

# Windsor



## CHARTER ACADEMY

GROWING LIFE-LONG LEARNERS

**September Regular Session**  
September 21, 2021

**Elementary  
School**

*680 Academy Ct.  
Windsor, CO 80550*

**Middle  
School**

*810 Automation Dr.  
Windsor, CO 80550*

**Early  
College  
High School**

*810 Automation Dr.  
Windsor, CO 80550*

September 21, 2021  
Regular Session @ 6:00 p.m.

**Executive Board**

**John Feyen, President**  
**Sherry Bartmann, Vice President**  
**Donna James, Treasurer**  
**Elaine Hungenberg, Secretary**  
**Carolyn Mader, Member**  
**Jenny Ojala, Member**

*The Executive Board would like to welcome all WCA community members, citizens, and staff. The meeting time is dedicated to the mission and vision of Windsor Charter Academy. There is an opportunity during Member, Citizen and Staff Communications to address the Executive Board. Discussions of agenda items during the course of the meeting are limited to the board members unless otherwise requested by a board member.*

**Agenda**

- 1.0 Opening of the Meeting**
- 2.0 Citizen Communication**
- 3.0 Reports**
- 4.0 Items for Information**
- 5.0 Items for Action**
- 6.0 Consent Agenda**
- 7.0 Executive Session**
- 8.0 Adjournment**

**VISION STATEMENT**

Where students are educated, empowered, and equipped to reach their highest potential.

**MISSION STATEMENT**

Windsor Charter Academy provides our students with a solid academic foundation through our K-8 Core Knowledge and our rigorous 9-12 early college high school curricula. Our culture empowers our students to achieve academic excellence through critical thinking, character development, and a love for lifelong learning.



## MINUTES TO BE APPROVED AT THE OCTOBER 2021 REGULAR SESSION

### Executive Board Minutes September 21, 2021

#### 1.0 Opening of the Meeting

##### 1.1 Call to Order

The meeting was called to order at 6:00 p.m.

##### 1.2 Roll Call

###### ***Executive Board Members Present***

Sherry Bartmann, Executive Board Vice-President  
Donna James, Executive Board Treasurer  
Elaine Hungenberg, Executive Board Secretary  
Jenny Ojala, Executive Board Member  
Carolyn Mader, Executive Board Member

###### ***Staff Present***

Rebecca Teeples, Executive Director  
Hannah Mancina, Director of High School Education  
Reilly James, Student Body President

##### 1.3 Pledge of Allegiance

##### 1.4 Mission Statement

Windsor Charter Academy provides our students with a solid academic foundation through our K-8 Core Knowledge and our rigorous 9-12 early college high school curricula. Our culture empowers our students to achieve academic excellence through critical thinking, character development, and a love for lifelong learning.

##### 1.5 Adoption of Agenda

Sherry Bartmann made a recommendation to the Executive Board to move Reilly James, Student Body President, to the beginning of the meeting on the agenda and add 5.4 Middle School Boys' Basketball C Team Fees. Jenny Ojala made a motion to add 5.4 as recommended and the motion was seconded by Donna James.

The motion was made to approve the amended September 21, 2021 Regular Session agenda by Donna James and seconded by Jenny Ojala. Members voted the following: Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Bartmann, aye. The motion passed unanimously.

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## 1.6 Adoption of the Minutes

A motion to approve the minutes for the August 26, 2021 Regular Session and the September 1, 2021 Special Session was made by Donna James and seconded by Carolyn Mader. Members voted the following: Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Bartmann, aye. The motion passed unanimously.

## Student Body President Update

Reilly James presented to the Executive Board on the work of Student Council. High school student council is planning a "Disco Fever" Homecoming Dance. Homecoming Week will have a wide range of activities for students, with daily celebrations during Spirit Week that include a pep assembly, powder puff and peach fuzz games, and a bonfire to accompany the volleyball game. The Student Council is hosting theme nights at the volleyball games and are planning other spirit activities to enhance school spirit.

## 2.0 Citizen Communication

11 stakeholders spoke during citizen communication at the Executive Board Regular Session.

- Brian Cominsky: Brian reminded the Board to keep calm and carry on. It is important to maintain a sense of normalcy and not live in a state of fear of COVID, given that it is less deadly than the flu. There is no medical reason to mandate masks.
- Holly Stephens: Holly thanked the Board for the work that they do. The community has a lot of noise that freedom is an ideology and not a right from our Constitution. It is alright to differ on perspectives of masks. We should be focused on the education of our children.
- Katie Adams: Katie felt that her family has experienced isolation due to COVID. Without masks, students are more connected and less distracted. Our children, staff and families need to be smart, use precautions such as staying home when one is sick, and go about life.
- Eric Busta: Eric shared concerns around young children that are not old enough to be vaccinated. The Executive Board identified the best tools to prevent the spread but

then forbid the Administration to use these tools such as masks. Eric also shared concerns around bullying that is occurring in classrooms due to masks.

- Julie James: Julie felt that one of the best things about Windsor Charter Academy is the partnership with parents. Parents know their children best. This is not an issue of safety, but of politics and control.
- Tonya Trostel: Tonya encouraged the Executive Board to stay strong and continue to be leaders that show surrounding communities how to navigate the pandemic. Masks are not proven to be effective.
- Morgan Venter: Morgan cited ABC News who shared that 3 in 1 million people are treated for COVID every day. She also shared that there were currently 182 hospitalizations for COVID across the northern Colorado hospitals.
- Matthew Duhon: Matthew shared that there are students such as his that cannot wear masks due to a variety of reasons. The overwhelming majority of parents at Windsor Charter Academy do not want masks. There isn't strong data that shows that masks are effective.
- Aaron Smith: Aaron felt that the Executive Board does a great job of listening to parents and that they are a "beacon of light" in the community.
- Barbara Keyser: Barbara talked about the importance of living life and not living in fear. She stated that it's important for families to do their part in staying home when they are sick and washing their hands. She encouraged the Board to remain steadfast in their decision

## 3.0 Reports

### 3.1 Executive Director's Report

#### **Professional Development & Teacher Salaries**

Teachers and other eligible personnel have the opportunity each school year to increase their salary by attending professional development and earning credit. All horizontal advancement applications have been processed from the 2020-2021 school year, and a total of 27 applications were accepted. Of those awarded horizontal advancement and a salary increase, 13 applicants are elementary teachers, 7 are middle school, 4 are high school teachers, and 3 are staff members who serve in other capacities.

#### **K-8 Benchmark Assessments**

Last year, the determination was made by administration to move to a different reading and math benchmark assessment in order to more accurately monitor student mastery towards grade-level standards. Students in kindergarten through eighth grade have completed the i-Ready Diagnostic assessment in both reading and math. The i-Ready Diagnostic is an adaptive assessment that provides data on student academic achievement and academic growth. By adapting to student responses and assessing a broad range of skills—including skills above and below a student's chronological grade—the *i-Ready Diagnostic* pinpoints student ability level, identifies the specific skills students need to learn to accelerate their growth, and charts a personalized learning path for each student. The i-Ready Diagnostic will be administered again in the middle and at the end of the school year. Parents receive data reports after each diagnostic assessment is complete.

## **8to18 Website**

Last year, the Athletics Department adopted a new software program called 8to18. This program handles athletic team pages, scheduling/calendar functions, and online registration for athletes. Due to software upgrades within 8to18, we determined that the web page functionality was not going to work for our purposes. In August, we built new MS and HS athletic pages and individual team web pages with the hopes that our families would be able to find information and navigate our site more seamlessly. The Athletic Department is currently still using 8to18 for scheduling and registration.

## **School Clubs**

In August, our administrators met to discuss our process to manage school-sponsored clubs, student-initiated clubs, and club advisors. We will meet quarterly to ensure that our clubs are being properly advertised, online registration is working, and that our club advisors are committed to continuing to properly manage their student clubs.

## **Volunteer Opportunities**

Each school and our Athletics Department now have dedicated Sign Up Genius accounts where families can find volunteer opportunities. Our parents voiced that it was not always easy to find opportunities to volunteer at our school. With these master sign-up sheets, it should be easier than ever for our families to find volunteer opportunities!

## **Elementary School Clubs and Extracurriculars**

Many of the clubs and extracurricular activities at the elementary school have begun that includes intramural soccer, Chessmates, Art Club, Science Matters and Lego Robotics. It is so refreshing to have our students participating in these fun activities once again.

## **Eight Keys of Excellence Family Connection**

The elementary school PBIS Committee launched "The Eight Keys of Family Program" which deepens family relationships, opens lines of communication, and provides young people with eight proven life principles. This was sent out to families along with a Program Packet describing each month's feature Key.

## **Deep Data Dive**

Elementary and middle school teachers participated in grade level Professional Learning Communities where they used triangulated data from iReady, CMAS and spring MAP to determine appropriate placement in WIN groups as well as interventions and honors classes.

All 9th-11th grade students took the PSAT/SAT practice test this month. This will be highly beneficial for our students so they are used to the style and rigor of the PSAT and SAT when they take it in April. High school instructional teams are coming together to analyze the data so that we can make targeted instructional decisions to support our student's achievement and growth this spring.

## **College Counselors**

Our high school is very excited to be partnering with Jessica Chermak and Sawyer Earwood from Virtual College Counselors this year. They introduced themselves to our 12th graders during Senior Seminar and gave them excellent tips on applying for college. Additionally, they hosted a webinar for all senior parents with the same information. All seniors have an opportunity to meet one-on-one with Jessica or Sawyer to assist them in applying for schools. Next semester they will meet with the juniors to support them in preparing for their senior year.

## **Sources of Strength**

Ms. Seneca is getting our Sources of Strength program up and running again this year. We developed a list of high school students from various grades and social circles and invited those students to be peer leaders in an information meeting. After Adult Advisor and Peer Leader training occurs, monthly campaigns will begin that focus on building positive, healthy behaviors with our students.

## **National Merit Semifinalists**

WCA is proud to announce that it has two National Merit Semifinalists this year. Congratulations to Hiram Despain and Caden McNairy for scoring in the top 1% of students who took the PSAT/NMSQT last fall!

## **Student Council Elections**

The high school recently finished its student council elections. Students could run for class or student body positions. WCA had a very positive campaign season and students showed maturity and poise throughout the process. Congratulations to our new officers:

- Executive Board
  - President -- Reilly James
  - Vice President -- Abby Shoemate
  - Secretary -- Bryanna Paiz
- Seniors
  - President -- Janessa Robbins
  - Secretary -- Briel Watkins
- Juniors
  - President -- Hailey Wagner
  - Secretary -- Lilly Chandler
- Sophomores
  - President -- Delaney Jacobs
  - Vice President -- Addy McCutchen
- Freshmen
  - President -- Quentin Churchill
  - Vice President -- Marley Dow

## **Upcoming Board Work**

- November 2021: Amended Budget

- December 2021: Student Fees

## Executive Board Calendar

CALENDAR PREVIEW OF THE MONTH AHEAD			
Date	Time	Event	Location
September 24 <sup>th</sup>	8:15 a.m.	Coffee with Leadership	MS Media Center
September 30 <sup>th</sup>	6:00 p.m.	HS Fall Music Concert	HS Gym
October 1 <sup>st</sup>	5:00 p.m.	HS Homecoming Volleyball Game, Founders' Reception & Bonfire	MSSH Gym
October 1 <sup>st</sup>	5:30 p.m.	Innovation Night	ES
October 7 <sup>th</sup>	3:45 p.m.	School Safety Committee	HS #184
October 7 <sup>th</sup>	5:00 p.m.	MS Band/Choir Fall Music Concert	HS Gym
October 18 <sup>th</sup>	3:45 p.m.	School Accountability Committee	HS #184
October 19 <sup>th</sup>	5:30 p.m.	Athletics Boosters Meeting	HS Commons
October 20 <sup>th</sup>	4:00 p.m.	Finance Committee	HS Conference Room
October 21 <sup>st</sup>	3:45 p.m.	Education Committee	HS #184
October 28 <sup>th</sup>	6:00 p.m.	Executive Board Meeting	HS Commons

### 3.2 Executive Board Reports

Elaine Hungenberg met with Leadership in preparation for the School Accountability Committee. Jenny Ojala also met with Leadership in preparation for the Education Committee. Carolyn Mader, Jenny Ojala, and Sherry Bartmann had met with the Executive Director on the Founder's Day event on October 1<sup>st</sup>. Sherry Bartmann also attended the Weld Re-4 District meetings.

## 4.0 Items for Information

### 4.1 Homecoming/Founders' Day Celebration

Windsor Charter Academy is celebrating its 20<sup>th</sup> anniversary. The Board will be hosting a Founders' reception following the homecoming volleyball game

### 4.2 Update on COVID

The Executive Director gave an update on COVID and schools. Attendance rates have been similar as in past years. A mitigation plan was shared that outlined what thresholds that the WCA has put in place for potential quarantines.

- **Quarantine of a Classroom:** If 5 or more positive cases of COVID-19 occurs in a single classroom or activity during a rolling 14-day timeframe, that group of students will need to quarantine and move to remote learning for 14 days.

- **Quarantine of a K-8 Grade Level:** If positive COVID-19 cases meet or exceed 10% in a K-8 grade level during a rolling 14-day timeframe, that grade level will need to quarantine and move to remote learning for 14 days.
- **Quarantine School-Wide:** If positive COVID-19 cases meet or exceed 10% of the school's student population during a rolling 14-day timeframe, that school's student population will need to quarantine and move to remote learning for 14 days.

The Executive Board took a short break from 7:01 to 7:12 p.m.

## 5.0 Items for Action

### 5.1 Firebird Facility Learning Spaces

Brett Brown, our owner's representative, updated the Executive Board on the work that has happened in preparation for the upcoming bond.

With the pace of the timeline increasing, a committee will be formed to interview and select contractors in preparation for a potential bond approval.

Changes to the Firebird Facility were also discussed. The second-floor learning spaces were modified to ensure that spaces served multi-learning purposes.

A motion was made to nominate Jenny Ojala as the board representative to the contractor selection committee and to approve the 2021 bond resolution by Donna James and seconded by Carolyn Mader. Members voted the following: Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Bartmann, aye. The motion passed unanimously.

### 5.2 Unified Improvement Plans

A motion was made to approve the unified school improvement plans for its schools by Hungenberg and seconded by Ojala. Members voted the following: Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Bartmann, aye. The motion passed unanimously.

### 5.3 Federal Mandate for Masks for Transportation

In June, the federal government mandated masks in public transportation. This mandate includes school busses and school vans.

A motion was made to abide by federal mandate of wearing masks on transportation by Hungenberg and seconded by James. Members voted the following: Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Bartmann, aye. The motion passed unanimously.

### 5.4 Middle School Boys' Basketball C Team

Windsor Charter Academy recommends reducing the athletic fee for the C team athletes to \$50, given a shorter season of 4 games and 2 practices a week.

A motion was made to approve the reduced fees by James and seconded by Ojala. Members voted the following: Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Bartmann, aye. The motion passed unanimously.

## **6.0 Consent Agenda**

### **6.1 Personnel**

#### 6.1.A Appointments

- 6.1.A.1 Millie Bernedo: ES Intramurals Coach
- 6.1.A.2 Keri Bourg: ES Paraprofessional
- 6.1.A.3 Priscilla Buford: ES Single Site Kitchen Manager
- 6.1.A.4 Eileen Cieniuch: ES Paraprofessional
- 6.1.A.5 Carissa Clark: MS Cheer Assistant Coach
- 6.1.A.6 Mandy Clark: Food Services
- 6.1.A.7 Christine Doescher: Food Services
- 6.1.A.8 DiAnne Farrell: HS Paraprofessional
- 6.1.A.9 Alyssa Franklin: Substitute Teacher
- 6.1.A.10 Nancy Habegger: Substitute Teacher
- 6.1.A.11 Lindsay Harris: ES Paraprofessional
- 6.1.A.12 Mandi Henderson: Substitute Teacher
- 6.1.A.13 Cassie Malone: ES Paraprofessional
- 6.1.A.14 Angelica Miera: ES Paraprofessional
- 6.1.A.15 Tammy Mohr: ES Lunch Monitor
- 6.1.A.16 Cheree Myatt: HS Cheer Assistant Coach
- 6.1.A.17 Gregory Perry: HS Teacher / HS Boys' & Girls' Volleyball Coach
- 6.1.A.18 Cassandra Prim: ES Paraprofessional
- 6.1.A.19 Dala Warminski: Food Services
- 6.1.A.20 James West: HS Teacher
- 6.1.A.21 Jennifer Willenbrecht: ES Paraprofessional

#### 6.1.B Terminations/Resignations

- 6.1.B.1 Becky Belvill: Substitute Teacher
- 6.1.B.2 Brett Berg: Substitute Teacher
- 6.1.B.3 Carissa Clark: MS Cheer Assistant Coach
- 6.1.B.4 Jill Dodson: Substitute Teacher
- 6.1.B.5 Christine Doescher: Food Service Teacher
- 6.1.B.6 Sandra Hermann: Substitute Teacher
- 6.1.B.7 Jolie Michaelson: Substitute Teacher
- 6.1.B.8 Raleigh Schilling: Substitute Teacher

### **6.2 First Read Policies**

- 6.2.A GBEB-R Staff Conduct and Responsibilities—Regulation
- 6.2.B JLCB Student Immunizations

### **6.3 Second Read Policies**

- 6.3.A Policy JRA/JRC Student Records/Release of Information Concerning Students

- 6.3.B Policy JRCA Sharing of Student Records/Information Between School District and State Agencies
  - 6.3.C Policy JS Appropriate Use of Windsor Charter Academy and Personal Technology by Students
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6.2.B Policy Student Immunizations was pulled from the Consent Agenda to discuss further. A motion was made to approve the amended Consent Agenda by Donna James and seconded by Jenny Ojala. Members voted the following: Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Bartmann, aye. The motion passed unanimously.

## **7.0 Executive Board-Pulled Consent Agenda Items**

### **7.1 Policy JLCB Student Immunizations**

The Executive Board discussed various passages in the policy. "Or" was added to a passage to ensure clarity that immunizations could be addressed by schools in more than one way. Additional language was added around outbreaks adding the phrase "until the outbreak no longer exists." Further discussion centered on the verbiage of "may" versus "will."

A motion to approve the JLCB Student Immunizations with proposed changes was made by Jenny Ojala and seconded by Donna James. Members voted the following: Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Bartmann, aye. The motion passed unanimously.

## **8.0 Membership-Pulled Consent Agenda Items**

## **9.0 Executive Session**

A motion to go into Executive Session was made by Elaine Hungenberg based on the following citation:

*Discuss matters which are required to be kept confidential by federal or state law, rules or regulations. In such cases, the Executive Board must announce the specific citation of the law, rule, or regulation which provides for confidentiality, C.R.S. §24-6-402(4)(c)*

The motion was seconded by Donna James. Members voted the following: Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Bartmann, aye. The motion passed unanimously.

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A Board of Education, upon the affirmative vote of a quorum present, may convene in executive session at a regular or special meeting. The Board is not allowed to adopt any proposed policy, resolution, regulation, or take any formal action at an executive session that is not open to the public. Prior to convening in executive session, the Board is required to refer to the specific citation to statute authorizing it to meet when it announces the session. The Board may hold an executive session to:

1. Conduct discussions regarding the purchase, acquisition, lease, transfer or sale of property, C.R.S. §24-6-402(4)(a)
2. Conduct conferences with the Charter's attorney for the purpose of receiving legal advice on a particular matter, C.R.S. §24-6-402(4)(b)
3. Discuss matters which are required to be kept confidential by federal or state law, rules or regulations. In such cases, the Executive Board must announce the specific citation of the law, rule, or regulation which provides for confidentiality, C.R.S. §24-6-402(4)(c)
4. Discuss security arrangements or investigations, C.R.S. §24-6-402(4)(d)
5. Conduct discussions regarding the Charter's position, strategies, and bargaining instructions regarding collective bargaining negotiations, C.R.S. §24-6-402(4)(e)
6. Discuss personnel matters, subject to the limitations discussed below. If the employee who is the subject of the discussions desires the discussions occur in open meeting, the discussions must be held in open meeting, C.R.S. §24-6-402(4)(f)
7. To consider any documents which are protected from disclosure by the Colorado Open Records Act, C.R.S. §24-6-402(4)(g)
8. Discuss individual students where public disclosure would adversely affect the person or persons involved, C.R.S. §24-6-402(4)(h)

The Executive Board left the Executive Session at 9:02 and resumed the Regular Session at 9:10 p.m. after taking a short break.

## 10.0 Adjournment

A motion to adjourn the September 21, 2021 Regular Session was made by Elaine Hungenberg and seconded by Donna James. Members voted the following: Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Bartmann, aye. The motion passed unanimously. The meeting adjourned at 9:12 p.m.



## **Appendix**

## 1.0 August 2021 Executive Board Regular Session Minutes

### Executive Board Minutes August 26, 2021

President Feyen apologized to parents for the late notice to parents on an added topic of masks and COVID. The Executive Board determined that they wanted to have an open discussion with parents even though they were beyond the 24-hour rule for posting the agenda. The Executive Board felt it was important that they heard parent voice.

### 1.0 Opening of the Meeting

#### 1.1 Call to Order

The meeting was called to order at 6:11 p.m.

#### 1.2 Roll Call – All here

##### **Executive Board Members Present**

John Feyen, Executive Board President  
Sherry Bartmann, Executive Board Vice-President  
Donna James, Executive Board Treasurer  
Elaine Hungenberg, Executive Board Secretary  
Jenny Ojala, Executive Board Member  
Carolyn Mader, Executive Board Member

##### **Staff Present**

Rebecca Teeples, Executive Director  
SarahGennie Colazio, Director of Finance & HR  
Kelly Seilbach, Director of Middle School Education

#### 1.3 Pledge of Allegiance

## 1.4 Mission Statement

Windsor Charter Academy provides our students with a solid academic foundation through our K-8 Core Knowledge and our rigorous 9-12 early college high school curricula. Our culture empowers our students to achieve academic excellence through critical thinking, character development, and a love for lifelong learning.

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### **An agenda item was added to discuss masks at Windsor Charter Academy School.**

The Executive Director shared current data and information on COVID-19 that included local and school level data. Possible mitigation strategies were shared. Following the presentation, parents were invited to share their thoughts. Parents were asked to keep their comments to 3 minutes per the school policy.

At the end of the presentation, President Feyen extended the time for Citizen Communication from 30 minutes to 1 hour with stakeholders having 3 minutes to speak to the Executive Board. The following parents spoke:

- Brian Comiskey: Brian provided a handout on a CDC study from 2020 discussing influenza and facemasks that showed that masks were not working. The study showed that schools that wore masks had higher numbers of COVID
- Asa Ware: Asa, a physician in Greeley spoke of the hospitals with limited beds and limited staff. He encouraged WCA to follow CDC guidelines.
- Andrea Trostel: Andrea was disappointed in the Board's lack of foresight in adding this as an agenda well in advance. She reminded the Board of the importance of personal choice and returning to normal.
- Ian Venter: Ian shared that masks created a hardship for students. His child's headaches went away when masks were eliminated. Parents should have the option to say what is best for their child.
- Chelsy Johnson: Chelsy summarized a study that concluded that CO2 levels went up when wearing a mask.
- Holly Stephens: Holly felt that parents had the right to choose for their children. She also felt that it was important for children to breathe clean air rather than wear a mask.
- Zack Beltz: Zack reminded the Board to represent their constituents. Given the representation of the parents at the meeting, the Board should keep schools mask optional.
- Elizabeth Maxey: Elizabeth kept her children home from school last year because of masks. She shared that statistically, there is a 0% of students dying from COVID. The greater concern was the mental health crisis.
- Aaron Smith: Aaron asked that the Board remain mask optional.
- Ashley Harrison: Ashley reminded the Board that mental health issues were a concern. Parents should be able to make the choice for their family on masks.
- Katie Cordes: Katie shared that there was a level of exposure when wearing masks last year, due to eating drinking, etc.

