valley.

H. Food Services - School District

Food services will be provided and managed by the district.

I. Facilities Management - School District

Facilities management is provided by the district. This includes janitorial services. In the event that NFM@C wants to repaint or alter physical aspects of the building, changes will be approved and coordinated with the director of maintenance. The school administration will have the ability to review the purchase of facilities materials, including cleaning supplies, to ensure that the products being used will not negatively impact students or staff with environmental sensitivities.

J. Maintenance - School District

School maintenance will be provided via existing policies by the district.

K. Health and Wellness - School District

The school district nurses will provide like services as the rest of the district receives through the special services building with direct supervision from the district Special Education Director.

L. Counseling and Social Services - School District

The school district psychologists will provide like services as the rest of the district receives through the special services building with direct supervision from the Special Education Director.

M. Safety and Security – School jointly with School District

Safety and security are of the utmost importance at any school. The two administrators will arrange their schedules to be able to always have one of them available in the case of an emergency. Specific procedures have been developed and outlined in school district policy and will be specified in the staff and student handbooks (to be developed) to ensure student safety throughout the school. See

Attachment C.

N. Information Technology - School District

The school district will provide IT services per existing polices.

O. Human Resources - School District

The school district will provide HR services per existing district policies and agreed upon waivers. The HR person will work directly with the administration on the salary schedule for NFM@C.

P. Serving Students with Disabilities - School District

NFM@C will make special education services available to exceptional children in accordance with C.R.S. 22-20-103(3.4) and the Individuals with Disabilities Education Act as reauthorized, including:

- An equal opportunity for all children who will not be denied admission on the basis of a disability.
- A written Individualized Education Program (IEP) for all students identified and qualified as having a disability and receiving special education services, as well as progress monitoring data, will be documented in the Enrich software system.
- A free and appropriate public education program is determined on an individual case-by-case basis, under the supervision of the district's Director of Special Education, depending on each student's unique needs and may be challenged by the student's parent(s) through due process procedures.
- A least restrictive environment or "natural environment" in consideration of the following factors: (1) a comparison between educational benefits available to a student with a disability in a traditional classroom and a special education classroom; (2) the non-academic benefits to the student with a disability from interacting with students without disabilities; (3) the degree of disruption of the education of other students resulting in the inability to meet the unique needs of the student with a disability.
- procedural safeguards, including the right to prior written notice and consent, consistent with the ECEA and IDEA.
- Nondiscriminatory evaluation procedures for children with IEPs.

NFM@C will work collaboratively with the School District to ensure delivery of services as designated on students' IEPs. The School District will support students with disabilities attending NFM@C commensurate with other district schools.

Q. Serving English Language Learners - School

Serving ELL students will include working with the district ELL coordinator and professional learning community to provide appropriate services to English Language Learners. Instruction will be provided by the NFM@C staff.

R. Athletics - not applicable at this time

8. Budget

NFM@C will be funded at the same level as other district elementary schools. The student PPR will be utilized by the district to pay for all services agreed upon by the NFM@C and the District Leadership Teams. For the school year 2014-2015, 30% of the PPR will be retained by the district to pay for district costs, with 70% of the PPR to be delegated to the NFM@C for staffing and materials. Contracts for staff will be with Delta County School District 50J, and follow the NFM@C salary schedule developed annually.

The three year budget for staffing and materials is in attachment D.

Expected cost savings and increased efficiencies

The following strategies will be used for cost savings and efficiencies

1. NFM@C will attract students from outside of the Crawford community, which currently does not have the population base to support the school facility. With these additional students, the school will be as cost effective as the other smaller schools in the district.
2. Cost savings will also be realized by having the budget autonomy for staffing and materials. The school administration will be able to closely and efficiently match the financial resources that are available with the needs of the school.
3. NFM@C will realize cost savings by using parent volunteers at the school to fill in positions where there is not funding available or funding is used for classroom staff.
4. NFM@C will also have some additional financial resources from the North Fork Friends of Montessori 501C for non-staffing related expenses.
5. NFM@C will use high-quality Montessori materials that will last for many years in the classroom.

9. Evaluation: Data & Knowledge Management

North Fork Montessori @ Crawford will be responsible for collecting student data consistently throughout the school year. Teachers and leaders will be evaluated using the state evaluation tool. School performance will be evaluated each year by the district leadership team. If the school is not performing as expected, the NFM@C Leadership Team and the District Leadership Team will work together to identify needed adjustments. At the end of 3 years if growth and achievement is below Performance on the School Performance Framework, the Innovation School will be evaluated to determine root causes and needed changes.

State level data will be collected, analyzed, uploaded, and reported in the same manner as other district schools. NFM@C will not participate in district curriculum assessments per waiver for curriculum.

10. Evidence of Majority Support

The following groups have expressed majority support of the NFM@C innovation plan.

Superintendent of Delta County Schools

Letter from Caryn Gibson, Superintendent of Delta County Joint School District 50J supporting the creation of the North Fork Montessori @ Crawford.

Administrators employed at the school

Statement by Doug Egging, principal at Crawford Elementary School, and statement by William Eyler,

Director of the North Fork Community Montessori School are attached.

Teachers employed at the school

Reference Attached Evidence

The school advisory councils

Reference Attached Evidence

Statements from Crawford Elementary School Accountability Committee, North Fork Community Montessori School Board, and North Fork Community Montessori School Accountability Committee supporting the move to a School of Innovation located at the Crawford school in Crawford, Colorado called the North Fork Montessori @ Crawford.

11. Other evidence of support

The following groups have also expressed support of the innovation plan.

Other persons employed at the school

Reference Attached Evidence

Students and parents of students enrolled in the school

Currently the school has more than met the goal of 100 students who have registered to begin attending the NFM@C in the fall of 2014. Registration was held at both schools the last week of February, 2014. The spreadsheet of students enrolled by grade level is attached.

The community surrounding the school

The community of Crawford has been involved in working to keep the school open. Residents have been vocal for a number of years about the importance of the school to the town of Crawford and the property values. One community member has offered to donate money for child care after school to help struggling parents be able to have their students attend this school. The letter is attached.

12. Collective bargaining support of plan

This does not apply to our school district

13. List of Attachments

- J. Montessori Curriculum
- K. Staffing
- L. Current UIP's
- M. Waivers
- N. Budgets
- O. School Board Policies referring to Safety
- P. Support Documents
- Q. Enrollment Spreadsheet
- R. Letter from supportive citizen of Crawford

ATTACHMENT A:

Montessori Curriculum

Appendix A - Montessori Curriculum

The North Fork Montessori School at Crawford will merge Montessori pedagogy with Colorado Common Core standards. The lead teachers will make handmade materials to be used with the traditional Montessori materials. All standards will be reviewed annually by the staff and data driven analyses will drive improvements.

The Montessori school will be divided into multi-aged classrooms based on the needs of the children of a particular age group.

PRIMARY CLASSROOM (Ages 3 to 6; Pre-K 3 to Kindergarten)

The Primary Curriculum is divided to five main areas:

Practical Life: Materials and activities relating to awareness of movement and care of the environment and self to enable children to develop independence, concentration, coordination and order.

Sensorial: Materials and activities for making accurate judgments and comparisons of size, shape, color, sound and texture to refine the senses for accurate observation and perception of the physical world.

Math: Materials and activities for the development of mathematical abstractions including numeration, place value and the operations of addition, subtraction, multiplication and division.

Language Arts: Materials and activities for the development of first spoken words, phrases and sentences; the formation of letters, words, sentences, paragraphs; and early phonics skills for reading.

Cultural Subjects: Materials and activities to develop awareness of cultural subjects such as history, geography, science, art, and music.

**Elementary ages: Lower Elementary (ages 6-9; 1-3 grades)
Upper Elementary (ages 9-12; 4-6 grades)**

Academic:

The curriculum is sequential: focus is on depth of understanding and mastery, rather than mere quantity of knowledge. Thus, while children repeat fundamental concepts each year, increasingly enriched and creative *extensions*, as well as deeper detail, allows for continual challenge and exploration.

The curriculum follows Montessori emphasis that children of this age are at a sensitive period for organization within a meaningful whole; therefore, *etymology* is included, and the cultural curriculum is introduced as *cosmic* education (cosmos= a balanced and ordered universe).

The children are guided from *concrete to abstract* understanding of increasingly abstract concepts through the use of specific materials. After lessons using the materials, the children carry out extensions *independently*. Lessons are given on the basis of individual ability.

Social/Emotional:

Responsibility for self: The children learn to work with concentration, manage their time wisely, work independently, complete tasks, and develop a passion for learning.

Responsibility to the group: The children learn to respect the rules of the school and classroom, to co-operate and contribute to the group, develop leadership skills, use assertive communication, evaluate responses, and master conflict resolution skills.

Responsibility to the environment: All children learn to perform their class jobs independently, clean their individual work areas, care for materials and books in the classroom, clean up after lunch, and contribute to keeping the outdoor environment clean.

LOWER ELEMENTARY (ages 6-9; 1-3 grades)

Language Arts:

Reading

Phonemic awareness -> phonics:

"Intensive Phonics" curriculum

Fluency (automaticity, pace, expression):

guided reading, to include "Big Books", leveled texts (fiction & nonfiction), & "Readers' Theater"

Vocabulary & Comprehension:

literature circles, listening to texts read aloud activities (emphasizing comprehension/vocab.); Readers' Workshop; independent reading;

Reading Prosody:

daily quiet reading time

Discernment of Relevance:

Lessons: research methods, comparing/contrasting, purpose

Writing

Penmanship

lessons & associated independent extensions

Writing Conventions:

sentence types, capitalization, punctuation, paragraph lessons & extensions

Expression:

purpose: creative vs. structured, targeted writing

audience: descriptive vs. persuasive writing (opinion, supporting details)

Grammar:

Parts of speech (incl. irreg. plurals, & verb tense); sentence analysis

Vocabulary/Mechanics:

Compounds, suffixes, prefixes; synonyms/antonyms;

homophones/homographs/homonyms; apostrophes (for contractions, possessives)

Spelling:

formal spelling sequence, aligned w/ "Intensive Phonics" curriculum

MATH:

Hierarchy of Numbers:

place value, number relationships; algorithms; multiplication by "10"; fractions

Properties:

Equivalence; inequalities; commutative, associative, distributive properties; inverse operations; fact families; estimation

Data:

visual representations; graphs; measurement; number lines

Geometry:

attributes; plane vs. linear measurement; "7 Triangles of Reality"; area; perimeter

Oral Communication:

verbal reasoning; organization; grammar; collaborative (audience/purpose/agreed-upon rules/ relevant questioning)

History:

time; days of week; months of year; clock of eras; timeline of life; needs of people

Geography:

Globes/planisphere/hemispheres/continents/oceans; land/water forms; position of Earth in space; centrifugal/centripetal force; gravity; layers of Earth; rock & water cycle; clouds

Biomes:

Climate, vegetation, distribution, adaptations

Botany/Zoology:

Living/non-living; movement/respiration/sense/growth/reproduction/excretion/feeding ("Mrs. Gref")

5 Kingdoms: single-celled vs. multi-celled; prokaryotes, eukaryotes, fungi, classification of major phyla of plants & animals

types & characteristics of roots/stems/leaves/flowers/fruits/seeds

types & characteristics of major phyla of animals

types & characteristics of classes of chordates

photosynthesis & pollination

UPPER ELEMENTARY (ages 9-12; 4-6 grades)

Language Arts:

Reading:

Reading fluency/literal and inferential comprehension skills emphasized/ small reading groups based on abilities and thematic units of the month.

Writing:

Parts of speech/conventions of writing/modified Step-Up to writing lessons/Narrative stories and poems/Expository paragraphs, essays and papers/Applied skills in Research writing.

Oral Language:

Research presentations given to the class/oral readings of an individual's writings/

Spelling:

Vocabulary development/ spelling conventions/individualized spelling sentence lists

Mathematics:

Number Sense:

Place Value/Ordering Whole Numbers/Models for Fractions/Coins and Bills

Computation and Estimation:

Number Properties/Commutative, Associative, Identity, Zero, and Distributive/The Four Operations (addition, subtraction, multiplication, division) with and without Montessori materials/Factors/Fraction Equivalencies/Decimals/Square Numbers/Squaring Binomials/Squaring Trinomials/Cubing/Cube Root/Powers of Numbers/ Word Problems.

Patterns:

Geometric patterns/Number patterns/Input-output tables/Graphs

Geometry:

Nomenclature- Points/Lines/Line Segments/Rays/Concepts of Equivalence, Similarity, and Congruence/Symmetry/Plane Figures/ Angles/Creating Angles

Measurement: Concrete to Abstract with formulas

Linear Measurement/Mass/Weight/Temperature/
Area- Quadrilaterals, Triangles, Trapezoids, Circumference, Circles
Total Surface Area-Rectangular prisms/Triangular Prisms/Spheres/Pyramids
Volume- Cubes/Rectangular prisms/Pyramids/Spheres
Perimeter-plane figures
Time

Data Analysis and Probability:

Tables and Line Plots/Graphs-bar, line, scatterplot, pie
Mean, Median, Mode

Cartesian Coordinates

Geography:

Political Geography:

Montessori Pin Maps/ Paper Maps

Physical Geography:

Globes/Symbols and Directions/Scale and Distance/Route Maps/ Relief and Elevation/Latitude and Longitude/Climate Maps/Time Zones/Projections

Science:

Three States of Matter/Periodic Table

Astronomy-The Universe/The Sun and Earth

Geology-Elements/Minerals/Rock Cycle-Igneous, Sedimentary, Metamorphic Rocks

Paleontology-Timeline of Life/Fossil observation and classification

Work of Wind- weathering/erosion

Work of Water/Ice- weathering/erosion

Five Kingdoms of Life-Charts, Classification

Botany-Parts and Functions of Roots, Stems, Leaves, Flowers, Seeds, Classification

Zoology-Human Body- skeletal, circulatory, nervous, respiratory, digestive systems
Mammals, Reptiles, Amphibians, Fish, Dissection

Research:

Monthly thematic units-Endangered Species, The Universe, The Timeline of Life, Colorado

History-westward movement, gold rush, pioneers, homesteaders, ranchers, farmers,

Timeline of Colorado History, Ancestral Puebloans

U.S. History-colonial period, civil war, Industrial Revolution

AC/BC Timeline *Maybe AD/BC? or AC/DC :)*

Ancient Civilizations- Egypt, Greece, Rome

Science Fair

Specials:

All primary, lower and upper elementary and middle school classes will participate in as

many special classes as time and the budget will allow.

Art: (Have Shannon work on)

The visual arts curriculum will be varied to meet individual student levels and interests. Lessons will include looking at art, talking and thinking about art, and making art using a variety of 2-D and 3-D media.

Lessons will be related to the concepts of visual communication, critical thinking, the creative process, and personal/cultural connections in visual art.

Music:

Music Genres/Rhythm/Notation/Movement/singing

Band- older students will participate in instrumental band classes

Spanish:

All classes will participate in formal Spanish lessons,
Spoken and written skill emphasized.

Physical Education:

All classes will participate in P.E. classes between 2 and 3 times a week. All Colorado Common Core Standards will be followed.

Middle School:

The Middle School Curricula will be developed in future years. It will follow Montessori Middle School and Colorado Common Core Standards. It will be submitted to the DCSD Leadership Team before implementation.

ATTACHMENT B:

Staffing

North Fork Montessori
At Crawford
Staffing Plan

The North Fork Montessori at Crawford school will require all lead teachers in the elementary and secondary classrooms to be both Colorado/and or Montessori certified. In the event a teacher is in training either working with a Letter of Authorization while they complete Colorado certification/ or the Alternative Teacher Licensing Program, and/or Montessori certification they will be compensated according to the job description they perform. Teachers in training will receive all necessary support services to complete their training within their given time frame.

Montessori classrooms will be broken into four main groupings; Primary for children aged 3 to 6, Lower Elementary for children 6 to 9, Upper Elementary for children 9-12, and Middle School aged 12-14. The North Fork Montessori at Crawford school will seek to serve children from PreK-3 through 8th grades.

For the 2014-15 school year:

Primary Classrooms (2 to 3) will serve up to 16 students/classroom according to CPP standards. The students will be divided into multi-aged classes with a trained Montessori teacher in each class, and the appropriate number of paras in each class depending class size according to the guidelines set by the Colorado Department of Health and Human Services. Typically, each class will house (5) PreK-3 students, (5) PreK-4 students, and (5 or 6) Kindergarten students. The afternoon sessions will need to be no larger than 15 students/classroom.

Lower Elementary Classrooms (2) will house up to 28 students/classroom. Every attempt will be made to house (9 or 10 students) at every level of the classroom. The classes will be lead by a Montessori/state certified teacher and a paraprofessional.. Each classroom will have its own full time paraprofessional.

Upper Elementary Classrooms (2) will house up to 30 students/classroom. We will attempt to maintain (9 or 10) fourth, (9-10) fifth, and (9-10) sixth level students in each classroom. Each Upper Elementary classroom will be lead by a Montessori/ Colorado certified teacher, and a paraprofessional teacher. If a lead teacher splits their time as both a teacher /administrator, then the second adult in the classroom will be a full time certified teacher.

In the event student numbers diminish, classroom staff will need to be adjusted to meet Montessori and DCSD standards. In some cases, a classroom paraprofessional may be shared between classes/ and or other job descriptions within the school.

When classroom numbers reach 30, a cap will be imposed to families outside Crawford. Families moving into Crawford will be served until 32 students is

reached. The number of classrooms will need to be determined by March of each successive year. New classrooms may open when an appropriate number of students is reached to be able to fund the classroom.

In future years if interest is there:

Adolescent Montessori Program will be developed when 20 or more students enroll in our adolescent program. Based on the numbers of students enrolled, there will be a "generalist" who will teach, develop, and oversee the program. Specialist teachers may be hired to teach core subjects based on qualifications of the hired teachers. Students may participate in the existing sports programs available in the valley.

Specials:

The North Fork Montessori at Crawford School will offer specials classes to their students. All student will have a formal art class and music/band once a week. Spanish will be offered twice a week to elementary, and once a week for primary students. Additional specials classes will be determined according to budgetary limitations.

