

NOTICE OF REGULAR MEETING AND AGENDA



January 8, 2014

Educational Services Center
395 South Pratt Parkway
Longmont, Colorado 80501

John Creighton, 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
John Creighton, President
Debbie Lammers, Secretary
Paula Peairs, Member
Mike Schiers, Asst Secretary
Joie Siegrist, Treasurer
Bob Smith, Vice President*

1. CALL TO ORDER:

6:00 pm Executive Session Pursuant to CRS 24-6-402(4)(e) Regarding
Negotiations and Pursuant to CRS 24-6-402(4)(f) Regarding
Personnel Matters
7:00 pm Regular Business Meeting

2. ADDENDUMS/CHANGES TO THE AGENDA:

3. AUDIENCE PARTICIPATION:

4. BOARD RECOGNITIONS/PRESENTATIONS TO THE BOARD & BOARD COMMUNICATIONS/COMMENTS:

5. SUPERINTENDENT'S REPORT:

6. REPORTS:

1. Mead High School Feeder Report by High School Student Advisory Council
2. Second Quarter Gifts to Schools, 2013-2014 School Year
3. Race to the Top Update

7. CONSENT ITEMS:

1. Approval: Staff Terminations/Leaves
2. Approval: Staff Appointments
3. Approval: Approval of Minutes for the December 11, 2013 Regular Meeting; and the December 18, 2013 Regular Study Session
4. Approval: Approval of Designated Posting Locations for Public Notification of Board Meetings

8. ACTION ITEMS:

1. Recommendation: Adoption of Resolution Proclaiming January 2014 School Board Recognition Month
2. Recommendation: Second Reading, Adoption, Board Policy/Regulation JKA – Use of Physical Intervention; and JKA-R – Use of Physical Intervention
3. Recommendation: Adoption of School Priority Improvement Unified Improvement Plans
4. Recommendation: Approval of Contract Extension for Joint Use Agreement with Town of Lyons

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9. DISCUSSION ITEMS:

1. Fiscal Year 2014 Amended Budget
2. First Reading, Introduction, Board Policy/Regulation JH – Student Absences and Excuses; and JH-R – Student Absences and Excuses
3. First Reading, Introduction, Board Regulation JLIF-R – Use of Electronic Recording Equipment to Monitor Student Behavior

10. ADJOURNMENT:

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

Wednesday, January 15	6:00 – 8:00 pm Study Session held at Longs Peak Middle School IMC
Wednesday, January 22	7:00 – 9:00 pm Televised Study Session (No Financials this evening)
Wednesday, January 29	6:30 pm Meeting with Longmont City Council
Wednesday, February 12	7:00 pm Regular Meeting

MEMORANDUM

DATE: January 8, 2014
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Mead High School Feeder Report-High School Student Advisory Council

PURPOSE

To provide students the opportunity to practice leadership skills and report out on the successes of the Mead High School feeder system to the Board of Education.

BACKGROUND

The Student Advisory Committee is comprised of 3-4 high school students from each of our high schools that were chosen by teachers and administrators. The Student Advisory Committee was started by Don Haddad seven years ago so that students could give input to the superintendents about what students were feeling about the District.

MEMORANDUM

DATE: January 8, 2014
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 2013-2014 school year totaling \$279,425.90.

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

2013-14 PUBLIC GIFTS TO THE SCHOOLS Reported between July 1, 2013 and December 31, 2013