- Cody Brady: Cody and his family selected WCA for a reason. He cautioned the Board to remember who their constituents were. He felt that students were more at risk for getting the flu.
- Ashley Meusch: Ashley felt that remote learning is challenging for students. They feel disconnected and struggle to stay engaged. They came to Windsor Charter Academy for what it had to offer.
- Serena Schmidt: Serena felt that masks should be mask-optional. Students with disabilities struggle with wearing masks. There are other mitigation strategies that WCA should consider.
- Stan Beltz: Stan reminded the Board to stay true to children. Seeing their beautiful faces says it all.
- Tonya Trostel: Tonya felt that her child had learned more this year in 13 days than all of last year. Masks are a huge distraction for learning.
- Naomi Kephart: Children struggle with depression because of masks. They moved to WCA for a better experience for her daughter.
- Deanna Burres: Deanna shared that students with handicaps such as speech delays benefit in an environment where staff and students are not wearing masks.

After parents spoke on masks, a ten-minute break occurred at 7:15 p.m. The Executive Board reconvened at 7:25 p.m.

President Feyen addressed the stakeholders, sharing that the Executive Board would now discuss mask in schools. The Executive Board asked Rebecca Teeple and Sara Ibarra, School Nurse, clarifying questions on CDC guidelines. The Board also discussed vaccinated versus unvaccinated. They felt that a specific status was divisive, and that a status should not be any part of a mitigation strategy.

The Executive Board members shared the following thoughts:

- Sherry Bartmann: Sherry felt that anyone can find data that supports your stance on COVID. There is inconclusive data, given varying research. Adults need to stand up for children as minors.
- Elaine Hungenberg: Elaine felt that CDC relied on medical experts and that they should trust their guidelines. As a Board member, it was their responsibility to create a safe learning environment; she was in favor of strict mitigation strategies the minimized quarantines and kept students in school learning.
- Donna James: The burden of our medical professionals is evident. There is no clear guidance or data. We need to make decisions, not based on fear or a lack of data. We can be nimble if the data changes. We can adjust if the data shows us we need to.
- Carolyn Mader: Carolyn shared that the Board had received many emails from families that were pro-mask.
- Jenny Ojala: CDC studies and guidance structure vary in their data. Jenny shared an article from CDC in May 28 2021 that outlined that the use of masks was not statistically significant in preventing COVID. What was successful? Opening doors, fans, ventilation, etc. Jenny also shared an article on August 18<sup>th</sup> on Children's Hospital increase in ICU was actually due to RSV and rhinovirus and not due to COVID -19.

- John Feyen: John shared that his wife is in the medical field and that his current profession is in public service. His family came to WCA because they needed a partnership, but has always felt that it was the family's responsibility to instill family values. Board members are charged with the responsibility of doing what is best for all of our students--not just their children. He is in favor of optional masks, leaving choice to families. Although he felt that this fell in operations, he also felt that it was his and the Board's job to protect the Administration. Because of this, he felt that the Board should be involved in the mitigation strategies.

Jenny Ojala made a motion to continue to make masks optional and that Dr. Teeple would need to develop a plan to present to the Board for other mitigation strategies that would be put in place. The motion was seconded by Sherry Bartmann. Members voted the following: Bartmann, aye; Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Feyen, aye. The motion passed unanimously.

President Feyen shared that there would be a Special Session held the following week on Wednesday, September 1, 2022 to review the mitigation plan.

The Executive Board stated that they would move to Executive Session following a short break. The Board took a break at 8:16 p.m. and reconvened at 8:27 p.m.

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A motion was made to move into Executive Session regarding legal advice, based on the following citation:

Conduct conferences with the Charter's attorney for the purpose of receiving legal advice on a particular matter, C.R.S. §24-6-402(4)(b)

The motion was made by John Feyen and seconded by Donna James. The motion was seconded by Sherry Bartmann. Members voted the following: Bartmann, aye; Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Feyen, aye. The motion passed unanimously. The Board moved to Executive Session at 8:27 p.m. The Board returned to Executive Session at 9:15 p.m.

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## **1.5 Adoption of Agenda**

A motion was not made to adopt the agenda.

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## **1.6 Adoption of the Minutes**

A motion to approve the minutes for the June 17, 2021 Regular Session was made by Elaine Hungenberg and seconded by Sherry Bartmann. Members voted the following: Bartmann, aye; Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Feyen, aye. The motion passed unanimously.

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## 2.0 Citizen Communication

Citizen Communication occurred earlier at the beginning of the meeting.

## 3.0 Reports

### 3.1 Executive Director's Report

#### **20<sup>th</sup> Anniversary Back-to-School Kickoff**

Over 170 staff, Executive Board, and founders came together to celebrate 20 years of Windsor Charter Academy. The start of the school year marks the 21<sup>st</sup> year of the school opening its doors. It was a great event with 3 former and current board presidents sharing 20 years of rich history. The Executive Director shared 20 lessons that have been learned over the last 20 years.

#### **Professional Development**

The leadership team has been learning together through a book study of High Reliability Schools. Based on the research presented in the book, our leadership has committed to focus on increasing teacher effectiveness through ongoing job-embedded professional development by the instructional coaches and focused professional development tied to AVID goals. The instructional coaches have been busy providing professional development for teachers to support them during the start of the school year. They have also engaged in Listening Tours, which are one-on-one meetings with teachers to learn about their professional growth goals and coaching needs. In addition, ten of our leaders will attend Cognitive Coaching Foundations training to develop communication and coaching skills that will support their work in guiding teachers to reflect on their practice and increase effectiveness. Lastly, seven of our leaders who are new to their position will begin a year-long Leadership Institute designed to provide support and enhance their leadership skills.

#### **Chamber of Commerce Marketing**

Over the summer, an advertisement was designed and created for the Windsor Chamber of Commerce. Windsor Charter Academy has an advertisement on the Chamber's physical and digital map of Windsor. This map is given to all realtors, town visitors, and businesses.

#### **Avenue Banners**

Six avenue banners, or vertical banners that hang on light poles in the parking lot or street, were purchased. We are excited to hang these new banners that say "Home of the Firebirds" at both the elementary and MS/HS buildings. With our budget this year, we plan to purchase more banners for each of our schools. We are excited to continue to brand our campus!

#### **BSN Store**

The Athletics Department has built a relationship with BSN sports. As part of their partnership, they offer a Sideline store with Firebird athletic apparel. In August, we launched this store to our community to purchase fan apparel.

### **Bond Initiative**

The election is coming up! Potentially, there will be a bond issue on the ballot that, if passed, would allow Windsor Charter Academy to build a Firebird Facility. Dr. Teeple and Sara Sanders attended the Friends of Weld Re-4 kick-off meeting to learn more about the ballot measure. We have posters in each of the entrances of our school advertising the Firebird Facility and encouraging our families to vote in November. We are currently in the process of building a webpage for the ballot measure.

### **Sora Reading App**

Last year, we developed a strong community partnership with the Clearview Library District and laid plans to ensure that our students and teachers had access to additional reading resources. In August, we held a training session with our instructional coaches, librarians, and cultural literacy teacher on the instructional tools the Library can provide to teachers, and had a demonstration of the Sora Reading App. Our librarians and instructional coaches are incredibly excited about this new partnership and the opportunities for reading! We will be advertising the Sora Reading App to our families in our first newsletter. In addition, all new students enrolled at WCA have the opportunity to apply for a library card. Weld Re-4 has worked with the Library to implement Sora and student library cards, and we are excited to bring the same opportunities to our students!

### **Facilities Work**

Over the summer, the facilities department worked on multiple projects to ready our schools for summer. Over 100 work orders were completed. Summer projects, such as floor maintenance and re-carpeting rooms occurred. The playground was readied with new wood chips, and an overflow parking lot was created. Classrooms and offices scheduled for updates were painted. The team did a great job of preparing our schools for the start of school.

### **Security**

The security team recently conducted ALICE school wide training for all staff. A new prox reader will be installed on the south side of the high school in the next few weeks for staff to utilize. Vape sensors have also been installed in the MS/HS bathrooms.

### **Back-to-School Nights**

Students and parents were welcomed through the doors to meet teachers and connect with one another. It was a great turnout for all three schools!

### **Kindergarten Cheers and Tears Breakfast**

Kindergarten parents wished their little ones goodbye and had the opportunity to share coffee and donuts in the elementary cafeteria.

### **PSAT/SAT Scores**

WCA received its PSAT and SAT scores of the summer. The SAT scores were (a) WCA:1123; (b) District: 1023; and (c) State: 1011. The PSAT 10 scores were (a) WCA: 1012; (b) District: 941; and (c) State: 948. The PSAT 9 scores were (a) WCA: 991; (b) District: 917; and (c) State: 903.

Additionally, the state has new graduation requirements for students. Beginning with the class of 2022, students must meet minimum competencies in math and English. One way that they can meet this requirement is through the SAT. WCA are happy to report that 85% of our students met the requirement for English and 77% of students met the requirement for math with just this one test.

### **Freshman Orientation**

The high school hosted our first freshman orientation the day before school started. This was created to give our new students a soft start to the year with opportunities to meet new friends and their teachers. Students also participated in team building activities and learned success strategies for high school. All freshmen received their Class of 2025 t-shirts.

### **Upcoming Board Work**

- November 2021: Amended Budget
- December 2021: Student Fees

### **Executive Board Calendar**

<b>CALENDAR PREVIEW OF THE MONTH AHEAD</b>			
<b>Date</b>	<b>Time</b>	<b>Event</b>	<b>Location</b>
August 27th	8:15 a.m.	Coffee with Leadership	MS Media Center
September 23 <sup>rd</sup>	6:00 p.m.	Executive Board Regular Session	HS Commons

### **3.3 Executive Board Reports**

### **4.0 Items for Information**

### **4.3 School Data & Statistics Report**

### **5.0 Items for Action**

#### **5.1 Bond Resolution**

A motion was made to approve the 2021 bond resolution by Donna James and seconded Carolyn Mader. Members voted the following: Bartmann, aye; Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Feyen, aye. The motion passed unanimously.

## 5.2 Executive Board Vacancy

No motion was made to fill the vacancy.

## 5.3 Executive Board Officers

A motion was made to approve the following Executive Board officers:

- Executive Board President: John Feyen
- Executive Board Vice-President: Sherry Bartman
- Executive Board Treasurer: Donna James
- Executive Board Secretary: Jenny Ojala

No motion was made. The Board unanimously selected its members.

## 5.4 Executive Board Committee Assignments

The Board appointed the following Board members as liaisons to the Executive Board Committees:

- Finance Committee: Donna James
- Safety Committee: Carolyn Mader
- Education Committee: Jenny Ojala
- School Accountability Committee: Elaine Hungenberg
- Election Committee: Sherry Bartman

## 5.5 Sex Education Waiver

A motion was made table 5.5 Sex Education by Elaine Hungenberg and seconded by Jenny Ojala. Members voted the following: Bartmann, aye; Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Feyen, aye. The motion passed unanimously.

## 5.6 Homecoming/Founder's Day Celebration

No motion was made. Board members discussed the importance of having a Founder's Day Celebration to recognize founding families and their work. A meeting was scheduled for September 1<sup>st</sup> at 8:00 a.m. at Coffee House 29.

## 6.0 Consent Agenda

### 6.1 Personnel

#### 6.1.A Appointments

- 6.1.A.1 Jordan Antal: Math Teacher
- 6.1.A.2 Baylie Brogger: MS Teacher
- 6.1.A.3 Lauren Carew: ES Teacher
- 6.1.A.4 Shirley Davis: HS Teacher
- 6.1.A.5 Diane Desrosiers: HS Teacher
- 6.1.A.6 Dawn Ellis: ES Teacher
- 6.1.A.7 Shaun Fitzpatrick: MS Dean of Students
- 6.1.A.8 Bailey Garrett: ES Teacher
- 6.1.A.9 Amanda Hollar: HS Teacher

- 6.1.A.10 Cynthia Marks: MS Teacher
- 6.1.A.11 Erin Phillips: ES Teacher
- 6.1.A.12 Anita Saavedra: MS Teacher
- 6.1.B Terminations/Resignations
  - 6.1.B.1 Chris Auten: HS Teacher
  - 6.1.B.2 Daniel Bennett: HS Teacher
  - 6.1.B.3 Jaime Boyle- HS Receptionist
  - 6.1.B.4 Courtney Brunelle: ES Teacher
  - 6.1.B.5 Katy Burkhart: ES Teacher
  - 6.1.B.6 Sara Chandler: MS Paraprofessional
  - 6.1.B.7 Julia Cronkite: HS Teacher
  - 6.1.B.8 Jennifer Ferris: ES Teacher
  - 6.1.B.9 Alyssa Franklin: MS Teacher
  - 6.1.B.10 Pam Ivey: Substitute Teacher
  - 6.1.B.11 Stacie Kelly: MS Paraprofessional
  - 6.1.B.12 Tina Kolb: ES Paraprofessional
  - 6.1.B.13 Juliann Little: Food Services
  - 6.1.B.14 Rebekah Ridout: MS Paraprofessional
  - 6.1.B.15 Jeremy Schriener: Director of MS Education
  - 6.1.B.16 Arden Walston: ES Paraprofessional
  - 6.1.B.17 Scott Walston: MS Boys' Basketball Coach
  - 6.1.B.18 Jie Zhang: HS Teacher

## **6.2 Financials**

- 6.2.A May 2021
- 6.2.B July 2021

## **6.3 First Read Policies**

- 6.3.A Policy JRA/JRC Student Records/Release of Information Concerning Students
- 6.3.B Policy JRCA Sharing of Student Records/Information Between School District and State Agencies
- 6.3.C Policy JS Appropriate Use of Windsor Charter Academy and Personal Technology by Students

## **6.4 Second Read Policies**

- 6.4.A Policy GCBA New Teacher Salary Placement
- 6.4.B Policy IK Grading

## **6.5 Change of Board Meetings for 2021-2022**

- 6.5.A November 18, 2021 (Due to Thanksgiving Break)
  - 6.5.B December 16, 2021 (Due to Winter Break)
  - 6.5.C March 31, 2022 (Due to Spring Break)
  - 6.5.D June 16, 2022 (Due to Summer Break)
-

A motion to approve the Consent Agenda was made by Donna James and seconded by Jenny Ojala. Members voted the following: Bartmann, aye; Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Feyen, aye. The motion passed unanimously.

## **7.0 Executive Board-Pulled Consent Agenda Items**

## **8.0 Membership-Pulled Consent Agenda Items**

## **9.0 Executive Session**

There was a second Executive Session. A motion was made by Elaine Hungenberg and seconded by Sherry Bartmann. Elaine Hungenberg cited the following reason:

Discuss personnel matters, subject to the limitations discussed below. If the employee who is the subject of the discussions desires the discussions occur in open meeting, the discussions must be held in open meeting, C.R.S. §24-6-402(4)(f)

The Board moved into Executive Session at 10:55 p.m. and returned from Executive Session at 11:13 p.m.

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A Board of Education, upon the affirmative vote of a quorum present, may convene in executive session at a regular or special meeting. The Board is not allowed to adopt any proposed policy, resolution, regulation, or take any formal action at an executive session that is not open to the public. Prior to convening in executive session, the Board is required to refer to the specific citation to statute authorizing it to meet when it announces the session. The Board may hold an executive session to:

9. Conduct discussions regarding the purchase, acquisition, lease, transfer or sale of property, C.R.S. §24-6-402(4)(a)
10. Conduct conferences with the Charter's attorney for the purpose of receiving legal advice on a particular matter, C.R.S. §24-6-402(4)(b)
11. Discuss matters which are required to be kept confidential by federal or state law, rules or regulations. In such cases, the Executive Board must announce the specific citation of the law, rule, or regulation which provides for confidentiality, C.R.S. §24-6-402(4)(c)
12. Discuss security arrangements or investigations, C.R.S. §24-6-402(4)(d)

13. Conduct discussions regarding the Charter's position, strategies, and bargaining instructions regarding collective bargaining negotiations, C.R.S. §24-6-402(4)(e)
14. Discuss personnel matters, subject to the limitations discussed below. If the employee who is the subject of the discussions desires the discussions occur in open meeting, the discussions must be held in open meeting, C.R.S. §24-6-402(4)(f)
15. To consider any documents which are protected from disclosure by the Colorado Open Records Act, C.R.S. §24-6-402(4)(g)
16. Discuss individual students where public disclosure would adversely affect the person or persons involved, C.R.S. §24-6-402(4)(h)

## **10.0 Adjournment**

A motion to adjourn the August 26, 2021 Regular Session was made by Donna James and seconded by Jenny Ojala. Members voted the following: Bartmann, aye; Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Feyen, aye. The motion passed unanimously. The meeting adjourned at 11:13 p.m.



## 2.0 September 2021 Executive Board Special Session Minutes

### Executive Board Minutes September 1, 2021

#### 1.0 Opening of the Meeting

##### 1.1 Call to Order

The meeting was called to order at 7:05 p.m.

President Feyen addressed the parent stakeholders, apologizing for the late notice of an added action item on mask and COVID. Given constant changes in the community, the Executive Board felt that it was important to discuss and wanted to ensure that stakeholders were notified and had an opportunity to have their voice heard. 3.1 COVID Mitigation Strategies was added to the agenda.

##### 1.2 Executive Board Members Present

John Feyen, Executive Board President  
Sherry Bartmann, Executive Board Vice-President  
Donna James, Executive Board Treasurer  
Elaine Hungenberg, Executive Board Secretary  
Jenny Ojala, Executive Board Member  
Carolyn Mader, Executive Board Member

##### **Staff Present**

Rebecca Teeples, Executive Director  
Kelly Seilbach, Director of Middle School Education  
Sara Ibarra, School Nurse

##### 1.3 Pledge of Allegiance

## **1.4 Mission Statement**

Windsor Charter Academy provides our students with a solid academic foundation through our K-8 Core Knowledge and our rigorous 9-12 early college high school curricula. Our culture empowers our students to achieve academic excellence through critical thinking, character development, and a love for lifelong learning.

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## **1.6 Adoption of the Minutes**

A motion to approve the minutes for the September 1, 2021 Regular Session was made by Donna James and seconded by Elaine Hungenberg. Members voted the following: Bartmann, aye; Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Feyen, aye. The motion passed unanimously.

## **2.0 Citizen Communication**

There were several parents present. There were no parents that spoke during Citizen Communication at the Executive Board Regular Session.

## **3.0 Items for Action**

### **3.1 COVID Mitigation Strategies**

Dr. Teeples and Sara Ibarra, School Nurse, shared background information on CDC and CDPHE guidelines for schools and current mitigation strategies that are in place at Windsor Charter Academy Schools.

Dr. Teeples reminded the Executive Board that the main goal of education was to keep students learning in person. She shared local and state data that tracked data on absentee rates, number of cases per month for staff and students, and highest days of positive cases. Dr. Teeples recommended the following motion for the Executive Board to consider approving:

To approve mitigations strategies outlined that include remote learning for any elementary school cohort that has 5 or more positive cases of COVID within a rolling 2-week period, as well as the wearing of masks for all students at any school that exceeds 3% or more of staff and students that are confirmed positive with COVID. All other measures to mitigate spread will be operational and within the discretion of the leadership team.

At the end of the presentation, President Feyen made a motion to extend the time for Citizen Communication from 30 minutes to 1 hour. Each stakeholder would have 3 minutes to speak. The motion was seconded by Sherry Bartmann. The motion passed unanimously.

At that time, President Feyen offered time for parents to speak to the Executive Board about masks. The following parents spoke:

- Zack Beltz: Jack shared that he was disappointed in the mitigation plan, given that the Executive Board had made the choice to have masks optional at the prior Board meeting. He was curious about what other illnesses the School was tracking.
- Brian Comiskey: Brian appreciated the Board sharing that this virus was not a large risk to children. Pneumonia is a much greater risk for children. Brian was against any mask mandate.
- Riley James: Riley, a student, shared that being remote was hard on her grades and mental health. She wanted the Board to consider all options that offered opportunities for schools to remain open and for learning to remain in person.
- Ashley Meusch: Ashley shared concerns around bullying that has risen due to COVID concerns.
- Ashley Deckard: Ashley was concerned around segregation that could occur based on vaccination. She would rather have her child be in person and in a mask, if remote learning was to occur.
- Holly Stephens: Holly understood that there was a need for a mitigation plan but was not in favor of the one that was presented to the Executive Board.
- Brian Carson: Brian emphasized the importance of factual information and that it was a cure for fear. He reminded the Board of the importance of freedom and cautioned against vaccination status.
- Matt Niefeld: Matt questioned the threshold of 3% and felt that there was potentially medical discrimination if vaccination status was a determination in quarantines. He also shared data on positivity rates among those who were vaccinated.
- Elizabeth Maxey: Elizabeth felt that there was no evidence that the Delta Variant was causing more harm to children. She felt that there was not a need for mitigation strategies.
- Jesson Salyards: Jesson thanked the Board for their work and in their work on watching the data.
- Brian Martin: Brian felt that our children were being hurt by COVID. He reminded the Board that 0.001 people had died from COVID since March of 2020.
- Colton Berb: Colton reminded the Board the choice already exists. Families that are concerned can choose to wear a mask.
- Andrea Trostel: Andrea thanked the Executive Board. She was in favor of family choice for masks.
- Tonya Trostel: Tonya reminded the Board that there was no scientific evidence that showed that wearing masks protected children. She shared data that in Weld-County, there has been no deaths of children. Nation-wide there was a .0004% chance of dying from COVID.

After parents spoke. There was a 10-minute recess from 8:30 to 8:40 p.m. The Executive Board asked clarifying questions to Sara Ibarra around CDC and CDPHE guidelines.

The Executive Board shared their stance on COVID and mitigation of the virus.

- Sherry Bartmann: Windsor Charter Academy does not have a threshold with other communicable diseases. Cleaning and increased measures for ventilation have shown successful as mitigation strategies. She was not in favor of masks. Evidence shows that masks do not work. Medical devices should not be prescribed by the Board. Sherry did not agree with Windsor Charter Academy requiring a student to go to a health provide to return to school. Sherry also shared that remote learning had been a positive experience for her family and would choose remote learning over having to go to masks.
- Elaine Hungenberg: Grandview Elementary School and Windsor Middle School have had cases rise, requiring them to utilize masks as a mitigation strategy. Elaine's first priority was to keep student in school and her second priority was to have masks optional. If we trend towards an outbreak, why wouldn't Windsor Charter Academy intervene with everything the experts say to do? The people who spend their lives as experts are recommending masks. She also shared concerns around staff absences and its impact on schools. She also wanted to ensure that Administration were empowered to act if cases were to rise. Elaine also felt that students going home due to quarantines were more harmful to students and families than masks as a mitigation strategy.
- Donna James: Donna discussed the importance of not having students come to school if they have symptoms. She felt that addressing COVID was under the purview of the Administration. She shared concerns around the length of the 10-day quarantine.
- Carolyn Mader: Carolyn discussed concerns around vaccinated versus unvaccinated status. She wanted this variable off the table as a discussion point.
- Jenny Ojala: Jenny shared that she felt that the mask issue was put to rest last week with the motion that the Board passed. She shared her surprise to see masks as a mitigation strategy if positive cases reached a threshold. Jenny shared that she was not convinced that masks were helping. Jenny wanted to ensure that Administration had clear guidelines that allowed for them to be responsive to other strategies such as contact tracing, etc.
- John Feyen: John shared that he was unmoved by COVID. He felt that we would continue to have variants. He reminded the Board that our communities have done nothing for other viruses that have higher transmission rates. He was not in favor of any strategy that was tied to masks. He felt that Windsor Charter Academy should not do anything to mitigate COVID.