Enrichment:

Students with Individual Education Plans (I.E.P's) will be offered either pullout or in-class support as defined by the plan. Students will receive all services as defined by the I.E.P. The SPED teacher may function as a reading specialist to support language/reading instruction in the classrooms. Every attempt will be made streamline classroom instruction to the specific needs of the child. Students with RTI 2 and RTI 3 plans may or may not receive support from the SPED/Reading Specialist teacher.

Students who qualify for Advanced Learning Plans will receive the appropriate interventions receive challenging and/or relevant work as defined in their plans. This may take the form as in-class or pullout interventions. Conferences between parents/teachers/students will help define the workings of the Advanced Learning Plans.

Office Staff:

There will be a full-time secretary to run the office. Exact details of the duties of the secretary will be completed by the administration of the district/school. As school enrollment increases, then a second part-time secretarial slot will be considered.

Administration:

In the initial year, the administrator's duties will be divided equally between the two part-time administrators. The administrators will meet to divide-up the job description before the school year begins. All staffing decisions at the school level will be made jointly. Staff members will need to be evaluated in a teamwork format

with both administrators. The two administrators would need to come to consensus about a staff member's evaluation before it becomes final. If the administrators do not agree about a teacher's evaluation, then a member of the DCSD leadership team or designee will intervene to help resolve the issue.

Special Events Programs:

The North Fork Montessori at Crawford School reserves the right to hire outside organizations to develop special programs. The organization will provide ample qualified staff to lead students and staff with the special program. Special events programming will be supported financially through the North Fork Montessori 501 (C) 3, and/ or grants.

ATTACHMENT C:

Current UIP's

School Performance Framework 2013

School: CRAWFORD ELEMENTARY SCHOOL - 1952

District: DELTA COUNTY 500 - 0870 (3 Year)

| Performance Indicators | Rating | % of Points Earned out of Points Eligible ² |
|---------------------------------|-------------------------------|--|
| Academic Achievement | Meets | 75.0% (18.8 out of 25 points) |
| Academic Growth | Meets | 75.0% (37.5 out of 50 points) |
| Academic Growth Gaps | Meets | 81.3% (20.3 out of 25 points) |
| Test Participation ³ | Meets: 95% Participation Rate | |
| TOTAL | | 76.6% (76.6 out of 100 points) |

Performance

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

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

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

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

Test Participation Rates

| Content Area | % of Students Tested | | | Participation Rating | | | Students Tested | | | Total Students | | |
|--------------|----------------------|--------|------|----------------------|--------|------|-----------------|------|--------|----------------|---------|--|
| | Elem | Middle | High | Elem | Middle | High | Overall | Elem | Middle | High | Overall | |
| Reading | 100.0% | - | - | Meets | - | - | Meets | 111 | - | - | 111 | |
| Mathematics | 100.0% | - | - | Meets | - | - | Meets | 108 | - | - | 108 | |
| Writing | 100.0% | - | - | Meets | - | - | Meets | 108 | - | - | 108 | |
| Science | 100.0% | - | - | Meets | - | - | Meets | 25 | - | - | 25 | |
| Colorado ACT | - | - | - | - | - | - | - | - | - | - | - | |

Performance Indicators
 School: CRAWFORD ELEMENTARY SCHOOL - 1952
 District: DELTA COUNTY 500 - 0870 (3 Year)

| Academic Achievement | Points Earned | Points Eligible | % Points | Rating | N | % Proficient/Advanced | School's Percentile |
|----------------------|---------------|-----------------|------------|--------------|-----|-----------------------|---------------------|
| Reading | 3 | 4 | | Meets | 102 | 73.53 | 53 |
| Mathematics | 3 | 4 | | Meets | 100 | 83 | 80 |
| Writing | 3 | 4 | | Meets | 100 | 62 | 64 |
| Science | 3 | 4 | | Meets | 23 | 52.17 | 60 |
| Total | 12 | 16 | 75% | Meets | | | |

| Academic Growth | Points Earned | Points Eligible | % Points | Rating | N | Median Growth Percentile | Median Adequate Growth Percentile | Made Adequate Growth? |
|---------------------------------------|---------------|-----------------|------------|--------------|------|--------------------------|-----------------------------------|-----------------------|
| Reading | 3 | 4 | | Meets | 66 | 54 | 27 | Yes |
| Mathematics | 3 | 4 | | Meets | 66 | 51 | 46 | Yes |
| Writing | 3 | 4 | | Meets | 66 | 54 | 37 | Yes |
| English Language Proficiency (ACCESS) | 0 | 0 | | | N<20 | | | - |
| Total | 9 | 12 | 75% | Meets | | | | |

| Academic Growth Gaps | Points Earned | Points Eligible | % Points | Rating | Subgroup | Subgroup Median Growth Percentile | Subgroup Median Adequate Growth Percentile | Made Adequate Growth? |
|------------------------------|---------------|-----------------|----------|--------|----------|-----------------------------------|--|-----------------------|
| Reading | 3 | 4 | 75% | Meets | | | | |
| Free/Reduced Lunch Eligible | 3 | 4 | | Meets | 41 | 51 | 33 | Yes |
| Minority Students | 0 | 0 | | | N<20 | | | - |
| Students with Disabilities | 0 | 0 | | | N<20 | | | - |
| English Learners | 0 | 0 | | | N<20 | | | - |
| Students needing to catch up | 0 | 0 | | | N<20 | | | - |

| Mathematics | Points Earned | Points Eligible | % Points | Rating | Subgroup | Subgroup Median Growth Percentile | Subgroup Median Adequate Growth Percentile | Made Adequate Growth? |
|------------------------------|---------------|-----------------|----------|--------|----------|-----------------------------------|--|-----------------------|
| Free/Reduced Lunch Eligible | 3 | 4 | 75% | Meets | | | | |
| Minority Students | 3 | 4 | | Meets | 41 | 53 | 53 | Yes |
| Students with Disabilities | 0 | 0 | | | N<20 | | | - |
| English Learners | 0 | 0 | | | N<20 | | | - |
| Students needing to catch up | 0 | 0 | | | N<20 | | | - |

| Writing | Points Earned | Points Eligible | % Points | Rating | Subgroup | Subgroup Median Growth Percentile | Subgroup Median Adequate Growth Percentile | Made Adequate Growth? |
|------------------------------|---------------|-----------------|--------------|--------------|----------|-----------------------------------|--|-----------------------|
| Free/Reduced Lunch Eligible | 7 | 8 | 87.5% | Exceeds | | | | |
| Minority Students | 3 | 4 | | Meets | 41 | 59 | 40 | Yes |
| Students with Disabilities | 0 | 0 | | | N<20 | | | - |
| English Learners | 0 | 0 | | | N<20 | | | - |
| Students needing to catch up | 4 | 4 | | Exceeds | 25 | 70 | 59 | Yes |
| Total | 13 | 16 | 81.3% | Meets | | | | |

| Scoring Guide | | Scoring Guide | Rating | Point Value | Total Possible Points per EMH Level | Framework Points |
|--|---|---------------|--------|--|-------------------------------------|------------------|
| Scoring Guide for Performance Indicators on the School Performance Framework Report | | | | | | |
| Performance Indicator | Scoring Guide | | | | | |
| Academic Achievement | The school's percentage of students scoring proficient or advanced was: • at or above the 90th percentile of all schools (using 2009-10 baseline). • below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline). • below the 50th percentile but at or above the 15th percentile of all schools (using 2009-10 baseline). • below the 15th percentile of all schools (using 2009-10 baseline). | Exceeds | 4 | 16 (4 for each content area) | 25 | |
| | | Meets | 3 | | | |
| Academic Growth | Did Not Make AGP • at or above 65. • below 65 but at or above 50. • below 50 but at or above 35. • below 35. | Approaching | 2 | 14 (4 for each subject area and 2 for English language proficiency) | 50 | |
| | | Does Not Meet | 1 | | | |
| Academic Growth Gaps | Made AGP • at or above 70. • below 70 but at or above 55. • below 55 but at or above 40. • below 40. | Exceeds | 4 | 60 (4 for each of 5 subgroups in 3 subject areas) | 25 | |
| | | Meets | 3 | | | |
| Academic Growth Gaps | Did Not Make AGP • at or above 70. • below 70 but at or above 55. • below 55 but at or above 40. • below 40. | Approaching | 2 | | | |
| | | Does Not Meet | 1 | | | |

| Cut-Points for Each Performance Indicator | | Cut-Points for Plan Type Assignment | |
|---|--|--|--|
| Achievement; Growth; Growth Gaps | Cut Point: The school earned ... of the points eligible on this indicator. • at or above 87.5% • at or above 62.5% - below 87.5% • at or above 37.5% - below 62.5% • below 37.5% | Total Framework Points Exceeds Meets Approaching Does Not Meet | Performance Improvement Priority Improvement Turnaround Plan |

| School Plan Type Assignments | |
|------------------------------|--|
| Performance Plan | The school is required to adopt and implement a Performance Plan. |
| Improvement Plan | The school is required to adopt and implement an Improvement Plan. |
| Priority Improvement Plan | The school is required to adopt and implement a Priority Improvement Plan. |
| Turnaround Plan | The school is required to adopt and implement a Turnaround Plan. |

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the District or Institute is required to restructure or close the school. The five consecutive school years commences on July 1 during the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

Reference

1-year Vs. 3-year Report

Schools receive a 1-year and a 3-year aggregated School Performance Framework report. CDE produces a report on the basis of three years of data to enable more schools to be considered within the same performance framework. Some small schools may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report on the basis of three years of data increases the N count. Only one of the two sets of results (1-year or 3-year) will be the official plan type category for the school: the one under which the school has ratings on a greater number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it earned a higher total percent of points. Note that some 3-year reports may be based on only two years of data if that is the only data available.

Reference Data for Key Performance Indicators

Academic Achievement

The Academic Achievement Indicator reflects a school's proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes results from CSAP/TCAP and CSAPA/CoAlt in reading, mathematics, writing, and science, and results from Lectura and Escritura.

Data for all indicators are compared to baselines from the first year the performance framework reports were released.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

| Percentile | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | |
|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| 15th percentile | 49.18 | 50.44 | 54.92 | 48.60 | 29.72 | 15.97 | 32.48 | 34.96 | 30.95 | 19.67 | 23.85 | 27.50 |
| 50th percentile | 71.65 | 71.43 | 73.33 | 70.89 | 52.48 | 33.52 | 53.52 | 57.77 | 50.00 | 47.53 | 48.00 | 50.00 |
| 90th percentile | 89.10 | 88.24 | 87.23 | 89.34 | 75.00 | 54.79 | 76.83 | 79.67 | 72.24 | 75.96 | 75.11 | 72.41 |

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10 baseline)

| Percentile | 2008-10 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 15th percentile | 50.00 | 50.56 | 53.34 | 48.73 | 29.69 | 13.49 | 32.56 | 36.84 | 30.00 | 20.46 | 25.00 | 27.93 |
| 50th percentile | 72.05 | 71.35 | 72.21 | 70.11 | 51.63 | 30.53 | 54.84 | 58.34 | 49.57 | 45.36 | 48.72 | 50.00 |
| 90th percentile | 88.21 | 87.40 | 86.17 | 87.48 | 74.41 | 52.19 | 76.51 | 79.17 | 71.00 | 72.65 | 71.26 | 71.45 |

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion-referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP). For 2012-13, Adequate Growth cannot be calculated for English language proficiency therefore English language proficiency growth is determined only by the median growth percentile.

| | Made AGP | Did Not Make AGP | No AGP |
|---------------|----------|------------------|--------|
| Exceeds | 60-99 | 70-99 | 65-99 |
| Meets | 45-59 | 55-69 | 50-64 |
| Approaching | 30-44 | 40-54 | 35-49 |
| Does Not Meet | 15-29 | 10-39 | 1-34 |

The Academic Growth Gaps Indicator disaggregates the results of the Academic Growth Indicator, measuring the academic progress of historically disadvantaged student groups (students eligible for free/reduced lunch, minority students, students with disabilities, English learners) and students needing to catch up.

Postsecondary and Workforce Readiness

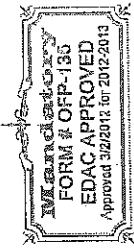
The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or careers upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates, dropout rates, and mean Colorado ACT (COACT) composite scores.

State Mean Dropout Rate (2009-10 baseline)

| | | |
|------------------|-----------|-----|
| 1-year (2009) | 416,953 | 3.6 |
| 3-year (2007-09) | 1,238,096 | 3.9 |

State Mean COACT Composite Score (2009-10 baseline)

| | | |
|------------------|---------|------|
| 1-year (2010) | 51,438 | 20.0 |
| 3-year (2008-10) | 151,439 | 20.1 |



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

Organization Code: 0870 District Name: DELTA COUNTY 50(J) School Code: 1952 School Name: CRAWFORD ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 3 Year

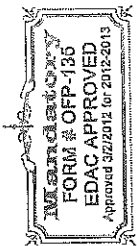
Section I: Summary Information about the School

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

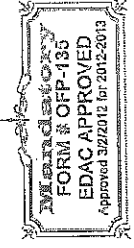
Student Performance Measures for State and Federal Accountability

| Performance Indicators | Measures/Metrics | 2011-12 Federal and State Expectations | | | | 2011-12 School Results | | | | Meets Expectations? |
|-------------------------------|--|--|--------|------|----|------------------------|--------|------|----|---|
| | | Elem | MS | HS | HS | Elem | MS | HS | HS | |
| Academic Achievement (Status) | TCAP/CSAP, CoALT/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data | R | 72.05% | - | - | - | 74% | - | - | Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level. |
| | | M | 70.11% | - | - | - | 88.66% | - | - | |
| | | W | 54.84% | - | - | - | 62.89% | - | - | |
| | | S | 45.36% | - | - | - | 53.85% | - | - | |
| | | Median Adequate SGP | | Elem | | MS | HS | Elem | MS | |
| Academic Growth | Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55. | R | 28 | - | - | - | 51 | - | - | Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level. |
| | | M | 35 | - | - | - | 45 | - | - | |
| | | W | 37 | - | - | - | 45 | - | - | |
| | | ELP | - | - | - | - | - | - | - | |
| | | Median Adequate SGP | | Elem | | MS | HS | Elem | MS | |

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

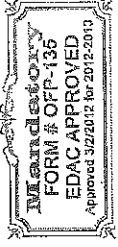


| Performance Indicators | | Measures/Metrics | | 2011-12 Federal and State Expectations | | 2011-12 School Results | | Meets Expectations? | |
|-------------------------------------|---|--|---|--|--|------------------------|--|---------------------|--|
| Academic Growth Gaps | Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55. | See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient. | See your school's performance frameworks for listing of median growth by each disaggregated group. | Overall Rating for Growth Gaps: Meets | * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level. | | | | |
| | Graduation Rate Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate. | At 80% or above | Best of 4-year through 7-year Grad Rate - using a - year grad rate | | | | | | |
| Post Secondary/ Workforce Readiness | Disaggregated Graduation Rate Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate. | At 80% or above for each disaggregated group | See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners. | Overall Rating for Post Secondary Readiness: | | | | | |
| | Dropout Rate Expectation: At or below State average overall. | - | - | | | | | | |
| | Mean ACT Composite Score Expectation: At or above State average | - | - | | | | | | |



Accountability Status and Requirements for Improvement Plan

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



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Section II: Improvement Plan Information

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

Additional Information about the School

Comprehensive Review and Selected Grant History

| | | |
|---|--|------|
| Related Grant Awards | Has the school received a grant that supports the school's improvement efforts? When was the grant awarded? | None |
| School Support Team or Expedited Review | Has (or will) the school participated in an SST review or Expedited Review? When? | None |
| External Evaluator | Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used. | None |

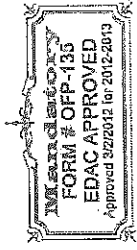
Improvement Plan Information

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

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

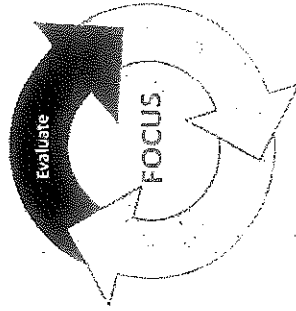
School Contact Information (Additional contacts may be added, if needed)

| | | |
|---|-----------------|---|
| 1 | Name and Title | Douglas L. Egging, Principal |
| | Email | degging@deltaschools.com |
| | Phone | 970.921.4935 |
| | Mailing Address | P.O. Box 98, Crawford, CO 81415 |
| 2 | Name and Title | Connie Vincent, Director of Curriculum and Assessment |
| | Email | cvincent@deltaschools.com |
| | Phone | 970.874.4438 |
| | Mailing Address | 7655 2075 Road, Delta, CO 81416 |



Section III: Narrative on Data Analysis and Root Cause Identification

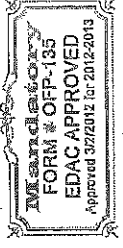
This section corresponds with the "evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



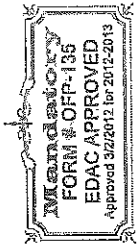
Worksheet #4: Progress Monitoring of Prior Year's Performance Targets

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

| Performance Indicators | Targets for 2011-12 school year (Targets set in last year's plan) | Performance in 2011-12? Was the target met? How close was school in meeting the target? | Brief reflection on why previous targets were met or not met. |
|-------------------------------|---|---|---|
| Academic Achievement (Status) | Reading - 3 rd -91%, 4 th -80%, 5 th -88%, 6 th -88% Math - 3 rd -6 th -100% Writing - 3 rd -72%, 4 th -70%, 5 th -63%, 6 th -77% | 3 rd was well below their goal with 58%, 4 th was also well below with 50%, 5 th was below with 75% and 6 th was above with 90% Only 6 th grade reached the goal of 100%, 3 rd was 83%, 4 th was 60% and 5 th was 88% in Math. In Writing 3 rd was 52%, 4 th 40%, 5 th 75% and 6 th 70% | |
| Academic Growth | Reading-55 th percentile Math - 55 th percentile Writing- 55 th percentil | Reading-51 st percentile Math - 45 th percentile Writing - 45 th percentil | |
| Academic Growth Gaps | Reading - 55 th percentile | Reading - 50 th percentile | |



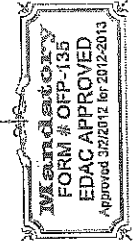
| Performance Indicators | Targets for 2011-12 school year (Targets set in last year's plan) | Performance in 2011-12? Was the target met? How close was school in meeting the target? | Brief reflection on why previous targets were met or not met. |
|---|---|---|---|
| Math - 55 th percentile Writing - 55 th percentile | Math - 48 th percentile Writing - 43 rd percentile | | |
| Post Secondary Readiness | | | |