DATE OF GIFT	DONOR	AMT/VALUE	LOC	PTO	PTO AMT	DESCRIPTION
8/1/2013	Legacy Elementary PTO	\$ 400.00	139	P	400	Cash donation to be used toward the purchase of planners for students at Legacy Elementary.
8/1/2013	Legacy Elementary PTO	900.00	139	P	900	Cash donation to be used for the Summer Enrichment Program at Legacy Elementary.
8/1/2013	Kelley Morgan	100.00	123			Donation of a Little Tykes kitchen and accessories to be used in the kindergarten classroom at Central Elementary.
8/2/2013	Arrow Office Products & Interiors	405.00				Donation of an executive mesh chair in support of the Classified Welcome Back event.
8/2/2013	Office Depot	100.00				Donation of a HP Officejet all-in-one printer, copier, scanner & fax in support of Classified Welcome Back event.
8/2/2013	Wells Fargo Bank	30.00				Donation of a gift card in support of the Classified Welcome Back event.
8/2/2013	Microsoft Matching Gifts Program	40.00	254			Cash donation to be used to support the PTO fundraiser at Altona Middle School.
8/7/2013	Elevations Credit Union	600.00				Donation of an iPad for support of the Classified Welcome Back event.
8/7/2013	Elevations Credit Union	4,174.48				Donation of Breakfast (\$2,740.48), snacks & beverages (\$834.00) and an iPad for New Teacher Orientation.
8/7/2013	Boulder County Healthy Kids	25.00				Donation of a Target gift card in support of the Classified Welcome Back event.
8/7/2013	Noodles & Company	1,200.00				Donation of lunch for the New Teacher Orientation participants.
8/9/2013	David & Sandy Wynja	225.00	123			Donation of hanging files and file folders for office and teaching staff at Central Elementary.
8/9/2013	Chick-Fil-A	374.50				Donation of chips, cookies and tea for lunch in support of the New Teacher Orientation.
8/9/2013	Delta Kappa Gamma	25.00				Donation of a Target gift card in support of the Classified Welcome Back event.
8/9/2013	Joyce Nelson	259.00	137			Donation of various office supplies to be used in classrooms at Rocky Mtn. Elementary School.
8/13/2013	Eagle Crest PTO	169.18	142	P	169	Donation of 95 Everyday Writers to be used for writing in the 5th Grade classes at Eagle Crest.
8/13/2013	Richard Moldt	90.00	147			Cash donation to be used at Blue Mountain Elementary School.
8/13/2013	North Shore Animal League	2,500.00	142			Cash donation to be used for education about shelter animals at Eagle Crest Elementary.
8/15/2013	Mike & Stella Cepries	100.00	137			Donation of toys for the PBS Store at Rocky Mountain Elementary School.
8/15/2013	Longmont Community Foundation	10,000.00	122			Cash donation to be used for a non-fiction book room at Burlington Elementary School.
8/19/2013	Niwot Elementary PTAC	1,023.00	131	P	1023	Cash donation to be used to provide para pay and benefits to support students at Niwot Elementary.
8/19/2013	Rachel Rees	200.00	254			Donation of a clarinet to be used by students in the Band Program at Altona Middle School.
8/20/2013	Blue Mountain Elementary School PTO	2,021.63	147	P	2022	Cash donation (\$5.00 each) to be given to each student for school supplies at Blue Mtn. Elementary.
8/20/2013	Blue Mountain Elementary School PTO	2,021.63	146	P	2022	Cash donation to be used for school supplies for each student at Blue Mtn. Elementary (\$5 each).
8/21/2013	Lori Clark	50.00	130			Donation of a box of minerals, rocks and gems to be used at Mtn. View Elementary.
8/21/2013	Jennifer Jackson	200.00	216			Donation of a flute to be used by students in the Band Program at Longs Peak Middle School.
8/21/2013	Tanya & Carl Gumeson	200.00	216			Donation of a trombone to be used by students in the Band Program at Longs Peak Middle School.
8/22/2013	Sara Clifton	500.00	216			Donation of a trumpet and music books to be used in the Band Program at Longs Peak Middle School.
8/22/2013	Kolby Sonner	100.00	216			Donation of a clarinet to be used by students in the Band Program at Longs Peak Middle School.
8/22/2013	ESRI	6,257.00				Donation of 134 multiple GIS books to be used to support students at the Innovation Center.
8/23/2013	Mead Mavericks Booster Club	153.90	305	P	154	Cash donation to be used for 30 copies of "Divergent" for the Young Adult Novels Class at Mead High School.
8/23/2013	The Community Foundation	700.00	139			Cash donation to be used for Special Education supplies at Legacy Elementary.
8/23/2013	Ruth Martin	12,700.00	143			Purchase of iPad Mini's for every student in Mrs. Wolfenbarger's class of 5th graders at Prairie Ridge Elementary.
8/23/2013	Eric & Sandy Hozempa	200.00	216			Donation of a trumpet to be used by students in the Band Program at Longs Peak Middle School.
8/25/2013	First United Methodist Church	441.00	534			Cash donation to be used for the purchase of educational materials for students at Timberline.
8/26/2013	Wayne & Pat Garrett	36.00	126			Donation of paper goods for snacks for teachers at Spark! Discovery Preschool.
8/26/2013	Eagle Crest PTO	2,584.30	142	P	2584	Cash donation to be used for the Eagle Crest Elementary Summer School Program.
8/26/2013	Eagle Crest PTO	4,650.00	142	P	4650	Cash donation to be used for each classroom teacher at Eagle Crest to purchase materials.
8/27/2013	IBM	20,799.92	126			Donation of 8 Young Explorer Units to be used in each of the 3 STEM Preschool classrooms.
8/28/2013	Jolynn DiGiallonardo	300.00	216			Donation of a drum set to be used by students in the Band Program at Longs Peak Middle School.
8/28/2013	Cheryl Layo	650.00	216			Donation of a trumpet to be used by students in the Band Program at Longs Peak Middle School.
8/28/2013	Holly & Bryan Reid	15.00	147			Cash donation to be used for the birthday book donation at Blue Mtn. Elementary.
8/29/2013	Brian Dennis McKean	600.00	534			Donation of a trombone to be used by students in the Band Program at Timberline.
8/30/2013	Trisha Harris	125.00	305			Donation of paper and post-it notes to be used by the office staff and for student needs at Mead High School.
9/3/2013	Amy Martien	25.00	216			Cash donation to be used in the Band Program at Longs Peak Middle School.
9/4/2013	Colleen Keller	10.00	130			Donation of six books for the library at Mtn. View Elementary.
9/5/2013	G&B Products	700.00				Donation of various electronic parts and hardware to be used by students in the Innovation Center.
9/5/2013	Wayne Garrett	65.62	126			Donation of bulk quantity of cups, napkins and plates for use in STEM Preschool classes at Spark!.
9/9/2013	Eagle Crest PTO	2,523.92	142	P	2524	Cash donation to be used for the purchase of "Leader in Me Books" for Eagle Crest Elementary.
9/13/2013	Meridian Wealth Management	50.00	142			Donation of four boxes of snacks for the health office and classrooms at Eagle Crest Elementary.
9/13/2013	Kathy Martin	75.00	142			Donation of a box of paperback books for use in the Literacy Room at Eagle Crest Elementary.
	Total Gifts Reported 7/1/13 - 9/30/13	\$ 81,695.08				
	Parent Group Donations	\$ 16,447.56				

