

## NOTICE OF REGULAR MEETING AND AGENDA



January 13, 2016

Educational Services Center  
395 South Pratt Parkway  
Longmont, Colorado 80501

Robert J. Smith, President, Board of Education

Dr. Don Haddad, Superintendent of Schools

### DISTRICT VISION STATEMENT

*To be an exemplary school district  
which inspires and promotes high  
standards of learning and student  
well-being in partnership with  
parents, guardians and the  
community.*

### DISTRICT MISSION STATEMENT

*To educate each student in a safe  
learning environment so that they  
may develop to their highest  
potential and become contributing  
citizens.*

### ESSENTIAL BOARD ROLES

*Guide the superintendent  
Engage constituents  
Ensure alignment of resources  
Monitor effectiveness  
Model excellence*

### BOARD MEMBERS

*John Ahrens, Member  
Debbie Lammers, Secretary  
Dr. Richard Martyr, Member  
Paula Peairs, Treasurer  
Joie Siegrist, Vice President  
Amory Siscoe, Asst Secretary  
Robert J. Smith, President*

#### 1. CALL TO ORDER:

7:00 pm Regular Business Meeting

#### 2. ADDENDUMS/CHANGES TO THE AGENDA:

#### 3. AUDIENCE PARTICIPATION:

#### 4. VISITORS:

1. Excellence in Education Award
2. Apple Award to Westview/Trail Ridge Middle School

#### 5. BOARD/SUPERINTENDENT REPORTS:

#### 6. REPORTS:

1. 2<sup>nd</sup> Quarter Gifts to Schools, Fiscal Year 2016
2. Senior Volunteer Program

#### 7. CONSENT ITEMS:

1. Approval: Staff Terminations/Leaves
2. Approval: Staff Appointments
3. Approval: Approval of Minutes for the December 9, 2015 Regular Meeting and the December 14, 2015 Special Meeting
4. Approval: Approval of Annual Official Posting Location Notice
5. Approval: Approval of Closure of Schools
6. Approval: Approval of Ditch Relocation Agreement Between Newmark Merrill Mountain States, LLC, the Ditch Companies and SVVSD
7. Approval: Approval of Increase in Construction Manager/General Contractor (CMGC) Contract for Longs Peak Middle School 5<sup>th</sup> Grade Playground and Interior Improvements Project

#### 8. ACTION ITEMS:

1. Recommendation: School Board Recognition
2. Recommendation: Adoption of School Priority Improvement Plans

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### **9. DISCUSSION ITEMS:**

1. First Reading, Board Policies/Exhibit AC – Nondiscrimination/Equal Opportunity; AC-E-1 – Nondiscrimination/Equal Opportunity; GBA – Open Hiring/Equal Employment Opportunity; JB – Equal Educational Opportunities
2. First Reading, Board Policy IKF – Graduation Requirements
3. BOE Committee Assignments
4. CASB Follow-Up

### **10. ADJOURNMENT:**

**Board of Education Meetings: Held at 395 South Pratt Parkway, Board Room, unless otherwise noted:**

Tuesday, January 19	5:45 pm Board Appreciation Dinner at CDC
Wednesday, January 20	6:00 – 8:00 pm Study Session
Monday, January 25	6:00 – 8:00 pm Legislative Dinner Meeting
Wednesday, January 27	6:30 pm Financials
	7:00 pm Regular Meeting
Thursday, January 28	8:00 am – Noon Board Retreat

## MEMORANDUM

DATE: January 13, 2016  
TO: Board of Education  
FROM: Dr. Don Haddad, Superintendent of Schools  
SUBJECT: Public Gifts to Schools

PURPOSE

To provide the Board of Education with a list of public gifts given to the St. Vrain Valley School District for the second quarter of the 2015-2016 school year totaling \$146,146.27. The total of all gifts given to the District for the 2015-2016 school year total \$236,977.75.

BACKGROUND

During the course of the year, the District receives many cash and gift donations for its programs. These gifts are accepted by the principal, the superintendent or the Board of Education according to Board Policy KH, Public Gifts to Schools. The attached listing delineates these gifts.

# St. Vrain Valley School District RE-1J

## 2015-16 PUBLIC GIFTS TO THE SCHOOLS

Reported between July 1, 2015 and December 31, 2015

DATE OF GIFT	DONOR	AMT/VALUE	LOC	PTO	PTO AMT	DESCRIPTION
7/2/2015	Kimberly Hodes	\$ 279.84				Donation of computer equipment (keyboards, mice) to be used by District Technology Services as needed.
7/3/2015	Blue Mountain PTO	622.23	147	P	622	Cash donation to be used for student activities at Blue Mountain Elementary.
7/15/2015	Target	50.00	122			Cash donation to be used for student activities at Burlington Elementary.
7/15/2015	Michael Keast	260.00	215			Cash donation to be used to support the students at Sunset Middle School.
7/15/2015	Denver Foundation (Kaiser)	25,000.00	149			Cash donation to be used to support the Movement Program for teacher training at Red Hawk Elementary.
7/27/2015	IBM Corporation	90.00	215			Cash donation to be used to support the students at Sunset Middle School.
7/29/2015	Leah Rainford	200.00	254			Donation of a trumpet to be used in the Band Program at Altona Middle School.
8/3/2015	Boulder County Parks & Open Space Found.	99.68	123			Cash donation to be used for 4th Grade transportation costs for field trip to Agricultural Heritage Center for Central Elem.
8/4/2015	V&S Molding, Inc.	350.00	305			Cash donation to be used for the purchase of softball equipment at Mead High School.
8/5/2015	Tutor Doctor	100.00	141			Cash donation to be used as a welcome back lunch for teachers at Alpine Elementary.
8/7/2015	VSP Vision Care	150.00				Donation of sunglasses as a door prize to support the Classified Welcome Back event in August 2015.
8/7/2015	Office Depot	50.00				Donation of a gift card as a door prize to support the Classified Welcome Back event in August 2015.
8/7/2015	Arrow Office Products	130.00				Donation of a Keurig Commercial Coffee Maker as a door prize to support the Classified Welcome Back event in August 2015.
8/7/2015	Delta Dental	40.00				Donation of a Sonic Care toothbrush as a door prize to support the Classified Welcome Back event in August 2015.
8/7/2015	Elevations Credit Union	300.00				Donation of a Sur La Table gift basket as a door prize to support the Classified Welcome Back event in August 2015.
8/7/2015	Weight Watchers	25.00				Donation of a Weight Watchers gift basket to support the Classified Welcome Back event in August 2015.
8/7/2015	Kaiser Permanente	50.00				Donation of a gym bag as door prize to support the Classified Welcome Back event in August 2015.
8/12/2015	Black Rock PTO	1,929.00	146	P	1929	Cash donation to be used for the Second Step Program for the counselor at Black Rock Elementary.
8/12/2015	Black Rock PTO	1,257.15	146	P	1257	Cash donation to be used for a book set, PBS Paws, and You Rock Awards for the 1st Grade at Black Rock Elementary.
8/12/2015	Black Rock PTO	1,316.00	146	P	1316	Cash donation to be used for the purchase of iPad Mini's for 4th & 5th Grade math classes at Black Rock Elementary.
8/13/2015	Twin Peaks Rotary Club	650.00	318			Cash donation to be used for equipment and team items for the Boy's Golf Team at Frederick High.
8/15/2015	Nan DeGrove	25.00	142			Donation of school supplies to be given to students at Eagle Crest Elementary.
8/17/2015	Education Foundation for St. Vrain Valley	100.00	254			Cash donation to be used to support the Band Program at Altona Middle School.
8/17/2015	Mary Myers	200.00	216			Donation of a trumpet to be used to help the Band Program at Sunset Middle School.
8/17/2015	Alpine Elementary PTO	150.00	141	P	150	Cash donation to be used as a welcome back lunch for teachers at Alpine Elementary.
8/18/2015	Longmont Dairy	106.40	123			Cash donation to be used to support students at Central Elementary.
8/20/2015	Central Elementary PTO	1,300.00	123	P	1300	Cash donation to be used for the purchase of a dishwasher/installation for use in the staff lounge at Central Elementary.
8/21/2015	Mad Greens	150.00	301			Donation of gift cards to be used as rewards for students at Olde Columbine to eat better.
8/25/2015	American Lung Association	500.00	123			Cash donation to be used for the CASEO Program at Central Elementary.
8/25/2015	Target	275.00	123			Cash donation to be used to support students at Central Elementary.
8/25/2015	Colorado Youth Tennis Foundation	1,700.00	318			Donation of tennis equipment for the Girls Tennis Team at Frederick High School.
8/25/2015	Education Foundation for St. Vrain Valley	100.00	312			Cash donation to be used for the Steel Band at Longmont High School.
8/26/2015	Otter Cares Foundation	12,500.00	526			Cash donation to be used for the Innovation Station at Thunder Valley K-8.
8/27/2015	Rebecca Ballesteros	300.00	216			Cash donation to be used to build risers for the choral classes at Longs Peak Middle School.
8/27/2015	Eagle Crest PTO	5,332.65	142	P	5333	Cash donation to be used for salary for two aides at Eagle Crest Elementary.
8/27/2015	Prestige Chrysler Dodge	400.00	312			Cash donation to be used for the purchase of uniforms and equipment for the softball program at Longmont High.
8/28/2015	Community Foundation	737.71	318			Cash donation to be used for hands-on learning and field trips for students at Frederick High.
8/31/2015	Thunder Valley PTO	400.00	526	P	400	Cash donation to be used for the purchase of lunch for staff members at Thunder Valley.
8/31/2015	Thomas Lewis	84.00	215			Cash donation to be used to support the Sunset Middle School play productions.
8/31/2015	John Gordon	117.00	128			Donation of various items to be used by the staff at Spark! Preschool.
9/2/2015	Robert & Donna McCraith	4,318.00	254			Cash donation to be used for the Worlds Strides Program at Altona Middle School.
9/3/2015	I-25 Kia	300.00	122			Cash donation to be used for the ELL classroom at Burlington Elementary.
9/3/2015	Timberline PTL	335.00	534	P	335	Cash donation to be used for staff and student needs at Timberline PK-8.
9/3/2015	Harold Stanley	25.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/4/2015	Lydia Kurniawan-May	150.00	122			Cash donation to be used for Mrs. Willden's 3rd Grade class at Burlington Elementary.
9/5/2015	Harry & Maria McCloy	20.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/6/2015	FLT Apparel, LLC	3,000.00	122			Cash donation to be used for student activities at Burlington Elementary School.
9/6/2015	Sandy Irby	5.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/7/2015	Steve Sesnic & Eileen Hayes	60.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/8/2015	Anita Dukes	23.00	123			Cash donation to be used for the Robotics Team from Central Elem to participate in World Championships in Kentucky.
9/8/2015	Carolyn Jackson	10.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/8/2015	Robert Currey	75.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/8/2015	Helen Rewey	15.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/9/2015	Robert Currey	75.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/10/2015	Lyons Booster Club	6,977.50	513	P	6978	Cash donation to be used for yearbook, band, choir, technology, BBQ and postcards for Lyons Middle/Senior High.
9/10/2015	Westic Construction Management Co.	1,000.00	309			Cash donation to be used for the purchase of softball team gear for Niwot High School.
9/10/2015	William Kouri	25.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.



# St. Vrain Valley School District RE-1J

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DATE OF GIFT	DONOR	AMT/VALUE	LOC	PTO	PTO AMT	DESCRIPTION
9/10/2015	Blue Mountain Stone	1,500.00	513			Cash donation to be used for the barbeque at Lyons Middle/Senior High School.
9/11/2015	Alpine Elementary PTO	4,055.00	141	P	4055	Cash donation to be used to pay for half of JBPYP membership for 2015-16 at Alpine Elementary.
9/12/2015	Jennifer Herron & Richard Sherman	45.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/13/2015	Michael & Stacey James	60.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/14/2015	Andy & Mary Rudeen	20.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/14/2015	Judith & Michael Miller	20.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/14/2015	Kelly Merical	15.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/14/2015	Kristy Johnson	15.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/14/2015	Judith & Michael Miller	20.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/14/2015	Linda Battan	300.00	312			Donation of a Canon Power Shot Camera with accessories to support the yearbook and photo classes at Longmont High.
9/14/2015	Nicole Lackovic	3,000.00	309			Cash donation to be used for football shoulder pads for the Niwot High School Football Program.
9/15/2015	Twin Peaks Heating	500.00	305			Cash donation to be used to support and benefit the Mead High School Softball Team.
9/15/2015	Niwot Community Association	200.00	309			Cash donation to be used for the Band Program at Niwot High School.
9/15/2015	Nancy Parker	136.00	128			Cash donation to be used for the entrance fee for the Spelling Bee for students at Lyons Elementary.
9/15/2015	Shannon Boesch	20.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/15/2015	Lani & Steve Rippel	15.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/15/2015	Guaranty Bank	75.00	141			Cash donation to be used for breakfast for the Welcome Back for staff at Alpine Elementary.
9/16/2015	Destini Lenz	300.00	216			Donation of a viola, shoulder rest and stand for student use in the Orchestra Program at Longs Peak Middle School.
9/16/2015	Laura Moore	400.00	309			Donation of a refrigerator to be used in the SPED Department at Niwot High School.
9/16/2015	Janet Glenn	50.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/16/2015	Edward & Elvira Glenn	50.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/16/2015	Mark Lang	17.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/16/2015	Tim & Michelle Walker	30.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/16/2015	Karen Padwick & Christopher Prowick	75.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/16/2015	Dale & Wendy Deibert	30.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/16/2015	Niwot Rotary Club Foundation	500.00	309			Cash donation to be used for the purchase of sheet music for the Music Department at Niwot High School.
9/17/2015	Stephanie & Scott Elsert	75.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/17/2015	Robert Meilen	20.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/17/2015	Jing Zhu	30.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/17/2015	William & Meredith Campie	90.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/17/2015	Rebecca Brucker (student)	50.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/17/2015	Myrna Guerra	10.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/17/2015	John Coxford	20.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/17/2015	Lily Roberts	15.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/17/2015	Karson Hills	15.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/17/2015	Aniket Bhanmik (student)	45.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/17/2015	Owen Hartman	20.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/17/2015	Tanya & John Terrion	30.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/17/2015	Zeve Goldsberry	15.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/17/2015	Lynne Allen	20.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/18/2015	Blue Mountain PTO	100.00	147	P	100	Cash donation to be used for student activities at Blue Mountain Elementary.
9/18/2015	Stacey James	45.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/21/2015	Chris Nusser	20.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/21/2015	Liam & Tricia McCready	50.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/21/2015	James Enright	15.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/21/2015	Mark Lang	10.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/21/2015	Chavela Lewis Cote	42.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/21/2015	Nilay Deshpande & Family	20.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/21/2015	Cristina Chirimos (student)	15.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/21/2015	Mea French	45.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/21/2015	Jay French	30.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/21/2015	Christopher & Cynthia Borchers	90.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/21/2015	Megan & Jonathan Brooks	50.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/21/2015	Renard Brooks	50.00	254			Cash donation to be used to support the fundraiser for new technology at Altona Middle School.
9/22/2015	Maria Moreno	500.00	141			Donation of 40 used books for the library at Alpine Elementary.
9/23/2015	Amgen	500.00	305			Cash donation to be used to support the Girls Basketball Program at Mead High School.
9/24/2015	Debbie Hamrick	80.00	534			Donation of a piano and case to be used in the Music Department at Timberline PK-8.

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DATE OF GIFT	DONOR	AMT/VALUE	LOC	PTO	PTO AMT	DESCRIPTION
9/25/2015	Central Elementary PTO	2,500.00	123	P	2500	Cash donation to be used for annual IB fee assistance at Central Elementary.
9/25/2015	Central Elementary PTO	450.00	123	P	450	Cash donation to be used for fee assistance for students in the Robotics Club at Central Elementary.
9/26/2015	Anne & Steve Keener	100.00	309			Donation of float decorations for Homecoming at Niwot High School.
9/26/2015	Dale & Christi Katechis	100.00	309			Cash donation to be used for Homecoming at Niwot High School.
9/28/2015	Gerry Davis	200.00	309			Donation of a telescope to be used in the Science Department at Niwot High School.
9/30/2015	Blue Mountain PTO	76.32	147	P	76	Cash donation to be used for student activities at Blue Mountain Elementary.
	<b>Total Gifts Reported 7/1/14 - 9/30/14</b>	<b>\$ 90,831.48</b>				
	<b>Parent Group Donations</b>	<b>\$ 26,800.85</b>				
8/19/2015	Julie Blackwell McDonough	1,350.00	408			Donation of a 1996 Buick Regal Grant Sport for student training in the Automotive Program at the Career Development Center.
8/27/2015	Longmont Rotary	650.00	312			Cash donation to be used for the purchase of gold equipment for use at Longmont High School.
8/31/2015	Leslie Noble	1,608.00	408			Donation of a 1996 Toyota 4-Runner for student training in the Automotive Program at the Career Development Center.
8/31/2015	Longmont Ford	199.00	305			Donation of a 10-punch oil change card to benefit the Mead High School Maverick Pride Scholarship Fund.
8/31/2015	St. Vrain Jam	25.00	305			Donation of six 4-oz. jars of jam to benefit the Mead High School Maverick Pride Scholarship Fund.
8/31/2015	Paisley Spa	45.00	305			Donation of a spa pedicure to be used to benefit the Mead High School Maverick Pride Scholarship Fund.
8/31/2015	Dabble Paint & Sip	140.00	305			Donation of four paint sessions to benefit the Mead High School Maverick Pride Scholarship Fund.
8/31/2015	Western Awards	138.00	305			Donation of a letter jacket to benefit the Mead High School Maverick Pride Scholarship Fund.
8/31/2015	Studio 5 Portraits	66.00	305			Donation of Rockies tickets (9/5/15) to be used to benefit the Mead High School Maverick Pride Scholarship Fund.
8/31/2015	Garretson's	200.00	305			Donation of an Under-Armour Infrared jacket to be used to benefit the Mead High School Maverick Pride Scholarship Fund.
8/31/2015	Garretson's	50.00	305			Donation of two Under-Armour sack packs to be used to benefit the Mead High School Maverick Pride Scholarship Fund.
8/31/2015	Garretson's	40.00	305			Donation of a 30-oz Yeti tumbler to be used to benefit the Mead High School Maverick Pride Scholarship Fund.
8/31/2015	Nail Care First	15.00	305			Donation of a manicure to benefit eth Mead High School Unified Sports Program.
8/31/2015	Shannon Krack	200.00	305			Donation of a Silpada turquoise jewelry set to be used to benefit the Mead High School MESA Program.
8/31/2015	Ute Creek Golf Course	176.00	305			Donation of a golf foursome at Ute Creek Golf Course to benefit the Mead High School Boys Basketball Program.
8/31/2015	Land Title Guarantee Co.	194.00	305			Donation of Rockies tickets (9/6/15) and VIP parking pass to benefit the Mead High School Cheer & Dance Programs.
8/31/2015	Docheff Dairy	120.00	305			Donation of a John Deere kids basket to be used to benefit the Mead High School Volleyball Program.
8/31/2015	Colorado Rooftoppers	100.00	305			Donation of a drill set, drill bit set, and Home Depot gift card to benefit the Mead High School Choir.
8/31/2015	Mac's Place	100.00	305			Donation of a Mac's Place gift cooler basket to benefit the Mead High School Football Program.
8/31/2015	Brown's Shoes	50.00	305			Donation of two \$25.00 gift cards to benefit the Mead High School Football Program.
8/31/2015	Papa John's Pizza	45.00	305			Donation of two large pizzas and a 6-pack of soda to benefit the Mead High School Football Program.
8/31/2015	Fox Hill Country Club	364.00	305			Donation of a golf foursome with carts to benefit the Mead High School Girls Basketball Program.
8/31/2015	Ty Tatham	126.00	305			Donation of Bronco's preseason tickets (8/29/15) to benefit the Mead High School Wrestling Program.
8/31/2015	Rocky Mtn. Paddleboard	60.00	305			Donation of three 1-hour SUP rentals to benefit the Mead High School Maverick Pride Scholarship Fund.
8/31/2015	Dairy Queen	50.00	305			Donation of two deluxe ice cream cakes to benefit the Mead High School Girls Tennis Program.
8/31/2015	Josten's	390.00	305			Donation of a class ring to benefit the Mead High School Maverick Pride Scholarship Fund.
8/31/2015	Wilf's European Motors	49.00	305			Donation of an oil change to benefit the Mead High School Boys & Girls Soccer Programs.
8/31/2015	Troy Terry Homes	100.00	305			Donation of a home maintenance bucket to benefit the Mead High School Cross Country Program.
8/31/2015	McCleskey Family	30.00	305			Donation of a car care bucket to be used to benefit the Mead High School Choir Program.
8/31/2015	Penni Anderson	100.00	305			Donation of BeautiControl: Face-Hands-Feet to be used to benefit the Mead HS Maverick Pride Scholarship Fund.
8/31/2015	Georgia Boys BarBQ	25.00	305			Donation of a \$25 gift card to benefit the Mead High School Choir Program.
8/31/2015	West Roybal	50.00	305			Donation of two \$25 iTunes gift cards to benefit the Mead High School Wrestling Program.
8/31/2015	Nicolo's Pizza	20.00	305			Donation of a \$20 gift certificate to benefit the Mead High School Volleyball Program.
8/31/2015	Baskin Robbins	10.00	305			Donation of a \$10 gift card to benefit the Mead High School Volleyball Program.
8/31/2015	BrickHouse BBQ	25.00	305			Donation of a \$25 gift card to benefit the Mead High School Volleyball Program.
8/31/2015	Widdle Waskles Grooming	50.00	305			Donation of a \$50 gift certificate to benefit the Mead High School Volleyball Program.
8/31/2015	5 Guys Burgers & Fries	75.00	305			Donation of a \$75 gift certificate to benefit the Mead High School Football Program.
8/31/2015	Boondocks	23.00	305			Donation of a \$23 gift certificate to benefit the Mead High School Football Program.
8/31/2015	The Molly Brown House Museum	32.00	305			Donation of a \$32 gift certificate to benefit the Mead High School Football Program.
8/31/2015	Arvada Center	118.00	305			Donation of two 2015 season tickets to benefit the Mead High School Football Program.
8/31/2015	Texas Roadhouse	35.00	305			Donation of a \$35 gift certificate to benefit the Mead High School Football Program.
8/31/2015	Menchie's	20.00	305			Donation of a \$20 gift certificate to benefit the Mead High School Football Program.
8/31/2015	Tattered Cover Book Store	20.00	305			Donation of a \$25 gift certificate to benefit the Mead High School Football Program.
8/31/2015	Denver Museum of Nature & Science	60.00	305			Donation of a \$60 gift certificate to benefit the Mead High School Football Program.
8/31/2015	Gateway Park	27.00	305			Donation of a \$27 gift certificate to benefit the Mead High School Football Program.
8/31/2015	Jumpln	36.00	305			Donation of a \$36 gift certificate to benefit the Mead High School Football Program.



# St. Vrain Valley School District RE-1J

## 2015-16 PUBLIC GIFTS TO THE SCHOOLS

Reported between July 1, 2015 and December 31, 2015

DATE OF GIFT	DONOR	AMT/VALUE	LOC	PTO	PTO AMT	DESCRIPTION
8/31/2015	Dizzy Family Fun Center	70.00	305			Donation of a \$70 gift certificate to benefit the Mead High School Football Program.
8/31/2015	Rhinotrax Construction	50.00	312			Cash donation to be used for the purchase of softball equipment for use at Longmont High School.
9/1/2015	J.D. Birchmeier	264.05	124			Donation of ten boxes of school supplies for use at Columbine Elementary.
9/2/2015	John Gordon	117.00	128			Donation of various items to be used by staff at Spark! Discovery Preschool.
9/6/2015	David & Teresa Ewing	200.00	254			Cash donation to be used to support the annual fundraiser for technology at Altona Middle School.
9/9/2015	Marc Arnold	105.00	254			Cash donation to be used to support the annual fundraiser for technology at Altona Middle School.
9/10/2015	Amy Darcy	105.00	254			Cash donation to be used to support the annual fundraiser for technology at Altona Middle School.
9/10/2015	John P. Johnson	225.00	408			Donation of a Yamaha QT50 Scooter for training in the Automotive Program at the Career Development Center.
9/11/2015	Eagle Crest PTO	2,273.37	142	P	2273	Cash donation to be used for the purchase of ME Workbooks for students at Eagle Crest Elementary.
9/11/2015	Theresa Terry Monroe	15.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/11/2015	Savannah Knowles	15.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/11/2015	Alex & Stacie Mercier	10.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/13/2015	Ray & Cathy Dennerline	20.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/13/2015	Dara Alford	15.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/14/2015	Hanline Family Foundation	500.00	254			Cash donation to be used to support the annual fundraiser for technology at Altona Middle School.
9/14/2015	Robert & Kimberly Lamey	100.00	254			Cash donation to be used to support the annual fundraiser for technology at Altona Middle School.
9/14/2015	Robert & Kimberly Lamey	100.00	254			Cash donation to be used to support the annual fundraiser for technology at Altona Middle School.
9/14/2015	Heidi Storz & Roque Ramirez	50.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/14/2015	Kathryn O'Leary	25.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/14/2015	Michael Verhoogen	25.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/15/2015	K.A. Peter & D.L. Massey	105.00	254			Cash donation to be used to support the annual fundraiser for technology at Altona Middle School.
9/15/2015	IBM	2,000.00	312			Cash donation to be used for technology at Longmont High School.
9/15/2015	James Steiner; Kimiko Sartori Steiner	20.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/15/2015	Lynn Dillow	25.00	312			Cash donation to be used for the purchase of softball equipment for use at Longmont High School.
9/15/2015	Kenneth & Marjorie Grant	50.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/15/2015	Verushka & John Burris	10.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/16/2015	Annette Nusser	100.00	254			Cash donation to be used to support the annual fundraiser for technology at Altona Middle School.
9/16/2015	Nancy Jospey	25.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/16/2015	Melanie & Brian Philofsky	15.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/17/2015	Tim & Sheryl Miller	130.00	254			Cash donation to be used to support the annual fundraiser for technology at Altona Middle School.
9/17/2015	Sara Ayers	100.00	254			Cash donation to be used to support the annual fundraiser for technology at Altona Middle School.
9/17/2015	Tim & Sheryl Miller	150.00	254			Cash donation to be used to support the annual fundraiser for technology at Altona Middle School.
9/17/2015	Laura Bramwell	60.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/17/2015	Debi O'Leary & Paul Ferris	30.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/17/2015	Lawrence Korn & Patricia Prudente	20.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/18/2015	Kathy Digsby	20.00	128			Donation of three bags of candy for the Miner's Parade at Spark! Discovery Preschool.
9/18/2015	Patricia Prescott	15.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/19/2015	Dana Howie	50.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/19/2015	Joann Vaughn	50.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/19/2015	Nicholas Ryan; Thomas Whitaker	20.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/20/2015	Michael & Lora Noesen	200.00	254			Cash donation to be used to support the annual fundraiser for technology at Altona Middle School.
9/20/2015	Jennifer & Timothy Everett	150.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/20/2015	Mary Kay Naylor	25.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/20/2015	Kristen & Nick Hoge	20.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/21/2015	John & Kristine Rose	150.00	254			Cash donation to be used to support the annual fundraiser for technology at Altona Middle School.
9/21/2015	Clay & Shara Elsenberg	105.00	254			Cash donation to be used to support the annual fundraiser for technology at Altona Middle School.
9/21/2015	Kathleen Ardueser	1,007.00	408			Donation of a Chrysler Town & Country for student training in the Automotive Program at the Career Development Center.
9/21/2015	Mark Mills	5,222.00	408			Donation of a 2004 Honda CRV-2X for student training in the Automotive Program at the Career Development Center.
9/21/2015	Kim & Eric Strong	180.00	221			Cash donation to be used as needed at Coal Ridge Middle School.
9/21/2015	James Sundberg	700.00	305			Donation of two trumpets to be used by the Mead High School Marching Band.
9/23/2015	Mary Alice Smith	15.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/23/2015	Carol Smith-Sanchez	15.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/24/2015	Wendy Chrimes	120.00	254			Cash donation to be used to support the annual fundraiser for technology at Altona Middle School.
9/24/2015	Karen Armstrong	25.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/24/2015	Joan Zapin	25.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/25/2015	Mountain View Elementary PTO	2,800.00	130	P	2800	Cash donation to be used for technology at Mountain View Elementary School.

# St. Vrain Valley School District RE-1J

## 2015-16 PUBLIC GIFTS TO THE SCHOOLS

Reported between July 1, 2015 and December 31, 2015

DATE OF GIFT	DONOR	AMT/VALUE	LOC	PTO	PTO AMT	DESCRIPTION
9/25/2015	David & Katie Prestwich	15.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/26/2015	Joseph & Jane Betts	20.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/26/2015	Gregory & Amy Haggquist	500.00	305			Cash donation to be used in the Drama Department at Mead High School.
9/27/2015	Edith Bayless	20.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/27/2015	Katie Retelle	15.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/28/2015	Ari Gold	105.00	254			Cash donation to be used to support the annual fundraiser for technology at Altona Middle School.
9/28/2015	Thomas & Amy Darcy	105.00	254			Cash donation to be used to support the annual fundraiser for technology at Altona Middle School.
9/28/2015	Ju Sheng	30.00	254			Cash donation to be used for the purchase of food for the staff dinner during parent/teacher conferences at Altona.
9/28/2015	Anadarko Petroleum Corporation	12,000.00	305			Cash donation to be used for the Energy Academy Focus at Mead High School.
9/28/2015	Wendy Spurbeck	100.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/28/2015	Linda Pollard	100.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/28/2015	Douglas & Elizabeth Granat	15.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/28/2015	Christine & Bruce McAfee	15.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/29/2015	Amanda Garza	300.00	128			Donation of bags of boys and girls clothes/shoes for preschooler's accidents at Spark! Discovery Preschool.
9/29/2015	Alexia Stanley (student)	25.00	254			Cash donation to be used to support the annual fundraiser for technology at Altona Middle School.
9/29/2015	Christopher & Kirstin Heinritz	90.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/29/2015	Melissa Held & Michael Wegener	50.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
9/30/2015	Central Longmont Presbyterian Church	500.00	124			Cash donation to be used for the Fall Festival at Columbine Elementary.
9/30/2015	Norma Sorrenson	15.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
10/1/2015	Sphero	1,199.99	408			Donation of one Edu 12-pack Sphero SPRK Edition to support the Innovation Center.
10/1/2015	Erin O'Leary, Cary Gaynor	230.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
10/1/2015	Jennifer & Brian Trotter	155.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
10/1/2015	Lisa Ward; Christopher Comp	45.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
10/1/2015	Wayne & Miriam Roth	60.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
10/1/2015	Sarah & Jeffrey Chen	30.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
10/1/2015	Simos Hadjiyiannis & Yu Yang	30.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
10/1/2015	Roger & Sue Peck	20.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
10/1/2015	Ray Anderson	275.00	221			Donation of a clarinet and mouthpiece for students in the Band Program at Coal Ridge Middle School.
10/2/2015	David & Andrea Mackey	95.00	305			Cash donation to be used for the Mead High School Angels.
10/2/2015	Sue Hawkins	150.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
10/2/2015	Rebecca Ketchum; John Mastrangelo	135.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
10/4/2015	Gerald Sutton	10.00	221			Cash donation to be used to support the Band Program at Coal Ridge Middle School.
10/4/2015	Randall & Donna Blondeau	60.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
10/4/2015	Thomas & Lisa Tice	20.00	221			Cash donation to be used to support the Band Program at Coal Ridge Middle School.
10/4/2015	Eric & Kim Strong	40.00	221			Cash donation to be used to support the Band Program at Coal Ridge Middle School.
10/5/2015	Megan Brooks	30.00	254			Cash donation to be used for the purchase of food for the staff dinner during parent/teacher conferences at Altona.
10/5/2015	James & Anne Sewell	102.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
10/5/2015	Jan Wilson	34.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
10/5/2015	Thomas & Urszula Bunting	20.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
10/5/2015	Katie Dietzen	20.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
10/6/2015	Caroline Bruce	110.00	137			Donation of school supplies for classroom use at Rocky Mountain Elementary.
10/6/2015	Edward & Monica Baron	30.00	221			Donation of a Photosmart printer/copier for use in the Music Program at Coal Ridge Middle School.
10/6/2015	PASS (Parent Assoc. for Sanborn Students)	5,700.00	140	P	5700	Cash donation to be used to support the students at Sanborn Elementary School.
10/6/2015	PASS (Parent Assoc. for Sanborn Students)	5,234.50	140	P	5235	Cash donation to be used for the purchase of Chromebooks for students at Sanborn Elementary.
10/7/2015	Jack May	2,125.00	311			Donation of furniture to be used to support the drama program at Erie High School.
10/8/2015	Kirk Ambrose & Kim Dickey	50.00	123			Cash donation to be used for the 5th Grade ski trip fundraising efforts for students at Central Elementary.
10/8/2015	Ellen Heairid	40.00	305			Cash donation to be used for the Canon City trip by the Mead High School Band.
10/8/2015	Jim & Dianna Lee	407.00	221			Donation of a trumpet, case, mouthpiece and mute for use in the Band Program at Coal Ridge Middle School.
10/8/2015	Irfan & Sarah Elahi	90.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
10/10/2015	Greg Jordan	175.00				Donation of 45 pumpkins and gourds to be used for the LSACE fall party.
10/11/2015	Jon & Robyn King	20.00	221			Cash donation to be used to provide financial support to the Band Program at Coal Ridge Middle School.
10/11/2015	Christina Thomas & Alan Weibel	100.00	221			Cash donation to be used to support the Band Program at Coal Ridge Middle School.
10/11/2015	Joann & Terry Menebroker	100.00	221			Cash donation to be used to support the Band Program at Coal Ridge Middle School.
10/12/2015	King Soopers	25.00	250			Donation of a gift card to help offset the cost of cookies for the Honor Society Ceremony at Trail Ridge Middle School.
10/12/2015	Sabine Carter	15.00	221			Cash donation to be used to support the Band Program at Coal Ridge Middle School.
10/12/2015	David Wood	50.00	221			Cash donation to be used to support the Band Program at Coal Ridge Middle School.



# St. Vrain Valley School District RE-1J

## 2015-16 PUBLIC GIFTS TO THE SCHOOLS

Reported between July 1, 2015 and December 31, 2015

DATE OF GIFT	DONOR	AMT/VALUE	LOC	PTO	PTO AMT	DESCRIPTION
10/13/2015	Melissa Leaming	250.00	144			Cash donation to be used for PE classroom supplies at Fall River Elementary.
10/13/2015	Hygiene Elementary PTO	5,427.00	127	P	5427	Cash donation to be used for iPad minis and cases to be used at Hygiene Elementary School.
10/13/2015	Kenneth Richardson	100.00	221			Cash donation to be used where needed at Coal Ridge Middle School.
10/13/2015	Kenneth Richardson	100.00	221			Cash donation to be used in the Orchestra Department at Coal Ridge Middle School.
10/13/2015	Abelino & Shantell Gutierrez	60.00	221			Cash donation to be used to support the Band Program at Coal Ridge Middle School.
10/14/2015	Niwot Elementary PTAC	8,522.57	131	P	8523	Cash donation to be used for Para pay and benefits at Niwot Elementary School.
10/14/2015	McLane Western	300.00	124			Donation of 14 boxes of candy, water and juice for the Fall Festival at Columbine Elementary.
10/15/2015	Michael Keast	260.00	215			Cash donation to be used to support the students at Sunset Middle School.
10/15/2015	Mike & Holliann Eshelberger	15.00	221			Cash donation to be used to support the Band Program at Coal Ridge Middle School.
10/19/2015	Fall River PTO	1,100.00	144	P	1100	Cash donation to be used for the 4th Grade field trip for students at Fall River Elementary School.
10/19/2015	Central Elementary PTO	200.00	123	P	200	Cash donation to be used for admission to the Sunflower Farm for preschool students at Central Elementary.
10/19/2015	Renan Hall	2,000.00	318			Donation of an electronic drum set to be used with the production and performance groups at Frederick High School.
10/20/2015	Legacy PTO	200.00	139	P	200	Cash donation to be used for the lunch program at Legacy Elementary.
10/20/2015	Legacy PTO	3,786.77	139	P	3787	Cash donation to be used for bus fees for field trips at Legacy Elementary.
10/21/2015	Steve Tocco	158.42	251			Donation of tissues and pens for use at Erie Middle School.
10/21/2015	Jean Lu & Robert Nouhan	30.00	123			Cash donation to be used for the 5th Grade ski trip fundraising efforts for students at Central Elementary.
10/21/2015	Karen Geissler	5.00	123			Cash donation to be used for the 5th Grade ski trip fundraising efforts for students at Central Elementary.
10/21/2015	Sandisk Corporation	105.00	254			Cash donation to be used for general support at Altona Middle School.
10/22/2015	Fall River PTO	200.00	144	P	200	Cash donation to be used for the purchase of microphones for the 1st Grade classrooms at Fall River Elementary.
10/22/2015	Fall River PTO	100.95	144	P	101	Cash donation to be used for the Fox Trot running goal prize at Fall River Elementary.
10/22/2015	Paul & Kathryn Gardenghi	10.00	221			Cash donation to be used to support the Band Program at Coal Ridge Middle School.
10/23/2015	Mary Ellen Burns	100.00	318			Donation of a full-size band cello case to be used for school cellos in the Band Program at Frederick High School.
10/23/2015	Lyons Booster Club	5,330.00	513	P	5330	Cash donation to be used for the band, choir, athletics and MESA programs at Lyons Middle/Senior High.
10/23/2015	Education Foundation for St. Vrain Valley	500.00	309			Cash donation to be used for the Band Program at Niwot High School.
10/23/2015	Education Foundation for St. Vrain Valley	500.00	309			Cash donation to be used for the Special Education Department at Niwot High School.
10/23/2015	Stanley Manuel	500.00	526			Cash donation to be used for the Robotics Team at Thunder Valley K-8.
10/25/2015	Education Foundation for St. Vrain Valley	300.00	254			Cash donation to be used for the FACS trip to the Finance Park for students at Altona Middle School.
10/25/2015	Stapp Toyota	1,200.00	318			Cash donation to be used by staff and students as needed at Frederick High School.
10/25/2015	Education Foundation for St. Vrain Valley	920.00	305			Cash donation to be used to support the Energy Academy at Mead High School.
10/25/2015	Education Foundation for St. Vrain Valley	500.00	305			Cash donation to be used for the Locomotion Parade for the Mead High School Marching Band.
10/26/2015	Longmont High Booster Club	897.80	312	P	898	Cash donation to be used for transportation bus fees for the Longmont High School Orchestra trips.
10/27/2015	Niwot Elementary PTAC	386.00	131	P	386	Cash donation to be used to cover the cost of a presentation for the 4th Grade students at Niwot Elementary.
10/27/2015	Education Foundation for St. Vrain Valley	628.00	129			Cash donation to be used for the purchase of wireless microphones to support R in SAMR at Mead Elementary.
10/27/2015	Education Foundation for St. Vrain Valley	850.00	318			Cash donation to be used for field trip costs for the Literacy program at Frederick High School.
10/29/2015	Kathy Digsby	40.00	128			Donation of three bags of candy for the Fall Celebration Night at Spark! Preschool.
10/30/2015	Michael Schmutz	250.00	254			Cash donation to be used for the "Write To Learn" subscription (a student support program) for Altona Middle School.
11/1/2015	Bigelow Investments	500.00	254			Cash donation to be used for general school support at Altona Middle School.
11/2/2015	John & Stephanie Keesling	150.00	144			Cash donation to be used to pay outstanding cafeteria balances at Fall River Elementary.
11/2/2015	John & Stephanie Keesling	150.00	250			Cash donation to be used to pay outstanding cafeteria balances at Trail Ridge Middle School.
11/3/2015	Willis Rimmer	300.00	312			Donation of a flute and a guitar to be used in the Band Program at Longmont High.
11/4/2015	Sun Rose Café/Steven Carlson	118.02	534			Donation of pasta and sauce for spaghetti fundraiser dinner at Timberline PK-8.
11/5/2015	Fall River PTO	1,100.00	144	P	1100	Cash donation to be used for the Kindergarten field trip at Fall River Elementary.
11/5/2015	Eagle Crest PTO	611.88	142	P	612	Cash donation to be used for aides salary for September-October 2015 at Eagle Crest Elementary.
11/6/2015	Eagle Crest PTO	6,543.66	142	P	6544	Donation of new furniture for the library at Eagle Crest Elementary.
11/6/2015	Alfonso Amparan	2,400.00	122			Cash donation to be used for the 5th Grade Cal Wood trip for students at Burlington Elementary.
11/6/2015	Hygiene Elementary PTO	8.00	127	P	8	Cash donation for field trip to MacIntosh Heritage Center for kindergarten students at Hygiene Elementary.
11/6/2015	Hygiene Elementary PTO	180.00	127	P	180	Cash donation for the 5th Grade Ameritowne trip for students at Hygiene Elementary.
11/6/2015	Julie & Patrick Byars	80.00	122			Donation of an OSMO for the kindergarten classroom at Burlington Elementary.
11/9/2015	Eagle Crest PTO	1,456.72	142	P	1457	Cash donation to be used for field trip costs for students at Eagle Crest Elementary.
11/9/2015	Anadarko Petroleum Corporation	449.00	305			Cash donation to be used to cover the transportation cost for the geology field trip for students at Mead High School.
11/10/2015	Dental Horizons	400.00	142			Cash donation from the Halloween Candy Buy-Back Contest to be used for student activities at Eagle Crest Elementary.
11/10/2015	Mead Elementary PAC	213.67	129	P	214	Cash donation to be used to fund a 3-hour Para position for First Quarter 2015-16 at Mead Elementary.
11/11/2015	Core Power Yoga	169.00	311			Donation of a gift certificate for one month of free yoga for the choir silent auction fundraiser at Erie High School.
11/13/2015	Alpine Elementary PTO	5,115.05	141	P	5115	Cash donation to be used to support the students and staff at Alpine Elementary.
11/13/2015	Eagle Crest PTO	275.00	142	P	275	Cash donation to be used for Rocky Mtn. Raptor Presentation for 4th Grade students at Eagle Crest Elementary.
11/13/2015	Jess M. Perez Law Firm	10.00	215			Cash donation to be used for the Community Project Book Drive at Sunset Middle School.
11/13/2015	Hygiene Elementary PTO	419.14	127	P	419	Cash donation to be used for transportation expenses for bus trip to Ameritowne for students at Hygiene Elementary.