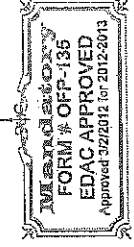
Worksheet #2: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

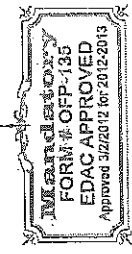
| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes |
|----------------------------------|--|--|---|
| Academic Achievement (Status) | <p>Per the 3 year Performance Indicators grades 3-5 MEET expectations in reading, writing, and science. Grades 3-5 EXCEED expectations in math. Grade 6 is APPROACHING expectations in reading and MEETS expectations in math and writing.</p> <p>R: Grade 3: decreasing then increasing (81%-75%-85%) Grade 4: decreasing then stable (90%-73%-71%) Grade 5: increasing then stable (83%-92%-88%) Grade 6: decreasing (100%-86%-71%)</p> <p>M: Grade 3: decreasing then increasing (88%-83%-90%) Grade 4: stable then increasing (90%-87%-100%) Grade 5: increasing then stable (83%-100%-100%) Grade 6: increasing (80%-86%-100%)</p> <p>W: Grade 3: stable then increasing (56%-58%-80%) Grade 4: decreasing then increasing (70%-53%-57%) Grade 5: increasing then decreasing (67%-83%-75%) Grade 6: decreasing (93%-86%-71%)</p> | <p>The percent of 6th grade students scoring proficient or advanced in reading has declined from 100% three years ago to 71% in the most recent year (2 of 7 students were PP).</p> | <ul style="list-style-type: none"> • Students do not spend enough time reading non-fiction materials • Students transitioned to middle school model of instruction in 6th grade (multiple teachers and periods of instruction) • Students are not adequately able to make predictions, draw conclusions, and analyze what they read |
| | | <p>Writing has been the lowest scoring content area for the past three years. With writing scores in 5th and 6th grade showing decreasing trends.</p> | <ul style="list-style-type: none"> • Lack of sufficient time spent on extended writing projects in the classroom • Although writing structure is sound, students are not adequately developing the content of their writing • Students transitioned to middle school model of instruction in 6th grade (multiple teachers and periods of instruction) |



| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes |
|------------------------|---|---------------------------------|---|
| | | | Lack of intentional focused writing instruction (especially for boys) |
| Academic Growth | Per the 3-year Performance Indicators grades 3-6 MEETS expectations in reading writing and math | None | <ul style="list-style-type: none"> Consistent use of formative assessments resulted in growth that is approaching high growth in several areas. One-on-one attention to student needs due to the low student-teacher ratio at our school. |
| Academic Growth Gaps | <p>Per the 3-year Performance Indicators grades 3-6 MEETS expectations in reading and math and EXCEEDS expectations in writing. Grades 6-8 EXCEEDS expectations in reading and math, and MEETS expectations in writing.</p> <p>Grades 3-6 disaggregated groups > 20: Free/Reduced Lunch MEETS expectations in reading and math, and MEETS expectations in writing. Students needing to catch up MEETS expectations in writing.</p> | None | <ul style="list-style-type: none"> Differentiated instruction used for all students as appropriate. One-on-one attention to student needs due to the low student-teacher ratio at our school. |
| Post Secondary & | N/A | | |



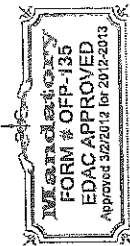
| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes |
|------------------------|---|------------------------------------|-------------|
| Workforce Readiness | | | |



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

| Data Narrative for School | Review Current Performance | Trend Analysis | Priority Performance Challenges | Root Cause Analysis |
|---|--|---|---|--|
| <p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p> | <p>Performance: Review the SPF and document any areas where the school did not meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p> | <p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.</p> | <p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.</p> | <p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.</p> |
| <p>Narrative: Narrative: The Crawford School Leadership Team (consisting of the principal, classroom teacher, and parent member) believes our staff's emphasis on detailed analysis of individual student data has led to our continued success in 2011. Our continued partnership with our parents and community members to address the academic and social needs of each student ensures maximum achievement for each child.</p> | | | | |
| <p>Trend and Priority Needs: We considered three years of data related to academic performance trends. The data included the performance summary provided in the School Performance Framework (SPF), Section I of the pre-populated Unified Improvement Planning Template, breakdown of specific groups in Alpine Achievement reports, DIBELS quarterly data, and classroom observations.</p> | | | | |
| <p>Trends: Per the 3 year Performance Indicators grades 3-6 MEET expectations in reading, writing, and science. Grades 3-6 MEET expectations in math.</p> | | | | |
| <p>Reading: Grade 3: increasing then decreasing (75%-85%-58%) Grade 4: decreasing (73%-71%-50%) Grade 5: decreasing (92%-88%-75%) Grade 6: decreasing then increasing (86%-71%-90%)</p> | | | | |
| <p>Writing: Grade 3: increasing then decreasing (58%-80%-42%) Grade 4: increasing then decreasing (53%-57%-40%) Grade 5: decreasing then stable (83%-75%-75%) Grade 6: decreasing / stable (86%-71%-70%)</p> | | | | |



- Math: Grade 3: increasing then decreasing (83%-90%-83%)
- Grade 4: decreasing (87%-100%-60%)
- Grade 5: increasing then stable (100%-100%-88%)
- Grade 6: increasing (86%-100%-100%)

Priority Needs:

The percent of 6th grade students scoring proficient or advanced in reading has increased from 86% three years ago to 90% in the most recent year. Writing has been the lowest scoring content area for the past three years. With writing scores in 5th and 6th grade showing decreasing trends.

CSAP:

In grades 3-6 we exceeded state targets in math and met state targets in reading, writing, and science.

Growth Summary:

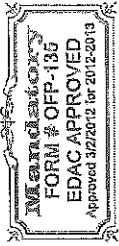
Per the 3-year Performance Indicators, in grades 3-6 we exceeded state median growth percentile expectations in writing and met expectations in reading and math. In reading and math Free/Reduced Lunch Eligible Students was the only disaggregated group > 20, and that group met state targets in academic growth gaps. In writing Free/Reduced Lunch Eligible Students and Students Needing to Catch Up exceeded state targets in academic growth gaps.

Free/Reduced Lunch Eligible Students met state targets for academic growth gaps in reading, math, and writing. Students Needing to Catch Up exceeded state targets for academic growth gaps in reading and math and met state targets in writing.

Prioritization Process:

Crawford School is in its second year as a PreK-6 school. Our three-year trend analysis reveals that achievement in math (83%) and reading (68%) significantly exceeds that of writing (57%). The Leadership Team decided to continue focusing our analysis on last year's initiatives that would improve writing, but would also continue to have an impact on achievement in reading and math due to the writing required on those assessments as well. Since extended writing was a relative weakness, further analyses revealed that students' content in their extended writing, as well as the boys' extended writing, needed direct instruction and substantially more focus during the instructional day. With two new eyes on the leadership team (principal, parent) we also felt that there was a strong need to develop a culture in the school that fostered student effort.

Reading non-fiction texts became a second priority need because of the background knowledge and vocabulary it can provide to enhance students' writing.



Root Cause:

As we conducted root cause analysis we focused on the strengths and weaknesses of our writing program. The writing strengths we identified included:

70% to 75% of 5th and 6th grade students scoring proficient on grammar usage and mechanics were attributed to the consistently high expectations for proper grammar and mechanics across the curriculum for our middle grades students.

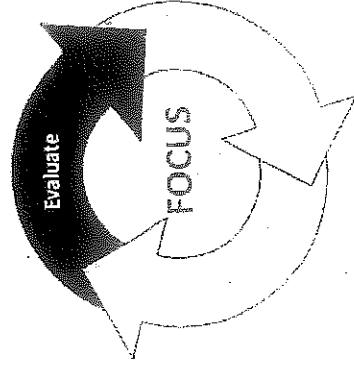
Our identified obstacles in writing included:

- 3rd & 4th grade writing achievement scores of 42% and 40% proficient or advanced attributed to the addition of extended writing to the state assessment.
- Low scores in 3rd and 4th grade in the area of grammar usage and mechanics were attributed to a lack of consistent instruction and follow through across the curriculum.
- Boys scoring lower than girls in achievement (68% PA in grades 3-6 vs. 80% PA in grades 3-6) and growth (27%ile vs. 63%ile) was attributed to a lack of intentional focused writing instruction aimed at boys.
- The lower scores in the area of extended writing vs. overall achievement scores (50% vs. 75% in 4th 5th grade and 29% vs. 71% in 6th grade) were attributed to an inefficient amount of instructional time dedicated to students working on extended writing pieces, as well as inadequate depth in student content, in regards to creativity and student thinking.
- Most of our achievement is very unstable. Achievement will be up one year and down the next then up again. Consistent high achievement is non-existent.



Section IV: Action Plan(s)

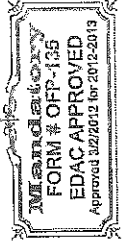
This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured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



School Target Setting Form

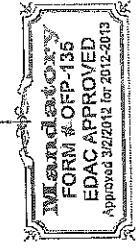
Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

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



School Target Setting Form

| Performance Indicators | | Measures/Metrics | Priority Performance Challenges | Annual Performance Targets 2012-13 | Annual Performance Targets 2013-14 | Interim Measures for 2012-13 | Major Improvement Strategy |
|--------------------------------------|-----|--|--|---|---|--|--|
| Academic Achievement (Status) | R | | 3 rd 58%, 4 th 50% | 3 rd -75%, 4 th 75% | 3 rd -85%, 4 th 85% | 80% Proficient + on District Assessments | Provide small group and one on one support for struggling students |
| | M | TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura | 4 th 60% | 4 th 75% | 4 th 85% | 80% P+ on District Assessments | Use of district curriculum to target priority standards |
| | W | | 3 rd -42%, 4 th -40% | 3 rd & 4 th - 75% | 3 rd & 4 th 85% | 80% P+ on District Assessments | Use of district curriculum to target priority standards |
| | S | | N/A | | | | |
| Academic Growth | R | Median Student Growth | 51 | 55 | 55 | NA | NA |
| | M | Percentile (TCAP/CSAP & CELApro) | 45 | 55 | 55 | NA | NA |
| | W | | 45 | 55 | 55 | NA | NA |
| | ELP | | | 55 | 55 | | |
| Academic Growth Gaps | R | Median Student Growth Percentile | 50 | 55 | 55 | N/A | N/A |
| | M | | 48 | 55 | 55 | N/A | N/A |
| | W | | 43 | 55 | 55 | N/A | N/A |
| Post Secondary & Workforce Readiness | | Graduation Rate | NA | NA | NA | NA | NA |
| | | Disaggregated Grad Rate | NA | NA | NA | NA | NA |
| | | Dropout Rate | NA | NA | NA | NA | NA |
| | | Mean ACT | NA | NA | NA | NA | NA |



Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

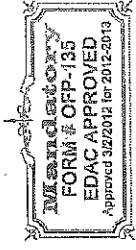
Major Improvement Strategy #1: Fully implement district curriculum with prioritized standards and district pacing guide.

Root Cause(s) Addressed: The lower scores in the area of extended writing vs. overall achievement scores were attributed to an inefficient amount of instructional and student practice time dedicated to students working on extended writing pieces.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
 School Plan under State Accountability Title I Schoolwide or Targeted Assistance plan requirements Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG) Improvement Support Partnership (ISP) or School Improvement Grant

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline (2012-13 and 2013-2014) | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|--|----------------------------------|---------------------|---|--|--|
| Review district created writing curriculum aligned with state standards and pacing guide | August 2012 | Teachers, Principal | | Reviewed district writing curriculum during August inservice | Completed August of 2012 |
| Fully implement the district writing curriculum across all grades. Attempt to maintain pace with the districts pacing guide. | Aug 2012 through May 2013 | Teachers, Principal | | Monthly reviews of implementation progress during staff meetings | In progress |
| Share results of district writing assessments with PLC. Discuss successful strategies employed | Sept, 2012- May 2012 | Teachers, Principal | | Review monthly during PLC meeting | In progress |
| | | | | | |

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

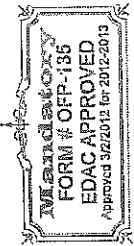


Major Improvement Strategy #2: Increase amount of instructional time spent on intentional focused writing instruction and student time spent writing, especially in the area of extended writing for grades 4-6 and boys in all grades.
Root Cause(s) Addressed: 4th grade writing achievement scores of 57% proficient or advanced attributed to the addition of extended writing to the state assessment. Boys scoring lower than girls in achievement and growth was attributed to a lack of intentional focused writing instruction aimed at boys. The lower scores in the area of extended writing vs. overall achievement scores were attributed to an inefficient amount of instructional time dedicated to students working on extended writing pieces, as well as inadequate depth in student content, in regards to creativity and student thinking.

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

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

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline (2012-13 and 2013-2014) | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|----------------------------------|-------------------------------|---|--|--|
| Review last year's book study – "Writing Through the Hard Parts ... Discuss successes and failures from the previous years attempts | Aug – 2012 during | Teachers, Principal | Book has already been purchased last year | Staff in service in August 2012 | Completed |
| Continue implementation of 60-90 minute writing blocks | Aug 2012-May 2013 | Teachers, Principal | | Class Schedules and teacher observations | In progress |
| Monitor student progress on writing through individual conferences and district assessments | Sept 2012-May 2013 | Teachers, Principal, students | | Monitor student writing logs and teacher/student conference logs | In progress |
| Common Scoring of student writing | Sept 2012- May 2013 | Teachers, Principal | | During monthly PLC meetings teachers will score student writing | In progress |



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Major Improvement Strategy #3: Begin developing a school culture that honors achievement and rewards student effort on academics
Root Cause(s) Addressed: The prevailing culture at school does not openly honor students that are doing well, neither does it promote the importance of student effort and the correlation to achievement

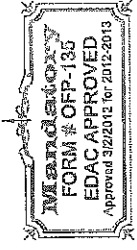
Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
 School Plan under State Accountability Title I Schoolwide or Targeted Assistance plan requirements Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG) Improvement Support Partnership (ISP) or School Improvement Grant

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline (2012-13 and 2013-2014) | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|----------------------------------|-------------------------------|---|---|--|
| Develop a student friendly rubric for identifying behaviors that promote effort | Aug 2012 | Principal, teachers, students | | Principal presents to students and discusses the Effort Rubric with students | Completed |
| Develop quarterly assemblies to honor achievement and effort | Oct-2013- May 2013 | Teachers, Principal, CSI, | | Each quarter students receive, in front of their peers, certificates for achievement and effort | In progress |
| Develop an TCAP Effort Incentive Program | Feb. 2013 | Teachers, Principal, Parents | CSI will be funding the incentive rewards | Implemented Feb. 2013 | April 2013 |
| | | | | | |
| | | | | | |

Section V: Appendices

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

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



Title I Crawford School-Parent Agreement (Policy)/Compact

Crawford School's Parental Involvement Agreement and School-Parent Compact were discussed, modified, and agreed upon by the School Accountability Committee. Parents may bring ideas to the School Accountability Committee (SAC) or school staff at any time, suggesting amendments to the Policy or Compact. The issues then will be presented in writing to all parents, and amendments can be made as determined by the SAC as the representative body for parents. The annual evaluation of the School/Parent Involvement Agreement (Policy) and compact will focus on improving the academic quality of the school and identifying barriers to greater participation by parents.

School/Parental Involvement Agreement

Crawford School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I and to explain the Title I requirements and the right of parents to be involved in Title I programs. This information is also provided in the *Crawford K-6 School Handbook*. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite the parents of all children and will encourage them to attend, providing childcare.
4. Provide parents with information in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide parents with information in a timely manner about Title I programs, including a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
7. Provide each parent with an individual student report about the performance of his or her child on the State assessment in at least math, language arts and reading.
3. Provide each parent timely notice when his/her child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

School-Parent Compact

Crawford School and the parents/guardians agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2012-2013.



School Responsibilities

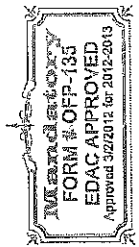
Crawford School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows. The Open Court Reading curriculum is used K-6. Saxon math is used K-6. Core Knowledge is used for social studies, and McGraw-Hill science curriculum is used. At all grade levels and in all subject areas, the Colorado State Standards are the basis for curriculum decisions. In implementing these curricula, appropriate strategies are used to ensure that each student is challenged every day. Frequent formative assessments are used to determine if students are mastering skills, and instructional decisions are data driven. Teachers receive the necessary in-service to effectively use the curricula, and they are given opportunity to plan individually and in PLCs to maximize the effectiveness of the learning environment.
2. Hold parent-teacher conferences at least annually when this compact will be discussed as it relates to the individual child's achievement. Specifically, planning conferences will be offered within the first month of the school year. Individual conferences will also be held at any time during the year at the request of parents or staff. All parents will be encouraged to attend, and when possible, childcare will be provided.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: K-2 parents will be provided with quarterly progress reports. Reports for students in grades 3-6 will be provided at least quarterly as well as midway in the quarterly reporting periods. Currently these reports are written, but accommodations will be made in a language or form of presentation to accommodate parents with special needs. All parents will be encouraged to attend, and when possible, childcare will be provided.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents at school at any time during the year. Parents are encouraged to make an appointment through the office, but "walk-ins" can often be accommodated. Consultation is also possible by phone or email, and appropriate contact information is available in the school handbook or by request.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows: Parents are encouraged to participate in our volunteer activities by contacting the classroom teacher or the office staff. The names of volunteers must first be submitted for School Board approval. Once the approval is granted, the staff sets up a schedule for regular volunteers and/or arranges for occasional opportunities, such as special events. We encourage parents to visit Crawford School any time after the first week of school. Visitors are welcome to observe all phases of instruction in progress. We request that parents check with the office or teacher to set up a time that is convenient for parents and the teacher. When volunteers arrive to begin their activities, they sign in at the office and are given a volunteer or visitor identification tag to wear in the building.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Getting our child to school on time each day except when the child is ill or there is a family emergency.
2. Encouraging our child to be courteous and hard working at school.
3. Make sure that homework is completed.
4. Monitor the amount of television our children watch.
5. Volunteer in my child's classroom if possible.
6. Participate, as appropriate, in decisions relating to my children's education.
7. Promote positive use of my child's extracurricular time.
8. Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either delivered by my child or by mail and responding, as appropriate.