St. Vrain Valley School District RE-1J

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DATE OF GIFT	DONOR	AMT/VALUE	LOC	PTO	PTO AMT	DESCRIPTION
7/1/2013	Castle Rock Parks & Recreation	20.00	309			Cash donation to be used for the P.E. Program at Niwot High School.
8/4/2013	John Gordon	111.12	126			Donation of classroom cleaning supplies for Spark! Discovery Preschool.
8/5/2013	Niwot Elementary PTAC	1,023.00	131	P	1023	Cash donation to be used to pay final 2012-2013 para salary & benefits at Niwot Elementary,.
8/7/2013	Western Digital Foundation	2,500.00	254			Cash donation to be used to support the Robotics Club at Altona Middle School.
8/9/2013	Education Foundation for the St. Vrain Valley	500.00	131			Cash donation to be used for technology purposes at Niwot Elementary.
8/12/2013	John Emerson	500.00	310			Donation of 500 practice golf balls for the Boys Golf Team at Skyline High School.
8/13/2013	Cindy Montgomery	100.00	309			Cash donation to be used for the Football Program at Niwot High.
8/13/2013	Doug Montgomery Agency	1,400.00	309			Cash donation to be used for the Football Program at Niwot High.
8/14/2013	Jianguo Zhu & Jia Wei Zhang	1,000.00	149			Cash donation to be used for the Red Hawk ELL Program.
8/15/2013	James Chivers	10.00	215			Cash donation to be used to help toward 6th Grade science class fees for students at Sunset Middle School.
8/16/2013	Linda Vehrenkamp	200.00	215			Donation of an Acer Laptop Computer to be used for parent office volunteers at Sunset Middle School.
8/16/2013	Daniel Caroso	5,000.00	309			Cash donation to be used for the Football Program at Niwot High.
8/18/2013	William Helms	30.00	215			Cash donation to be used to help toward 6th Grade science class fees for students at Sunset Middle School.
8/19/2013	Kerri Hendershot	10.00	215			Cash donation to be used to help toward 6th Grade science class fees for students at Sunset Middle School.
8/19/2013	Anne Miller	10.00	215			Cash donation to be used to help toward 6th Grade science class fees for students at Sunset Middle School.
8/19/2013	Anne Miller	10.00	215			Cash donation to be used to help toward 6th Grade science class fees for students at Sunset Middle School.
8/20/2013	Ronald Kammerer, Jr.	30.00	215			Cash donation to be used to help toward 6th Grade science class fees for students at Sunset Middle School.
8/20/2013	IBM Corp.	1,500.00	136			Cash donation to be used for the purchase of STEM educational materials for Longmont Estates Elementary.
8/26/2013	Target Take Charge of Education	805.09	125			Cash donation to be used for student activities at Erie Elementary School.
8/27/2013	Katherine Snow	100.00	309			Cash donation to be used for the Cross Country Program at Niwot High.
8/28/2013	J.D. Birchmeier	719.03	124			Donation of 18 boxes of school supplies to be used at Columbine Elementary.
8/28/2013	Laureate Alpha Epsilon Chapter-Beta Sigma Phi	150.00	124			Donation of school supplies to be used at Columbine Elementary.
8/30/2013	Gen YOUth Foundation	500.00	125			Cash donation to be used at Erie Elementary.
8/30/2013	Josa Mora	150.00	216			Donation of a trumpet to be used in the Music Department at Longs Peak Middle School.
9/1/2013	John Gordon	500.00	126			Donation of a variety of preschool toys to be used at Spark! Preschool.
9/3/2013	David & Aimee Brown	300.00	215			Cash donation to be used for the purchase of a replacement viola for the Music Dept. at Sunset Middle.
9/3/2013	Janet Fulton	150.00	216			Donation of a Yamaha Clarinet to be used in the Band Program at Longs Peak Middle School.
9/5/2013	Longmont Twin Peaks Rotary	800.00	309			Cash donation to be used for the Gold Program at Niwot High.
9/5/2013	Longmont Twin Peaks Rotary	800.00	310			Cash donation to be used for the Boys Golf Team at Skyline High School.
9/5/2013	Longmont Twin Peaks Rotary	800.00	311			Cash donation to be used for the Boys Golf Team at Erie High School.
9/5/2013	Thomas Chuang	45.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/5/2013	Alan Sterns	15.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/5/2013	Karen Boomgaard	20.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/6/2013	Laurie & Scott McKenna	200.00	221			Donation of a flute to be used by the band students at Coal Ridge Middle School.
9/6/2013	Peter Bonde	85.00	309			Donation of office supplies to be used where needed at Niwot High School.
9/7/2013	Philip Rooy	20.00	309			Cash donation to be used for the Cross Country Program at Niwot High.
9/8/2013	Carolyn Thrrell	25.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/9/2013	Douglas Gin & Jeanne Loi	45.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/9/2013	Christopher & Ailieen Lammers	50.00	215			Cash donation to be used in lieu of magazine sales fundraiser at Sunset Middle.
9/10/2013	Holly Kammerer	20.00	215			Cash donation to be used for students at Sunset Middle School.
9/10/2013	Ronald & Holly Kammerer, Jr.	20.00	215			Cash donation to be used for students at Sunset Middle School.
9/10/2013	Kim Wilcre	100.00	216			Donation of a flute to benefit a band student at Longs Peak Middle School.
9/10/2013	James & Kimiko Sartori Steiner	20.00	215			Cash donation to be used in lieu of magazine sales fundraiser at Sunset Middle.
9/11/2013	Linda Gattschalk	10.00	215			Cash donation to be used for students at Sunset Middle School.
9/11/2013	Edward Glenn	30.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/13/2013	Joyce Nelson	1,630.00				Donation of office furniture to be used to support the students at staff of the District.
9/13/2013	WD Foundation	5,000.00	309			Cash donation to be used for Project Lead the Way at Niwot High School.
9/14/2013	Stanley & Stephanie Gross	25.00	215			Cash donation to be used in lieu of magazine sales fundraiser at Sunset Middle.
9/15/2013	Madonna Cunday	226.00	215			Cash donation to be used for students at Sunset Middle School.
9/15/2013	Ronald & Holly Kammerer, Jr.	225.00	215			Cash donation to be used for students at Sunset Middle School.
9/15/2013	Ronald & Holly Kammerer, Jr.	225.00	215			Cash donation to be used for students at Sunset Middle School.
9/15/2013	Matthew & Anna Carter	15.00	215			Cash donation to be used for students at Sunset Middle School.