# St. Vrain Valley School District RE-1J

## 2015-16 PUBLIC GIFTS TO THE SCHOOLS

Reported between July 1, 2015 and December 31, 2015

DATE OF GIFT	DONOR	AMT/VALUE	LOC	PTO	PTO AMT	DESCRIPTION
11/16/2015	Helen Stone	200.00	131			Donation of miscellaneous office/teacher supplies for use at Niwot Elementary School.
11/16/2015	Colorado County Bar Association	500.00	305			Cash donation to be used for the Mock Trial Program at Niwot High School.
11/16/2015	Dawn Coleman	100.00	526			Cash donation to be used for the Robotics Team at Thunder Valley K-8.
11/16/2015	Jill Whitaker	100.00	311			Cash donation to be used for the choir silent auction fundraiser at Erie High School.
11/17/2015	Zoe Ann Hall	50.00	123			Cash donation to be used support the Firehawk Dash and the IB Programme at Central Elementary.
11/18/2015	Juan & Lena Garcia	20.00	215			Cash donation in lieu of magazine sales school fundraiser for students at Sunset Middle School.
11/20/2015	Crackpots, Inc.	100.00	123			Cash donation to be used for the 5th Grade ski trip fundraising efforts for students at Central Elementary.
11/23/2015	Encana Services Company, Ltd.	4,200.00	526			Cash donation to be used for the Robotics Club and competition for students at Thunder Valley K-8..
11/24/2015	Niwot High Education Foundation	4,980.79	309			Cash donation to be used to support the students and staff at Niwot High.
11/25/2015	Cat Eye America	65.00	141			Donation of raffle prizes for the Alpine Family Fun Night on 12-1-15.
11/30/2015	Ziggi's Coffee House	60.00	136			Donation of 12 \$5 gift cards used for teachers at Longmont Estates who are utilizing the Soaring Student reward system.
11/30/2015	Mark Levesane	1,010.00	408			Donation of a 1995 Chevrolet Van to be used in the automotive class at the Career Development Center.
12/1/2015	Pete Anderson	900.00	136			Donation of 278 photos used to market Longmont Estates Elementary.
12/1/2015	Dede Frothingham	50.00	141			Donation of a Massage Envy gift certificate as a raffle prize for the Alpine Family Fun Night on 12-1-15.
12/2/2015	Eric Frankowski	2,671.00	408			Donation of a 2004 Mercury Mountaineer to be used in the automotive class at the Career Development Center.
12/7/2015	The Forester Family Foundation, Inc.	500.00	215			Cash donation to be used for the Band Program at Sunset Middle School.
12/8/2015	Grishma Shah	500.00	123			Cash donation to be used for the IB Programme at Central Elementary.
12/8/2015	CD Pierce Companies, LLC	378.77	128			Donation of a GoPro Hero4 and accessories to be used in classroom with Estes Institute Project at Lyons Elem.
12/8/2015	Niwot Elementary PTAC	14,282.15	131	P	14282	Cash donation to be used to cover the cost of paraprofessional pay & benefits for Oct & Nov at Niwot Elementary.
12/9/2015	Stephanie Marquis	1,000.00	309			Cash donation to be used to support the Vocal Music Department at Niwot High School.
12/11/2015	Sunset Middle School PAC	500.00	215	P	500	Cash donation to be used to support the 8th Grade Science Department at Sunset Middle School.
12/16/2015	Magnum Plastics	1,000.00	221			Cash donation to be used to support the Band Department at Coal Ridge Middle School.
	<b>Total Gifts Reported 10/1/14 - 12/31/14</b>	<b>\$ 146,146.27</b>				
	<b>Parent Group Donations</b>	<b>\$ 72,864.23</b>				
	<b>TOTAL GIFTS 2014-2015</b>	<b>\$ 236,977.75</b>				
	<b>TOTAL PARENT GROUP DONATIONS</b>	<b>\$ 99,665.08</b>				

## St. Vrain Valley School District RE-1J

2015-16 PUBLIC GIFTS TO THE SCHOOLS			
Reported between July 1, 2015 and December 31, 2015			
School	General Gifts	Parent Group Gifts	Total Gifts
Burlington	\$ 5,980.00	\$ -	\$ 5,980.00
Central	1,739.08	4,450.00	6,189.08
Columbine	1,064.05	-	1,064.05
Erie Elementary	-	-	-
Spark! Discovery Preschool	-	-	-
Hygiene	-	6,034.14	6,034.14
Lyons Elementary	1,108.77	-	1,108.77
Mead Elementary	628.00	213.67	841.67
Mountain View	-	2,800.00	2,800.00
Niwot Elementary	200.00	23,190.72	23,390.72
Northridge	-	-	-
Longmont Estates	960.00	-	960.00
Rocky Mountain	110.00	-	110.00
Indian Peaks	-	-	-
Legacy	-	3,986.77	3,986.77
Sanborn	-	10,934.50	10,934.50
Alpine	790.00	9,320.05	10,110.05
Eagle Crest	425.00	16,493.28	16,918.28
Prairie Ridge	-	-	-
Fall River	400.00	2,500.95	2,900.95
Black Rock	-	4,502.15	4,502.15
Blue Mountain	-	798.55	798.55
Centennial	-	-	-
Red Hawk	25,000.00	-	25,000.00
Sunset	3,675.00	500.00	4,175.00
Longs Peak	800.00	-	800.00
Timberline K-8	198.02	335.00	533.02
Mead Middle	-	-	-
Westview	-	-	-
Coal Ridge	2,532.00	-	2,532.00
Trail Ridge	175.00	-	175.00
Erie Middle	158.42	-	158.42
Altona	10,067.00	-	10,067.00
Olde Columbine	150.00	-	150.00
Mead High	20,922.00	-	20,922.00
Niwot High	12,480.79	-	12,480.79
Skyline	-	-	-
Erie High	2,394.00	-	2,394.00
Longmont High	3,825.00	897.80	4,722.80
Silver Creek	-	-	-
Frederick High	7,237.71	-	7,237.71
CDC	14,292.99	-	14,292.99
Lyons Middle Senior	1,500.00	12,307.50	13,807.50
Thunder Valley	17,300.00	400.00	17,700.00
All Other Departments	1,199.84	-	1,199.84
	<b>\$ 137,312.67</b>	<b>\$ 99,665.08</b>	<b>\$ 236,977.75</b>



## MEMORANDUM

DATE: January 13, 2016  
TO: Board of Education  
FROM: Dr. Don Haddad, Superintendent of Schools  
SUBJECT: Senior Volunteer Program

PURPOSE

To provide the Board of Education with an update on the Senior Volunteer Program.

BACKGROUND

On August 8, 2012, the Board of Education adopted a Resolution in support of implementing a Senior Volunteer Program that allows senior citizens or individuals with a disability certified by their doctor to work off a portion of their property taxes by volunteering in the District.

Terry Schueler will provide an update on this Program.

**January 13, 2016**  
**Terminations/Leaves of Absence**

## 7.1

[illegible]

\*Will work a 110 Day Contract for 2015-16

January 13, 2016  
Staff Appointments

## 7.2

[illegible]



## MEMORANDUM

DATE: January 13, 2016  
TO: Board of Education  
FROM: Dr. Don Haddad, Superintendent of Schools  
SUBJECT: Approval of Board of Education Meeting Minutes

RECOMMENDATION

That the Board of Education approve the minutes from the December Board Meetings.

BACKGROUND

The Board will be asked to approve the minutes of the December 9, 2015 Regular Meeting and the December 14, 2015 Special Meeting.

## MEMORANDUM

DATE: January 13, 2016

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Designated Posting Locations for Notice of 2016 St. Vrain Valley Board of Education Meetings

RECOMMENDATION

That the Board of Education approve the following designated posting locations for notice of meetings of this District's Board of Education for the 2016 calendar year:

The Educational Services Center Lobby  
The St. Vrain Valley School District Website

BACKGROUND

This recommendation, to designate the posting locations for public notification of meetings of the St. Vrain Valley School District Board of Education, is made to comply with Section 24-6-402(2)(c), Colorado Revised Statutes, which states in part:

"Any meetings at which the adoption of any proposed policy, position, resolution, rule, regulation, or formal action occurs or at which a majority or quorum of the body is in attendance, or is expected to be in attendance, shall be held only after full and timely notice to the public. In addition to any other means of full and timely notice, a local public body shall be deemed to have given full and timely notice if the notice of the meeting is posted in a designated public place within the boundaries of the local public body no less than twenty-four hours prior to the holding of the meeting. The public place or places for posting such notice shall be designated annually at the local public body's first regular meeting of each calendar year. The posting shall include specific agenda information where possible."

## MEMORANDUM

DATE: January 13, 2016  
TO: Board of Education  
FROM: Dr. Don Haddad, Superintendent of Schools  
SUBJECT: Approval of School Closure-December 15, 2015

RECOMMENDATION

That the Board of Education approve the closure of all District schools on December 15, 2015 due to a snowstorm.

BACKGROUND

This recommendation is based on Colorado Revised Statute 22-32-109 (II) (A) "closing deemed by the Board to be necessary for the health, safety and welfare of the students". It was necessary for the St. Vrain Valley School District to close schools, due to a snowstorm, for the health, safety and welfare of the students.



## MEMORANDUM

DATE: January 13, 2016

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Ditch Relocation Agreement between Newmark Merrill Mountain States, LLC, Ditch Companies and the SVVSD

RECOMMENDATION

That the Board of Education approve a Ditch Relocation Agreement between the Niwot Ditch, Oscar Beckwith Ditch, South Flat Ditch companies, Newmark Mountain States, LLC, and the St. Vrain Valley School District and further authorize the President of the Board of Education to sign the agreement.

BACKGROUND

This ditch was relocated for the redevelopment of the Twin Peaks Mall as per the original agreement first executed by the BOE in June of 2014. The landowner combined the two existing pipes into one pipe for all three ditches, and relocated the easement for the pipe. The pipe is jointly owned by the St. Vrain Valley School District, the City of Longmont and the ditch companies.

This new agreement identifies the actual surveyed layout of the new ditch alignment and, once signed, conveys that information to the District as as-built drawings and finalizes the original agreement.

## EASEMENT RELOCATION AGREEMENT

THIS EASEMENT RELOCATION AGREEMENT is made this \_\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_, by and between NIWOT DITCH COMPANY ("Niwot"), a Colorado mutual ditch company; the CITY OF LONGMONT and SAINT VRAIN VALLEY SCHOOL DISTRICT, as the owners of the OSCAR BECKWITH DITCH (together referred to as "Beckwith"); and the SOUTH FLAT DITCH COMPANY ("South Flat"), a Colorado mutual ditch company and NMMS TWIN PEAKS, LLC, a foreign limited liability company of California, ("Landowner"), for good and valuable consideration, the receipt of which is hereby acknowledged. The Niwot, Beckwith and South Flat are collectively referred to as the as "Ditch Companies."

### RECITALS

WHEREAS, the Niwot, Beckwith, and South Flat Ditch Companies entered into Easement Agreements on December 4, 1984 and December 11, 1984; reception numbers 680865 and 680866, respectively (collectively, the "Existing Easement Agreements");

WHEREAS, the Landowner desires to relocate the easements described in the Existing Easement Agreements in connection with Landowner's re-development of that certain real property commonly known as the Twin Peaks Mall in Longmont, Colorado, legally described as follows ("Property"): Lot 2H, Twin Peaks Mall Subdivision Replat "H", recorded at Reception No. 1695137, County of Boulder, State of Colorado;

WHEREAS, the Landowner and the Ditch Companies have entered into that certain Ditch Relocation Agreement dated June 19, 2014 ("Ditch Relocation Agreement") with respect to the relocation of such easements; and

WHEREAS, the Ditch Companies, without intending to abandon or vacate the easements, are amenable to the relocation of such easements, as more fully herein provided.

### AGREEMENT

The Existing Easement Agreements are hereby amended to relocate the easements described therein from the current location thereof described in Exhibit A attached hereto to the new location described in Exhibit B attached hereto.

Heretofore, the easements shall no longer be located at the location described in the Existing Easement Agreements, and such relocated portions of the easement areas described in the Existing Easement Agreements shall no longer be encumbered by and subject to the Existing Easement Agreements.

This relocation does not constitute an abandonment or vacation of the easements.

In addition to those terms hereinabove set forth, the Ditch Relocation Agreement contains terms, covenants and conditions which affect the Property, and notice is hereby given that reference should be made to the Ditch Relocation Agreement directly with respect to the details of such terms, covenants and conditions.

None of the terms or conditions in this Easement Relocation Agreement shall give or allow any claim, benefit, or right of action by any third person not a party hereto. Any person other than the Ditch Companies and Landowner receiving services or benefits under this Easement Relocation Agreement shall be only an incidental beneficiary.

No waiver of any breach or default under this Easement Relocation Agreement shall be a waiver of any other or subsequent breach or default.

This Agreement shall be governed and construed in accordance with the laws of the State of Colorado.

IN WITNESS WHEREOF, the parties have executed this Agreement to Relocate Easement as of the date first above written.

**LANDOWNER:**

**NMMS TWIN PEAKS, LLC,**  
a California limited liability company

By: \_\_\_\_\_  
Sanford D. Sigal, Manager

ACKNOWLEDGMENT

State of California  
County of \_\_\_\_\_)

On \_\_\_\_ before me, \_\_\_\_\_ (name and title), personally appeared Sanford D. Sigal,

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature \_\_\_\_\_ (Seal)

CITY OF LONGMONT: (Owner of Oscar Beckwith Ditch)

By: \_\_\_\_\_  
Mayor

STATE OF COLORADO       )  
  ) ss.  
COUNTY OF BOULDER       )

The foregoing instrument was subscribed and sworn to before me this \_\_\_\_ day of \_\_\_\_\_, 2015, by Dennis Coombs, Mayor.

Witness my hand and official seal.

My commission expires: \_\_\_\_\_.

\_\_\_\_\_  
Notary Public

Approved As To Content:

Attest:

\_\_\_\_\_  
Originating Department

\_\_\_\_\_  
City Clerk

Approved As To Insurance Provisions:

Approved As To Form:

\_\_\_\_\_  
Risk Manager

\_\_\_\_\_  
Assistant City Attorney



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**NIWOT DITCH COMPANY**

\_\_\_\_\_  
Kevin Boden, President

STATE OF COLORADO       )  
  ) ss.  
COUNTY OF BOULDER       )

The foregoing instrument was subscribed and sworn to before me this \_\_\_\_ day of \_\_\_\_\_, 2015, by Kevin Boden as President of the Niwot Ditch Company.

Witness my hand and official seal.

My commission expires: \_\_\_\_\_.

\_\_\_\_\_  
Notary Public

---

**ST. VRAIN VALLEY SCHOOL DISTRICT** (Owner of  
Oscar Beckwith Ditch)

\_\_\_\_\_

STATE OF COLORADO       )  
  ) ss.  
COUNTY OF BOULDER       )

The foregoing instrument was subscribed and sworn to before me this \_\_\_\_ day of \_\_\_\_\_, 2015, by \_\_\_\_\_

Witness my hand and official seal.

My commission expires: \_\_\_\_\_.

\_\_\_\_\_  
Notary Public

---

**SOUTH FLAT DITCH COMPANY**

\_\_\_\_\_  
President

STATE OF COLORADO       )  
  ) ss.  
COUNTY OF BOULDER     )

The foregoing instrument was subscribed and sworn to before me this \_\_\_\_ day of \_\_\_\_\_, 2015, by \_\_\_\_\_ as President of the South Flat Ditch Company.

Witness my hand and official seal.

My commission expires: \_\_\_\_\_.

\_\_\_\_\_  
Notary Public

**EXHIBIT A  
TO  
EASEMENT RELOCATION AGREEMENT**

Existing Location of Easements  
(Attached)

**EXHIBIT A**  
**LEGAL DESCRIPTION**  
**EXISTING EASEMENT**

A PARCEL OF LAND BEING A PORTION OF THE 30.00 FOOT WIDE RIGHT-OF-WAY FOR DRY CREEK, NIWOT DITCH, OSCAR-BECKWITH DITCH, AND SOUTH FLAT DITCH RELOCATION EASEMENT AS DEPICTED ON TWIN PEAKS SUBDIVISION RECORDED OCTOBER 19, 1984 AT RECEPTION NUMBER 653001 IN THE OFFICE OF THE CLERK AND RECORDER OF THE COUNTY OF BOULDER, STATE OF COLORADO, BEING A STRIP OF LAND 30.00 FEET IN WIDTH ALSO LYING WITHIN A PORTION OF TWIN PEAKS MALL SUBDIVISION REPLAT "H", A SUBDIVISION PLAT FILED MAY 2, 1997 AT RECEPTION NUMBER 1695137 IN THE OFFICE OF SAID CLERK AND RECORDER, SITUATED IN THE WEST 1/2 OF THE SW 1/4 OF SECTION 8, T2N, R69W OF THE 6TH P.M. IN THE CITY OF LONGMONT, SAID COUNTY AND STATE, LYING 15.00 FEET ON EACH SIDE OF THE FOLLOWING DESCRIBED CENTERLINE:

**PARCEL A**

**COMMENCING** AT THE NORTHEAST CORNER OF LOT 2H OF SAID TWIN PEAKS MALL SUBDIVISION REPLAT "H", CONSIDERING THE EASTERLY BOUNDARY OF SAID LOT 2H TO BEAR SOUTH 00°22'35" WEST, WITH ALL BEARINGS HEREON REFERENCED TO SAID LINE; THENCE SOUTH 55°42'18" WEST, A DISTANCE OF 312.14 FEET TO THE INTERSECTION OF THE CENTERLINE OF SAID RIGHT-OF-WAY OF SAID EASEMENT AND **THE POINT OF BEGINNING**; THENCE ALONG THE CENTERLINE OF SAID RIGHT-OF-WAY AND SAID EASEMENT THE FOLLOWING TWO (2) COURSES:

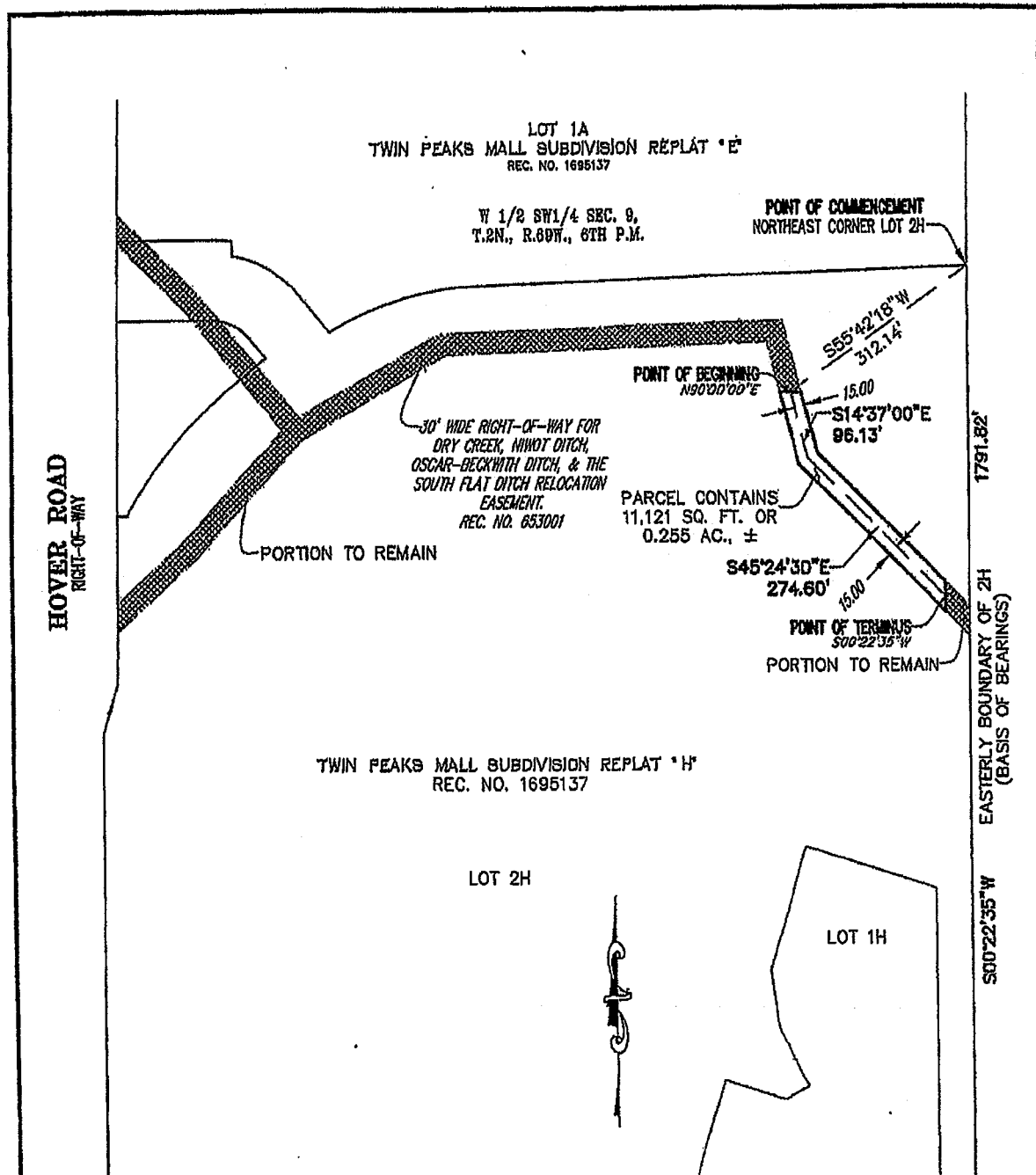
- 1) SOUTH 14°37'00" EAST, A DISTANCE OF 96.13 FEET;
- 2) SOUTH 45°24'30" EAST, A DISTANCE OF 274.60 FEET TO THE **POINT OF TERMINUS**.

THE SIDELINES OF SAID EASEMENT TO BE VACATED ARE TO BE PROLONGED OR SHORTENED SO AS TO TERMINATE NORTHERLY AT A LINE THAT BEARS NORTH 90°00'00" EAST AND PASSES THROUGHT THE POINT OF BEGINNING AND SOUTHERLY AT A LINE THAT BEARS SOUTH 00°22'35" WEST AND PASSES THROUGH THE POINT OF TERMINUS.

PARCEL CONTAINS 11,121 SQUARE FEET OR 0.255 ACRES, MORE OR LESS.

DANIEL E. DAVIS  
COLORADO LICENSED PROFESSIONAL LAND SURVEYOR, P.L.S. 38256  
FOR AND ON BEHALF OF AZTEC CONSULTANTS, INC.  
8000 S. LINCOLN ST, SUITE 201, LITTLETON, CO 80122

# ILLUSTRATION TO EXHIBIT A



PATH: V:\64812-15.DWG  
DWG NAME: DITCH VAC. ESMT  
DWG: DED CHK: DGR  
DATE: 03-28-13  
SCALE: 1" = 200'

**AZTEC**  
CONSULTANTS, INC.

8900 SOUTH LINCOLN ST.,  
SUITE 201  
Littleton, Colorado 80120  
Phone: (303) 713-1898  
Fax: (303) 713-1897  
www.aztecconsultants.com

30' WIDE RIGHT-OF-WAY DRY CREEK, NIWOT  
DITCH, OSCAR-BECKWORTH DITCH & THE SOUTH  
FLAT DITCH RELOCATION EASEMENT

JOB NUMBER 54812-15

2 OF 2 SHEETS

**EXHIBIT B  
TO  
EASEMENT RELOCATION AGREEMENT**

**New Location of Easements**

**(attached)**



**EXHIBIT B  
LEGAL DESCRIPTION**

A PARCEL OF LAND BEING A PORTION OF TWIN PEAKS MALL SUBDIVISION REPLAT "I", A SUBDIVISION PLAT RECORDED JULY 16, 2014 AT RECEPTION NO. 3391700 IN THE OFFICE OF THE CLERK AND RECORDER OF THE COUNTY OF BOULDER, STATE OF COLORADO, SITUATED IN THE WEST 1/2 OF THE SW 1/4 OF SECTION 9, TOWNSHIP 2 NORTH, RANGE 69 WEST OF THE SIXTH P.M. IN THE CITY OF LONGMONT, SAID COUNTY AND STATE, LYING 15.00 FEET ON EACH SIDE OF THE FOLLOWING DESCRIBED CENTERLINE:

**COMMENCING** AT THE NORTHEAST CORNER OF LOT 11 OF SAID TWIN PEAKS MALL SUBDIVISION REPLAT "I", CONSIDERING THE EASTERLY BOUNDARY OF SAID LOT 11 TO BEAR SOUTH 00°22'35" WEST, WITH ALL BEARINGS HEREON REFERENCED TO SAID LINE; THENCE SOUTH 56°50'48" WEST, A DISTANCE OF 294.17 FEET TO A POINT ON THE NORTHEASTERLY LINE OF THAT 30.00 FOOT RIGHT-OF-WAY FOR DRY CREEK, NIWOT DITCH, OSCAR BECKWITH DITCH AND THE SOUTH FLAT DITCH RELOCATION EASEMENT AS DEPICTED ON THE TWIN PEAKS SUBDIVISION PLAT RECORDED OCTOBER 19, 1984 AT RECEPTION NO. 653001 IN THE OFFICE OF SAID CLERK AND RECORDER AND **THE POINT OF BEGINNING**;

THENCE NORTH 90°00'00" EAST, A DISTANCE OF 182.59 FEET;  
THENCE SOUTH 31°15'46" EAST, A DISTANCE OF 81.22 FEET TO A LINE THAT IS PARALLEL WITH, MEASURED AT RIGHT ANGLES, AND DISTANT 20.00 FEET WESTERLY FROM THE EAST LINE OF SAID LOT 11;  
THENCE ALONG SAID PARALLEL LINE SOUTH 00°22'35" WEST, A DISTANCE OF 225.14 FEET TO THE NORTHEASTERLY LINE OF SAID RIGHT-OF-WAY AND SAID RELOCATION EASEMENT, AND **THE POINT OF TERMINUS**.

THE SIDELINES OF THE ABOVE DESCRIBED ARE TO BE PROLONGED OR SHORTENED SO AS TO TERMINATE NORTHERLY AT A LINE THAT BEARS SOUTH 14°37'00" EAST AND PASSES THROUGH THE POINT OF BEGINNING AND SOUTHERLY AT A LINE THAT BEARS SOUTH 45°24'30" EAST AND PASSES THROUGH THE POINT OF TERMINUS.

PARCEL CONTAINS 14,669 SQUARE FEET OR 0.337 ACRES, MORE OR LESS.

EXHIBIT ATTACHED HERETO AND MADE A PART THEREOF

DANIEL E. DAVIS  
COLORADO LICENSED PROFESSIONAL LAND SURVEYOR, P.L.S. 38256  
FOR AND ON BEHALF OF AZTEC CONSULTANTS, INC.  
8000 S. LINCOLN ST, SUITE 201, LITTLETON, CO 80122

# ILLUSTRATION TO EXHIBIT B

HOVER ROAD

RIGHT-OF-WAY

LOT 1A  
TWIN PEAKS MALL SUBDIVISION REPLAT "E"  
REC. NO. 1695137

W 1/2 SW1/4 SEC. 9,  
T.2N., R.69W., 6TH P.M.

POINT OF  
COMMENCEMENT  
NE COR. LOT 1I

POINT OF BEGINNING  
NE COR. LOT 1I

S56°50'48"W  
294.17'

LOT 3I

30' WIDE RIGHT-OF-WAY FOR DRY CREEK,  
NIWOT DITCH, OSCAR-BECKWITH DITCH, & THE  
SOUTH FLAT DITCH RELOCATION EASEMENT.  
REC. NO. 653001

15' WIDE ESMT. FOR TRANSMISSION & RIGHT-OF-WAY  
REC NO. 2393606

LOT 2I

PARCEL CONTAINS  
14,669 (SQ.FT.)  
0.34 ACRES  
MORE OR LESS

TWIN PEAKS MALL SUBDIVISION REPLAT "I"  
REC. NO. 3391700

1791.82'

L1 L2  
20.0'  
L3  
15.0'  
20.0'

EASTERLY BOUNDARY LOT 1I  
(BASIS OF BEARINGS)

S00°22'35"W

LINE TABLE

LINE #	DIRECTION	LENGTH
L1	N90°00'00"E	182.59'
L2	S31°15'46"E	81.22'
L3	S00°22'35"W	225.14'

LOT 1I

LOT 4I

NOTE:

THIS EXHIBIT DOES NOT REPRESENT A MONUMENTED LAND SURVEY, THE  
EXHIBIT IS INTENDED ONLY TO DEPICT THE ATTACHED DESCRIPTION.



PATH: V:\54812-15\DWG  
DWG NAME: DITCH DED. ESMT  
OWG: DED CHK: DCR  
DATE: 10/22/2015  
SCALE: 1" = 200'



8000 SOUTH LINCOLN ST.,  
SUITE 201  
Littleton, Colorado 80122  
Phone: (303)713-1898  
Fax: (303)713-1897  
www.nateconsultants.com

30' WIDE EASEMENT

JOB NUMBER 54812-15

2 OF 2 SHEETS



4643 S. Ulster St. #500  
Denver, CO 80237  
Phone: (720) 200-1200  
Fax: (303) 889-1959

DATE: October 26, 2015

FILE NUMBER: 508-F0485152-017-017, Amendment No. 1

PROPERTY ADDRESS: Please see attached legal description, Fort Collins, CO

BUYER/BORROWER: NIWOT DITCH COMPANY, a Colorado non-profit corporation

OWNER(S): NMMS Twin Peaks, LLC, a California limited liability company

YOUR REFERENCE NUMBER:

ASSESSOR PARCEL NUMBER:

PLEASE TAKE NOTE OF THE FOLLOWING REVISED TERMS CONTAINED HEREIN:

None.

**WIRED FUNDS ARE REQUIRED ON ALL CASH PURCHASE TRANSACTIONS. FOR WIRING INSTRUCTIONS, PLEASE CONTACT YOUR ESCROW OFFICE AS NOTED ON THE TRANSMITTAL PAGE OF THIS COMMITMENT.**

<b>TO:</b> Fidelity National Title Insurance Company 4643 S. Ulster St. #500 Denver, CO 80237	<b>ATTN:</b> Title Only <b>PHONE:</b> (720) 200-1200 <b>FAX:</b> (303) 889-1959 <b>E-MAIL:</b>
<b>TO:</b> NewMark Merrill Companies, LLC 5850 Canoga Ave. Suite 650 Woodland Hills, CA 91367	<b>ATTN:</b> Elaine Weiss <b>PHONE:</b> (818) 710-6100 <b>FAX:</b> (818) 710-6116 <b>E-MAIL:</b> eweiss@newmarkmerrill.com
<b>TO:</b> Greenberg Traurig 1200 17th St. 2400 Denver, CO 80202	<b>ATTN:</b> Nickolas J. McGrath <b>PHONE:</b> (303) 685-7412 <b>FAX:</b> (000) 000-0000 <b>E-MAIL:</b> mcgrathn@gtlaw.com
<b>TO:</b> Fidelity National Title Insurance Company 4643 S. Ulster Ste 500 Denver, CO 80237	<b>ATTN:</b> Mindy Humphrey <b>PHONE:</b> (303) 889-8167 <b>FAX:</b> (000) 000-0000 <b>E-MAIL:</b> mhumphrey@fnf.com
<b>TO:</b> Commercial Escrow FNTIC 4643 S. Ulster St. #500 Denver, CO 80237	<b>ATTN:</b> Title Only <b>PHONE:</b> (720) 200-1200 <b>FAX:</b> (303) 889-1959 <b>E-MAIL:</b>

END OF TRANSMITTAL

**Fidelity National Title Insurance Company  
COMMITMENT**

**SCHEDULE A**

**Commitment No:** 508-F0485152-017-017, Amendment No. 1

**1. Effective Date:** October 14, 2015 at 7:00 A.M.

**2. Policy or policies to be issued:**

Proposed Insured	Policy Amount
(a) ALTA Owners Policy 6-17-06 NIWOT DITCH COMPANY, a Colorado non-profit corporation	\$5,000.00
(b) None	\$0.00

\$

**3. The estate or interest in the land described or referred to in this Commitment is:**

Easement

**4. Title to the estate or interest in the land is at the Effective Date vested in:**

NMMS Twin Peaks, LLC, a California limited liability company

**5. The land referred to in this Commitment is described as follows:**

See Attached Legal Description

(for informational purposes only) Please see attached legal description, Fort Collins, CO

**PREMIUMS:**

Owners Policy Easement	710.00
------------------------	--------

## Attached Legal Description

An easement to be insured hereunder:

Over a portion of Lots 11 and 21, Twin Peaks Mall Subdivision Replat I, described as follows:

A parcel of land being a portion of Twin Peaks Mall Subdivision Replat "I", a Subdivision Plat recorded July 16, 2014, at Reception No. 3391700 in the office of the Clerk and Recorder of the County of Boulder, State of Colorado, situated in the West ½ of the SW ¼ of Section 9, Township 2 North, Range 69 West of the Sixth P.M. in the City of Longmont, said county and state, laying 15.00 feet on each side of the following described centerline:

COMMENCING at the Northeast corner of Lot 11 of said Twin Peaks Mall Subdivision Replat "I", considering the Easterly boundary of said Lot 11 to bear South 00°24'35" West, with all bearings hereon referenced to said line; thence South 56°50'48" West, a distance of 294.17 feet to a point on the Northeasterly line of that 30.00 foot right-of-way for Dry Creek, Niwot Ditch, Oscar Beckwith Ditch and the South Flat Ditch Relocation Easement as depicted on the Twin Peaks Subdivision Plat recorded October 19, 1984, at Reception No. 653001 in the office of said Clerk and Recorder and the Point of Beginning;

Thence North 90°00'00" East, a distance of 182.59 feet;

Thence South 31°15'46" East, a distance of 81.22 feet to a line that is parallel with, measured at right angles, and distant 20.00 feet Westerly from the East line of said Lot 11;

Thence along said parallel line South 00°22'35" West, a distance of 225.14 feet to the Northeasterly line of said right-of-way and said Relocation Easement and the Point of Terminus.

The sidelines of the above described are to be prolonged or shortened so as to terminate Northerly at a line that bears South 14°37'00" East and passes through the Point of Beginning and Southerly at a line that bears South 45°24'30" East and passes through the Point of Terminus.

**SCHEDULE B – Section 1**

**Requirements**

**The following requirements must be met:**

- a. Pay the agreed amounts for the interest in the land and/or for the mortgage to be insured.
- b. Pay us the premiums, fees and charges for the policy.
- c. Recordation of appropriate documentation to create the easement to be insured herein, subject to review and approval.

**END OF REQUIREMENTS**



**SCHEDULE B – Section 2****Exceptions**

**Any policy we issue will have the following exceptions unless they are taken care of to our satisfaction:**

1. Any facts, rights, interests or claims that are not shown by the Public Records but which could be ascertained by an inspection of the Land or that may be asserted by persons in possession of the Land.
2. Easements, liens or encumbrances, or claims thereof, not shown by the Public Records.
3. Any encroachments, encumbrances, violation, variation, or adverse circumstance affecting the Title that would be disclosed by an accurate and complete land survey of the Land and not shown by Public Records.
4. Any lien or right to a lien, for services, labor or material heretofore or hereafter furnished, imposed by law and not shown by the Public Records.
5. Defects, liens, encumbrances, adverse claims or other matters, if any, created, first appearing in the Public Records or attaching subsequent to the effective date hereof but prior to the date the proposed Insured acquires of record for the value the estate or interest or mortgage thereon covered by this Commitment.
6. (a) Taxes or assessments that are not shown as existing liens by the records of any taxing authority that levies taxes or assessments on real property or by the Public Records; (b) proceedings by a public agency that may result in taxes or assessments, or notices of such proceedings, whether or not shown by the records of such agency or by the Public Records.
7. Any and all water rights, in and to the land.
8. Any existing leases or tenancies, and any and all parties claiming by, through or under said lessees.
9. Any adverse claim based upon the assertion that:

Said Land or any part thereof is now or at any time has been below the highest of the high watermarks of Dry Creek, Niwot Ditch, Oscar-Beckwith Ditch, & The South Flat Ditch Relocation Easement in the event the boundary of said Dry Creek, Niwot Ditch, Oscar-Beckwith Ditch, & The South Flat Ditch Relocation Easement has been artificially raised or is now or at any time has been below the high watermark, if said Dry Creek, Niwot Ditch, Oscar-Beckwith Ditch, & The South Flat Ditch Relocation Easement is in its natural state.

Some portion of said Land has been created by artificial means or has accreted to such portion so created.

Some portion of said Land has been brought within the boundaries thereof by an avulsive movement of Dry Creek, Niwot Ditch, Oscar-Beckwith Ditch, & The South Flat Ditch Relocation Easement, or has been formed by accretion to any such portion.

10. The conveyance of all water, water rights, ditches and ditch rights appurtenant to the South Flat Ditch, as set forth in instrument recorded February 15, 1983 on Film 1239 at Reception No. 533437.
11. All rights to and all minerals, ore and metals of any kind and character, and all coal, asphaltum, oil, gas and other like substances in or under the land, the rights of ingress and egress for the purpose of mining, together with enough of the surface of the same as may be necessary for the proper and convenient

working of such minerals and substances, as reserved in patent from the State of Colorado, recorded February 3, 1975 on Film 878 at Reception No. 128371, affecting that portion of said land contained in Section 16, Township 2 North, Range 69 West.

Note: Long term lease all Minerals Lease No. 310-S by and between The State of Colorado and Developers Diversified, Ltd. recorded September 28, 1983 on Film 1272 at Reception No. 578477 and as partially assigned to Twin Peaks Mall Associates, Ltd., as evidenced by instrument recorded January 14, 1986 on Film 1391 at Reception No. 736561, affecting that portion of said land contained in Section 16.

Note: Extension of Long – Term Minerals Lease No. LT310 recorded July 12, 2012 at Reception No. 03236062.

Note: Assignment of the above lease to NMMS Twin Peaks, LLC recorded January 10, 2013 at Reception No. 03281575.

Note: Extension of Long – Term Minerals Lease No. LT325 recorded July 12, 2012 at Reception No. 03236063.

Assignment of the above lease to NMMS Twin Peaks, LLC recorded January 10, 2013 at Reception No. 03281574.

Note: Extension of Long – Term Minerals Lease No. LT326 recorded July 12, 2012 at Reception No. 03236064.

Assignment of the above lease to NMMS Twin Peaks, LLC recorded January 10, 2013 at Reception No. 03281573.

Note: Extension of Long – Term Minerals Lease No. LT3339 recorded July 12, 2012 at Reception No. 03236065.

Assignment of the above lease to NMMS Twin Peaks, LLC recorded January 10, 2013 at Reception No. 03281571.

Note: Extension of Long – Term Minerals Lease No. LT3248 recorded July 12, 2012 at Reception No. 03236066.

Assignment of the above lease to NMMS Twin Peaks, LLC recorded January 10, 2013 at Reception No. 03281572.

12. An easement for electric and telephone lines and incidental purposes granted to The City of Longmont by the instrument recorded January 7, 1983 on Film 1235 at Reception No. 527329, and as shown on the plat of Twin Peaks Mall Subdivision Replat "A" recorded May 24, 1985 in Plan File P-17 F-4 #37 & #38.
13. Terms, conditions, provisions, agreements and obligations contained in the Sewer Maintenance Agreement as set forth below:

Recording Date: September 4, 1984

Recording No.: Film 1319 at Reception No. 643942

14. Covenants, conditions and restrictions but omitting any covenants or restrictions, if any, including but not limited to those based upon race, color, religion, sex, sexual orientation, familial status, marital status, disability, handicap, national origin, ancestry, source of income, gender, gender identity, gender expression, medical condition or genetic information, as set forth in applicable state or federal laws, except to the extent that said covenant or restriction is permitted by applicable law, as set forth in the document

Recording Date: December 20, 1984

Recording No: Film 1334 at Reception No. 663248

15. Terms, conditions, provisions, agreements and obligations contained in the Construction, Operating and Reciprocal Easement Agreement as set forth below:

Recording Date: March 29, 1985

Recording No.: Film 1347 at Reception No. 679729

Amendments recorded June 25, 1986 on Film 1415 at Reception No. 769209; March 10, 1988 on Film 1519 at Reception No. 907126; February 13, 1995 on Film 2036 at Reception No. 1497581; January 9, 1996 on Film 2100 at Reception No. 1575503; January 3, 1997 on Film 1278 at Reception No. 1668450 and as further affected by that certain Assignment and Assumption of Operating Agreement recorded June 27, 2007 at Reception No. 2865016; and that certain Assignment and Assumption of Operating Agreement recorded August 30, 2007 at Reception No. 2880043 and January 26, 2011 at Reception No. 3129129, Reception No. 3129131 and Reception No. 3129133. Assignment and Assumption of Construction, Operating and Reciprocal Easement Agreement and Amended and Restate Operating and Easement Agreement recorded February 2, 2012 at Reception No. 3200495. Affects

Note: Termination of the Amended and Restated Operating and Easement Agreement recorded February 14, 2014 at Reception No. 03366246.

16. Notes, easements and any other matters as shown or set forth on the recorded plat of Twin Peaks Mall Subdivision Replat "A" recorded May 24, 1985 at Reception No. 690304.

NOTE: Ordinance O-97-12, vacation of easements recorded May 2, 1997 at Reception No. 169513.

17. The effect of the Twin Peaks Mall Site Plan Amendment "A" recorded August 7, 1985 on Film 1366 at Reception No. 704576.

18. Easement(s) for the purpose(s) shown below and rights incidental thereto, as granted in a document:

Granted to: City of Longmont

Purpose: electric

Recording Date: December 18, 1987

Recording No: Film 1508 at Reception No. 894317

19. Notes, easements and any other matters as shown or set forth on the recorded plat of Twin Peaks Mall Subdivision Replat "H" recorded May 2, 1997 at Reception No. 1695137.

Note: Ordinance O-97-12, vacation of easements recorded May 2, 1997 at Reception No. 1695138.

Note: Ordinance O-2014-31, vacation of easements recorded July 9, 2014 at Reception No. 03390358.

20. Rights of others in and to the non-exclusive perpetual access easement as described in Parcel B.

21. Right of way for The Dry Creek, Niwot Ditch, Oscar-Beckwith Ditch and The South Flat Ditch, as the same now exists, and as shown on the recorded plat of Twin Peaks Mall Subdivision Replat "A", recorded as Plan File P-17, F-4 #37 & #38.

Note: The above mentioned ditches are further affected by easement agreements recorded April 4, 1985 on Film 1347 at Reception Nos. 680865, 680866 and 680867, and December 18, 1984 on Film 1334 at Reception No. 662665, and as further affected by that certain mutual release recorded August 19, 1986 on Film 1425 at Reception No. 782822.