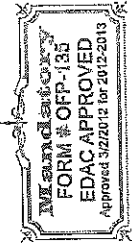


9. Serve, to the extent possible, on policy advisory groups, such as the School Accountability Committee or a subcommittee, the District Accountability Committee, or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibilities to improve our academic achievement and achieve the State's high standards. Specifically, we will:

1. Be courteous to students, staff, and visitors.
2. Be at school on time every day except when ill.
3. Spend class time conscientiously working on required activities to achieve at an appropriate level.
4. Do homework every day and ask for help when needed.
5. Read at least 20 minutes every day outside of school time.
6. Give to my parents or the adult who is responsible for my welfare all notices and information received from school.



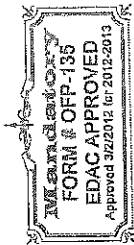
Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program

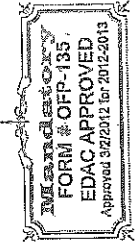
Schools that participate in Title I must use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) assurances, (2) descriptions of the requirements or (3) a cross-walk of the Title I program elements in the UIP.

| Description of Title I Schoolwide Program Requirements | Assurance | Recommended Location in UIP | Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers) |
|---|--|--|---|
| How are parents and school staff involved in the development of the improvement plan? | | Section III: Data Narrative (p. 7) | The Crawford School Leadership team consists of the school principal, special education teacher, and one grade level teacher. The Leadership team met in August and followed the steps of the Data-Driven Decision Making by the Leadership and Learning Center to determine areas of success and concern. We identified strengths and weakness in our instructional program, conducted root-cause analysis to determine where improvements needed to be made, and researched appropriate strategies for improvement. |
| What are the comprehensive needs that justify the activities supported with Title I funds? | | Section III: Data Narrative (p. 7) and Section IV: Action Plan (p. 10) | Please refer to pages 11 and 12 |
| What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum? | | Section IV: Action Plan (p. 10) | Please refer to pages 15,16,17 |
| All core content teachers are highly qualified. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | |
| How are highly qualified teachers recruited and retained? | | Section IV: Action Plan (p. 10) | In the summer of 2012 an extensive search was conducted to recruit a highly qualified teacher for our 2nd grade classroom. The principal conducted a review of all highly qualified applications. A selection of top candidates were asked to attend a performance interview with |

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the school principal, district personnel or curriculum director, and a classroom teacher. The performance interview consisted of a 15 minute teaching segment, a review of classroom assessment data, and typical educator interview questions. A choice of the top candidate was made from those teachers interviewed. The teacher selection was made by the building principal with input from the personnel or curriculum director and classroom teachers.



| Description of Title I Schoolwide Program Requirements | Assurance | Recommended Location in UIP | Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers) |
|---|--|---|---|
| How are student and staff needs used to identify the high quality professional development? | Section IV: Action Plan (p. 10) and Section III: Data Narrative (p. 7) | Our professional development, including books studies and workshops, is based on the root causes identified in our data narrative. Our focus is on improvement in writing across the curriculum, therefore our professional development is targeted to that area. | |
| The school's Parent Involvement Policy (including the Parent Compact) is attached. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | We host the only community preschool program in our community. We offer ½ day sessions four days a week for three and four year old children. The preschool staff is included in all school correspondence. The preschool staff meets regularly with our kindergarten teacher to discuss student progress and educational needs. We will hold a formal kindergarten transition meeting in the Spring of 2013. |
| How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs? | Section IV: Action Plan (p. 10) | The Crawford School Committee for School Improvement (CSI) team will review the UIP three times annually. The school leadership team findings regarding data narrative and improvement strategies will be shared with the CSI team in the fall. The UIP plan will be shared with CSI in the winter. CSI will revisit the UIP at the last meeting of the school year for advisement on progress made with each Major Improvement Strategy. | |
| How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and include the participation of parents? | Section IV: Action Plan (p. 10) | Please refer to pages 15, 16, and 17 | |
| How are Title I funds used in coordination with other ESEA funds, as well as state and local funds? | Section IV: Action Plan (p. 10), Resource Column | | |

| Performance Indicators | Rating | % of Points Earned out of Points Eligible ² |
|---------------------------------|------------------------------|--|
| Academic Achievement | Exceeds | 100.0% (25.0 out of 25 points) |
| Academic Growth | Exceeds | 91.7% (45.9 out of 50 points) |
| Academic Growth Gaps | Meets | 83.3% (20.8 out of 25 points) |
| Test Participation ³ | Meets 95% Participation Rate | |
| TOTAL | | 91.7% (91.7 out of 100 points) |

Performance

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

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

³Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

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

| Content Area | % of Students Tested | | | Participation Rating | | | Students Tested | | | Total Students | | |
|--------------|----------------------|--------|------|----------------------|-------|--------|-----------------|---------|------|----------------|------|---------|
| | Elem | Middle | High | Overall | Elem | Middle | High | Overall | Elem | Middle | High | Overall |
| Reading | 100.0% | - | - | 100.0% | Meets | - | - | 107 | 107 | - | - | 107 |
| Mathematics | 100.0% | - | - | 100.0% | Meets | - | - | 107 | 107 | - | - | 107 |
| Writing | 100.0% | - | - | 100.0% | Meets | - | - | 107 | 107 | - | - | 107 |
| Science | 100.0% | - | - | 100.0% | Meets | - | - | 27 | 27 | - | - | 27 |
| Colorado ACT | - | - | - | - | - | - | - | - | - | - | - | - |

Performance Indicators
 School: NORTH FORK MONTESSORI SCHOOL - 6298

| Academic Achievement | Points Earned | Points Eligible | % Points | Rating | N | % Proficient/Advanced | School's Percentile |
|----------------------|---------------|-----------------|-------------|----------------|-----|-----------------------|---------------------|
| Reading | 4 | 4 | | Exceeds | 107 | 98.13 | 99 |
| Mathematics | 4 | 4 | | Exceeds | 107 | 93.46 | 96 |
| Writing | 4 | 4 | | Exceeds | 106 | 95.28 | 99 |
| Science | 4 | 4 | | Exceeds | 27 | 88.89 | 99 |
| Total | 16 | 16 | 100% | Exceeds | | | |

| Academic Growth | Points Earned | Points Eligible | % Points | Rating | N | Median Growth Percentile | Median Adequate Growth Percentile | Made Adequate Growth? |
|---------------------------------------|---------------|-----------------|--------------|----------------|------|--------------------------|-----------------------------------|-----------------------|
| Reading | 4 | 4 | | Exceeds | 78 | 69 | 14 | Yes |
| Mathematics | 3 | 4 | | Meets | 78 | 51 | 28 | Yes |
| Writing | 4 | 4 | | Exceeds | 78 | 61 | 22 | Yes |
| English Language Proficiency (ACCESS) | 0 | 0 | | - | N<20 | - | - | - |
| Total | 11 | 12 | 91.7% | Exceeds | | | | |

| Academic Growth Gaps | Points Earned | Points Eligible | % Points | Rating | Subgroup N | Subgroup Median Growth Percentile | Subgroup Median Adequate Growth Percentile | Made Adequate Growth? |
|------------------------------|---------------|-----------------|--------------|--------------|------------|-----------------------------------|--|-----------------------|
| Reading | 4 | 4 | 100% | Exceeds | 35 | 67 | 16 | Yes |
| Free/Reduced Lunch Eligible | 4 | 4 | | Exceeds | N<20 | - | - | - |
| Minority Students | 0 | 0 | | - | N<20 | - | - | - |
| Students with Disabilities | 0 | 0 | | - | N<20 | - | - | - |
| English Learners | 0 | 0 | | - | N<20 | - | - | - |
| Students needing to catch up | 0 | 0 | | - | N<20 | - | - | - |
| Mathematics | 3 | 4 | 75% | Meets | | | 31 | Yes |
| Free/Reduced Lunch Eligible | 3 | 4 | | Meets | 35 | 47 | - | - |
| Minority Students | 0 | 0 | | - | N<20 | - | - | - |
| Students with Disabilities | 0 | 0 | | - | N<20 | - | - | - |
| English Learners | 0 | 0 | | - | N<20 | - | - | - |
| Students needing to catch up | 0 | 0 | | - | N<20 | - | - | - |
| Writing | 3 | 4 | 75% | Meets | | | 24 | Yes |
| Free/Reduced Lunch Eligible | 3 | 4 | | Meets | 35 | 49 | - | - |
| Minority Students | 0 | 0 | | - | N<20 | - | - | - |
| Students with Disabilities | 0 | 0 | | - | N<20 | - | - | - |
| English Learners | 0 | 0 | | - | N<20 | - | - | - |
| Students needing to catch up | 0 | 0 | | - | N<20 | - | - | - |
| Total | 10 | 12 | 83.3% | Meets | | | | |

Scoring Guide

Scoring Guide for Performance Indicators on the School Performance Framework Report

| Performance Indicator | Scoring Guide | Rating | Point Value | Total Possible Points per EMH Level | Framework Points |
|-----------------------|---|---------------|-------------|--|------------------|
| Academic Achievement | The school's percentage of students scoring proficient or advanced was: • at or above the 90th percentile of all schools (using 2009-10 baseline). • below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline). • below the 50th percentile but at or above the 15th percentile of all schools (using 2009-10 baseline). • below the 15th percentile of all schools (using 2009-10 baseline). | Exceeds | TCAP 4 | 16 (4 for each content area) | 25 |
| | | Meets | 3 | | |
| | | Approaching | 2 | | |
| | | Does Not Meet | 1 | | |
| Academic Growth | Did Not Make AGP • at or above 65. • below 65 but at or above 50. • below 50 but at or above 40. • below 40. Did Not Make AGP • at or above 70. • below 70 but at or above 55. • below 55 but at or above 40. • below 40. Made AGP • at or above 60. • below 60 but at or above 45. • below 45 but at or above 30. • below 30. | Exceeds | TCAP 4 | 14 (4 for each subject area and 2 for English language proficiency) | 50 |
| | | Meets | 3 | | |
| | | Approaching | 2 | | |
| | | Does Not Meet | 1 | | |
| Academic Growth Gaps | Did Not Make AGP • at or above 70. • below 70 but at or above 55. • below 55 but at or above 40. • below 40. Made AGP • at or above 60. • below 60 but at or above 45. • below 45 but at or above 30. • below 30. | Exceeds | TCAP 4 | 60 (4 for each of 5 subgroups in 3 subject areas) | 25 |
| | | Meets | 3 | | |
| | | Approaching | 2 | | |
| | | Does Not Meet | 1 | | |

Cut-Points for Each Performance Indicator

| Performance Indicator | Cut Point: The school earned ... of the points eligible on this indicator. | Rating | Point Value | Total Possible Points per EMH Level | Framework Points |
|----------------------------------|--|---------------|-------------------------------|-------------------------------------|------------------|
| Achievement; Growth; Growth Gaps | • at or above 87.5% • at or above 62.5% - below 87.5% • at or above 37.5% - below 62.5% • below 37.5% | Exceeds | • at or above 59% | 60 | 25 |
| | | Meets | • at or above 47% - below 59% | | |
| | | Approaching | • at or above 37% - below 47% | | |
| | | Does Not Meet | • below 37% | | |

Cut-Points for Plan Type Assignment

| Plan Type | Cut Point: The school earned ... of the total framework points eligible. |
|-------------------------|--|
| Performance Improvement | • at or above 59% |
| Priority Improvement | • at or above 47% - below 59% |
| Turnaround Plan | • at or above 37% - below 47% |
| Other | • below 37% |

School Plan Type Assignments

| Plan description | Assignment |
|--|-------------------------|
| The school is required to adopt and implement a Performance Plan. | Performance Improvement |
| The school is required to adopt and implement an Improvement Plan. | Priority Improvement |
| The school is required to adopt and implement a Priority Improvement Plan. | Priority Improvement |
| The school is required to adopt and implement a Turnaround Plan. | Turnaround Plan |

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the District or Institute is required to restructure or close the school. The five consecutive school years commences on July 1 during the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

Reference

1-year vs 3-year Report

Schools receive a 1-year and a 3-year aggregated School Performance Framework report. CDE produces a report on the basis of three years of data to enable more schools to be considered within the same performance framework. Some small schools may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report on the basis of three years of data increases the N count. Only one of the two sets of results (1-year or 3-year) will be the official plan type category for the school; the one under which the school has ratings on a greater number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it earned a higher total percent of points. Note that some 3-year reports may be based on only two years of data if that is the only data available.

Reference Data for Key Performance Indicators

Academic Achievement

The Academic Achievement Indicator reflects a school's proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes results from CSAP/TCAP and CSAPA/CoAlt in reading, mathematics, writing, and science, and results from Lectura and Escritura.

Data for all indicators are compared to baselines from the first year the performance framework reports were released.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

| Percentile | 2009-10 | 2008-09 | 2007-08 | 2006-07 | 2005-06 | 2004-05 | 2003-04 | 2002-03 | 2001-02 | 2000-01 | | |
|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|-------|
| 15th percentile | 49.18 | 50.44 | 54.92 | 48.60 | 29.72 | 15.97 | 32.48 | 34.96 | 30.95 | 19.67 | 23.85 | 27.50 |
| 50th percentile | 71.65 | 71.43 | 73.33 | 70.89 | 52.48 | 33.52 | 53.52 | 57.77 | 50.00 | 47.53 | 48.00 | 50.00 |
| 90th percentile | 89.10 | 88.24 | 87.23 | 89.34 | 75.00 | 54.79 | 76.83 | 79.67 | 72.24 | 75.96 | 75.11 | 72.41 |

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10 baseline)

| Percentile | 2008-10 | 2007-09 | 2006-08 | 2005-07 | 2004-06 | 2003-05 | 2002-04 | 2001-03 | 2000-02 | 1999-01 | | |
|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|-------|
| 15th percentile | 50.00 | 50.56 | 53.34 | 48.73 | 29.69 | 13.49 | 32.56 | 36.84 | 30.00 | 20.46 | 25.00 | 27.93 |
| 50th percentile | 72.05 | 71.35 | 72.21 | 70.11 | 51.63 | 30.53 | 54.84 | 58.34 | 49.57 | 45.36 | 48.72 | 50.00 |
| 90th percentile | 88.21 | 87.40 | 86.17 | 87.48 | 74.41 | 52.19 | 76.51 | 79.17 | 71.00 | 72.65 | 71.26 | 71.45 |

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP). For 2012-13, Adequate Growth cannot be calculated for English language proficiency therefore English language proficiency growth is determined only by the median growth percentile.

| | Made AGP | Did Not Make AGP | No AGP |
|---------------|----------|------------------|--------|
| Exceeds | 60-99 | 70-99 | 65-99 |
| Meets | 45-59 | 55-69 | 50-64 |
| Approaching | 30-44 | 40-54 | 35-49 |
| Does Not Meet | 15-29 | 15-39 | 1-34 |

Postsecondary and Workforce Readiness

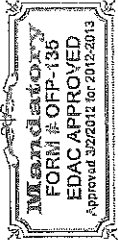
The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or careers upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates, dropout rates, and mean Colorado ACT (COACT) composite scores.

State Mean Dropout Rate (2009-10 baseline)

| Year | Dropout Rate |
|------------------|--------------|
| 1-year (2009) | 416,953 |
| 3-year (2007-09) | 1,238,096 |

State Mean COACT Composite Score (2009-10 baseline)

| Year | Composite Score |
|------------------|-----------------|
| 1-year (2010) | 51,438 |
| 3-year (2008-10) | 151,439 |



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

Organization Code: 0870 District Name: DELTA COUNTY 50(v) School Code: 6238 School Name: NORTH FORK MONTESSORI SCHOOL SPF Year: 2012 Accountable by: 3 Year

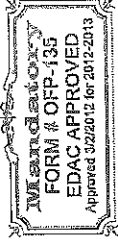
Section I: Summary Information about the School

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

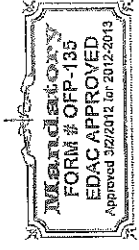
Student Performance Measures for State and Federal Accountability

| Performance Indicators | Measures/Metrics | 2011-12 Federal and State Expectations | | | | 2011-12 School Results | | | | Meets Expectations? |
|-------------------------------|--|--|---------------------|----|----|------------------------|------------|----|----|---|
| | | Elem | MS | HS | HS | Elem | MS | HS | HS | |
| Academic Achievement (Status) | TCAP/CSAP, CoALT/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data | R | 72.05% | - | - | - | 95.28% | - | - | Overall Rating for Academic Achievement: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level. |
| | | M | 70.11% | - | - | - | 87.74% | - | - | |
| | | W | 54.84% | - | - | - | 92.38% | - | - | |
| | | S | 45.36% | - | - | - | 88% | - | - | |
| | | | Median Adequate SGP | | | | Median SGP | | | |
| Academic Growth | Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CEL-Apro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55. | R | 16 | - | - | - | 66 | - | - | Overall Rating for Academic Growth: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level. |
| | | M | 31 | - | - | - | 56 | - | - | |
| | | W | 25 | - | - | - | 65 | - | - | |
| | | ELP | - | - | - | - | - | - | - | |

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

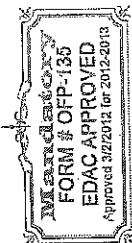


| Performance Indicators | | Measures/ Metrics | | 2011-12 Federal and State Expectations | | 2011-12 School Results | | Meets Expectations? | |
|-------------------------------------|---|--|---|--|--|------------------------|--|---------------------|------|
| Academic Growth Gaps | Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: if disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55. | See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient. | See your school's performance frameworks for listing of median growth by each disaggregated group. | Overall Rating for Growth Gaps: Meets | * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level. | -N/A | Overall Rating for Post Secondary Readiness: | -N/A | -N/A |
| | Graduation Rate Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate. | At 80% or above | Best of 4-year through 7- year Grad Rate - using a - year grad rate | | | | | | |
| Post Secondary/ Workforce Readiness | Disaggregated Graduation Rate Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate. | At 80% or above for each disaggregated group | See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners. | -N/A | | -N/A | | -N/A | |
| | Dropout Rate Expectation: At or below State average overall. | - | - | -N/A | | -N/A | | -N/A | |
| | Mean ACT Composite Score Expectation: At or above State average | - | - | -N/A | | -N/A | | -N/A | |



Accountability Status and Requirements for Improvement Plan

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



Section II: Improvement Plan Information

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

Additional Information about the School

Comprehensive Review and Selected Grant History

| | | |
|---|--|--|
| Related Grant Awards | Has the school received a grant that supports the school's improvement efforts? When was the grant awarded? | No, the school did not receive grants. |
| School Support Team or Expedited Review | Has (or will) the school participated in an SST review or Expedited Review? When? | NO |
| External Evaluator | Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/fool used. | NO |

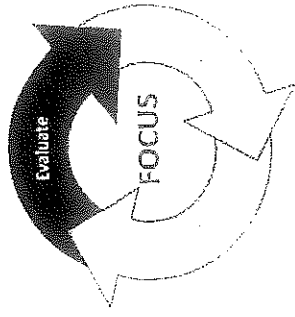
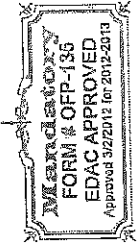
Improvement Plan Information

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

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

School Contact Information (Additional contacts may be added, if needed)

| | | |
|---|-----------------|---------------------------------------|
| 1 | Name and Title | William B. Eyley, Principal |
| | Email | weyley@deltaschools.com |
| | Phone | (970) 872-5910 |
| | Mailing Address | 397 Bulldog St., Hotchkiss, Co. 81419 |
| 2 | Name and Title | |
| | Email | |
| | Phone | |
| | Mailing Address | |

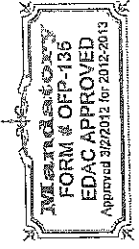


Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.