St. Vrain Valley School District RE-1J

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9/17/2013	Patricia & John Bicknell	225.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/17/2013	John Bicknell	225.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/18/2013	David & Teresa Ewing	230.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/18/2013	Neihong Wei	120.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/18/2013	Kelly Woodley	15.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/18/2013	Rodney Rippel	15.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/18/2013	Rojn & Nancy Kadlec	50.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/18/2013	Helen Chavez	15.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/19/2013	Mtn. View Elementary PTO	300.00	130	P	300	Cash donation to be used for the purchase of Scholastic Magazines for 3rd Graders at Mtn. View Elem.
9/19/2013	Eagle Crest PTO	2,925.00	142	P	2925	Cash donation to be used for conference fees for teachers at Eagle Crest.
9/19/2013	Zhaogiang Bi & Jung Wang	120.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/19/2013	Longmont Education Foundation	500.00	312			Cash donation to be used to support Rachel's Challenge at Longmont High School.
9/19/2013	Alice & Joseph Smith, Jr.	25.00	215			Cash donation to be used in lieu of magazine sales fundraiser at Sunset Middle.
9/20/2013	Niwot Elementary PTAC	13,045.65	131	P	13046	Cash donation to be used for handwriting and reading materials and Chromebooks for use at Niwot Elem.
9/20/2013	Darci Crawford	15.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/20/2013	Niwot Elementary PTAC	13,045.65	131	P	13046	Cash donation to be used for reading materials and 36 Chromebooks for Niwot Elementary.
9/21/2013	Scott & Susan Drake	1,000.00	309			Cash donation to be used for the Basketball Program at Niwot High.
9/22/2013	Lynne Sullivan	10.00	215			Cash donation to be used for students at Sunset Middle School.
9/23/2013	Jeff Thramann	800.00	309			Cash donation to be used for the Football Program at Niwot High.
9/24/2013	Legacy Elementary PTO	1,600.00	139	P	1600	Cash donation to be used to pay a portion of the AIMS Web to support students at Legacy Elementary.
9/24/2013	Rocky Mountain Elementary PTO	8,871.50	137	P	8872	Cash donation to be used to support the students at Rocky Mountain Elementary School.
9/26/2013	Michael & Teresa Keister	15.00	147			Cash donation to be used for a birthday book donation at Blue Mtn. Elementary.
9/26/2013	Wendy Merrill	25.00	216			Cash donation to be used for the Music Department at Longs Peak Middle School.
9/27/2013	Trisha Harris	65.00	129			Donation of office supplies to be used at Mead Elementary.
9/27/2013	Mead Elementary PAC	1,124.06	129	P	1124	Donation of kindergarten writing curriculum to be used by students at Mead Elementary.
9/27/2013	Sunset Middle School PAC	612.10	215	P	612	Cash donation to be used for the purchase of two walky talky radios for school safety at Sunset.
9/27/2013	Sunset Middle School PAC	500.00	215	P	500	Cash donation to be used for the purchase of school planners for students at Sunset Middle.
9/27/2013	Brian Hartman	25.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/27/2013	Front Range Christian School	2,008.00	513			Cash donation to be used for flood relief at Lyons Middle/Senior High.
9/28/2013	Corinne Brown	15.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/29/2013	Bobby Kelley	25.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/29/2013	Michael or Jennifer Turpin	17.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/29/2013	Diane & Daniel Spahn	15.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/29/2013	Yonghon Pan	15.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/30/2013	Mtn. View Elementary PTO	1,700.00	130	P	1700	Cash donation to be used to provide the Gray Matters Training for staff at Mtn. View Elementary.
9/30/2013	Mark Schane	60.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/30/2013	R.J. Seratin	45.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/30/2013	Carole Elliott	60.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/30/2013	Shelly & Robert Knight	20.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/30/2013	Paul & Suzanne Johnson	30.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
9/30/2013	Anonymous	5,000.00	513			Cash donation to be used to support Lyons Middle/Senior due to the recent flood.
9/30/2013	Anonymous	10,000.00	513			Cash donation to be used to replace band instruments at Lyons Middle/Senior that were lost in the flood.
10/1/2013	Keore Ng	100.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
10/1/2013	Guo Fang Lu & Weiwei Sun	10.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
10/1/2013	Jean & David Hermann	10.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
10/1/2013	John & Beverly Petrovic	50.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
10/1/2013	Bella Rosa Golf Course	152.00	305			Donation of a gift card to be used for the Mead High School Volleyball Cancer Awareness Fundraiser.
10/2/2013	Robin Tatelman	1,000.00	305			Donation of a large fish tank and accessories to be used in the Biology classroom at Mead High.
10/2/2013	Gary Bragg	150.00	123			Donation of notebooks, cards and paper for student and teacher use as needed at Central Elementary.
10/2/2013	American Furniture Warehouse	2,048.41	126			Donation of waiting room furniture for Child Find and Spark! Office.
10/3/2013	Mead Mavericks Booster Club	750.00	305	P	750	Cash donation to be used for the Orchestra Program at Mead High School.
10/3/2013	Eagle Crest PTO	1,693.85	142	P	1694	Cash donation to be used for a white board (\$149.75) and field trip bus costs (\$1,544.10) for Eagle Crest.
10/3/2013	Gary Ellison	160.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.

St. Vrain Valley School District RE-1J

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Reported between July 1, 2013 and December 31, 2013						
DATE OF GIFT	DONOR	AMT/VALUE	LOC	PTO	PTO AMT	DESCRIPTION
10/3/2013	Mary Hardwick	225.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
10/3/2013	Glenn Wager	150.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
10/3/2013	Olivia Boettcher	80.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