A motion was made by Sherry Bartmann and seconded by Jenny Ojala. Sherry Bartmann motioned the following:

The Executive Director is empowered to make a plan that include engineering controls but, will not require wearing masks or medical or clearance passes for returning to school.

Sherry withdrew her motion; Jenny Ojala seconded the withdrawal.

A motion was made by Jenny Ojala and seconded Sherry Bartmann. Jenny Ojala motioned the following:

To direct administration to put in place a mitigation plan to attempt to reduce transmission of COVID in our schools. The WCA Board further directs that no mask mandate, COVID testing mandate be part of its plan. The Board further directs that no strategy be put in place that differentiates between vaccinated and unvaccinated students or staff.

Members voted the following: Bartmann, aye; Hungenberg, nay; James, nay; Mader, aye; Ojala, aye; Feyen, aye. The motion passed.

#### **4.0 Executive Session**

A Board of Education, upon the affirmative vote of a quorum present, may convene in executive session at a regular or special meeting. The Board is not allowed to adopt any proposed policy, resolution, regulation, or take any formal action at an executive session that is not open to the public. Prior to convening in executive session, the Board is required to refer to the specific citation to statute authorizing it to meet when it announces the session. The Board may hold an executive session to:

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23. To consider any documents which are protected from disclosure by the Colorado Open Records Act, C.R.S. §24-6-402(4)(g)
24. Discuss individual students where public disclosure would adversely affect the person or persons involved, C.R.S. §24-6-402(4)(h)

## **5.0 Adjournment**

A motion to adjourn the September 1, 2021 Special Session was made by Elaine Hungenbert and seconded by Donna James. Members voted the following: Bartmann, aye; Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Feyen, aye. The motion passed unanimously. The meeting adjourned at 10:42 p.m.



## **3.0 Unified Improvement Plans**



# Colorado's Unified Improvement Plan for Schools

**Windsor Charter Academy Elementary School UIP 2021-22** | **School:** Windsor Charter Academy Elementary School | **District:** Windsor RE-4 | **Org ID:** 3100  
| **School ID:** 9665 | **Framework:** Performance Plan: Meets 95% Participation | **Draft UIP**

## Table of Contents

Last Year UIP: [Windsor Charter Academy Elementary School UIP 2019-20](#)

Executive Summary

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

## Executive Summary



### Priority Performance Challenges

- *English Language Arts: Academic Achievement 90th Percentile*



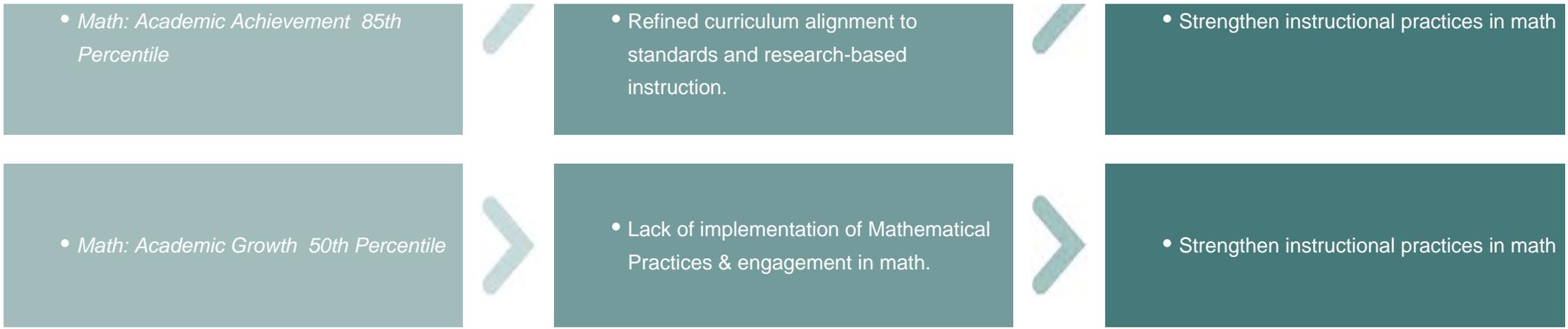
### Root Cause

- Refined curriculum alignment to standards and research-based instruction.



### Major Improvement Strategies

- Strengthen instructional practices in ELA



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

## Improvement Plan Information

### Additional Information about the school

#### School Contact Information

**Name:** Rebecca Teeples  
**Mailing Street:** 810 Automation Dr  
**Phone:**(970) 833-5190  
**Name:** Jessica Wilson  
**Mailing Street:** 680 Academy Ct.  
**Phone:**(970) 674-5020

**Title:** Executive Director  
**Mailing City / State/ Zip Code:** Windsor Colorado 80550  
**Email:** rebecca.teeples@windsorcharteracademy.org  
**Title:** Director of Elementary Education  
**Mailing City / State/ Zip Code:** Windsor Colorado 80550  
**Email:** jessica.wilson@windsorcharteracademy.org

## Narrative on Data Analysis and Root Cause Identification

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

Windsor Charter Academy Elementary School provides its students with a solid academic foundation through a K-8 Core Knowledge curriculum. Its culture empowers students to achieve academic excellence through critical thinking, character development, and a love for lifelong learning. Windsor

Charter Academy Elementary School is located in the town of Windsor and has served kindergarten through fifth-grade students since the school opened in 2001.

Seven hundred and seventy-nine students attend Windsor Charter Academy Elementary School. Enrollment has increased significantly over the last several years through organic growth. Currently, there are five classes at every grade level. Windsor Charter Academy Elementary School has thirty-nine teachers. 39% of teachers have a master's degree and 72% of teachers have more than three years of teaching experience.

In 2019, Windsor Charter Academy Elementary School staff, the Executive Board, and the School Accountability Committee (SAC) reviewed the School Performance Framework. Building administration, school staff, and the SAC reviewed data found on the School Performance Framework showing that the school exceeded expectations in academic achievement in English language arts and in math. Windsor Charter Academy Elementary School met expectations for academic growth in English language arts and in math. These achievements resulted in a "Performance" rating for the 2019 School Performance Framework. Due to COVID-19, Windsor Charter Academy Elementary School did not receive a School Performance Framework for the 2019-2020 or 2020-2021 school year, and therefore was unable to use it for the primary school resource to inform our Unified Improvement Plan.

In order to analyze data trends, identify root causes, determine priority performance challenges, and create action steps for the 2021-2022 Unified Improvement Plan, Administration analyzed 2021 CMAS cohort results and local benchmark assessment data for English language arts and math.

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## Prior Year Targets

**Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).**

Due to COVID-19 implications on state-wide assessments, the CMAS assessment was not administered in 2020 and was only administered to cohorts of students in 2021. Windsor Charter Academy Elementary School did not have comparative data to determine success in meeting Prior Year Student Targets, as measured by performance indicators. Because of this limitation, a determination on whether or not major improvement strategies were successful is not possible.

**Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.**

In order to analyze data trends, identify root causes, determine priority performance challenges, and create action steps for the 2021-2022 Unified Improvement Plan, administration analyzed 2021 CMAS cohort results and local benchmark assessment data for English language arts and math.

## Current Performance

- Due to COVID-19 implications on state-wide assessments, the CMAS assessment was not administered in 2020 and was only administered to cohorts of students in 2021. Windsor Charter Academy Middle School is unable to report out on our Current Performance in relation to the School Performance Framework's areas where expectations were not met or areas where we would like to improve; however, the use of 2021 CMAS cohort data and local benchmark assessment data, including Measures of Academic Performance (MAP) and i-Ready fall benchmark assessment data, have been reviewed and used to address our Current Performance in the area of Academic Achievement. Beginning-of-year and end-of-year Measures of Academic Performance (MAP) data from the 2020-2021 school year has been reviewed and used to address Academic Growth in English language arts and math.
- 

### ACADEMIC ACHIEVEMENT

#### ELA Achievement:

- CMAS: % of students who met or exceeded expectations on CMAS 2021 (cohort data)
- MAP: % of students who Did Not Meet expectations; are Approaching expectations; Met expectations; Exceeded expectations according to end-of-year 2021 MAP benchmark assessment
- i-Ready: % of students who Did Not Meet expectations; are Approaching expectations; Met expectations; Exceeded expectations according to beginning-of-year 2021 i-Ready Diagnostic Assessment
  
- 3rd Grade:
  - CMAS: 54.4%
  - MAP: 20.6%; 31.0%; 43.7%; 4.8%
  - i-Ready: 8.0%; 23.0%; 30.0%; 40.0%
- 4th Grade:
  - CMAS: No cohort data available
  - MAP: 43.3%; 25.2%; 45.4%; 15.1%
  - i-Ready: 12.0%; 36.0%; 30.0%; 21.0%
- 5th Grade:
  - CMAS: 76.6%
  - MAP: 9.4%; 27.9%; 55.0%; 7.8%
  - i-Ready: 16.0%; 34.0%; 26.0%; 24.0%

## Math Achievement:

- CMAS: % of students who met or exceeded expectations on CMAS 2021 (cohort data)
  - MAP: % of students who Did Not Meet expectations; are Approaching expectations; Met expectations; Exceeded expectations according to end-of-year 2021 MAP benchmark assessment
  - i-Ready: % of students who Did Not Meet expectations; are Approaching expectations; Met expectations; Exceeded expectations according to beginning-of-year 2021 i-Ready Diagnostic Assessment
  
  - 3rd Grade:
    - CMAS: No cohort data available
    - MAP: 23.0%; 38.1%; 35.7%; 3.2%
    - i-Ready: 13.0%; 56.0%; 23.0%; 8.0%
  - 4th Grade:
    - CMAS: 55.7%
    - MAP: 20.0%; 36.7%; 41.7%; 1.7%
    - i-Ready: 16.0%; 56.0%; 18.0%; 10.0%
  - 5th Grade:
    - CMAS: No cohort data available
    - MAP: 28.7%; 41.1%; 27.1%; 3.1%
    - i-Ready: 12.0%; 40.0%; 32.0%; 16.0%
- 

## ACADEMIC GROWTH

**ELA Growth:** % of students who met growth projections; Median Growth Percentile from beginning-of-year 2020 to end-of-year 2021 according to MAP benchmark assessment

- 3rd Grade: 70%; 71st
- 4th Grade: 58%; 57th
- 5th Grade: 59%; 53rd

**Math Growth:** % of students who met growth projections; Median Growth Percentile from beginning-of-year 2020 to end-of-year 2021 according to MAP benchmark assessment

- 3rd Grade: 84%; 82nd
- 4th Grade: 86%; 75th
- 5th Grade: 55%; 52nd

## Trend Analysis



**Trend Direction:** Increasing then decreasing

**Performance Indicator Target:** Academic Achievement (Status)

Due to the implications of COVID-19 and the lack of state assessment data for the past two years, a trend is unable to be established; however, Windsor Charter Academy Elementary School's cohort and local benchmark assessment data from the end-of-year 2021 and the beginning-of-year 2021 support a general trend of increasing and then decreasing in English language arts academic achievement. At a micro-level, the following trends are noted: a) 3rd grade: increasing and then decreasing; b) 4th grade: increasing and then decreasing; and c) 5th grade: increasing and then decreasing.



**Trend Direction:** Decreasing

**Performance Indicator Target:** Academic Achievement (Status)

Due to the implications of COVID-19 and the lack of state assessment data for the past two years, a trend is unable to be established; however, Windsor Charter Academy Elementary School's cohort and local benchmark assessment data from the end-of-year 2021 and the beginning-of-year 2021 support a general decreasing trend in math academic achievement. At a micro-level, the following trends are noted: a) 3rd grade: decreasing; b) 4th grade: stable; and c) 5th grade: increasing and then decreasing.



**Trend Direction:** Stable

**Performance Indicator Target:** Academic Growth

Due to the implications of COVID-19 and the lack of state assessment data for the past two years, a trend is unable to be established; however, Windsor Charter Academy Elementary School's local benchmark assessment data from the beginning-of-year 2020-2021 school year to the end-of-year 2020-2021 school year supports a general stable trend in English language arts growth. Students are making adequate progress based on growth projections. At a micro-level, the following trends are noted: a) 3rd grade: exceeded projected growth; b) 4th grade: met growth projections; and c) 5th grade: met growth projections.



**Trend Direction:** Increasing

**Performance Indicator Target:** Academic Growth

Due to the implications of COVID-19 and the lack of state assessment data for the past two years, a trend is unable to be established; however, Windsor Charter Academy Elementary School's local benchmark assessment data from the beginning-of-year 2020-2021 school year to the end-of-year 2020-2021 school year supports a general stable trend in math growth. Students are making adequate progress based on growth projections. At a micro-level, the following trends are noted: a) 3rd grade: exceeded projected growth; b) 4th grade: exceeded growth projections; and c) 5th grade: met growth projections.

**Additional Trend Information:**

**Academic Achievement**

*Percentage of Students Meeting and Exceeding State Expectations on Math*

	2017			2018			2019		
	School	District	State	School	District	State	School	District	State
<b>3<sup>rd</sup></b>	69.5	53.4	40.0	48.5	47.4	39.1	72.1	54.1	41.0
<b>4<sup>th</sup></b>	50.5	51.0	34.0	57.0	40.5	33.9	42.6	37.3	33.6
<b>5<sup>th</sup></b>	54.3	43.8	33.6	61.0	50.0	35.5	63.4	42.0	35.7

*Percentage of Students Meeting and Exceeding State Expectations on ELA*

	2017			2018			2019		

	School	District	State	School	District	State	School	District	State
<b>3<sup>rd</sup></b>	72.3	52.9	40.1	59.4	47.1	40.4	66.3	54.2	41.3
<b>4<sup>th</sup></b>	66.0	58.4	44.1	69.0	54.0	46.1	70.6	53.5	48.0
<b>5<sup>th</sup></b>	62.8	60.2	46.3	73.0	63.8	47.4	85.1	61.0	48.4

## Academic Growth

### Median Growth Percentile in Math

	2017			2018			2019		
	S	D	St	S	D	St	S	D	St
<b>4<sup>th</sup></b>	53	50.5	50	50	47	50	49	50	50
<b>5<sup>th</sup></b>	52	42	50	65	46	50	68.5	50	50
<b>All</b>	53	46	50	46	55	50	53	50	50

### Median Growth Percentile in ELA

	2017			2018			2019		
	S	D	St	S	D	St	S	D	St
<b>4<sup>th</sup></b>	64.5	53	50	45.5	47	50	51.5	53	50
<b>5<sup>th</sup></b>	52	48	50	63	55	50	70.5	55	50
<b>All</b>	58	51	50	54.5	51.5	50	62.5	54	50

## Academic Growth Gaps

Median Growth Percentile in Math for Minority and Non-Minority Students

	2017			2018			2019		
	S	D	St	S	D	St	S	D	St
<b>Minority</b>	55.5	43.5	48	56	47	48	52	46	48
<b>Non-Minority</b>	52	46	52	55	46	52	54	50	52

Median Growth Percentile in ELA for Minority and Non-Minority Students

	2017			2018			2019		
	S	D	St	S	D	St	S	D	St
<b>Minority</b>	56	48	48	58	55	47	65	51	48
<b>Non-Minority</b>	59	52	52	54	50.5	52	62	54	52

Median Growth Percentile in Math for Female and Male Students

	2017			2018			2019		
	S	D	St	S	D	St	S	D	St
<b>Female</b>	54	44	49	49	43.5	49	52	45	50
<b>Male</b>	52	49	51	57	48	51	56.5	53	50

Median Growth Percentile in ELA for Female and Male Students

	2017			2018			2019		

	S	D	St	S	D	St	S	D	St
<b>Female</b>	61	54	53	62	57	54	68	56	53
<b>Male</b>	55	48	47	46	45	47	56	53	47

## Test Participation Rates

### Percentage of Participate Rate

	2017	2018	2019
<b>ELA</b>	93.8	97.4	99.4
<b>Math</b>	94.1	97.4	99.0
<b>Science</b>	92.2	97.1	99.0

## Priority Performance Challenges and Root Causes



### Priority Performance Challenge: English Language Arts: Academic Achievement 90th Percentile

Professional development and research-based curriculum/instructional practices

#### Root Cause: Refined curriculum alignment to standards and research-based instruction.

Due to the implications of COVID-19 and the lack of state assessment data for the past two years, a trend is unable to be established; however, Windsor Charter Academy Elementary School's cohort and local benchmark assessment data from the end-of-year 2021 and the beginning-of-year 2021 support a general trend of increasing and then decreasing in English language arts academic achievement. At a micro-level, the following trends are noted: a) 3rd grade: increasing and then decreasing; b) 4th grade: increasing and then decreasing; and c) 5th grade: increasing and then decreasing. Prior to COVID-19, students at Windsor Charter Academy Elementary School's exceeded state expectations for "Academic Achievement" in ELA. This was a result of deliberate and intentional planning, professional development, and implementation of highly effective instructional practices targeting the Colorado Academic Standards. To continue positive trends which occurred prior to COVID-19, it will be important for Windsor Charter



Academy to follow past year's strategies as outlined below. PLCs were established at each grade level to analyze formative and summative assessments in the areas of reading and writing. Common expectations for effective instructional practices were developed through professional development using AVID WICOR strategies and practices from the book, *Teach Like a Champion* by Doug Lemov. Administration conducted frequent informal and formal observations with feedback tied to the professional practices and the techniques in AVID and *Teach Like a Champion* that support the practices. To support the MTSS model, staff continued to implement a 40-minute Tier II intervention block to ensure all students received reading instruction targeted to their specific needs. These needs included acceleration, extension, reinforcement of grade-level expectations or gap closure of foundational reading standards. READ Act: As part of participation in the Early Literacy Assessment Tool Project, emphasis was placed on training staff to administer Acadience Reading benchmark and progress monitoring with fidelity. Research-based Tier II reading intervention programs were implemented during the intervention block to close gaps in the Reading Foundational Standards. Tier II reading PLCs were conducted every six weeks to monitor the effectiveness of the interventions and ensure student progress.



### **Priority Performance Challenge: Math: Academic Achievement 85th Percentile**

Professional development and research-based curriculum/instructional practices

#### **Root Cause: Refined curriculum alignment to standards and research-based instruction.**

Due to the implications of COVID-19 and the lack of state assessment data for the past two years, a trend is unable to be established; however, Windsor Charter Academy Elementary School's cohort and local benchmark assessment data from the end-of-year 2021 and the beginning-of-year 2021 support a general decreasing trend in math academic achievement. At a micro-level, the following trends are noted: a) 3rd grade: decreasing; b) 4th grade: stable; and c) 5th grade: increasing and then decreasing. Prior to COVID-19, students at Windsor Charter Academy Elementary School's exceeded state expectations for "Academic Achievement" in math. This was a result of deliberate and intentional planning, professional development, and implementation of highly effective instructional practices targeting the Colorado Academic Standards. To continue positive trends which occurred prior to COVID-19, it will be important for Windsor Charter Academy to follow past year's strategies as outlined below. PLCs were established at each grade level to analyze formative and summative assessments in the areas of math. Common expectations for effective instructional practices were developed through professional development using AVID WICOR strategies and the book, *Teach Like a Champion* by Doug Lemov. Administration conducted frequent informal and formal observations with feedback tied to the professional practices and the techniques in AVID and *Teach Like a Champion* that support practices. Students in grades 2-5 were placed in needs-based math groups based on benchmark and formative assessment data. In grades K-1 we used the Early Childhood Assessment of Mathematics to ensure students were mastering foundational numeracy skills. MAP interim assessment data in grades 3-5 were used to create instructional focus groups designed to close achievement gaps in grade-level standards for students close to proficient.





## Priority Performance Challenge: Math: Academic Growth 50th Percentile

Professional development and research-based curriculum/instructional practices

### Root Cause: Lack of implementation of Mathematical Practices & engagement in math.

Due to the implications of COVID-19 and the lack of state assessment data for the past two years, a trend is unable to be established; however, Windsor Charter Academy Elementary School's local benchmark assessment data from the beginning-of-year 2020-2021 school year to the end-of-year 2020-2021 school year supports a general stable trend in math growth. Students are making adequate progress based on growth projections. At a micro-level, the following trends are noted: a) 3rd grade: exceeded projected growth; b) 4th grade: exceeded growth projections; and c) 5th grade: met growth projections. Prior to COVID-19, students at Windsor Charter Academy Elementary School's met state expectations for "Academic Growth" in math. This was a result of deliberate and intentional planning, professional development, and implementation of highly effective instructional practices targeting the Colorado Academic Standards. To continue positive trends which occurred prior to COVID-19, it will be important for Windsor Charter Academy to follow past year's strategies as outlined below. Teachers are continuing to refine their instructional practices by moving from a more teacher-directed approach to a student-centered approach using collaboration in an effort to engage all students in the learning and provide meaningful movement. Windsor Charter Academy Elementary School adopted a new math curriculum that was implemented in the 2018-2019 school year. Following the 2018-2019 school year, 72% of teachers remained at Windsor Charter Academy Elementary School. Additionally, in 2019-2020, 78% of teachers remained. Staff have required extensive training and support related to standards, curriculum, research-based instructional practices, and assessments. When ongoing staff turnover occurs, it is difficult to gain traction with focus areas for professional development and sustain them overtime. Furthermore, AVID School-wide has been implemented for a few years. AVID's research-based WICOR strategies support students' learning and growth. Priority has been given to implementing AVID collaboration strategies for new staff. While all new staff have had a mentor and additional formal and informal observations to ensure AVID collaboration was being implemented across subject areas. It has been a challenge to increase AVID school-wide implementation of WICOR strategies due to staff turnover.



### Magnitude of Performance Challenges and Rationale for Selection:



Windsor Charter Academy Elementary School's enrollment has steadily increased over the last several years. Seven hundred and seventy-nine students attend Windsor Charter Academy Elementary School. Enrollment has increased significantly over the last several years through organic growth. With the increasing growth comes a more diverse student population.

Windsor Charter Academy Elementary School has experienced staff turnover in the last three years. Following the 2018-2019 school year, 72% of teachers remained at Windsor Charter Academy Elementary School. Additionally, in 2019-2020, 78% of teachers remained. Teacher retention improved in 2020-2021 with 95% of teachers remaining at Windsor Charter Academy Elementary School.

The changes in staff present obstacles in a myriad of ways. Staff have required extensive training and support related to standards, curriculum, research-based instructional practices, and assessments. When ongoing staff turnover occurs, it is difficult to gain traction with focus areas for professional development and sustain them overtime.

### Magnitude of Root Causes and Rationale for Selection:



Windsor Charter Academy Elementary School continues its work of supporting student success in academic achievement and growth. Its cohort and local benchmark assessment data from the end-of-year 2021 and the beginning-of-year 2021 indicates that priority challenges in ELA and math achievement, as well as in math growth exist.

Prior to COVID-19, academic achievement data of students at Windsor Charter Academy Elementary School were consistently above average in English language arts, ranging from the 92nd to the 96th percentile between the years of 2017-2019; however, the academic growth data met the 50th percentile for the past three years. From 2017 to 2019, the ELA growth percentile fluctuated each year from the 58th, to 54th, to 62nd percentile.