22. The right to enter upon said land to construct irrigation and/or drainage ditches adjacent to right-of-way No. 1297-Book 12, as granted to The Department of Highways for the State of Colorado in instrument recorded September 2, 1959 in Book 1121 at Page 128.
23. An easement for water lines, sewer lines and incidental purposes granted to Storage Technology Corporation by the instrument recorded August 23, 1982 on Film 1218 at Reception No. 508292, and as shown on the plat of Twin Peaks Mall Subdivision Replat "A" recorded May 24, 1985 in Plan File P-17 F-4 #37 & #38.

Note: The fifty-foot wide temporary utility construction easement is terminated by the terms of said easement.

Note: An agreement for conveyance of easement for cost sharing and recapture for water line was recorded August 27, 1982 on Film 1219 at Reception No. 509132.

24. Covenants, conditions and restrictions, which do not include a forfeiture or reverter clause and any and all supplements, amendments and annexations thereto, set forth on the deed recorded August 8, 1983 on Film 1264 at Reception No. 566972.
25. The effect of the Site Plan Amendment "O" recorded March 17, 1994 on Film 1952 at Reception No. 1406281 as Site Plan P31, F1, #33, 34 and 35.
26. Intentionally omitted.
27. Terms, conditions, provisions, agreements and obligations specified under the Access Easement Agreement, which was recorded June 25, 1997 at Reception No. 1708962.

Note: Assignment and Assumption of Rights Relating to Peripheral Parcels was recorded March 24, 2008 at Reception No. 2918018 and recorded December 9, 2010 at Reception No. 3118893, and as assigned by Assignment recorded at Reception No. 2880042, and as assigned by Assignment recorded February 2, 2012 at Reception No. 03200496.

28. Transmission easement and right of way as granted to Platte River Power Authority by instrument recorded February 7, 2003 at Reception No. 2393606.
29. Terms, conditions, provisions, agreements and obligations specified under the Site Plan Amendment R for United Artist Freestanding Sign, which was recorded December 3, 1996 at Reception No. 1661488.
30. Any rights, interests, or claims which may exist or arise by reason of the following matters disclosed by survey, Job Number: 0070419, Dated: August 14, 2007 and last revised November 4, 2011, Prepared by: Farnsworth Group  
Matters shown:  
A. Encroachment of the improvements located on Parcel One onto the existing 10 foot wide Electrical easements as shown on pages 2 and 3 of said survey.
31. Any tax, lien, fee, or assessment by reason of inclusion of the Land in the Twin Peaks Metropolitan District, as evidenced by instrument(s) recorded January 8, 2013 at Reception No. 03280720 and recorded January 11, 2013 at Reception No. 03281907.
32. Terms, agreements, provisions conditions and obligations of a Memorandum of Lease, executed by NMMS Twin Peaks, LLC, as lessor(s), and TSA Stores, Inc., as lessee(s), recorded May 5, 2014 at Reception No. 03378348, and any and all parties claiming by, through or under said lessee(s).

33. A deed of trust to secure an indebtedness in the amount shown below,

Amount: \$4,500,000.00  
Dated: January 31, 2012  
Trustor/Grantor: NMMS Twin Peaks, LLC, a Colorado limited liability company  
Trustee: Public Trustee of the County of Boulder  
Beneficiary: Bank of the Ozarks, an Arkansas state-chartered bank  
Recording Date: August 5, 2014 and re-recorded August 15, 2014  
Recording No: Reception Nos. 03395567 and 03397564

Note: Assignment of Rents recorded August 5, 2014 and August 15, 2014 at Reception Nos. 03395568 and 03397565 respectively and Disburser's Notice recorded August 5, 2014 at Reception No. 03395569.

NOTE: SNDA's recorded August 5, 2014 at Reception Nos. 03395570 and 03395571.

34. Terms, conditions, provisions, agreements and obligations contained in the Public Improvements Agreement as set forth below:

Recording Date: July 18, 2014  
Recording No.: Reception No. 03391699

35. Covenants, conditions and restrictions but omitting any covenants or restrictions, if any, including but not limited to those based upon race, color, religion, sex, sexual orientation, familial status, marital status, disability, handicap, national origin, ancestry, source of income, gender, gender identity, gender expression, medical condition or genetic information, as set forth in applicable state or federal laws, except to the extent that said covenant or restriction is permitted by applicable law, as set forth in the document

Recording Date: July 24, 2014  
Recording No: Reception No. 03393496

36. Terms, conditions, provisions, agreements and obligations contained in the Memorandum of Development Agreement as set forth below:

Recording Date: July 24, 2014  
Recording No.: Reception No. 03393497

37. Terms, conditions, provisions, easements, agreements and obligations contained in the Easement Agreement as set forth below:

Recording Date: July 23, 2014  
Recording No.: Reception No. 03393450

38. Terms, conditions, provisions, agreements and obligations contained in the Notice of Conditional Use Site Plan Amendment Approvals as set forth below:

Recording Date: July 25, 2014 and March 5, 2015  
Recording No.: Reception Nos. 03393720 and 03431266 respectively

39. Notes, easements and any other matters as shown or set forth on the recorded plat of Twin Peaks Mall

Subdivision Replat "I", a Subdivision Plat recorded July 16, 2014, at Reception No. 3391700.

40. The effect of Ordinance O-2014-49 recorded December 16, 2014 at Reception No. 3418204.
41. The effect of Notice of Plan Approval, City of Longmont recorded September 1, 2015 at Reception No. 03470807.
42. Terms, agreements, provisions conditions and obligations of a Memorandum of Lease, with Regal Cimenas Inc. shown as lessee(s), recorded June 27, 2014 at Reception No. 03388125, and any and all parties claiming by, through or under said lessee(s).
43. Terms, agreements, provisions conditions and obligations of a Memorandum of Lease, with American Blue Ribbon Holdings, LLC shown as lessee(s), recorded September 2, 2015 at Reception No. 03471204, and any and all parties claiming by, through or under said lessee(s).

NOTE: SNDA recorded in connection with the above September 2, 2015 at Reception No. 03471205.



END OF EXCEPTIONS

**AFFIDAVIT AND INDEMNITY AGREEMENT**

**TO Fidelity National Title Insurance Company** a Colorado Corporation and **Fidelity National Title Insurance Company**, a California Corporation.

1. This is written evidence to you that there are no unpaid bills, and to the extent there may be unpaid bills, that the undersigned undertakes and agrees to cause the same to be paid such that there shall be no mechanics or materialmen's liens affecting the property for materials or labor furnished for construction and erection, repairs or improvements contracted by or on behalf of the undersigned on property:

legally described as:

See Attached Affidavit and Indemnity Agreement Legal Description

Property Address: Please see attached legal description, Fort Collins, CO

2. We further represent that to the actual knowledge and belief of the undersigned there are no public improvements affecting the property prior to the date of closing that would give rise to a special property tax assessment against the property after the date of closing.
3. We further represent that to the actual knowledge and belief of the undersigned there are no pending proceedings or unsatisfied judgments of record, in any Court, State, or Federal, nor any tax liens filed or taxes assessed against us which may result in liens, and that if there are judgments, bankruptcies, probate proceedings, state or federal tax liens of record against parties with same or similar names, that they are not against us.
4. We further represent that there are no unrecorded contracts, leases, easements, or other agreements or interests relating to said premises of which we have knowledge.
5. We further represent that to the actual knowledge and belief of the undersigned we are in sole possession of the real property described herein other than leasehold estates reflected as recorded items under the subject commitment for title insurance.
6. We further represent that there are no unpaid charges and assessments that could result in a lien in favor of any association of homeowners which are provided for in any document referred to in Schedule B of Commitment referenced above.
7. We further understand that any payoff figures shown on the settlement statement have been supplied to Fidelity National Title Insurance Company as settlement agent by the seller's/borrower's lender and are subject to confirmation upon tender of the payoff to the lender. If the payoff figures are inaccurate, we hereby agree to immediately pay any shortage(s) that may exist. If applicable as disclosed or referred to on Schedule A of Commitment referenced above.

The undersigned affiant(s) know the matters herein stated are true and indemnifies **Fidelity National Title Insurance Company**, a Colorado Corporation and **Fidelity National Title Insurance Company**, a California Corporation against loss, costs, damages and expenses of every kind incurred by it by reason of its reliance on the statements made herein.

This agreement is executed with and forms a part of the sale and/or financing of the above described premises, and is given in addition to the conveyance and/or financing of the premises in consideration for the conveyance and/or financing, and forms a complete agreement by itself for any action thereon.

**SELLER:**

**SELLER:**

\_\_\_\_\_  
NMMS Twin Peaks, LLC, a California limited liability company

State of Colorado  
County of Larimer

} ss:

The foregoing instrument was acknowledged, subscribed, and sworn to before me on \_\_\_\_\_ by NMMS Twin Peaks, LLC, a California limited liability company.

(SEAL)

\_\_\_\_\_  
Notary Public  
My Commission Expires:

**ATTACHED AFFIDAVIT AND INDEMNITY AGREEMENT  
LEGAL DESCRIPTION**

An easement to be insured hereunder:

Over a portion of Lots 11 and 21, Twin Peaks Mall Subdivision Replat I, described as follows:

A parcel of land being a portion of Twin Peaks Mall Subdivision Replat "I", a Subdivision Plat recorded July 16, 2014, at Reception No. 3391700 in the office of the Clerk and Recorder of the County of Boulder, State of Colorado, situated in the West ½ of the SW ¼ of Section 9, Township 2 North, Range 69 West of the Sixth P.M. in the City of Longmont, said county and state, laying 15.00 feet on each side of the following described centerline:

COMMENCING at the Northeast corner of Lot 11 of said Twin Peaks Mall Subdivision Replat "I", considering the Easterly boundary of said Lot 11 to bear South 00°24'22"35" West, with all bearings hereon referenced to said line; thence South 56°50'48" West, a distance of 294.17 feet to a point on the Northeasterly line of that 30.00 foot right-of-way for Dry Creek, Niwot Ditch, Oscar Beckwith Ditch and the South Flat Ditch Relocation Easement as depicted on the Twin Peaks Subdivision Plat recorded October 19, 1984, at Reception No. 653001 in the office of said Clerk and Recorder and the Point of Beginning;

Thence North 90°00'00" East, a distance of 182.59 feet;

Thence South 31°15'46" East, a distance of 81.22 feet to a line that is parallel with, measured at right angles, and distant 20.00 feet Westerly from the East line of said Lot 11;

Thence along said parallel line South 00°22'35" West, a distance of 225.14 feet to the Northeasterly line of said right-of-way and said Relocation Easement and the Point of Terminus.

The sidelines of the above described are to be prolonged or shortened so as to terminate Northerly at a line that bears South 14°37'00" East and passes through the Point of Beginning and Southerly at a line that bears South 45°24'30" East and passes through the Point of Terminus.



# Fidelity National Title<sup>®</sup>

## Insurance Company

### COMMITMENT FOR TITLE INSURANCE

Issued by

**Fidelity National Title Insurance Company**

Fidelity National Title Insurance Company, a California corporation ("Company"), for a valuable consideration, commits to issue its policy or policies of title insurance, as identified in Schedule A, in favor of the Proposed Insured named in Schedule A, as owner or mortgagee of the estate or interest in the land described or referred to in Schedule A, upon payment of the premiums and charges and compliance with the Requirements; all subject to the provisions of Schedule A and B and to the Conditions of this Commitment.

The Commitment shall be effective only when the identity of the Proposed Insured and the amount of the policy or policies committed for have been inserted in Schedule A by the Company.

All liability and obligation under this Commitment shall cease and terminate 6 months after the Effective Date or when the policy or policies committed for shall issue, whichever first occurs, provided that the failure to issue the policy or policies is not fault of the Company.

The Company will **provide** a sample of the policy form upon request.

IN WITNESS WHEREOF, Fidelity National Title Insurance Company has caused its corporate name and seal to be affixed by its duly authorized officers on the date shown in Schedule A.

Countersigned by:

SK E WOOD  
Authorized Signature



By

Randy Quirk

Randy Quirk, President

Attest

Michael Gravelle

Michael Gravelle, Secretary



## CONDITIONS

1. The term mortgage, when used herein, shall include deed of trust, trust deed, or other security instrument.
2. If the proposed Insured has or acquired actual knowledge of any defect, lien, encumbrance, adverse claim or other matter affecting the estate or interest or mortgage thereon covered by this Commitment other than those shown in Schedule B hereof, and shall fail to disclose such knowledge to the Company in writing, the Company shall be relieved from liability for any loss or damage resulting from any act of reliance hereon to the extent the Company is prejudiced by failure to so disclose such knowledge. If the proposed insured shall disclose such knowledge to the Company, or if the Company otherwise acquires actual knowledge of any such defect, lien, encumbrance, adverse claim or other matter, the Company at its option may amend Schedule B of this Commitment accordingly, but such amendment shall not relieve the Company from liability previously incurred pursuant to paragraph 3 of these Conditions.
3. Liability of the Company under this Commitment shall be only to the named proposed insured and such parties included under the definition of Insured in the form of policy or policies committed for and only for actual loss incurred in reliance hereon in undertaking in good faith (a) to comply with the requirements hereof, or (b) to eliminate exceptions shown in Schedule B, or (c) to acquire or create the estate or interest or mortgage thereon covered by this Commitment. In no event shall such liability exceed the amount stated in Schedule A for the policies or policies committed for and such liability is subject to the insuring provisions and Conditions and the Exclusions from Coverage of the form of policy or policies committed for in favor of the proposed Insured which are hereby incorporated by reference and are made a part of this Commitment except as expressly modified herein.
4. This Commitment is a contract to issue one or more title insurance policies and is not an abstract of title or a report of the condition of title. Any action or actions or rights of action that the proposed Insured may have or may bring against the Company arising out of the status of the title to the estate or interest or the status of the mortgage thereon covered by this Commitment must be based on and are subject to the provisions of this Commitment.
5. The policy to be issued contains an arbitration clause. All arbitrable matters when the Amount of Insurance is \$2,000,000 or less shall be arbitrated at the option of either the Company or the Insured as the exclusive remedy of the parties. You may review a copy of the arbitration rules at <http://www.alta.org>.

### DISCLOSURE STATEMENT

- Pursuant to Section 38-35-125 of Colorado Revised Statutes and Colorado Division of Insurance Regulation 3-5-1 (Section 7), if the parties to the subject transaction request us to provide escrow-settlement and disbursement services to facilitate the closing of the transaction, then all funds submitted for disbursement must be available for immediate withdrawal.
- Colorado Division of Insurance Regulation 3-5-1, Paragraph G of Section 7, requires that "Every title insurance company shall be responsible to the proposed insured(s) subject to the terms and conditions of the title insurance commitment, other than the effective date of the title insurance commitment, for all matters which appear of record prior to the time of recording whenever the title insurance company, or its agent, conducts the closing and settlement service that is in conjunction with its issuance of an owners policy of title insurance and is responsible for the recording and filing of legal documents resulting from the transaction which was closed". Provided that Fidelity National Title Insurance Company conducts the closing of the insured transaction and is responsible for recording the legal documents from the transaction, exception No. 5 in Schedule B-2 will not appear in the Owner's Title Policy and Lender's Title Policy when issued.
- If the sales price of the subject property exceeds \$100,000.00 the seller shall be required to comply with the Disclosure of Withholding Provisions of C.R.S. 39-22-604.5 (Nonresident Withholding).
- Section 39-14-102 of Colorado Revised Statutes requires that a Real Property Transfer Declaration accompany any conveyance document presented for recordation in the State of Colorado. Said Declaration shall be completed and signed by either the grantor or grantee.
- Recording statutes contained in Section 30-10-406(3)(a) of the Colorado Revised Statutes require that all documents received for recording or filing in the clerk and recorder's office shall contain a top margin of at least one inch and a left, right, and bottom margin of at least one-half of an inch. The clerk and recorder may refuse to record or file a document that does not conform to requirements of this paragraph.
- Section 38-35-109 (2) of the Colorado Revised Statutes, 1973, requires that a notation of the purchasers legal address, (not necessarily the same as the property address) be included on the face of the deed to be recorded.
- Regulations of County Clerk and Recorder's offices require that all documents submitted for recording must contain a return address on the front page of every document being recorded.
- Pursuant to Section 10-11-122 of the Colorado Revised Statutes, 1987 the Company is required to disclose the following information:
  - The subject property may be located in a special taxing district.
  - A Certificate of Taxes Due listing each taxing jurisdiction shall be obtained from the County Treasurer or the County Treasurer's authorized agent.
  - Information regarding special districts and the boundaries of such districts may be obtained from the Board of County Commissioners, the County Clerk and Recorder or the County Assessor.
- Pursuant to Section 10-11-123 of the Colorado Revised Statutes, when it is determined that a mineral estate has been severed from the surface estate, the Company is required to disclose the following information: that there is recorded evidence that a mineral estate has been severed, leased, or otherwise conveyed from the surface estate and that there is a substantial likelihood that a third party holds some or all interest in oil, gas, other minerals, or geothermal energy in the property; and that such mineral estate may include the right to enter and use the property without the surface owner's permission.

Note: Notwithstanding anything to the contrary in this Commitment, if the policy to be issued is other than an ALTA Owner's Policy (6/17/06), the policy may not contain an arbitration clause, or the terms of the arbitration clause may be different from those set forth in this Commitment. If the policy does contain an arbitration clause, and the Amount of Insurance is less than the amount, if any, set forth in the arbitration clause, all arbitrable matters shall be arbitrated at the option of either the Company or the Insured as the exclusive remedy of the parties.

**FIDELITY NATIONAL FINANCIAL  
PRIVACY NOTICE**

Fidelity National Financial, Inc. and its majority-owned subsidiary companies providing real estate- and loan-related services (collectively, "FNF", "our" or "we") respect and are committed to protecting your privacy. This Privacy Notice lets you know how and for what purposes your Personal Information (as defined herein) is being collected, processed and used by FNF. We pledge that we will take reasonable steps to ensure that your Personal Information will only be used in ways that are in compliance with this Privacy Notice.

This Privacy Notice is only in effect for any generic information and Personal Information collected and/or owned by FNF, including collection through any FNF website and any online features, services and/or programs offered by FNF (collectively, the "Website"). This Privacy Notice is not applicable to any other web pages, mobile applications, social media sites, email lists, generic information or Personal Information collected and/or owned by any entity other than FNF.

**Collection and Use of Information**

The types of personal information FNF collects may include, among other things (collectively, "Personal Information"): (1) contact information (e.g., name, address, phone number, email address); (2) demographic information (e.g., date of birth, gender marital status); (3) Internet protocol (or IP) address or device ID/UDID; (4) social security number (SSN), student ID (SIN), driver's license, passport, and other government ID numbers; (5) financial account information; and (6) information related to offenses or criminal convictions.

In the course of our business, we may collect Personal Information about you from the following sources:

- Applications or other forms we receive from you or your authorized representative;
- Information we receive from you through the Website;
- Information about your transactions with or services performed by us, our affiliates, or others; and
- From consumer or other reporting agencies and public records maintained by governmental entities that we either obtain directly from those entities, or from our affiliates or others.

Information collected by FNF is used for three main purposes:

- To provide products and services to you or one or more third party service providers (collectively, "Third Parties") who are obtaining services on your behalf or in connection with a transaction involving you.
- To improve our products and services that we perform for you or for Third Parties.
- To communicate with you and to inform you about FNF's, FNF's affiliates and third parties' products and services.

**Additional Ways Information is Collected Through the Website**

**Browser Log Files.** Our servers automatically log each visitor to the Website and collect and record certain information about each visitor. This information may include IP address, browser language, browser type, operating system, domain names, browsing history (including time spent at a domain, time and date of your visit), referring/exit web pages and URLs, and number of clicks. The domain name and IP address reveal nothing personal about the user other than the IP address from which the user has accessed the Website.

**Cookies.** From time to time, FNF or other third parties may send a "cookie" to your computer. A cookie is a small piece of data that is sent to your Internet browser from a web server and stored on your

computer's hard drive and that can be re-sent to the serving website on subsequent visits. A cookie, by itself, cannot read other data from your hard disk or read other cookie files already on your computer. A cookie, by itself, does not damage your system. We, our advertisers and other third parties may use cookies to identify and keep track of, among other things, those areas of the Website and third party websites that you have visited in the past in order to enhance your next visit to the Website. You can choose whether or not to accept cookies by changing the settings of your Internet browser, but some functionality of the Website may be impaired or not function as intended. See the Third Party Opt Out section below.

**Web Beacons.** Some of our web pages and electronic communications may contain images, which may or may not be visible to you, known as Web Beacons (sometimes referred to as "clear gifs"). Web Beacons collect only limited information that includes a cookie number; time and date of a page view; and a description of the page on which the Web Beacon resides. We may also carry Web Beacons placed by third party advertisers. These Web Beacons do not carry any Personal Information and are only used to track usage of the Website and activities associated with the Website. See the Third Party Opt Out section below.

**Unique Identifier.** We may assign you a unique internal identifier to help keep track of your future visits. We may use this information to gather aggregate demographic information about our visitors, and we may use it to personalize the information you see on the Website and some of the electronic communications you receive from us. We keep this information for our internal use, and this information is not shared with others.

**Third Party Opt Out.** Although we do not presently, in the future we may allow third-party companies to serve advertisements and/or collect certain anonymous information when you visit the Website. These companies may use non-personally identifiable information (e.g., click stream information, browser type, time and date, subject of advertisements clicked or scrolled over) during your visits to the Website in order to provide advertisements about products and services likely to be of greater interest to you. These companies typically use a cookie or third party Web Beacon to collect this information, as further described above. Through these technologies, the third party may have access to and use non-personalized information about your online usage activity.

You can opt-out of online behavioral services through any one of the ways described below. After you opt-out, you may continue to receive advertisements, but those advertisements will no longer be as relevant to you.

- You can opt-out via the Network Advertising Initiative industry opt-out at <http://www.networkadvertising.org/>.
- You can opt-out via the Consumer Choice Page at [www.aboutads.info](http://www.aboutads.info).
- For those in the U.K., you can opt-out via the IAB UK's industry opt-out at [www.youronlinechoices.com](http://www.youronlinechoices.com).
- You can configure your web browser (Chrome, Firefox, Internet Explorer, Safari, etc.) to delete and/or control the use of cookies.

More information can be found in the Help system of your browser. Note: If you opt-out as described above, you should not delete your cookies. If you delete your cookies, you will need to opt-out again.

**When Information Is Disclosed By FNF**

Privacy Notice

Effective: January 24, 2014



We may provide your Personal Information (excluding information we receive from consumer or other credit reporting agencies) to various individuals and companies, as permitted by law, without obtaining your prior authorization. Such laws do not allow consumers to restrict these disclosures. Disclosures may include, without limitation, the following:

- To agents, brokers, representatives, or others to provide you with services you have requested, and to enable us to detect or prevent criminal activity, fraud, material misrepresentation, or nondisclosure in connection with an insurance transaction;
- To third-party contractors or service providers who provide services or perform marketing services or other functions on our behalf;
- To law enforcement or other governmental authority in connection with an investigation, or civil or criminal subpoenas or court orders; and/or
- To lenders, lien holders, judgment creditors, or other parties claiming an encumbrance or an interest in title whose claim or interest must be determined, settled, paid or released prior to a title or escrow closing.

In addition to the other times when we might disclose information about you, we might also disclose information when required by law or in the good-faith belief that such disclosure is necessary to: (1) comply with a legal process or applicable laws; (2) enforce this Privacy Notice; (3) respond to claims that any materials, documents, images, graphics, logos, designs, audio, video and any other information provided by you violates the rights of third parties; or (4) protect the rights, property or personal safety of FNF, its users or the public.

We maintain reasonable safeguards to keep the Personal Information that is disclosed to us secure. We provide Personal Information and non-Personal Information to our subsidiaries, affiliated companies, and other businesses or persons for the purposes of processing such information on our behalf and promoting the services of our trusted business partners, some or all of which may store your information on servers outside of the United States. We require that these parties agree to process such information in compliance with our Privacy Notice or in a similar, industry-standard manner, and we use reasonable efforts to limit their use of such information and to use other appropriate confidentiality and security measures. The use of your information by one of our trusted business partners may be subject to that party's own Privacy Notice. We do not, however, disclose information we collect from consumer or credit reporting agencies with our affiliates or others without your consent, in conformity with applicable law, unless such disclosure is otherwise permitted by law.

We also reserve the right to disclose Personal Information and/or non-Personal Information to take precautions against liability, investigate and defend against any third-party claims or allegations, assist government enforcement agencies, protect the security or integrity of the Website, and protect the rights, property, or personal safety of FNF, our users or others.

We reserve the right to transfer your Personal Information, as well as any other information, in connection with the sale or other disposition of all or part of the FNF business and/or assets. We also cannot make any representations regarding the use or transfer of your Personal Information or other information that we may have in the event of our bankruptcy, reorganization, insolvency, receivership or an assignment for the benefit of creditors, and you expressly agree and consent to the use and/or transfer of your Personal Information or other information in connection with a sale or transfer of some or all of our assets in any of the above described proceedings. Furthermore, we cannot and will not be responsible for any breach of security by any third parties or for any

actions of any third parties that receive any of the information that is disclosed to us.

#### Information from Children

We do not collect Personal Information from any person that we know to be under the age of thirteen (13). Specifically, the Website is not intended or designed to attract children under the age of thirteen (13). You affirm that you are either more than 18 years of age, or an emancipated minor, or possess legal parental or guardian consent, and are fully able and competent to enter into the terms, conditions, obligations, affirmations, representations, and warranties set forth in this Privacy Notice, and to abide by and comply with this Privacy Notice. In any case, you affirm that you are over the age of 13, as **THE WEBSITE IS NOT INTENDED FOR CHILDREN UNDER 13 THAT ARE UNACCOMPANIED BY HIS OR HER PARENT OR LEGAL GUARDIAN.**

Parents should be aware that FNF's Privacy Notice will govern our use of Personal Information, but also that information that is voluntarily given by children – or others – in email exchanges, bulletin boards or the like may be used by other parties to generate unsolicited communications. FNF encourages all parents to instruct their children in the safe and responsible use of their Personal Information while using the Internet.

#### Privacy Outside the Website

The Website may contain various links to other websites, including links to various third party service providers. FNF is not and cannot be responsible for the privacy practices or the content of any of those other websites. Other than under agreements with certain reputable organizations and companies, and except for third party service providers whose services either we use or you voluntarily elect to utilize, we do not share any of the Personal Information that you provide to us with any of the websites to which the Website links, although we may share aggregate, non-Personal Information with those other third parties. Please check with those websites in order to determine their privacy policies and your rights under them.

#### European Union Users

If you are a citizen of the European Union, please note that we may transfer your Personal Information outside the European Union for use for any of the purposes described in this Privacy Notice. By providing FNF with your Personal Information, you consent to both our collection and such transfer of your Personal Information in accordance with this Privacy Notice.

#### Choices with Your Personal Information

Whether you submit Personal Information to FNF is entirely up to you. You may decide not to submit Personal Information, in which case FNF may not be able to provide certain services or products to you.

You may choose to prevent FNF from disclosing or using your Personal Information under certain circumstances ("opt out"). You may opt out of any disclosure or use of your Personal Information for purposes that are incompatible with the purpose(s) for which it was originally collected or for which you subsequently gave authorization by notifying us by one of the methods at the end of this Privacy Notice. Furthermore, even where your Personal Information is to be disclosed and used in accordance with the stated purposes in this Privacy Notice, you may elect to opt out of such disclosure to and use by a third party that is not acting as an agent of FNF. As described above, there are some uses from which you cannot opt-out.

Please note that opting out of the disclosure and use of your Personal Information as a prospective employee may prevent you from being

hired as an employee by FNF to the extent that provision of your Personal Information is required to apply for an open position.

If FNF collects Personal Information from you, such information will not be disclosed or used by FNF for purposes that are incompatible with the purpose(s) for which it was originally collected or for which you subsequently gave authorization unless you affirmatively consent to such disclosure and use.

You may opt out of online behavioral advertising by following the instructions set forth above under the above section "Additional Ways That Information Is Collected Through the Website," subsection "Third Party Opt Out."

#### **Access and Correction**

To access your Personal Information in the possession of FNF and correct inaccuracies of that information in our records, please contact us in the manner specified at the end of this Privacy Notice. We ask individuals to identify themselves and the information requested to be accessed and amended before processing such requests, and we may decline to process requests in limited circumstances as permitted by applicable privacy legislation.

#### **Your California Privacy Rights**

Under California's "Shine the Light" law, California residents who provide certain personally identifiable information in connection with obtaining products or services for personal, family or household use are entitled to request and obtain from us once a calendar year information about the customer information we shared, if any, with other businesses for their own direct marketing uses. If applicable, this information would include the categories of customer information and the names and addresses of those businesses with which we shared customer information for the immediately prior calendar year (e.g., requests made in 2013 will receive information regarding 2012 sharing activities).

To obtain this information on behalf of FNF, please send an email message to [privacy@fnf.com](mailto:privacy@fnf.com) with "Request for California Privacy Information" in the subject line and in the body of your message. We will provide the requested information to you at your email address in response.

Please be aware that not all information sharing is covered by the "Shine the Light" requirements and only information on covered sharing will be included in our response.

Additionally, because we may collect your Personal Information from time to time, California's Online Privacy Protection Act requires us to disclose how we respond to "do not track" requests and other similar mechanisms. Currently, our policy is that we do not recognize "do not track" requests from Internet browsers and similar devices.

#### **Your Consent to This Privacy Notice**

By submitting Personal Information to FNF, you consent to the collection and use of information by us as specified above or as we otherwise see fit, in compliance with this Privacy Notice, unless you inform us otherwise by means of the procedure identified below. If we decide to change this Privacy Notice, we will make an effort to post those changes on the Website. Each time we collect information from you following any amendment of this Privacy Notice will signify your assent to and acceptance of its revised terms for all previously collected information and information collected from you in the future. We may use comments, information or feedback that you may submit in any manner that we may choose without notice or compensation to you.

If you have additional questions or comments, please let us know by sending your comments or requests to:

Fidelity National Financial, Inc.  
601 Riverside Avenue  
Jacksonville, Florida 32204  
Attn: Chief Privacy Officer  
(888) 934-3354  
[privacy@fnf.com](mailto:privacy@fnf.com)

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EFFECTIVE AS OF: JANUARY 24, 2014

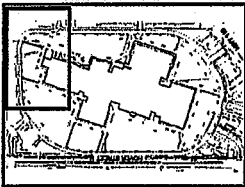
LAST UPDATED: JANUARY 24, 2014



**PLAN AND PROFILE**

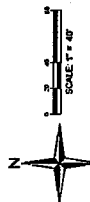
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**LEGEND**

	EXISTING EASEMENT TO BE VACATED
	PROPOSED EASEMENT TO BE GRANTED
	AREA OF FLOW FILL (SEE NOTE 5D)



118

[illegible]

BOULDER COUNTY GAS CONTROL POINT HAPPY JACK BEING A  
JACK IN CONCRETE STAMPED "HAPPY JACK 1985" LOCATED  
ON THE N.E. CORNER OF THE N 115 AT 1500 +/- SOUTH OF  
22000 RD.  
ELEVATION = 5308.10 FEET (4100M)

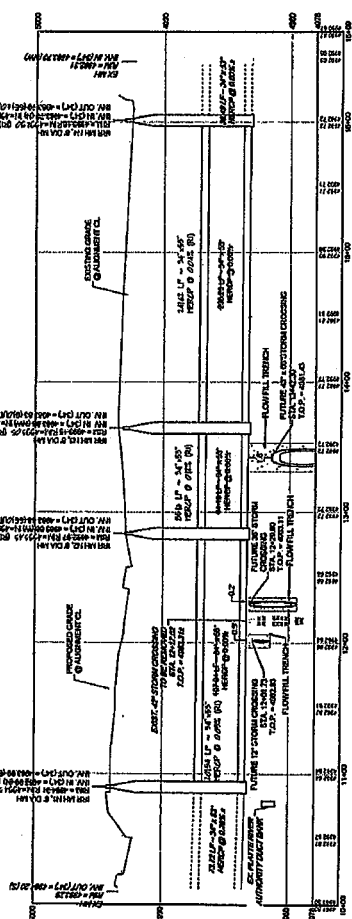
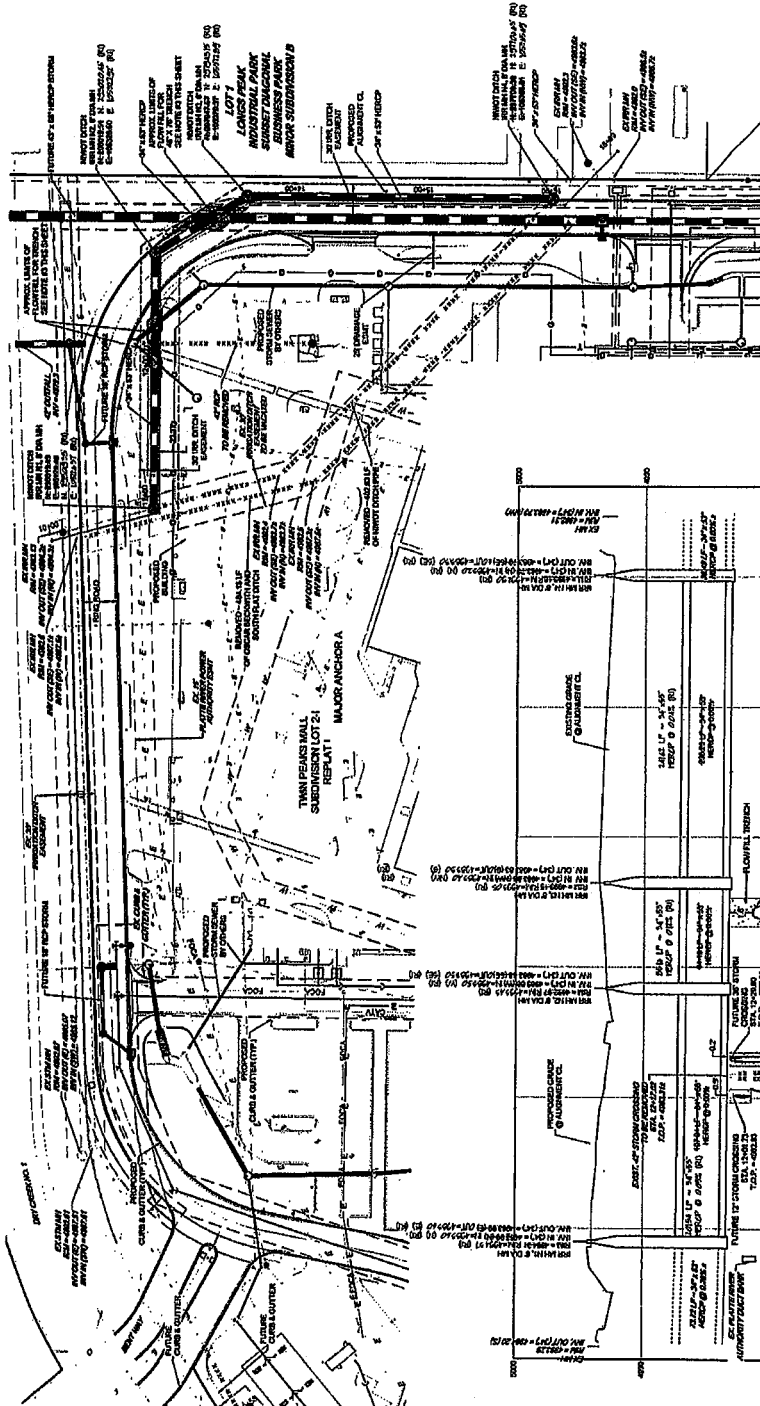
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## RECORD DRAWINGS

THESE RECORDS SHOWN HAVE BEEN PROVIDED BASED ON INFORMATION RECEIVED FROM THE RECORDS MANAGEMENT DIVISION OF THE FBI. THESE RECORDS HAVE BEEN PROVIDED BY ACTING, DATED OCTOBER 1, 1974, AND MAY BE SUBJECT TO REVISION OR DELETION ON DUTY TO VERIFY THE ACCURACY AND/OR COMPLETENESS OF THIS INFORMATION AND HAS NOT BEEN SO REVIEWED AND SHALL NOT BE USED FOR ANY PURPOSES OUTSIDE OF THOSE FOR WHICH IT WAS SO DOCUMENTED AS A RESULT OF CHANGES THAT MAY BE MADE IN THE FUTURE. THE INFORMATION CONTAINED HEREIN IS UNCLASSIFIED.

NOTE.

1. RANDED PROFILE COURSETS BE TYPICAL SURFACES ON EQUIVALENTS WILL BE REQUIRED AT ALL POLE JOINTS
2. ALL MANHOLES SHALL HAVE POLISHED AND RING FORMED INVERTS CONFORMING TO THE INSIDE CURVATURE OF THE PIPE TO SMOOTHLY TRANSITION THE FLOW FROM THE PIPE INTO THE PUMP STRUCTURE
3. THE THROUGH FOR THE PROPOSED 48" IS AN ELLIPTICAL PIPE, 17" H/D AND 32" V/D. CROSSINGS ARE BEING FACILITATED WITH FLANGIAL JOINTS AND SPACINGS APPROXIMATELY TO A HEIGHT EQUAL TO THE BOTTOM OF THE NEXT LATCHED PROPOSED PIPE. THE FLANGIAL MUST EXTEND AT LEAST 12" AND THE PLANTER UNITS OF THE PROPOSED THROUGH



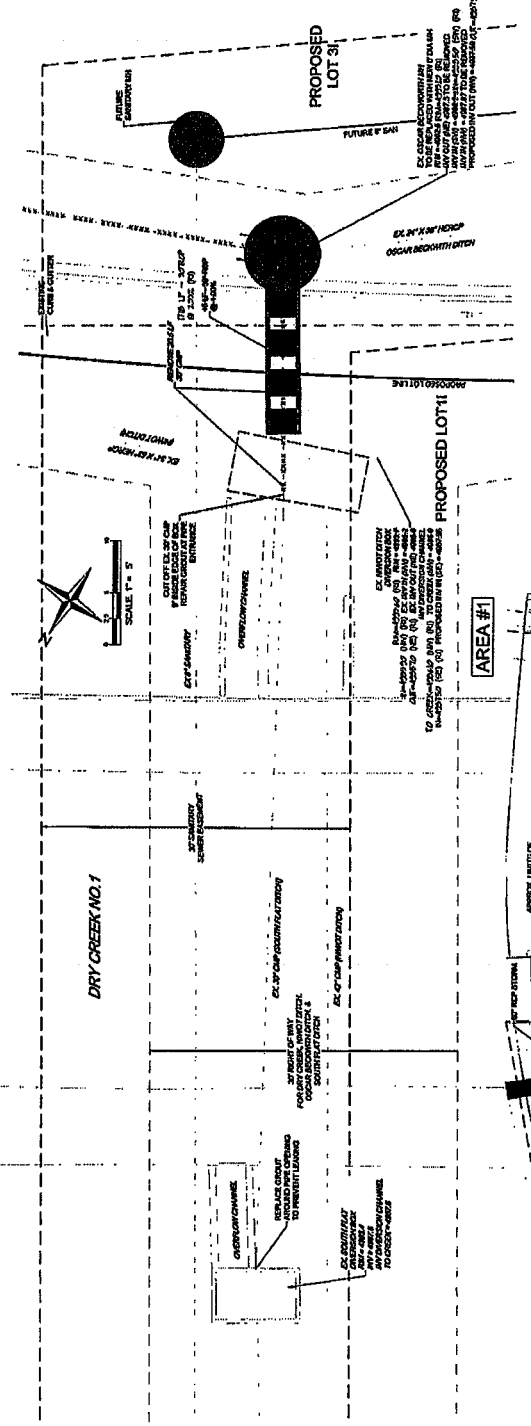
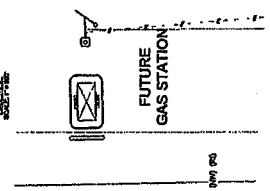
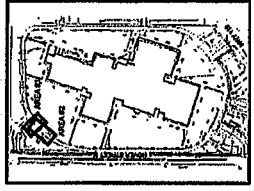
RELOCATED MINOT DITCH PIPE PROFILE

$$f = ab = 4$$

TWIN PEAKS MALL REDEVELOPMENT  
IRRIGATION CONSTRUCTION DOCUMENTS  
DIVERSION DETAILS

LONGMONT  
COLORADO

REDLAND  
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8000 South Lincoln Avenue, Suite 100  
Longmont, CO 80501  
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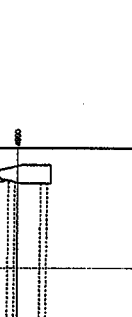
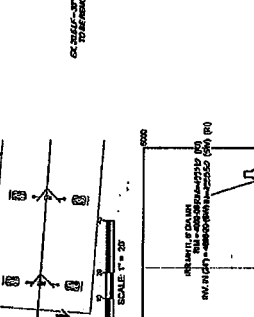
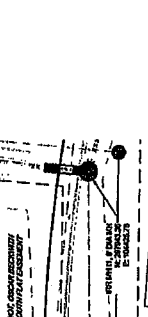
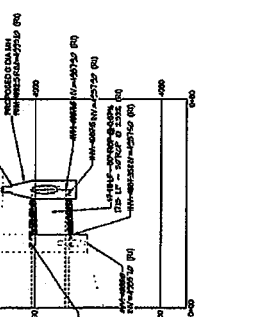
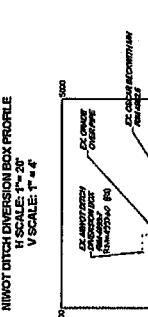
**RECORD DRAWINGS**

THESE RECORD DRAWINGS HAVE BEEN PREPARED BASED ON INFORMATION PROVIDED BY THE CLIENT AND FIELD SURVEY DATA. THE CLIENT IS RESPONSIBLE FOR THE ACCURACY OF THE INFORMATION PROVIDED. THE ENGINEER HAS CONDUCTED A VISUAL GENERAL VERIFICATION OF THE INFORMATION PROVIDED AND HAS FOUND IT TO BE REASONABLY ACCURATE. THE ENGINEER HAS NOT CONDUCTED A FIELD SURVEY OF THE PROJECT AREA. THE ENGINEER HAS NOT CONDUCTED A FIELD SURVEY OF THE PROJECT AREA. THE ENGINEER HAS NOT CONDUCTED A FIELD SURVEY OF THE PROJECT AREA.

- NOTE:**
1. REFER TO THE SPECIFICATIONS FOR THE PROJECT FOR THE LATEST REVISIONS.
  2. ALL MATERIALS SHALL BE OF THE QUALITY AND TYPE SPECIFIED IN THE SPECIFICATIONS.
  3. THE CONTRACTOR SHALL BE RESPONSIBLE FOR OBTAINING ALL NECESSARY PERMITS AND APPROVALS.
  4. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE PROTECTION OF ALL EXISTING UTILITIES.
  5. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE PROTECTION OF ALL EXISTING STRUCTURES.
  6. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE PROTECTION OF ALL EXISTING LANDSCAPE.
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  94. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE PROTECTION OF ALL EXISTING IMMUNOINHIBITORS.
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  100. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE PROTECTION OF ALL EXISTING IMMUNOSTIMULANTS.