Worksheet #1: Progress Monitoring of Prior Year’s Performance Targets
 Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year’s plan). While this worksheet should be included in your UIP, the main intent is to record your school’s reflections to help build your data narrative.

| Performance Indicators | Targets for 2011-12 school year (Targets set in last year’s plan) | Performance in 2011-12? Was the target met? How close was school in meeting the target? | Brief reflection on why previous targets were met or not met |
|-------------------------------|--|---|--|
| Academic Achievement (Status) | NFCMS had a goal of Exceeds in Reading, Writing, Mathematics, and Science. | NFCMS met the goal in both the one-year and three-year analysis. | |
| Academic Growth | NFCMS set a goal of Exceeds for Academic Growth in Reading, Writing, Mathematics, and Science. | NFCMS earned Exceeds in Academic Growth in both the one-year and three-year analysis. | |
| Academic Growth Gaps | NFCMS had a goal of Exceeds for Academic Growth Gaps | NFCMS did not have enough students in this category to be evaluated in the one-year analysis. We did not quite reach our goal of Exceeds in the three-year analysis. However, we earned 10 out of | |



Performance Indicators

Targets for 2011-12 school year
(Targets set in last year's plan)

Performance in 2011-12? Was the target met? How close was school in meeting the target?

Brief reflection on why previous targets were met or not met.

| | | |
|--------------------------|---|-----|
| | 12 possible points, that is rated at 11eels | |
| Post Secondary Readiness | N/A | N/A |



Worksheet #2: Data Analysis

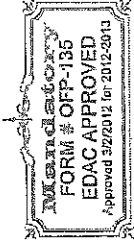
Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes |
|----------------------------------|---|---------------------------------|-------------|
| Academic Achievement (Status) | <p>In 2010-11, our one-year analysis in reading was 94% with a three-year analysis of 90%. In Math, our one-year analysis was 88.6% with a three-year analysis of 83%. In Writing, our one-year analysis was 94.3%, and our three-year analysis was 83.0%. Our Science analysis was 79.2%</p> <p>In 2011-12, NFCMS continues to show marked improvement. In Reading our one-year analysis was 100%, with a three-year analysis of 95.28%. In Math, our one-year analysis was 94.59%, and our three-year analysis was 87.74%. In Writing, our one-year analysis was 94.44%, and our three-year analysis was 92.38%. In Science, NFCMS improved to 88% in the three-year analysis</p> | None | None |
| Academic Growth | <p>In 2010-2011, our Median SGP was 58 in Reading, 51 in Mathematics, and 65 in Writing as a three-year average.</p> <p>In 2011-12, our Median SGP was 77 in Reading, 57 in Mathematics, and 61 in Writing as a one-year average. With a three-year average, the Median SGP was 66 in Reading, 56 in Mathematics, and 65 in writing.</p> | None | None |



Performance Indicators **Description of Notable Trends** **Priority Performance Challenges** **Root Causes**
 (3 years of past state and local data)

| | | | |
|--------------------------------------|--|------|--|
| Academic Growth Gaps | In 2010-2011, our rating was Meets. In 2011-12, we also earned Meets with a three-year average of 83.3%. | None | NFCMS would like to achieve Exceeds status for these students. These children have a variety of academic needs listed in their Individual Education Plans, Individual Literacy Plans, and Response to Intervention Plans. Our plans need to be adjusted monthly to meet the needs of the students. The students need additional time to catch-up to peers. |
| Post Secondary & Workforce Readiness | N/A | | |

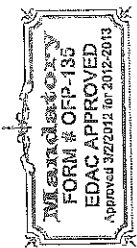


Data Narrative for School

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

Data Narrative for School

| | | | | |
|---|--|---|---|---|
| <p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p> | <p>Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p> | <p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.</p> | <p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.</p> | <p>Root Cause Analysis identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.</p> |
| <p>Narrative: <i>The North Fork Community Montessori School (NFCMS) earned The John Irwin Award for Academic Achievement and the Governor's Distinguished Improvement award for Academic Growth measured by the TCAP/CSAP with the three-year analysis in 2011-12. In the one-year analysis, our Academic Achievement improved from 91.7% to 100%; our Academic Growth improved from 83.3% to 100%. In the three-year analysis, Academic Achievement rose from 93.8% to 100%; Academic Growth from 83.3% to 91.7%; and Growth Gaps from 75% to 83%. For 2011-12, NFCMS earned Exceeds status in both Academic Achievement and Academic Growth, and Meets in Growth Gaps. NFCMS surpassed all state and federal expectations for the one and three-year analyses.</i></p> | | | | |



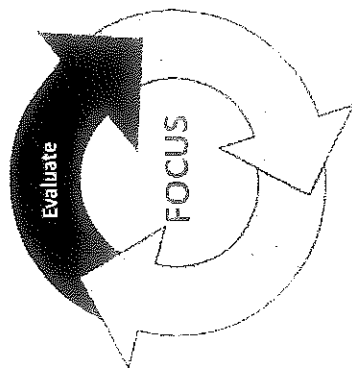
Section IV: Action Plan(s)

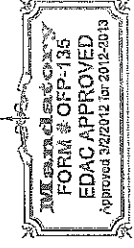
This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured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

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

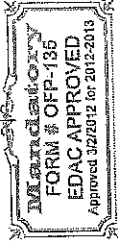
Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each area where a priority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





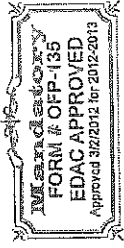
School Target Setting Form

| Performance Indicators | Measures/Metrics | Priority Performance Challenges | Annual Performance Targets 2012-13 | Annual Performance Targets 2013-14 | Interim Measures for 2012-13 | Major Improvement Strategy |
|-------------------------------|------------------|---------------------------------|------------------------------------|------------------------------------|------------------------------|---|
| Academic Achievement (Status) | R | None | Exceeds | Exceeds | | Maintain the Montessori reading program utilizing individualized instruction as needed, differentiated small reading groups, and utilize the Response to Intervention program to plan and document remedial student achievement. |
| | M | None | Exceeds | Exceeds | | NFCMS will utilize the Montessori didactic materials during instruction, individualize instruction based on student's needs, and arrange small group instruction by ability groups. |
| | W | None | Exceeds | Exceeds | | NFCM's teachers will use the Montessori materials to aid with instruction, develop teacher-made materials to supplement instruction, and provide ample writing practice for expository, narrative, and persuasive genres. Upper Elementary students will participate in monthly |



cde

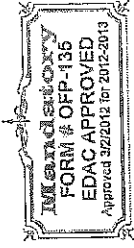
| | | | | | | |
|-----------------|--|---|------|---------|---------|--|
| Academic Growth | Median Student Growth Percentile (TCAP/CSAP & CELApro) | | | | | research projects culminating in expository writing assignments. |
| | | S | None | Exceeds | Exceeds | The teachers will follow the science-based curricula within the Montessori method. Hand-made materials will be developed to assist with achievement. |
| | | R | None | Exceeds | Exceeds | NFCMS will challenge student with leveled reading instruction. Literal and inferential comprehension will be measured by DIBELS and the DRA2. DIBELS will be administered three times a year, and the DRA2 twice a year. NFCMS uses both measures to get a broad analysis of reading growth. |
| | | M | None | Exceeds | Exceeds | NFCMS will continue its comparative analysis of the Montessori math method with the Colorado Model Content Standards as well as the National Common Core Standards. These analyses will guide daily instruction. |
| | | W | None | Exceeds | Exceeds | Students will receive formal writing lessons on a daily basis. Grammar, |



cde

| | | | | | | | | |
|--------------------------------------|-------------------------|------|---------|---------|---------|---------|---------|--|
| | | | | | | | | spelling, punctuation and syntax will be emphasized. |
| | ELP | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | R | None | Exceeds | Exceeds | Exceeds | Exceeds | Exceeds | Students with I.E.P.'s, I.L.P.'s, and RTI plans will participate in lessons based on the latest scientific research. Techniques will be individualized based on needs. |
| Academic Growth Gaps | M | None | Exceeds | Exceeds | Exceeds | Exceeds | Exceeds | Teacher will continue to adapt instruction based on the individualized needs of the student. |
| | W | None | Exceeds | Exceeds | Exceeds | Exceeds | Exceeds | NFCMS will place students who are behind in lessons at their academic levels. Additional practice with focused support will enhance improvement. |
| Post Secondary & Workforce Readiness | Graduation Rate | N/A | N/A | N/A | N/A | N/A | N/A | |
| | Disaggregated Grad Rate | N/A | N/A | N/A | N/A | N/A | N/A | |
| | Dropout Rate | N/A | N/A | N/A | N/A | N/A | N/A | |
| | Mean ACT | N/A | N/A | N/A | N/A | N/A | N/A | |

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Action Planning Form for 2012-13 and 2013-14

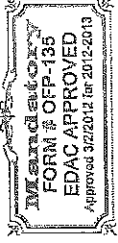
Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: To improve Reading and Math fluency skills in our Targeted Assistance Plan. **Root Cause(s) Addressed:** Students who struggle with current reading and math strategies need additional support for future competency.

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

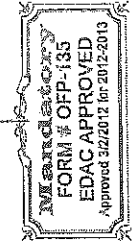
- School Plan under State Accountability
- Title I Schoolwide or Targeted Assistance plan requirements
- Title I Focus School Plan requirements
- Application for a Tiered Intervention Grant (TIG)
- Improvement Support Partnership (ISP) or School Improvement Grant

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline (2012-13 and 2013-2014) | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|----------------------------------|---------------------------|---|--|--|
| <p>Students are identified for Tier 2&3 support based on DIBELS measures for reading, and AIMS web probes for Math. Students falling below grade level benchmark on DIBELS or the 50th percentile on AIMS Concepts and Applications Math Probe are selected for intervention and placed in tier 2 or 3 based on the discrepancy. Teacher observations and classroom performance are also taken into account.</p> <p>Once identified, diagnostic evaluations are administered to pinpoint specific reading and math issues. Using the data, long and short-term goals are developed and interventions designed to target specific needs.</p> <p>Our Title One provider (along with a team consisting of the classroom teacher, paraprofessional, other involved providers, and/or parents) will help design and implement a specialized program using</p> | <p>2012-13 and 2013-14</p> | <p>Title One Provider</p> | <p>\$ 19,529.88</p> | <p>DIBELS: Grade level DIBELS measures are given to all students 3 times per year (fall, winter, spring). Students scoring below benchmark are selected for tier 2 or 3 interventions depending on the discrepancy. DIBELS progress monitoring will be used to assess progress one to two times per month.</p> <p>AIMS Math Calculation/ Computation & Application Probes:</p> | <p>In Progress</p> <p>In Progress</p> |



| | | | |
|---|--|--|---|
| <p>research based interventions including but not limited to: Read Naturally, Road to Reading, Lexia Reading Computer Software, FCRR materials, Spellingography and Simple Math. Parents can be actively involved by participating in our home pack program that consists of practice materials sent home on a weekly basis. Progress monitoring is done on a monthly or bimonthly schedule using DIBELS and AIMS Math probes. The team meets as needed to evaluate the student's response to the interventions and adjust the plan accordingly.</p> | | | <p>Grade level AIMS math benchmark assessments are given at the beginning of the year (fall) to all students. Those falling below the 50th percentile are placed in tier 2 interventions and those below the 25th percentile are placed in tier 3. AIMS progress monitoring math probes will be used to assess progress on time per month.</p> <p>Curriculum-based Measures: CBM's are given to monitor progress and mastery of concepts as determined by the various programs being used.</p> <p>In Progress</p> |
| | | | |
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* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

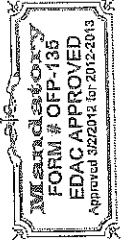


Major Improvement Strategy #2: To improve student attendance to surpass the 97 % threshold. RootCause(s)/Addressed: Lowered attendance rates due to illness.

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

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

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline (2012-13 and 2013-2014) | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|--|----------------------------------|---|---|------------------------------------|--|
| The school personnel will encourage strong daily attendance rates throughout the school. | 2012-13 2013-14 | School Personnel School Principal | None | When attendance rates surpass 97%. | In Progress |
| All school personnel will emphasize the importance of regular daily attendance in order to master the skills defined by the Colorado Model Content Standards/ Colorado Common Core Standards. Missed daily assignments will be made-up within a week of the absence. | 2012-13 2013-14 | Classroom teachers will review the remedial paperwork within a week after collection. | None | | In Progress |
| The NFCMS personnel will emphasize making healthy choices related to nutrition, personal hygiene, hand washing, and age appropriate quantities of sleep. | 2012-13 2013-14 | NFCMS Personnel | None | | In Progress |
| | | | | | |
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Major Improvement Strategy #3: _____ Root Cause(s) Addressed: _____

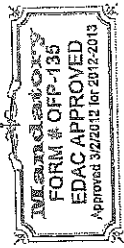
Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
 School Plan under State Accountability Title I Schoolwide or Targeted Assistance plan requirements Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG) Improvement Support Partnership (ISP) or School Improvement Grant

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline (2012-13 and 2013-2014) | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|----------------------------------|----------------|---|---------------------------|--|
| | | | | | |
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Section V: Appendices

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

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

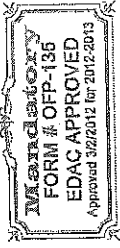


Section V: Supporting Addenda Forms

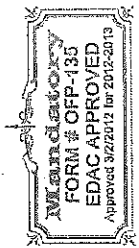
For Schools Operating a Title I Targeted Assistance Program

Schools that participate in Title I must use this form to document Title I program requirements for operating a targeted assistance program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) assurances, (2) descriptions of the requirements or (3) a cross-walk of the Title I program elements in the UIP.

| Description of Title I Targeted Assistance Program Requirements | Assurance | Recommended Location in UIP | Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers) |
|---|-----------|--|---|
| What are the multiple objective criteria used for identifying and exiting students in the Title I program? | | Section III: Data Narrative (p.7) | Students are identified for Tier 2&3 RTI support based on DIBELS measures for reading, and AIMS web probes for Math. Students falling below grade level benchmark on DIBELS or the 50 th percentile on AIMS Concepts and Applications Math Probe are selected for intervention and placed in tier 2 or 3 based on the discrepancy. Teacher observations and classroom performance are also taken into account. See page 14. |
| How is the progress of participating students reviewed on an ongoing basis to determine whether or not the program must be revised if progress is not sufficient? How are individual students' needs met? | | Section III: Data Narrative (p.7) or Section IV: Target Setting Form (p.8) | DIBELS: Grade level DIBELS measures are given to all students 3 times per year (fall, winter, spring). Students scoring below benchmark are selected for tier 2 or 3 interventions depending on the discrepancy. DIBELS progress monitoring will be used to assess progress one to two times per month. See page 14 |
| How is the overall effectiveness of the program evaluated? | | Section III: Data Narrative (p.7) or Section IV: Target Setting Form (p.8) | The overall effectiveness of the program is evaluated by studying the proficiency levels on TCAP, and the number of students who improve to grade level as indicated on DIBELS/ AIMS. On a qualitative basis NFCMS surveys all parents in the school to gain feedback about our Title One Targeted Assistance Program. Parent's comments are reviewed and tallied. Adjustments are made based on staff, provider, and parent input. |
| How does the Title I program accelerate student growth? How is the program coordinated and aligned with the general classroom curriculum? | | Section IV: Action Plan (p. 10) | NFCM's Title One Program provides an avenue for early interventions with pre-school and lower elementary students. The sooner we start interventions, the better. With early interventions, Title I students master skills at appropriate grade levels like their peers. At NFCMS, Title One students receive the full complement of classroom lessons, along with specially designed interventions performed in the classroom and in the resource room. The classroom teachers and the Title One Provider meet weekly to align the program with the Montessori curriculum. |



| Description of Title I Targeted Assistance Program Requirements | Assurance | Recommended Location in UIP | Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers) |
|--|--|--|--|
| Title I students receive additional assistance in reading and/or math that is beyond what is provided in the regular classroom. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Primary consideration was given to providing extended learning time and minimizing removal of children from the regular classroom during regular school hours for instruction. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Title I students are only taught by highly qualified teachers. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | |
| How are highly qualified teachers recruited and retained? | | Section IV: Action Plan (p. 10) | Teachers are recruited based on educational levels, their commitment to excellence, and their interest in serving children. NFCMS tries to provide the materials needed for all children to succeed, and the staff the support and time to implement the individualized plans. |
| How are Title I student and staff needs used to identify the high quality professional development? | | Section IV: Action Plan (p. 10) and Section III: Data Narrative (p. 7) | NFCMS has determined that we need a reading specialist on staff to address the individual needs of the individual students. Students with literacy needs are identified in pre-school, and RTI plans are made accordingly. |
| The school's Parent Involvement Policy (including the Parent Compact) is attached. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | |
| How are Title I funds used in coordination with other ESEA funds, as well as state and local funds? | | Section IV: Action Plan (p. 10), Resource Column | Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference. See Page: 14, 15 |

**Parent Involvement Policy:**

The North Fork Community Montessori School encourages a strong bond between the classroom and home life. We communicate clearly our educational and pedagogy practices with all new and existing families. Our community believes that we must work together to educate the children. Much practice and consistent pedagogical practices promote strong academic growth in children. The classroom also is an extension of the child's home environment. Parents are encouraged to participate in the daily workings of the Montessori classrooms.