10/3/2013	Christiana Weiberg	50.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
10/3/2013	Claudia Holland	15.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
10/3/2013	Amanda & Emily Lantaff	20.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
10/3/2013	Horsfall Family Foundation	7,816.00				Donation of AAC device for student with communication disabilities.
10/3/2013	Pizza Plus	100.00	305			Donation of a gift card to be used for the Mead High School Volleyball Cancer Awareness Fundraiser.
10/4/2013	Phillip & Anne Hansen	100.00	215			Cash donation to be used for band supplies at Sunset Middle School.
10/4/2013	John Gordon	20.00	126			Donation of two large bags of candy for the fall celebrations at Spark! Discovery Preschool.
10/7/2013	Prairie Ridge PTO	574.77	143	P	575	Cash donation to be used for the purchase of mini cases for iPads for teachers at Prairie Ridge.
10/7/2013	Neill & Cynthia Shepherd	105.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
10/7/2013	Ann & John Lindahl	110.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
10/7/2013	Sarah Meshak	150.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
10/7/2013	Stephanie Burris	15.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
10/7/2013	Annabel Lehnan	1.30	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
10/7/2013	Marc & Barbara Arnold	45.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
10/7/2013	Justis Enterprises, Inc.	44.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
10/7/2013	Xinghui Huant	15.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
10/7/2013	Michael Kelley	15.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
10/7/2013	S. R. Brown	20.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
10/7/2013	Covidien - Matching Gift Program	2,200.00	254			Cash donation to be used for general school needs at Altona Middle.
10/7/2013	Donna Gould	250.00	122			Donation of a refrigerator to be used in the Teacher's Lounge at Burlington Elementary.
10/7/2013	En Cana Oil & Gas Co.	34,108.75	148			Cash donation to be used for the laptop cart at Centennial Elementary.
10/8/2013	Eagle Crest PTO	2,184.00	142	P	2184	Cash donation to be used for the AIMS web data collection program for students at Eagle Crest.
10/8/2013	Kathy Burdick	2,100.00	125			Donation of 350 unfinished wooden birdhouses for use in the STEM Program at Erie Elementary.
10/9/2013	Nelnet, Inc.	5,000.00	513			Cash donation to be used to support Lyons Middle/Senior due to the recent flood.
10/10/2013	Boulder County Farm Bureau	1,000.00	408			Cash donation to be used for the National FFA Convention for students at CDC.
10/11/2013	Idaho Creek HOA Newsletter Edition	50.00	122			Cash donation to be used to support students at Burlington Elementary.
10/11/2013	Abigail & Michael Kilcoyne	200.00	215			Cash donation to be used to support the school store for students at Sunset Middle School.
10/11/2013	Larry Vaughn	400.00	216			Donation of a Gemeinhardt Flute to be used in the Music Department at Longs Peak Middle School.
10/12/2013	Target Corporation	203.00	125			Cash donation to be used for student activities at Erie Elementary School.
10/15/2013	Lydia Kuniawan	300.00	122			Cash donation to be used at the discretion of each 1st and 3rd Grade team at Burlington Elementary.
10/15/2013	Holly Roos	20.00	254			Cash donation to be used to support the annual magazine drive fundraiser at Altona Middle School.
10/15/2013	Anne Turner	25.00	254			Cash donation to be used to provide dinner for staff at Altona Middle School during conferences.
10/15/2013	Joann & terry Menebroker	200.00	221			Cash donation to be used to provide music equipment to students in the Band Program at Coal Ridge.
10/15/2013	Longmont Hgh School Music Booster Club	744.45	312	P	744	Cash donation to be used to pay for transportation for the Longmont High Orchestra trip on 11-14-13.
10/16/2013	Jacqueline Collins	500.00	254			Donation of a French Horn and a Double French Horn for band use at Altona Middle School.
10/16/2013	Mea French	20.00	215			Cash donation to be used for the Band Program at Sunset Middle School.
10/17/2013	Jill Breninger	21.69	130			Donation of a box of Pamper's Pull-Ups to be used at Mtn. View Elementary.
10/18/2013	Black Rock Elementary PTO	568.00	146	P	568	Cash donation to be used for the purchase of copy paper for teacher use at Black Rock Elementary.
10/18/2013	Katie Wolver	50.00	125			Cash donation to be used for the purchase of blank books for student projects at Erie Elementary.
10/18/2013	Longmont Conservation District	1,000.00	408			Cash donation to be used to sponsor the FFA National Convention for the Agriculture Program at CDC.
10/19/2013	Sue Struthers	20.00	254			Cash donation to be used to purchase staff dinners during parent/teacher conferences at Altona Middle.
10/21/2013	Sunset Middle School PAC	851.51	215	P	852	Cash donation to be used to purchase curriculum books for literacy classroom at Sunset Middle.
10/21/2013	Lyons Booster Club	1,658.77	513	P	1659	Cash donation to be used for a lightning detector, novels and yearbook support at Lyons M/Sr. High.
10/22/2013	Education Foundation for the St. Vrain Valley	550.00	215			Cash donation to be used to support the field trip to Denver Museum of Nature & Science for Sunset.
10/22/2013	Education Foundation for the St. Vrain Valley	560.00	147			Cash donation to be used to help students in Rose Croghan's class at Blue Mtn. Elementary.
10/22/2013	Education Foundation for the St. Vrain Valley	200.00	147			Cash donation to be used to help students in Jennifer Cruger's class at Blue Mtn. Elementary.
10/22/2013	Education Foundation for the St. Vrain Valley	170.00	146			Cash donation to be used for the purchase of 2nd grade writing units of study at Black Rock Elementary.
10/22/2013	Education Foundation for the St. Vrain Valley	350.00	146			Cash donation to be used for the purchase of an iPad for the art teacher, Kat Lehr, at Black Rock Elem.
10/22/2013	Education Foundation for the St. Vrain Valley	170.00	146			Cash donation to be used for the purchase of first grade writing units at Black Rock Elementary.
10/22/2013	Education Foundation for the St. Vrain Valley	203.00	130			Cash donation to be used to help students in Jennifer Mearing's class at Mtn. View Elementary.