**BENCHMARK DESCRIPTION**

THE BENCHMARK IS A CONCRETE PILE DRIVEN INTO THE GROUND TO A DEPTH OF 10 FEET. THE BENCHMARK IS USED TO ESTABLISH THE ELEVATION OF THE PROJECT AREA. THE BENCHMARK IS USED TO ESTABLISH THE ELEVATION OF THE PROJECT AREA. THE BENCHMARK IS USED TO ESTABLISH THE ELEVATION OF THE PROJECT AREA.



## MEMORANDUM

DATE: January 13, 2016

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Increase in Construction Manager/General Contractor (CMGC) Contract for Longs Peak 5<sup>th</sup> Grade Playground & Interior Improvements Project

RECOMMENDATION

That the Board of Education approve an increase of \$50,000 to the Construction Manager/General Contractor (CMGC) contract with FCI Constructors, Inc., for the Longs Peak 5<sup>th</sup> Grade Playground & Interior Improvements Project. Further, that the Board authorize Brian Lamer, Assistant Superintendent of Operations, to sign contract documents and initiate scope changes in accordance with Board of Education policy.

BACKGROUND

On May 14, 2014, the Board of Education approved the Longs Peak 5<sup>th</sup> Grade Playground & Interior Improvements project for \$200,000. Installation of solatubes and an electronic sign were added to the project scope of work which resulted in an increase of approximately \$50,000 for a not-to-exceed \$250,000 contract value.

Funding for the additional scope of work is available from the 2008 Bond.

## MEMORANDUM

DATE: January 13, 2016  
TO: Board of Education  
FROM: Dr. Don Haddad, Superintendent of Schools  
SUBJECT: Adoption of Resolution Proclaiming January 2016 as Board of Education Recognition Month

### RECOMMENDATION

That the Board of Education adopt a resolution proclaiming January 2016 Board of Education Recognition Month.

### BACKGROUND

The administration of the St. Vrain Valley School District is very proud of the work that our Board members do, and the role that they play in creating a quality public education system that is fundamental to a strong democratic society. They would like to show their appreciation by proclaiming January 2016 as School Board Recognition Month, and urge all citizens to recognize the dedication and hard work of our Board of Education members.

## **NATIONAL SCHOOL BOARD RECOGNITION MONTH PROCLAMATION**

WHEREAS, these are challenging times for public education and for the work of local school board members; and,

WHEREAS, school boards are responsible for putting into place a system for students to learn and achieve at the highest level possible; and,

WHEREAS, excellence in the classroom begins with excellence in the board room; and,

WHEREAS, the key work of school boards includes taking action to create a vision for what students should know and be able to do; to establish clear standards for student performance; to ensure that student assessments are tied to established standards; to be accountable to the community for operating schools that support student achievement; to align school district resources to ensure that students meet standards; to create a climate assuring safe and orderly classrooms; to build collaborative relationships to solve common problems; and to ensure continuous improvement; and,

WHEREAS, we are proud of the work school boards do and the role school board members play in creating a quality public education system that is fundamental to a strong democratic society;

NOW, THEREFORE, we, The St. Vrain Valley School District, do hereby declare our appreciation to the members of the St. Vrain Valley School District Board of Education and proclaim the month of January 2016 to be

### **SCHOOL BOARD RECOGNITION MONTH**

We urge all citizens to join us in recognizing the dedication and hard work of our Board of Education members in empowering students to learn, challenging students to achieve and inspiring students to excel.



## MEMORANDUM

DATE: January 13, 2016

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Adoption of School Priority Improvement Unified Improvement Plans (UIPs)

RECOMMENDATION

That the Board of Education adopt the School Priority Improvement UIPs.

BACKGROUND

Per the Education Accountability Act of 2009, the School Board must adopt UIPs for any schools identified for a Priority Improvement UIP. Those schools are:

- Olde Columbine High School
- Northridge Elementary School
- Timberline PK-8

The deadline for adoption is January 15, 2016.

Tori Teague, Assistant Superintendent of Assessment, Curriculum and Instruction will be present to answer questions.

## Colorado's Unified Improvement Plan for Alternative Education Campuses for 2015-16

Organization Code: **0470** District Name: **ST VRAIN VALLEY RE 1J** School Code: **6498** School Name: **OLDE COLUMBINE HIGH SCHOOL** SPF Year: **3-Year**

### Section I: Summary Information about the School

**Directions:** This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

#### Executive Summary

##### How are students performing? Where will school staff be focusing attention?

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

Priority Performance Challenges reflect the concern of the two SPF areas of Engagement and Post-Secondary Workforce Readiness.

- Attendance rates are trending down. The school rate of 77.6 is below the AEC cut point of "meets" by 8.9 points.
- Truancy rates are trending up. The school's rate of 14.43 in 2014-15 is below the AEC cut point of "meets" by 6.74 points. (Using the 2014 AEC cut points.)
- Completion rate is trending down. The school's rate of 68.6 in 2014 meets the AEC cut point and the percentile is 81. However, there was a drop of 8 points.
- ACT composite is trending down. The school's rate of 14.3 in 2015 is a decrease from 2014.
- Math achievement and growth not meeting AEC cut points.

##### Why is the school continuing to have these problems?

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

Root causes include:

- Lack of proper implementation of Tier 2 and Tier 3 interventions. Verification: Increase in number of students on plans such as ELL, IEP, ILP.
- Lack of analysis of disaggregated engagement data. Verification: Disaggregated Attendance Data
- Lack of strategic engagement interventions aligned with changing demographics. Verification: Disaggregated enrollment data
- Lack of structured academic planning connected to career pathways. Verification: Number of graduates enrolled in post-secondary programming
- Lack of student engagement in ACT assessment. Verification: ACT Disaggregated Data
- Lack of individual analysis of student performance upon enrollment. Verification: Student transcript data.
- Limited intervention/instructional strategies for students who are scoring below state expectations. Verification: D & F list
- Limited time in quarter system to address skill gaps. Verification D & F list

##### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

We are focusing our efforts on two major improvement strategies. The first strategy is to implement a structure to implement an Individual Academic and Career Plan for all students, which addresses the following root causes: lack of proper implementation of Tier 2 and Tier 3 interventions, lack of structured academic planning connected to career pathways, lack of student engagement in ACT assessment, lack of individual analysis of student performance upon enrollment, limited intervention/instructional strategies for students who are scoring below state expectations and limited time in quarter system to address skill gaps. This includes getting students to become more involved in their academic success by monitoring their grades, developing a plan for high school completion, addressing skill gaps and career/post-secondary preparation. Second, we are focusing on implementation of student and family engagement strategies, which addresses the other root causes: Lack of analysis of disaggregated engagement data, Lack of strategic engagement interventions aligned with changing demographics Included in this strategy will be efforts to get parents more involved in school functions, as well as making more parent contacts regarding student performance. Additionally, we are developing a more structured approach to attendance and rewarding students who meet weekly and quarterly attendance goals.

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

### Pre-Populated Report for the School

**Directions:** This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. For state accountability, historically AECs have had a modified state AEC SPF report that uses AEC norms to focus on the key performance indicators of Achievement, Growth, Student Engagement and Postsecondary and Workforce Readiness; because of the state assessment transition and passage of HB15-1323, 2015 AEC SPFs will not be created. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability program expectations.

### Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school UIP is due to CDE for review on January 15, 2016 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> Grade.	Not serving grades K-3	This schools is not currently serving grades K-3.
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating	AEC: Priority Improvement Plan -	The school has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Priority Improvement Plan. The plan

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	(determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Entering Year 1 as of July 1, 2016	must be submitted by January 15, 2016 for review. The updated plan must also be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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## Section II: Improvement Plan Information

### Additional Information about the School

#### Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

#### Improvement Plan Information

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

- ☒ State Accreditation
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Diagnostic Review and Planning Grant  
☐ School Improvement Support Grant
 ☐ READ Act Requirements
 ☐ Other: \_\_\_\_\_

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

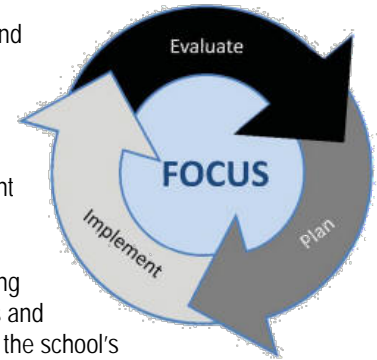
1	Name and Title	Deniece Cook, Principal
	Email	Cook_deniece@svvsd.org
	Phone	303-772-3333
	Mailing Address	1200 South Sunset Street, Longmont, CO 80501
2	Name and Title	Tammy Coleman/ Charles Webber, Assistant Principals
	Email	Coleman_tammy@svvsd.org/ webber_charles@svvsd.org
	Phone	303-772-3333
	Mailing Address	1200 South Sunset Street, Longmont, CO 80501

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## Section III: Narrative on Data Analysis and Root Cause Identification

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



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

### Data Narrative for School

**Directions:** In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).	<b>Review Current Performance:</b> Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	<b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.
<b>Narrative:</b> <b>Description of School Setting and Process for Data Analysis:</b> <p>Olde Columbine High School is a small, alternative high school (Alternative Education Campus) in the St. Vrain Valley School District. The current October count enrollment was 130. The school is in its 6<sup>th</sup> year as a recognized Alternative Education Campus by the Colorado Department of Education. 97% of the total student population is defined as "At-Risk" and falls into at least one of the high-risk categories defined by CDE. Olde Columbine High School (OCHS) has a current Hispanic/Latino population of 60 percent—up from 56.3 in 2014-2015. 40 percent of students qualify</p>				

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for free/reduced lunches. Currently, 16% of students are on Individualized Education Plans (IEPs) and 1% is on a 504 plans. Additionally, 6% of the students are served with direct ELL services. The school's population is primarily (91%) upperclassmen (i.e. 11<sup>th</sup> and 12<sup>th</sup> grade). The distribution of male and female students is fairly even at 54% (male) and 46% (female.)

The entire full-time teaching staff (10) of Olde Columbine High School participates in the process for developing the UIP, along with 2 counselors and 3 administrators. As we began our data-driven dialogue this year, we looked closely at the Priority Performance Challenges from 2014-2015, as well as the feedback from the Colorado Department of Education. The school accountability committee met in December and also engaged in a data dialogue. Finally, the data and improvement plan was presented to parents & students as a part of the Family Night on Wednesday, December 9<sup>th</sup>.

### Review Current Performance

Olde Columbine High School has been rated as "Priority Improvement" for the past two years. The Data Driven Dialogue during 2014-2015 revealed that Olde Columbine showed a significant drop in overall Engagement and Post Secondary Workforce Readiness ratings. The attendance rate again decreased from 79.4% in 2013-2014 to 77.6 in 2014-2015. Our disaggregated attendance data shows that the overall attendance rates are on an upswing, however, females are lagging behind males and Hispanics are lagging behind non-Hispanics. The ACT composite scores also declined by one point. Galileo assessment scores (selected alternative measure) continue to demonstrate the significant growth our students achieve in one year: 88% in Reading and 43% in Math. Because of the implementation of new state assessments, without statewide data, we are relying on these specific data points to build our 2015-2016 UIP.

### Trend Analysis

Per the 2014 SPF, Academic Achievement demonstrated a drop from 58% in the overall SPF to 50%. TCAP writing Proficient and Advanced dropped by 1%. TCAP Academic Growth also dropped specifically in Reading and Writing. It is important to note that only 11% of the total population was assessed through TCAP. Galileo math achievement increased from 0% in 2012-2013 to 3.6% in 2013-2014. Growth areas include Galileo (selected alternative measure) & TCAP Reading. The overall Academic Growth rating remained constant at 40%. Student Engagement dropped from 50% to 37.5%. This area of the SPF includes attendance and truancy. Attendance has been trending down for the past two years from 80% in 2013-2014 to 77.6% in 2014-2015. The truancy rate has also increased from 11.53% in 2013-2014 to 14.43% in 2014-2015. The last area, Post-secondary Workforce Readiness includes Completion Rate, Dropout Rate and ACT Composite. Completion rates have been trending down for the past three years 68.8% in 2013-2014 to 9% in 2014-2015. The dropout rate has increased from 17.8% in 2013-2014 to 25.7% in 2014-2015.

	Completion Rate	Dropout Rate	Truancy Rate
2012-2013	55.4%	11.4%	7.7%
2013-2014	68.8%	17.8%	11.53%
2014-2015	9.0%	25.7%	14.43%

Attendance Rate	
Year	Rate
2012-2013	86.0
2013-2014	79.7
2014-2015	77.6

Galileo				
Year	Achievement % achieving at or above proficiency		Growth % achieving targeted growth	
12-13	Reading	16	Reading	37
	Math	5	Math	23
13-14	Reading	59	Reading	83
	Math	3.6	Math	51
15-16	Reading	67	Reading	88
	Math	9	Math	43

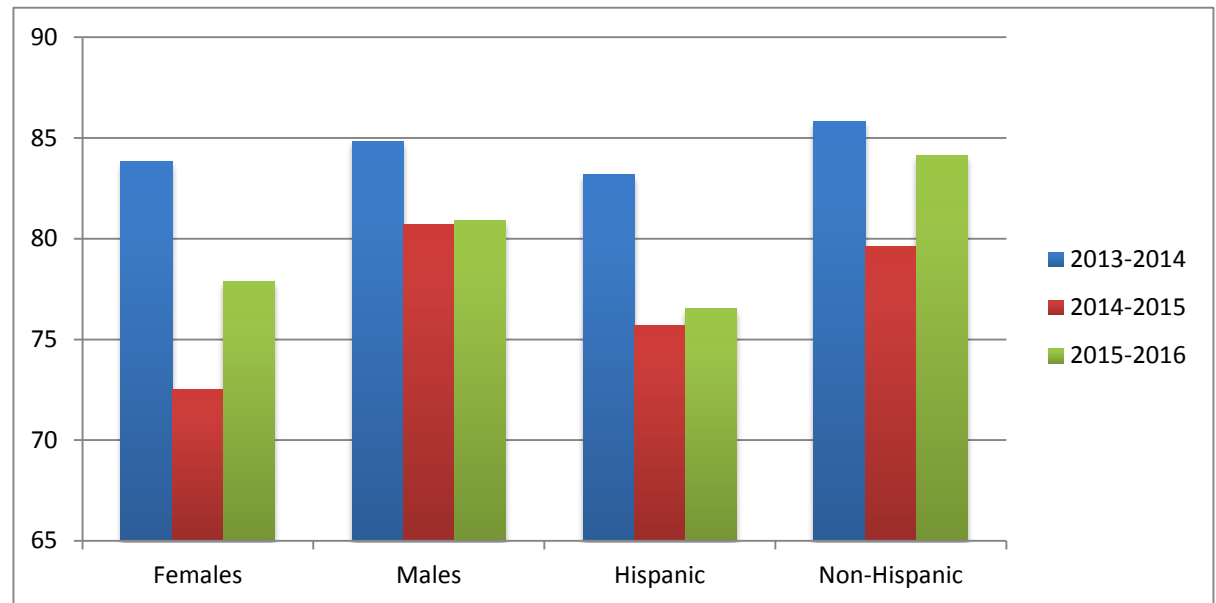
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### ACT Average Scores

	English		Math		Reading		Science		Composite	
	<i>OCHS</i>	<i>State</i>	<i>OCHS</i>	<i>State</i>	<i>OCHS</i>	<i>State</i>	<i>OCHS</i>	<i>State</i>	<i>OCHS</i>	<i>State</i>
2013	15.2	19.9	16.6	20.4	16.5	20.5	15.7	20.5	16.1	20.4
2014	14.0	20.1	16.0	20.4	15.7	20.9	15.2	20.6	15.4	20.6
2015	12.5	20.2	15.2	20.4	14.8	21.0	14.2	20.8	14.3	20.7

### Disaggregated Attendance Data



#### Priority Performance Challenges

Priority Performance Challenges reflect the concern of the two SPF areas of Engagement and Post-Secondary Workforce Readiness.

- Attendance rates are trending down. The school rate of 77.6 is below the AEC cut point of "meets" by 8.9 points.
- Truancy rates are trending up. The school's rate of 14.43 in 2014-15 is below the AEC cut point of "meets" by 6.74 points. (Using the 2014 AEC cut points.)
- Completion rate is trending down. The school's rate of 68.6 in 2014 meets the AEC cut point and the percentile is 81. However, there was a drop of 8 points.
- ACT composite is trending down. The school's rate of 14.3 in 2015 is a decrease from 2014.
- Math achievement and growth not meeting AEC cut points.

#### Root Cause Analysis

Root Causes & Verification:

- Lack of proper implementation of Tier 2 and Tier 3 interventions. Verification: Increase in number of students on plans such as ELL, IEP, and ILP.
- Lack of analysis of disaggregated engagement data. Verification: Disaggregated Attendance Data (See above)
- Lack of strategic engagement interventions aligned with changing demographics. Verification: Disaggregated enrollment data
- Lack of structured academic planning connected to career pathways. Verification: Number of graduates enrolled in post-secondary programming
- Lack of student engagement in ACT assessment. Verification: ACT Disaggregated Data
- Lack of individual analysis of student performance upon enrollment. Verification: Student transcript data.
- Limited intervention/instructional strategies for students who are scoring below state expectations. Verification: D & F list

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- Limited time in quarter system to address skill gaps. Verification D & F list

**Worksheet #1: Progress Monitoring of Prior Year's Performance Targets**

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators			Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Galileo	R	N/a	N/a	Implementation of targeted progress monitoring & mid-year classroom assessment are to be credited for meeting the math achievement target in Galileo.
		M	5% of consistently enrolled students will meet AEC cut points.	Yes-target met and exceeded at 9%	
Academic Growth	Galileo	R	N/a	N/a	The math growth target was not met because the target was set too high and also as a result of a lack of individual progress targets set by/for students.
		M	63% of consistently enrolled students will meet AEC cut points.	No-only 43% met AEC cut points	
Student Engagement	Attendance Rate		Attendance rate will increase to 86.5%.	No-target was short by 8.9%.	Attendance rate target was not met due to a lack of consistent implementation of consequences and expectations for attendance.
	Truancy Rate		Truancy rate will reduce to 10%.	No-Truancy rate was 14.43%	
Postsecondary & Workforce Readiness	Completion Rate		N/a	N/a	Dropout rate was not met due to a lack of implementation of personal engagement strategies.
	Dropout Rate		Dropout rate will reduce to 11%.	No-fell short of target by 14.7%	
	ACT Composite		ACT Composite will increase to 15.5.	No-fell short of target by 1.2%.	Composite ACT was not met due to a lack of organized academic planning and belief that our students wouldn't benefit from assessment preparation.

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## Worksheet #2: Data Analysis

**Directions:** *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, when available, and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)				Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Galileo	12-13	13-14	14-15	Math achievement in Galileo did increase, but still doesn't meet AEC cut points.	Lack of proper implementation of Tier 2 and Tier 3 interventions. Lack of structured academic planning connected to career pathways. Lack of individual analysis of student performance upon enrollment. Limited intervention/instructional strategies for students who are scoring below state expectations. Limited time in quarter system to address skill gaps.
	Reading	16	59	67		
	Math	5	3.6	9		
Academic Growth	Galileo	12-13	13-14	14-15	Math growth doesn't meet AEC cut points.	Lack of proper implementation of Tier 2 and Tier 3 interventions. Lack of structured academic planning connected to career pathways. Lack of individual analysis of student performance upon enrollment. Limited intervention/instructional strategies for students who are scoring below state expectations. Limited time in quarter system to address skill gaps.
	Reading	37	83	88		
	Math	23	55	43		
Student Engagement		12-13	13-14	14-15	Attendance rate	Lack of analysis of disaggregated engagement data.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)				Priority Performance Challenges	Root Causes
	Attendance	86	79.66	77.6	trending down. Truancy rate trending up.	Lack of strategic engagement interventions aligned with changing demographics.
	Truancy	7.8	11.53			Limited time in quarter system to address skill gaps.
Postsecondary & Workforce Readiness		12-13	13-14	14-15	Dropout Rate trending up and CO ACT and Completion trending down.	Lack of structured academic planning connected to career pathways.
	Completion	76.7	68.8	9		Lack of analysis of disaggregated engagement data.
	Dropout	15.1	17.8	25.7		Lack of strategic engagement interventions aligned with changing demographics.
	CO ACT	15.6	15.3	14.3		Lack of student engagement in ACT assessment. Limited time in quarter system to address skill gaps.

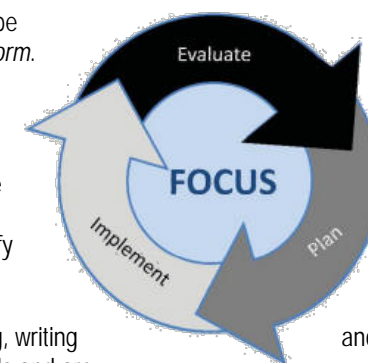
## Section IV: Action Plan(s)

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

### School Target Setting Form

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

**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be



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available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

## School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for		Major Improvement Strategy
			2015-16	2016-17	2015-16	2015-16	
Academic Achievement (Status)	Galileo	ELA	N/a	N/a	N/a	N/a	N/a
		READ	N/a	N/a	N/a	N/a	N/a
		M	Math Achievement doesn't meet AEC cut points	10% of consistently enrolled students will meet AEC cut points.	12% of consistently enrolled students will meet AEC cut points	Midyear classroom assessment aligned with Galileo.	Implementation of Structured ICAP Implementation
		S	N/a	N/a	N/a	N/a	N/a
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, Supplemental Measures	ELA	N/a	N/a	N/a	N/a	N/a
		M	Math growth doesn't meet AEC cut points.	50% of consistently enrolled students will meet AEC cut points	53% of consistently enrolled students will meet AEC cut points.	Midyear classroom assessment aligned with Galileo.	Implementation of Structured ICAP Implementation
		ELP	N/a	N/a	N/a	N/a	N/a
Student Engagement	Attendance Rate		Attendance rate trending down.	Attendance rate will increase to 80%	Attendance rate will increase to 82.5%	Quarterly attendance rate checks.	Implementation of Student & Family Engagement Practices
	Truancy Rate		Truancy rate is trending up.	Truancy rate will reduce to 10%.	Truancy rate will reduce to 8%.	Quarterly checks.	Implementation of Student & Family Engagement Practices
	Supplemental Measures		N/a	N/a	N/a	N/a	N/a
Postsecondary & Workforce Readiness	Completion Rate		N/a	N/a	N/a	N/a	N/a
	Dropout Rate		Dropout rate is trending up.	Dropout rate will reduce to 10%.	Dropout rate will reduce to 11%.	Quarterly checks.	Implementation of Student & Family Engagement Practices
	Mean CO ACT		ACT composite trending down.	ACT composite will increase to 15.	ACT composite will increase to 15.5	Practice tests.	Implementation of Structured ICAP Implementation
	Supplemental Measures		N/a	N/a	N/a	N/a	N/a

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### Action Planning Form for 2015-16 and 2016-17

**Directions:** Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

**Major Improvement Strategy #1:** \_\_Implementation of Structured ICAP for all students, ACT Prep Plan and Structured Math Intervention **Root Cause(s) Addressed:** Lack of proper implementation of Tier 2 and Tier 3 interventions, Lack of structured academic planning connected to career pathways, Lack of student engagement in ACT assessment, Lack of individual analysis of student performance upon enrollment, Limited intervention/instructional strategies for students who are scoring below state expectations and Limited time in quarter system to address skill gaps

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

- ☒ State Accreditation
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Diagnostic Review Grant
 ☐ School Improvement Support Grant  
☐ READ Act Requirements
 ☐ Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
ICAP curriculum developed to be implemented once a week in advisory classes.	9-1-15	N/a	Counselor & teaching staff	Extra duty pay to develop curriculum. (\$3,000-\$5,000)	At least 3 Weekly lessons per month prepared for staff.	In Progress
Students use Career Inventory to identify Career Pathways of their interests	10-15	10-16	Counselor & teaching staff	Advisory Time	Every student has at least one pathway developed with steps needed to get there.	In Progress
Student Advisory Classes & curriculum re-organized by grade level.	8-1-15	8-1-16	Counselor & Admin	None	Mid year discussion with staff in terms of pros/cons	In Progress
Student weekly progress checks.	Ongoing	Ongoing	All teachers and students.	None	Comparison of failing grades from quarter to quarter.	In Progress
Analyze disaggregated ACT data as a staff.	10-15t	10-16	ACT Team, Counselor,	District Assessment staff time, Staff PD time,	Staff 100% "buy-in" for pretesting	Completed

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			Admin, District Assessment staff			
ACT Pre-Test: 9 <sup>th</sup> and 10 <sup>th</sup> grade will use Schmoop and 11 <sup>th</sup> grade will take a paper/pencil practice ACT.	11-15-15	10-16	ACT Team, Counselor, Admin	School time, Staff Mtgs.	100% participation	Completed
Data presentation to students and families.	12-9-15	12-16	Admin	None	Informal survey after presentation.	Completed
Take seniors to visit colleges.	12-15	12-16	ACT Team, Counselor	Transportation and staff time-local \$500	Informal student surveys	Completed
Analyze Data From ACT Pre-test	1-16	12-16	ACT Team, Counselor	Staff meeting time; District staff time;	Develop plan for setting individual student goals.	Not Begun
Use individual ACT Pre-test data to set personal goals for students	1-16	1-17	ACT Team, Counselor	Advisory time; staff meeting time	Goals are set –students share with advisory groups	Not Begun
Galileo aligned mid-year math assessment administration.	1-16	1-17	Math Instructors	Staff collaboration time	Math department discusses results & makes recommendations for individual student goals.	Not Begun
Invite a select group of former students and staff to share their Personal Experiences in a panel discussion demonstrating the need for strong ACT results.	2-16	2-17	Act Team, Counselor, Graduated Students	Advisory time, Graduated students, Staff that have attended front range, or similar community college experience	100% student attendance	Not Begun
Investigate possibility of more FTE to hire math interventionist	2-16	N/a	Admin & District admin	District FTE	More students passing math classes.	Not Begun

\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.



**Major Improvement Strategy #2:** Implementation of Student & Family Engagement Practices    **Root Cause(s) Addressed:** Lack of analysis of disaggregated engagement data, Lack of strategic engagement interventions aligned with changing demographics and Limited time in quarter system to address skill gaps

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

- ☒ State Accreditation   
 ☐ Title I Focus School   
 ☐ Tiered Intervention Grant (TIG)   
 ☐ Diagnostic Review Grant   
 ☐ School Improvement Support Grant  
☐ READ Act Requirements   
☐ Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Train all staff in Discovery curriculum.	6-15	6-16	Principal, Outside Trainer	\$12,000 –Perkins Federal Grant	70% of staff trained at beginning of 15-16; Remaining staff trained in June, 2016.	In Progress
Implement Discovery to fidelity—specifically using Redirects in the classroom to emphasize a focus on instruction.	8-15	8-16	All teaching staff	Staff PD and meeting time.	Discuss redirects ongoing & revisit any challenges.	In Progress
Revise new student orientation (first day) to include Discovery overview, so new students feel more welcome and part of the community.	Ongoing-quarterly	Ongoing-quarterly	All teaching staff, Admin & counseling	Staff time	Analyze drop data of new students from this year to last year.	In Progress
Invite parents to participate as volunteers during initial parent meeting.	Ongoing-quarterly	Ongoing-quarterly	Admin team	Staff time to collate information sheets.	Parent involvement increased.	Not Begun
Revise attendance contracts & implement more consistent consequences.	10-15	N/a	Asst Principals	AP time (local) to meet with each student as they approach the limit of absences.	Number of students on contracts reduced each quarter.	In Progress
Meet with Attendance liaisons to identify students in crucial need of support.	10-15	9-16	Admin Team	Time	Students referred to court reduced each quarter.	In Progress

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Implementation of Social/Emotional Curriculum during Advisory classes.	Aug 2015	Aug 2016	Interventionist	Extra duty pay to develop curriculum. (\$3,000-\$5,000; local)	Staff input during weekly meeting.	In Progress
Conduct Family night annual event.	Dec 2015	Dec 2016	All staff & students	Prize drawings (\$200 local funds) and food (\$200 local funds)	Informal evaluation after event.	Not Begun
Increase parent contacts to at least one positive and one "needs work" contact per week by each teacher.	Jan 2016	Aug 2016	All teaching staff	Staff collaboration and/or admin time	Staff parent contact log.	Not Begun
Recognize students weekly who meet the attendance goal with a pizza party. The goal will start with 80% and gradually increase.	Dec 2015	TBD	Interventionist and admin team	Time to analyze attendance (admin team-local). Recognition awards (local-\$500)	Number of students recognized increases.	Not Begun
Recognize students quarterly who meet 90% attendance goal.	Ongoing-quarterly	Ongoing-quarterly	Admin team	Time to analyze attendance (admin team-local). Recognition awards (local-\$100)	Quarterly attendance checks.	IP
Develop a schedule committee to research other scheduling systems, such as trimester, hexter, full quarter block, etc. and their potential impact on student engagement and performance.	2-16	N/a	Committee members (to be named)	Staff time.	Schedule developed that maximizes benefits for students.	Not Begun

\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*

## Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: **0470** District Name: **ST VRAIN VALLEY RE 1J** School Code: **6404** School Name: **NORTHRIDGE ELEMENTARY SCHOOL** Official 2014 SPF: **3 Year**

### Section I: Summary Information about the School

**Directions:** This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

#### Executive Summary

##### How are students performing? Where will school staff be focusing attention?

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

1. Persistent low achievement in reading for the past 3 years (approximately 24 points below state expectations) with Northridge ranked at the 13th percentile (1 yr.) and the 11th percentile (3 yr.) in Colorado according to TCAP.
2. Persistent low achievement in math for the past 3 years (approximately 30% below state expectations) with Northridge ranked at the 7th Percentile in the State in 2014 according to TCAP.
3. Although 77% of students in all gap groups except Students with Disability (70%) demographic areas demonstrated 1 year's growth or more and 49% of students averaged 1.5 year's or more growth according to i-Ready Reading and 30% of students in grades 3, 4, 5 demonstrated 1 or more year's growth according to i-Ready math; our growth in FRL, Minority, ELL (77% of our population) and Students with Disability gap groups is inadequate for students in these gap groups (minority, ELL and FRL overlapping for the majority of our students) to reach grade level proficiency.

##### Why is the school continuing to have these problems?

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

Lack of consistent adherence to grade level standards in reading, math and writing.  
 Lack systematic and consistent use of grade level English texts at all grade levels.  
 We lack the appropriate instructional strategies to attain the high level acceleration required to meet the needs of our students in reading, math and writing.  
 Inconsistent implementation of SIOP/ELD strategies to ensure students meet or exceed English grade level proficiency expectations.  
 Lack of sufficient instruction in English language and English literacy skills for ELL and Bilingual students in all grades (vocabulary is the lowest sub-skill in all grade levels), especially in grades 4 and 5.  
 Need for increased training in and monitoring of implementation of effective instructional strategies and student progress.  
 Lack of understanding of and implementation of i-Ready math instruction (new in Fall of 2014) and diagnostic.  
 Insufficient use of ELD strategies in math.  
 Insufficient implementation of effective math interventions to close the achievement gaps for our learners who are below grade level.  
 Insufficient English reading and vocabulary instruction in math to allow students to successfully understand math problems and directions.  
 Insufficient teaching and development of number sense. Excessive adherence to programs and pacing guides vs. standards driven planning and instruction.

**What action is the school taking to eliminate these challenges?**

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

Build on our solid ACCESS and i-Ready Reading Growth (77% of students demonstrated 1 or more year's growth) from 2014-2015 to:

**#1:** Increase English reading vocabulary and comprehension growth and achievement for 100% of learners through improved Tier 1 Instruction (including SIOP), consistent implementation of targeted, evidence based English intervention strategies and frequent monitoring.

**#2:** Increase math growth and proficiency for 100% of learners through rigorous instruction emphasizing deep conceptual understanding of number sense and problem solving strategies aligned to common core standards and STEM integration.

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

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### Pre-Populated Report for the School

**Directions:** This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability program expectations.

### Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school UIP is due to CDE for review on January 15, 2016 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at <a href="http://www.cde.state.co.us/coloradoliteracy/readact/programming">http://www.cde.state.co.us/coloradoliteracy/readact/programming</a>
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Priority Improvement Plan - Entering Year 2 as of July 1, 2016	The school has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Priority Improvement Plan. The plan must be submitted by January 15, 2016 for review. The updated plan must also be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Identified as a Title I Focus School	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.

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Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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## Section II: Improvement Plan Information

### Additional Information about the School

#### Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Yes 2010-June 2012 CDE School Improvement Grant 2013-Currently part of RTTT-STEM Grant schools
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	Yes-January 2011

#### Improvement Plan Information

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

- ☒ State Accreditation    
 ☒ Title I Focus School    
 ☐ Tiered Intervention Grant (TIG)    
 ☐ Diagnostic Review and Planning Grant  
☐ School Improvement Support Grant    
 ☒ READ Act Requirements    
 ☐ Other: \_\_\_\_\_

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

1	Name and Title	Lorynda Sampson, Principal
	Email	Sampson_lorynda@svvdsd.org
	Phone	303-772-3040
	Mailing Address	1200 19 <sup>th</sup> Avenue, Longmont, CO 80501
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

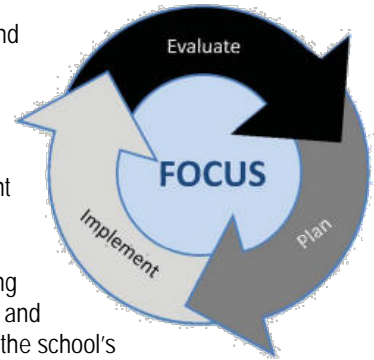
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### Section III: Narrative on Data Analysis and Root Cause Identification

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



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

#### Data Narrative for School

**Directions:** In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).	<b>Review Current Performance:</b> Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	<b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.
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#### Narrative:

Northridge Elementary is entering year 3 of STEM implementation, offers the option of biliteracy programming and proudly serves approximately 376 students (an increase of approximately 26 students from 2014) in grades PK-5, in the St. Vrain Valley School District. We have a 1:1 Chromebook ratio for student's use as well as a 1 i-Pad for every 2 students as part of our programming as a result of being a part of the Race To the Top Grant. Design Thinking, innovation and project-based learning in the Innovation Lab and the regular classroom challenge both students and staff to attain higher levels of learning while learning in new and more connected ways. Several new or returning families came to our school this year based on recommendations from others, for our

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programming, because of our caring and dedicated staff, or based on previous positive experiences at our school. We offer a wide variety of parent engagement and education opportunities as well as partner with several community agencies to serve the various needs of our students and their families. 100% of our students eat free due to the high percentage of students who qualify for free/reduced lunches. Our free/reduced lunch percentage is currently above 85% (with several families not completing the paperwork to determine eligibility.) Second language learners make up approximately 77% of our population. We draw biliteracy instruction students from 6 attendance areas and our own. Approximately 56% of our students open-enroll at our school. Another demographic characteristic includes family mobility due to economic hardship as well as having a core group of families who leave for Mexico for 2-4 months during the winter, returning in the spring for employment or due to immigration factors. Although 85-90% of the students entering kindergarten at our school do not meet kindergarten readiness criteria, we believe that all of our students have strong potential and are able to learn. Our Northridge team also believes that ALL students belong to ALL of us. Everyone on our staff goes the extra mile to support each and every student's success. District goals for literacy instruction in biliteracy classrooms are that students attain grade level proficiency in Spanish and are no more than 6 mos-1 year below grade level in English literacy achievement as one means to eradicate the achievement gap due to English as a second language. Approximately 2/3 of our students in K-3 participate in our biliteracy program, transitioning to English **only** instruction during the second semester of grade 3. Beginning in the 2013-2014 school year all students started to receive instruction in math, social studies and science in English **only** in grades 1-5. Our students in grades K-2 have demonstrated a solid increase in English reading scores the past 3 years as we have intentionally increased English instruction in all grade levels and content areas. We continue to be challenged to ensure that our students in grades 3-5 meet or exceed English grade level expectations. We believe the lack of intensive and deliberate English literacy, math and content area instruction have not allowed our biliteracy instruction students to attain English grade level standards as measured by TCAP, Galileo, PALS, i-Ready, DRA-all assessments in English. We also have come to learn that we need to ensure that our biliteracy students actually meet English grade level expectations each year and/or demonstrate no less than a 6 month gap in proficiency if we are to ensure that students in grades 3, 4 and 5 actually catch up to meet grade level expectations. As students move into the intermediate grades, the content becomes more and more complex requiring a strong command of academic English. Effective implementation of Sheltered Instruction Observation Protocol (SIOP) strategies, instruction that is tightly aligned to state and district standards and includes the teaching of higher order thinking skills at all grade levels in all content areas are of high priority. As data analysis shows, we have low achievement and low growth in all demographic groups at Northridge Elementary. Our ACCESS scores, do however, demonstrate typical or high growth for approximately 76% of the students taking ACCESS (approximately 225-250 students per year). Approximately 45% of the students taking ACCESS demonstrate high growth. We are making gains! Providing additional support to our 4<sup>th</sup> and 5<sup>th</sup> grade learners this year will continue to be a priority as growth in all areas is lowest in our grade 4 and 5 classrooms. Some of this can be attributed to the loss of some of our proficient students once they've transitioned to English only instruction, as well as the registration of some students new to the country, who speak little to no English, in grades 4 and 5 each year. Mostly, we attribute the low growth in grades 4 and 5 to the need to provide significantly more rigorous and sheltered instruction for all learners in each grade so that when our students transition to English only instruction, students will thrive and meet grade level standards in English. Our staff continues to refine instruction so that we close the achievement gaps of both high poverty students and English Language Learners-most of who fall into both demographic groups. The fact that 77% of our students demonstrated 1 or more year's growth in reading, with 49% of those students demonstrating 1.5 year's or more growth, according to i-Ready during the 2014-2015 (year 1 implementation of i-Ready) and that our summer school enrollment was just over 200 students is encouraging. We are committed to the achievement of our students-increasing our expectations and deepening our instructional toolkits each year. We are one of the St. Vrain School District (> 16 million dollars) Race to the Top Grant recipient schools. We welcomed 3 new outstanding teachers and 3 new instructional paras to our team this year! Student engagement, teacher collaboration and enthusiasm have been high during the Fall of 2015! Our Parent Leadership Team will be hosting 3 events aimed at helping parents help their students develop academic vocabulary at home. It's exciting to see parents stepping in to teach one another ways to help at home!

Northridge offers the following intervention and enrichment programs:

Grades K-5- seven week summer literacy and STEM program (M-Th from 8:00 am-1:00 pm)

Grades PK-K-three week summer Jump Start literacy and math program

PK-full day preschool program for targeted at-risk students

Before and after school i-Ready or Lexia intervention classes for grades 1-5 on M, W, F mornings or M, T, Th afternoons (Title1/READ Act funded)

Kid's Hope Mentor Program-K-5

REAL Mentors-K-5 (RTTT grant funded-see SOW document/SVVSd)

Good News Club-K-5

Reading League Volunteers

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CU TEAMS in grades 4 and 5 (RTTT grant funded-see SOW document/SVVSD)  
 Monthly Parent Training and Progress Meetings K-2 (Title 1 funded)  
 Vex and Sphero Robotics after school -Grades 3, 4 and 5 (RTTT grant funded-see SOW document/SVVSD)  
 Coding Enrichment Class (RTTT grant funded-see SOW document/SVVSD)  
 Scientists and Innovators Club in grades 4 and 5  
 Colorado Friendship Food Project-Meals for 50 students on weekends  
 Monthly Educational Parent Cafecitos from 8:30-9:30 (Title 1 funded)  
 YMCA Youth Sports for All soccer, football and basketball  
 Community Schools recreational, art and enrichment activities  
 Homework Help-grades 4 and 5.  
 Bell Choir and Concert Choir  
 100 Mile Club  
 Schoolwide Movement/Brain Breaks  
 Three Parent Led-Helping Your Child Learn at Home Nights (Title 1/READ Act funded)  
 School-wide implementation of the Morning Meeting (Responsive Classroom) to teach and practice academic routines and behaviors, build strong classroom learning relationships and practice academic content and targeted English language skills.  
 Two or more Family STEM activity nights per year (RTTT grant funded-see SOW document/SVVSD)

We transitioned from a Targeted Assistance Title 1 program to a Schoolwide Title 1 program at the onset of the 2015-2016 school year. Our focus is on increasing student proficiency levels in reading and math at every grade level through additional Tier 1, in-class support and intervention. Our school receives approximately \$263,000 for class-size reduction, instructional para support, professional development and intervention materials. Another \$4,500 is allocated for Parent Education/Involvement. Approximately \$5,000 in funds are used to purchase the i-Ready reading and math instruction/intervention components. All elementary students including ELL, migrant, homeless, and students with IEPs are assessed in literacy upon entry into a school or in the identified time frame using the following assessments:

- PALS – Kindergarten students
- i-Ready Reading–August, Dec, Feb, May for all students in grades 1-5.
- I-Ready Math– Grades 1-5 Fall, Winter Spring for all students in grades 1-5
- DRA progress monitoring
- i-Ready progress monitoring-every 2 weeks for all students showing a significant reading deficiency

Our staff used i-Ready Reading and Math proficiency and growth results, Galileo Math results and ACCESS results to engage in Data and Root Cause Analysis following CDE guidelines and Bruce Wellman's Data Driven Dialogue protocols (Here's What, Now What, So What, Root Cause guidelines via CDE, Data Driven Dialogue protocol, card sort, consens-a-gram, and 5 whys are some of activities used to determine root causes) during meetings in June, August & September. Results show low grade level proficiency. Although we demonstrated strong growth according to i-Ready Reading, our goal must be to substantially increase grade level proficiency for students in every grade. This year, we'll also be using the i-Ready Math Diagnostic in grades 1-5 three times to measure progress and determine instruction.

Although we no longer administer TCAP, the previous 3 years of TCAP data are included as part of the UIP development. Achievement and Growth, according to TCAP are very low. The majority of our SPF growth data is determined by a very small group size of students going from grade 3-4 since most of our third graders took Spanish TCAP. The growth from 4<sup>th</sup> to 5<sup>th</sup> grade is where most of our growth data is determined. Additionally, grade level teams examined Galileo Data, Math Expressions Unit Pre/Posttests, and i-Ready reading and math data from the first assessment window using a data driven dialogue protocol. The school Leadership Team members engaged in root cause analysis in our October Leadership Team meeting. Parents were asked for input at Spring, Summer and Fall Parent Leadership meetings. Our Northridge Leadership Team took the proposed goals, root causes, major improvement strategies and action steps gathered during the whole staff analysis sessions, consolidated the information and developed an action plan for this year.