NFCMS encourages parent participation throughout the curriculum. Most classroom teachers create specific jobs for parents to help in the flow of the classroom. The teachers give direct instruction; however, the parents are there to support its practice and implementation. NFCMS has nearly 100% parental participation, not because it is a requirement, but that it's an opportunity to support their children's growth. With nearly 3,000 hours of volunteer parent/grandparent time annually, our students have prepared environment to thrive.

ATTACHMENT D:

Waivers

| STATUTE | DESCRIPTION |
|---|---|
| Certified Person Evaluations Local Board of Education Duties 22-9-106 (4) | This section requires that employee performance evaluations be performed by a person holding an administrative license. |

Rationale: The North Fork Montessori @ Crawford Director/Principal must have the ability to perform the evaluation of all personnel. Should the Director/Principal of the Montessori School not have an administrative license, this should not preclude him or her from administering the evaluations.

Compliance Plan: The Montessori School Performance Appraisal System is set forth in the adopted innovation plan. This contract includes all of the terms and conditions for student enrollment in the North Fork Montessori @ Crawford. Personnel employment, evaluation, and dismissal policies have also been developed for staff working directly under the supervision of the Montessori School Director/Principal. Evaluation of teachers will be done according to state law and will meet or exceed the standards set forth by the state.

Duration of the Waiver: The North Fork Montessori @ Crawford requests that the waiver be extended indefinitely with full compliance with:

- 2217-R-2.00 Waiver Requests by School Districts
- 2217-R-2.02 Duration/Revocation
 - Any waiver granted by the State Board of Education to a school district (not involving a charter school) shall continue indefinitely unless:
 - 2.02(a) The school district board of education that holds the waiver by resolution requests revocation of the waiver; or
 - 2.02(b) The State Board receives evidence that constitutes good and just cause for revocation of the waiver, as determined by the State Board.

Financial Impact: The requested waiver has not created any financial impact upon the Delta County School District or the individual North Fork Montessori @ Crawford.

How the Impact of the Waiver will be Evaluated: Since teacher performance has a critical impact on the performance of the entire school, the impact of this waiver will be measured by the same performance criteria, standards, and evaluations that apply to the School District, as set forth in the North Fork Montessori Handbook and contract.

Expected Results: With this waiver, the North Fork Montessori @ Crawford will be able to implement their programs and evaluate their teachers in accordance with its Performance Appraisal System, which is designed to produce greater accountability and be consistent with the goals and objectives of the North Fork Montessori @ Crawford and School District. This will benefit staff members as well as students and the community.

| STATUTE | DESCRIPTION |
|---|---|
| Board of Education – specific duties 22-32-109 (1) (f) | Requires the Board of Education to employ all personnel and fix their compensation. |

Rationale: The North Fork Montessori @ Crawford will be responsible for selecting its own personnel. Therefore, the North Fork Montessori @ Crawford requests that these statutory duties be delegated through the Innovation Plan from the Delta County School District Leadership team to the North Fork Montessori @ Crawford’s Administration and identified leadership team and approved by the Superintendent of Schools and Board of Education. The success of the North Fork Montessori @ Crawford will depend in large part upon its ability to select and employ its own staff and to train and direct that staff in accordance with the North Fork Montessori @ Crawford administration, leadership team, and the innovation agreement with the School District.

Compliance Plan: The North Fork Montessori @ Crawford will be responsible for these matters in conjunction with the District. A check of the CDE database, fingerprinting, and background checks will be completed in compliance with state law and school district policy.

Duration of the Waiver: The North Fork Montessori @ Crawford requests that the waiver be extended indefinitely with full compliance with:

- 2217-R-2.00 Waiver Requests by School Districts
- 2217-R-2.02 Duration/Revocation
 - Any waiver granted by the State Board of Education to a school district (not involving a charter school) shall continue indefinitely unless:
 - 2.02(a) The school district board of education that holds the waiver by resolution requests revocation of the waiver; or
 - 2.02(b) The State Board receives evidence that constitutes good and just cause for revocation of the waiver, as determined by the State Board.

Financial Impact: The requested waiver will not create a financial impact upon the Delta County School District. The North Fork Montessori @ Crawford must operate within its budget which includes the cost of employing staff.

How the Impact of the Waiver will be Evaluated: The impact of the waiver will be measured by the same performance criteria, standards and assessments that apply to all schools within the School District, as set forth in the North Fork Montessori @ Crawford Innovation Plan.

Expected Results: As a result of the waiver the North Fork Montessori @ Crawford will select, employ and provide professional development for its own teachers and staff, in accordance with the terms and conditions set by the North Fork Montessori @ Crawford Innovation Plan and NCLB requirements.

DELTA COUNTY SCHOOL DISTRICT 50J

3/20/2014

| STATUTE | DESCRIPTION |
|---|--|
| Board of Education – specific duties 22-32-109 (1) (e) | Grants Board of Education the authority to determine educational program to be implemented in schools of the district and to select textbooks. |

Rationale: The Delta County School Board has granted to the Administration and Leadership Team of the North Fork Montessori @ Crawford through the innovation plan the authority to determine the educational program and textbooks to be used in the North Fork Montessori @ Crawford. The North Fork Montessori @ Crawford is a non-religious, non-sectarian public school and does not provide religious instruction, fund religious curriculum or award credit for religious classes. The North Fork Montessori @ Crawford accepts the Delta School District’s standards for determining appropriate use of public funds.

Compliance Plan: The North Fork Montessori @ Crawford educational program and curriculum will be aligned to state standards and frameworks and is detailed in the North Fork Montessori @ Crawford Innovation Plan. The READ ACT requirements will be met and an annual review of standardized assessment information, as well as, other reporting will be provided to the state. The North Fork Montessori @ Crawford will adopt the targets set forth in the school unified improvement plan and will submit the type of plan required by CDE (performance, improvement, priority improvement or turn around).

Duration of the Waiver: The North Fork Montessori @ Crawford requests that the waiver be extended indefinitely with full compliance with:

- 2217-R-2.00 Waiver Requests by School Districts
- 2217-R-2.02 Duration/Revocation
 - Any waiver granted by the State Board of Education to a school district (not involving a charter school) shall continue indefinitely unless:
 - 2.02(a) The school district board of education that holds the waiver by resolution requests revocation of the waiver; or
 - 2.02(b) The State Board receives evidence that constitutes good and just cause for revocation of the waiver, as determined by the State Board.

Financial Impact: The requested waiver has not created any financial impact on the Delta County School District or the North Fork Montessori @ Crawford.

How the Impact of the Waiver will be Evaluated: The impact of this waiver will be measured by the performance criteria, standards and assessments that apply to the School District, as set forth in the North Fork Montessori @ Crawford Innovation Plan.

Expected Results: The North Fork Montessori @ Crawford expects as a result of this waiver they will be able to implement their curriculum and ensure that students meet the educational standards of the school, School District and the State of Colorado.

DELTA COUNTY SCHOOL DISTRICT 50J

3/20/2014

| STATUTE | DESCRIPTION |
|---|---|
| Employment and Authority of Principals 22-32-126 | Authorizes Board of Education to employ Principals. |

Rationale: The North Fork Montessori @ Crawford Leadership Team will be an equal part with the DCSD Leadership team in selecting and employing the Director/Principal. Therefore, the North Fork Montessori @ Crawford requests this statutory duty be waived in order to be in compliance with the Innovation Plan. The success of the North Fork Montessori @ Crawford will depend in large part upon its ability to select and employ its own Director/Principal in accordance with the North Fork Montessori @ Crawford Innovation Plan and the goals and objectives of the school.

Compliance Plan: The North Fork Montessori @ Crawford will be responsible for selecting and employing the Director/Principal in conjunction with the Superintendent of Schools and the the DCSD Board of education. Any final decisions regarding hiring and firing of school administrators will be approved by both the Superintendent of Schools and the North Fork Montessori @ Crawford Leadership Team.

Duration of the Waiver: The North Fork Montessori @ Crawford requests that the waiver be extended indefinitely with full compliance with:

- 2217-R-2.00 Waiver Requests by School Districts
- 2217-R-2.02 Duration/Revocation
 - Any waiver granted by the State Board of Education to a school district (not involving a charter school) shall continue indefinitely unless:
 - 2.02(a) The school district board of education that holds the waiver by resolution requests revocation of the waiver; or
 - 2.02(b) The State Board receives evidence that constitutes good and just cause for revocation of the waiver, as determined by the State Board.

Financial Impact: The requested waiver has not created any financial impact on the Delta County School District. The North Fork Montessori @ Crawford must operate within its budget including the cost of employing staff.

How the Impact of the Waiver will be Evaluated: The impact of the waiver will be measured by the same performance criteria, standards and assessments that apply to the School District, as set forth in the North Fork Montessori @ Crawford Innovation Plan.

Expected Results: As a result of this waiver, the North Fork Montessori @ Crawford Leadership team will work together with the DCSD Leadership Team to select and employ its Director/Principal in accordance with the North Fork Montessori @ Crawford Innovation Plan.

| STATUTE | DESCRIPTION |
|---|--|
| Teacher Employment, Compensation and Dismissal Act 22-63-206 | Permits transfer of teachers between schools upon recommendation of District's chief administrative officer. |

Rationale: The North Fork Montessori @ Crawford is granted the authority under the North Fork Montessori @ Crawford Innovation plan to select its own teachers. The District should not have the authority to transfer its teachers into the North Fork Montessori @ Crawford or transfer teachers from the North Fork Montessori @ Crawford to other District schools, except as provided for in the North Fork Montessori @ Crawford Innovation Plan.

Compliance Plan: The North Fork Montessori @ Crawford will hire teachers on a "best qualified" basis. All teachers will meet Federal NCLB qualifications per Colorado definition.

Duration of the Waiver: The North Fork Montessori @ Crawford requests that the waiver be extended indefinitely with full compliance with:

- 2217-R-2.00 Waiver Requests by School Districts
- 2217-R-2.02 Duration/Revocation
 - Any waiver granted by the State Board of Education to a school district (not involving a charter school) shall continue indefinitely unless:
 - 2.02(a) The school district board of education that holds the waiver by resolution requests revocation of the waiver; or
 - 2.02(b) The State Board receives evidence that constitutes good and just cause for revocation of the waiver, as determined by the State Board

Financial Impact: The requested waiver has not created any financial impact upon the Delta County School District or the North Fork Montessori @ Crawford.

How the Impact of the Waiver will be Evaluated: The impact of this waiver will be measured by the performance criteria, standards and assessments that apply to the School District, as set forth in the North Fork Montessori @ Crawford Handbook and Contract.

Expected Results: The North Fork Montessori @ Crawford expects that as a result of this waiver it will be able to manage its own personnel affairs.

DELTA COUNTY SCHOOL DISTRICT 50J

3/20/2014

| STATUTE | DESCRIPTION |
|--|---|
| Transfer Employment, Compensation and Dismissal Act 22-63-401 | Provides for District Board of Education to adopt a salary schedule and place teachers on the schedule. |

Rationale: The North Fork Montessori @ Crawford should be delegated the authority to determine compensation rates, in accordance with the North Fork Montessori @ Crawford Innovation Plan. The workday and work year in the North Fork Montessori @ Crawford may be different from that of the District and compensation may be adjusted accordingly.

Compliance Plan: The North Fork Montessori @ Crawford will adopt its own salary schedules. Level of compensation will be as competitive as the budget will support. The North Fork Montessori @ Crawford Director/Principal will determine the placement of teachers on the salary schedule. The District salary schedule will be used as a guideline for developing the North Fork Montessori @ Crawford's salary schedules.

Duration of the Waiver: The North Fork Montessori @ Crawford requests that the waiver be extended indefinitely with full compliance with:

- 2217-R-2.00 Waiver Requests by School Districts
- 2217-R-2.02 Duration/Revocation
 - Any waiver granted by the State Board of Education to a school district (not involving a charter school) shall continue indefinitely unless:
 - 2.02(a) The school district board of education that holds the waiver by resolution requests revocation of the waiver; or
 - 2.02(b) The State Board receives evidence that constitutes good and just cause for revocation of the waiver, as determined by the State Board.

Financial Impact: The requested waiver has not created any financial impact upon the Delta County School District or the North Fork Montessori @ Crawford. The North Fork Montessori @ Crawford must operate within its budget including the cost of employing staff. The North Fork Montessori @ Crawford will be able to employ teachers and determine a salary schedule consistent with its budget.

How the Impact of the Waiver will be Evaluated: The impact of the waiver will be measured by the performance criteria, standards and assessments that apply to the School District, as set forth in the North Fork Montessori @ Crawford Innovation Plan.

Expected Results: As a result of this waiver, the North Fork Montessori @ Crawford should be able to attract qualified personnel and provide instruction in accordance with the philosophy and mission as stated in the North Fork Montessori @ Crawford Innovation Plan.

ATTACHMENT E:

Budgets

MAPP SYSTEM 21
EXPENDITURE LEDGER

BUDGET YEAR 2014 FUND 1

DELTA CO JT SCHOOL DISTR. 50 J

DATE PREPARED 031114

REPORT PREPARED FOR CRAWFORD ELEMENTARY

LOCATION 015

| SACCT | NAME | WORKING BUDGET | OPEN PO'S | CURRENT ACTIVITY | YTD ACTIVITY | UNEXPENDED BALANCE (A) | UNENCUMBERED BALANCE (B) | PCT (A) | PCT (B) |
|-------------|--------------------------------|-------------------|--------------|---------------------|-----------------|---------------------------|-----------------------------|------------|------------|
| 1045 | CERTIFIED SALARIES CRAW. | 202,137.00 | 0.00 | 0.00 | 144,300.02 | 57,836.98 | 57,836.98 | 29 | 29 |
| 1046 | CLASSIFIED SALARIES CRAW. | 6,960.00 | 0.00 | 0.00 | 635.87 | 6,324.13 | 6,324.13 | 91 | 91 |
| 1047 | TEACHING SUPPLIES CRAW. | 6,075.00 | 0.00 | 0.00 | 9,032.69 | -2,957.69 | -2,957.69 | -49 | -49 |
| 1048 | A/V SUPPLIES CRAW. | 4,300.00 | 0.00 | 0.00 | 2,994.00 | 1,306.00 | 1,306.00 | 30 | 30 |
| 1049 | TEXTBOOKS CRAW. | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 | 0 |
| 1050 | LIBRARY BOOKS CRAW. | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 | 0 |
| 1051 | P.E. SUPPLIES CRAW. | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 | 0 |
| 1052 | ART/CRAFTS/TECH | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 | 0 |
| 1053 | REPLACEMENT EQUIPMENT CRAW. | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 | 0 |
| 1054 | INITIAL EQUIPMENT CRAW. | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 | 0 |
| 1055 | XEROX | 2,400.00 | 0.00 | 70.00 | 1,786.34 | 613.66 | 613.66 | 26 | 26 |
| 1431 | INSTRUCTIONAL PRG IMPROV CRAW | 1,400.00 | 0.00 | 0.00 | 0.00 | 1,400.00 | 1,400.00 | 100 | 100 |
| 1443 | CRAWFORD CUSTODIAL SUPPLIES | 122.00 | 0.00 | 0.00 | 0.00 | 122.00 | 122.00 | 100 | 100 |
| 3205 | TITLE I PORTION - CRAW | -25,621.00 | 0.00 | 0.00 | -15,869.43 | -9,751.57 | -9,751.57 | 38 | 38 |
| 3225 | ARRA TITLE 1 ALLOCATION -CRAW | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 | 0 |
| 3409 | CRAWFORD SUPPLEMENTAL STIPEND | 1,900.00 | 0.00 | 0.00 | 0.00 | 1,900.00 | 1,900.00 | 100 | 100 |
| 5452 | CRAWFORD FUND BALANCE CARRYOVE | 1,160.00 | 0.00 | 0.00 | 0.00 | 1,160.00 | 1,160.00 | 100 | 100 |
| TOTAL | | 200,833.00 | 0.00 | 70.00 | 142,879.49 | 57,953.51 | 57,953.51 | 29 | 29 |
| GRAND TOTAL | | 200,833.00 | 0.00 | 70.00 | 142,879.49 | 57,953.51 | 57,953.51 | 29 | 29 |