St. Vrain Valley School District RE-1J

2013-14 PUBLIC GIFTS TO THE SCHOOLS						
Reported between July 1, 2013 and December 31, 2013						
DATE OF GIFT	DONOR	AMT/VALUE	LOC	PTO	PTO AMT	DESCRIPTION
10/22/2013	Education Foundation for the St. Vrain Valley	250.00	130			Cash donation to be used to help students in Christine Thomas' class at Mtn. View Elementary.
10/22/2013	Education Foundation for the St. Vrain Valley	75.00	130			Cash donation to be used to help students in Sandy Stubblefield's class at Mtn. View Elementary.
10/22/2013	Education Foundation for the St. Vrain Valley	350.00	130			Cash donation to be used to help students in Darah Brush's class at Mtn. View Elementary.
10/22/2013	Education Foundation for the St. Vrain Valley	400.00	130			Cash donation to be used to help students in Stacy Maughon's class at Mtn. View Elementary.
10/22/2013	Education Foundation for the St. Vrain Valley	200.00	130			Cash donation to be used to help students in Joan Maher's class at Mtn. View Elementary.
10/22/2013	Education Foundation for the St. Vrain Valley	300.00	130			Cash donation to be used to help students in Randi Aiello's class at Mtn. View Elementary.
10/22/2013	Education Foundation for the St. Vrain Valley	500.00	130			Cash donation to be used to help students in Angie Saunders' class at Mtn. View Elementary.
10/22/2013	Education Foundation for the St. Vrain Valley	350.00	131			Cash donation to be used for the purchase of an iPad mini for Stephanie Erbland at Niwot Elementary.
10/22/2013	Education Foundation for the St. Vrain Valley	350.00	143			Cash donation to be used to purchase an iPad mini for teacher classroom use at Prairie Ridge Elementary.
10/22/2013	Education Foundation for the St. Vrain Valley	35.00	311			Cash donation to be used to enhance instruction in the classrooms at Erie High School.
10/22/2013	Education Foundation for the St. Vrain Valley	300.00	318			Cash donation to be used for the purchase of a set of novels for the students at Frederick High.
10/22/2013	Education Foundation for the St. Vrain Valley	500.00	318			Cash donation to be used for the purchase of Kindles for the literacy class at Frederick High.
10/22/2013	Richard Popp	250.00	221			Cash donation to be used to provide music equipment to students in the Orchestra Program at Coal Ridge.
10/22/2013	Education Foundation for the St. Vrain Valley	350.00	311			Cash donation to be used to purchase a laptop and help in Ya-Wen Chang's classroom at Erie High.
10/22/2013	Education Foundation for the St. Vrain Valley	429.00	133			Cash donation to be used to purchase building supplies for building a birdhouse at Northridge Elementary.
10/22/2013	Education Foundation for the St. Vrain Valley	250.00	133			Cash donation to be used to purchase take-home reading books fro students at Northridge Elementary.
10/22/2013	Education Foundation for the St. Vrain Valley	350.00	133			Cash donation to be used for the purchase of an iPad mini for Kathryn Nikkel at Northridge Elementary.
10/22/2013	Education Foundation for the St. Vrain Valley	300.00	133			Cash donation to be used for magazine subscriptions for teachers at Northridge Elementary.
10/22/2013	Education Foundation for the St. Vrain Valley	460.00	149			Cash donation to be used to purchase a Kindle Fire and other technology for Red Hawk Elementary.
10/22/2013	Education Foundation for the St. Vrain Valley	350.00	250			Cash donation to be used for the purchase of MP3 players and headphones for Literacy Stations at Trail Ridge.
10/22/2013	Education Foundation for the St. Vrain Valley	600.00	250			Cash donation to be used for the purchase of books for the "Read for Success" program at Trail Ridge.
10/22/2013	Education Foundation for the St. Vrain Valley	483.00	136			Cash donation to be used for the Young Ameritowne field trip for 5th grade students at Longmont Estates Elem.
10/22/2013	Education Foundation for the St. Vrain Valley	199.00	136			Cash donation to be used for the purchase of a chromebook for Jon Howard at Longmont Estates Elementary.
10/23/2013	Front Range Tooling, Inc.	7,000.00	408			Donation of equipment for the Engineering Technology Program at the Career Development Center.
10/24/2013	Zachary Baze Tstee	15.00	147			Cash donation to be used for a birthday book donation at Blue Mtn. Elementary.
10/24/2013	Janet & Paul Bonestroo	8,500.00	408			Donation of a 2003 Audi Quatro to be used in the Auto Vocational Training Program at CDC.
10/25/2013	Jason & Sharron Szabo	100.00	149			Cash donation to be used for student activities at Red Hawk Elementary.
10/25/2013	Black Rock Elementary PTO	1,035.43	147	P	1035	Cash donation to be used for various items at Blue Mtn. Elementary.
10/26/2013	Black Rock Elementary PTO	209.50	146	P	210	Cash donation to be used for the purchase of colored copy paper for teacher use at Black Rock Elem.
10/28/2013	Holly Nelson	25.00	142			Cash donation to be used for the 4th grade classroom use at Eagle Crest Elementary.
10/28/2013	William & Beth Mundy	25.00	215			Cash donation to help offset the cost of the 6th Grade International Towne field trip for Sunset Middle.
10/29/2013	Chick Fil A	462.13	305			Cash donation to be used for the Band Program at Mead High School.
10/30/2013	Nicole & Brian Baer	50.00	149			Cash donation to be used for students at Red Hawk Elementary as needed.
10/30/2013	Black Rock Elementary PTO	30,578.01	146	P	30578	Cash donation to be used to hire an instructional parapro for the 2013-14 year at Black Rock Elementary.
10/30/2013	Michele Kolakowski	115.00	215			Donation of a trombone case and music stand to replace the broken case at Sunset Middle School.
10/31/2013	Limon High School	2,410.00	513			Cash donation to be used for the athletics program at Lyons Middle/Senior High School.
10/31/2013	Palatine High School	4,800.00	513			Cash donation to be used for flood relief at Lyons Middle/Senior High.
11/1/2013	Eagle Crest PTO	275.00	142	P	275	Cash donation to be used for a 4th Grade raptor program assembly at Eagle Crest Elementary.
11/1/2013	Scott Bishop	1,800.00	250			Donation of school/office supplies to be used by staff and students at Trail Ridge Middle School.
11/1/2013	Frontier Honda	250.00	312			Cash donation to be used to support the homecoming BBQ at Longmont High.
11/4/2013	Mac's Place	50.00	305			Donation of a gift card to be used for the Mead High School Volleyball Cancer Awareness Fundraiser.
11/4/2013	Rancheros Mexican Restaurant	50.00	305			Donation of a gift card to be used for the Mead High School Volleyball Cancer Awareness Fundraiser.
11/4/2013	Red Rooster	50.00	305			Donation of a gift card to be used for the Mead High School Volleyball Cancer Awareness Fundraiser.
11/4/2013	Niwot Elementary PTAC	2,369.38	131	P	2369	Cash donation to be used to provide iPad equipment and Resource classroom materials for Niwot Elementary.
11/4/2013	Rocky Mtn. Girls Fastpitch Assoc.	2,081.00	513			Cash donation to be used for flood relief at Lyons Middle/Senior High.
11/5/2013	Balanced Body Massage	70.00	305			Donation of a gift certificate for the Angel's silent auction at Mead High School.
11/5/2013	Loretta Johnson	1,584.75	136			Donation of books and educational supplies for use by teachers at Longmont Estates Elementary.
11/5/2013	Cara Brannigan Owen	30.00	250			Cash donation to be used for the Orchestra Program at Trail Ridge Middle School.
11/6/2013	Brick House Barbecue	450.00	305			Donation of dinner for parent/teacher conferences for faculty and staff at Mead High School.
11/6/2013	Niwot Elementary PTAC	9,770.11	131	P	9770	Cash donation to be used to provide para pay and benefits to support students at Niwot Elementary.
11/6/2013	Alex & Kristin Del Cid	40.00	250			Cash donation to be used for the Orchestra Program at Trail Ridge Middle School.
11/7/2013	Telecom Pioneers	500.00	133			Cash donation to be used for the purchase of books for the school library at Northridge Elementary.
11/7/2013	Kristin Stordahl	15.00	215			Cash donation to be used in lieu of magazine sales fundraiser at Sunset Middle.

St. Vrain Valley School District RE-1J

2013-14 PUBLIC GIFTS TO THE SCHOOLS Reported between July 1, 2013 and December 31, 2013