Since this is a baseline year for PARCC/CMAS and those results have yet to be published, we will use PALS, i-Ready Reading and Math and Math Expressions unit assessment data to determine growth and achievement. We will also use the 6 Traits and the PARCC rubric to assess writing progress. Teachers will trade writing samples to score student writing as a means of increasing reliability and validity during the scoring process. Anchor papers will also be used as a means to check for accuracy.

#### Review Current Performance and Trend Analysis:

Northridge remains at year 2 of Priority Improvement as a result of scoring a total of 42.1% percent points on the School Performance Framework or SPF as compared to the 59% or more required for the Performance rating. Our school is a Title 1 Focus School based on our low disaggregated achievement data (FRL, ELL and Minority populations are significantly underachieving). Hence we provide before and after school tutoring for students on READ plans and those not meeting grade level English Reading expectations to support increasing achievement. Our school did not meet Academic Achievement targets in any area: showing a 20-35% difference in our achievement versus State and Federal Expectations for past 3 years. Furthermore, our school ranks below the 15<sup>th</sup> percentile in Reading, Math and Writing Achievement for the past 3 years. Research would tell us that we have both curriculum implementation and instructional issues based the fact that our achievement scores are in the 30-46% range in all areas. Most of our growth accreditation data comes from grade 5 due to the very low numbers of students in our school taking English TCAP in grades 3. It is imperative that our English Learners become more proficient in English earlier in their elementary careers as well as ensure outstanding implementation of SIOP strategies in grades 3-5 to ensure adequate growth scores in grade 5. **Northridge exceeded the English Language Proficiency Target in 2014! Our 234 students taking ACCESS went from 45 percentile growth in 2013 to 72 percentile growth in 2014; far exceeding the target. Our average Access percentile growth in 2015 was 60.32 percentile growth. We continue to show strong growth as we exit students from ACCESS testing! 76% of students taking ACCESS demonstrate typical or high growth.** Northridge did not meet the Reading, Math or Writing Academic Growth targets during the 2014 school year. We missed the Median Adequate Growth target in Reading by 12 points, in Math by 27 points and in Writing by 28 points. Our 3 year average scores in Reading and Math result in ratings of Approaching in each area. Our greatest area of growth was in reducing the difference in the Median Adequate Growth difference in Reading from 30 in 2013 to 12 in 2014. Northridge also did not meet Growth Gap Targets in any area during the 2014 school year. Northridge scored Approaching in 4/5 target areas. Our high percentage of Free and Reduced Lunch students-in excess of 85% of our population, and a minority and ELL population in excess of 70% of our population do not leave us with enough students to show clear gap comparisons. The majority of our students qualifies for Free and Reduced Lunch and is considered Minority and ELL populations. Three out of five Growth Gap groups did not meet the Growth Gap Targets in 2014. One out five subgroups scored Approaching the Growth Gap Target with the remaining subgroup without a rating due to the low population size. The overall low trend in our Academic Growth and Academic Growth Gaps is significant and must be remediated. The magnitude of our performance challenges is large, to say the least. **We did, however, show improvement in the following state assessment areas: Reading Achievement, Math Achievement, Reading Growth, ACCESS Growth, Reading Growth Gaps and Writing Growth Gaps. We also showed significant school-wide gains in growth and achievement using Galileo, DRA and EDL2.** We did analyze both the One Year and the Three Year Average School Performance Framework for our school. During the 2014-2015 school year, 77% of Northridge students demonstrated 1 or more year's growth according to i-Ready Reading. We missed our growth target by 3%. Every grade level exceeded the Progress Towards Targeted Growth Target with a schoolwide average of 157% Progress Towards Targeted Growth in Reading. We exceeded that target. Each grade level showed students increasing i-Ready levels throughout the year. The grade levels using i-Ready math demonstrated gains, although significantly smaller than those in reading. Although Galileo results and classroom assessments demonstrated solid progress towards proficiency as well as towards targets; our focus must be on increasing proficiency levels of students at all grade levels in English reading and math according to i-Ready.

### TCAP Achievement:

(gray highlight indicates 1 year improvement)

Reading	Proficient/Advanced	State/Fed Expectations	Difference	School's Percentile
2014	47.59 %	72.05%	-24.46	13
2013	44.95 %	72.05 %	-27.10	10
2012	47.1 %	71.65 %	-24.55	13

Math	Proficient/Advanced	State/Fed Expectations	Difference	School's Percentile
2014	41.78%	70.11%	-28.33	7
2013	39.22%	70.11%	-30.89	6
2012	35.25%	70.89%	-35.64	3

Writing	Proficient/Advanced	State/Fed Expectations	Difference	School's Percentile
2014	30.34%	54.84%	-24.50	12
2013	32.27%	54.84%	-22.57	14
2012	30.94%	53.52%	-22.58	13

### TCAP Academic Growth:

Median Growth Percentiles	11-12	12-13	13-14	MAGP	Diff.
Reading	60	27	44	51	-7
Math	39	47	45	69	-24
Writing	50	49	34	60	-26
English Language Prof.	51	40	72	28	+44

### TCAP Growth Gaps:

Reading	2012	2013	2014
Free/Reduced	59	27	47
Minority Students	65	27	38
Students w/Disabilities	-	-	-
ELL	72	27	36
Students needing to Catch up	59	56	38

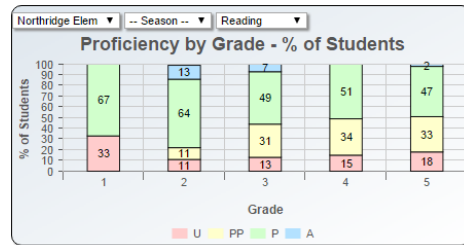
Writing	2012	2013	2014
Free/Reduced	50	41	44
Minority Students	55	39	47
Students w/Disabilities	-	-	-
ELL	61	41	45
Students needing to Catch up	25	18	47

Math	2012	2013	2014
Free/Reduced	40	52	44
Minority Students	46	49	47
Students w/Disabilities	-	-	-
ELL	45	49	45
Students needing to Catch up	39	65	47

**K-5 Additional Data:**

Test	2014-2015	2013-2014	2012-2013
ACCESS-English Language Development Growth	60.32 percentile growth (76% of student= typical or high growth)	72 percentile growth	45 percentile growth

Galileo Reading 204-2015-Overall Proficiency by Grade



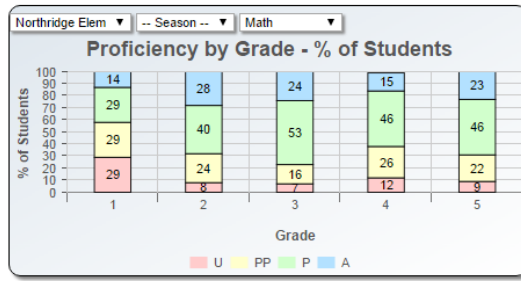
i-Ready Reading Proficiency 2014-2015 (Year 1 of i-Ready)

Grade Level	Fall % Prof/Adv	Spring % Prof/Adv	District % EOY Prof/Adv
1	0%	60%	66%
2	7%	33%	59%
3	0%	15%	52%
4	8%	11%	25%
5	7%	9%	22%

Fall 2015 i-Ready Reading Baseline Scores

Grade Level	Fall % Prof/Adv	District % Prof/Adv
1	10%	19%
2	28%	39%
3	23%	56%
4	7%	38%
5	16%	42%

### Galileo Math Achievement 2014-2015

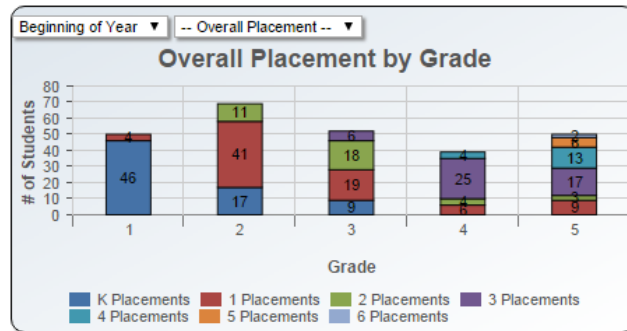


### i-Ready Math 2014-2015 (Year 1 of i-Ready)

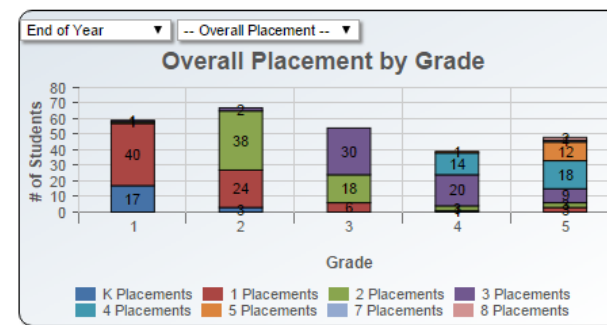
Grade Level	Fall % Prof/Adv	Spring % Prof/Adv	District % EOY Prof/Adv
1	N/A	N/A	59%
2	0%	27%	48%
3	0%	30%	44%
4	0%	32%	38%
5	2%	32%	33%

### Growth 2014-2015

#### Beginning of Year i-Ready Reading Placement Levels by Grade

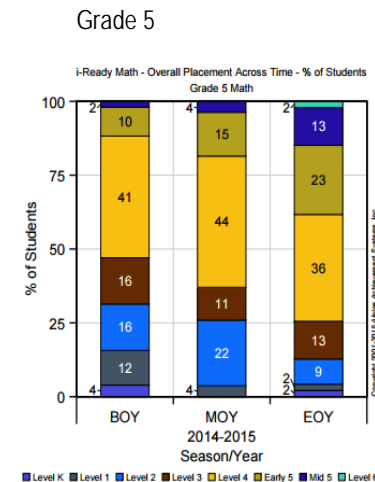
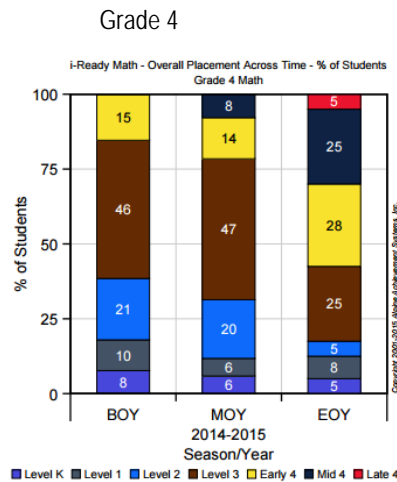
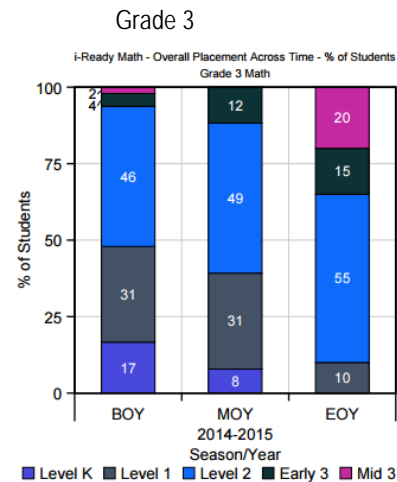


#### End of Year i-Ready Reading Placement Levels by Grade





## i-Ready Math Placement Levels Beginning of Year, Middle of Year, End of Year



### Priority Performance Challenges:

1. Persistent low achievement in reading for the past 3 years (approximately 24 points below state expectations) with Northridge is currently ranking at the 13th percentile (1 yr.) and the 11th percentile (3 yr.) in Colorado according to TCAP.
2. Persistent low achievement in math for the past 3 years (approximately 30% below state expectations) with Northridge is was ranked at the 7th Percentile in the State in 2014 according to TCAP.
3. Although 77% of students in all but Students with Disability (70%) demographic areas demonstrated 1 year's growth or more and 49% of students averaged 1.5 year's or more growth according to i-Ready Reading and 30% of students in grades 3, 4,5 demonstrated 1 or more year's growth according to i-Ready math; our growth in FRL, Minority, ELL (77% of our population) and Students with Disability gap groups is inadequate for students in these gap groups (minority, ELL and FRL overlapping for the majority of our students) to reach grade level proficiency.

### Rationale for Priority Challenges:

When looking at our results, actual student populations (over 85% qualifying for Free/Reduced Lunch, in excess of 77% being second language learners and/or minority students, as well as the low number of non-minority students) and compared the number of students in each gap area, it was determined that if we focused on math and reading achievement for all students we'd be able to ensure significantly higher success rates for all students. Many of our students cross-over into the various gap groups so focusing on the reading and math achievement for all students via targeted instruction/interventions, increased accountability, and consistent and effective implementation of improved Tier 1 instruction is of priority. Our significant growth with our English Language Learners according to ACCESS) signifies that we're making progress. Ensuring adequate growth and increased proficiency in reading and math sets the stage for success in all other academic domains. Once substantial progress has been made in these two critical and foundational areas, we'll be able to take a more in-depth look at making more intentional upward progress in writing.

### Root Cause Analysis:

Lack of consistent adherence to grade level standards in reading, math and writing.  
Lack systematic and consistent use of grade level English texts at all grade levels.

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We lack the appropriate instructional strategies to attain the high level of acceleration required to meet the needs of our students in reading, math and writing.  
Inconsistent implementation of SIOP/ELD strategies to ensure students meet or exceed English grade level proficiency expectations.  
Lack of sufficient instruction in English language and English literacy skills for ELL and Biliteracy students in all grades (vocabulary is the lowest sub-skill in all grade levels), especially in grades 4 and 5.  
Need for increased training in and monitoring of implementation of effective instructional strategies and student progress.  
Lack of understanding of and implementation of i-Ready math instruction (new in Fall of 2014) and diagnostic.  
Insufficient use of ELD strategies in math.  
Insufficient implementation of effective math interventions to close the achievement gaps for our learners who are below grade level.  
Insufficient English reading and vocabulary instruction in math to allow students to successfully understand math problems and directions.  
Insufficient teaching and development of number sense. Emphasis on algorithms. Excessive adherence to programs and pacing guides vs. standards driven planning and instruction.

**Verification:**

Comparing results of TCAP, i-Ready, Galileo, DRA, Walkthrough/Observation data, Collaboration, Late Start and Professional Development notes demonstrate comparable results of the lowest growth and lowest achievement in grades, 3, 4 and 5 with substantially more progress being made, overall in grades K-2. Analysis of the data also confirms a need for increased consistency and effective implementation of Tier 1 instruction, SIOP, targeted interventions as well as the need to increase English Language instruction and acquisition for Northridge students.

## Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators		Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	R	<p>60% or more of our students will meet grade level expectations according to i-Ready reading and</p> <p>70% or more of our students will meet grade level expectations according to Galileo. (Currently 12.4% meet i-Ready beginning of year expectations and 65% meet Galileo expectations)</p>	<p>26% of students met End of Year Grade Level i-Ready expectations. We increased end of year by 22% compared to 4% showing end of year proficiency in September and missed the target by 34%.</p> <p>60% of students met overall Galileo Reading expectations. We missed the target by 10%</p> <p>67% of students met Galileo trimester 3 expectations. We missed the target by 3%.</p>	<p>Lack systematic teaching of grade level English texts at all grade levels. Teachers primarily taught at instructional and independent levels of students.</p> <p>Inconsistent use of close reading strategies.</p> <p>Inconsistent use of appropriate ELD strategies to ensure grade level English reading proficiency.</p> <p>Instructional strategies insufficient to close the achievement gaps for our learners.</p> <p>Insufficient knowledge of and training in i-Ready instructional component (i-Ready was new Fall 2014).</p> <p>Insufficient rigor and incorporation of higher order thinking skills in reading.</p>
	M	<p>60% or more of our students will meet grade level expectations according to i-Ready math.</p> <p>70% or more of our students will meet grade level expectations according to Galileo. (Currently 10.4% meet i-Ready beginning of year expectations and 60% meet Galileo expectations)</p>	<p>23% of students met the End of Year Grade Level i-Ready Math expectations compared to 2% meeting end of year expectations at the beginning of the year. 10.4% of students met the beginning of year i-Ready Math expectations. We increased end of year expectations by 21% and missed the target by 37%.</p> <p>64% of students met grade level overall expectations in Math according to Galileo. We missed the target by 6%. 69% of students met Galileo trimester 3 expectations. We missed the target by 1%.</p>	<p>Insufficient implementation of effective math interventions to close the achievement gaps for our learners.</p> <p>Insufficient English reading and vocabulary instruction in math to allow students to successfully understand math problems and directions.</p> <p>Insufficient teaching and development of number sense. More emphasis on algorithms.</p> <p>Excessive adherence to programs and pacing guides vs. standards driven planning and instruction.</p> <p>Insufficient use of ELD strategies in math.</p>

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Performance Indicators		Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	W	N/A		
	ELP	Met or Exceeded Target		Increased the amount of English instruction in all grade levels. Increased use of WIDA rubrics to guide instruction.
Academic Growth	R	80% of students will demonstrate a minimum of 1 year's growth as measured by i-Ready Reading.	77% of students demonstrated 1 or more year's growth according to i-Ready Reading. We missed the growth target by 3%  49% of students demonstrated 1.5 year's growth or more.  Each grade level exceeded 100% Progress Towards i-Ready Targeted Growth. The school average was 157% Progress Towards Targeted Growth in reading.	Professional development in and implementation of professional development in i-Ready instructional components, close reading strategies and SIOP strategies resulted in strong growth.  Before and after school i-Ready reading instruction/tutoring resulted in strong growth.  Daily i-Reading instruction rotations in many classrooms resulted in substantial growth.  Need to increase depth of and fidelity of use of close reading, i-Ready instruction and i-Ready data to drive instruction in all classrooms for all students, multiple times weekly.
	M	80% of students will demonstrate a minimum of 1 year's growth as measured by i-Ready Math and Galileo.	30% of students demonstrate 1 or more year's growth according to i-Ready. We missed the target by 50%.	Lack of understanding of and implementation of i-Ready math instruction (new in Fall of 2014) and diagnostic. Instructional strategies are not meeting the needs of our learners. Insufficient use of ELD strategies in math.

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Performance Indicators		Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
			64% of students demonstrated adequate growth in Galileo to attain proficient or advanced status.	Insufficient implementation of effective math interventions to close the achievement gaps for our learners who are below grade level. Insufficient English reading and vocabulary instruction in math to allow students to successfully understand math problems and directions. Insufficient teaching and development of number sense. Emphasis on algorithms. Excessive adherence to programs and pacing guides vs. standards driven planning and instruction.
	W	N/A		
	ELP	Met or Exceeded Target		
Academic Growth Gaps	R	80% of students in each growth gap area will demonstrate a minimum of one year's growth in reading according to i-Ready and Galileo.	<p>77% of students averaged 1 year's growth or more in growth gap areas according to i-Ready reading. There is no substantial difference in achievement between demographic or growth gap areas.</p> <p>70% of Students with a Disability demonstrated 1 year's or more growth according to i-Ready with 41% of students with a Disability demonstrating more than 1.5 year's growth. This is a marked improvement. We are closing our Students with Disabilities growth gap!</p>	<p>Professional development in and implementation of professional development in i-Ready instructional components, close reading strategies and SIOP strategies resulted in strong growth.</p> <p>Before and after school i-Ready reading instruction/tutoring resulted in strong growth.</p> <p>Daily i-Reading instruction rotations in many classrooms resulted in substantial growth.</p> <p>Need to increase fidelity of use of close reading, i-Ready instruction and i-Ready data to drive instruction in all classrooms multiple times weekly.</p>

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Performance Indicators		Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	M	80% of students in each growth gap area will demonstrate a minimum of one year's growth in math according to i-Ready and Galileo.	<p>Approximately 30% of students in growth gap groups demonstrated 1 or more year's growth according to i-Ready. There is no substantial difference in achievement between demographic or growth gap areas.</p> <p>64% of students demonstrated adequate growth in Galileo to attain proficient or advanced status.</p>	<p>Lack of understanding of and implementation of i-Ready math instruction (new in Fall of 2014) and diagnostic.</p> <p>Instructional strategies are not meeting the needs of our learners.</p> <p>Insufficient use of ELD strategies in math.</p> <p>Insufficient implementation of effective math interventions to close the achievement gaps for our learners who are below grade level.</p> <p>Insufficient English reading and vocabulary instruction in math to allow students to successfully understand math problems and directions.</p> <p>Insufficient teaching and development of number sense. Emphasis on algorithms.</p> <p>Excessive adherence to programs and pacing guides vs. standards driven planning and instruction.</p>
	W	N/A		
Postsecondary & Workforce Readiness	N/A			

## Worksheet #2: Data Analysis

**Directions:** *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, when available, and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																				
Academic Achievement (Status)	<p>READING</p> <p>Persistent low achievement in reading for the past 3 years (approximately 30% below state expectations) with Northridge is currently ranked at the 13th Percentile in the State.</p> <p>TCAP</p> <table><tr><th>Reading</th><th>Proficient/Advanced</th><th>State/Fed Expectation</th><th>Difference</th><th>School's Percentile</th></tr><tr><td>2014</td><td>47.59 %</td><td>72.05%</td><td>-24.46</td><td>13</td></tr><tr><td>2013</td><td>44.95 %</td><td>72.05 %</td><td>-27.10</td><td>10</td></tr><tr><td>2012</td><td>47.1 %</td><td>71.65 %</td><td>-24.55</td><td>13</td></tr></table> <p>Percentage of students scoring proficient in English reading grades 3, 4, 5 is significantly below state average.</p>	Reading	Proficient/Advanced	State/Fed Expectation	Difference	School's Percentile	2014	47.59 %	72.05%	-24.46	13	2013	44.95 %	72.05 %	-27.10	10	2012	47.1 %	71.65 %	-24.55	13	<p>Persistent low achievement in reading for the past 3 years (approximately 24 points below state expectations) with Northridge ranking at the 13th percentile according to TCAP.</p>	<p>Lack of consistent adherence to grade level standards in reading, math and writing.</p> <p>Lack systematic and consistent use of grade level English texts at all grade levels.</p> <p>We lack the appropriate instructional strategies to needs the needs of our students in reading, math and writing.</p> <p>Inconsistent implementation of SIOP/ELD strategies to ensure students meet or exceed English grade level proficiency expectations.</p> <p>Lack of sufficient instruction in English language and English literacy skills for ELL and Bilingual students in all grades (vocabulary is the lowest sub-skill in all grade levels), especially in grades 4 and 5.</p> <p>Need for increased training in and monitoring of implementation of effective instructional strategies and student progress.</p>
	Reading	Proficient/Advanced	State/Fed Expectation	Difference	School's Percentile																		
	2014	47.59 %	72.05%	-24.46	13																		
	2013	44.95 %	72.05 %	-27.10	10																		
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School Name: NORTHTRIDGE ELEMENTARY SCHOOL

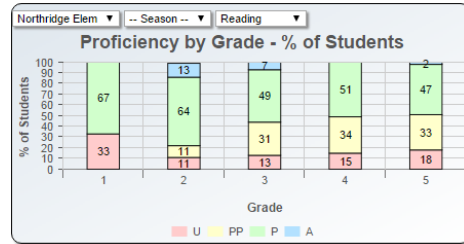
Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority Performance Challenges

Root Causes

Galileo Reading Achievement 2014-2015



Approximately 60% of NREL student demonstrated proficient/advanced scores according to Galileo Reading when the Baseline scores and all 3 trimester scores are combined. Grade 3=56% proficient/advanced, Grade 4= 51% proficient and Grade 5=49% proficient/advanced.

i-Ready Reading Proficiency 2014-2015 (Year 1 of i-Ready)

Grade Level	Fall % Prof/Adv	Spring % Prof/Adv	District % EOY Prof/Adv
1	0%	60%	66%
2	7%	33%	59%
3	0%	15%	52%
4	8%	11%	25%
5	7%	9%	22%

Approximately 26% of students scored proficient/advanced according to i-Ready Reading. All grade levels increased proficiency levels from Fall to Spring with grades 4 and 5 showing the lowest increases.

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School Name: NORTHTRIDGE ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																				
	<p>Fall 2015 i-Ready Reading Baseline Scores</p> <table><tr><th>Grade Level</th><th>Fall % Prof/Adv</th><th>District % Prof/Adv</th></tr><tr><td>1</td><td>10%</td><td>19%</td></tr><tr><td>2</td><td>28%</td><td>39%</td></tr><tr><td>3</td><td>23%</td><td>56%</td></tr><tr><td>4</td><td>7%</td><td>38%</td></tr><tr><td>5</td><td>16%</td><td>42%</td></tr></table> <p>Using the Standard view for Fall 2015, all grade levels are below the district averages, with grades 4 and 5 having the largest discrepancy.</p>	Grade Level	Fall % Prof/Adv	District % Prof/Adv	1	10%	19%	2	28%	39%	3	23%	56%	4	7%	38%	5	16%	42%				
	Grade Level	Fall % Prof/Adv	District % Prof/Adv																				
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4	7%	38%																					
5	16%	42%																					
	<p><b>MATH</b></p> <p>Persistent low achievement in math for the past 3 years (approximately 30% below state expectations) with Northridge is was ranked at the 7th Percentile in the State in 2014.</p> <table><tr><th>Math</th><th>Proficient/Advanced</th><th>State/Fed Expectations</th><th>Difference</th><th>School's Percentile</th></tr><tr><td>2014</td><td>41.78%</td><td>70.11%</td><td>-28.33</td><td>7</td></tr><tr><td>2013</td><td>39.22%</td><td>70.11%</td><td>-30.89</td><td>6</td></tr><tr><td>2012</td><td>35.25%</td><td>70.89%</td><td>-35.64</td><td>3</td></tr></table> <p>Percentage of students scoring proficient in grades 3, 4, 5 is significantly below state average.</p> <p>Inadequate math achievement gains in 2014. Approaching target.</p>	Math	Proficient/Advanced	State/Fed Expectations	Difference	School's Percentile	2014	41.78%	70.11%	-28.33	7	2013	39.22%	70.11%	-30.89	6	2012	35.25%	70.89%	-35.64	3	<p>Persistent low achievement in math for the past 3 years (approximately 28 points below state expectations) according to TCAP.</p>	<p>Lack of understanding of and implementation of i-Ready math instruction (new in Fall of 2014) and diagnostic.</p> <p>Instructional strategies are not meeting the needs of our learners.</p> <p>Insufficient use of ELD strategies in math.</p> <p>Insufficient implementation of effective math interventions to close the achievement gaps for our learners who are below grade level.</p> <p>Insufficient English reading and vocabulary instruction in math to allow students to successfully understand math problems and directions.</p>
Math	Proficient/Advanced	State/Fed Expectations	Difference	School's Percentile																			
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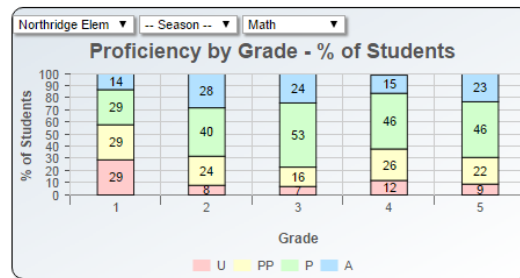
## Performance Indicators

## Description of Notable Trends (3 years of past state and local data)

## Priority Performance Challenges

## Root Causes

### Galileo Math Achievement 2014-2015



Approximately 64% of NREL student demonstrated proficient/advanced scores according to Galileo Math when the Baseline scores and all 3 trimester scores are combined.

### i-Ready Math 2014-2015 (Year 1 of i-Ready)

Grade Level	Fall % Prof/Adv	Spring % Prof/Adv	District % EOY Prof/Adv
1	N/A	N/A	59%
2	0%	27%	48%
3	0%	30%	44%
4	0%	32%	38%
5	2%	32%	33%

Our i-Ready scores are below the district EOY scores in all grade levels. All grade levels showed an increase in proficiency rates from Fall to Spring.

Insufficient teaching and development of number sense. Emphasis on algorithms. Excessive adherence to programs and pacing guides vs. standards driven planning and instruction.

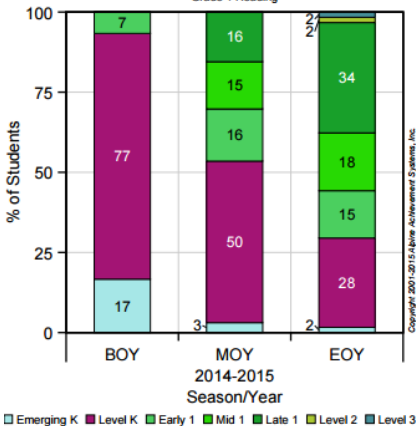
School Code: 6404

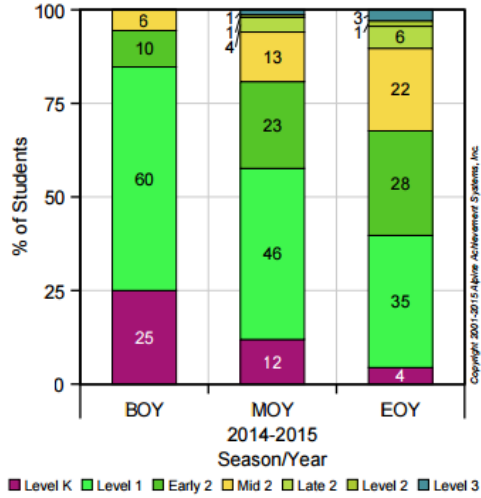
School Name: NORTHTRIDGE ELEMENTARY SCHOOL

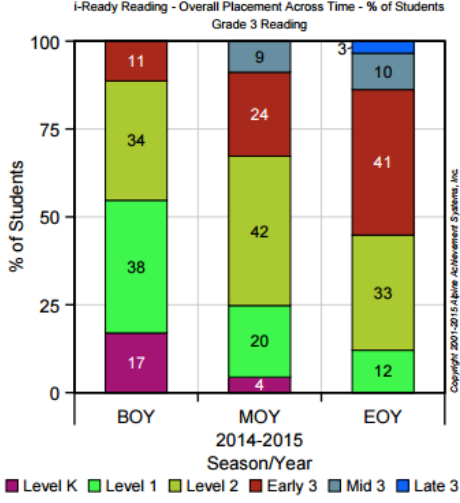
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																				
	<p>WRITING</p> <table><tr><th>Writing</th><th>Proficient/ Advanced</th><th>State/Fed Expectations</th><th>Difference</th><th>School's Percentile</th></tr><tr><td>2014</td><td>30.34%</td><td>54.84%</td><td>-24.50</td><td>12</td></tr><tr><td>2013</td><td>32.27%</td><td>54.84%</td><td>-22.57</td><td>14</td></tr><tr><td>2012</td><td>30.94%</td><td>53.52%</td><td>-22.58</td><td>13</td></tr></table>	Writing	Proficient/ Advanced	State/Fed Expectations	Difference	School's Percentile	2014	30.34%	54.84%	-24.50	12	2013	32.27%	54.84%	-22.57	14	2012	30.94%	53.52%	-22.58	13		
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Academic Growth	<p>Reading</p> <p>TCAP-Northridge scores Approaching growth expectations with grade 4 and 5 both scoring 44 Median Growth Percentile compared to the state average of 50 Median Growth Percentile.</p> <table><tr><th>Median Growth Percentiles</th><th>11-12</th><th>12-13</th><th>13-14</th><th>MAG P</th><th>Diff.</th></tr><tr><td>Reading</td><td>60</td><td>27</td><td>44</td><td>51</td><td>-7</td></tr></table> <p>Northridge scores Approaching growth expectations, largely due to low growth in grade 5. <b>The grade 4 median growth percentile in math was 49 compared to the district MGP of 47 and the state average of 50 MGP.</b> The grade 5 MGP was 36 compared to the district average of 49 MGP and the state average of 50 MGP. The overall Median Growth Percentile was 45.</p>	Median Growth Percentiles	11-12	12-13	13-14	MAG P	Diff.	Reading	60	27	44	51	-7	<p>Although 77% of students in all gap groups except Students with Disability (70%) demographic areas demonstrated 1 year's growth or more and 49% of students averaged 1.5 year's or more growth according to i-Ready Reading; our growth in FRL, Minority, ELL (77% of our population) and Students with Disability gap groups is inadequate for students in these gap groups (minority, ELL and FRL overlapping for the majority of our students) to reach grade level proficiency.</p>	<p>Lack of consistent adherence to grade level standards in reading.</p> <p>Lack systematic and consistent use of grade level English texts at all grade levels.</p> <p>We lack the appropriate instructional strategies to needs the needs of our students in reading.</p> <p>Inconsistent implementation of SIOP/ELD strategies to ensure students meet or exceed English grade level proficiency expectations.</p> <p>Lack of sufficient instruction in English language and English literacy skills for ELL and Bilingual students in all grades (vocabulary is the lowest sub-skill in all grade levels), especially in grades 4 and 5.</p> <p>Need for increased training in and monitoring of implementation of effective instructional strategies and student progress.</p>								
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School Name: NORTHTRIDGE ELEMENTARY SCHOOL

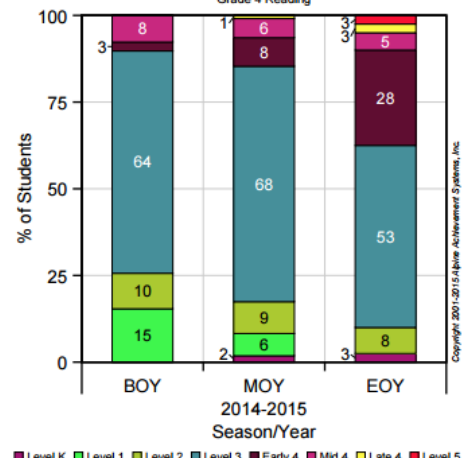
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																
	<p><b>i-Ready Reading (Year 1 of i-Ready)</b></p> <p>i-Ready Reading - Overall Placement Across Time - % of Students Grade 1 Reading</p>  <table><caption>i-Ready Reading - Overall Placement Across Time - % of Students (Grade 1 Reading)</caption><thead><tr><th>Season/Year</th><th>Emerging K</th><th>Level K</th><th>Early 1</th><th>Mid 1</th><th>Late 1</th><th>Level 2</th><th>Level 3</th></tr></thead><tbody><tr><td>BOY</td><td>17</td><td>77</td><td>7</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>MOY</td><td>3</td><td>50</td><td>16</td><td>15</td><td>16</td><td>0</td><td>0</td></tr><tr><td>EOY</td><td>2</td><td>28</td><td>15</td><td>18</td><td>34</td><td>2</td><td>2</td></tr></tbody></table> <p>Copyright © 2014-2015 i-Ready Achievement Systems, Inc.</p> <p>In grade 1, students demonstrated steady growth by increasing placement levels during year 1 implementation of i-Ready Reading.</p>	Season/Year	Emerging K	Level K	Early 1	Mid 1	Late 1	Level 2	Level 3	BOY	17	77	7	0	0	0	0	MOY	3	50	16	15	16	0	0	EOY	2	28	15	18	34	2	2		
Season/Year	Emerging K	Level K	Early 1	Mid 1	Late 1	Level 2	Level 3																												
BOY	17	77	7	0	0	0	0																												
MOY	3	50	16	15	16	0	0																												
EOY	2	28	15	18	34	2	2																												

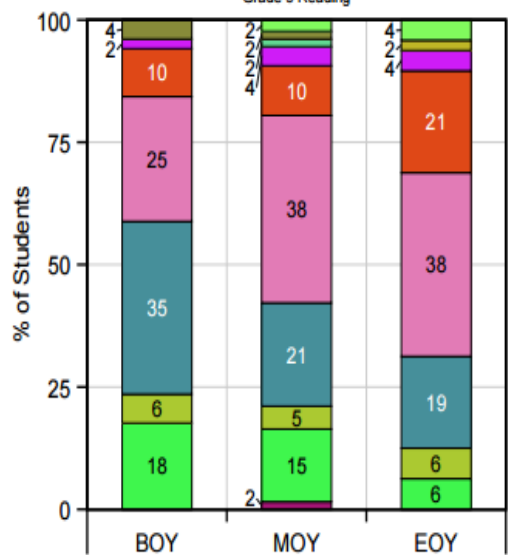
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>           i-Ready Reading - Overall Placement Across Time - % of Students            Grade 2 Reading         </p>  <p>           In grade 2, students demonstrated steady growth by increasing placement levels during year 1 implementation of i-Ready Reading.         </p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>  </p> <p>           In grade 3, students demonstrated steady growth by increasing placement levels during year 1 implementation of i-Ready Reading.         </p> <p>           In grade 3, the largest percentage of students are 6 mos. to 1 year below grade level. The majority of these students are biliteracy         </p>		

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School Name: NORTHTRIDGE ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>students.</p> <p>i-Ready Reading - Overall Placement Across Time - % of Students Grade 4 Reading</p>  <p>2014-2015 Season/Year</p> <p>Legend: Level K (dark purple), Level 1 (green), Level 2 (yellow-green), Level 3 (teal), Early 4 (dark red), Mid 4 (pink), Late 4 (light pink), Level 5 (red)</p> <p>In grade 4, students demonstrated growth by increasing placement levels during year 1 implementation of i-Ready Reading.</p> <p>In grades 4 and 5, the largest number of students are 6 mos- 1 year below grade level.</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																								
	<p>i-Ready Reading - Overall Placement Across Time - % of Students Grade 5 Reading</p>  <table border="1"> <caption>Grade 5 Reading Placement Data (Estimated from Chart)</caption> <thead> <tr> <th>Level</th> <th>BOY</th> <th>MOY</th> <th>EOY</th> </tr> </thead> <tbody> <tr> <td>Level 8</td> <td>4</td> <td>2</td> <td>4</td> </tr> <tr> <td>Level 7</td> <td>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>Level 6</td> <td>10</td> <td>10</td> <td>21</td> </tr> <tr> <td>Level 5</td> <td>25</td> <td>38</td> <td>38</td> </tr> <tr> <td>Level 4</td> <td>35</td> <td>21</td> <td>19</td> </tr> <tr> <td>Level 3</td> <td>6</td> <td>5</td> <td>6</td> </tr> <tr> <td>Level 2</td> <td>18</td> <td>15</td> <td>6</td> </tr> <tr> <td>Level 1</td> <td>2</td> <td>2</td> <td>6</td> </tr> <tr> <td>Level K</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>2014-2015 Season/Year</p> <p>Copyright 2001-2015 i-Ready Achievement Systems, Inc.</p> <p>In grade 5, students demonstrated growth by increasing placement levels during year 1 implementation of i-Ready Reading.</p> <p>In grades 4 and 5, the largest number of students are 6 mos- 1 year below grade level.</p>	Level	BOY	MOY	EOY	Level 8	4	2	4	Level 7	2	2	2	Level 6	10	10	21	Level 5	25	38	38	Level 4	35	21	19	Level 3	6	5	6	Level 2	18	15	6	Level 1	2	2	6	Level K	0	0	0		
Level	BOY	MOY	EOY																																								
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Level 3	6	5	6																																								
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Level 1	2	2	6																																								
Level K	0	0	0																																								

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## Performance Indicators

## Description of Notable Trends (3 years of past state and local data)

## Priority Performance Challenges

## Root Causes

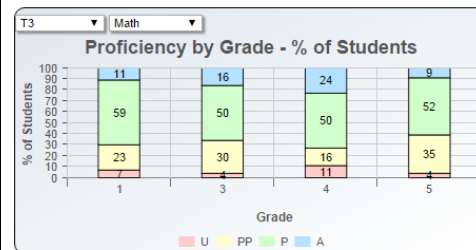
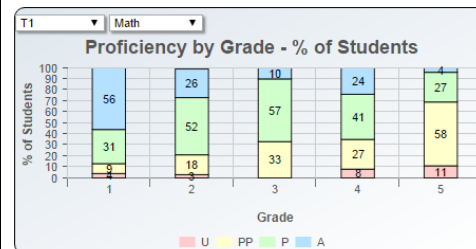
### Math

TCAP-Northridge scores Approaching growth expectations, largely due to low growth in grade 5. **The grade 4 median growth percentile in math was 49 compared to the district MGP of 47 and the state average of 50 MGP.**

The grade 5 MGP was 36 compared to the district average of 49 MGP and the state average of 50 MGP. The overall Median Growth Percentile was 45.

Median Growth Percentiles	10-11	11-12	12-13	13-14	MAGP	Diff.
Math	55	39	47	45	69	-24

### Galileo Results



In grade 4 the percentage of students scoring proficient/advanced increased by 9% going from 65% to 74%. In grade 5 the

30% of students in grades 3, 4, 5 demonstrated 1 or more year's growth according to i-Ready math; our growth in FRL, Minority, ELL (77% of our population) and Students with Disability gap groups is inadequate for students in these gap groups (minority, ELL and FRL overlapping for the majority of our students) to reach grade level proficiency.

Lack of understanding of and implementation of i-Ready math instruction (new in Fall of 2014) and diagnostic.

Instructional strategies are not meeting the needs of our learners.

Insufficient use of ELD strategies in math.

Insufficient implementation of effective math interventions to close the achievement gaps for our learners who are below grade level.

Insufficient English reading and vocabulary instruction in math to allow students to successfully understand math problems and directions.

Insufficient teaching and development of number sense. Emphasis on algorithms. Excessive adherence to programs and pacing guides vs. standards driven planning and instruction.

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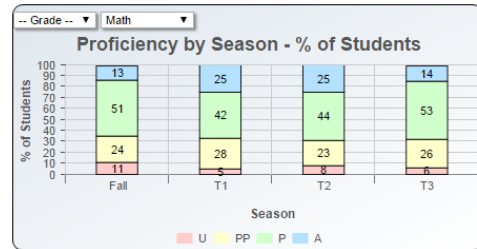
## Performance Indicators

## Description of Notable Trends (3 years of past state and local data)

## Priority Performance Challenges

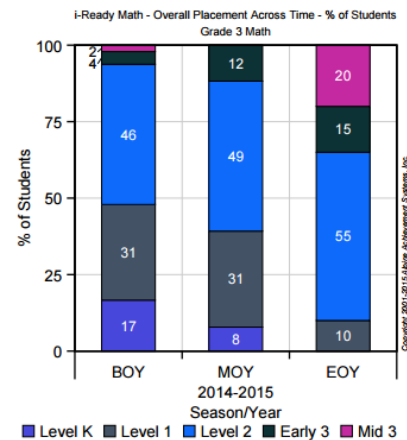
## Root Causes

percentage of students scoring proficient/advanced increased by 30% going from 31% to 64%. (Grade 2 T3 data not available)



Galileo Math: Schoolwide Fall percentage of proficient/advanced was 64%. Schoolwide trimester 3 proficient/advanced was 67%. Fall unsatisfactory was 11% and Trimester 3 was 6%.