MAPP SYSTEM 21
EXPENDITURE LEDGER

BUDGET YEAR 2014 FUND 1

DELTA CO JT SCHOOL DISTR. 50 J

DATE PREPARED 022814

REPORT PREPARED FOR MONTESSORI SCHOOL

LOCATION 025

| SACCT | NAME | WORKING BUDGET | OPEN PO'S | CURRENT ACTIVITY | YTD ACTIVITY | UNEXPENDED BALANCE (A) | UNENCUMBERED BALANCE (B) | PCT (A) | PCT (B) |
|-------|-------------------------------|-------------------|--------------|---------------------|-----------------|---------------------------|-----------------------------|------------|------------|
| 5001 | MONTESSORI SPECIAL EDUCATION | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 | 0 |
| 5003 | MONTESSORRI CERTIFIED SALARY | 188,172.00 | 0.00 | 15,468.50 | 123,504.01 | 64,667.99 | 64,667.99 | 34 | 34 |
| 5004 | MONTESSORRI CLASSIFIED SALARY | 77,602.00 | 0.00 | 8,208.98 | 65,199.04 | 12,402.96 | 12,402.96 | 16 | 16 |
| 5005 | MONTESSORRI PERA | 49,695.00 | 0.00 | 3,794.17 | 29,075.35 | 20,619.65 | 20,619.65 | 41 | 41 |
| 5006 | MONTESSORRI GROUP LIFE | 341.00 | 0.00 | 22.40 | 179.20 | 161.80 | 161.80 | 47 | 47 |
| 5007 | MONTESSORRI HEALTH/DENTAL | 46,320.00 | 0.00 | 3,860.00 | 30,880.00 | 15,440.00 | 15,440.00 | 33 | 33 |
| 5008 | MONTESSORRI DISABILITY | 1,152.00 | 0.00 | 57.88 | 461.99 | 690.01 | 690.01 | 60 | 60 |
| 5009 | MONTESSORRI MEDICARE | 4,093.00 | 0.00 | 315.26 | 2,511.73 | 1,581.27 | 1,581.27 | 39 | 39 |
| 5010 | MONT TEACHING SUPPLIES | 800.00 | 0.00 | 0.00 | 197.42 | 602.58 | 602.58 | 75 | 75 |
| 5013 | MONT LIBRARY BOOKS | 400.00 | 0.00 | 0.00 | 0.00 | 400.00 | 400.00 | 100 | 100 |
| 5014 | MONT PE SUPPLIES | 250.00 | 0.00 | 0.00 | 0.00 | 250.00 | 250.00 | 100 | 100 |
| 5015 | MONT ART SUPPLIES | 750.00 | 0.00 | 0.00 | 0.00 | 750.00 | 750.00 | 100 | 100 |
| 5017 | MONT INITIAL EQUIP | 0.00 | -798.00 | 0.00 | 1,596.00 | -1,596.00 | -798.00 | 0 | 0 |
| 5018 | MONT COPIER (LEASE/PURCH) | 4,000.00 | 0.00 | 235.83 | 2,274.30 | 1,725.70 | 1,725.70 | 43 | 43 |
| 5019 | MONT DUES AND FEES | 150.00 | 0.00 | 0.00 | 0.00 | 150.00 | 150.00 | 100 | 100 |
| 5021 | MONT MISC GENERAL EXPENSES | 500.00 | 0.00 | 0.00 | 145.83 | 354.17 | 354.17 | 71 | 71 |
| 5022 | MONT REPAIR/MAINTENANCE | 2,000.00 | 0.00 | 19.56 | 175.77 | 1,824.23 | 1,824.23 | 91 | 91 |
| 5023 | MONT PURCHASED SERVICES | 800.00 | 0.00 | 0.00 | 0.00 | 800.00 | 800.00 | 100 | 100 |
| 5026 | MONT PROPERTY & CASUALTY | 1,500.00 | 0.00 | 0.00 | 0.00 | 1,500.00 | 1,500.00 | 100 | 100 |
| 5027 | MONT NATURAL GAS | 2,640.00 | 0.00 | 319.97 | 1,419.46 | 1,220.54 | 1,220.54 | 46 | 46 |
| 5028 | MONT WATER/SEWER | 1,500.00 | 0.00 | 61.69 | 438.74 | 1,061.26 | 1,061.26 | 71 | 71 |
| 5029 | MONT ELECTRIC | 2,750.00 | 0.00 | 230.00 | 1,349.00 | 1,401.00 | 1,401.00 | 51 | 51 |
| 5030 | MONT COMMUNICATIONS | 1,600.00 | 0.00 | 101.63 | 814.95 | 785.05 | 785.05 | 49 | 49 |
| 5031 | MONT FOOD SERVICES | 3,500.00 | 0.00 | 172.35 | 1,182.33 | 2,317.67 | 2,317.67 | 66 | 66 |
| 5032 | MONT DISPOSAL SERVICE | 500.00 | 0.00 | 39.50 | 276.50 | 223.50 | 223.50 | 45 | 45 |
| 5033 | MONT CUSTODIAL SERVICES | 3,700.00 | 0.00 | 94.27 | 606.78 | 3,093.22 | 3,093.22 | 84 | 84 |
| 5036 | MONT FACILITY/LEASE/PURCH | 25,775.00 | 0.00 | 0.00 | 0.00 | 25,775.00 | 25,775.00 | 100 | 100 |
| 5037 | MONT RESERVE FOR CONTINGENCY | -10,000.00 | 0.00 | 0.00 | 0.00 | -10,000.00 | -10,000.00 | 0 | 0 |
| 5038 | MONT WORKER'S COMP | 1,152.00 | 0.00 | 128.00 | 768.00 | 384.00 | 384.00 | 33 | 33 |
| 5039 | MONT OFFICE SUPPLIES | 600.00 | 0.00 | 279.24 | 930.90 | -330.90 | -330.90 | -55 | -55 |
| 5040 | MONT POSTAGE & SUPPLIES | 200.00 | 0.00 | 0.00 | 0.00 | 200.00 | 200.00 | 100 | 100 |
| 5042 | MONTESSORI MAINTENANCE | 1,500.00 | 0.00 | 0.00 | 0.00 | 1,500.00 | 1,500.00 | 100 | 100 |
| TOTAL | | 413,942.00 | -798.00 | 33,409.23 | 263,987.30 | 149,954.70 | 150,752.70 | 36 | 36 |

North Fork Montessori @ Crawford
Projected Budget W/2 - Half Time Admin

| | | School Year | | | |
|---|---------------------------|-------------|------------|------------|------------|
| PPR | \$ | 6,525.00 | 14/15 | 15/16 | 16/17 |
| Preschool/K | # of Classrooms | | 3 | 3 | 3 |
| | # Students | | 16 | 16 | 16 |
| | 3yr | | 15 | 15 | 15 |
| | 4yr | | 15 | 15 | 15 |
| | K | | 18 | 18 | 18 |
| Lower El | # of Classrooms | | 2 | 2 | 2 |
| | # Students | | 28 | 28 | 28 |
| Upper El | # of Classrooms | | 2 | 2 | 2 |
| | # Students | | 28 | 28 | 28 |
| # of Students | | | 130 | 130 | 130 |
| <hr/> | | | | | |
| % of PPR | | | | | |
| 70% | | 4567.5 | 593,775.00 | 593,775.00 | 593,775.00 |
| 3yr old tuition | | | | | |
| | | per month | per year | student | |
| | morning | 216 | 1944 | 15 | 24,786.00 |
| | afternoon | 216 | 1944 | 7 | 11,566.80 |
| 4yr old tuition | | | | | |
| | morning | 216 | 1944 | 15 | 24,786.00 |
| | afternoon CPP | 180 | 1620 | 15 | 20,655.00 |
| | afternoon non CPP | 216 | 1944 | 0 | 0.00 |
| | Projected collection Rate | 85% | | | 81,793.80 |
| Operating Reserve | | | 15,000.00 | 0.00 | 0.00 |
| Fundraising | | | 3,000.00 | 18,000.00 | 18,000.00 |
| Total Income @ % of PPR + Preschool Tuition + Reserves + Fundraising/Grants | | | | | |
| 70% | | 4567.5 | 693,568.80 | 693,568.80 | 693,568.80 |
| Salary + Salary Related Expenses | | | | | |
| Admin Salaries | | | | | |
| | Admin #1 | | 23,500.00 | 23,500.00 | 23,500.00 |
| | Admin #2 | | 38,828.00 | 38,828.00 | 38,828.00 |
| Secretary Salary | | | | | |
| | Secretary #1 | | 18,200.00 | 18,200.00 | 18,200.00 |

North Fork Montessori @ Crawford
 Projected Budget W/2 - Half Time Admin

| | | | | |
|------------------------------------|--------|------------|------------|------------|
| Certified Salary | | | | |
| Pre-k #1 | | 37,500.00 | 37,500.00 | 37,500.00 |
| Pre-K #2 | | 25,000.00 | 25,000.00 | 25,000.00 |
| Pre-k #3 | | 21,000.00 | 21,000.00 | 21,000.00 |
| Lower el #1 | | 37,500.00 | 37,500.00 | 37,500.00 |
| Lower el #2 | | 37,500.00 | 37,500.00 | 37,500.00 |
| Lower el #3 | | 0.00 | 0.00 | 0.00 |
| Upper el #1 | | 37,500.00 | 37,500.00 | 37,500.00 |
| Upper el #2 | | 37,500.00 | 37,500.00 | 37,500.00 |
| Classified Salary | | | | |
| Pre-k #1 | | 14,225.00 | 14,225.00 | 14,225.00 |
| Pre-k #2 | | 16,000.00 | 16,000.00 | 16,000.00 |
| Pre-K #3 | | 14,225.00 | 14,225.00 | 14,225.00 |
| Lower el #1 | | 16,300.00 | 16,300.00 | 16,300.00 |
| Lower el #2 | | 14,225.00 | 14,225.00 | 14,225.00 |
| Lower el #3 | | 0.00 | 0.00 | 0.00 |
| Upper el #1 | | 32,000.00 | 32,000.00 | 32,000.00 |
| Upper el #2 | | 14,225.00 | 14,225.00 | 14,225.00 |
| PE | | 26,534.00 | 26,534.00 | 26,534.00 |
| Total Full Salaries | | 461,762.00 | 461,762.00 | 461,762.00 |
| PERA (18%) | | 83,117.16 | 83,117.16 | 83,117.16 |
| Medicare (1.4%) | | 6,464.67 | 6,464.67 | 6,464.67 |
| Group Life | | 900.00 | 900.00 | 900.00 |
| Health/Dental | | 92,000.00 | 92,000.00 | 92,000.00 |
| Disability | | 2,500.00 | 2,500.00 | 2,500.00 |
| Total Benefits | | 184,981.83 | 184,981.83 | 184,981.83 |
| Specials Salary | | | | |
| PE | | 0.00 | 0.00 | 0.00 |
| Art | | 8,000.00 | 8,000.00 | 8,000.00 |
| Music | | 8,000.00 | 8,000.00 | 8,000.00 |
| Spanish | | 8,000.00 | 8,000.00 | 8,000.00 |
| Total Parttime Salaries | | 24,000.00 | 24,000.00 | 24,000.00 |
| Total Staff Salaries and Benefits: | | 670,743.83 | 670,743.83 | 670,743.83 |
| Per Child Supplies | \$175 | 22,750.00 | 22,750.00 | 22,750.00 |
| Total Cost | | 693,493.83 | 693,493.83 | 693,493.83 |
| surplus/deficit | | | | |
| 70% | 4567.5 | 74.97 | 74.97 | 74.97 |

ATTACHMENT F:

School Board Policies Referring to Safety

Environmental and Safety Program

It shall be the policy of the Board to guard against accidents by taking reasonable precautions to protect the safety of all students, employees, visitors and others present on district property or at school-sponsored events.

The Board shall insist that its staff adhere to recommended safety practices as these pertain to the school plant, special areas of instruction, student transportation, school sports, occupational safety, etc.

The practice of safety also shall be considered a facet of the instructional program of the district schools, and instruction in accident prevention as well as fire prevention; emergency procedures; traffic, bicycle and pedestrian safety, and driver education shall be provided in the appropriate grades and classes.

Every principal shall be responsible for the supervision of a safety program for his school. The superintendent shall have overall responsibility for the safety program of the district. It shall be the responsibility of the superintendent to see that appropriate staff members are kept informed of current state and local requirements relating to fire prevention, civil defense, sanitation, public health and occupational safety.

Delta County School District 50J

Adopted: December 18, 1986

LEGAL REFS.: C.R.S. 9-1-101 through 9-1-106 (construction requirements, fire escapes, etc.)
 C.R.S. 22-3-101 through 22-3-104 (eye protective devices)
 C.R.S. 22-32-109 (1)(w)
 C.R.S. 22-32-110 (1)(k)
 C.R.S. 22-32-124 (2),(3) (building inspections)
 C.R.S. 24-10-106.5 (duty of care)

Staff Personal Security and Safety

The following procedures shall be followed in instances of assault, disorderly conduct, harassment, knowingly false allegation of child abuse, or alleged criminal offense by a student directed towards a teacher or school employee.

These same procedures shall be followed in instances of damage by a student to the personal property of a teacher or school employee occurring on school district premises.

1. The teacher or employee shall file a written complaint with the building principal, the superintendent's office and the Board of Education.
2. The principal, after receipt both of the complaint and adequate proof of the charges, shall suspend the student for three days in accordance with established procedures.
3. The superintendent shall initiate procedures for the further suspension or expulsion of the student when injury or property damage has occurred.
4. The superintendent or his designee shall report the incident to the district attorney or the appropriate local law enforcement agency or officer who shall then investigate the incident to determine the appropriateness of filing criminal charges or initiating delinquency proceedings.
5. A copy of this policy shall be distributed to each student and posted in each school building.

Communication of disciplinary information

The principal or designee shall communicate discipline information concerning any student enrolled in the district to all employees who have direct contact with that student. Any teacher or counselor who is assigned a student with known serious behavior problems will be informed of the student's behavior record. Any person who is provided this information shall maintain its confidentiality and shall not communicate it to any other person.

Delta County School District 50J

Adopted: August 18, 1996

LEGAL REFS.: C.R.S. 19-3-304 (3.5), (4)
C.R.S. 22-32-109.1 (3) (Policy required as part of Safe Schools Plan)
C.R.S. 22-32-109.1 (9) (Immunity Provisions in Safe Schools Law)
C.R.S. 22-32-126
C.R.S. 22-33-106 (1)(d)

CROSS REFS.: ECAC, Vandalism
JK, Student Discipline
JKD/JKE, Suspension/Expulsion of Students

Student Safety

The district shall provide for the safety of its students through close supervision in all school buildings and on all school grounds and through special attention to the following:

1. Maintaining a safe school environment. (Safety experts shall be called in periodically to inspect the physical condition of all buildings and grounds.)
2. Emphasizing of safe practices on the part of school personnel and students, particularly in those areas of instruction or extracurricular activities which offer special hazards.
3. Offering safety education to students as germane to particular subjects, such as laboratory science courses, shop courses and health and physical education.
4. Providing first-aid care for students in case of sudden accident or sudden illness.

The administration shall develop safety rules and regulations pertinent to the above policies as well as other ways in which student safety requires special supervision and school protection.

Delta County School District 50J

Adopted: December 18, 1986

LEGAL REFS.: C.R.S. 22-3-101 through 22-3-104
C.R.S. 22-32-124 (2), (3)
C.R.S. 24-10-106.5

CROSS REFS.: JLCE, First Aid and Emergency Medical Care

ATTACHMENT G:

Support Documents

Delta County Joint School District No. 50
JOINT WITH DELTA, GUNNISON, MONTROSE AND MESA COUNTIES
7655 2075 Rd.

Delta, Colorado 81416

Phone 970-874-4438

Fax 970-874-5744

March 20, 2014

To the Colorado State Board of Education,

Over the past school year Delta County School District 50J has worked with the community of Crawford, the staff and accountability from Crawford Elementary School, and the staff, accountability, and board of the North Fork Montessori Community School in Hotchkiss to develop an innovation plan to merge the two schools beginning in the fall of the 2014-2015 school year.

I have read the innovation plan and approve of the plan as I believe this will provide our students in the North Fork area of our county with a great public education and choice of education. It will have a strong research based curriculum and will be fiscally stable. Keeping a school open in the town of Crawford is also important to the community. A town without a school often loses its identity.

I am in complete support of the North Fork Montessori at Crawford School of Innovation moving forward to ensure that all students in Delta County have the option of a free public education in their neighborhood.

Sincerely,



Caryn Gibson
Superintendent



Statement of Support

March 11, 2014

The DCSD Leadership Team conveyed the idea of combining the North Fork Community Montessori School with Crawford Elementary School last fall. The idea has many merits for both schools.

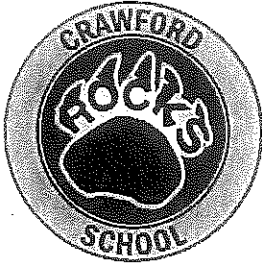
The North Fork Montessori School will be able to expand into multiple sections, allowing many additional students to attend the program. The Crawford Elementary School will benefit with additional students, the Montessori philosophy, and a renewed excitement about a bright future.

The process of building the Innovation Plan has brought parent groups together. We have a greater understanding of our educational value systems and school cultures as a result of this process.

I am extremely excited about supporting the new innovation school in Crawford.

William Eyler

Director,
North Fork Community
Montessori School



Crawford Elementary School

51 Fir Avenue (P.O. Box 98)
Crawford, CO 81415

Principal: Doug Egging
crawford.deltaschools.com

Phone: (970) 921-4935
Fax: (970) 921-3671

Celebrating Challenges, Embracing Innovation

March 10, 2014

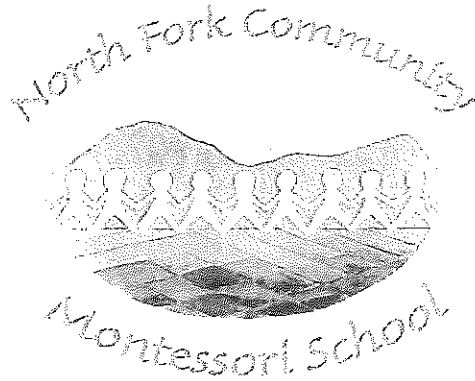
Delta County 50 J Board of Education

Dear School Board,

I would like to acknowledge in writing my support for the combining of Crawford Elementary and the North Fork Community Montessori into a school of innovation that will be called The North Fork Montessori at Crawford. I support the innovation plan that has been written and look forward to the opportunity to be a part of this exciting endeavor. Thank you for your support over the last year as we developed this idea into a real and viable school.

Sincerely,

Douglas L. Egging
Principal
Crawford Elementary



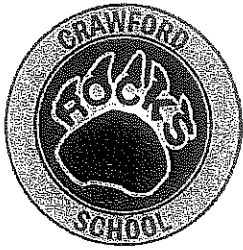
Staff Survey Results

March 14, 2014

The staff of the North Fork Community Montessori School reviewed the Innovation Plan for the proposed North Fork Montessori at Crawford School on Thursday, March 13th. The Head of School and NFCMS Board Members discussed details of the plan, and discussed the merits and limitations of the state and district waivers with all participants.

The results of the survey showed nine out of ten staff members agreed with the terms outlined in the plan.

William Eyler
Head of School
North Fork Community
Montessori School



Crawford Elementary School

51 Fir Avenue (P.O. Box 98)
Crawford, CO 81415

Principal: Doug Egging
crawford.deltaschools.com

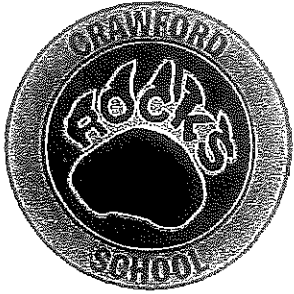
Phone: (970) 921-4935
Fax: (970) 921-3671

Celebrating Challenges, Embracing Innovation

Do you support the decision to combine Crawford Elementary with the North Fork Community Montessori School to create a school of innovation? The school will be located in Crawford and will be the North Fork Montessori at Crawford.