In the area of math, prior to COVID-19, academic achievement data ranged from the 89th to the 90th percentile; however, the academic growth data met the 50th percentile for the past three years, with stable data at the 53rd, 55th, and the 53rd. After analyzing our local benchmark assessment data and pairing those results with historic academic growth data in English language arts and math, administration reflected on best practices for increasing student achievement and growth to determine root causes and opportunities for growth.

Root causes were identified based on the following principles: aligning assessments to standards, ensuring that quality Tier I universal instruction using research-based instructional practices are consistently implemented in all classrooms across content areas, Tier II interventions for students not performing at grade level are provided, and progress monitoring student achievement and growth data using benchmark and progress monitoring assessment tools are common practice.

## Action Plans

### Planning Form



#### Strengthen instructional practices in ELA

**What will success look like:** 85% or more of K-3 students will reach their benchmark on Acadience end-of-year composite. Students in grades 3-5 will exceed "Academic Achievement" on ELA as determined by WCA School Performance Framework. In addition, the percentage of students in grades 3-5 who meet or exceed state expectations on ELA will be at or above the state and district percentages. 90% of students will have met their growth goal and 85% will meet their achievement goal

according to iReady progress monitoring by the end of the school year. 85% or more of K-3 students will reach their benchmark on Acadience Reading end-of-year composite. Students in grades 3-5 will exceed "Academic Achievement" on ELA as determined by WCA School Performance Framework. In addition, the percentage of students in grades 3-5 who meet or exceed state expectations on ELA will be at or above the state and district percentages.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** The Colorado READ Act, passed by the Colorado legislature in 2012, focuses on early literacy development for all students and especially for students who are at risk of not reading at grade level by the end of the third grade. The READ Act focuses on literacy development for kindergarteners through third graders. Students are tested for reading skills, and those who are not reading at grade level are given individual READ plans. According to the Common Core State Standards Initiative, today's students are preparing to enter a world in which colleges and businesses are demanding more than ever before. To ensure all students are ready for success after high school, the Common Core State Standards establish clear, consistent guidelines for what every student should know and be able to do in math and English language arts from kindergarten through 12th grade.

### **Associated Root Causes:**

#### **Refined curriculum alignment to standards and research-based instruction.:**

Due to the implications of COVID-19 and the lack of state assessment data for the past two years, a trend is unable to be established; however, Windsor Charter Academy Elementary School's cohort and local benchmark assessment data from the end-of-year 2021 and the beginning-of-year 2021 support a general trend of increasing and then decreasing in English language arts academic achievement. At a micro-level, the following trends are noted: a) 3rd grade: increasing and then decreasing; b) 4th grade: increasing and then decreasing; and c) 5th grade: increasing and then decreasing. Prior to COVID-19, students at Windsor Charter Academy Elementary School's exceeded state expectations for "Academic Achievement" in ELA. This was a result of deliberate and intentional planning, professional development, and implementation of highly effective instructional practices targeting the Colorado Academic Standards. To continue positive trends which occurred prior to COVID-19, it will be important for Windsor Charter Academy to follow past year's strategies as outlined below.



PLCs were established at each grade level to analyze formative and summative assessments in the areas of reading and writing. Common expectations for effective instructional practices were developed through professional development using AVID WICOR strategies and practices from the book, Teach Like a Champion by Doug Lemov. Administration conducted frequent informal and formal observations with feedback tied to the professional practices and the techniques in AVID and Teach Like a Champion that support the practices. To support the MTSS model, staff continued to implement a 40-minute Tier II intervention block to ensure all students received reading instruction targeted to their specific needs. These needs included acceleration, extension, reinforcement of grade-level expectations or gap closure of foundational reading standards. READ Act: As part of participation in the Early Literacy Assessment Tool Project, emphasis was placed on training staff to administer Acadience Reading benchmark and progress monitoring with fidelity. Research-based Tier II reading intervention programs were implemented during the intervention block to close gaps in the Reading Foundational Standards. Tier II reading PLCs were conducted every six weeks to monitor the effectiveness of the interventions and ensure student progress.

### **Implementation Benchmarks Associated with MIS**

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
	Professional development for all staff is provided that is focused on AVID WICOR strategies. Job-embedded professional development is provided through Instructional Coaching.	07/29/2021 05/20/2022 Monthly	Administration, Teachers, & Instructional Coaches	Partially Met
	New teachers to WCA receive 3 formal observations and all returning teachers receive 2 formal observations tied to WICOR and TLaC strategies. In addition, all staff will be observed regularly through informal observations and walkthroughs and provided with descriptive feedback.	08/16/2021 05/17/2022 Weekly	Administration	Partially Met
	The Colorado Read Act established an Early Literacy Grant Program, which is a comprehensive approach to improving early literacy, focused on implementing and sustaining scientifically and evidence-based reading instruction.	08/23/2021 05/17/2022 Weekly	Administration	Partially Met
	Data analysis through data digs are conducted at BOY and MOY to identify students needing extra support or extensions. Writing Professional Learning Communities tied to pre and post quarterly writing assessments are facilitated based on a set PLC schedule.	08/23/2021 05/17/2022 Weekly	Administration and Teachers	Partially Met
	The AVID site team works to create a yearly implementation plan for increasing WICOR strategies across all grade levels. Teacher leaders on this team participate in professional learning and	09/13/2021 05/07/2021	Administration and AVID Site Team	Partially Met

AVID Site Team	commit to sharing new information with their grade-level teams.	Monthly			
					
AVID Quarterly Walk-Throughs	Administration will walk through classrooms quarterly and provide feedback tied to AVID WICOR strategies.	09/13/2021 05/17/2022 Quarterly	Administration		Partially Met
					
AVID Coaching and Certification Instrument (CCI)	The CCI is a rubric that corresponds to the four AVID School-wide domains: Instruction, Systems, Leadership and Culture. The CCI helps ensure fidelity to the AVID system and plan for sustainable growth.	01/05/2022 05/17/2022 Monthly	Administration and AVID Site Team		Partially Met

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
					
Professional Development & Coaching	All K-3 teachers will complete the READ Act Science of Teaching Reading training. AVID WICOR Training: Complete AVID Training for all staff in WICOR strategies. TLAC Training: Participate in a Teach Like a Champion professional development including a book study, training for new teachers, and ongoing coaching & feedback for veteran teachers.	07/29/2021 05/20/2022	AVID modules & instructional coaches	Administration, Teachers & Instructional Coaches	In Progress
					
Tier I Instruction	Student Engagement: Utilize WICOR and TLAC strategies to increase student engagement and collaboration. Writing Across Content Areas: Increase opportunities for students to write in all content areas to express understanding of content. K-5 classroom teachers and specialists will use AVID WICOR strategies, Step Up to Writing, and/or TLAC techniques weekly. Writing to Text: Embed Short Constructed and Extended Responses to nonfiction text, citing textual evidence. Technology: Utilize classroom	08/12/2021 05/20/2022	Teacher professional practice rubric & AVID Criteria for Success	Administration, Teachers & Instructional Coaches	In Progress

technology to type written responses to text. In addition, the technology special will provide instruction in typing and accessibility tools.



Tier II Intervention / Differentiation

The MTSS process will be used to identify intervention strategies for students not making adequate growth. To support the MTSS model, a 40-minute intervention block will be used to target students specific needs for acceleration, extension, reinforcement of grade level expectations or gap closure of foundational reading standards.

08/12/2021  
05/20/2022

6-Step Data Team Process, Student Work & Rubrics

Administration and Teachers

In Progress



Early Literacy Assessment Tool (ELAT)

Windsor Charter Academy Elementary School will continue to participate in the ELAT grant. All teachers who administer Acadience Reading will be trained annually. All students in grades K-5 will participate in benchmark assessments 3 times per year followed by progress monitoring in accordance with their identified proficiency level. A progress monitoring calendar will be created to ensure fidelity with progress monitoring frequency. In accordance with the READ Act, READ Plans will be created for all students identified with a Significant Reading Deficiency (SRD).

08/13/2021  
05/20/2022

Acadience Reading, Progress Monitoring Trajectory Graphs, and mClass Assessment System

Administration, Teachers, Literacy Interventionist and Instructional Specialist

In Progress



Formal and Informal Observation

Administration will provide all teachers feedback connected to AVID WICOR strategies. Teacher evaluation is connected to AVID implementation.

08/16/2021  
05/17/2022

Teacher Professional Practice Rubric and Crosswalk Document Linking AVID and TLAC to the Professional Practices

Administration

In Progress



Administration will meet with grade-level teams weekly for PLCs. The focus for PLCs will alternate between literacy and math. Twice a year data digs will be scheduled to analyze benchmark

6 Step Data Process Template, PLC Calendar,

Professional Learning Communities and Data Digs	data and determine placement in Tier II interventions and plan instruction to ensure all students master grade-level standards. Record pre- and post-assessment data, determine students' strengths and areas of growth, and outline instructional strategies that grade levels will commit to during the data cycle.	08/23/2021 05/14/2021	program materials, standards, and Benchmark and Progress Monitoring Data	Administration and Teachers	In Progress
 AVID Site Team	Teacher leaders will participate in professional learning and commit to sharing new information with their grade-level teams.	09/13/2021 05/07/2022	AVID Site Team Plan, CCI Rubric, AVID Criteria for Success, & AVID Articulation Plan	Administration, AVID Site Team & Instructional Coaches	In Progress
 AVID Quarterly Walk-Throughs	Administration will walk through classrooms quarterly and provide feedback tied to AVID WICOR strategies.	09/13/2021 05/17/2022	AVID Feedback Form	Administration	In Progress



### Strengthen instructional practices in math

**What will success look like:** Students in grades 3-5 will exceed "Academic Achievement" in math as determined by WCA School Performance Framework. In addition, the percentage of students in grades 3-5 who meet or exceed state expectations on math will be at or above the State and District percentages. 80% of students will meet academic growth according to iReady progress monitoring by the end of quarter one. 100% of students will meet or exceed their growth goal at the 50th percentile by quarter two as measured by iReady progress monitoring. 85% of students will make at least one year's growth as measured by iReady Benchmark assessment data. 75% of students will score 80% or higher on the cumulative assessments in enVisions 2020.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** According to the Common Core State Standards Initiative, today's students are preparing to enter a world in which colleges and businesses are demanding more than ever before. To ensure all students are ready for success after high school, the Common Core State Standards establish clear, consistent guidelines for what every student should know and be able to do in math and English language arts from kindergarten through twelfth grade.

### Associated Root Causes:

### **Refined curriculum alignment to standards and research-based instruction.:**



Due to the implications of COVID-19 and the lack of state assessment data for the past two years, a trend is unable to be established; however, Windsor Charter Academy Elementary School's cohort and local benchmark assessment data from the end-of-year 2021 and the beginning-of-year 2021 support a general decreasing trend in math academic achievement. At a micro-level, the following trends are noted: a) 3rd grade: decreasing; b) 4th grade: stable; and c) 5th grade: increasing and then decreasing. Prior to COVID-19, students at Windsor Charter Academy Elementary School's exceeded state expectations for "Academic Achievement" in math. This was a result of deliberate and intentional planning, professional development, and implementation of highly effective instructional practices targeting the Colorado Academic Standards. To continue positive trends which occurred prior to COVID-19, it will be important for Windsor Charter Academy to follow past year's strategies as outlined below. PLCs were established at each grade level to analyze formative and summative assessments in the areas of math. Common expectations for effective instructional practices were developed through professional development using AVID WICOR strategies and the book, Teach Like a Champion by Doug Lemov. Administration conducted frequent informal and formal observations with feedback tied to the professional practices and the techniques in AVID and Teach Like a Champion that support practices. Students in grades 2-5 were placed in needs-based math groups based on benchmark and formative assessment data. In grades K-1 we used the Early Childhood Assessment of Mathematics to ensure students were mastering foundational numeracy skills. MAP interim assessment data in grades 3-5 were used to create instructional focus groups designed to close achievement gaps in grade-level standards for students close to proficient.

### **Lack of implementation of Mathematical Practices & engagement in math.:**



Due to the implications of COVID-19 and the lack of state assessment data for the past two years, a trend is unable to be established; however, Windsor Charter Academy Elementary School's local benchmark assessment data from the beginning-of-year 2020-2021 school year to the end-of-year 2020-2021 school year supports a general stable trend in math growth. Students are making adequate progress based on growth projections. At a micro-level, the following trends are noted: a) 3rd grade: exceeded projected growth; b) 4th grade: exceeded growth projections; and c) 5th grade: met growth projections. Prior to COVID-19, students at Windsor Charter Academy Elementary School's met state expectations for "Academic Growth" in math. This was a result of deliberate and intentional planning, professional development, and implementation of highly effective instructional practices targeting the Colorado Academic Standards. To continue positive trends which occurred prior to COVID-19, it will be important for Windsor Charter Academy to follow past year's strategies as outlined below. Teachers are continuing to refine their instructional practices by moving from a more teacher-directed approach to a student-centered approach using collaboration in an effort to engage all students in the learning and provide meaningful movement. Windsor Charter Academy Elementary School adopted a new math curriculum that was implemented in the 2018-2019 school year. Following the 2018-2019 school year, 72% of teachers remained at Windsor Charter Academy Elementary School. Additionally, in 2019-2020, 78% of teachers remained. Staff have required extensive training and support related to standards, curriculum, research-based instructional practices, and assessments. When ongoing staff turnover occurs, it is difficult to gain traction with focus areas for professional development and sustain them overtime. Furthermore, AVID School-wide has been implemented for a few years. AVID's research-based WICOR strategies support students' learning and growth. Priority has been given to implementing AVID collaboration strategies for new staff.

While all new staff have had a mentor and additional formal and informal observations to ensure AVID collaboration was being implemented across subject areas. It has been a challenge to increase AVID school-wide implementation of WICOR strategies due to staff turnover.

### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Professional Development & Coaching	Professional development for all staff is provided that is focused on AVID WICOR strategies. Job-embedded professional development is provided through Instructional Coaching.	07/29/2021 05/20/2022 Weekly	Administration, Teachers & Instructional Coaches	Partially Met
 Formal and Informal Observations with Feedback	New teachers to WCA receive 3 formal observations and all returning teachers receive 2 formal observations tied to WICOR and TLaC strategies. In addition, all staff will be observed regularly through informal observations and walkthroughs and provided with descriptive feedback.	08/16/2021 05/20/2022 Weekly	Administration & Teachers	Partially Met
 Professional Learning Communities & Data Digs	Data analysis through data digs are conducted at BOY and MOY to identify students needing extra support or extensions during WIN. Math Professional Learning Communities tied to math common assessments are facilitated based on a set PLC schedule.	08/25/2021 05/20/2022 Monthly	Administration and Teachers	Partially Met
 AVID Quarterly Walkthroughs	Administration will walk through classrooms quarterly and tie feedback to AVID WICOR strategies.	09/13/2021 05/17/2022 Quarterly	Administration	Partially Met



AVID Site Team

The AVID site team works to create a yearly implementation plan for increasing AVID WICOR strategies across all grade levels. Teacher leaders on this team participate in professional learning and commit to sharing new information with their grade-level teams.

09/13/2021  
05/06/2022  
Monthly

Administration and AVID Site Team

Partially Met



AVID Coaching and Certification Instrument

The CCI is a rubric that corresponds to the four AVID School-wide domains: Instruction, Systems, Leadership and Culture. The CCI helps ensure fidelity to the AVID system and plan for sustainable growth.

01/05/2022  
05/17/2022  
Quarterly

Administration and AVID Site Team

Partially Met

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Professional Development & Coaching	Professional development for all staff is provided that is focused on AVID WICOR strategies. Job-embedded professional development is provided through Instructional Coaching.	07/29/2021 05/20/2021	AVID Learning Modules & Instructional Coaches	Administration, Teachers & Instructional Coaches	In Progress
 Tier I Instruction	Teachers will provide structures for students to engage in problem solving and explain their thinking both orally and in writing, using academic language and models.	08/12/2021 05/20/2022	Academic Language bookmarks and enVisions Math curriculum	Administration, Teachers & Instructional Coaches	In Progress
 Tier II Instruction	Teachers will continue to use math data to determine instructional groups for Tier II math instruction and math stations. Provides scaffolding to ensure all students have access to grade-level standards. Advance math teacher will pre-test and compact curriculum in order to accelerate student learning.	08/12/2021 05/20/2022	enVisions Math Curriculum, benchmark and program assessment data	Administration and teachers	In Progress



Formal & Informal Observations

Administration will provide all teachers with feedback connect to AVID WICOR strategies. Teacher evaluation is connected to AVID implementation.

08/16/2021  
05/13/2022

Teacher Professional Practice Rubric & AVID Criteria for Success

Administration

In Progress



Professional Learning Communities and Data Digs

Teachers will record pre- and post-assessment data, determine students' strengths and areas of growth, and outline instructional strategies that grade levels will commit to during the data cycle. Teachers will administer the enVisions Math Cumulative Assessment quarterly and determine next steps for instruction in the event that students did not retain previously taught skills. The Cumulative Assessment data will be included in the Measures of Student Learning for Teacher Evaluation. Standards-mastery assessments from iReady will be used when needed to determine progress towards grade-level standards and determination of small group interventions during the math block.

08/23/2021  
05/14/2022

6 Step Data Process Template, PLC Calendar, program materials, standards, and Benchmark and Progress Monitoring Data

Administration and Teachers

In Progress



AVID Quarterly Walkthroughs

Building administration will walk through classrooms quarterly and provide feedback tied to AVID WICOR strategies.

09/13/2021  
05/13/2022

AVID Feedback Form

Administration

In Progress



AVID Site Team

Teacher leaders participate in professional learning and commit to sharing new information with their grade-level teams.

09/13/2021  
05/13/2022

AVID Site Team Plan and AVID Articulation Plan

Administration and AVID Site Team

In Progress

## School Target Setting



Priority Performance Challenge : English Language Arts: Academic Achievement 90th Percentile



**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** ELA

ANNUAL  
PERFORMANCE  
TARGETS

**2021-2022:** ELA academic achievement is greater than 90th percentile.

**2022-2023:** ELA academic achievement is greater than 93rd percentile.

**INTERIM MEASURES FOR 2021-2022:** 1. Acadience: 90% of students will be within their Acadience wedge throughout the year as measured by Acadience progress monitoring. 2. iReady Benchmark Assessments: 90% of students will have met their growth goal and 85% will meet their achievement goal according to iReady progress monitoring by the end of the school year.



**Priority Performance Challenge : Math: Academic Achievement 85th Percentile**



**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** M

ANNUAL  
PERFORMANCE  
TARGETS

**2021-2022:** Math academic achievement is greater than 85th percentile.

**2022-2023:** Math academic achievement is greater than 87th percentile.

**INTERIM MEASURES FOR 2021-2022:** 1.iReady Benchmark Assessments: 80% of students will meet academic growth according to iReady progress monitoring by the end of quarter one. 2. enVisions Cumulative Assessments: 75% of students will score 80% or higher on the cumulative assessments in enVisions 2020.



**Priority Performance Challenge : Math: Academic Growth 50th Percentile**



**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:** M

ANNUAL  
PERFORMANCE  
TARGETS

**2021-2022:** Math growth is greater than or equal to the 50th percentile.

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**2022-2023:** Math growth is greater than or equal to the 53rd percentile.

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**INTERIM MEASURES FOR 2021-2022:** 1. iReady Benchmark Assessment: 85% of students will make at least one year's growth as measured by iReady Benchmark assessment data. 2. iReady Progress Monitoring Assessments: 100% of students will meet or exceed their growth goal at the 50th percentile by quarter two as measured by iReady progress monitoring.

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# Colorado's Unified Improvement Plan for Schools

Windsor Charter Academy Middle School UIP 2021-22 | School: Windsor Charter Academy Middle School | District: Windsor RE-4 | Org ID: 3100 | School ID: 9563 | Framework: Performance Plan | Draft UIP

## Table of Contents

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Executive Summary

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

## Executive Summary



### Priority Performance Challenges

- *English Language Arts: Academic Growth 56th Percentile*



### Root Cause

- Lack of curriculum alignment to standards and research-based instruction.



### Major Improvement Strategies

- Strengthen instructional practices in ELA

- *Math: Academic Growth 45th Percentile*

- Increase implementation of Mathematical Practices & increase engagement in math.

- Strengthen instructional practices in math

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

## Improvement Plan Information

### Additional Information about the school

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## Narrative on Data Analysis and Root Cause Identification

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

Windsor Charter Academy Middle School provides our students with a solid academic foundation through our K-8 Core Knowledge curriculum. Its culture empowers students to achieve academic excellence through critical thinking, character development, and a love for lifelong learning. Windsor Charter Academy Middle School is located in the town of Windsor and has served sixth through eighth grade students since the school opened in 2000.

Three hundred and sixty-seven students attend Windsor Charter Academy Middle School. Enrollment has increased over the last several years. In the past five years, middle school student enrollment increased by 32%, from two hundred and seventy-seven students in the 2016-2017 school year to three hundred and sixty-seven students in the current school year.

Windsor Charter Academy Middle School has a total of twenty-one teachers. 48% of teachers have a master's degree and 76% of teachers have more than three years of teaching experience.

In 2019, the Windsor Charter Academy Middle School staff, the Executive Board, and the School Accountability Committee (SAC) reviewed the School Performance Framework. The SAC reviewed data found on the School Performance Framework, which showed that the school exceeded expectations in academic achievement for English language arts, met expectations in math, and was approaching expectations in science. Windsor Charter Academy Middle School met expectations for academic growth in English language arts and approached expectations in math. These achievements resulted in a "Performance" rating for the 2019 School Performance Framework. Due to COVID-19, Windsor Charter Academy Middle School did not receive a School Performance Framework for the 2019-2020 or 2020-2021 school year, and therefore was unable to use it as the primary resource to inform our Unified Improvement Plan.

In order to analyze data trends, identify root causes, determine priority performance challenges, and create action steps for the 2021-2022 Unified Improvement Plan, administration analyzed 2021 CMAS cohort results and local benchmark assessment data for English language arts and math.

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## Prior Year Targets

**Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).**

Due to COVID-19 implications on state-wide assessments, the CMAS assessment was not administered in 2020 and was only administered to cohorts of students in 2021. Windsor Charter Academy Middle School did not have comparable data to determine success in meeting Prior Year Student Targets as measured by performance indicators. Because of this limitation, a determination on whether or not Major Improvement Strategies were successful is not possible.

**Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.**

In order to analyze data trends, identify root causes, determine priority performance challenges, and create action steps for the 2021-2022 Unified Improvement Plan, administration analyzed 2021 CMAS cohort results and local benchmark assessment data for English language arts and math.

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## Current Performance

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Due to COVID-19 implications on state-wide assessments, the CMAS assessment was not administered in 2020 and was only administered to cohorts of students in 2021. Windsor Charter Academy Middle School is unable to report out on our Current Performance in relation to the School Performance Framework's areas where expectations were not met or areas where we would like to improve; however, the use of 2021 CMAS cohort data and local benchmark assessment

data, including Measures of Academic Performance (MAP) and i-Ready fall benchmark assessment data, have been reviewed and used to address our Current Performance in the area of Academic Achievement. Beginning-of-year and end-of-year Measures of Academic Performance (MAP) data from the 2020-2021 school year has been reviewed and used to address Academic Growth in English language arts and math.