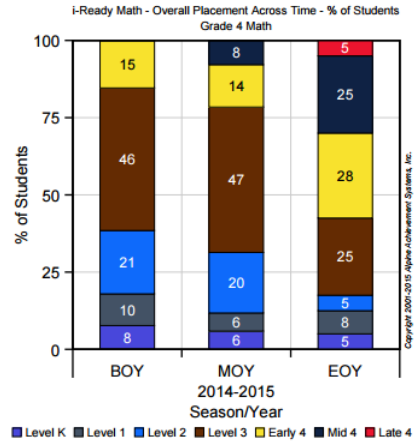
### I-Ready Math Results



In grade 3 students demonstrated steady growth by increasing placement levels during year 1 implementation of i-Ready Math. 70% of students are 6 mos-1 year below grade level according to i-Ready Math.

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School Name: NORTHTRIDGE ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>  </p> <p>             In grade 4 students demonstrated steady growth by increasing placement levels during year 1 implementation of i-Ready Math. 53% of students are 6 mos.-1 year below grade level according to i-Ready Math.           </p>		

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School Name: NORTHRIDGE ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
	<div><p>i-Ready Math - Overall Placement Across Time - % of Students Grade 5 Math</p><table><caption>i-Ready Math - Overall Placement Across Time - % of Students (Grade 5 Math)</caption><thead><tr><th>Season/Year</th><th>Level K</th><th>Level 1</th><th>Level 2</th><th>Level 3</th><th>Level 4</th><th>Early 5</th><th>Mid 5</th><th>Level 6</th></tr></thead><tbody><tr><td>BOY</td><td>4</td><td>12</td><td>16</td><td>16</td><td>41</td><td>10</td><td>2</td><td>0</td></tr><tr><td>MOY</td><td>4</td><td>22</td><td>11</td><td>15</td><td>44</td><td>4</td><td>0</td><td>0</td></tr><tr><td>EOY</td><td>2</td><td>9</td><td>13</td><td>23</td><td>36</td><td>13</td><td>2</td><td>2</td></tr></tbody></table><p>2014-2015 Season/Year</p><p>Level K Level 1 Level 2 Level 3 Level 4 Early 5 Mid 5 Level 6</p></div> <p>In grade 5 students demonstrated steady growth by 9% increasing placement levels during year 1 implementation of i-Ready Math.</p> <p>59% of students are 6 months-1 year below grade level according to i-Ready.</p> <p>i-Ready Math</p> <p>Although students in grades 3, 4 and 5 demonstrated increasing growth according to i-Ready Math, we continue to need to increase the percentage of students attaining proficiency as demonstrated by multiple measures.</p>	Season/Year	Level K	Level 1	Level 2	Level 3	Level 4	Early 5	Mid 5	Level 6	BOY	4	12	16	16	41	10	2	0	MOY	4	22	11	15	44	4	0	0	EOY	2	9	13	23	36	13	2	2		
Season/Year	Level K	Level 1	Level 2	Level 3	Level 4	Early 5	Mid 5	Level 6																															
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	<p>READING</p> <p>Northridge scores Approaching Gaps Targets. Due to the fact that most of our students, other than the students with disabilities groups, overlap in the Gap Group categories, the scores are fairly similar amongst the groups.</p>	<p>Although 77% of students in all gap groups except Students with Disability (70%) demographic areas demonstrated 1 year's growth or more and 49% of students averaged 1.5 year's or more growth according to i-Ready our growth</p>	<p>Lack of consistent adherence to grade level standards in reading.</p> <p>Lack systematic and consistent use of grade level English texts at all grade levels.</p>																																				

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																										
Academic Growth Gaps	<table><tr><td>Reading</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td>Free/Reduced</td><td>59</td><td>27</td><td>47</td></tr><tr><td>Minority Students</td><td>65</td><td>27</td><td>38</td></tr><tr><td>Students w/Disabilities</td><td>-</td><td>-</td><td>-</td></tr><tr><td>ELL</td><td>72</td><td>27</td><td>36</td></tr><tr><td>Students needing to Catch up</td><td>59</td><td>56</td><td>38</td></tr></table> <p>Although significantly improved from 2013, Northridge does not meet the Median Adequate Growth percentile targets in any demographic group. The median growth percentiles and targets in each disaggregated group were as follows:</p> <table><tr><td>Reading</td><td>MGP</td><td>MAGP</td></tr><tr><td>FRLE</td><td>43</td><td>54</td></tr><tr><td>Min.</td><td>48</td><td>54</td></tr><tr><td>Stdnts w/Dis</td><td>27</td><td>77</td></tr><tr><td>Eng Lmrs</td><td>52</td><td>54</td></tr><tr><td>Catch up</td><td>40</td><td>68</td></tr></table> <p>Only 70% of Students with Disability vs.77% schoolwide demonstrated 1 year's or more growth according to i-Ready. Only 41% of Students with Disability vs. 49% students schoolwide demonstrated more than 1.5 year's growth. We are closing our Students with Disabilities gap!</p>	Reading	2012	2013	2014	Free/Reduced	59	27	47	Minority Students	65	27	38	Students w/Disabilities	-	-	-	ELL	72	27	36	Students needing to Catch up	59	56	38	Reading	MGP	MAGP	FRLE	43	54	Min.	48	54	Stdnts w/Dis	27	77	Eng Lmrs	52	54	Catch up	40	68	<p>in FRL, Minority, ELL (77% of our population) and Students with Disability gap groups is inadequate for students in these gap groups (minority, ELL and FRL overlapping for the majority of our students) to reach grade level proficiency.</p>	<p>We lack the appropriate instructional strategies to needs the needs of our students in reading.</p> <p>Inconsistent implementation of SIOP/ELD strategies to ensure students meet or exceed English grade level proficiency expectations.</p> <p>Lack of sufficient instruction in English language and English literacy skills for ELL and Bilingual students in all grades (vocabulary is the lowest sub-skill in all grade levels), especially in grades 4 and 5.</p> <p>Need for increased training in and monitoring of implementation of effective instructional strategies and student progress.</p>
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Eng Lmrs	52	54																																											
Catch up	40	68																																											
	<p><b>MATH</b></p> <p>Northridge scores Approaching Gaps Targets. Due to the fact that most of our students, other than the students with disabilities groups, overlap in the Gap Group categories, the scores are similar amongst the groups.</p>	<p>30% of students in grades 3, 4,5 demonstrated 1 or more year's growth according to i-Ready math; our growth in FRL, Minority, ELL (77% of our population) and Students with Disability gap groups is inadequate for students in these gap groups (minority, ELL and FRL overlapping for the majority of our students) to reach grade level proficiency.</p>	<p>Lack of understanding of and implementation of i-Ready math instruction (new in Fall of 2014) and diagnostic.</p> <p>Instructional strategies are not meeting the needs of our learners.</p> <p>Insufficient use of ELD strategies in math.</p>																																										

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School Name: NORTHBRIDGE ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																										
	<table><tr><td>Math</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td>Free/Reduced</td><td>40</td><td>52</td><td>44</td></tr><tr><td>Minority Students</td><td>46</td><td>49</td><td>47</td></tr><tr><td>Students w/Disabilities</td><td>-</td><td>-</td><td>-</td></tr><tr><td>ELL</td><td>45</td><td>49</td><td>45</td></tr><tr><td>Students needing to Catch up</td><td>39</td><td>65</td><td>47</td></tr></table> <p>Declining Median Growth Percentile in Math (Growth and Growth Gaps) – has been below 55 MGP for the past 2 years and is currently significantly below the Median Adequate Growth Percentile.</p> <table><tr><td>Math</td><td>MGP</td><td>MAGP</td></tr><tr><td>FRLE</td><td>44</td><td>74</td></tr><tr><td>Min.</td><td>47</td><td>72</td></tr><tr><td>Stdnts w/Dis</td><td>36</td><td>88</td></tr><tr><td>Eng Lnrs</td><td>45</td><td>71</td></tr><tr><td>Catch up</td><td>44</td><td>84</td></tr></table> <p>There is no substantial difference in achievement between demographic or growth gap areas. We continue to need to increase proficiency rates for all students.</p>	Math	2012	2013	2014	Free/Reduced	40	52	44	Minority Students	46	49	47	Students w/Disabilities	-	-	-	ELL	45	49	45	Students needing to Catch up	39	65	47	Math	MGP	MAGP	FRLE	44	74	Min.	47	72	Stdnts w/Dis	36	88	Eng Lnrs	45	71	Catch up	44	84		<p>Insufficient implementation of effective math interventions to close the achievement gaps for our learners who are below grade level.</p> <p>Insufficient English reading and vocabulary instruction in math to allow students to successfully understand math problems and directions.</p> <p>Insufficient teaching and development of number sense. Emphasis on algorithms. Excessive adherence to programs and pacing guides vs. standards driven planning and instruction.</p>
Math	2012	2013	2014																																										
Free/Reduced	40	52	44																																										
Minority Students	46	49	47																																										
Students w/Disabilities	-	-	-																																										
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Students needing to Catch up	39	65	47																																										
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Eng Lnrs	45	71																																											
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Postsecondary & Workforce Readiness																																													

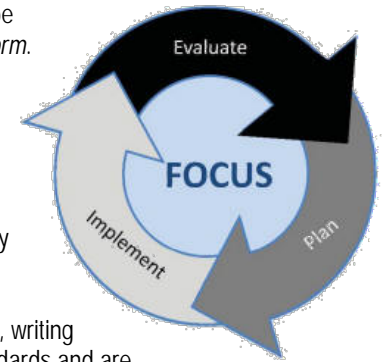
## Section IV: Action Plan(s)

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

### School Target Setting Form

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

**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.



## School Target Setting Form

Performance Indicators		Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
				2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	Persistent low achievement in reading for the past 3 years (approximately 24 points below state expectations) with Northridge is currently ranking at the 13th percentile (1 yr.) and the 11th percentile (3 yr.) in Colorado according to TCAP.	60% or more of our students will meet grade level/biliteracy English expectations according to i-Ready reading (currently 6.4% are demonstrating EOY proficiency and 16.8% are demonstrating BOY proficiency).	70% or more of our students will meet grade level expectations according to i-Ready reading.	i-Ready Reading Diagnostic administered 4 x per year, Running Records/DRA progress monitoring, Text-Based responses administered every 4-6 weeks.	Increase English reading vocabulary and comprehension growth and achievement for 100% of learners through improved Tier 1 Instruction (including SIOP), consistent implementation of targeted, evidence based English intervention strategies and frequent monitoring.
		READ	Fifty seven students or approximately 17% of our 1 <sup>st</sup> -5 <sup>th</sup> graders are on a READ plan	Reduce the number of students on a READ plan by 16 or more so that 41 or fewer students are on a READ plan.  90% or more of K-2 students on READ plan will attend tutoring and/or summer school to ensure grade level proficiency by grade 3	Reduce the number of students on a READ plan to 25 or fewer.  90% or more of K-2 students on READ plan will attend tutoring and/or summer school to ensure grade level proficiency by grade 3	i-Ready Reading progress monitoring, i-Ready Reading Diagnostic administered 4x per year. DRA progress monitoring, running records, PALS	Increase English reading vocabulary and comprehension growth and achievement for 100% of learners through improved Tier 1 Instruction (including SIOP), consistent implementation of targeted, evidence based English intervention strategies and frequent monitoring.
		M	Persistent low achievement in math for the past 3 years (approximately 30% below state expectations) with Northridge is was ranked at the 7th Percentile in the State in 2014 according to TCAP.	55% or more of our students will meet grade level expectations according to i-Ready math (currently 3.4% are demonstrating EOY proficiency).	65% or more of our students will meet grade level expectations according to i-Ready math.	i-Ready Math Diagnostic administered 3 x per year.  End of unit math assessments administered at the end of each math unit.	Increase math growth and proficiency for 100% of learners through rigorous instruction emphasizing deep conceptual understanding of number sense and problem solving strategies aligned to common core standards and STEM implementation.
		S	N/A				

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Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	Although 77% of students averaged 1 year's growth or more and 49% of students averaged 1.5 year's or more growth according to i-Ready Reading, we continue to need to further accelerate growth rates so that students attain grade level proficiency.	85% of students will demonstrate 1 or more year's growth according to i-Ready Reading.  70% of students will demonstrate 1.5 year's or more growth according to i-Ready.	90% of students will demonstrate 1 or more year's growth according to i-Ready Reading.	i-Ready Reading Diagnostic administered 4 x per year, Running Records/DRA progress monitoring, Text-Based responses administered every 4-6 weeks.	Increase English reading vocabulary and comprehension growth and achievement for 100% of learners through improved Tier 1 Instruction (including SIOP), consistent implementation of targeted, evidence based English intervention strategies and frequent monitoring.
		M	Although students in grades 3, 4 and 5 demonstrated increasing growth according to i-Ready Math with 30% showing 1 or more year's growth, we continue to need to increase the percentage of students attaining proficiency as demonstrated by multiple measures.	80% of students will demonstrate a minimum of one year's growth in math according to i-Ready Math.  50% of students will demonstrate 1.5 year's or more growth according to i-Ready Math.	90% of students will demonstrate 1 or more year's growth according to i-Ready Math.	i-Ready Math Diagnostic administered 3 x per year.  End of unit math assessments administered at the end of each math unit.	Increase math growth and proficiency for 100% of learners through rigorous instruction emphasizing deep conceptual understanding of number sense and problem solving strategies aligned to common core standards and STEM implementation.
		ELP	N/A				
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	Although 77% of students in all but Students with Disability (70%) demographic areas demonstrated 1 year's growth or more and 49% of students averaged 1.5 year's or more growth according to i-Ready Reading, we continue to need to further accelerate growth rates so that students attain grade level proficiency.	85% of students in each demographic group will demonstrate 1 or more year's growth according to i-Ready Reading.  65% of students in each demographic group will demonstrate 1.5 year's or more growth according to i-Ready.	90% of students in each demographic group will demonstrate 1 or more year's growth according to i-Ready Reading.	i-Ready Reading Diagnostic administered 4 x per year, Running Records/DRA progress monitoring, Text-Based responses administered every 4-6 weeks.	Increase English reading vocabulary and comprehension growth and achievement for 100% of learners through improved Tier 1 Instruction (including SIOP), consistent implementation of targeted, evidence based English intervention strategies and frequent monitoring.

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School Name: NORTH RIDGE ELEMENTARY SCHOOL



		M	Although students in each demographic group in grades 3, 4 and 5 demonstrated increasing growth according to i-Ready Math, we continue to need to increase the percentage of students attaining proficiency as demonstrated by multiple measures.	80% of students in each demographic group will demonstrate a minimum of one year's growth in math according to i-Ready Math. 50% of students in each demographic group will demonstrate 1.5 year's or more growth according to i-Ready Math.	90% of students in each demographic group will demonstrate 1 or more year's growth according to i-Ready Math.	i-Ready Math Diagnostic administered 3 x per year.  End of unit math assessments administered at the end of each math unit.	Increase math growth and proficiency for 100% of learners through rigorous instruction emphasizing deep conceptual understanding of number sense and problem solving strategies aligned to common core standards and STEM implementation.
Postsecondary & Workforce Readiness	Graduation Rate		N/A				
	Disag. Grad Rate		N/A				
	Dropout Rate		N/A				
	Mean CO ACT		N/A				
	Other PWR Measures		N/A				

## Action Planning Form for 2015-16 and 2016-17

**Directions:** Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

**Major Improvement Strategy #1:** Increase English reading vocabulary and comprehension growth and achievement for 100% of learners through improved Tier 1 Instruction (including SIOP), consistent implementation of targeted, evidence based English intervention strategies and frequent monitoring.

### Root Cause(s) Addressed:

Lack of consistent adherence to grade level standards in reading.

Lack systematic and consistent use of grade level English texts at all grade levels.

We lack the appropriate instructional strategies to attain the high level of acceleration required to meet the needs of our students in reading.

Inconsistent implementation of SIOP/ELD strategies to ensure students meet or exceed English grade level proficiency expectations.

Lack of sufficient instruction in English language and English literacy skills for ELL and Bilingual students in all grades (vocabulary is the lowest sub-skill in all grade levels), especially in grades 4 and 5.

Need for increased training in and monitoring of implementation of effective instructional strategies and student progress.

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

- ☒ State Accreditation   
 ☒ Title I Focus School   
 ☐ Tiered Intervention Grant (TIG)   
 ☐ Diagnostic Review Grant   
 ☐ School Improvement Support Grant  
☒ READ Act Requirements   
☐ Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Monthly data analysis: i-Ready Reading, running records or DRA Progress Monitoring and text-based responses to drive instruction. Use of schoolwide data sheets/walls in Google Docs to track progress and determine interventions. Students track progress daily, weekly &/or monthly in classrooms.	Aug 2015-May 2016 (Aug 7 full day data analysis and planning retreat,	August 2016-May 2017	Principal Classroom teachers Interventionists District Coaches or Coordinators	Building resources Title 1 PLC/team meeting/staff Meeting/planning times	Schoolwide monthly Data Spreadsheets completed, Data Analysis Action Plans completed, discussed and turned in, lesson plans reflective of data analysis completed, classroom instruction reflective of data analysis	Aug, Sept, Oct, Nov analyses completed  December 2014-May 2017 In Progress or Not Begun

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	Sep- 3 hours, Dec/Jan 2 - hours, Feb- 2 hours, May-1 hour ), Weekly grade level PLC meetings (45 min ea)				Student goal sheets, progress trackers/graphs.	
<p>Professional development to support development of effective Tier 1 instruction strategies and interventions to meet the needs of our learners.</p> <p>*Data Analysis to drive instruction</p> <p>*5 Hours of SIOP training</p> <p>*Close Reading Strategies</p> <p>*Accountable Talk/Oral Language Frames for reading comprehension and vocabulary development</p> <p>*Writing Frames aligned to grade level standards to demonstrate written comprehension in essay format</p> <p>*Tier 2 and Tier 3 vocabulary development.</p> <p>* Increasing rigor using higher order thinking skills and frames aligned to common core standards.</p> <p>*i-Ready Training/eSpark Training</p> <p>*Thinking Maps training</p>	<p>8/7, 8/13 9/2, 9/16, 10/7, 10/21, 11/4, 11/18,</p> <p>12/2, 12/7-11, 1/20</p> <p>Oct, Nov, Dec, Jan, Feb. Aug, Sept, Oct, Dec</p> <p>Jan 2015 Winter or Spring</p>	Aug 2016-May 2017	<p>All staff</p> <p>District coordinators</p> <p>Literacy Coaches</p> <p>ESL teacher</p> <p>Interventionists</p> <p>STEM Coordinator</p> <p>Principal</p>	<p>Building resources</p> <p>Title 1</p> <p>RTTT</p> <p>*see fund allocations in Narrative</p>	<p>Attendance Rosters</p> <p>Action Plans</p> <p>Lesson Plans</p> <p>Participation Logs</p> <p>Observation, Coaching, Feedback Sessions (2 x monthly minimum to support implementation)</p> <p>Video Analysis of Lessons</p> <p>Reflections</p> <p>Weekly Walkthroughs (to support implementation of PD)</p>	<p>Jan 2015, Aug, Sept, Oct, Nov sessions completed</p> <p>Other dates are In Progress/Not Begun</p>

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School Name: NORTHEDGE ELEMENTARY SCHOOL

	2016 for new staff					
Use of English grade level text multiple times weekly in all grades to implement PD strategies listed above	Sept-May (weekly)	Sept 2016-May 2017	All classroom teachers	Building Resources	Lesson Plans, Observations, Walkthroughs, Coaching sessions (2x monthly min), weekly PLC notes, Student work samples and student progress	In Progress
Intervention hours on monthly Late Start days and weekly grade level PLC days to provide i-Ready targeted interventions	1x pr. month + 1 x pr week	1x pr. month + 1 x pr week	Classroom teachers and interventionists	Building Resources	Observation, PLC notes, i-Ready reports, student reflection/summary sheets.	In Progress
Restructured Title 1 from Targeted-Assisted to Schoolwide model to provide in-class whole, small group and individualized Tier 1 instruction and in-class intervention using LLI kits and i-Ready reading instruction via teachers and paras (comprehension and vocabulary foci)	August 2015-May 2016	August 2016-May 2017	Classroom teachers, interventionists (licensed and paras)	Title 1 Resources READ ACT *see fund allocations in Narrative	Schedule, observation, feedback, data analysis and collaboration notes. Staff hired and assigned to support groups.	Schedule Completed in Aug 2015 Implementation in progress and groupings re-evaluated monthly
Training of Title I Instructional Paraprofessionals to support Tier 1 instruction.	August – May	August – May	Interventionists, District Coordinators Paras Principal	Title 1 READ ACT *see fund allocations in Narrative	Participation Logs Attendance Collaboration and Coaching Discussions Observation and Feedback Student Progress	In Progress (Sept, Oct, Nov trainings completed) Spring of 2015 training completed Summer of 2015 training completed
Grade level close reading, language frame, text-based response team planning 3 (or more times) monthly during grade level PLCs (data driven).	3x monthly Sept 2015-April 2016	3x monthly Sept 2016-April 2017	Teachers Principal Counselor District Coordinators	Building Resources	PLC notes Lesson plans Planning discussions/Coaching/Co-planning	In Progress
Classroom teachers and principal meet 2 or more times per month for observation, coaching and co-planning on individualized and targeted Tier 1 Best Practices and/or PD implementation.	2 or more times per mo.	1-3 per mo. TBD	Teachers, Interventionists Principal	Building Resources	Weekly Observation notes 2x monthly Coaching and Co-planning notes Coaching/Co-planning Log Calendar	In Progress
Provide before and after school research-based interventions 3 days per week (i-Ready Instruction, Lexia)	M, T, Th am, M, W, F pm, Session 1= 10/26 -12/11	TBD	Teachers, Paras, Principal and office staff for organizational support	SES-Approximately \$85,000	Attendance Rosters Student reflection/summary sheets i-Ready usage, intervention, weekly summary reports i-Ready Diagnostic Results	Started Oct 26, 2015-In Progress

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School Name: NORTHEDGE ELEMENTARY SCHOOL

	Session 2 =1/ 11-4/1 Session 3=4/ 11-5/6					
Use of i-Ready, eSpark and/or Lexia during literacy rotations (with support and monitoring by teacher and interventionists 3-5 per week.	Sept 2015- May 2016	Sept 2016- May 2017	Teachers, STEM Coordinator, Interventionists, Principal	Title 1 READ ACT RTTT grant *see fund allocations in Narrative	Weekly usage, progress and summary reports (provided to all staff each Friday) Diagnostic Results (4x annually)	In Progress
Summer School for reading and STEM for students not meeting grade level reading benchmarks in English.	June-Aug	June-Aug	Summer school staff, Title 1 Teachers STEM Coordinator Principal	Title 1 RTTT grant *see fund allocations in Narrative	Attendance, data analysis, i-Ready scores, observation, student work samples	Not Begun
<p>Increase parent education and parent leadership to support increasing student achievement.</p> <p>Development of Parent Leadership Team Action Plan to support student achievement</p> <p>Monthly parent education seminars for ELL families</p> <p>3 or More Parent Education Nights Facilitated by Parent Leadership Team</p> <p>Teacher Led Parent Learning Meetings (2 or more per grade level)</p> <p>Maintain 95% or higher Parent/Teacher attendance rate-each conference includes goal setting and 1-2 ways to help at home</p>	<p>June-Aug</p> <p>May-July</p> <p>9/9, 10/14, 11/11,12/9, 1/13, 2/10, 3/9, 4/20, 5/11</p> <p>December February March</p> <p>Fall Winter</p> <p>October February</p>	<p>June Aug</p> <p>May-July</p> <p>Nov Jan March</p> <p>Fall Winter</p> <p>October February</p>	Principal Parents Staff Priority Schools Department	Title 1 RTTT grant Building resources *see fund allocations in Narrative	Attendance, i-Ready Scores, meeting minutes, Parent Leadership Team Action Plan, data (i-Ready, surveys, grade level assessments), feedback results	In Progress

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School Name: NORTHTRIDGE ELEMENTARY SCHOOL

Learn, Teach and Implement APPT model for parent involvement to support student achievement.	February-July	Aug-May				
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\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

**Major Improvement Strategy #2:** Increase math growth and proficiency for 100% of learners through rigorous instruction emphasizing deep conceptual understanding of number sense and problem solving strategies aligned to common core standards and STEM integration.

**Root Cause(s) Addressed:**

Lack of understanding of and implementation of i-Ready math instruction (new in Fall of 2014) and diagnostic.

We lack the appropriate instructional strategies to attain the high level of acceleration required to meet the needs of our students in math.

Insufficient use of ELD strategies in math.

Insufficient implementation of effective math interventions to close the achievement gaps for our learners who are below grade level.

Insufficient English reading and vocabulary instruction in math to allow students to successfully understand math problems and directions.

Insufficient teaching and development of number sense. Emphasis on algorithms. Excessive adherence to programs and pacing guides vs. standards driven planning and instruction.

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

☒ State Accreditation    ☒ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Diagnostic Review Grant    ☐ School Improvement Support Grant

☐ READ Act Requirements    ☐ Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Monthly grade level data analysis of student math work, quizzes, tests and/or i-Ready Math to plan for math instruction.  Team math lesson design monthly. Use of schoolwide data sheets/walls in Google Docs to track progress and determine interventions. Students track math progress daily, weekly &/or monthly in classrooms.	Sept-May	Aug-May	All teachers STEM Coordinator Principal	Building resources RTTT grant PLC/team meeting/Staff Meeting/planning times *see fund allocations in Narrative	PLC meeting notes, Lesson plans Observation of implementation of lesson plans ISP units	In Progress
Restructured Title 1 from Targeted-Assisted to Schoolwide model to provide in-class whole, small group and individualized Tier 1 instruction and in-class intervention using i-Ready Math, Common Core lessons, Accountable MathTalk, Procedure Frames, Rubrics and Checklists	Aug-May	Aug-May	All teachers Interventionists Paras STEM coordinator Principal	RTTT grant Title 1 Building resources *see fund allocations in Narrative	Master Schedule completion with interventionists and paras scheduled to support student math achievement in targeted classrooms.	In Progress
Number sense development with accountable math talk multiple times weekly.	Aug-May	Aug-May	Classroom teachers Interventionists	None	Observation	In Progress

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School Name: NORTHEDGE ELEMENTARY SCHOOL

					Student work samples Coaching and Feedback	
Schoolwide implementation of i-Ready Math instruction component during math block and use of i-Ready Diagnostic.	Sept-May	Sept-May	All teachers Interventionists STEM Coordinator Principal	Title 1 RTTT *see fund allocations in Narrative	Observation Usage reports Progress reports Diagnostic Results	In Progress
Weekly Analysis of i-Ready Math progress to determine instruction/intervention/celebrations	Sept-May	Sept-May	Classroom Teachers	None	Lesson Plans PLC notes Team Meeting Notes Coaching Conversations	In Progress
Intervention hours on monthly Late Start days and weekly grade level PLC days to provide i-Ready targeted interventions	1x pr. month + 1 x pr week	1x pr. month + 1 x pr week	Classroom teachers and interventionists	Building Resources	Observation, PLC notes, i-Ready reports, student reflection/summary sheets. I-Ready Math Diagnostic results.	In Progress
Five hours of PD on SIOP strategies to support English Language, vocabulary development to support math instruction and achievement in English	Sept, Oct Nov, Dec, Jan	TBD	All teachers ESL Teacher Coordinators Principal	Title 1 Building Resources *see fund allocations in Narrative	Attendance Rosters Action Plans Lesson Plans Participation Logs Observation, Coaching, Feedback Sessions Video Analysis of Lessons Reflections Weekly Walkthroughs (to support implementation of PD)	
Implementation of STEM interdisciplinary units using backwards design. Develop math application/integration lessons Co-plan with grades 3-5 teachers for daily STEM lessons Co-plan with K-2 for a minimum of 3 Stem units Partner with CU TEAMS in grade 4 and 5 for STEM implementation Engage in 3 coaching cycles with STEM coordinator Develop Design Challenges that require math application	Oct-May	Sept-May	All staff STEM coordinator Principal CU Fellows and Staff	RTTT grant, Building and district resources, STEM coach, All staff *see fund allocations in Narrative	Integrated STEM units Lesson Plans Collaboration Notes Observations/Coaching Notes Student work samples Share sessions Participation logs Reflection logs Attendance logs Certificates of completion	In Progress
Summer School and/or STEM Enrichment for students not meeting grade level benchmarks in English or for students to further develop	June-Aug	June-Aug	Summer school staff,	Title 1, RTTT grant *see fund allocations in Narrative	Attendance, data analysis, i-Ready scores, observation, student work samples	Not Begun

School Code: 6404

School Name: NORTHEDGE ELEMENTARY SCHOOL



Science, Technology, Engineering and Math Skills.			Title 1 Teachers STEM Coordinator Principal			
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\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

## Section V: Supporting Addenda Forms

### For Schools Operating a Title I Schoolwide Program (Optional)

Schools that participate in Title I may use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) descriptions of the requirements or (2) a cross-walk of the Title I program elements in the UIP. The Title I schoolwide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

<b>Comprehensive Needs Assessment:</b> What are the comprehensive needs that justify activities supported with Title I funds?	Section III: Data Narrative and Section IV: Action Plan	see Data Narrative pages 5-12
<b>Reform Strategies:</b> What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?	Section IV: Action Plan	see Action Plan pages 37-45  Continue collaboration with interventionists and classroom teachers to support reading and math growth and achievement. Reduce class size in primary and highest need grade levels/classes to address student growth needs in literacy and math. Use paraprofessionals to assist with classroom management (Title 1 section 1119(a) #2-B and 3-A) and student literacy and math small group instruction.
<b>Professional Development:</b> How are student and staff needs used to identify the high quality professional development?	Section III: Data Narrative and Section IV: Action Plan	see Data Narrative pages 5-12 and Action Plan pages 37,38, 39, 41, 42  5+ hours of SIOP/Close Reading, Text-Based, Data Analysis, Data Driven Planning written responses professional development to address Major Improvement Strategies 1 and 2 (Reading and Math)

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*

## Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: 0470

District Name: ST VRAIN VALLEY RE 1J School Code: 6010 School Name: TIMBERLINE PK-8

Official 2014 SPF: 1 Year

### Section I: Summary Information about the School

**Directions:** This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

#### Executive Summary

##### How are students performing? Where will school staff be focusing attention?

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

##### ACADEMIC ACHIEVEMENT

- Academic achievement levels are below expectations in all subject areas (Reading – 41.8% proficient/advanced, Math – 33.8% proficient/advanced).
- The vast majority of students begin the school year below grade level expectations as measured by iReady. 10.2% of 1<sup>st</sup>-8<sup>th</sup> grade students begin the year on or above grade level in math. 14.7% of 1<sup>st</sup>-8<sup>th</sup> grade students begin the year on or above grade level in reading.

##### ACADEMIC GROWTH

- While meeting or approaching expectations for Academic Growth in a number of areas, the Median Growth Percentile for 3<sup>rd</sup>-5<sup>th</sup> grade students is below state expectations for Reading (37/50) and Math (24/65).
- Student academic growth is inadequate to close the gap between current academic performance and grade level expectations. 59.9% of 1<sup>st</sup>-5<sup>th</sup> grade students made one year or more of growth in Reading as measured by the iReady Reading assessment.

##### ACADEMIC GROWTH GAPS

- Student academic growth is inadequate to close the gap between current academic performance and grade level expectations. 59.9% of 1<sup>st</sup>-5<sup>th</sup> grade students made one year or more of growth in Reading as measured by the iReady Reading assessment.

### Why is the school continuing to have these problems?

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

#### ROOT CAUSES

- Inconsistent Tier 1 instruction in reading
- Inconsistent Tier 1 instruction in math
- Inconsistent reading interventions
- Inconsistency in the development of phonics and vocabulary
- Inconsistency in the development of numbers and operations
- Low academic expectations for students
- Insufficient Data-Driven instruction and implementation of Common Core standards
- Conflict between core instruction and intervention schedules
- Under utilization of common, formative assessments to drive instruction

### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

#### MAJOR IMPROVEMENT STRATEGIES

- Increase reading proficiency by all students through improved Tier 1 instruction, implementation of data-driven instruction, execution of the READ Act, continual implementation of the Colorado Academic Standards, and intentional interventions including English language development.
- Increase math proficiency by all students through improved Tier 1 instruction, implementation of data-driven instruction, continual implementation of the Colorado Academic Standards, and intentional math and implementing STEM.

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

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### Pre-Populated Report for the School

**Directions:** This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability program expectations.

### Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school UIP is due to CDE for review on January 15, 2016 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at <a href="http://www.cde.state.co.us/coloradoliteracy/readact/programming">http://www.cde.state.co.us/coloradoliteracy/readact/programming</a>
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Priority Improvement Plan - Entering Year 1 as of July 1, 2016	The school has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Priority Improvement Plan. The plan must be submitted by January 15, 2016 for review. The updated plan must also be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

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Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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## Section II: Improvement Plan Information

### Additional Information about the School

#### Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

#### Improvement Plan Information

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

- ☒ State Accreditation  
 ☐ Title I Focus School  
 ☐ Tiered Intervention Grant (TIG)  
 ☐ Diagnostic Review and Planning Grant  
☐ School Improvement Support Grant  
☒ READ Act Requirements  
☐ Other: \_\_\_\_\_

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

1	Name and Title	Karolyn Borski, Principal
	Email	borski_karolyn@svvsd.org
	Phone	303.772.7900
	Mailing Address	233 E Mountain View Ave, Longmont, CO 80504
2	Name and Title	Brendon Schwartz, Associate Principal
	Email	schwartz_brendon@svvsd.org
	Phone	303.772.7900
	Mailing Address	233 E Mountain View Ave, Longmont, CO 80504

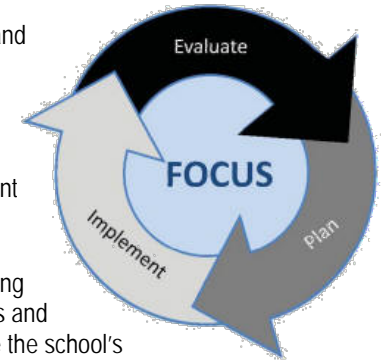
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## Section III: Narrative on Data Analysis and Root Cause Identification

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



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

### Data Narrative for School

**Directions:** In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).	<b>Review Current Performance:</b> Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	<b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.
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School Code: 6010

School Name: TIMBERLINE PK-8

## Narrative:

### DESCRIPTION OF SCHOOL

Timberline PK-8 is a STEM focus school serving approximately 1000 students. The building opened as a unified school in 2013, following the consolidation of three neighborhood schools: Loma Linda Elementary, Spangler Elementary, and Heritage Middle School. Students are afforded many enrichment opportunities both within and outside of the regular school day, some of which include: CU Teams, Cubelet Robotics, Lego Robotics, VEX Robotics, Thorne Science Explorers, Science Club, MESA Science, Math Mindstretchers, Math Counts, Earth Explorers, Literacy Club, Homework Club, Band, Choir, Orchestra, Art Enrichment Club, Geography Club, Brain Bowl, Odyssey of the Mind, and Intramural Sports.

Community partnerships are important to our school as they provide our students with rich, meaningful experiences. Specific partnerships include Colorado University – Boulder, Thorne Nature Center, I Have a Dream Foundation, City of Longmont, Intercambio, PASO (Providers Advancing School Outcomes, and PIE (Parents Involved in Education). The student population consists of 61% ELL, 84% Economically Disadvantaged, and 13% are Students with Disabilities. Of students, 84.3% are Hispanic, 12.4% are White, 2.2% are categorized as Other, and 1% are Black.

### PROCESS FOR DATA ANALYSIS

The completion of the data analysis process was the result of collaboration between the Timberline Administrative Team, Timberline Leadership Team, teachers, and support staff. Beginning in the Summer of 2015, staff analyzed end-of-year data provided by local assessments, which included Galileo, iReady, PALS, and ACCESS. Using these assessments, teams identified that although the majority of students are growing in both math and reading, this growth does not adequately close the gap between student performance and grade level expectations. Proficiency levels across K-8<sup>th</sup> also remain low.

During the first two weeks of September 2015, all 1<sup>st</sup>-8<sup>th</sup> grade students were given two assessments: iReady Reading and iReady Math. These assessments were used to benchmark student achievement and identify student needs across the entire school. PALS data was used to benchmark Kindergarten students in Reading. At the September 29<sup>th</sup> Timberline Leadership meeting, grade-level representatives and administration, reviewed the Fall 2015 iReady data, identifying additional trends. This information was presented to, and discussed with, the larger Timberline Leadership Team.

### CURRENT PERFORMANCE REVIEW

On the School Performance Framework we are accredited with a Priority Improvement performance plan. At the time this UIP was being developed, the PARCC data from the 2014-2015 school year was unavailable as this was a new assessment. To account for this, TCAP data from the 2013-2014 school year and local data (iReady, PALS) were considered. According to TCAP we do not meet expectations for Academic Achievement and are approaching for Academic Growth and Academic Growth Gaps. While we are approaching a majority of the indicators, we do not meet expectations in several and meet expectations for math academic growth in middle school and math academic growth gaps in math. We also meet expectations for ELP students in elementary.

Academic Achievement – <b>Does Not Meet</b>		
	Elem	Middle
Reading	Approaching	Does Not Meet
Math	Does Not Meet	Does Not Meet
Writing	Approaching	Does Not Meet

Academic Growth - <b>Approaching</b>		
	Elem	Middle
Reading	Does Not Meet	Approaching
Math	Does Not Meet	Meets
Writing	Approaching	Approaching
ELP (ACCESS)	Meets	Approaching

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Academic Growth Gaps - <b>Approaching</b>		
	Elem	Middle
Reading	<b>Approaching</b>	<b>Approaching</b>
Math	<b>Does Not Meet</b>	<b>Meets</b>
Writing	<b>Approaching</b>	<b>Approaching</b>

When analyzing local data, we see that students in 1<sup>st</sup>-8<sup>th</sup> grade lack foundational reading skills in phonics, and vocabulary, which greatly impacts their ability to achieve at high levels. In math, students in 1<sup>st</sup>-8<sup>th</sup> grade are lowest in numbers and operations. This too greatly impacts students' ability to achieve at high levels in mathematics because of deficits in foundational skills. As a whole, we are not meeting expectations within our school, which would indicate that much work is needed in Tier I instruction. A close analysis of our Tier II and Tier III programming is also warranted.

iReady Reading - Fall 2015 (% On or Above Grade-Level)							
Grade	Overall Reading Level	Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
1st	7%	17%	18%	20%	13%	21%	18%
2nd	17%	71%	24%	41%	13%	15%	19%
3rd	21%	94%	29%	64%	21%	34%	36%
4th	12%	96%	12%	97%	10%	16%	13%
5th	9%	100%	36%	95%	14%	21%	19%
6th	11%	100%	40%	92%	13%	16%	13%
7th	15%	100%	67%	96%	10%	18%	24%
8th	19%	100%	69%	96%	12%	21%	23%

iReady Math - Fall 2015 (% On or Above Grade-Level)					
Grade	Overall Math Level	Numbers & Operations	Algebra & Algebraic Thinking	Measurement & Data	Geometry
1st	6%	7%	14%	17%	25%
2nd	6%	6%	12%	17%	12%
3rd	2%	8%	10%	16%	9%
4th	10%	20%	20%	16%	13%
5th	22%	19%	21%	30%	24%
6th	8%	13%	11%	25%	14%
7th	13%	14%	14%	26%	23%
8th	12%	12%	17%	29%	10%

### PRIOR YEAR'S TARGETS REVIEW

According to elementary iReady reading data from last year, our school has work to be done for students to be at grade-level or above. However, when reviewing available Galileo reading and math data, targets were met. In analyzing available Galileo data, we feel this data is inconclusive. In 6th-8th grade, due to the volume of state testing, not all students completed the Q4 Galileo reading assessment. 6th grade data was unavailable. 72 students in 7th grade assessed scored 72% proficient and advanced. 106 students in 8th grade assessed scored 76% proficient and advanced. Multiple tests were given to measure proficiency in math (Q4 /semester 2 or trimester 3 Galileo math assessment). Again, due to the volume and length of the state testing, we feel this data is inconclusive even though the data collected shows the math achievement target was met. 100 1st grade students scored 38% proficient or advanced on the trimester 2 assessment. 2nd grade data is inconclusive. 111 students in 3rd grade assessed scored 66% proficient and advanced on the trimester 2 assessment. 95 students in 4th grade assessed scored 52% proficient and advanced on the trimester 2 assessment. 83 students in 5th grade assessed scored 44% proficient and advanced on the trimester 2 assessment. 6th grade data was unavailable. 86 students in 7th grade assessed scored 89% proficient and advanced on the Q4 assessment. 89 students in 8th grade assessed scored 61% proficient and advanced on the Q4 assessment. 20 algebra students assessed in 8th grade scored 58% proficient and advanced on the semester 2 algebra assessment.

Using iReady data to analyze elementary reading growth, the target was not met as only 59.9% of 1<sup>st</sup>-5<sup>th</sup> grade students made one or more year's growth. Using Scholastic Reading Inventory data, over 80% of 6<sup>th</sup>-8<sup>th</sup> grade students made adequate growth. Like our achievement data, we feel iReady is giving us a more accurate projection of how our students will perform on state testing. Galileo was used to measure math growth. We improved, but missed the 80% growth target by 8%. The percent of students who scored expected growth or higher on the Galileo math assessment are as follows: 1st: 66%, 2nd: 84% (18 students), 3rd: 43%, 4th: 62%, 5th: 93%, 6th: data was unavailable, 7th: 97%, 8th: 57%.

We are embracing the opportunity to use iReady math and reading data to measure both growth and achievement in all grades 1st - 8th this year. Our targets for 2015-2016 are set using our baseline data from the fall. Our focus is to highly engage our students through rigorous and innovative STEM integration throughout all grades. This is our 3rd year as a STEM school and we feel confident math achievement and growth will be positively impacted. Also, after completing 4 years of SIOP implementation, we are steadily seeing a larger numbers of students move from bridging to reaching on the ACCESS exam. Although targets were not met in ACCESS growth, the number of students who moved from bridging to reaching increased from 179 in 2013-2014 to 278 in 2014-2015. We have made improvements in our bi-literacy model and have made efforts to support students transitioning out of bilingual programming. We focus on WIDA can-do descriptors and continually analyze the academic progress of our second language learners. With the now-available school-wide iReady data and interventions, highly engaging and rigorous core, and continued SIOP implementation, our future's looking bright at Timberline PK-8.