DATE OF GIFT	DONOR	AMT/VALUE	LOC	PTO	PTO AMT	DESCRIPTION
11/7/2013	Kalmer Stordahl	30.00	215			Cash donation to be used in lieu of magazine sales fundraiser at Sunset Middle.
11/8/2013	Fall River Communications Council (FRCC)	410.08	144	P	410	Cash donation to be used for transportation for the kindergarten field trip for students at Fall River.
11/8/2013	Fall River Communications Council (FRCC)	294.06	144	P	294	Cash donation to be used for music supplies for students at Fall River Elementary.
11/8/2013	Tom Tinker	200.00	122			Donation of an electric keyboard to be used by the music teacher at Burlington Elementary School.
11/8/2013	John & Lori Varsames	25.00	215			Cash donation to be used in lieu of magazine sales fundraiser at Sunset Middle.
11/10/2013	Christopher & Kirstin Heinritz	20.00	215			Cash donation to be used in lieu of magazine sales fundraiser at Sunset Middle.
11/11/2013	Robert & Anna Liberatore	45.00	215			Cash donation to be used in lieu of magazine sales fundraiser at Sunset Middle.
11/12/2013	Brenda Feldman	750.00	305			Donation of a 3/4-sized cello for use in the Orchestra Program at Mead High School.
11/12/2013	Kohl's	500.00	122			Cash donation to be used for Odyssey of the Mind teams at Burlington Elementary.
11/13/2013	Barbara Grimm	40.00	142			Donation of notebooks and sheet protectors to be used in classrooms and the office at Eagle Crest.
11/13/2013	Telecom Pioneers	500.00	137			Cash donation to be used to buy books for the library at Rocky Mtn. Elementary.
11/13/2013	Microsoft Matching Gifts Program	100.00	254			Cash donation to be used to support general school operations and programs at Altona Middle School.
11/13/2013	Dental Horizons	400.00	147			Cash donation to be used for the Candy Buy-Back Program at Blue Mtn. Elementary.
11/13/2013	Longmont High Education Foundation	6,100.50	312	P	6101	Cash donation to be used to support instruction for students at Longmont High School.
11/13/2013	Jom Dornan	410.00	312			Donation of two laptop computers to be used at Longmont High.
11/14/2013	Mike O'Shays	25.00	305			Donation of a gift certificate for the Angel's silent auction at Mead High School.
11/14/2013	Jodi Habecker	900.00				Donation of an FM receiver to be used by Student Services for students with a hearing loss.
11/14/2013	Kari Stordahl	30.00	215			Cash donation to be used in lieu of magazine sales fundraiser at Sunset Middle.
11/18/2013	Lyons Booster Club	4,030.00	513	P	4030	Cash donation to be used for social studies, art, photo and athletics at Lyons Middle/Senior High.
11/19/2013	Longmont Sister Cities	3,000.00	513			Cash donation to be used for the band program at Lyons Middle/Senior High.
11/20/2013	Longmont Estates PTO	8,923.00	136	P	8923	Cash donation to be used for the purchase of chromebooks and a computer cart for use at Longmont Estates.
11/20/2013	Breakfast Optimist Club	500.00	312			Cash donation to be used for the Forensics Program at Longmont High School.
11/21/2013	John Gordon	49.00	126			Donation of prototyping materials for the STEM Program at Spark! Preschool.
11/21/2013	Beth Lahman	750.00	215			Donation of a drum set for student use at Sunset Middle.
11/21/2013	Mertz Family Centistry	250.00	147			Cash donation to be used for the Candy Buy-Back Program at Blue Mtn. Elementary.
11/22/2013	Kate Schranz	400.00	123			Donation of children's jackets with hats and mittens for needy students at Central Elementary.
11/25/2013	Blue Mountain Elementary School PTO	122.25	147	P	122	Cash donation to be used for food for parent teacher conference at Blue Mtn. Elementary.
11/30/2013	Michael & Stella Cipres	300.00	137			Donation of toys, clothing, etc. for Rocky Mountain Elementary.
12/2/2013	John Gordon	290.00	126			Donation of jerseys, coats, slickers, winter coats and ski pants for use with needy preschoolers at Spark!.
12/2/2013	Niwot Elementary PTAC	34.00	131	P	34	Cash donation from Original Artworks proceeds at Niwot Elementary.
12/6/2013	Dick Martyr	40.00	312			Cash donation to be used to support Arriba at Longmont High School.
12/10/2013	Craig Orbanosky	780.00	123			Donation of classroom technology for Rob Orbanosky's 3rd grade class at Central Elementary.
12/10/2013	Niwot Elementary PTAC	740.00	131	P	740	Cash donation to be used for admission to the Arvada Center for the 1st Grad field trip for Niwot Elem.
12/11/2013	Jeremy & Shaqwna White	15.00	215			Cash donation to be used in lieu of magazine sales fundraiser at Sunset Middle.
12/12/2013	Niola Detar	600.00	215			Donation of a flute with case for student use at Sunset Middle School.
12/12/2013	Infinite Campus, Inc.	1,500.00				Donation of four supplemental Dell Servers to be used in the Data Center at DTS.
	Total Gifts Reported 10/1/13 - 12/31/13	\$ 279,425.90				
	Parent Group Donations	\$ 118,663.63				
	Total Gifts Reported 1/1/14 - 3/31/14	\$ -				
	Parent Group Donations	\$ -				
	Total Gifts Reported 4/1/14 - 6/30/14	\$ -				
	Parent Group Donations	\$ -				
	TOTAL GIFTS 2013-2014	\$ 361,120.98				
	TOTAL PARENT GROUP DONATIONS	\$ 135,111.19				

St. Vrain Valley School District RE-1J

2013-14 PUBLIC GIFTS TO THE SCHOOLS			
Reported between July 1, 2013 and December 31, 2013			
School	General Gifts	Parent Group Gifts	Total Gifts
Burlington	\$ 11,300.00	\$ -	\$ 11,300.00
Central	1,655.00	-	1,655.00
Columbine	869.03	-	869.03
Erie Elementary	3,658.09	-	3,658.09
Spark! Discovery Preschool	23,920.07	-	23,920.07
Hygiene	-	-	-
Lyons Elementary	-	-	-
Mead Elementary	65.00	1,124.06	1,189.06
Mountain View	2,359.69	2,000.00	4,359.69
Niwot Elementary	850.00	41,050.79	41,900.79
Northridge	1,829.00	-	1,829.00
Loma Linda	-	-	-
Longmont Estates	3,766.75	8,923.00	12,689.75
Rocky Mountain	1,159.00	8,871.50	10,030.50
Indian Peaks	-	-	-
Legacy	700.00	2,900.00	3,600.00
Sanborn	-	-	-
Alpine	-	-	-
Eagle Crest	2,690.00	17,005.25	19,695.25
Prairie Ridge	13,050.00	574.77	13,624.77
Fall River	-	704.14	704.14
Black Rock	690.00	33,377.14	34,067.14
Blue Mountain	1,545.00	3,179.31	4,724.31
Centennial	34,108.75	-	34,108.75
Red Hawk	1,610.00	-	1,610.00
Sunset	4,011.00	1,963.61	5,974.61
Longs Peak	3,000.00	-	3,000.00
Timberline K-8	1,041.00	-	1,041.00
Mead Middle	-	-	-
Westview	-	-	-
Coal Ridge	650.00	-	650.00
Trail Ridge	2,820.00	-	2,820.00
Erie Middle	-	-	-
Altona	8,532.30	-	8,532.30
Olde Columbine	-	-	-
Mead High	3,284.13	903.90	4,188.03
Niwot High	14,325.00	-	14,325.00
Skyline	1,300.00	-	1,300.00
Erie High	1,185.00	-	1,185.00
Longmont High	1,700.00	6,844.95	8,544.95
Silver Creek	-	-	-
Frederick High	800.00	-	800.00
CDC	17,500.00	-	17,500.00
Lyons Middle Senior	34,299.00	5,688.77	39,987.77
Thunder Valley	-	-	-
All Other Departments	25,736.98	-	25,736.98
	\$ 226,009.79	\$ 135,111.19	\$ 361,120.98

MEMORANDUM

DATE: January 8, 2014
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Update on Race to the Top District Grant

PURPOSE

For the Board of Education to be updated on the Race to the Top District Grant.