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## **ACADEMIC ACHIEVEMENT**

### **ELA Achievement:**

- CMAS: % of students who met or exceeded expectations on CMAS 2021 (cohort data)
- MAP: % of students who Did Not Meet expectations; are Approaching expectations; Met expectations; Exceeded expectations according to end-of-year 2021 MAP benchmark assessment
- i-Ready: % of students who Did Not Meet expectations; are Approaching expectations; Met expectations; Exceeded expectations according to beginning-of-year 2021 i-Ready Diagnostic Assessment
  
- 6th Grade:
  - CMAS: No cohort data available
  - MAP: 15.5%; 27.6%; 45.7%; 11.2%
  - i-Ready: 23.0%; 32.0%; 14.0%; 32.0%
- 7th Grade:
  - CMAS: 69.6%
  - MAP: 12.1%; 17.8%; 53.3%; 16.8%
  - i-Ready: 21.0%; 19.0%; 29.0; 31.0%
- 8th Grade:
  - CMAS: No cohort data available
  - MAP: 13.3%; 24.2%; 48.3%; 14.2%
  - i-Ready: 17.0%; 21.0%; 27.0%; 35.0%

### **Math Achievement:**

- CMAS: % of students who met or exceeded expectations on CMAS 2021 (cohort data)
- MAP: % of students who Did Not Meet expectations; are Approaching expectations; Met expectations; Exceeded expectations according to end-of-year 2021 MAP benchmark assessment

- i-Ready: % of students who Did Not Meet expectations; are Approaching expectations; Met expectations; Exceeded expectations according to beginning-of-year 2021 i-Ready Diagnostic Assessment
  - 6th Grade:
    - CMAS: 38.5%
    - MAP: 24.4%; 43.5%; 29.6%; 2.6%
    - i-Ready: 16.0%; 45.0%; 21.0%; 18.0%
  - 7th Grade:
    - CMAS: No cohort data available
    - MAP: 16.7%; 46.3%; 35.2%; 1.9%
    - i-Ready: 16.0%; 41.0%; 25.0%; 18.0%
  - 8th Grade:
    - CMAS: 41.7%
    - MAP: 33.6%; 24.6%; 33.6%; 8.2%
    - i-Ready: 12.0%; 31.0%; 40.0%; 17.0%
- 

## ACADEMIC GROWTH

**ELA Growth:** % of students who met growth projections; Median Growth Percentile from beginning-of-year 2020 to end-of-year 2021 according to MAP benchmark assessment

- 6th Grade: 47%; 44th
- 7th Grade: 46%; 44th
- 8th Grade: 51%; 50th

**Math Growth:** % of students who met growth projections; Median Growth Percentile from beginning-of-year 2020 to end-of-year 2021 according to MAP benchmark assessment

- 6th Grade: 62%; 60th
  - 7th Grade: 57%; 52nd
  - 8th Grade: 43%; 42nd
-

## Trend Analysis



**Trend Direction:** Stable

**Performance Indicator Target:** Academic Achievement (Status)

Due to the implications of COVID-19 and the lack of state assessment data for the past two years, a trend is unable to be established; however, Windsor Charter Academy Middle School's cohort and local benchmark assessment data from the end-of-year 2021 and the beginning-of-year 2021 support a general stable trend in English language arts academic achievement. At a micro-level, the following trends are noted: a) 6th grade: decreasing; b) 7th grade: increasing; and c) 8th grade: stable.



**Trend Direction:** Increasing

**Performance Indicator Target:** Academic Achievement (Status)

Due to the implications of COVID-19 and the lack of state assessment data for the past two years, a trend is unable to be established; however, Windsor Charter Academy Middle School's cohort and local benchmark assessment data from the end-of-year 2021 and the beginning-of-year 2021 support a general increasing trend in math academic achievement. At a micro-level, the following trends are noted: a) 6th grade: stable; b) 7th grade: increasing; and c) 8th grade: increasing.



**Trend Direction:** Stable

**Performance Indicator Target:** Academic Growth

Due to the implications of COVID-19 and the lack of state assessment data for the past two years, a trend is unable to be established; however, Windsor Charter Academy Middle School's local benchmark assessment data from the beginning-of-year 2020-2021 school year to the end-of-year 2020-2021 school year supports a general stable trend in English language arts growth. Students are not making adequate progress based on growth projections.



**Trend Direction:** Stable

**Performance Indicator Target:** Academic Growth

Due to the implications of COVID-19 and the lack of state assessment data for the past two years, a trend is unable to be established; however, Windsor Charter Academy Middle School's local benchmark assessment data from the beginning-of-year 2020-2021 school year to the end-of-year 2020-2021 school year supports a general stable trend in math growth. At a micro-level, the following trends are noted: a) 6th & 7th grade: met projected growth; b) 8th grade: did not meet growth projections.

## Priority Performance Challenges and Root Causes



### Priority Performance Challenge: English Language Arts: Academic Growth 56th Percentile

Professional development and research-based curriculum/instructional practices

#### Root Cause: Lack of curriculum alignment to standards and research-based instruction.

Due to the implications of COVID-19 and the lack of state assessment data for the past two years, a trend is unable to be established; however, Windsor Charter Academy Middle School's local benchmark assessment data from the beginning-of-year 2020-2021 school year to the end-of-year 2020-2021 school year supports a general stable trend in English language arts growth. Students are not making adequate progress based on growth projections. Given the implications that COVID-19 had on student learning, it is imperative that deliberate and intentional planning, professional development, and implementation of highly effective instructional practices targeting the Colorado Academic Standards are a priority. While the local data trends are stable, the lack of student growth in English language arts are due to the following root causes. Benchmark and progress monitoring assessments in the areas of reading and writing were not developed and/or aligned to standards, and assessments did not inform instruction.

Professional Learning Communities (PLCs) to analyze formative and summative assessments in the areas of reading and writing were inconsistent. Common expectations for effective instructional practices were developed through professional development using AVID WICOR strategies and practices from the book, *Teach Like a Champion* by Doug Lemov; however, implementation in classrooms was not sustained over time. Administration conducted informal and formal observations and provided feedback; however, observations lacked frequency. Furthermore, teachers did not have a standards-based reading program for Tier I instruction. The master schedule did not support the MTSS model, leaving no time for Tier II interventions to be provided to students performing below grade level in reading.



### Priority Performance Challenge: Math: Academic Growth 45th Percentile

Professional development and research-based curriculum/instructional practices

#### Root Cause: Increase implementation of Mathematical Practices & increase engagement in math.

Due to the implications of COVID-19 and the lack of state assessment data for the past two years, a trend is unable to be established; however, Windsor Charter Academy Middle School's local benchmark assessment data from the beginning-of-year 2020-2021 school year to the end-of-year 2020-2021 school year supports a general stable trend in math growth. At a micro-level, the following trends are noted: a) 6th & 7th grade: met



projected growth; b) 8th grade: did not meet growth projections. Given the implications that COVID-19 had on student learning, it is imperative that deliberate and intentional planning, professional development, and implementation of highly effective instructional practices targeting the Colorado Academic Standards are a priority. While the local data trends are stable, the lack of student growth in math are due to the following root causes. Benchmark and progress monitoring assessments in the areas of math were not developed and/or aligned to standards, and assessments did not inform instruction. Professional Learning Communities (PLCs) to analyze formative and summative assessments in the area of math were inconsistent. Common expectations for effective instructional practices were developed through professional development using AVID WICOR strategies and practices from the book, *Teach Like a Champion* by Doug Lemov; however, implementation in classrooms was not sustained over time. Administration conducted informal and formal observations and provided feedback; however, observations lacked frequency. While teachers have had a standards-based math program for Tier I instruction, implementation of the program has lacked fidelity. The master schedule did not support the MTSS model, leaving no time for Tier II interventions to be provided to students performing below grade level in math.

### Magnitude of Performance Challenges and Rationale for Selection:



Windsor Charter Academy Middle School's enrollment has steadily increased over the last five years. Currently, three hundred and sixty-seven students attend Windsor Charter Academy Middle School. In the past five years, middle school student enrollment increased by 32%, from two hundred and seventy-seven students in the 2016-2017 school year to three hundred and sixty-seven students in the current school year.

Windsor Charter Academy Middle School has experienced staff turnover in the last three years. Following the 2018-2019 school year, 71% of teachers remained at Windsor Charter Academy Middle School. Teacher retention improved in 2019-2020 and 2020-2021 with 90% and 95% of teachers remaining at Windsor Charter Academy Middle School respectively.

The changes in staff present obstacles in a myriad of ways. Staff have been provided with professional development and support related to standards, curriculum, research-based instructional practices, and assessments. When ongoing staff turnover occurs, it is difficult to gain traction with focus areas for professional development and sustain them overtime.

### Magnitude of Root Causes and Rationale for Selection:

Windsor Charter Academy Middle School continues its work of supporting student success in academic achievement and growth. Its cohort and local benchmark assessment data from the end-of-year 2021 and the beginning-of-year 2021 indicates that priority challenges in ELA and math growth exist.



Prior to COVID-19, academic achievement data of students at Windsor Charter Academy Middle School were consistently above average in English language arts, ranging from the 80th to the 90th percentile between the years of 2017-2019; however, academic growth data in the area of English language arts has been unstable. From 2017 to 2019, the ELA growth percentile fluctuated each year from the 69th, to 47th, and the 56th percentile. In the area of math, prior to COVID-19, academic achievement data ranged from the 72nd to the 79th percentile from 2017-2019; however, the Academic Growth data in the area of math has not met or exceeded the 50th percentile for the past three years, fluctuating from the 43rd, to 39th, and the 44th percentile.

After analyzing our local benchmark assessment data and pairing those results with historic academic growth data in English language arts and math, administration reflected on best practices for increasing student achievement and growth to determine root causes and opportunities for growth. Root causes were identified based on the following principles: aligning assessments to standards, ensuring that quality tier I universal instruction using research-based instructional practices are consistently implemented in all classrooms across content areas, Tier II interventions for students not performing at grade level are provided, and progress monitoring student achievement and growth data using benchmark and progress monitoring assessment tools are common practice.

## Action Plans

### Planning Form



#### Strengthen instructional practices in ELA

**What will success look like:** Success at Windsor Charter Academy Middle School will be measured by the following metrics: (1) Students in grades 6-8 will exceed state expectations in "Academic Achievement" on ELA and exceed expectations in "Academic Growth" on ELA as determined by the School Performance Framework. (2) The percentage of students in grades 6-8 who meet or exceed state expectations on ELA will be at or above the state and district percentages. (3) The Median Growth Percentile for ELA will be at or above the state and district MGP and be greater than or equal to the 56th percentile. (4) 85% of students will make at least one year's growth as measured by iReady Benchmark assessment data.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** The work of John Hattie in Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement identifies the effect size of specific factors related to student learning. In his work Hattie ranks 138 "influences on learning" across six domains. The six domains identified by Hattie include: student influences, home influences, school influences, teacher influences, teaching influences and curricula influences. The greatest effect size of any of the influences is  $d = 1.44$  (self-report grades). The smallest effect size of any of the influences addressed by this work was a reverse effect of  $d = -0.34$  (student mobility). Based on his work, Hattie indicates that strategies with an effect size of greater than  $d > 0.4$  are "Within the Zone of Desired

Effects." Based on this comprehensive research the School focused on the influences / strategies which met 3 criteria: (1) an effect size of at least 0.4; (2) if the factor could be influenced or controlled by school staff; and (3) addressed the root causes identified by staff and the SAC committee. Teachers will work within content teams to align Core Knowledge Sequence, and 2020 Colorado Academic Standards and the Understanding by Design lesson planning. This work will include ensuring that assessments, unit plans, and lesson plans address the appropriate level of rigor and that students are mastering the correct knowledge and skills for grade levels. Teachers will work collaboratively with grade level teams to ensure that ELA expectations for reading and writing are consistent across all content areas. The specific influences which have been selected as part of this Major Improvement Strategy include: (1) Piagetian Programs  $d=1.28$ , which includes teachers knowing the ways which students think, and how this thinking may be framed by their stage of development informs teachers as they choose instructional materials, tasks, etc. (Hattie 43); (2) Teacher Clarity  $d=0.75$ , includes the importance of teachers not only understanding the intention of the lesson but also communicating this to students (Hattie 125); (3) Mastery Learning  $d=0.58$ , which Hattie describes as "all children can learn when provided with a clear explanation of what it means to master the material" (Hattie 170); (4) Goals  $d=0.56$  are described by Hattie as "what type of level of performance is to be attained so that they can direct or evaluate their actions accordingly" (Hattie 164); and (5) Objectives  $d=0.41$  are described as statements of what students ought to be able to do as a consequence of instruction (Hattie 167).

### Associated Root Causes:

#### Lack of curriculum alignment to standards and research-based instruction.:

Due to the implications of COVID-19 and the lack of state assessment data for the past two years, a trend is unable to be established; however, Windsor Charter Academy Middle School's local benchmark assessment data from the beginning-of-year 2020-2021 school year to the end-of-year 2020-2021 school year supports a general stable trend in English language arts growth. Students are not making adequate progress based on growth projections. Given the implications that COVID-19 had on student learning, it is imperative that deliberate and intentional planning, professional development, and implementation of highly effective instructional practices targeting the Colorado Academic Standards are a priority. While the local data trends are stable, the lack of student growth in English language arts are due to the following root causes. Benchmark and progress monitoring assessments in the areas of reading and writing were not developed and/or aligned to standards, and assessments did not inform instruction. Professional Learning Communities (PLCs) to analyze formative and summative assessments in the areas of reading and writing were inconsistent. Common expectations for effective instructional practices were developed through professional development using AVID WICOR strategies and practices from the book, *Teach Like a Champion* by Doug Lemov; however, implementation in classrooms was not sustained over time. Administration conducted informal and formal observations and provided feedback; however, observations lacked frequency. Furthermore, teachers did not have a standards-based reading program for Tier I instruction. The master schedule did not support the MTSS model, leaving no time for Tier II interventions to be provided to students performing below grade level in reading.



### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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	Professional development for all staff is provided that is focused on AVID WICOR strategies. Job-embedded professional development is provided through Instructional Coaching.	07/29/2021 05/20/2022 Monthly	Administration, Teachers, Instructional Coaches	Partially Met
	Viable curriculum are implemented with fidelity and quality tier I instruction utilizing research-based instructional strategies and scaffolding based on WCA's instructional framework (AVID and Teach Like a Champion) are consistently observed.	08/12/2021 05/20/2022 Weekly	Administration, Teachers, Instructional Coaches	Partially Met
	The i-Ready Diagnostic assessments are given at the beginning, middle and end of the year to determine growth.	08/12/2021 05/14/2022 Quarterly	Teachers	Partially Met
	Honors English classes are offered that differentiate to ensure mastery of grade level standards and acceleration into the next grade levels' standards. Research-based reading interventions are used with fidelity during literacy lab and WIN. Academic support is offered after school for students who need extra help and/or have missing assignments.	08/12/2021 05/21/2022 Quarterly	Administration and Teachers	Partially Met
	New teachers to WCA receive 3 formal observations and all returning teachers receive 2 formal observations tied to WICOR and TLaC strategies. In addition, all staff will be observed regularly through informal observations and walkthroughs and provided with descriptive feedback.	08/16/2021 05/17/2022 Weekly	Administration and Teachers	Partially Met
	Quarterly Writing Assessments are developed connected to the 4 text types and ELA formative and summative assessments are created that are tied to grade level literary	08/16/2021 05/21/2022 Quarterly	Administration and Teachers	Partially Met

Assessments	and informational standards.				
	Data analysis through data digs are conducted at BOY and MOY to identify students needing extra support or extensions. Writing Professional Learning Communities tied to pre and post quarterly writing assessments are facilitated based on a set PLC schedule.	08/25/2021 05/20/2022 Monthly	Administration and Teachers	Partially Met	
Professional Learning Communities					
	Effectiveness of Tier II and III interventions are monitored with iReady progress monitoring and mastery assessments included in the intervention programs. Passing rates are monitored through grade book checks.	09/08/2021 05/21/2022 Weekly	Administration and Teachers	Partially Met	
Progress Monitoring					
	Building administration will walk through classrooms quarterly and provide feedback tied to AVID WICOR strategies.	09/13/2021 05/17/2022 Quarterly	Administration and Teachers	Partially Met	
AVID Quarterly Walk-Throughs					
	Use of the AVID CCI rubric that corresponds to the 4 AVID schoolwide domains: Instruction, Systems, Leadership and Culture completed by the AVID Site Team to determine levels of AVID implementation and inform goals in the AVID Site Team Plan.	01/05/2022 05/17/2022 Monthly	AVID Site Team	Partially Met	
AVID Coaching and Certification Instrument (CCI)					

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
	Provide professional development for all staff including AVID Summer Institute, WCA Summer Institute, AVID Professional Learning Days, and staff professional development days focused on quality tier I instructional practices. Promote job-embedded professional development through Instructional Coaching	07/29/2021 05/20/2022	AVID Modules, Instructional coaches	Administration, Instructional Coaches and Teachers	In Progress
Professional Development & Coaching					



Formal and Informal Observation

Administration will provide all teachers feedback connected to AVID WICOR strategies, the K-12 AVID Criteria for Success and TLaC. Teacher evaluation is connected to AVID implementation

08/16/2021  
05/17/2022

Teacher Professional Practice Rubric and AVID Criteria for Success

Administration and Teachers

In Progress



Professional Learning Communities and Data Team Meetings

Data analysis through data digs at BOY and MOY to identify students needing extra support or extensions. Writing Professional Learning Communities tied to pre and post quarterly writing assessments. Ongoing PLC meeting to monitor progress towards grade level standards.

08/25/2021  
05/20/2022

6 Step Data Team Process, student work, quarterly writing rubrics

Administration and Teachers

In Progress



AVID Site Team

Meet monthly with the AVID Site Team to reflect on AVID implementation school-wide, to examine the Criteria for Success, identify professional development needs, and determine progress towards goals in the AVID Site Team Plan.

09/13/2021  
05/07/2022

AVID Site Team Plan, CCI Rubric, AVID Criteria for Success

Administration, AVID Site Team, Instructional Coaches

In Progress



### Strengthen instructional practices in math

**What will success look like:** Success at Windsor Charter Academy Middle School will be measured by the following metrics: (1) Students in grades 6-8 will exceed state expectations in "Academic Achievement" and "Academic Growth" on math as determined by School Performance Framework. (2) The percentage of students in grades 6-8 who meet or exceed state expectations on math will be at or above the state and district percentages. (3) The Median Growth Percentile for math will be at or above the state and district MGP and be greater than or equal to the 45th percentile. (4) 85% of students will make at least one year's growth as measured by iReady Benchmark assessment data.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** The work of John Hattie in Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement identifies the effect size of specific factors related to student learning. In his work Hattie ranks 138 "influences on learning" across six domains. The six domains identified by Hattie include: student influences, home influences, school influences, teacher influences, teaching influences and curricula influences. The greatest effect size of any of the influences is  $d = 1.44$  (self-report grades). The smallest effect size of any of the influences addressed by this work was a

reverse effect of  $d = -0.34$  (student mobility). Based on his work, Hattie indicates that strategies with an effect size of greater than  $d > 0.4$  are "Within the Zone of Desired Effects." Based on this comprehensive research the School focused on the influences / strategies which met 3 criteria: (1) an effect size of at least 0.4; (2) if the factor could be influenced or controlled by school staff; and (3) addressed the root causes identified by staff and the SAC committee. Teachers will continue to refine the collection and utilization of data to inform instruction to best meet the needs of all students. During the 2019-2020 school year staff began to implement a data team protocol designed by the Leadership and Learning Center. Teachers work in groups of 2-3 teachers through the six step cycle to: collect / chart data, analyze data, establish goals, review and revise goals, select instructional strategies, determine results indicators. The specific influences as identified by Hattie verify the effectiveness of this type of data process to drive instructional decisions as part of this Major Improvement Strategy and include: (1) Providing Formative Evaluation of Programs  $d=0.9$ , which includes the collection, analysis and graphing of data regarding the effectiveness of instructional practices by teaching staff (Hattie 181); (2) Acceleration  $d=0.88$ , which includes instruction that enables students to work on learning tasks that match their abilities based on data (Hattie 100); (3) Small Group Learning  $d=0.49$ , which involves students being assigned tasks and work specific to their ability on discrete skills based on identified needs (Hattie 95); (4) Intervention for Learning Disabled Students  $d=0.77$  based on data collected to ensure the intervention addresses the identified need for the student in Reading, Writing or Math  $d= 0.44$  to  $0.67$ .

### Associated Root Causes:

#### Increase implementation of Mathematical Practices & increase engagement in math.:

Due to the implications of COVID-19 and the lack of state assessment data for the past two years, a trend is unable to be established; however, Windsor Charter Academy Middle School's local benchmark assessment data from the beginning-of-year 2020-2021 school year to the end-of-year 2020-2021 school year supports a general stable trend in math growth. At a micro-level, the following trends are noted: a) 6th & 7th grade: met projected growth; b) 8th grade: did not meet growth projections. Given the implications that COVID-19 had on student learning, it is imperative that deliberate and intentional planning, professional development, and implementation of highly effective instructional practices targeting the Colorado Academic Standards are a priority. While the local data trends are stable, the lack of student growth in math are due to the following root causes. Benchmark and progress monitoring assessments in the areas of math were not developed and/or aligned to standards, and assessments did not inform instruction. Professional Learning Communities (PLCs) to analyze formative and summative assessments in the area of math were inconsistent. Common expectations for effective instructional practices were developed through professional development using AVID WICOR strategies and practices from the book, Teach Like a Champion by Doug Lemov; however, implementation in classrooms was not sustained over time. Administration conducted informal and formal observations and provided feedback; however, observations lacked frequency. While teachers have had a standards-based math program for Tier I instruction, implementation of the program has lacked fidelity. The master schedule did not support the MTSS model, leaving no time for Tier II interventions to be provided to students performing below grade level in math.



### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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Professional Development & Coaching

Professional development for all staff is provided that is focused on AVID WICOR strategies. Job-embedded professional development is provided through Instructional Coaching.

07/29/2021  
05/20/2022  
Weekly

Administration, Teachers and Instructional Coaches

Partially Met



Tier I Instruction

Viable curriculum are implemented with fidelity and quality tier I instruction utilizing research-based instructional strategies and scaffolding based on WCA's instructional framework (AVID and Teach Like a Champion) are consistently observed.

08/12/2021  
05/20/2022  
Weekly

Administration, Teachers, Instructional Coaches

Partially Met



Tier II Interventions & Extensions

The differentiation tools embedded in enVisions to fill gaps are utilized consistently to provide additional practice, enrichment or acceleration. Students are placed in Everyday Math whose data indicates gaps in grade level standards. Academic support is offered after school for students who need extra help and/or have missing assignments.

08/13/2021  
05/20/2022  
Weekly

Administration and Teachers

Partially Met



Formal & Informal Observations with Feedback

New teachers to WCA receive 3 formal observations and all returning teachers receive 2 formal observations tied to WICOR and TLAc strategies. In addition, all staff will be observed regularly through informal observations and walkthroughs and provided with descriptive feedback.

08/16/2021  
05/20/2022  
Weekly

Administration and Teachers

Partially Met



Professional Learning Communities

Data analysis through data digs are conducted at BOY and MOY to identify students needing extra support or extensions during WIN. Math Professional Learning Communities tied to math common assessments are facilitated based on a set PLC schedule.