### TREND ANALYSIS

#### ACADEMIC ACHIEVEMENT

Reading, math, and writing TCAP achievement are below state expectations at all levels. Reading achievement percentile is approaching at the elementary (49.7) and does not meet for the middle school (34.9). Math achievement percentile does not meet at the elementary (40.6) and middle (27.8) levels. Writing achievement is approaching at the elementary (34) and does not meet at the middle school (29.3) level.

#### ACADEMIC GROWTH

Reading, math, and writing TCAP academic growth are approaching state expectations. Reading median growth percentile does not meet at the elementary (37) and is approaching for the middle school (44). Math median growth percentiles at the middle school level (55) meets expectations, but does not meet at the elementary (24) level. Writing median growth percentiles are approaching at both the elementary (45) and middle (48) levels. Median growth percentile for elementary English Language Proficiency meets at elementary (55) and is approaching at the middle school level (41).

### ACADEMIC GROWTH GAPS

#### **ELEMENTARY**

Combined academic growth gaps are approaching expectations for reading and writing and does not meet for math. Reading median growth percentile (MGP) is lower than adequate growth for FRL (37), minority (40), IEP (22), and ELL (46) students. Math median growth percentiles are also below state expectations for FRL (23), minority (23), IEP (21), and ELL (23) students. Writing median growth percentiles are also lower than adequate growth for FRL (42), minority (43), IEP (24), and ELL (41) students.

#### **MIDDLE**

Combined academic growth gaps are approaching expectations for reading and writing and meets for math. Reading median growth percentile (MGP) is lower than adequate growth for FRL (43), minority (45), IEP (44), and ELL (46) students. Math median growth percentiles are also below state expectations for FRL (55), minority (54), IEP (57), and ELL (56) students. Writing median growth percentiles are also lower than adequate growth for FRL (48), minority (47), IEP (42), and ELL (50) students.

### PRIORITY PERFORMANCE CHALLENGES

Priority performance challenges reflect the notable trend that academic achievement is below state expectations for all contents areas and that academic growth is inadequate to close the achievement gap in a timely manner.

- Academic achievement levels are below expectations in all subject areas (Reading – 41.8% proficient/advanced, Math – 33.8% proficient/advanced).
- The vast majority of students begin the school year below grade level expectations as measured by iReady. 10.2% of 1<sup>st</sup>-8<sup>th</sup> grade students begin the year on or above grade level in math. 14.7% of 1<sup>st</sup>-8<sup>th</sup> grade students begin the year on or above grade level in reading.
- Over 30% of K-3 students begin the school year with a Significant Reading Deficiency (2014-15 – 38%, 2015-16 – 34%).
- While meeting or approaching expectations for Academic Growth in a number of areas, the Median Growth Percentile for 3<sup>rd</sup>-5<sup>th</sup> grade students is below state expectations for Reading (37/50) and Math (24/65).
- Student academic growth is inadequate to close the gap between current academic performance and grade level expectations. 59.9% of 1<sup>st</sup>-5<sup>th</sup> grade students made one year or more of growth in Reading as measured by the iReady Reading assessment.
- Reading median growth percentile is lower than adequate for 3<sup>rd</sup>-5<sup>th</sup> grade FRL (37/54) and IEP (22/83) students and 6<sup>th</sup>-8<sup>th</sup> grade FRL (43/62) and IEP (44/89) students.
- While meeting expectations for Academic Growth Gaps in 6<sup>th</sup>-8<sup>th</sup> grade Math, median growth percentile is lower than adequate for 3<sup>rd</sup>-5<sup>th</sup> grade FRL (23/69) and IEP (21/86) students.

### ROOT CAUSES

- Inconsistent Tier 1 instruction in reading
- Inconsistent Tier 1 instruction in math
- Inconsistent reading interventions
- Inconsistency in the development of phonics and vocabulary
- Inconsistency in the development of numbers and operations
- Low academic expectations for students
- Insufficient data-driven instruction and implementation of Common Core standards
- Conflict between core instruction and intervention schedules
- Under utilization of common, formative assessments to drive instruction

*Root causes for low academic achievement levels in reading and verification:*

At the end of the 2014-15 school year, considerable time was spent reviewing data with the Timberline staff, aiming to identify root causes for low academic achievement in reading. Teachers identified that the master schedule conflicted with intervention programs, resulting in our highest need students missing core reading instruction. This also resulted in inconsistent reading interventions. When reviewing walk-through and formal observation data, administration identified that Tier 1 instruction in reading was inconsistent and in general there were low academic expectations for students. Instruction in classrooms was rarely tied to student data, resulting in insufficient data-driven instruction. An under utilization of common, formative assessments to drive instruction was also identified by administration. At the beginning of the year, the Timberline Leadership Team spent time reviewing and analyzing school-wide performance data as measured by the iReady reading assessment. This data indicated inconsistency in the development of phonics and vocabulary and low achievement levels in reading throughout the entire school.

*Root causes for low academic achievement levels in math and verification:*

At the end of the 2014-15 school year, considerable time was spent reviewing data with the Timberline staff, aiming to identify root causes for low academic achievement in math. Teachers identified that the master schedule conflicted with intervention programs, resulting in our highest need students missing core reading instruction. When reviewing walk-through and formal observation data, administration identified that Tier 1 instruction in math was inconsistent and in general there were low academic expectations for students. Instruction in classrooms was rarely tied to student data, resulting in insufficient data-driven instruction. An under utilization of common, formative assessments to drive instruction was also identified by administration. At the beginning of the year, the Timberline Leadership Team spent time reviewing and analyzing school-wide performance data as measured by the iReady math assessment. This data indicated inconsistency in the development of numbers and operations and low achievement levels in math throughout the entire school.

## Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	<p><b>READING</b></p> <p>1<sup>st</sup>-5<sup>th</sup>: By the end of the 2014-2015 school year, the number of on-level or above 1<sup>st</sup>-5<sup>th</sup> grade students will increase from 59% to 64% on the iReady reading assessment.</p> <p>6<sup>th</sup>-8<sup>th</sup>: By the end of the 2014-2015 school year, the number of benchmark tested 6<sup>th</sup>-8<sup>th</sup> grade students at the proficient and advanced levels will increase from 34.3% to 44.3% on the end-of-year Galileo reading assessment.</p>	<p>The 1<sup>st</sup>-5<sup>th</sup> grade reading achievement target was not met. 9.7% of 1<sup>st</sup>-5<sup>th</sup> grade students were on-level or above grade level.</p> <p>The 6<sup>th</sup>-8<sup>th</sup> grade reading achievement target was met. 68.3% of 6<sup>th</sup>-8<sup>th</sup> grade students were at the proficient or advanced levels. However, not all 6<sup>th</sup> grade data was available.</p>	<p>According to elementary iReady reading data from last year, our school has work to be done for students to be at grade-level or above. However, when reviewing available Galileo reading and math data, targets were met. In analyzing available Galileo data, we feel this data is inconclusive. In 6<sup>th</sup>-8<sup>th</sup> grade, due to the volume of state testing, not all students completed the Q4 Galileo reading assessment. 6<sup>th</sup> grade data was unavailable. 72 students in 7<sup>th</sup> grade assessed scored 72% proficient and advanced. 106 students in 8<sup>th</sup> grade assessed scored 76% proficient and advanced. Multiple tests were given to measure proficiency in math (Q4 /semester 2 or trimester 3 Galileo math assessment). Again, due to the volume and length of the state testing, we feel this data is inconclusive even though the data collected shows the math achievement target was met. 100 1<sup>st</sup> grade students scored 38% proficient or advanced on the trimester 2 assessment. 2<sup>nd</sup> grade data is inconclusive. 111 students in 3<sup>rd</sup> grade assessed scored 66% proficient and advanced on the trimester 2 assessment. 95 students in 4<sup>th</sup> grade assessed scored 52% proficient and advanced on the trimester 2 assessment. 83 students in 5<sup>th</sup> grade assessed scored 44% proficient and advanced on the trimester 2 assessment. 6<sup>th</sup> grade data was unavailable. 86 students in 7<sup>th</sup> grade assessed scored 89% proficient and advanced on the Q4 assessment. 89 students in 8<sup>th</sup> grade assessed scored 61% proficient and advanced on the Q4 assessment. 20 algebra students assessed in 8<sup>th</sup> grade scored 58% proficient and advanced on the</p>
	<p><b>MATH</b></p> <p>1<sup>st</sup>-8<sup>th</sup>: By the end of the 2014-2015 school year, the number of benchmark tested 1<sup>st</sup>-8<sup>th</sup> grade students at the proficient and advanced levels will increase from 39.8% to 49.8% on the end-of-year Galileo math assessment.</p>	<p>The math achievement target was met. 60.7% of 1<sup>st</sup>-8<sup>th</sup> grade students were at the proficient or advanced levels. However, the majority of 2<sup>nd</sup> grade and 6<sup>th</sup> grade students did not take the end-of-year Galileo math assessment.</p>	
Academic Growth	<p><b>READING</b></p> <p>1<sup>st</sup>-5<sup>th</sup>: By the end of the 2014-2015 school year, 80% of 1<sup>st</sup>-5<sup>th</sup> grade students will make one or more year's growth on the iReady reading assessment.</p> <p>6<sup>th</sup>-8<sup>th</sup>: By the end of the 2014-2015 school year, 80% of 6<sup>th</sup>-8<sup>th</sup> grade students will make adequate growth on the Scholastic Reading Inventory.</p>	<p>The 1<sup>st</sup>-5<sup>th</sup> grade reading academic growth target was not met. 59.9% of 1<sup>st</sup>-5<sup>th</sup> grade students made one or more year's growth.</p> <p>The percent of 6<sup>th</sup>-8<sup>th</sup> grade students who made adequate growth on the Scholastic Reading Inventory met or exceeded 80%.</p>	<p>According to elementary iReady reading data from last year, our school has work to be done for students to be at grade-level or above. However, when reviewing available Galileo reading and math data, targets were met. In analyzing available Galileo data, we feel this data is inconclusive. In 6<sup>th</sup>-8<sup>th</sup> grade, due to the volume of state testing, not all students completed the Q4 Galileo reading assessment. 6<sup>th</sup> grade data was unavailable. 72 students in 7<sup>th</sup> grade assessed scored 72% proficient and advanced. 106 students in 8<sup>th</sup> grade assessed scored 76% proficient and advanced. Multiple tests were given to measure proficiency in math (Q4 /semester 2 or trimester 3 Galileo math assessment). Again, due to the volume and length of the state testing, we feel this data is inconclusive even though the data collected shows the math achievement target was met. 100 1<sup>st</sup> grade students scored 38% proficient or advanced on the trimester 2 assessment. 2<sup>nd</sup> grade data is inconclusive. 111 students in 3<sup>rd</sup> grade assessed scored 66% proficient and advanced on the trimester 2 assessment. 95 students in 4<sup>th</sup> grade assessed scored 52% proficient and advanced on the trimester 2 assessment. 83 students in 5<sup>th</sup> grade assessed scored 44% proficient and advanced on the trimester 2 assessment. 6<sup>th</sup> grade data was unavailable. 86 students in 7<sup>th</sup> grade assessed scored 89% proficient and advanced on the Q4 assessment. 89 students in 8<sup>th</sup> grade assessed scored 61% proficient and advanced on the Q4 assessment. 20 algebra students assessed in 8<sup>th</sup> grade scored 58% proficient and advanced on the</p>

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Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	<b>MATH</b> 1 <sup>st</sup> -8 <sup>th</sup> : By the end of the 2014-2015 school year, 80% of benchmark tested 1 <sup>st</sup> -8 <sup>th</sup> grade students will increase at least one-level on end-of-year Galileo math assessment.	72% of 1 <sup>st</sup> -8 <sup>th</sup> grade students scored expected growth or higher on the Galileo math assessment. However, the majority of 2 <sup>nd</sup> grade and 6 <sup>th</sup> grade students did not take the end-of-year Galileo math assessment. The growth target was not met.	semester 2 algebra assessment.  Using iReady data to analyze elementary reading growth, the target was not met as only 59.9% of 1 <sup>st</sup> -5 <sup>th</sup> grade students made one or more year's growth. Using Scholastic Reading Inventory data, over 80% of 6 <sup>th</sup> -8 <sup>th</sup> grade students made adequate growth. Like our achievement data, we feel iReady is giving us a more accurate projection of how our students will perform on state testing. Galileo was used to measure math growth. We improved, but missed the 80% growth target by 8%. The percent of students who scored expected growth or higher on the Galileo math assessment are as follows: 1 <sup>st</sup> : 66%, 2 <sup>nd</sup> : 84% (18 students), 3 <sup>rd</sup> : 43%, 4 <sup>th</sup> : 62%, 5 <sup>th</sup> : 93%, 6 <sup>th</sup> : data was unavailable, 7 <sup>th</sup> : 97%, 8 <sup>th</sup> : 57%.
	<b>ELP</b> K-5 <sup>th</sup> : By the end of the 2014-2015 school year, the Median Growth Percentile in ACCESS will be 60.	The K-5 <sup>th</sup> grade ELP reading academic growth target was not met. The median growth percentile for K-5 <sup>th</sup> grade students was 56.	
	6 <sup>th</sup> -8 <sup>th</sup> : By the end of the 2014-2015 school year, the Median Growth Percentile in ACCESS will be 55.	The 6 <sup>th</sup> -8 <sup>th</sup> grade ELP reading academic growth target was met. The median growth percentile for 6 <sup>th</sup> -8 <sup>th</sup> grade students was 44.5.	
Academic Growth Gaps	<b>READING</b> 1 <sup>st</sup> -5 <sup>th</sup> : By the end of the 2014-2015 school year, 80% of 1 <sup>st</sup> -5 <sup>th</sup> grade English Learners will make one or more year's growth on the iReady reading assessment.	The 1 <sup>st</sup> -5 <sup>th</sup> grade reading academic growth gap target was not met. 61.5% of 1 <sup>st</sup> -5 <sup>th</sup> grade English Learners made one or more year's growth.  The percent of 6 <sup>th</sup> -8 <sup>th</sup> grade English Learners students who made adequate growth on the Scholastic Reading Inventory met or exceeded 80%.	We are embracing the opportunity to use iReady math and reading data to measure both growth and achievement in all grades 1 <sup>st</sup> -8 <sup>th</sup> this year. Our targets for 2015-2016 are set using our baseline data from the fall. Our focus is to highly engage our students through rigorous and innovative STEM integration throughout all grades. This is our 3 <sup>rd</sup> year as a STEM school and we feel confident math achievement and growth will be positively impacted. Also, after completing 4 years of SIOP implementation, we are steadily seeing a larger numbers of students move from bridging to reaching on the ACCESS exam. Although targets were not met in ACCESS growth, the number of students who moved from bridging to reaching increased from 179 in 2013-2014 to 278 in 2014-2015. We have made improvements in our bi-literacy model and have made efforts to support students transitioning out of bilingual programming.
	<b>MATH</b> 1 <sup>st</sup> -8 <sup>th</sup> : By the end of the 2014-2015 school year, 80% of benchmark tested 1 <sup>st</sup> -8 <sup>th</sup> grade Minority and English Learners will increase at least one-level on end-of-year Galileo math assessment.	72% of 1 <sup>st</sup> -8 <sup>th</sup> grade Minority and English Learners students scored expected growth or higher on the Galileo math assessment. However, the majority of 2 <sup>nd</sup> grade and 6 <sup>th</sup> grade students did not take the end-of-year Galileo math assessment. The growth target was not met.	

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Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Postsecondary & Workforce Readiness	n/a	n/a	We focus on WIDA can-do descriptors and continually analyze the academic progress of our second language learners. With the now-available school-wide iReady data and interventions, highly engaging and rigorous core, and continued SIOP implementation, our future's looking bright at Timberline PK-8.
	n/a	n/a	

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## Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, when available, and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)					Priority Performance Challenges	Root Causes	
Academic Achievement (Status)		Loma Linda Elementary		Spangler Elementary School		Academic achievement levels are below expectations in all subject areas (Reading – 41.8% proficient/advanced, Math – 33.8% proficient/advanced).	Inconsistent Tier 1 instruction in reading	
		2012	2013	2012	2013		2014	Inconsistent Tier 1 instruction in math
	Reading	55.24	55.86	20.78	43.21		49.65	
	Math	48.94	46.91	26.25	38.67		40.63	
	Writing	38.64	27.32	14.84	30.68		34.03	Inconsistent reading interventions
		Heritage Middle School		Timberline 6-8				Inconsistency in the development of phonics and vocabulary
		2012	2013	2014				
	Reading	41.61	38.77	34.88				
	Math	31.21	29.23	27.78				Inconsistency in the development of numbers and operations
	Writing	30.16	26.96	29.32				
		<ul style="list-style-type: none"><li>The overall elementary Academic Achievement data is well below the Elementary Federal and State Expectations (Reading - 49.65/71.65, Math – 40.63/70.89).</li><li>The overall middle school Reading Achievement data is substantially below Middle School Federal and State Expectations (Reading - 34.88/71.43, Math – 27.78/52.48).</li></ul>					Low academic expectations for students	
						Insufficient Data-Driven instruction and implementation		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																														
	<table><tr><th colspan="3">iReady Reading – Beginning of Year (% On or Above Grade-Level)</th></tr><tr><th>Grade</th><th>2014-15</th><th>2015-2016</th></tr><tr><td>1st</td><td>6%</td><td>7%</td></tr><tr><td>2nd</td><td>10%</td><td>17%</td></tr><tr><td>3rd</td><td>25%</td><td>21%</td></tr><tr><td>4th</td><td>15%</td><td>12%</td></tr><tr><td>5th</td><td>5%</td><td>9%</td></tr><tr><td>6th</td><td>-</td><td>11%</td></tr><tr><td>7th</td><td>-</td><td>15%</td></tr><tr><td>8th</td><td>-</td><td>19%</td></tr></table> <ul style="list-style-type: none"><li>Reading Academic Achievement starts off low and gradually increases in primary grades. A slow decline begins in 4<sup>th</sup> grade and rises once again at the start of middle school.</li></ul>	iReady Reading – Beginning of Year (% On or Above Grade-Level)			Grade	2014-15	2015-2016	1st	6%	7%	2nd	10%	17%	3rd	25%	21%	4th	15%	12%	5th	5%	9%	6th	-	11%	7th	-	15%	8th	-	19%	The vast majority of students begin the school year below grade level expectations as measured by iReady. 14.7% of 1 <sup>st</sup> -8 <sup>th</sup> grade students begin the year on or above grade level in reading.	<ul style="list-style-type: none"><li>of Common Core standards</li><li>Conflict between core instruction and intervention schedules</li><li>Under utilization of common, formative assessments to drive instruction</li></ul>
	iReady Reading – Beginning of Year (% On or Above Grade-Level)																																
Grade	2014-15	2015-2016																															
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	<table><tr><th colspan="3">iReady Math – Beginning of Year (% On or Above Grade-Level)</th></tr><tr><th>Grade</th><th>2014-15</th><th>2015-2016</th></tr><tr><td>1st</td><td>-</td><td>6%</td></tr><tr><td>2nd</td><td>-</td><td>6%</td></tr><tr><td>3rd</td><td>-</td><td>2%</td></tr><tr><td>4th</td><td>15%</td><td>10%</td></tr><tr><td>5th</td><td>6%</td><td>22%</td></tr><tr><td>6th</td><td>-</td><td>8%</td></tr><tr><td>7th</td><td>-</td><td>13%</td></tr><tr><td>8th</td><td>-</td><td>12%</td></tr></table>	iReady Math – Beginning of Year (% On or Above Grade-Level)			Grade	2014-15	2015-2016	1st	-	6%	2nd	-	6%	3rd	-	2%	4th	15%	10%	5th	6%	22%	6th	-	8%	7th	-	13%	8th	-	12%	The vast majority of students begin the school year below grade level expectations as measured by iReady. 10.2% of 1 <sup>st</sup> -8 <sup>th</sup> grade students begin the year on or above grade-level in math.	<ul style="list-style-type: none"><li>Inconsistent Tier 1 instruction in math</li><li>Inconsistency in the development of numbers and operations</li><li>Low academic expectations for students</li><li>Insufficient Data-Driven instruction and implementation of Common Core standards</li></ul>
iReady Math – Beginning of Year (% On or Above Grade-Level)																																	
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																													
	<ul style="list-style-type: none"><li>Math Academic Achievement starts off low in primary grade and gradually increases in intermediate grades. There is a substantial drop off again at the start of middle school.</li></ul>		<p>Conflict between core instruction and intervention schedules</p> <p>Under utilization of common, formative assessments to drive instruction</p>																													
	<table border="1"><thead><tr><th colspan="5">% of Students Identified as Significant Reading Deficient (SRD)</th></tr><tr><th>Grade</th><th>Spring 2013-14</th><th>Fall 2014-15</th><th>Spring 2014-15</th><th>Fall 2015-16</th></tr></thead><tbody><tr><td>Kindergarten</td><td>32%</td><td>75%</td><td>32%</td><td>79%</td></tr><tr><td>1<sup>st</sup> Grade</td><td>31%</td><td>28%</td><td>19%</td><td>21%</td></tr><tr><td>2<sup>nd</sup> Grade</td><td>27%</td><td>33%</td><td>14%</td><td>21%</td></tr><tr><td>3<sup>rd</sup> Grade</td><td>19%</td><td>25%</td><td>21%</td><td>16%</td></tr></tbody></table> <ul style="list-style-type: none"><li>During the past two years, over 70% of kindergarten students begin the year identified as having a significant reading deficiency (SRD).</li><li>With the exception of the Spring 2014-15 3<sup>rd</sup> Grade class, the percentage of students identified as SRD at the end of the year decreases from one grade level to the next.</li></ul>	% of Students Identified as Significant Reading Deficient (SRD)					Grade	Spring 2013-14	Fall 2014-15	Spring 2014-15	Fall 2015-16	Kindergarten	32%	75%	32%	79%	1 <sup>st</sup> Grade	31%	28%	19%	21%	2 <sup>nd</sup> Grade	27%	33%	14%	21%	3 <sup>rd</sup> Grade	19%	25%	21%	16%	<p>Over 30% of K-3 students begin the school year with a Significant Reading Deficiency (2014/15 – 38%, 2015/16 – 34%).</p>
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)					Priority Performance Challenges	Root Causes															
Academic Growth		Loma Linda Elementary		Spangler Elementary School		Timberline K-5	While meeting or approaching expectations for Academic Growth in a number of areas, the Median Growth Percentile for 3 <sup>rd</sup> -5 <sup>th</sup> grade students is below state expectations for Reading (37/50) and Math (24/65).  Student academic growth is inadequate to close the gap between current academic performance and grade level expectations. 59.9% of 1 <sup>st</sup> -5 <sup>th</sup> grade students made one year or more of growth in Reading as measured by the iReady Reading assessment.	Inconsistent Tier 1 instruction in reading														
		2012	2013	2012	2013	2014		Inconsistent Tier 1 instruction in math														
	Reading	60	45	36	57	37		Inconsistent reading interventions														
	Math	33	31	14	39	24		Inconsistency in the development of phonics and vocabulary														
	Writing	37	31	51	52	45		Inconsistency in the development of numbers and operations														
		Heritage Middle School		Timberline 6-8				Low academic expectations for students														
		2012	2013	2014				Insufficient Data-Driven instruction and implementation of Common Core standards														
	Reading	52	51	44				Conflict between core instruction and intervention schedules														
	Math	47	57	55				Under utilization of common, formative assessments to drive instruction														
	Writing	49	54	48																		
	<ul style="list-style-type: none"><li>The overall elementary Median Growth Percentile is well below the Elementary Federal and State Expectations (Reading – 37/50, Math – 24/65).</li><li>The overall middle school Median Growth Percentile is well below the Middle School Federal and State Expectations (Reading – 44/59, Math – 55/89).</li></ul>																					
	<table><tr><th colspan="2">iReady Reading 2014-2015 – All Students (% making yr or more growth)</th></tr><tr><th>Grade</th><th>2014-15</th></tr><tr><td>1st</td><td>70%</td></tr><tr><td>2nd</td><td>74%</td></tr><tr><td>3rd</td><td>62%</td></tr><tr><td>4th</td><td>42%</td></tr><tr><td>5th</td><td>53%</td></tr><tr><td>ALL</td><td>59.9%</td></tr></table>							iReady Reading 2014-2015 – All Students (% making yr or more growth)		Grade	2014-15	1st	70%	2nd	74%	3rd	62%	4th	42%	5th	53%	ALL
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)				Priority Performance Challenges	Root Causes																																			
	<ul style="list-style-type: none"><li>Students making one or more years worth of growth in iReady Reading declines slowly over time after peaking in 2<sup>nd</sup> grade.</li></ul>																																								
Academic Growth Gaps	<table><tr><th colspan="5">TCAP Academic Growth Gaps – Reading</th></tr><tr><th></th><th colspan="2">Timberline K-5</th><th colspan="2">Timberline 6-8</th></tr><tr><th></th><th>Median Growth Percentile</th><th>Median Adequate Growth Percentile</th><th>Median Growth Percentile</th><th>Median Adequate Growth Percentile</th></tr><tr><td>Free/Reduced Lunch Eligible</td><td>37</td><td>54</td><td>43</td><td>62</td></tr><tr><td>Minority Students</td><td>40</td><td>55</td><td>45</td><td>63</td></tr><tr><td>Students with Disabilities</td><td>22</td><td>83</td><td>44</td><td>89</td></tr><tr><td>English Learners</td><td>46</td><td>55</td><td>46</td><td>63</td></tr></table>	TCAP Academic Growth Gaps – Reading						Timberline K-5		Timberline 6-8			Median Growth Percentile	Median Adequate Growth Percentile	Median Growth Percentile	Median Adequate Growth Percentile	Free/Reduced Lunch Eligible	37	54	43	62	Minority Students	40	55	45	63	Students with Disabilities	22	83	44	89	English Learners	46	55	46	63	Reading median growth percentile is lower than adequate for 3 <sup>rd</sup> -5 <sup>th</sup> grade FRL (37/54) and IEP (22/83) students and 6 <sup>th</sup> -8 <sup>th</sup> grade FRL (43/62) and IEP (44/89) students.				Inconsistent Tier 1 instruction in reading
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)					Priority Performance Challenges	Root Causes	
	TCAP Academic Growth Gaps – Math					While meeting expectations for Academic Growth Gaps in 6 <sup>th</sup> -8 <sup>th</sup> grade Math, median growth percentile is lower than adequate for 3 <sup>rd</sup> -5 <sup>th</sup> grade FRL (23/69) and IEP (21/86) students.	Inconsistent Tier 1 instruction in math	
		Timberline K-5		Timberline 6-8			Inconsistency in the development of numbers and operations  Low academic expectations for students  Insufficient Data-Driven instruction and implementation of Common Core standards  Conflict between core instruction and intervention schedules  Under utilization of common, formative assessments to drive instruction	
		Median Growth Percentile	Median Adequate Growth Percentile	Median Growth Percentile	Median Adequate Growth Percentile			
	Free/Reduced Lunch Eligible	23	69	55	91			
	Minority Students	23	74	54	91			
	Students with Disabilities	21	86	57	99			
	English Learners	23	72	56	91			
	<ul style="list-style-type: none"><li>All Timberline Elementary math Growth Gap areas are rated “Does Not Meet”. The lowest Median Growth Percentile was 21 and the highest was 23.</li><li>Timberline Middle School Math Growth Gap Data has only a 3 point growth percentile difference from 54 to 57. This mirrors the overall Median Growth Percentile of 55.</li></ul>							
	n/a							n/a
	n/a						n/a	n/a

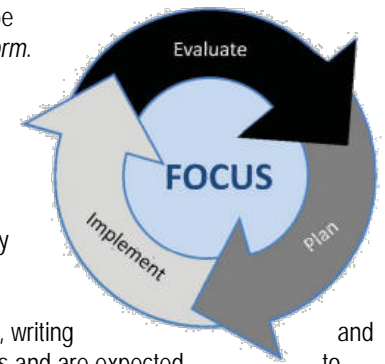
## Section IV: Action Plan(s)

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

### School Target Setting Form

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

**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.





## School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
				2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	Academic achievement levels are below expectations in Reading - 41.8% proficient/advanced.  The vast majority of students begin the school year below grade level expectations as measured by iReady. 14.7% of 1 <sup>st</sup> -8 <sup>th</sup> grade students begin the year on or above grade level in reading.	By the end of the 2015-16 school year 40% of students will be on or above grade level as measured by the iReady reading assessment in grades 1-8.	By the end of the 2016-17 school year 50% of students will be on or above grade level as measured by the iReady reading assessment in grades 1-8.	iReady reading assessment administered in grades 1-8, 3 times per year  iReady progress monitoring for reading administered in grades 1-8, monthly  Site-based interim reading assessments administered in grades 1-5, 4 times per year	Increase reading proficiency by all students through improved Tier 1 instruction, implementation of data-driven instruction, execution of the READ Act, continual implementation of the Colorado Academic Standards, and intentional interventions including English language development.
		READ	Over 30% of K-3 students begin the school year with a Significant Reading Deficiency (2014/15 – 38%, 2015/16 – 34%).	By the end of the 2015-16 school year the percentage of students on READ Plans will go from 34% to 20% in grades K-3.	By the end of the 2016-17 school year the percentage of students on READ Plans will fall to 15% in grades K-3.	iReady reading assessment administered in grades 1-3, 3 times per year  iReady progress monitoring for reading administered in grades 1-3, monthly  PALS reading in kindergarten administered 3 times per year  Site-based interim reading assessments administered in K-3, 4 times per year	Increase reading proficiency by all students through improved Tier 1 instruction, implementation of data-driven instruction, execution of the READ Act, continual implementation of the Colorado Academic Standards, and intentional interventions including English language development.

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		M	<p>Academic achievement levels are below expectations in Math – 33.8% proficient/advanced.</p> <p>The vast majority of students begin the school year below grade level expectations as measured by iReady. 10.2% of 1<sup>st</sup>-8<sup>th</sup> grade students begin the year on or above grade level in math.</p>	By the end of the 2015-16 school year 40% of students will be on or above grade level as measured by the iReady math assessment in grades 1-8.	By the end of the 2016-17 school year 50% of students will be on or above grade level as measured by the iReady math assessment in grades 1-8.	<p>iReady math assessment administered in grades 1-8, 3 times per year</p> <p>iReady progress monitoring for math administered in grades 1-8, monthly</p> <p>Site-based interim math assessments administered in grades 1-5, 4 times per year</p>	Increase math proficiency by all students through improved Tier 1 instruction, implementation of data-driven instruction, continual integration of Common Core Standards, and intentional math and implementing STEM.
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	<p>While meeting or approaching expectations for Academic Growth in a number of areas, the Median Growth Percentile for 3<sup>rd</sup>-5<sup>th</sup> grade students is below state expectations for Reading (37/50).</p> <p>Student academic growth is inadequate to close the gap between current academic performance and grade level expectations. 59.9% of 1<sup>st</sup>-5<sup>th</sup> grade students made one year or more of growth in Reading.</p>	By the end of the 2015-16 school year 75% of students will make 1.5 years worth of growth as measured by the iReady reading assessment in grades 1-8.	By the end of the 2016-17 school year 75% of students will make 1.5 years worth of growth as measured by the iReady reading assessment in grades 1-8.	<p>iReady reading assessment administered in grades 1-8, 3 times per year</p> <p>iReady progress monitoring for reading administered in grades 1-8, monthly</p> <p>Site-based interim reading assessments administered in grades 1-5, 4 times per year</p>	Increase reading proficiency by all students through improved Tier 1 instruction, implementation of data-driven instruction, execution of the READ Act, continual implementation of the Colorado Academic Standards, and intentional interventions including English language development.
		M	<p>While meeting or approaching expectations for Academic Growth in a number of areas, the Median Growth Percentile</p>	By the end of the 2015-16 school year 75% of students will make 1.5 years worth of growth as measured by the iReady	By the end of the 2016-17 school year 75% of students will make 1.5 years worth of growth as measured by the iReady	<p>iReady math assessment administered in grades 1-8, 3 times per year</p> <p>iReady progress</p>	Increase math proficiency by all students through improved Tier 1 instruction, implementation of data-

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			for 3 <sup>rd</sup> -5 <sup>th</sup> grade students is below state expectations for Math (24/65).	math assessment in grades 1-8.	math assessment in grades 1-8.	monitoring for math administered in grades 1-8, monthly  Site-based interim math assessments administered in grades 1-5, 4 times per year	driven instruction, continual integration of Common Core Standards, and intentional math and implementing STEM.
		ELP	Student academic growth is inadequate to close the gap between current academic performance and grade level expectations. 59.9% of 1 <sup>st</sup> -5 <sup>th</sup> grade students made one year or more of growth in Reading as measured by the iReady Reading assessment.	By the end of the 2015-16 school year, the 1-8 Median Growth Percentile in ACCESS will be 65.	By the end of the 2016-17 school year, the 1-8 Median Growth Percentile in ACCESS will be 70.	iReady reading assessment administered in grades 1-8, 3 times per year  iReady progress monitoring for reading administered in grades 1-8, monthly  Site-based interim reading assessments administered in grades 1-5, 4 times per year	Increase reading proficiency by all students through improved Tier 1 instruction, implementation of data-driven instruction, execution of the READ Act, continual implementation of the Colorado Academic Standards, and intentional interventions including English language development.
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	Reading median growth percentile is lower than adequate for 3 <sup>rd</sup> -5 <sup>th</sup> grade FRL (37/54) and IEP (22/83) students and 6 <sup>th</sup> -8 <sup>th</sup> grade FRL (43/62) and IEP (44/89) students.	By the end of the 2015-16 school year 75% of 1 <sup>st</sup> -8 <sup>th</sup> grade ELL students and 75% of IEP students will achieve the normed growth target in reading iReady.	By the end of the 2016-17 school year 75% of 1 <sup>st</sup> -8 <sup>th</sup> grade ELL students and 75% of IEP students will achieve the normed growth target in reading iReady.	iReady reading assessment administered in grades 1-8, 3 times per year  iReady progress monitoring for reading administered in grades 1-8, monthly  Site-based interim reading assessments administered in grades 1-5, 4 times per year	Increase reading proficiency by all students through improved Tier 1 instruction, implementation of data-driven instruction, execution of the READ Act, continual implementation of the Colorado Academic Standards, and intentional interventions including English language development.

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		M	While meeting expectations for Academic Growth Gaps in 6 <sup>th</sup> -8 <sup>th</sup> grade Math, median growth percentile is lower than adequate for 3 <sup>rd</sup> -5 <sup>th</sup> grade FRL (23/69) and IEP (21/86) students.	By the end of the 2015-16 school year 75% of 1 <sup>st</sup> -8 <sup>th</sup> grade ELL students and 75% of IEP students will achieve the normed growth target in math iReady.	By the end of the 2016-17 school year 75% of 1 <sup>st</sup> -8 <sup>th</sup> grade ELL students will achieve the normed growth target in math iReady.	iReady math assessment administered in grades 1-8, 3 times per year  iReady progress monitoring for math administered in grades 1-8, monthly  Site-based interim math assessments administered in grades 1-5, 4 times per year	Increase math proficiency by all students through improved Tier 1 instruction, implementation of data-driven instruction, continual integration of Common Core Standards, and intentional math and implementing STEM.
Postsecondary & Workforce Readiness	Graduation Rate		n/a	n/a	n/a	n/a	n/a
	Disag. Grad Rate		n/a	n/a	n/a	n/a	n/a
	Dropout Rate		n/a	n/a	n/a	n/a	n/a
	Mean CO ACT		n/a	n/a	n/a	n/a	n/a
	Other PWR Measures		n/a	n/a	n/a	n/a	n/a

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## Action Planning Form for 2015-16 and 2016-17

**Directions:** Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

**Major Improvement Strategy #1:** Increase reading proficiency by all students through improved Tier 1 instruction, implementation of data-driven instruction, execution of the READ Act, continual integration of Common Core Standards, and intentional interventions including English language development.

**Root Cause(s) Addressed:** Inconsistent Tier 1 instruction in reading, inconsistent reading interventions, inconsistency in the development of phonics and vocabulary, low academic expectations for students, insufficient Data-Driven instruction and implementation of Common Core standards, conflict between core instruction and intervention schedules, under utilization of common, formative assessments to drive instruction.

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

- ☒ State Accreditation
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Diagnostic Review Grant
 ☐ School Improvement Support Grant  
☒ READ Act Requirements
 ☐ Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step*
	2015-16	2016-17				
Sheltered Instruction (SIOP) professional development and implementation (5 hours for every staff member/year)	Sept 2 <sup>nd</sup> , Oct 7 <sup>th</sup> , Nov 4 <sup>th</sup> , Dec 2 <sup>nd</sup> , Feb 3 <sup>rd</sup> , Mar 2 <sup>nd</sup> , Apr 13 <sup>th</sup>	August – May	Administration, ELL Department	General funds, Title IIA funds	Walk-through data using Tier I Best Practices with SIOP Identification document, agendas	On going
Create Master Schedule to reduce the number of students being pulled from core instruction.	June		Administration, Classroom Teachers	None	Development of agreed upon Master Schedule	Complete
Restructure programming to move from Targeted Intervention to School-wide Title I services	June – September		Administration, Title I Staff, Classroom Teachers	None	Development of agreed upon intervention blocks within Master Schedule, Instructional Paras hired	Complete
Training of Title I Instructional Paraprofessionals to support Tier 1 instruction	August – May	August – May	Title I Coordinators, District Priority Schools Personnel, Instructional Paras	Professional Development resources provided by Priority Schools department, SPIRE curriculum	Daily training and preparation time embedded within Master Schedule, completion of professional development sessions throughout the year, agendas	On going

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Training of K-5 staff on Data-Driven Instruction	June 1 <sup>st</sup> , July 1 <sup>st</sup> , July 31 <sup>st</sup>		Administration, Title I Coaches, Classroom Teachers	"Driven By Data" by Paul Bambrick-Santoyo	Presentation from professional development sessions	Complete
Development and implementation of common, grade level interim assessments	June – May		Administration, Title I Coaches, Classroom Teachers	Common Core standards, sample interim assessments from high performing schools, district unit plan documents	Finalized interim assessments at each grade level	On going
Implementation of grade level Data Days, analysis of interim assessment data	August – May	August – May	Administration, Classroom Teachers	Spreadsheets, Substitutes	Development of Data Day calendar, completed interim assessment spreadsheets	On going
Implementation of extended Language Arts department Data Days, analysis of iReady and curriculum assessments, and regrouping in literacy interventions	August – May	August – May	Administration and Language Arts, English Language Learners and Literacy Teachers	Spreadsheets	Development of Data Day calendar, completed iReady reading data spreadsheets	On going
School-wide professional development related to classroom management and student engagement strategies	August – May	August – May	Administration, District Professional Development Staff	Teach Like a Champion 2.0	Presentation from monthly professional development sessions	On going
Improve quality of Tier 1 instruction through increased rigor and teacher expectations	August – May	August – May	Administration	Common Core standards	Walk-through data using Tier 1 Best Practices with SIOP Identification document	On going
Implementation of weekly observation and feedback meetings with classroom teachers	August – May	August – May	Administration, Classroom Teachers	None	Observations and feedback meetings recorded in Global Summary document	On going
Conduct meetings to discuss cut scores, grade level and growth expectations, READ Act, and READ plans.	September		Title I Coach, MTSS Staff, Classroom Teachers	iReady data, Pikes Peak strategies	Development of READ plans	Complete

\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

**Major Improvement Strategy #2:** Increase math proficiency by all students through improved Tier 1 instruction, implementation of data-driven instruction, continual integration of Common Core Standards, and intentional math and implementing STEM.

**Root Cause(s) Addressed:** Inconsistent Tier 1 instruction in math, inconsistency in the development of numbers and operations, low academic expectations for students, insufficient Data-Driven instruction and implementation of Common Core standards, conflict between core instruction and intervention schedules, under utilization of common, formative assessments to drive instruction

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

- ☒ State Accreditation
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Diagnostic Review Grant
 ☐ School Improvement Support Grant
- ☒ READ Act Requirements
 ☐ Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step
	2015-16	2016-17				
Sheltered Instruction (SIOP) professional development and implementation (5 hours for every staff member/year)	Sept 2 <sup>nd</sup> , Oct 7 <sup>th</sup> , Nov 4 <sup>th</sup> , Dec 2 <sup>nd</sup> , Feb 3 <sup>rd</sup> , Mar 2 <sup>nd</sup> , Apr 13 <sup>th</sup>	August – May	Administration, ELL Department	General funds, Title IIA funds	Walk-through data using Tier I Best Practices with SIOP Identification document, agendas	On going
Create Master Schedule to reduce the number of students being pulled from core instruction.	June		Administration, Classroom Teachers	None	Development of agreed upon Master Schedule	Complete
Training of K-5 staff on Data-Driven Instruction	June 1 <sup>st</sup> , July 1 <sup>st</sup> , July 31 <sup>st</sup>		Administration, Title I Coaches, Classroom Teachers	"Driven By Data" by Paul Bambrick-Santoyo	Presentation from professional development sessions, agendas	Complete
Development and implementation of common, grade level interim assessments	June – May		Administration, Title I Coaches, Classroom Teachers	Common Core standards, sample interim assessments from high performing schools, district unit plan documents	Finalized interim assessments at each grade level	On going
Implementation of grade level Data Days, analysis of interim assessment data	August – May	August – May	Administration, Classroom Teachers	Spreadsheets, Substitutes	Development of Data Day calendar, completed interim assessment spreadsheets	On going
Implementation of math department Data Days, analysis of iReady and curriculum assessments, and regrouping in math interventions	August – May	August – May	Administration and Math Teachers	Spreadsheets	Development of Data Day calendar, completed iReady math data spreadsheets	On going

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School-wide professional development related to classroom management and student engagement strategies	August – May	August – May	Administration, District Professional Development Staff	Teach Like a Champion 2.0	Presentation from monthly professional development sessions	On going
Improve quality of Tier 1 instruction through increased rigor and teacher expectations	August – May	August – May	Administration	EngageNY	Walk-through data using Tier 1 Best Practices with SIOP Identification document	On going
Implementation of weekly observation and feedback meetings with classroom teachers	August – May	August – May	Administration, Classroom Teachers	None	Observations and feedback meetings recorded in Global Summary document	On going
Implementation of bi-monthly walk-throughs focusing on innovation, Integrated STEM Plans, and interdisciplinary project-based learning	August – May	August – May	Administration, STEM Coordinators, Classroom Teachers	None	Observations and STEM Walk-Through template	On going

\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.