Staff Vote:

| Staff Member | Yes, I support | No, I do not support | Signature |
|----------------|----------------|----------------------|----------------|
| Carla Shreve | X | | Carla Shreve |
| Doug Egging | X | | Doug Egging |
| Jill Keller | X | | Jill Keller |
| Jan Rogers | X | | Jan Rogers |
| Katie Peebles | X | | Katie Peebles |
| Tara Cox | | X | Tara Cox |
| Tracy Bushta | | X | Tracy Bushta |
| Kathi White | X | | Kathi White |
| Paul Frazier | X | | Paul Frazier |
| Abby Swarbrick | | X | Abby Swarbrick |
| Mary Pipher | X | | Mary Pipher |
| Maxine Lister | X | | Maxine Lister |



Crawford Elementary School

51 Fir Avenue (P.O. Box 98) Crawford, CO 81415
Phone: (970) 921-4985 Fax: (970) 921-3671 www.crawford.deltaschools.com

"Celebrating Challenges, Embracing Innovation" GO COBS!

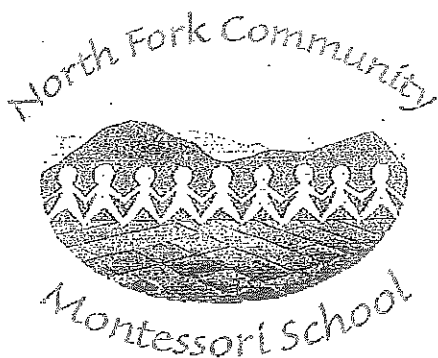
March 11th, 2014

We, the Crawford Committee for School Involvement (CSI), would like to express our support for the 2014 North Fork Montessori @ Crawford Innovation Plan.

Sincerely,

CSI Members

Suparna M...
Sanya Crawford
Carla J. Dine
Douglas L. Egg
Rebecca Adelle
Shirley G. Hunter
Misty Hess
Amy D. Dickles



We, the North Fork Community School Accountability Committee, ^{conditionally} agree that the North Fork Montessori school should no longer exist as a Contract School, and instead become a School of Innovation as described in the "North Fork Montessori @ Crawford" Innovation Plan, as discussed during our meeting on March 13, 2014. We have read the plan, including the list of waivers. We conditionally approve it with submitted ammendments.

| Name | Yes/No Vote | Signature |
|------|-------------|-----------|
|------|-------------|-----------|

| | | |
|------------------|-----|--|
| Alyssa Pinkerton | yes | |
|------------------|-----|--|

| | | |
|----------------|-----|--|
| Shannon Castle | yes | |
|----------------|-----|--|

| | | |
|------------------|-----|--|
| FREDERICK ZIMMER | yes | |
|------------------|-----|--|

| | | |
|-----------------|-----|--|
| GABRIELLA PEVEC | yes | |
|-----------------|-----|--|

| | | |
|--|-----|---------------|
| | Yes | REGAN E. CHOI |
|--|-----|---------------|

ATTACHMENT H:

Enrollment Spreadsheet

North Fork Montessori
at Crawford

Registration List 2/28/14

| Grade | Current School | Home Town | Grade | Current School | Home Town |
|--------------|----------------|-----------|--------------|----------------|-----------|
| Kindergarten | | Montrose | Fourth Grade | Blossom Valley | Paonia |
| | NFCMS | Crawford | | NFCMS | Paonia |
| | Crawford | Crawford | | NFCMS | Montrose |
| | Paonia | Paonia | | NFCMS | Hotchkiss |
| | NFCMS | Hotchkiss | | NFCMS | Paonia |
| | NFCMS | Hotchkiss | | NFCMS | Paonia |
| | Crawford | Crawford | | NFCMS | Delta |
| | Crawford | Crawford | | NFCMS | Paonia |
| | NFCMS | Hotchkiss | | NFCMS | Paonia |
| | NFCMS | Paonia | | NFCMS | Paonia |
| | Crawford | Crawford | | NFCMS | Hotchkiss |
| | None | Paonia | | NFCMS | Hotchkiss |
| | Crawford | Crawford | | Paonia | Paonia |
| | Crawford | Crawford | | Paonia | Paonia |
| | Blossom Valley | Paonia | | NFCMS | Hotchkiss |
| Total 15 | | | | | |
| | | | | Crawford | Crawford |
| | NFCMS | Paonia | | NFCMS | Paonia |
| First Grade | NFCMS | Montrose | | Vision HCP | Crawford |
| | Delta Vision | Delta | | Crawford | Crawford |
| | NFCMS | Delta | | Crawford | Crawford |
| | NFCMS | Hotchkiss | | Crawford | Crawford |
| | NFCMS | Paonia | | Crawford | Crawford |
| | NFCMS | Paonia | | Crawford | Crawford |
| | NFCMS | Paonia | | Crawford | Crawford |
| | NFCMS | Paonia | | Crawford | Crawford |
| | NFCMS | Paonia | | Crawford | Crawford |
| | Paonia | Paonia | | Crawford | Crawford |
| NFCMS | Paonia | | Crawford | Crawford | |
| | | | Total 25 | | |

North Fork Montessori
at Crawford

Registration List 2/28/14

| | | | | | | |
|---------------|-----------|-----------|-------------|------------|--|-----------|
| Paonia | Paonia | Paonia | | | | Paonia |
| NFCMS | Paonia | Paonia | Fifth Grade | NFCMS | | Paonia |
| | | | | NFCMS | | Paonia |
| Crawford | Crawford | Crawford | | NFCMS | | Paonia |
| Crawford | Crawford | Crawford | | NFCMS | | Paonia |
| Crawford | Crawford | Crawford | | NFCMS | | Paonia |
| Crawford | Crawford | Crawford | | Vision HCP | | Hotchkiss |
| Crawford | Crawford | Crawford | | Paonia | | Paonia |
| total 18 | | | | Crawford | | Crawford |
| | | | | Crawford | | Crawford |
| | | | | Crawford | | Crawford |
| | | | | Crawford | | Crawford |
| Paonia | Paonia | Paonia | | Crawford | | Crawford |
| NFCMS | Paonia | Paonia | Fifth Grade | Crawford | | Crawford |
| NFCMS | Crawford | Crawford | (Continued) | Crawford | | Crawford |
| NFCMS | Hotchkiss | Hotchkiss | | Crawford | | Crawford |
| NFCMS | Paonia | Paonia | | Crawford | | Crawford |
| Hotchkiss K-8 | Hotchkiss | Hotchkiss | | Crawford | | Crawford |
| NFCMS | Crawford | Crawford | | Vision HCP | | Paonia |
| None | Hotchkiss | Hotchkiss | Total 18 | | | |
| Hotchkiss K-8 | Crawford | Crawford | | | | |
| NFCMS | Paonia | Paonia | Sixth Grade | NFCMS | | Paonia |
| NFCMS | Paonia | Paonia | | NFCMS | | Paonia |
| | | | | NFCMS | | Paonia |
| Crawford | Crawford | Crawford | | NFCMS | | Hotchkiss |
| Crawford | Crawford | Crawford | | NFCMS | | Hotchkiss |
| Crawford | Crawford | Crawford | | NFCMS | | Paonia |
| Crawford | Crawford | Crawford | | NFCMS | | Paonia |
| Crawford | Crawford | Crawford | | NFCMS | | Hotchkiss |
| Crawford | Crawford | Crawford | | NFCMS | | Paonia |
| Crawford | Crawford | Crawford | | NFCMS | | Paonia |
| Crawford | Crawford | Crawford | | Paonia | | Paonia |

North Fork Montessori
at Crawford

| Registration List 2/28/14 | | Hotchkiss-8 | | Hotchkiss |
|----------------------------|---------------|-------------|----------------|---------------------|
| | Crawford | Crawford | Crawford | Crawford |
| total 19 | | | Crawford | Crawford |
| | | | Crawford | Crawford |
| Third Grade | NFCMS | Paonia | Crawford | Crawford |
| | NFCMS | Paonia | Crawford | Crawford |
| | Montrose | Montrose | Crawford | Crawford |
| | NFCMS | Paonia | Crawford | Crawford |
| | NFCMS | Crawford | Crawford | Crawford |
| | Paonia | Paonia | Crawford | Crawford |
| | Vision HCP | Hotchkiss | Blossom Valley | Paonia |
| | NFCMS | Crawford | Total 21 | |
| | None | Hotchkiss | | 64 |
| | NFCMS | Paonia | | |
| | Hotchkiss k-8 | Hotchkiss | | |
| | NFCMS | Paonia | | 57 (with 3, PreK-4) |
| | NFCMS | Paonia | | |
| | NFCMS | Hotchkiss | | 26 (with 5, PreK-4) |
| | NFCMS | Paonia | | |
| | Paonia | Paonia | | 62 (with 5, PreK-4) |
| | Vision HCP | Hotchkiss | | |
| | Vision HCP | Paonia | | |
| | | | Full Day | Paonia |
| Third Grade (Continued) | Crawford | Crawford | Pre K-3 | Paonia |
| | Crawford | Crawford | Full Day | Redstone |
| | Crawford | Crawford | Full Day | Hotchkiss |
| | Crawford | Crawford | Full Day | Hotchkiss |
| | Crawford | Crawford | Full Day | Hotchkiss |
| | Crawford | Crawford | Full Day | Paonia |
| | Crawford | Crawford | Full Day | Crawford |

North Fork Montessori
at Crawford

| Blossom Valley | | Paonia | Registration List 2/28/14 | Full Day | Paonia |
|----------------|----------------|--------|---------------------------|----------|-----------|
| Total 26 | | | | | |
| | (1,2,3 grades) | | 63 | Pre K-4 | Paonia |
| | | | | ? | Crawford |
| | | | | Full Day | Delta |
| | | | | Full Day | Hotchkiss |
| | | | | Full Day | Hotchkiss |
| | | | | Full Day | Paonia |
| | | | | Full Day | Paonia |
| | | | | Full Day | Crawford |
| | | | | Full Day | Hotchkiss |
| | | | | ? | Crawford |
| | | | | Full Day | Hotchkiss |
| | | | | Full Day | Crawford |
| | | | | Full Day | Hotchkiss |
| | | | | ? | Crawford |
| | | | | Full Day | Gypsum |
| | | | | Full Day | Paonia |
| | | | | ? | Crawford |
| | | | | Full Day | Crawford |
| | | | | ? | Crawford |
| | | | | ? | Crawford |
| | | | | ? | Crawford |
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| | | | Total 30 | | |
| | | | | #REF! | |
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North Fork Montessori
at Crawford

Registration List 2/28/14

| | | | | | | | |
|---------|---------------|-----------|--|--|--|--|----|
| Grade 7 | NFCMS | Hotchkiss | | | | | |
| | Paonia | Paonia | | | | | |
| | Vision HCP | Hotchkiss | | | | | |
| | NFCMS | Paonia | | | | | |
| | NFCMS | Paonia | | | | | |
| | NFCMS | Paonia | | | | | |
| | NFCMS | Paonia | | | | | |
| | NFCMS | Paonia | | | | | |
| | NFCMS | Paonia | | | | | |
| | NFCMS | Paonia | | | | | |
| Total 9 | | | | | | | |
| Grade 8 | Hotchkiss k-8 | Hotchkiss | | | | | |
| | Paonia | Paonia | | | | | |
| | Hotchkiss K-8 | Hotchkiss | | | | | |
| total 3 | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | 12 |

ATTACHMENT I:

**Letters from
Supportive Citizens of Crawford**



Message

Nov 12, 2013 12:37 PM

From: "Jerry" <jerry@vmwest.us>
To: Caryn Gibson kclay@deltaschools.com tmarkley@deltaschools.com
<tmsmes@gmail.com> <kathy@tellASIA.org>
<petebfaircpa@yahoo.com> jtuin@deltaschools.com
degging@deltaschools.com weyler@deltaschools.com
Cc: <socotten@gmail.com> <larryjensen@gmail.com>
<waryhunter@live.com> <RevJohn20@gmail.com>
<dhaun.cose@donsdirectory.com> <suslerich@tds.net>
"Cathy Cheatham" <cathy@vmwest.us>
"Stephanie Neff" <stephanie@westrangereclamation.com>
<cody@westrangereclamation.com>

Subject: Crawford/Montessorri Initiative

Attachments: Attach0.html

6K

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To the Delta County School Board and Administration

November 12, 2013

?

We are writing in support of the district's proposal to move the Hotchkiss Montessori School to Crawford.? While change is always accompanied by a degree of apprehension, it is clear that the Crawford community is excited about embracing this quality educational program in its school.?"

?

We are aware that you have judiciously solicited commitments via letters of intent from parents of the potential pool of students and we are hopeful that the responses provide sufficient evidence of support for this move.? We are also aware that many parents are languishing over issues related to day care and other logistical hurdles that may influence their final decision to enroll.? To that end, we feel that it is important that you know that the Crawford community is deeply committed to working with the district to ensure that this endeavor will be a success.?"

,

We are anxious to collaborate on a strategy to make quality day care available for those parents who need it.?"

While it seems that the school might be the ideal location for that service, collectively, our churches, public buildings and private businesses have committed to making thousands of square feet of suitable space available should facilities in the school not be available. Knowing that setting up these facilities is expensive, businesses in our community have made a commitment to fund \$25,000 in initial set up of a day care facility and to work with the school to support unbudgeted expenses in operating that effort.

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We ask that you allow us the opportunity to help remove obstacles that may impede the successful implementation of this creative and thoughtful solution to the educational needs of these two communities. We are available for further discussion at any time and encourage you to respond to "all" that are copied in this email with your reaction and requests for continued dialogue.

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Respectively submitted,

Supportive citizens of Crawford, to include but far from limited to:

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Suzanne Steckle, Crawford Mayor

Shirley Cotton, Trustees Chair, Crawford Community United Methodist Church

Jerry and Louise Neff, Vegetation Management West, LLC

Cathy Cheatham, Crawford Chamber of Commerce and its members

Cody and Stephanie Neff, West Range Reclamation, LLC

Dhaun Cose, Don's Directories





Stephanie Neff, Crawford Committee for School Involvement

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We are what we repeatedly do. Excellence, therefore, is not an act but a habit! - Aristotle

?

From:  Caryn Gibson <Stephanie@westrangereclamation.com> Mon, Dec 09, 2013 4:37:03 PM 
Subject: Fwd: Support Letter for Merge of Montessori with Crawford School
To:  Elke Milton
Attachments:  Attach0.html 2K

Correspondence

----- Original Message -----

Dear School Board Members,

First off, I would like to thank you for the time, effort and commitment that you volunteer to our school district and kids, it really does make a HUGE difference and I don't believe you get told enough how important you are and how much we appreciate you! So thank you!!!

I would also like to express my support for the upcoming proposal of combining the Montessori School with the Crawford School into a School of Innovation. I believe this merger could be a huge WIN/WIN and serve this school district with many benefits such as: keeping a school in Crawford thus supporting our economy and town, giving the Montessori School the opportunity to expand and grow, reducing expenses for the school district in a tight economy, create opportunities for others outside our district to move into this district because of this "niche" school they can now attend (no waiting list anymore :).

With the survey saying that the majority of students from each school (over 100 total students) are planning to attend, I encourage each of you to see this as the WIN/WIN it could be and vote YES on this proposal.

Thank you for your time,

Sincerely,

Stephanie Neff
Crawford School Parent
Delta County School District Volunteer

DELTA COUNTY JOINT SCHOOL DISTRICT NO. 50

Resolution #2014-11

(Approving the Innovation Plan Submitted by North Fork Montessori @ Crawford)

WHEREAS, the Board of Education of the Delta County Joint School District No. 50 (School District) is committed to providing meaningful opportunities and innovative educational programs that challenge all students so that they continue learning and attaining/mastering content standards through partnerships between home, school and the community; and

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

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

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

WHEREAS, staff members from the North Fork Community Montessori School and Crawford Elementary School have worked together to create a new, viable school in the Crawford Community and have submitted an innovation plan (Innovation Plan) for a combined school whose mission is to nurture each child's natural desire to learn and passion for discovery, stressing innovative problem-solving and encouraging life-long learning; and

WHEREAS, commencing in the 2014-2015 school year, North Fork Montessori @ Crawford will use a research-based, proven-effective Montessori curriculum and educational program that will include the setting of specific targets focused on continuing, and improving, the high academic achievement that each program has separately demonstrated in the past; and

WHEREAS, North Fork Montessori @ Crawford will begin by providing a quality preK-6 grade educational alternative in the first year with possible expansion to include grades 7 and 8 in the second and third years of the Innovation Plan; and

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

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Delta County Joint School District No. 50, as follows:

1. Pursuant to C.R.S. § 22-32.5-104(1)(b), the Board of Education approves the Innovation Plan submitted by the North Fork Community Montessori School and Crawford Elementary School, which Plan is hereby incorporated into this Resolution by this reference, along with any attachments and testimony provided in support. The Plan is approved for a three-year period from the date of the prospective approval by the State Board of Education.

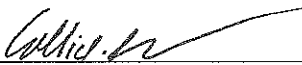
2. The Board of Education hereby submits the Plan to the Commissioner of Education and to the Colorado State Board of Education in accordance with C.R.S. § 22-32.5-107(2) and requests approval. To the extent required or permitted by the Act, should the plan be approved, the School District also requests that it be recognized as a district of innovation.

3. On at least an annual basis, the Board of Education shall review the level of performance of North Fork Montessori @ Crawford and will make a determination whether it is achieving or making adequate progress toward achieving the academic performance results and other goals identified in the Innovation Plan.

4. The North Fork @ Crawford's Accountability Committee, the North Fork @ Crawford's Leadership Team, and the Delta County School District Accountability Committee will be responsible for the ongoing review of the elements of the Innovation Plan, including any waivers from state law and the School District's curricular policies.

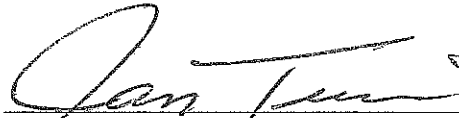
Adopted this 20th day of March, 2014.

DELTA COUNTY JOINT SCHOOL DISTRICT
NO. 50

By: 

President, Board of Education

ATTEST:



Secretary, Board of Education

4829-6503-7081, v. 4