08/25/2021  
05/20/2022  
Monthly

Administration and Teachers

Partially Met



Effectiveness of Tier II and III interventions are monitored with iReady progress monitoring. Passing rates are monitored through

09/08/2021  
05/20/2022

Progress Monitoring	grade book checks.	Weekly	Administration and Teachers	Partially Met
 AVID Quarterly Walkthroughs	Building administration will walk through classrooms quarterly and provide feedback tied to AVID WICOR strategies.	09/13/2021 05/17/2022 Quarterly	Administration	Partially Met
 Math Benchmark Assessments	The i-Ready Diagnostic assessments are given at the beginning, middle and end of the year to determine growth. Monitor mastery of grade level standards using enVisions Unit and Cumulative Assessments.	10/08/2021 05/20/2022 Monthly	Administration and Teachers	Partially Met
 AVID Coaching and Certification Instrument (CCI)	Use of the AVID CCI rubric that corresponds to the 4 AVID schoolwide domains: Instruction, Systems, Leadership and Culture completed by the AVID Site Team to determine levels of AVID implementation and inform goals in the AVID Site Team Plan.	01/05/2022 05/17/2022 Monthly	AVID Site Team	Partially Met

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Professional Development & Coaching	Provide professional development for all staff including AVID Summer Institute, WCA Summer Institute, AVID Professional Learning Days, and staff professional development days focused on quality tier I instructional practices. Promote job-embedded professional development through Instructional Coaching	07/29/2021 05/20/2022	AVID Modules, Instructional coaches	Administration, Instructional Coaches and Teachers	In Progress
 Formal and	Administration will provide all teachers feedback connected to	08/16/2021	Teacher Professional Practice Rubric and Crosswalk	Administration and	

Informal Observations with Feedback	AVID WICOR strategies, the K-12 AVID Criteria for Success and TLaC. Teacher evaluation is connected to AVID implementation	05/20/2022	Document Linking AVID and TLAC to the Professional Practices	Teachers	In Progress
 Professional Learning Communities and Data Team Meetings	Data analysis through data digs at BOY and MOY to identify students needing extra support or extensions. Writing Professional Learning Communities tied to pre and post quarterly writing assessments. Ongoing PLC meeting to monitor progress towards grade level standards.	08/25/2021 05/20/2022	6 Step Data Team Process, student work, quarterly writing rubrics	Administration and Teachers	In Progress
 AVID Site Team	Meet monthly with the AVID Site Team to reflect on AVID implementation school-wide, to examine the Criteria for Success, identify professional development needs, and determine progress towards goals in the AVID Site Team Plan.	09/13/2021 05/06/2022	AVID Site Team Plan, CCI Rubric, AVID Criteria for Success	Administration, AVID Site Team, Instructional Coaches	In Progress

## School Target Setting

### Priority Performance Challenge : English Language Arts: Academic Growth 56th Percentile

 **PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:** ELA

ANNUAL  
PERFORMANCE  
TARGETS

**2021-2022:** ELA Academic Growth 56th Percentile

**2022-2023:** ELA Academic Growth 57th Percentile

**INTERIM MEASURES FOR 2021-2022:** 1. iReady Benchmark Assessment: 85% of students will make at least one year's growth as measured by iReady

Benchmark Reading assessment data.

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## Priority Performance Challenge : Math: Academic Growth 45th Percentile

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**PERFORMANCE INDICATOR:** Academic Growth

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### MEASURES / METRICS: M

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**2021-2022:** Math Academic Growth 45th Percentile

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**2022-2023:** Math Academic Growth 50th Percentile

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**INTERIM MEASURES FOR 2021-2022:** iReady Benchmark Assessment: 85% of students will make at least one year's growth as measured by iReady Benchmark Math assessment data.

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# Colorado's Unified Improvement Plan for Schools

**Windsor Charter Academy Early College High School UIP 2021-22** | **School:** Windsor Charter Academy Early College High School | **District:** Windsor RE-4 |  
**Org ID:** 3100 | **School ID:** 9393 | **Framework:** Performance Plan: Meets 95% Participation | **Draft UIP**

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Action Plans

## Executive Summary



### Priority Performance Challenges

- *Increased Academic Achievement in ERW with 538 for PSAT and 550 for SAT.*



### Root Cause

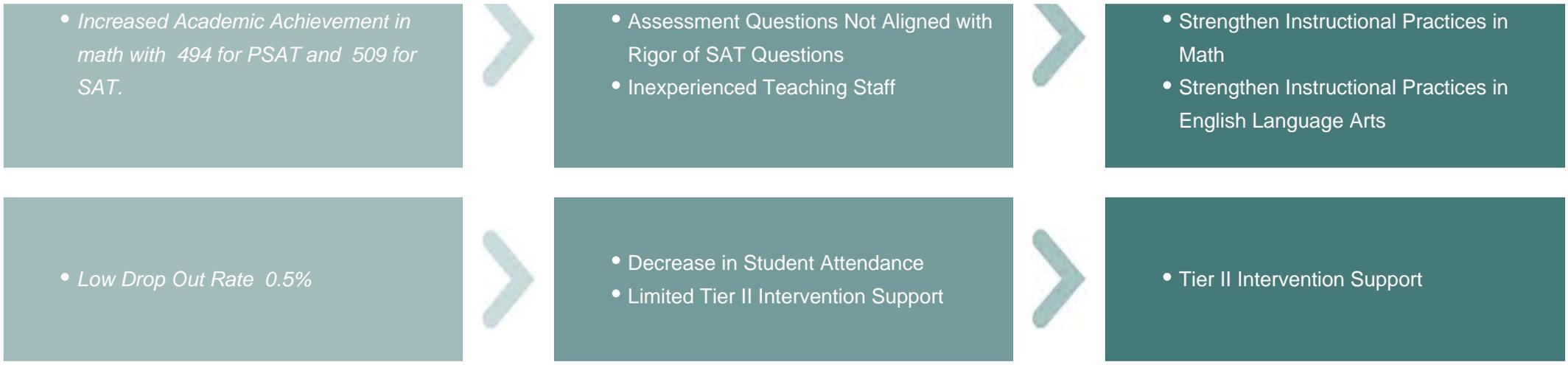
- Assessment Questions Not Aligned with Rigor of SAT Questions
- Gaps in Standards-Based Instruction
- Inexperienced Teaching Staff



### Major Improvement Strategies

- Strengthen Instructional Practices in English Language Arts
- Strengthen Instructional Practices in Math

- Gaps in Standards-Based Instruction



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

## Improvement Plan Information

### Additional Information about the school

#### School Contact Information

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## Narrative on Data Analysis and Root Cause Identification

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

Windsor Charter Academy Early College High School builds upon the solid foundation of Core Knowledge and gives students opportunities to earn their associate degree alongside their high school diploma. Its culture empowers students to achieve academic excellence through critical thinking, character development, and a love for

lifelong learning. Windsor Charter Academy Early College High School opened in 2015 with 63 students. Currently, three hundred and sixty-one students attend Windsor Charter Academy Early College High School.

Windsor Charter Academy High School has twenty-five teachers. 60% of teachers have a master's degree and 76% of teachers have more than three years of teaching experience.

In 2019, Windsor Charter Academy High School staff, the Executive Board, and the School Accountability Committee (SAC) reviewed the School Performance Framework. Building administration, school staff, and the SAC reviewed data found on the School Performance Framework showing that the school exceeded expectations in academic achievement in evidence-based reading & writing and met expectations in math. Windsor Charter Academy High School were approaching academic growth expectations in evidence-based reading & writing and in math. These achievements resulted in a "Performance" rating for the 2019 School Performance Framework. Due to COVID-19, Windsor Charter Academy High School did not receive a School Performance Framework for the 2019-2020 or 2020-2021 school year, and therefore was unable to use it for the primary school resource to inform our Unified Improvement Plan.

In order to analyze data trends, identify root causes, determine priority performance challenges, and create action steps for the 2021-2022 Unified Improvement Plan, Administration analyzed 2021 PSAT/SAT results and local benchmark assessment data for English language arts and math.

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## Prior Year Targets

**Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).**

Due to COVID-19 implications on state-wide assessments, the PSAT & SAT assessments were not administered in the spring of 2019-2020 school year. Grade 11 students took the PSAT 10 and grade 12 students took the SAT assessment in the fall of the 2020-2021 school year. In the spring of 2020-2021 school year, all high school students took the PSAT/SAT assessment. Windsor Charter Academy High School did not have comparable data to determine success in meeting Prior Year Student Targets as measured by performance indicators. Because of this limitation, a determination on whether or not Major Improvement Strategies were successful is not possible.

**Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.**

In order to analyze data trends, identify root causes, determine priority performance challenges, and create action steps for the 2021-2022 Unified Improvement Plan, administration analyzed Spring 2021 PSAT/SAT results and local benchmark assessment data for English language arts and math.

## Current Performance

- In 2019, Windsor Charter Academy Early College High School met expectations in the categories of "Academic Achievement" and "Postsecondary and Workforce Readiness" and was approaching requirements in the category of "Academic Growth." For "Academic Achievement" overall, state expectations exceeded for the PSAT evidence-based reading and writing assessment and met expectation for the sub groups of minority and free/reduced lunch students. The School met expectations for the PSAT math and CMAS science assessments. For "Academic Growth," Windsor Charter Academy Early College High School was approaching state expectations for both PSAT evidence-based reading and writing as well as math assessments. Finally, in the "Postsecondary and Workforce Readiness" category, state expectations were met in both SAT evidence-based reading and writing and math, as well as graduation rates. Data for student dropouts was approaching expectations for matriculation.

Due to COVID-19 implications on state-wide assessments, the PSAT & SAT assessments were not administered in the spring of 2019-2020 school year. Grade 11 students took the PSAT 10 and grade 12 students took the SAT assessment in the fall of the 2020-2021 school year. In the spring of 2020-2021 school year, all high school students took the PSAT/SAT assessment. Windsor Charter Academy High School is unable to report out on our current performance in relation to the School Performance Framework's areas where expectations were not met or areas where we would like to improve; however, the use of Spring 2021 PSAT/SAT results and local benchmark assessment data, including PSAT/SAT practice fall benchmark assessment data, have been reviewed and used to address our current performance in the area of academic achievement.

## Trend Analysis



**Trend Direction:** Increasing

**Performance Indicator Target:** Academic Achievement (Status)

Based on PSAT/SAT assessment data, Evidence-Based Reading and Writing (ERW) student scores were consistently well above state scores with 9th grade PSAT at 28% above; 10th grade PSAT at 35% above; and 11th grade SAT at 38% above state averages for students that met state expectations. Average student achievement scores increased as the grade levels increased.



**Trend Direction:** Decreasing then increasing

**Performance Indicator Target:** Academic Achievement (Status)

Based on PSAT/SAT assessment data, while math student scores were well above state scores with 9th grade PSAT at 51% above, student achievement scores decreased in 10th grade PSAT at only 2% above the state average score. However, 11th grade SAT increased significantly at 72% above state averages for students that met state expectations. Average student achievement scores fluctuated across the grade levels.



**Trend Direction:** Increasing

**Performance Indicator Target:** Student Graduation and Completion Plan

Based on data on the % of students passing all courses per semester, more students are passing all of their courses across 2 years, increasing from 89% of students in fall 2019 to spring 2021 with 93% of students.

### Additional Trend Information:

The percentage of students that have failed at least one course has decreased from 11% of students in fall 2019 to spring of 2021 with 7% of students. Additionally, the number of courses that students failed also decreased from fall 2019 to fall 2020 with 1.9 classes to 1.5 classes respectively (21% decrease) and spring 2020 to spring 2021 with 2.6 classes to 1.7 classes (35% decrease).

### Priority Performance Challenges and Root Causes



**Priority Performance Challenge:** Increased Academic Achievement in ERW with 538 for PSAT and 550 for SAT.



**Root Cause: Assessment Questions Not Aligned with Rigor of SAT Questions**

Staff lacked understanding of how the SAT develops questions; this created a disconnect between the classroom assessment questions and the SAT questions.



**Root Cause: Gaps in Standards-Based Instruction**

After analyzing the standards across the high school courses, some standards were not being taught and other were not being taught the fullest extent. In addition, the implementation of mathematical practices is inconsistent.



**Root Cause: Inexperienced Teaching Staff**

In the 2020-2021 school year, 61% of high school teachers were licensed professionals. In the 2021-2022 school year, 68% of high school teachers were licensed professionals.



## Priority Performance Challenge: Increased Academic Achievement in math with 494 for PSAT and 509 for SAT.



### Root Cause: Gaps in Standards-Based Instruction

After analyzing the standards across the high school courses, some standards were not being taught and other were not being taught the fullest extent. In addition, the implementation of mathematical practices is inconsistent.



### Root Cause: Assessment Questions Not Aligned with Rigor of SAT Questions

Staff lacked understanding of how the SAT develops questions; this created a disconnect between the classroom assessment questions and the SAT questions.



### Root Cause: Inexperienced Teaching Staff

In the 2020-2021 school year, 61% of high school teachers were licensed professionals. In the 2021-2022 school year, 68% of high school teachers were licensed professionals.



## Priority Performance Challenge: Low Drop Out Rate 0.5%



### Root Cause: Decrease in Student Attendance

While low drop out rates occur at Windsor Charter Academy, it is a priority. Attendance is critical to student success in schools. Over the last two years, attendance rates have declined slightly with attendance at 96.3% in 2019-2020 and 92.9% in 2020-2021.



### Root Cause: Limited Tier II Intervention Support

Students who were struggling to pass courses had limited access to Tier II interventions.

## Magnitude of Performance Challenges and Rationale for Selection:



Based on PSAT/SAT assessment data, Evidence-Based Reading and Writing (ERW) student scores were consistently well above state scores with 9th grade PSAT at 28% above; 10th grade PSAT at 35% above; and 11th grade SAT at 38% above state averages for students that met state expectations. Average student achievement scores increased as the grade levels increased.

Based on PSAT/SAT assessment data, while math student scores were well above state scores with 9th grade PSAT at 51% above, student achievement scores decreased in 10th grade PSAT at only 2% above the state average score. However, 11th grade SAT increased significantly at 72% above state

averages for students that met state expectations. Average student achievement scores fluctuated across the grade levels.

Based on data on the % of students passing all courses per semester, more students are passing all of their courses across 2 years, increasing from 89% of students in fall 2019 to spring 2021 with 93% of students. The percentage of students that have failed at least one course has decreased from 11% of students in fall 2019 to spring 2021 with 7% of students. Additionally, the number of courses that students failed also decreased from fall 2019 to fall 2020 with 1.9 classes to 1.5 classes respectively (21% decrease) and spring 2020 to spring 2021 with 2.6 classes to 1.7 classes (35% decrease).

Windsor Charter Academy High School's enrollment has steadily increased over the last five years. Currently, three hundred and sixty-one students attend Windsor Charter Academy High School. In the past five years, high school student enrollment increased by 289%, from one hundred and twenty-five students in the 2016-2017 school year to three hundred and sixty-one students in the current school year. In the 2020-2021 school year, 61% of high school teachers were licensed professionals. In the 2021-2022 school year, 68% of high school teachers were licensed professionals. This presents challenges in a myriad of ways. Staff have been provided with professional development and support related to standards, curriculum, research-based instructional practices, and assessments.

### Magnitude of Root Causes and Rationale for Selection:



Root causes were identified based on the following principles: aligning assessments to standards, ensuring that quality tier I universal instruction using research-based instructional practices are consistently implemented in all classrooms across content areas, Tier II interventions for students not performing at grade level are provided, and progress monitoring student achievement and growth data using benchmark and progress monitoring assessment tools are common practice.

## Action Plans

### Planning Form



#### Strengthen Instructional Practices in English Language Arts

**What will success look like:** The % of students who meet benchmark on the PSAT/SAT will be 514.6 for PSAT and 514.1 for SAT.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** Close reading strategies assist students to access complex readings independently by learning specific skills and processes. Students are taught how to read with different purposes, re-read the text, annotate the text, answer

text-dependent questions and engage in collaborative conversations about the text (Fisher and Frey). Students should be reading a variety of complex texts in their college courses but we also need to include reading of complex texts in all high school courses including English, history, and science. This is a good fit because it also meets our goals as an AVID school to incorporate WICOR into all instruction.

### Associated Root Causes:



#### Assessment Questions Not Aligned with Rigor of SAT Questions:

Staff lacked understanding of how the SAT develops questions; this created a disconnect between the classroom assessment questions and the SAT questions.

### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Professional Development & Coaching	Professional development for all staff is provided that is focused on AVID WICOR strategies. Job-embedded professional development is provided through Instructional Coaching.	07/29/2021 05/20/2022 Monthly	Administration, Teachers & Instructional Coaches	Partially Met
 Tier I Instruction	Viable curriculum are implemented with fidelity and quality tier I instruction utilizing research-based instructional strategies and scaffolding based on WCA's instructional framework (AVID and Teach Like a Champion) are consistently observed.	08/12/2021 05/20/2022 Weekly	Administration, Teachers & Instructional Coaches	Partially Met
 PSAT/SAT Practice Benchmark Assessments	The PSAT/SAT practice assessments are given at the beginning, middle and end of the year to determine growth.	08/12/2021 05/14/2022 Quarterly	Administration & Teachers	Partially Met



Formal and Informal Observations with Feedback

New teachers to WCA receive 3 formal observations and all returning teachers receive 2 formal observations tied to WICOR and TLaC strategies. In addition, all staff will be observed regularly through informal observations and walkthroughs and provided with descriptive feedback.

08/16/2021  
05/17/2022  
Quarterly

Administration & Teachers

Partially Met



Professional Learning Communities

Analysis of PSAT/SAT practice test data is used to guide instructional decisions for student success.

08/25/2021  
05/20/2022  
Monthly

Administration & Teachers

Partially Met



AVID Quarterly Walkthroughs

Building administration will walk through classrooms quarterly and provide feedback tied to AVID WICOR strategies.

09/13/2021  
05/17/2022  
Quarterly

Administration & Teachers

Partially Met



AVID Coaching & Certification Instrument (CCI)

Use of the AVID CCI rubric that corresponds to the 4 AVID schoolwide domains: Instruction, Systems, Leadership and Culture completed by the AVID Site Team to determine levels of AVID implementation and inform goals in the AVID Site Team Plan.

01/05/2022  
05/17/2022  
Monthly

AVID Site Team

Partially Met

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Professional Development &

Provide professional development for all staff including AVID Summer Institute, WCA Summer Institute, AVID Professional

07/29/2021  
05/21/2022

AVID Modules & Instructional Coaches

Administration, Teachers & Instructional Coaches

In Progress

Coaching	Learning Days, and staff professional development days focused on quality tier I instructional practices. Promote job-embedded professional development through Instructional Coaching				
 Formal & Informal Observations	Administration will provide all teachers feedback connected to AVID WICOR strategies, the K-12 AVID Criteria for Success and TLaC. Teacher evaluation is connected to AVID implementation.	08/16/2021 05/17/2022	Teacher Professional Practice Rubric & AVID Criteria for Success	Administration & Teachers	In Progress
 PSAT/SAT Practice Benchmark Assessments	A body of evidence will be gathered in a PLC data sheet that will include data from PSAT/SAT practice tests. Data will be analyzed to guide instructional decisions for students. Differentiated support will occur for students based on targeted content.	09/01/2021 04/29/2022	PSAT/SAT Practice Tests, PLC Data Spreadsheet & Criteria for Success	Administration & Teachers	In Progress
 AVID Site Team	Meet monthly with the AVID Site Team to reflect on AVID implementation school-wide, to examine the Criteria for Success, identify professional development needs, and determine progress towards goals in the AVID Site Team Plan.	09/13/2021 05/07/2022	AVID Site Team Plan, CCI Rubric & AVID Criteria for Success	Administration, AVID Site Team & Instructional Coaches	In Progress



### Strengthen Instructional Practices in Math

**What will success look like:** The % of students who meet benchmark on the PSAT/SAT will be 486.3 for PSAT and 525.3 for SAT.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** Teaching is a complex endeavor and it is unrealistic for teachers to focus on improving everything they do at once. In practice-based teacher education (Ball & Cohen, 1999; Ball & Forzani, 2009; Forzani, 2014), teachers identify key aspects of their teaching practice and focus on systematically improving them through cycles of planning, enactment, and feedback. Teaching is treated as a skill to be practiced and refined, and not something that "comes naturally" or is improvisational in nature. Below are two good sources for a list of teaching practices and resources to help teachers improve on each of them. (Source: CDE)

### Associated Root Causes:

**Inexperienced Teaching Staff:**

In the 2020-2021 school year, 61% of high school teachers were licensed professionals. In the 2021-2022 school year, 68% of high school teachers were licensed professionals.

**Gaps in Standards-Based Instruction:**

After analyzing the standards across the high school courses, some standards were not being taught and other were not being taught the fullest extent. In addition, the implementation of mathematical practices is inconsistent.

**Implementation Benchmarks Associated with MIS**

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
	Professional development for all staff is provided that is focused on AVID WICOR strategies. Job-embedded professional development is provided through Instructional Coaching.	07/29/2021 05/20/2022 Monthly	Administration, Teachers & Instructional Coaches	Partially Met
	Viable curriculum are implemented with fidelity and quality tier I instruction utilizing research-based instructional strategies and scaffolding based on WCA's instructional framework (AVID and Teach Like a Champion) are consistently observed.	08/12/2021 05/20/2022 Weekly	Administration, Teachers & Instructional Coaches	Partially Met
	The PSAT/SAT practice assessments are given at the beginning, middle and end of the year to determine growth.	08/12/2021 05/14/2022 Quarterly	Administration & Teachers	Partially Met



Formal and Informal Observations with Feedback

New teachers to WCA receive 3 formal observations and all returning teachers receive 2 formal observations tied to WICOR and TLaC strategies. In addition, all staff will be observed regularly through informal observations and walkthroughs and provided with descriptive feedback.

08/16/2021  
05/17/2022  
Quarterly

Administration & Teachers

Partially Met



Professional Learning Communities

Analysis of PSAT/SAT practice test data is used to guide instructional decisions for student success.

08/25/2021  
05/20/2022  
Monthly

Administration & Teachers

Partially Met



AVID Quarterly Walkthroughs

Building administration will walk through classrooms quarterly and provide feedback tied to AVID WICOR strategies.

09/13/2021  
05/17/2022  
Quarterly

Administration & Teachers

Partially Met



AVID Coaching & Certification Instrument (CCI)

Use of the AVID CCI rubric that corresponds to the 4 AVID schoolwide domains: Instruction, Systems, Leadership and Culture completed by the AVID Site Team to determine levels of AVID implementation and inform goals in the AVID Site Team Plan.

01/05/2022  
05/17/2022  
Monthly

AVID Site Team

Partially Met

### Action Steps Associated with MIS

Name

Description

Start/End Date

Resource

Key Personnel

Status



Professional Development &

Provide professional development for all staff including AVID Summer Institute, WCA Summer Institute, AVID Professional

07/29/2021  
05/21/2022

AVID Modules & Instructional Coaches

Administration, Teachers & Instructional Coaches

In Progress

Coaching	Learning Days, and staff professional development days focused on quality tier I instructional practices. Promote job-embedded professional development through Instructional Coaching	08/16/2021 05/17/2022	Teacher Professional Practice Rubric & AVID Criteria for Success	Administration & Teachers	In Progress
 Formal & Informal Observations	Administration will provide all teachers feedback connected to AVID WICOR strategies, the K-12 AVID Criteria for Success and TLaC. Teacher evaluation is connected to AVID implementation.			Administration & Teachers AVID Site Team Meet monthly with the AVID Site Team to reflect on AVID implementation school-wide, to examine the Criteria for Success, identify professional development needs, and determine progress towards goals in the AVID Site Team Plan.	
 PSAT/SAT Practice Benchmark Assessments	A body of evidence will be gathered in a PLC data sheet that will include data from PSAT/SAT practice tests. Data will be analyzed to guide instructional decisions for students. Differentiated support will occur for students based on targeted content.	09/01/2021 04/29/2022	PSAT/SAT Practice Tests, PLC Data Spreadsheet & Criteria for Success	determine progress towards goals in the AVID Site Team Plan. 9/13/2021 5/7/2022 AVID Site Team Plan, CCI Rubric & AVID Criteria for	In Progress

Success  
Administration,  
AVID Site Team &  
Instructional  
Coaches



AVID Site Team

Meet monthly with the AVID Site Team to reflect on AVID implementation school-wide, to examine the Criteria for Success, identify professional development needs, and determine progress towards goals in the AVID Site Team Plan.