## Section V: Supporting Addenda Forms

### Timberline PK-8

#### For Schools Operating a Title I Schoolwide Program (Optional)

Schools that participate in Title I may use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) descriptions of the requirements or (2) a cross-walk of the Title I program elements in the UIP. The Title I schoolwide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

<p>Comprehensive Needs Assessment:</p> <p>What are the comprehensive needs that justify activities supported with Title I funds?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>See Data Narrative pages 7-11</p>
<p>Reform Strategies:</p> <p>What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?</p>	<p>Section IV: Action Plan</p>	<p>See Action Plan pages 26-29</p> <ul style="list-style-type: none"> <li>- Hire additional kindergarten teacher to reduce class size and provide early intervention.</li> <li>- Hire two Instructional Coaches to provide academic and classroom management support.</li> <li>- Hire and train additional highly qualified instructional paras to support small group reading and math intervention in the classroom.</li> <li>- Hire two Title I Specialists, one in elementary and one in middle school, to provide academic support and train and supervise highly qualified instructional paras.</li> </ul>
<p>Professional Development:</p> <p>How are student and staff needs used to identify the high quality professional development?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>See Data Narrative pages 7-11 and Action Plan pages 26-29</p>
<p>Community Involvement:</p> <p>How are staff, parents and other members of the community collaborating to influence program design?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>See Action Plan pages 26-29</p> <p>Parent liaison will continue to facilitate ongoing Parent Leadership Team trained in collaboration with the Colorado Statewide Parent Coalition during the 2015-2016 school year in order to strengthen home-school partnerships and increase student achievement.</p>

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<p>Teacher Recruitment and Retention:</p> <p>What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>We will continue to work with Human Resources to ensure that all licensed staff and paraprofessionals are highly qualified.</p>
<p>Data Analysis:</p> <p>How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>See Data Narrative pages 7-11 and Action Plan pages 26-29</p> <p>Regularly scheduled collaboration times with grade-level teachers, Title I specialists, ELL specialists and administrators.</p>
<p>Timely Intervention:</p> <p>How will students be identified for and provided early interventions in a timely manner?</p>	<p>Section IV: Action Plan</p>	<p>Classroom teachers, Instructional Coaches, and Title I Specialists will collaborate to analyze literacy (i-Ready, PALS K) and math data (iReady) to determine needed classroom and small group intervention. Interventions will include Leveled Literacy Intervention (LLI), Lexia Core 5, SRA kits, SPIRE, and i-Ready Instruction. In addition to classroom (Tier 1) and small group interventions during the school day, students at risk of not meeting grade-level proficiency will have access to before and after-school support as well as extended-year summer programming.</p>
<p>Parent Involvement:</p> <p>How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?</p>	<p>Section IV: Action Plan</p>	<p>See Action Plan pages 26-29</p> <p>Parent Leadership Team, in collaboration with parent liaison, principal, and staff members, will plan parent/family workshops to review and discuss student data and achievement goals in order to strengthen the home-school connection. Parents and staff will share strategies to support student achievement and academic growth beyond the school day.</p>
<p>Transition Plan:</p> <p>How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?</p>	<p>Section IV: Action Plan</p>	<p>Collaboration between preschool and kindergarten teachers to support transition. Early fall assessments to determine instructional grouping and academic need of incoming kindergarten students.</p>
<p>Coordination with Other Services:</p> <p>How are Title I funds used in coordination with other ESEA, state and local funds?</p>	<p>Section IV: Action Plan, Resource Column</p>	<p>See Action Plan pages 26-29</p>

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## MEMORANDUM

DATE: January 13, 2016

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: First Reading, Discussion, Board Policies/Exhibit AC – Nondiscrimination/Equal Opportunity; AC-E-1 – Nondiscrimination/Equal Opportunity; GBA – Open Hiring/Equal Employment Opportunity; JB – Equal Educational Opportunities

PURPOSE

To provide the Board of Education with minor revisions to Board Policies/Exhibit AC – Nondiscrimination/Equal Opportunity; AC-E-1 – Nondiscrimination/Equal Opportunity; GBA – Open Hiring/Equal Employment Opportunity; JB – Equal Educational Opportunities.

BACKGROUND

Revisions to these policies and the accompanying exhibit are necessary due to alignment with current practice, procedure, and applicable statutes and have been reviewed by the administration and legal counsel.

## **Nondiscrimination/Equal Opportunity**

The Board is committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. The schools in the district are subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation (which includes transgender status), national origin, religion, ancestry or need for special education services. Accordingly, no otherwise qualified student, employee, applicant for employment or member of the public shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under any district program or activity on the basis of race, color, national origin, ancestry, creed, religion, sex (which includes marital status and pregnancy), sexual orientation (which includes transgender status), disability or need for special education services. Discrimination against employees and applicants for employment based on age and genetic information is also prohibited in accordance with state and/or federal law.

This policy and regulation shall be used to address all concerns regarding unlawful discrimination and harassment, except those regarding sexual harassment which are addressed in policies GBAA and JBB\*.

In keeping with these statements, the following shall be objectives of this school district:

1. To promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, pertinent legislation and applicable judicial interpretations.
2. To encourage positive experiences in terms of human values for children and adults who have differing personal and family characteristics or who come from various socio-economic, racial and ethnic groups.
3. To consider carefully, in all decisions made which affect the schools, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
4. To utilize educational experiences to build each individual's pride in the community in which he or she lives.
5. To initiate a process of reviewing all policies and practices of this school district in order to achieve the objectives of this policy to the greatest extent possible.
6. To investigate and resolve promptly any complaints of unlawful discrimination and harassment.
7. To investigate and appropriately discipline staff and students found to be responsible for incidents of harassment or unlawful discrimination in violation of district policy.

## Annual notice

The district shall issue a written notice prior to the beginning of each school year that advises students, parents, employees and the general public that the educational programs, activities and employment opportunities offered by the district are offered without regard to race, color, sex (which includes marital status and pregnancy), sexual orientation (which includes transgender status), religion, national origin, ancestry, creed, disability or need for special education services. With respect to employment practices, the district shall also issue written notice that it does not discriminate on the basis of age or genetic information. The announcement shall also include the name/title, address, email address and telephone number of the person designated to coordinate Title IX and Section 504 and ADA compliance activities.

The notice shall be disseminated to persons with limited English language skills in the person's own language. It shall also be made available to persons who are visually or hearing impaired.

The notice shall appear on a continuing basis in all district media containing general information, including: teachers' guides, school publications, the district's website, recruitment materials, application forms, vacancy announcements, student handbooks, school program notices, summer program newsletters and annual letters to parents.

## Harassment is prohibited

Harassment based on a person's race, color, creed, religion, national origin, ancestry, sex (which includes marital status and pregnancy), sexual orientation (which includes transgender status), disability or need for special education services is a form of discrimination prohibited by state and federal law. Preventing and remedying such harassment in schools is essential to ensure a non-discriminatory, safe environment in which students can learn, employees can work and members of the public can access and receive the benefit of district facilities and programs. All such harassment by district employees, students and third parties, is strictly prohibited.

All district employees and students share the responsibility to ensure that harassment does not occur at any district school, on any district property, at any district or school-sanctioned activity or event, or off school property when such conduct has a nexus to the school, or any district curricular or non-curricular activity or event.

For purposes of this policy, harassment is any unwelcome, hostile and offensive verbal, written or physical conduct based on or directed at a person's race, color, national origin, ancestry, creed, religion, sex, sexual orientation (which includes transgender status), disability or need for special education services that: (1) results in physical, emotional or mental harm, or damage to property; (2) is sufficiently severe, persistent, or pervasive that it interferes with an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, hostile or threatening environment; or (3) substantially disrupts the orderly operation of the school. Board policy on sexual harassment (GBAA for employees and JBB\* for students) will apply to complaints alleging sexual harassment.

Harassing conduct may take many forms, including but not limited to:

1. verbal acts and name-calling;

2. graphic depictions and written statements, which may include use of cell phones or the Internet;
3. other conduct that may be physically threatening, harmful or humiliating.

### **Reporting unlawful discrimination and harassment**

Any student who believes he or she has been a victim of unlawful discrimination or harassment as defined in Board policy, or who has witnessed such unlawful discrimination or harassment, shall immediately report it to an administrator, counselor, teacher or the district's compliance officer and file a complaint as set forth in the regulation which accompanies this policy.

Any employee, applicant for employment or member of the public who believes he or she has been a victim of unlawful discrimination or harassment, or who has witnessed such unlawful discrimination or harassment, shall file a complaint with either an immediate supervisor or the district's compliance officer.

If the individual alleged to have engaged in prohibited conduct is the person designated as the compliance officer, the complaint shall be made to the superintendent who shall designate an alternate compliance officer to investigate the matter. If the superintendent is the compliance officer and is alleged to have engaged in prohibited conduct, the complaint shall be made to the Board of Education and the Board may designate an alternate compliance officer to investigate the matter.

### **District action**

All district employees who witness unlawful discrimination or harassment shall take prompt and effective action to stop it, as prescribed by the district.

The district shall take appropriate action to promptly and impartially investigate allegations of unlawful discrimination and harassment, to end unlawful behavior, to prevent the recurrence of such behavior and to prevent retaliation against the individual(s) who files the complaint and/or any person who participates in the investigation. When appropriate, the district shall take interim measures during the investigation to protect against further unlawful discrimination, harassment or retaliation.

To the extent possible, all reports of unlawful discrimination or harassment will be kept confidential. Students or employees who knowingly file false complaints or give false statements in an investigation shall be subject to discipline, up to and including suspension/expulsion for students and termination of employment. No student, employee or member of the public shall be subject to adverse treatment in retaliation for any good faith report or harassment under this policy.

Upon determining that incidents of unlawful discrimination or harassment are occurring in particular district settings or activities, the district shall implement measures designed to remedy the problem in those areas or activities.

Any student or employee who engages in unlawful discrimination or harassment shall be disciplined according to applicable Board policies and the district shall take reasonable action to restore lost educational or employment opportunities to the victim(s).

In cases involving potential criminal conduct, the compliance officer shall determine whether appropriate law enforcement officials should be notified.

### Notice and training

To reduce unlawful discrimination and harassment and ensure a respectful school environment, the administration is responsible for providing notice of this policy to all district schools and departments. The policy and complaint process shall be referenced in student and employee handbooks and otherwise available to all students, staff and members of the public through electronic or hard-copy distribution.

Students and district employees shall receive periodic training related to recognizing and preventing unlawful discrimination and harassment. District employees shall receive additional training related to handling reports of unlawful discrimination and harassment. The training will include, but not be limited to:

- awareness of groups protected under state and federal law and/or targeted groups;
- how to recognize and react to unlawful discrimination and harassment; and
- proven harassment prevention strategies.

Adopted: February 8, 1984

Revised: June 8, 1994

Revised: May 28, 2008

Revised: October 28, 2015

LEGAL REFS.: 20 U.S.C. §1681 (Title VII, Education Amendments of 1972)  
20 U.S.C. §1701-1758 (Equal Employment Opportunity Act of 1972)  
29 U.S.C. §621 *et seq.* (Age Discrimination in Employment Act of 1967)  
29 U.S.C. §701 *et seq.* (Section 504 of the Rehabilitation Act of 1973)  
42 U.S.C. §12101 *et seq.* (Title II of the Americans with Disabilities Act)  
42 U.S.C. §2000d (Title VI of the Civil Rights Act of 1964, as amended in 1972)  
42 U.S.C. §2000e (Title VII of the Civil Rights Act of 1964)  
42 U.S.C. §2000ff *et seq.* (Genetic Information Non-discrimination Act of 2008)  
34 C.F.R. Part 100  
C.R.S. 2-4-401(13.5) (definition of sexual orientation)  
C.R.S. 18-9-121 (bias-motivated crimes)  
C.R.S. 22-32-109 (1)(II) (Board duty to adopt written policies prohibiting discrimination)  
C.R.S. 24-34-301 (7) (definition of sexual orientation)  
C.R.S. 24-34-301 *et seq.* (Colorado Civil Rights Division)  
C.R.S. 24-34-401 *et seq.* (discriminatory or unfair employment practices)  
C.R.S. 24-34-601 (unlawful discrimination in places of public accommodation)  
C.R.S. 24-34-602 (penalty and civil liability for unlawful discrimination)



CROSS REFS.: GBA, Open Hiring/Equal Employment Opportunity  
GBAA, Sexual Harassment  
JB, Equal Educational Opportunities  
JBB\*, Sexual Harassment

## **Nondiscrimination/Equal Opportunity**

(Sample Notice)

In compliance with Titles VI & VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act, the Genetic Information Non-discrimination Act of 2008, and Colorado law, the St. Vrain Valley School District RE-1J does not unlawfully discriminate on the basis of race, color, sex, religion, national origin, ancestry, creed, age, marital status, sexual orientation (which includes transgender status), genetic information, disability or need for special education services in admissions, access to, treatment, or employment in educational programs or activities which it operates.

Complaint procedures have been established for students, parents, employees and members of the public. The following person has been identified as the compliance officer for the district:

Ella Padilla, Assistant Superintendent of Human Resources  
Educational Services Center  
395 S. Pratt Parkway  
Longmont, CO 80501  
Telephone: (303) 776-6200  
padilla\_ella@svvsd.org

### **Outside agencies**

Complaints regarding violations of Title VI, (race, national origin), Title IX (sex/gender), Section 504/ADA (handicap or disability), may be filed directly with the Office for Civil Rights, U.S. Department of Education, 1244 North Speer Blvd., Suite 310, Denver, CO 80204. Complaints regarding violations of Title VII (employment) and the ADEA (prohibiting age discrimination in employment) may be filed directly with the Federal Office of Equal Employment Opportunity Commission, 303 E. 17<sup>th</sup> Ave., Suite 510, Denver, CO 80202, or the Colorado Civil Rights Commission, 1560 Broadway, Suite 1050, Denver, CO 80202.

Issued: May 28, 2008  
Revised: October 28, 2015

St. Vrain Valley School District RE-1J, Longmont, Colorado

## Open Hiring/Equal Employment Opportunity

The St. Vrain Valley RE-1J School District provides equal opportunities for employment and advancement to all staff members. The district also recognizes that it is both culturally and educationally sound to employ persons of diverse backgrounds.

Therefore, the district shall promote and provide for equal opportunity in recruitment, selection, promotion and dismissal of all personnel. Commitment on the part of the district towards equal employment opportunity shall apply to all people without regard to race, color, creed, sex, sexual orientation (which includes transgender status), religion, national origin, ancestry, age, genetic information, marital status or disability.

The district shall ensure that it does not unlawfully discriminate in any area of employment including job advertising, pre-employment requirements, recruitment, compensation, fringe benefits, job classifications, promotion and termination.

Adopted: August 18, 1975  
Revised: September 23, 1981  
Revised: October 24, 2007  
Revised: November 11, 2015

LEGAL REFS.: 20 U.S.C. §1681 (Title IX of the Education Amendments of 1972)  
29 U.S.C. §201 *et seq.* (Fair Labor Standards Act)  
29 U.S.C. §621 *et seq.* (Age Discrimination in Employment Act of 1967)  
29 U.S.C. §794 (Section 504 of the Rehabilitation Act of 1973)  
42 U.S.C. §12101 *et seq.* (Title II of the Americans with Disabilities Act)  
42 U.S.C. §2000d (Title VI of the Civil Rights Act of 1964)  
42 U.S.C. §2000e (Title VII of the Civil Rights Act of 1964)  
42 U.S.C. §2000ff *et seq.* (Genetic Information Nondiscrimination Act of 2008)  
C.R.S. 22-32-110 (1)(k) (Board of education specific duties)  
C.R.S. 22-61-101 (discrimination in employment prohibited)  
C.R.S. 24-34-301 *et seq.* (Colorado Civil Rights Division procedures)  
C.R.S. 24-34-402 *et seq.* (discriminatory or unfair employment practices)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity  
GBAA, Sexual Harassment

CONTRACT REF.: SVVEA Agreement, Article 2–General Provisions, Section 2.8

St. Vrain Valley School District RE-1J, Longmont, Colorado

## Equal Educational Opportunities

Every student of this school district shall have equal educational opportunities through programs offered in the school district regardless of race, color, ancestry, creed, sex, sexual orientation (which includes transgender status), religion, national origin, marital status, disability or need for special education services.

This concept of equal educational opportunity shall guide the Board and staff in making decisions related to school district facilities, selection of educational materials, equipment, curriculum and regulations affecting students. Students with identified physical and mental impairments that constitute disabilities shall be provided with a free appropriate public education, consistent with the requirements of federal and state laws and regulations.

In order to ensure that district programs are in compliance with applicable laws and regulations, the Board directs the superintendent or designee(s) to periodically monitor the following areas:

1. Curriculum and materials – review curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training – provide training for students and staff to identify and alleviate problems of discrimination.
3. Student access – review programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
4. District support – ensure that district resources are equitably distributed among school programs including but not limited to staffing and compensation, facilities, equipment and related matters.
5. Student evaluation instruments – review tests, procedures and guidance and counseling materials for stereotyping and discrimination.
6. Discipline – review discipline records and any relevant data to ensure the equitable implementation and application of Board discipline policies.

Adopted: September 11, 1968

Revised: September 8, 1971

Revised: January 28, 2009

Revised: June 24, 2015

LEGAL REFS.: 20 U.S.C. §1681 (Title IX of the Education Amendments of 1972)  
20 U.S.C. §1701-1758 (Equal Educational Opportunities Act of 1974)  
29 U.S.C. §701 *et seq.* (Section 504 of the Rehabilitation Act of 1973)  
C.R.S. 2-4-401 (13.5) (definition of sexual orientation)

C.R.S. 22-32-109 (1)(II) (Board duty to adopt written policies prohibiting discrimination)

C.R.S. 22-32-109.1 (2) (safe school plan to be revised as necessary in response to relevant data collected by the school district)

C.R.S. 24-34-601 (unlawful discrimination in places of public accommodation)

C.R.S. 24-34-602 (penalty and civil liability for unlawful discrimination)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity  
JBB\*, Sexual Harassment

## MEMORANDUM

DATE: January 13, 2016

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: First Reading, Discussion, Board Policy IKF – Graduation Requirements

### PURPOSE

To provide the Board of Education with revisions to Board Policy IKF – Graduation Requirements.

### BACKGROUND

Revisions to this policy are necessary due to alignment with current practice, procedure, and applicable statutes and have been reviewed by the administration and legal counsel.

## Graduation Requirements

A total of 24.5 credits shall be earned in grades 9 through 12 including completion of subject area requirements for graduation from a district high school. Students must be enrolled full-time each of their years in high school as defined by each school schedule. One unit of credit will be equal to a minimum of 120 hours of clock instruction.

Sixteen quarters of attendance beyond the 8<sup>th</sup> grade also shall be required unless the student qualifies for early graduation.

Course credit shall be granted on the following basis:

1. Satisfactory completion of nine-week courses  
in schools using a quarter system: .25 credit hour
2. Satisfactory completion of 18-week courses: .5 credit hour
3. Satisfactory completion of 36-week courses: 1 credit hour

Schools may designate specialized courses such as driver's education and student aide to carry .25 credit.

Courses are listed below in the sequence and at the grade level they should be offered. Changes in sequence or grade level must be approved by the assistant superintendent of assessment, curriculum and instruction.

Of the 24.5 required credits, 8 shall be elective and 16.5 shall be distributed as follows:

Subject	Credits	Grade	Distribution
English	4	9	9 <sup>th</sup> Grade English
		10	10 <sup>th</sup> Grade English
		11	11 <sup>th</sup> Grade English (to include American Literature)
		12	Elective English course(s)
Social Studies	3	9 or 10	World Studies (History and Geography)
		10 or 11	United States History
		11 or 12	United States and Colorado Government

Subject	Credits	Grade	Distribution
Mathematics	3	9	Appropriate Entry-Level Course
		10	Appropriate Course
			(Preparatory Math/Pre-Algebra is a course at the 9th and occasionally the 10th grade level for students needing more work prior to entering high school math courses. This course carries elective credit only and may not be used to fulfill mathematics graduation

~~requirements except when a student is placed in specialized programming.)~~

<del>_____</del>	<del>_____</del>	<del>11</del>	<del>_____</del>	<del>Appropriate Course</del>
<del>Science</del>	<del>_____</del>	<del>3</del>	<del>9-12</del>	<del>Appropriate Lab-based Course</del>
<del>Physical education</del>	<del>_____</del>	<del>2</del>	<del>9-12</del>	
<del>Practical arts</del>	<del>_____</del>	<del>.5</del>	<del>9-12</del>	
<del>Fine arts</del>	<del>_____</del>	<del>.5</del>	<del>9-12</del>	
<del>Health</del>	<del>_____</del>	<del>.5</del>	<del>9</del>	<del>Teen Challenges/Healthy Choices</del>
<del>General Electives</del>	<del>_____</del>	<del>8</del>	<del>9-12</del>	

~~A cumulative total of no more than two credit hours for satisfactory completion of approved, on-line, independent study and correspondence courses may be accepted in meeting these requirements.~~

~~No course credit shall be granted for less than a "D" grade in a course.~~

~~A student shall not be scheduled for graduation at the end of any regular school year in which he or she needs more credits than normally may be earned in one year (seven to eight depending on the type of schedule).~~

~~A student shall not be scheduled for graduation at the end of any semester in which he or she needs more credits than normally may be earned in a semester (three and one-half to four depending on the type of schedule).~~

~~Students transferring into the District in 12th grade may have credits earned in the district certified to the school of prior attendance for graduation.~~

~~Credit for satisfactory completion of home study or non-accredited private school hours may be accepted in accordance with Board policy in meeting these graduation requirements.~~

~~Individual cases of hardship may be handled on merit by the building principal.~~

~~Special education program requirements for graduation shall be determined by the building staffing team.~~

### **~~Credit from other institutions and home-based programs~~**

~~All students entering from outside the district must meet the district graduation requirements. The principal shall determine whether credit toward graduation requirements shall be granted for courses taken outside the district. Students who are currently enrolled in the district and wish to obtain credit from outside institutions, or through online programs, must have prior approval from the principal.~~

~~The district shall accept the transcripts from a home-based educational program. In order to determine whether the courses and grades earned are consistent with district requirements and district academic standards, the district shall require submission of~~



~~the student's work or other proof of academic performance for each course for which credit toward graduation is sought. In addition, the district may administer testing to the student to verify the accuracy of the student's transcripts. The district may reject any transcripts that cannot be verified through such testing.~~

**Definitions:**

~~Graduation — when a student has met requirements and discontinued school attendance. Note: Following graduation, a student is no longer eligible to enroll in district courses including postsecondary option courses.~~

~~In order to graduate, a student will have:~~

- ~~1. Met or exceeded minimum Board requirements,~~
- ~~2. Completed the senior year (earlier departure is possible by obtaining permission for early graduation), and~~
- ~~3. Received a final transcript with a graduation date indicated.~~

~~Graduation exercises (commencement) — the ceremony celebrating graduation, held annually in the spring. Attendance at commencement is not required for a student to graduate and receive a diploma.~~

~~Transcript — the only official document which is maintained by the school district after graduation; therefore, the only official documentation of graduation.~~

~~Diploma — an unofficial certificate issued at commencement signifying graduation.~~

~~Adopted: February 28, 1968~~

~~Revised: April 10, 1985~~

~~Revised: September 9, 1992~~

~~Revised: February 9, 1994~~

~~Revised: January 24, 2001~~

~~Revised: May 22, 2002~~

~~Revised: June 9, 2004~~

~~Revised: September 14, 2005~~

~~Revised: May 23, 2007~~

~~Revised: March 12, 2008~~

~~Revised: April 9, 2014~~

~~Revised: October 28, 2015~~

~~LEGAL REFS.: C.R.S. 22-1-104 (teaching history, culture and civil government)~~

~~\_\_\_\_\_ C.R.S. 22-32-132 (discretion to award diploma to honorably discharged veterans)~~

~~\_\_\_\_\_ C.R.S. 22-32-109 (1)(kk) (board to establish graduation requirements that "meet or exceed" state graduation guidelines)~~

~~\_\_\_\_\_ C.R.S. 22-32-132 (discretion to award diploma to honorably discharged veterans)~~

~~\_\_\_\_\_ C.R.S. 22-33-104.5 (home-based education law)~~

~~\_\_\_\_\_ C.R.S. 22-35-101 et seq. (Concurrent Enrollment Programs Act)~~

~~GROSS REFS.: AE, Accountability/Commitment to Accomplishment~~

~~\_\_\_\_\_ IHBG, Home Schooling~~

~~\_\_\_\_\_ IHBK\*, Preparation for Postsecondary and Workforce Success~~

~~\_\_\_\_\_ IHCD, Concurrent Enrollment~~

\_\_\_\_ IK, Academic Achievement  
\_\_\_\_ IKA, Grading/Assessment Systems  
\_\_\_\_  
\_\_\_\_

~~St. Vrain Valley School District RE-1J, Longmont, Colorado~~

## Graduation Requirements

Graduates must be prepared for professional careers and vocations now and in the future that require a highly-trained workforce. Towards this end, competitive graduates are active participants in high quality, educational experiences that provide rigorous and engaging courses and activities for successful postsecondary preparation. In addition to mastery of robust academic skills, students should also be well-rounded citizens who embody teamwork, leadership and character.

The following graduation requirements represent a college and career preparatory road map to assist all graduates and their families plan for postsecondary success in a highly competitive, global market.

Beginning with the graduating class of 2020-2021, students shall complete the following graduation requirements (these requirements will be phased in beginning with the 9th grade class of 2017-2018):

### COMPONENTS OF GRADUATION REQUIREMENTS

All of the following three (3) requirements must be met in order to graduate:

1. **INDIVIDUAL CAREER AND ACADEMIC PLAN** – Graduates will develop and complete an Individual Career and Academic Plan (ICAP).
2. **COURSEWORK** – Graduates will complete a total of 24.5 credits in grades 9-12 to graduate.
3. **COLLEGE AND CAREER READINESS** – Graduates will demonstrate college and/or career readiness in both English and Math as outlined in the Demonstration of College and Career Readiness Menu (detailed in the **SUCCESSFUL DEMONSTRATION OF COLLEGE AND CAREER READINESS** section of this policy).

In addition, the Board of Education will ensure integration of and/or alignment with the following:

- Postsecondary Workforce Readiness
- Career and Technical Education (CTE) Standards
- English Language Proficiency Standards

### SUCCESSFUL COMPLETION OF COURSEWORK

A total of 24.5 credits shall be earned in grades 9 through 12 including completion of subject area requirements for graduation from a district high school. Students must be enrolled full-time each of their years in high school. (Full-time enrollment is defined by the Colorado Department of Education.) Sixteen quarters of attendance beyond the 8<sup>th</sup> grade also shall be required unless the student qualifies for early graduation.

Course credit shall be granted on the following basis:

1. Satisfactory completion of nine-week quarter courses: .25 credit hour

2. Satisfactory completion of 18-week semester courses: .5 credit hour
3. Satisfactory completion of 36-week year-long courses: 1 credit hour

Schools may designate specialized courses such as driver's education and student aide to carry .25 credit.

Courses are listed below in the sequence and at the grade level they should be offered. Changes in sequence, grade level, or determination of a defined or acceptable equivalent must be approved by the Assistant Superintendent of Assessment, Curriculum and Instruction.

Of the 24.5 required credits, 8 shall be elective and 16.5 shall be distributed as follows:

<b>Subject</b>	<b>Credits</b>	<b>Grade</b>	<b>Distribution</b>
<i>English</i>	<i>4</i>	<i>9</i>	<i>9<sup>th</sup> Grade English</i>
		<i>10</i>	<i>10<sup>th</sup> Grade English</i>
		<i>11</i>	<i>11<sup>th</sup> Grade English</i>
		<i>12</i>	<i>(to include American Literature) Elective English Course(s)</i>
<i>Social Studies</i>	<i>3</i>	<i>9 or 10</i>	<i>World Studies (History and Geography)</i>
		<i>10 or 11</i>	<i>United States History</i>
		<i>11 or 12</i>	<i>United States and Colorado Government</i>
<i>Mathematics</i>	<i>3</i>	<i>9</i>	<i>Appropriate Entry-Level Course (Algebra I or higher)</i>
		<i>10</i>	<i>Appropriate Course (Pre-Algebra carries elective credit only and may not be used to fulfill mathematic graduation requirements except when a student is placed in specialized programming.)</i>
		<i>11</i>	<i>Appropriate Course</i>
<i>Science</i>	<i>3</i>	<i>9-12</i>	<i>Appropriate Lab-based Course</i>
<i>Physical education</i>	<i>2</i>	<i>9-12</i>	
<i>Practical arts</i>	<i>.5</i>	<i>9-12</i>	
<i>Fine arts</i>	<i>.5</i>	<i>9-12</i>	
<i>Health</i>	<i>.5</i>	<i>9</i>	<i>Teen Challenges/Healthy Choices</i>

*General Electives*    8

9-12

Students are encouraged to consider the following areas when selecting electives: world languages, physical education, performing arts (i.e. music, dance, etc.), visual arts, and career and technical education. All of these important areas strengthen students' learning in other subjects and support their ability to succeed in the 21st century.

Accredited, out-of-district, online courses **beyond** two credit hours must have prior approval of the Assistant Superintendent of Assessment, Curriculum and Instruction.

No course credit shall be granted for less than a "D-" grade in a course.

Students transferring into the District in 12th grade may have credits earned in the District certified to the school of prior attendance for graduation in order to graduate from the previous school/district attended.

Credit for satisfactory completion of home study or non-accredited private school hours may be accepted in accordance with Board policy in meeting these graduation requirements.

Individual cases of hardship may be considered on merit by the building principal and the Area Assistant Superintendent.

For students who are receiving special education supports and services, the IEP team will develop the IEP Transition Plan by age 15 that emphasizes postsecondary education, career training, employment and/or independent living skills. Students' IEPs will have a course of study that will provide for the attainment of the required credits for graduation and postsecondary goals.

**Credit from other institutions and home-based programs**

All students who enroll from outside the district must meet the district graduation requirements in order to graduate from the St. Vrain Valley School District. Both the principal and the Assistant Superintendent of Assessment, Curriculum and Instruction shall determine whether credit toward graduation requirements shall be granted for courses taken outside the district. Students who are currently enrolled in the district and wish to obtain credit from outside institutions, or through online programs, must have prior approval from the principal.

The district may accept the transcripts from a home-based educational program. In order to determine whether the courses and grades earned are consistent with district requirements and district academic standards, the district shall require submission of the student's work or other proof of academic performance for each course for which credit toward graduation is sought. In addition, the district may administer testing to the

student to verify the accuracy of the student's transcripts. The district may reject any transcripts that cannot be verified through such testing.

### **SUCCESSFUL DEMONSTRATION OF COLLEGE AND CAREER READINESS**

Students must demonstrate college and/or career readiness in English and Math based upon at least one measure listed in the St. Vrain Valley Schools' Menu of College and Career-Ready Demonstrations:

<b>Assessment</b>	<b>English Minimum Score</b>	<b>Math Minimum Score</b>
<b>ACCUPLACER</b>	<i>62 on Reading Comprehension</i>	<i>61 on Elementary Algebra</i>
<b>ACT</b>	<i>18 on ACT English</i>	<i>19 on ACT Math</i>
<b>ACT Compass</b>	<i>79</i>	<i>63</i>
<b>ACT WorkKeys</b>	<i>Bronze or Higher</i>	<i>Bronze or Higher</i>
<b>Advanced Placement</b>	<i>2</i>	<i>2</i>
<b>ASVAB</b>	<i>31</i>	<i>31</i>
<b>Concurrent Enrollment</b>	<i>Passing grade per district and higher education policy</i>	<i>Passing grade per district and higher education policy</i>
<b>District Capstone</b>	<i>Individualized</i>	<i>Individualized</i>
<b>Industry Certificate</b>	<i>Individualized</i>	<i>Individualized</i>
<b>International Baccalaureate</b>	<i>4</i>	<i>4</i>
<b>SAT</b>	<i>430</i>	<i>460</i>

### **SUCCESSFUL COMPLETION OF AN INDIVIDUAL CAREER AND ACADEMIC PLAN (ICAP)**

An Individual Career and Academic Plan (ICAP) is a multi-year plan that intentionally guides students and families in the exploration of career, academic and postsecondary pathways.

Beginning at the elementary and middle school levels, students will explore and participate in the ICAP process in preparation for high school.

In ninth grade, students will develop and maintain an ICAP throughout high school. Student ICAPs will assist the student and student's parent/guardian with meaningful planning for career and postsecondary success.

The following quality indicators will assist students in exploring successful completion of their ICAP: Self-Awareness, Career Awareness, Postsecondary Aspirations and Options, Environmental Expectations, Academic Planning, Employability Skills and Financial Literacy.

For students who are receiving special education support and services, collaboration will occur between the IEP team and the school to determine if a student will have an ICAP and an IEP Transition Plan or only an IEP Transition Plan to meet graduation requirements.

**Definitions:**

Graduation – when a student has met requirements and discontinued school attendance. Note: Following graduation, a student is no longer eligible to enroll in district courses including postsecondary option courses.

In order to graduate, a student will have:

1. Met or exceeded minimum Board requirements,
2. Completed the senior year (earlier departure is possible by obtaining permission for early graduation), and
3. Received a final transcript with a graduation date indicated.

Graduation exercises (commencement) – the ceremony celebrating graduation, held annually in the spring. Attendance at commencement is not required for a student to graduate and receive a diploma.

Transcript – the only official document which is maintained by the school district after graduation; therefore, the only official documentation of graduation.

Diploma – an unofficial certificate issued at commencement signifying graduation.

Postsecondary Workforce Readiness – the knowledge, skills and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy.

- Content Knowledge – Social Studies and Social Sciences, Arts and Humanities, Mathematical Sciences, Science, Literacy
- Learning and Behavior Skills – Find and Use Information and IT, Creativity and Innovation, Collaboration, Work Ethic, Critical Thinking and Problem Solving, Civic Responsibility, Communication, Personal Responsibility, and Global and Cultural Awareness

Adopted: February 28, 1968

Revised: April 10, 1985  
Revised: September 9, 1992  
Revised: February 9, 1994  
Revised: January 24, 2001  
Revised: May 22, 2002  
Revised: June 9, 2004  
Revised: September 14, 2005  
Revised: May 23, 2007  
Revised: March 12, 2008  
Revised: April 9, 2014  
Revised: October 28, 2015

LEGAL REFS.: C.R.S. 22-1-104 (teaching history, culture and civil government)  
C.R.S. 22-32-132 (discretion to award diploma to honorably discharged veterans)  
C.R.S. 22-32-109 (1)(kk) (board to establish graduation requirements that “meet or exceed” state graduation guidelines)  
C.R.S. 22-32-132 (discretion to award diploma to honorably discharged veterans)  
C.R.S. 22-33-104.5 (home-based education law)  
C.R.S. 22-35-101 *et seq.* (Concurrent Enrollment Programs Act)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment  
IHBG, Home Schooling  
IHBK\*, Preparation for Postsecondary and Workforce Success  
IHCDA, Concurrent Enrollment  
IK, Academic Achievement  
IKA, Grading/Assessment Systems

St. Vrain Valley School District RE-1J, Longmont, Colorado



## MEMORANDUM

DATE: January 13, 2016  
TO: Board of Education  
FROM: Robert J. Smith, President, Board of Education  
SUBJECT: Board of Education Member Committee Assignments

PURPOSE

For the Board of Education members to discuss assignments for civic/municipal committees.

BACKGROUND

Every two years, Board members discuss the needs of civic/municipal committee duties and discuss assignments for each member to participate on those committees. Tonight, Board members will have the chance to discuss which committees they would like to serve on.

## Board of Education Committees & Liaison Assignments

Committee Name	BOE Rep.	Frequency	Time	Location	Contact
I-25 Corridor Group	1 <sup>st</sup> - Amory Siscoe Alt- John Ahrens	Quarterly	7:00 – 9:00 p.m. 4209 Cty Rd 24.5, 80504	Varies-Usually SW Weld Cty Services Complex, I-25 & 119	Weld County Comm. 970-336-7204 X4225 Jenny Fuller
CBOCES Board of Directors cboces.org	1 <sup>st</sup> - Paula Peairs Alt-	10/7/15; 12/2/15; 2/3/16	5:30 p.m. dinner 6:30-9:00 p.m.	2020 Clubhouse Dr. Greeley, CO 80634	Randy Zila 970-352-7404 Melony Graham
Cable Trust Company	1 <sup>st</sup> - John Ahrens Alt-	1 <sup>st</sup> Wednesday Jun Oct Dec Feb Aug & May (last Wed)	4:30 – 6:30 p.m.	Channel 8 Bldg 457 – 4 <sup>th</sup> Avenue	Tim Chaffin 303-776-1424
CASB Region 4 Board of Directors	1 <sup>st</sup> - Debbie Lammers Alt-	Varies	Fri 1:00-5:30 pm Sat 8:30 am-2:00	CASB Office 1200 Grant Street Denver, 80203	Ana Navratil, CASB 303-832-1000 anavratil@casb.org
Education Foundation for the SVV	1 <sup>st</sup> - Debbie Lammers Alt-	4 <sup>th</sup> Tuesday/mth all year No December	4:30 – 6:00 p.m.	Main Street School Room 105	Lee Berg 720-652-8208
Finance and Audit Comm (Ref: Board Policy DIE and DIE-R)	1 <sup>st</sup> - Paula Peairs Alt- Joie Siegrist	3 <sup>rd</sup> or 4 <sup>th</sup> Monday ea month, August through June No Dec or July	4:00-6:00 p.m.	ESC Building O & M Conference Room	Greg Fieth 303-682-7546
High School Student Advisory Council	1 <sup>st</sup> - Paula Peairs Alt- Joie Siegrist	2nd Wed/month Sept- April; 3rd Wed in Nov & April; No Dec or March	7:30-9:30 a.m.	Varies-High Schools	Mark Mills/Jackie Kapushion/ Regina Renaldi 303-702-7558/303-702-7225/ 303-682-7211
LiveWell Longmont Steering Committee (David) (Ref: Board Policy FB-R)	1 <sup>st</sup> - John Ahrens Alt-	4th Thursday every other month; Modified for Nov & Dec	7:30-9:00 a.m.	Sun Construction, 1232 Boston Avenue	Melissa Houghton Cell 720-427-9745 Office 720-427-0549 <a href="mailto:mtrecoskehoughton@luhcares.org">mtrecoskehoughton@luhcares.org</a>
Self-Insurance Board	1 <sup>st</sup> - Bob Smith Alt- Joie Siegrist	Quarterly or as called	Dinner meetings 5:00-7:00 pm	Various locations	Damon Brown 303-682-7237

Board Liaison to Boulder County Board of Commissioners	1 <sup>st</sup> - Debbie Lammers Alt- Joie Siegrist	Tuesday and Thursday mornings 10:30 a.m. – 12:00 p.m. Boulder County Courthouse, 13th and Pearl	<a href="mailto:commissioners@bouldercounty.org">commissioners@bouldercounty.org</a> Sheree Stroud <a href="mailto:sstroud@bouldercounty.org">sstroud@bouldercounty.org</a> 303-441-4571
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Board Liaison to the Dacono City Council	1 <sup>st</sup> – Amory Siscoe Alt – John Ahrens	2 <sup>nd</sup> & 4 <sup>th</sup> Monday at 6:00 – 8:00 p.m. Dacono Town Hall, 512 Cherry Street, 80514	AJ Euckert, City Administrator 303-833-2317 X134 <a href="mailto:aeuckert@cityofdacono.com">aeuckert@cityofdacono.com</a>
Board Liaison to the Erie Board of Trustees	1 <sup>st</sup> – John Ahrens Alt –	2 <sup>nd</sup> & 4 <sup>th</sup> Tuesday at 6:30 – 9:00 p.m. Erie Town Hall, 645 Holbrook, Erie 80516	AJ Krieger, Town Administrator 303-926-2710 <a href="mailto:ajkrieger@erieco.gov">ajkrieger@erieco.gov</a>
Board Liaison to the Firestone Board of Trustees	1 <sup>st</sup> – Amory Siscoe Alt - John Ahrens	2 <sup>nd</sup> & 4 <sup>th</sup> Wednesday at 7:00 – 9:00 p.m. , Firestone Town Hall, 151 Grant Avenue, 80520	Wes LaVanchy, Town Manager 303-833-3291 <a href="mailto:townmanager@firestoneco.gov">townmanager@firestoneco.gov</a>
Board Liaison to the Frederick Board of Trustees	1 <sup>st</sup> – Amory Siscoe Alt – John Ahrens	2 <sup>nd</sup> & 4 <sup>th</sup> Tuesday at 6:30 – 9:00 p.m. Frederick Town Hall, 401 Locust Street, Frederick 80530	Matt LeCerf, Town Administrator 720-382-5511 <a href="mailto:mlecerf@frederickco.gov">mlecerf@frederickco.gov</a>
Board Liaison to the Longmont City Council	1 <sup>st</sup> – Bob Smith Alt – Dick Martyr	Every Tuesday at 7:00 – 9:00 p.m. City Council Chambers, 350 Kimbark Street, 80501	Harold Dominguez, City Manager 303-651-8601 <a href="mailto:harold.dominguez@ci.longmont.co.us">harold.dominguez@ci.longmont.co.us</a>
Board Liaison to the Lyons Board of Trustees	1 <sup>st</sup> – Joie Siegrist Alt – Debbie Lammers	1 <sup>st</sup> & 3 <sup>rd</sup> Monday at 7:00 - 10:00 p.m. Shirley F. Johnson Council Chambers 432 - 5 <sup>th</sup> Avenue, Lyons 80540	Victoria Simonsen, Town Administrator 303-823-6622 X19 <a href="mailto:vsimonsen@townoflyons.com">vsimonsen@townoflyons.com</a>
Board Liaison to the Mead Board of Trustees	1 <sup>st</sup> – Paula Pairs Alt – Bob Smith	2 <sup>nd</sup> and Last Monday at 7:00 p.m. Mead Town Hall, 441 – 3 <sup>rd</sup> Street, Mead 80542	Dan Dean, Town Manager 970-535-0831 <a href="mailto:ddean@townofmead.org">ddean@townofmead.org</a>
Board Liaison to Weld County Board of Commissioners	1 <sup>st</sup> – Amory Siscoe Alt – Paula Pairs	Weekly at 9:00 – 10:00 a.m. Monday & Wednesday at Centennial Center Complex, 1150 O Street, P. O. Box 758, Greeley, 80631	Jenny Fuller 970-336-7204, X4225 <a href="mailto:jfuller@weldgov.com">jfuller@weldgov.com</a>

## MEMORANDUM

DATE: January 13, 2016

TO: Board of Education

FROM: Robert J. Smith, President, Board of Education

SUBJECT: Colorado Association of School Boards (CASB) Annual Convention  
Follow-Up

PURPOSE

For the Board of Education members to discuss details, observations, seminars attended, etc., from the 2015 CASB Annual Convention.

BACKGROUND

Annually, CASB holds a convention in Colorado Springs for school board members and school district administration throughout Colorado to exchange ideas, gather input, and develop skills. The Board would like the opportunity to share the information they gathered from this Convention.