09/13/2021  
05/07/2022

AVID Site Team  
Plan, CCI Rubric  
& AVID Criteria for  
Success

Administration,  
AVID Site Team &  
Instructional  
Coaches

In Progress



## Tier II Intervention Support

**What will success look like:** Strong graduation rates will continue to occur.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** More than half of respondents noted that the reason why they dropped out was related to school engagement and academics - like academic performance, academic behaviors, and attitudes about academics (McDermott, Donlan, & Zaff, 2018). As such, while there are many things that the community as a whole can do to address stressors that lead to high school dropout, schools should especially focus on addressing school engagement and academic issues. (Source: Arizona Decision Center for Educational Excellence, 2019)

### Associated Root Causes:



#### Limited Tier II Intervention Support:

Students who were struggling to pass courses had limited access to Tier II interventions.

### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Drop Out Rate	The drop out rate will be 5% of graduating students.	08/12/2021 05/20/2022 Weekly	Administration, Counselor, Academic Advisor & Teachers	Partially Met

## Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Monitor Attendance & Grades	Monitor attendance and grade data on a weekly basis.	08/12/2021 05/20/2022	Individual Student Action Plan, Attendance Reports, Process for School Transfers & MTSS Referral Program	Administration, Counselor, Academic Advisor & Teachers	In Progress
 Develop a Process for School Transfers	Create a process to ensure that every student who withdraws has appropriate documentation of school transfer and/or HSED program.	08/12/2021 05/20/2022	Process for School Transfers	Administration, Counselor, Academic Advisor & Teachers	Not Started
 Develop a Referral Program for MTSS	MTSS/All Means All referral program (different guidelines on late work, academic support, etc).	08/12/2021 05/20/2022	MTSS Referral Program	Administration, Counselor, Academic Advisor & Teachers	Not Started

## School Target Setting



**Priority Performance Challenge : Increased Academic Achievement in ERW with 538 for PSAT and 550 for SAT.**



**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** ELA

ANNUAL  
PERFORMANCE  
TARGETS

**2021-2022:** Increased Academic Achievement in ERW with 538 for PSAT and 550 for SAT.

**2022-2023:** Increased Academic Achievement in ERW with 580 for PSAT and 595 for SAT.

**INTERIM MEASURES FOR 2021-2022:** 34% of students scored 510 or higher on the PSAT ERW practice test. 18% of students scored a 510 or higher on the SAT ERW practice test.



**Priority Performance Challenge : Increased Academic Achievement in math with 494 for PSAT and 509 for SAT.**



**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** M

ANNUAL  
PERFORMANCE  
TARGETS

**2021-2022:** Increased Academic Achievement in math with 494 for PSAT and 509 for SAT.

**2022-2023:** Increased Academic Achievement in math with 568 for PSAT and 578 for SAT.

**INTERIM MEASURES FOR 2021-2022:** 27% of students scored 480 or higher on the PSAT math practice test. 25% of students scored 520 or higher on the SAT math practice test



**Priority Performance Challenge : Low Drop Out Rate 0.5%**



**PERFORMANCE INDICATOR:** Postsecondary & Workforce Readiness

**MEASURES / METRICS:** Dropout Rate

ANNUAL  
PERFORMANCE  
TARGETS

**2021-2022:** Drop out rate will be 0.5%.

**2022-2023:** Drop out rate will be 0.5%.

**INTERIM MEASURES FOR 2021-2022:** # of 7th-12th grade students enrolled at beginning of 2020-21; # of 7th-12th grade students who dropped out at the end of 2020-21. # of students with 10 or more absences. # of students failing 3 or more courses.



## **4.0 First Read Policies**



**Windsor**  
CHARTER ACADEMY  
GROWING LIFE-LONG LEARNERS  
**STAFF CONDUCT AND RESPONSIBILITIES**

All staff members have a responsibility to make themselves familiar with and abide by federal and state laws as these affect their work, and the policies and regulations of Windsor Charter Academy.

As representatives of Windsor Charter Academy and role models for students, all staff must demonstrate and uphold high professional, ethical and moral standards. In conduct and interpersonal relationships, all staff members must recognize that they are in a position of trust and are being continuously observed by students and the community. Their manner, dress, courtesy, actions, and attitudes, both on and off campus, serve as models that influence the development of young people. The Windsor Charter Academy Executive Board and Administration expect staff members to be exemplary models. Staff members must conduct themselves in a manner that is consistent with the educational mission of Windsor Charter Academy and must maintain professional boundaries with students at all times in accordance with this policy's accompanying regulation. Interactions between staff members must be based on mutual respect and any disputes will be resolved in a professional manner.

### **Rules of Conduct**

Each staff member must observe rules of conduct established in law which specify that a school employee must not:

1. Disclose or use confidential information acquired in the course of employment to further substantially the employee's personal financial interests.
2. Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the position to depart from the faithful and impartial discharge of the staff member's duties, or which the staff member knows or should know is primarily for the purpose of a reward for action taken.

3. Engage in a substantial financial transaction for private business purposes with a person whom the staff member supervises.
4. Perform an action which directly and substantially confers an economic benefit tantamount to a gift of substantial value on a business or other undertaking in which the staff member has a substantial financial interest or is engaged as counsel, consultant, representative or agent.

All staff members are expected to carry out their assigned responsibilities with conscientious concern. It is not considered a breach of conduct for a staff member to:

1. Use school facilities and equipment to communicate or correspond with constituents, family members or business associates on an occasional basis.
2. Accept or receive a benefit as an indirect consequence of transacting school business.

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities which are required of all personnel:

1. Faithfulness and promptness in attendance at work.
2. Support and enforcement of policies of the Executive Board and regulations of the school administration in regard to students.
3. Diligence in submitting required reports promptly at the times specified.
4. Care and protection of school property.
5. Concern and attention toward the safety and welfare of students, including the need to ensure that students are appropriately supervised.

**The following behaviors should be avoided by staff:**

- a. **Being alone with an individual student out of the view of others, unless indicated on a student's individualized education plan (IEP), 504 plan or required service (e.g. vision or health screening).**
- b. **Inviting or allowing individual students to visit the staff member's home.**
- c. **Visiting a student's home or meeting the student at another location outside of school for non-educational purposes.**

**Child Abuse**

All employees of Windsor Charter Academy who have reasonable cause to know or suspect that any child is subjected to abuse or to conditions that might result in abuse or neglect must immediately upon receiving such information report such fact in accordance with Board policy and state law.

The Executive Director is authorized to conduct an internal investigation or to take any other necessary steps if information is received from a county department of social services or a law enforcement agency that a suspected child abuse perpetrator is an employee of Windsor Charter Academy. Such information must remain confidential except that the Executive Director must notify the Colorado Department of Education of the child abuse investigation.

### **Possession of Deadly Weapons**

The provisions of the Executive Board's policy regarding public possession of deadly weapons on school property or in school buildings also applies to employees of Windsor Charter Academy. However, the restrictions do not apply to employees who are required to carry or use deadly weapons in order to perform their necessary duties and functions.

### **Felony/Misdemeanor Convictions**

If, subsequent to beginning employment with Windsor Charter Academy, Windsor Charter Academy has good cause to believe that any staff member has been convicted of, pled nolo contendere to, or received a deferred or suspended sentence for any felony or misdemeanor other than a misdemeanor traffic offense or infraction, Windsor Charter Academy must make inquiries to the Department of Education for purposes of screening the employee.

In addition, Windsor Charter Academy must require the employee to submit a complete set of fingerprints taken by a qualified law enforcement agency or any third party approved by the Colorado Bureau of Investigation. Fingerprints must be submitted within 20 days after receipt of written notification. The fingerprints must be forwarded to the Colorado Bureau of Investigation for the purpose of conducting a state and national fingerprint-based criminal history record check utilizing the records of the Colorado Bureau of Investigation and the Federal Bureau of Investigation. When the results of the fingerprint-based criminal history record check reveal a record of arrest without a disposition, Windsor Charter Academy must require the employee to submit to a name-based criminal history record check. Criminal history record information must be used solely for the purpose requested and cannot be disseminated outside the receiving departments, related agencies, or other authorized entities.

Disciplinary action, which could include dismissal from employment, may be taken against personnel if the results of fingerprint processing and/or name-

based criminal history record check provide relevant information. Non-licensed employees must be terminated if the results of the fingerprint-based or name-based criminal history record check disclose a conviction for certain felonies, as provided in law.

Employees must not be charged fees for processing fingerprints under these circumstances.

### **Unlawful Behavior Involving Children**

The Executive Board may make an inquiry with the Department of Education concerning whether any current employee of Windsor Charter Academy has been convicted of, pled nolo contendere to, or received a deferred or suspended sentence or deferred prosecution for a felony or misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children. Disciplinary action, including termination, may be taken if the inquiry discloses information relevant to the employee's fitness for employment.

### **Notification Concerning Arrests**

Windsor Charter Academy employees must notify Windsor Charter Academy when they are arrested for specific criminal offenses, in accordance with this policy's accompanying regulation. Windsor Charter Academy must notify students' parents/guardians when employees are charged with specific criminal offenses, as required by state law and in accordance with applicable Board policy.

### **Personnel Addressing Health Care Treatment for Behavior Issues**

School personnel are prohibited under state law from recommending or requiring the use of psychotropic drugs for students. They are also prohibited from testing or requiring testing for a student's behavior without giving notice to the parent/guardian describing the recommended testing and how any test results will be used and obtaining prior written permission from the student or from the student's parent/guardian. School personnel are encouraged to discuss concerns about a student's behavior with the parent/guardian and such discussions may include a suggestion that the parent/guardian speak with an appropriate health care professional regarding any behavior concerns.

## Legal References

C.R.S. 18-12-105.5

C.R.S. 18-12-214 (3)(b)

C.R.S. 19-3-308 (5.7)

C.R.S. 22-32-109 (1)(ee)

C.R.S. 22-32-109.1 (8)

C.R.S. 22-32-109.7

C.R.S. 22-32-109.8 (6)

C.R.S. 22-32-109.9

C.R.S. 22-32-110 (1)(k)

C.R.S. 24-18-104

C.R.S. 24-18-109

C.R.S. 24-18-110

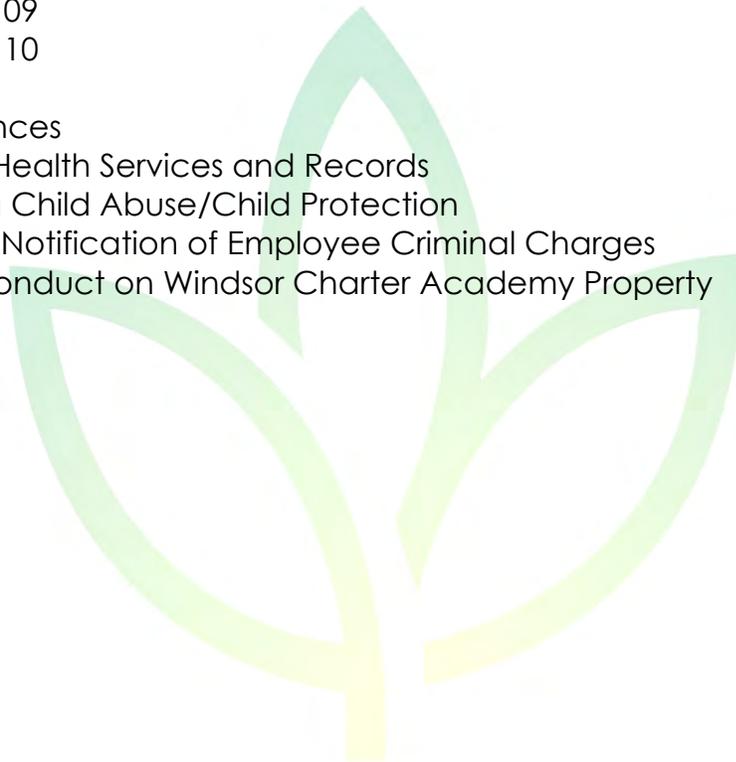
## Cross References

JLC Student Health Services and Records

JLF Reporting Child Abuse/Child Protection

KDBA Parent Notification of Employee Criminal Charges

KFA Public Conduct on Windsor Charter Academy Property





## STUDENT IMMUNIZATIONS

The Executive Board directs the Executive Director or designee(s) to annually provide parents/guardians of each student enrolled at Windsor Charter Academy a copy of the standardized immunization document developed by the Colorado Department of Public Health and Environment. The standardized immunization document includes a list of required and recommended immunizations and the age at which each immunization should be given. Windsor Charter Academy will also provide the school's specific immunization and exemption rates for the measles, mumps, and rubella vaccine for the school's enrolled student population for the previous school year compared to the vaccinated children standard and a statement that the school is required to collect and report the information but, the school does not control the school's specific immunization rates or establish the vaccinated children standard.

1. No student may attend school at Windsor Charter Academy unless the student has presented an up-to-date certificate of immunization or a **valid certificate of medical or non-medical** completed exemption form.

*Note: Please refer to current standardized immunization documents and official exemption forms developed and updated by the Colorado Department of Public Health and Environment for a list of immunization requirements and recommendations.*

2. A student ~~will~~ be exempted from required immunizations only upon submission of:
  - a. **A completed certificate of medical exemption** ~~Certification~~ from a licensed physician, **qualified physician assistant, or advanced practice nurse** that the student's physical condition is such that immunization would endanger the student's life or health or is otherwise medically contraindicated due to other medical conditions.
  - b. **A completed certificate of completion of an online education module administered by the Colorado Department of Public Health and Environment** ~~A statement signed by the parent/guardian or the~~

~~emancipated student that the student adheres to a religious belief whose teachings are opposed to immunizations.~~

~~c. A completed certificate of nonmedical exemption~~ A statement signed by the parent/guardian or the emancipated student **and a physician, qualified physician assistant, or advanced practice nurse** that the student holds a personal belief that is opposed to immunizations.

In the event of an outbreak of **communicable** disease ~~for~~ against which immunization is required, no exemption will be recognized and those students will be excluded from school.

3. Parents/guardians or emancipated students who assert ~~an~~ **a non-medical exemption from immunizations based on a religious or personal belief ("non-medical exemption")** shall **must** submit **either a completed certificate of completion of the online education module administered by the Colorado Department of Public Health and Environment or a completed certificate of non-medical exemption that is signed by a parent/guardian or emancipated student and a physician, qualified physician assistant, or advanced practice nurse** ~~on the required exemption form or a signed statement to the school~~ on an annual basis. Such submission ~~will~~ shall occur at the beginning of each school year that the nonmedical exemption is asserted.
1. Parents/guardians or emancipated students who assert an exemption from immunizations based on a medical reason ~~must~~ shall submit the required medical exemption form to the school one time. The medical exemption form shall **must** be maintained on file at each school the student attends.
2. If there is a failure to comply with the immunization requirements, the School Nurse Consultant or principal will notify the parent/guardian or emancipated student. Such notification will be accomplished either by telephone, email or regular mail. Emancipated students must be contacted directly rather than through their parents/guardians. The parent/guardian or emancipated student will be notified of the following:
  - a. That up-to-date immunizations are required under Colorado law.
  - b. That within fourteen (14) days of notification, the parent/guardian must submit **one of the following: either an authorization for administration of the immunization by health officials, a completed certificate of medical or nonmedical exemption; a completed**

**certificate of completion of the online education module administered by the Colorado Department of Public Health and Environment**, or a ~~valid exemption or~~ documentation to the

school showing that the next required immunization has been given and a written plan for completion of all required immunizations.

- a. That if the required documentation is not submitted within fourteen (14) days of notification or if the student begins but does not continue or complete the written plan, the student will be suspended or expelled.
3. A student who fails to comply will be suspended by the principal for up to five days and notice of the suspension sent to the School Nurse Consultant, in accordance with applicable law.
4. If no certificate of immunization is received during the period of suspension, the Superintendent of Weld Re-4, the authorizing District, will institute proceedings for expulsion.
5. Any suspension or expulsion under this policy will terminate automatically upon compliance.
6. Record of any such suspension or expulsion will be contained in the student's health file, with an appropriate explanation—not in the student's disciplinary file. Any student expelled for failure to comply with the immunization requirements will not be included in calculating the dropout rate, but will be included in the annual report to the State Board of Education.

### **Students in Out-of-Home Placements**

The following procedure **applies** ~~shall apply~~ to students in out-of-home placements, as that term is defined by C.R.S. 22-32-138 (1) (h).

Unless the Windsor Charter Academy is otherwise authorized to deny enrollment to a student in out-of-home placement, Windsor Charter Academy ~~shall~~**will** enroll the student regardless of whether the Windsor Charter Academy has received the student's immunization records. Upon enrolling the student, the school ~~shall~~**will** notify the student's legal guardian that unless the school receives the student's certificate of immunization or a written authorization for administration of immunizations within fourteen (14) days after the student enrolls, Windsor Charter Academy ~~shall~~**will** suspend the student until such time as the school receives the certificate of immunization or authorization.

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Windsor Charter Academy Executive Board

Adopted: September 2019

**October 2021**

Legal Reference

C.R.S. 22-32-140

C.R.S. 22-323-106

C.R.S. 25-4-901 et seq.

6 CCR 1009-2





**5.0 Second Read Policies**



## **STUDENT RECORDS/RELEASE OF INFORMATION CONCERNING STUDENTS**

Student records are maintained in accordance with the Federal Family Educational Rights and Privacy Act (“FERPA”) of 1974 and the Colorado Open Records Law. FERPA provides certain rights to parents and eligible students (18 years and older) regarding educational records, including the right to review and inspect the student’s educational records and in certain circumstances, the right to restrict access to the student’s educational records. Windsor Charter Academy will limit access, inspection, and transfer of student educational records in accordance with applicable law.

### **1. Content and Custody of Records**

In general, student educational records are records maintained by Windsor Charter Academy that directly relate to individual students. These records may come in multiple formats, including photographic and electronic. Student education records may contain but are not necessarily limited to the following information: personal identifying data; graded academic work; level of achievement (grades, standardized achievement test scores); attendance data; scores on standardized, aptitude, and psychological tests; health data; family background information; teacher or counselor ratings and observations, school disciplinary records, and any Individualized Education Program (IEP).

Student records do not include records created by instructional, supervisory, and administrative personnel and that are in the sole custody of the maker, and that are not accessible or revealed to any other person, except a substitute. Student education records also do not include records that are maintained by a law enforcement unit of the school that are created by that unit for law enforcement.

The Director of Elementary or Secondary Education shall be the designated official custodian of the records of students in his/her building.

### **2. Access to Records**

A parent or legal guardian may request to inspect and review a student's education files. However, if a student is 18 years or older (“eligible student”), the

student may inspect his own education records and give written consent for disclosure of such records and personal identifiable information therein, and his written permission shall be necessary for his parent/legal guardian to access them, unless the eligible student is a dependent for income tax purposes or the disclosure is in connection with a health or safety emergency.

1. A request to see the student's educational records must be submitted on an official school form by the parent/legal guardian or eligible student to the Director of Elementary or Secondary Education attended by the student, or in some instances, to the supervisor of student records.
2. The Director of Elementary or Secondary Education, upon receiving the request, will set a date and time for inspection and review of the records. In no case will the date set be more than ten school days after the request has been made.
3. The parent/legal guardian or eligible student shall examine the file in the presence of the Director of Elementary or Secondary Education or another person permitted by policy and designated by the Executive Director.

The record itself shall not be taken from the school building. However, upon request, one copy of the records shall be provided within a reasonable time to the parent/legal guardian or eligible student. A waiver of the copying fee is available upon request if the cost is a hardship.

A record of all requests for inspection and review of education records and requests for copies of such records, as well as disclosure of personally identifiable information except as provided by law, shall be maintained as a part of each individual's record. Such request for records or information shall be made available to the parent/legal guardian or eligible student upon request in accordance with the requirements of this regulation.

School personnel shall use reasonable methods to authenticate the identity of parents, students, school officials, and any other party to whom they disclose student education records. Authentication of identity prior to disclosure of electronic records through passwords or other security measures shall be required.

### **3. Requests to Amend Education Records**

## Policy JRA/JRC

Parents/legal guardians or eligible students who believe that information contained in the education records of a student is inaccurate or misleading or violates the privacy rights of the student may request that Windsor Charter Academy amend the records. Student grades cannot be challenged pursuant to this policy. A request to amend a student's records must be made in writing to the Director of Elementary or Secondary Education within 10 school days of the date the records were first examined.

If the parent/legal guardian or eligible student challenges any part of the record, the Director of Elementary or Secondary Education (or in the case of psychological test data, the Weld Re-4 Director of Exceptional Student Services or designee) should review the part of the record being challenged and may by mutual agreement with the person making the challenge destroy, delete, or add the information in question.

If the Director of Elementary or Secondary Education denies the request to amend, the parent/legal guardian or eligible student may make a written appeal to the Executive Director. This appeal must be answered by the Executive Director in writing within 10 school days.

If the first two steps have not resulted in a formal change, then the parent/legal guardian or eligible student may request a formal hearing. A request for a formal hearing must be made in writing and addressed to the Executive Director. The response to the request must be mailed within 10 school days. The hearing will be held in accordance with the following procedure:

1. The hearing shall be held within 25 calendar school days after receipt of the request. Notice of the date, place and time of the hearing will be forwarded to the parent/legal guardian or eligible student by certified mail.
2. The hearing will be conducted by a Director of Elementary or Secondary Education as designated in writing by the Executive Director. The official conducting the hearing shall not have a direct interest in the outcome of the hearing.
3. Parents/legal guardians or eligible students shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of their choice at their own expense, including an attorney.

4. The official designated above shall make a decision in writing within 20 calendar school days following the conclusion of the hearing and shall notify the parent/legal guardian or eligible student of that decision by certified mail.
5. The decision of the official shall be based upon the evidence presented at the hearing and shall include a summary of the evidence and the reason for the decision.
6. The decision shall include a statement informing the parent/legal guardian or eligible student of their right to place in the student records a statement commenting upon the information in the records and/or setting forth any reason for disagreement. Any explanation placed in the records shall be maintained as a part of the records if the record itself is maintained by Windsor Charter Academy. If the student record is disclosed by the school to any other party, the explanation shall also be disclosed to that party.

#### **4. Disclosure Without Written Consent**

Windsor Charter Academy may disclose student education records or personally identifiable information contained therein without written consent of the parent/legal guardian or eligible student if the disclosure meets one of the following conditions:

- A. The disclosure is to a school official having a legitimate educational interest in the student education record or the personally identifiable information contained therein. In accordance with law, only those school officials who have a legitimate educational interest as described in this policy shall be permitted access to specific student education records.
  1. For purposes of this policy, a "school official" is a person employed by Windsor Charter Academy as an administrator, supervisor, teacher or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Executive Board; a person or company with whom Windsor Charter Academy has outsourced services or functions it would otherwise use its own employees to perform; a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer assisting another school official in performing his or her tasks.

2. A school official has a “legitimate educational interest” if disclosure to the school official is: (1) necessary for that official to perform appropriate tasks that are specified in his or her position description or by a contract agreement; (2) used within the context of official school business and not for purposes extraneous to the official's areas of responsibility; (3) relevant to the accomplishment of some task or determination about the student; and (4) consistent with the purposes for which the data are maintained.
- B. The disclosure is to officials of another school, school system or postsecondary education institution in which the student seeks or intends to enroll or has enrolled for purposes related to student's enrollment or transfer. Any records sent during the student's application or transfer period may be supplemented, updated, or corrected as necessary.
  - C. The disclosure is to authorities identified in the Family Educational Rights and Privacy Act and accompanying federal regulations. These include: Comptroller General of the United States, Attorney General of the United States, Secretary of Education of the U.S. Department of Education, Director of the National Institute of Education, Assistant Secretary of Education, state, and local educational authorities.
  - D. The disclosure is in connection with a student's application for, or receipt of, financial aid as needed to determine the student's eligibility for aid, the amount of the aid, the conditions of the aid or to enforce the terms and conditions of the aid.
  - E. The disclosure is to accrediting organizations for accrediting functions.
  - F. The disclosure is to state and local officials and concerns the juvenile justice system's ability to effectively serve, prior to adjudication, the student whose records are disclosed as provided under the Colorado Open Records Act and Colorado's Children's Code. Such records and personally identifiable information shall only be disclosed upon written certification by the officials that the records and information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the parent or eligible student.
  - G. The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate or administer predictive tests; to administer student aid programs; or to improve instruction.

- H. The disclosure is required to comply with court order or subpoena. Windsor Charter Academy shall make a reasonable effort to inform the parent or eligible student prior to complying with the subpoena or court order unless:
1. The court order or subpoena prohibits such notification; or
  2. The parent is a party to a court proceeding involving child abuse and/or neglect or dependency matters and the court order is issued in the context of that proceeding.
- I. The disclosure is to the parent of an eligible student and the student is a dependent for IRS tax purposes.
- J. The disclosure is to appropriate officials in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or others.
- K. The disclosure is of "directory information: as defined by this policy.
- L. The disclosure is to the Secretary of Agriculture, or authorized representative from the USDA Food and Nutrition Service or contractors acting on behalf of the USDA Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and either agencies and institutions receiving funding or providing benefits or programs authorized under the National School Lunch Act or the Child Nutrition Act.
- M. The disclosure is to an agency caseworker or other representative of a state or local child welfare agency or tribal organization who has the right to access the student's case plan because such agency or organization is legally responsible, in accordance with applicable state or tribal law, for the care and protection of the student.

## **5. Disclosure to Other Parties**

The school shall not disclose student records to other individuals or parties without prior written consent of the parent or eligible student.

## **6. Disclosure of Directory Information**

Windsor Charter Academy may disclose directory information without written consent of the parent/legal guardian or eligible student. In accordance with

## Policy JRA/JRC

FERPA, parents and guardians may opt out of having Windsor Charter Academy release their student's directory information by submitting the proper form by the first Friday in September. Forms are available [here] or in person at the front office.

Directory information is the information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, the student's name, address, telephone listing, , date and place of birth, photograph, grade level, major fields of study, participation, including but not limited to videos or photos, in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent and previous education agency or institution attended by the student. Directory information also includes student identification number or other unique personal identifier displayed on a student ID badge or used by the student to access or communicate in electronic systems, but only if the identifies cannot be used to gain access to student education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a password known only by the authorized user.

Student telephone numbers and addresses shall not be disclosed pursuant to this section.

7. Pursuant to FERPA, Windsor Charter Academy will release the names, addresses, and home telephone numbers of secondary school students to military recruiting officers. Parents and eligible students may opt out of disclosing this information to military recruiters by submitting a request, in writing, within the time established by the Windsor Charter Academy that such information not be released.

On or before December 31 of each school year, Windsor Charter Academy shall disclose to the Colorado Commission on Higher Education, the names and mailing addresses of those students enrolled in the eighth grade for use in mailing the notice of postsecondary educational opportunities and higher education admission guidelines as required by state law.

Whenever Windsor Charter Academy is required by law or this regulation to seek written consent prior to disclosing personally identifiable information from a student's education record, the notice or consent form provided to the parent/legal guardian or eligible student shall contain:

the specific records to be disclosed; the specific reasons for such disclosure; the specific identity of any such person, agency or organization requesting such information and the intended uses of the information; the method or manner by which the records will be disclosure; and the right to review or receive a copy of the relevant records to be disclosed. Consent given shall be valid only for the specific instance for which it was given. Windsor Charter Academy shall retain all signed consent forms.

## **8. Annual Notification of Rights**

Windsor Charter Academy shall notify parents and eligible students of their rights pursuant to this policy at the beginning of each academic year. For notice to parents or eligible students who are disabled or primary or home language is other than English, the format or method of notice will be modified so it is reasonable likely to inform them of their rights. A copy of the Family Educational Rights and Privacy Act, and this policy may be obtained from the office of the superintendent during normal business hours.

Windsor Charter Academy shall comply with the Family Educational Rights and Privacy Act (FERPA) and its regulations as well as state law governing the confidentiality of student education records. Windsor Charter Academy shall be entitled to take all actions and exercise all options authorized under the law. In the event this policy does not address a provision in applicable state or federal law, or is inconsistent with or in conflict with applicable state or federal law, the provision of applicable state or federal law shall control.

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Windsor Charter Academy Executive Board

Revised: April 2003

January 2008

January 2011

July 2012

September 2013

August 2015

April 2018

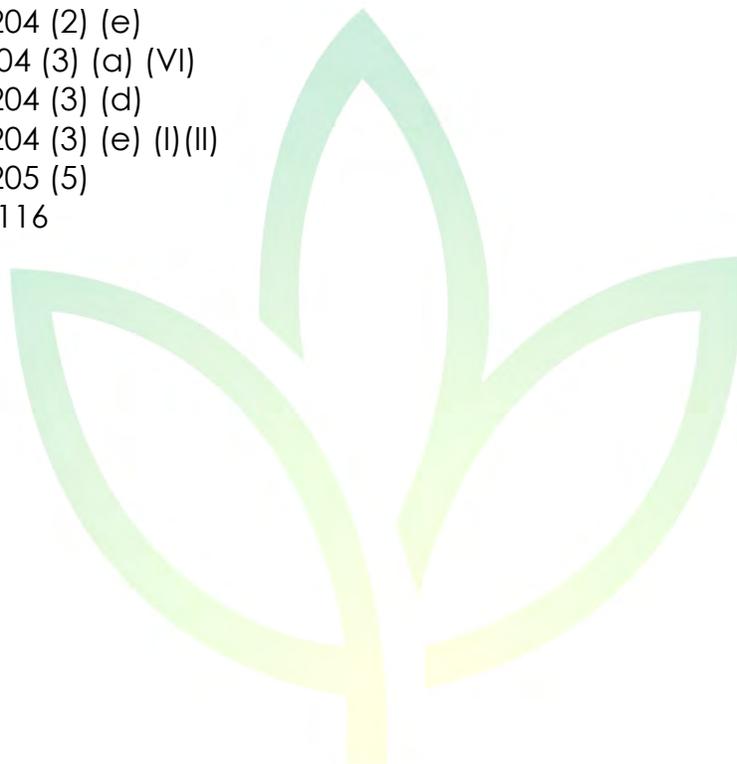
September 2021

Legal References

20 U.S.C. §1232g (Family Educational Rights and Privacy Act)(FERPA)

34 C.F.R. 99.1 et seq. (Implementing Regulations)

C.R.S. 24-72-204  
20 U.S.C 7908  
C.R.S. 19-1-303 and 304  
C.R.S. 19-1-304 (5.5)  
C.R.S. 19-2-921 (7.5)  
C.R.S. 22-1-123  
C.R.S 22-2-139 (7)  
C.R.S. 22-32-109 (1) (ff)  
C.R.S. 22-32-109.1 (6)  
C.R.S. 22-32-109.3 (2)  
C.R.S. 22-33-106.5  
C.R.S 22-33-107.5  
C.R.S. 22-72-204 (2) (e)  
C.R.S 24-72-204 (3) (a) (VI)  
C.R.S. 24-72-204 (3) (d)  
C.R.S. 24-72-204 (3) (e) (I)(II)  
C.R.S. 24-72-205 (5)  
C.R.S. 25.5-1-116





## **SHARING OF STUDENT RECORDS/INFORMATION BETWEEN SCHOOL DISTRICT & STATE AGENCIES**

It is the Executive Board's intention to utilize all avenues under state law to facilitate the sharing of relevant student records and information when necessary to protect the safety and welfare of school district staff, visitors, students, and the public and to protect property.

The Executive Director is directed to develop procedures and a training program for staff consistent with this policy. The procedures shall direct school personnel to provide and obtain student records and information to/from state agencies, including law enforcement and judicial department agencies, to the extent required or allowed by state and federal law.

### **Sharing of Information by Windsor Charter Academy**

Disciplinary and attendance information shall only be shared with a criminal justice agency investigating a criminal matter concerning a student enrolled or who will enroll in Windsor Charter Academy when necessary to effectively serve the student prior to adjudication. Such information shall only be shared upon written certification by the criminal justice agency that the information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the student's parent/guardian.

School personnel who share disciplinary and attendance information concerning a student pursuant to this policy are immune from civil and criminal liability if they act in good faith compliance with state law.

Nothing in this policy shall prevent administrators, teachers or staff from disclosing information derived from personal knowledge or observation and not derived from student's education records.

### **Information Obtained from State Agencies**

# Policy JRCA

Within the bounds of state law, school personnel shall seek to obtain such information regarding students as is required to perform their legal duties and responsibilities, including to protect public safety and safety of the student. Such information may be obtained from the judicial department or any state agency that performs duties and functions under the Colorado Children's Code.

School personnel receiving such information shall use it only in the performance of their legal duties and responsibilities and shall otherwise maintain the confidentiality of all information obtained. School personnel who knowingly violate this provision are subject to disciplinary action pursuant to Executive Board policy and to a civil penalty of up to \$1,000.

If such information is shared with another school or school district to which a student may be transferring, it shall only be shared in compliance with the requirements of federal law, including the Family Educational Rights and Privacy Act ("FERPA"). When a petition is filed in juvenile court or district court that alleges a student between the ages of 12 to 18 years has committed an offense that would constitute unlawful sexual behavior or a crime of violence if committed by an adult, basic identification information, as defined in state law, along with the details of the alleged delinquent act or offense, is required by law to be provided immediately to the school district in which the juvenile is enrolled.

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Windsor Charter Academy Executive Board  
Adopted: September 2021

## Legal References

20 U.S.C. 1232g (Family Educational Rights and Privacy Act) (FERPA)

34 C.F.R. 99.1 et seq. (FERPA regulations)

C.R.S. [19-1-303](#) and [304](#) (records and information sharing under Colorado Children's Code)

C.R.S. [19-1-304](#) (5.5) (duty of prosecuting attorney to provide juvenile delinquency records)

C.R.S. [19-2-921](#) (7.5) (department of human services shall notify school district if student's parole conditions require school attendance)

C.R.S. [22-1-123](#) (district shall comply with FERPA)

# Policy JRCA

C.R.S. [22-2-139](#) (7) (within confidentiality limits of state and federal law, information shall be shared to determine appropriate educational placement when a student is transferred to public school from day treatment facility, facility school or hospital)

C.R.S. [22-32-109.1](#) (6) (duty to establish policy on sharing information consistent with state and federal law in the interest of making schools safer)

C.R.S. [22-32-109.3](#) (2) (duty to share disciplinary and attendance information with criminal justice agencies)

C.R.S. [22-33-106.5](#) (court to notify of conviction of crime of violence and unlawful sexual behavior)

C.R.S. [22-33-107.5](#) (school district to notify of failure to attend school)

C.R.S. [24-72-204](#) (2)(e) (denial of inspection of materials received, made or kept by the Safe2Tell Program)

C.R.S. [24-72-204](#) (3)(e)(I) (certain FERPA provisions enacted into Colorado law)

C.R.S. [24-72-204](#) (3)(e)(II) (disclosure by staff of information gained through personal knowledge or observation)

## Cross References

Policy JKD/JKE Suspension/Expulsion of Students (and Other Disciplinary Interventions)

Policy JRA/JRC Student Records/Release of Information on Students



## **APPROPRIATE USE OF WINDSOR CHARTER ACADEMY AND PERSONAL TECHNOLOGY BY STUDENTS**

### **Introduction**

Windsor Charter Academy offers its students access to Windsor Charter Academy's network, servers, computers, communication systems (i.e. e-mail, web sites, blogging, podcasting, VOIP and audience response systems and/or other emerging technologies), hardware, software, operating systems, and an array of other emerging technologies (hereafter referred to as "Windsor Charter Academy technology") to promote educational excellence. Each student is responsible for her/his use of technology, whether personal (i.e. computers/laptops, cell phones, portable digital assistants (PDAs), wireless email devices, tablets cameras, audio and/or video recorders and players, data storage devices and other digital devices) (hereafter referred to as "personal technology") or Windsor Charter Academy-provided. While using technology on or near school property, in school vehicles, and at school-sponsored activities, as well as using Windsor Charter Academy Technology resources via off-campus remote access or with Windsor Charter Academy-provided equipment, each student is expected to act in an appropriate manner consistent with school, Windsor Charter Academy, and legal guidelines. It is the joint responsibility of Windsor Charter Academy and school personnel and the parents and/or guardians of each student to educate students about their responsibilities and to establish expectations when using and/or accessing technology.

### **Using Windsor Charter Academy Internet and Communications Systems**

Windsor Charter Academy technology, including a school email account, is provided to students to conduct research, complete assignments, and communicate with others to further their education. Use of, and access to, Windsor Charter Academy technology is a privilege, not a right; therefore, general rules of school behavior apply. Such use and/or access is provided to students who agree to act in a considerate and responsible manner. Just as students are responsible for good behavior in a classroom or a school hallway, they must also be responsible when using and/or accessing Windsor Charter Academy technology. Students must comply with Windsor Charter Academy standards and honor this agreement to be permitted access and use of Windsor

Charter Academy technology.

All digital storage on Windsor Charter Academy technology is Windsor Charter Academy property, and network administrators may review files and communications to maintain system integrity and ensure that students are using Windsor Charter Academy technology responsibly. Students should not expect that files stored on, or sent via, Windsor Charter Academy computers or servers will be private. Student email addresses will be part of the internal school directory.

The educational value of technology integration in curriculum is substantial. Access to the Internet enables students to use extensive online libraries and databases. Families should be warned that some material accessible through the Internet might contain items that are illegal, defamatory, inaccurate, profane, sexually oriented, or potentially offensive to some people. While the intent is to make the Internet available to further educational goals and objectives, students may find ways to access these other materials as well. Windsor Charter Academy does not condone or permit the use of this material and uses content filtering technology to protect, to the extent possible, against Internet access by both adults and minors to visual depictions that are obscene, child pornography or harmful to minors. Parents and/or guardians must be aware that content filtering tools are not completely fail-safe and while at school, direct supervision by school personnel of each student using a Windsor Charter Academy computer or accessing the Internet through Windsor Charter Academy's server is desired, but not always possible. Students are expected to use Windsor Charter Academy technology in a manner consistent with the rules below and will be held responsible for their intentional misuse and inappropriate access. Windsor Charter Academy believes that the benefits of student access to the Internet in the form of information resources and opportunities for collaboration exceed any disadvantages. Ultimately, parents and/or guardians are responsible for setting and conveying the standards that their children should follow when using and/or accessing technology. If a student accidentally accesses inappropriate material, they should back out of that information at once and notify the supervising adult.

To ensure that student Internet access on Windsor Charter Academy technology is subject to Windsor Charter Academy's technology protection measures, student use of Internet-ready Windsor Charter Academy technology shall primarily be restricted to Windsor Charter Academy property and Windsor Charter Academy's network. While on Windsor Charter Academy premises, student may use only Windsor Charter Academy networks in conjunction with Windsor Charter Academy technology. Students shall not be permitted to

remove Internet-ready Windsor Charter Academy technology from Windsor Charter Academy property unless Windsor Charter Academy technology in question includes one or more technology protection measures.

## **Proper and Acceptable Use of Technology by Students**

Windsor Charter Academy technology must only be used and/or accessed in a manner that supports education and academic research and that is consistent with the educational mission and objectives of Windsor Charter Academy. Additionally, personal technology must not be used in a manner that has a detrimental effect on the educational environment.

*Activities that are permitted and encouraged include:*

- School work.
- Original creation and presentation of academic work.
- Research on topics being studied in school.
- Research for opportunities outside of school related to community service, employment, or further education.

*Activities that are not permitted include but are not limited to:*

- Plagiarism or representing the work of others as one's own including non-attributed use of Copyright ©, Registered ® and/or Trademark TM materials.
- Use of profane, obscene, and/or inappropriate language, images, and/or other materials.
- Use of technology, Windsor Charter Academy or personal, to harass, intimidate, or bully others.
- Use of Windsor Charter Academy technology to search, view, communicate, publish, download, store, or retrieve materials that are not related to school work, community service, employment, or further education (thus, searching inappropriate materials is not permitted).
- Circumventing or intentionally compromising Windsor Charter Academy security measures.
- Damaging or modifying Windsor Charter Academy computers or networks.
- Use of Windsor Charter Academy technology to install or utilize software or executable files that are not approved by the Windsor Charter Academy technology department, and/or the installation of such software or

executable files onto Windsor Charter Academy Technology.

- Intentional or neglectful transmission of viruses or other destructive computer files; hacking into Windsor Charter Academy or external computers; intentionally bypassing Windsor Charter Academy filters.
- Use of USB, bootable CDs, or other devices to alter the function of a Windsor Charter Academy computer or a network.
- Connection of personal technology to the Windsor Charter Academy data network for purposes other than to store or retrieve education-related data.
- Use of Windsor Charter Academy technology to subscribe to any online services or to order any goods or services.
- Use of personal email accounts, not Windsor Charter Academy-provided email accounts, on Windsor Charter Academy network.
- Unauthorized online sharing of any student's or staff member's name, home address, phone number, image, or other personal information.
- Using Windsor Charter Academy technology for non-educational uses such as games, role-playing multi-user environments, gambling, junk mail, chain mail, jokes, or raffles.
- Use of Windsor Charter Academy technology to participate in online chat rooms or instant messaging, unless specifically assigned by a teacher.
- Use of Windsor Charter Academy technology for commercial purposes, personal financial gain, or fraud.
- Use of technology, Windsor Charter Academy or personal, to cheat on homework, quizzes, or tests or to assist others in cheating.
- Use of technology, Windsor Charter Academy or personal, to take an unauthorized photo or image and/or violate the privacy of others.
- Use of technology, Windsor Charter Academy or personal, with cameras and/or video recording capabilities is prohibited in locker rooms, bathrooms, or any other location where such use could violate another person's reasonable expectation of privacy.
- Use of technology, Windsor Charter Academy or personal, in any manner that is disruptive (this includes the obtrusive ringing or buzzing of technology during instructional time or other school-sponsored activities or events).
- Any activity that violates Executive Board policy, a school rule, or a local, state, or federal law.

Students are expected to report harassment, threats, hate-speech, bullying behavior and inappropriate content to a teacher or administrator. If a student has any questions about whether a specific activity is permitted, he or she should ask a teacher or administrator.

### **Education about Appropriate Online Behavior**

Windsor Charter Academy has procedures and curriculum in place for educating students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyber bullying awareness and response.

### **Privacy and Security**

Students must use and access Windsor Charter Academy technology responsibly and in a secure manner. They must not share their logins, passwords, or access with others. Students may only access Windsor Charter Academy technology using their assigned logins and passwords.

### **Online Assessments**

Student assessments may be conducted through the use and/or access of Windsor Charter Academy technology. Normally, students will use Windsor Charter Academy technology as a part of their instructional day. Privacy and security, as defined above, along with confidentiality of assessment responses, are expected.

### **Vandalism**

Any intentional act by a student that damages Windsor Charter Academy technology, or data stored on any Windsor Charter Academy technology, will be considered vandalism and will be subject to school rules and disciplinary procedures. Any intentional act that requires a person's time to investigate, repair, replace, or perform corrective work on Windsor Charter Academy technology or data is also considered vandalism.

### **Consequences of Misuse**

Misuse of, or inappropriate access to, personal or Windsor Charter Academy technology while on or off school property, in school vehicles, and at school-sponsored activities, including the misuse or inappropriate access of Windsor Charter Academy technology via off-campus remote access, may result in disciplinary action up to and including expulsion. This document shall be used in conjunction with the Executive Board policies. In addition, a student's use of Windsor Charter Academy technology may be suspended or restricted. If the building principal or designee believes a student's possession or use of personal

or Windsor Charter Academy technology may involve a violation of the law, the building principal or designee may also refer the matter to law enforcement, as appropriate.

A school may temporarily hold (pending parental or same-day pick up) personal technologies that are used inappropriately. Personal technologies that are portable and carried with a student are considered to be personal effects in a student's possession and thereby subject to Windsor Charter Academy policies and school rules and regulations governing searches of such items. Students are required to turn portable personal technology over to school personnel when requested. Students who refuse to do so may be removed from class or other school activity, have committed insubordination and resisting authority in violation of policies for student discipline, and shall be subject to disciplinary action. Additionally, and in accordance with Windsor Charter Academy policy and state law, students may be disciplined for any use of personal technology that has a detrimental effect on the welfare or safety of other students or of school personnel regardless of whether such use occurs on or off school property or entails the use or access of Windsor Charter Academy technology.

Individual schools may choose to have additional rules and regulations pertaining to the use of personal technology in their respective buildings.

Intentional unauthorized access and/or damage to Windsor Charter Academy networks, servers, user accounts, passwords, or other Windsor Charter Academy resources may be punishable under local, state, or federal law.

### **No Warranty**

Windsor Charter Academy does not expressly or implicitly warrant Windsor Charter Academy technology it provides to students. Therefore, Windsor Charter Academy is not responsible for any damage or loss incurred through use of Windsor Charter Academy technology including, but not limited to, damage or loss caused by non-deliveries, mis-deliveries, service interruptions, unauthorized use, loss of data, and exposure to potentially harmful or inappropriate material or people. Use of Windsor Charter Academy technology and reliance on any information obtained via Windsor Charter Academy technology is at a student's own risk and Windsor Charter Academy specifically denies any responsibility for the reliability of such use or accuracy and quality of information obtained through the use of Windsor Charter Academy technology including Windsor Charter Academy-provided Internet access.

The student and his/her parents and/or guardians will indemnify and hold

Windsor Charter Academy harmless from any losses sustained as the result of misuse or inappropriate access of Windsor Charter Academy technology resources by the student.

Also, Windsor Charter Academy assumes no responsibility for loss or damage to the personal property of students including personal technology. If, pursuant to this policy, the personal technology of students is confiscated by school personnel, reasonable care will be taken of the item until either it is retrieved or after a reasonable period of time is discarded.

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Windsor Charter Academy Executive Board  
Revised: May 2018

Weld Re-4 District Board  
Adopted: November 2007  
Revised: January 2008  
June 2008  
January 2012  
November 2012  
December 2016  
August 2017  
September 2021

Legal References  
C.R.S. 18-7-109

Cross References  
JICDA, Student Conduct  
JIHA, Searches  
JK and subcodes, Student Discipline