BACKGROUND

In January of 2013, St. Vrain Valley School District was one of 16 school districts nationally to receive a Race to the Top District Grant. We are completing Year One of this four-year \$16,589,000 project which will end in January of 2017. There are three goals defined in the grant initiative.

1. Rigorous K-12 programming for all students to include STEM at all levels.

St. Vrain is strengthening and enhancing our Skyline High School program so that it becomes a national model for STEM Academies. This initiative will connect the STEM Academy model to the Skyline High School middle and elementary feeder schools. St. Vrain will radically transform our schools which have the greatest need to those that provide the greatest promise.

2. Personalized programming to continue improving graduation rates and postsecondary readiness.

St. Vrain is implementing personalized ICAP plans (Grades 5-12) and expanding postsecondary opportunities. The Relationships with Educators Accelerate Learning (R.E.A.L) plan will provide mentoring support. In Year Four, we will develop Pathways to Technology (P-Tech), a grade 9-14 program in partnership with IBM and the local community college.

3. Personalized programming to continue improving graduation rates and postsecondary readiness through STEM focused application of skills in the Innovation Center.

The alignment of coursework to actual work in the high school Innovation Center will be a pipeline for all students in this feeder for a vision of future opportunity and career success.

Patty Quinones, Executive Director of Innovation; John Steckel, Director of the Innovation Center; STEM Coordinators from the elementary and middle school initiative, and an Innovation Center student will update the Board of Education on Year One.

Regina Renaldi, Assistant Superintendent of Priority Programs, will be available for questions.

7.1

Staff Terminations/Leaves of Absence

[illegible]

7.2

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MEMORANDUM

DATE: January 8, 2014
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 Regular Meetings.

BACKGROUND

The Board will be asked to approve the minutes of the December 11, 2013 Regular Meeting and the December 18, 2013 Regular Study Session.

MEMORANDUM

DATE: January 8, 2014

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Designated Posting Locations for Notice of 2014 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 2014 calendar year:

The Educational Services Center Lobby
The Longmont Public Library
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 8, 2014
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Adoption of Resolution Proclaiming January 2014 as Board of Education Recognition Month

RECOMMENDATION

That the Board of Education adopt a resolution proclaiming January 2014 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 2014 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 2014 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 8, 2014

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Second Reading, Adoption, Board Policy/Regulation JKA – Use of Physical Intervention; and JKA-R – Use of Physical Intervention

RECOMMENDATION

That the Board of Education approve the proposed revisions to Board Policy/Regulation JKA – Use of Physical Intervention; and JKA-R – Use of Physical Intervention.

BACKGROUND

Revisions to these policies are necessary due to alignment with current practice, procedure, and applicable statutes and have been reviewed by District administration.

This Policy and Regulation were first reviewed at the Board of Education Regular Meeting on December 11, 2013. Board members suggested changes to the original revisions at that time for matters of clarity, and these revised samples reflect the changes that the Board recommended.

STRATEGIC PLAN CORRELATION

Focus Area – All
Category – All

Use of Physical Intervention

In dealing with disruptive students, any person employed by the District may, within the scope of his/her employment, use reasonable and appropriate physical intervention or force as necessary for the following purposes:

1. To quell a disturbance threatening physical injury to others.
2. To obtain possession of weapons or other dangerous objects ~~upon~~ from a student or within the control of a student.
3. For the purpose of self-defense.
4. For the protection of persons or property.

Any such acts are not in conflict with the legal definition of child abuse and shall not be construed to constitute corporal punishment within the meaning and intention of this policy.

Under no circumstances shall a student be physically held for more than five minutes unless the provisions regarding restraint, contained in Board Regulation JKA-R, are followed.

Any method or device used to involuntarily limit a student's freedom of movement for more than five minutes, including physical force, ~~mechanical restraint~~, physical restraint, ~~restraint using prescribed medication~~, or seclusion, shall be in compliance with state law on protecting persons from restraint. The Superintendent or designee shall develop procedures and a training program related to the use of restraint consistent with this policy and state law.

Corporal punishment shall not be administered to students by anyone in any District school.

District employees shall not use restraint as a punitive form of discipline or as a threat to control or gain compliance of a student's behavior.

Adopted February 28, 1968

Revised August 8, 1984

Revised April 22, 1992

Revised to conform with practice: date of manual revision

Revised May 9, 2001

Revised June 11, 2008

LEGAL REFS.: C.R.S. 18-1-703 use of physical force by those supervising minors
C.R.S. 18-6-401 (1) definition of child abuse
C.R.S. 19-1-103 (1) definition of abuse and neglect
C.R.S. 22-32-109.1 (2)(a) adoption and enforcement of discipline code
C.R.S. 22-32-109.1 (2)(a)(IV) policy required as part of safe schools plan
C.R.S. 22-32-109.1 (9) immunity provisions in safe schools law
C.R.S. 26-20-102 *et seq.* protection of persons from restraint

CONTRACT REF.: SVVEA Agreement, Article 20—Teacher Protection from Assault/Personal Injury

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

Use of Physical Intervention

Restraint Definitions

Restraint is defined under state law ~~and this policy~~ as any method or device used to involuntarily limit freedom or movement, including but not limited to physical restraint, mechanical restraint, restraint using prescribed medication, and seclusion.

Physical restraint means the use of bodily, physical force to limit an individual's freedom of movement.

~~Mechanical restraint means a physical device used to restrict the movement of an individual or the movement of normal function of a portion of the student's body~~
may not be used by public agencies.

~~Restraint using prescribed medication (chemical restraint) means giving an individual medication, prescribed by their doctor, for the purpose of restraining the individual; or chemicals or drugs, including prescription medication given on an "as needed" basis to limit the physical freedom of a student. This type of restraint does not include prescription medication that is regularly administered to the student for medical reasons~~
may not be used by public agencies.

Seclusion means the placement of a student alone in a room from which egress is prevented and is considered a restraint.

Restraint does not include:

- a. the use of protective or adaptive devices for providing physical support, prevention of injury or voluntary or life-saving medical procedures;
- b. the holding of a student for less than five minutes by a staff person for the protection of the student or other persons; exception, seclusion for any length of time is considered a restraint;
- c. the use of time-out.

Time-out is the placement of a student alone in a room or in a specified area of a room for the purpose of allowing the student to think about inappropriate behavior prior to rejoining class or other school-related activity. Egress from time-out rooms or areas shall not be ~~involuntarily~~ prevented.

Basis for Use of Restraint

Staff may use restraint only in cases of emergency when other less restrictive alternatives have failed or the staff member determines that such alternatives would be inappropriate or ineffective under the circumstances.

An emergency is a serious, probable, imminent threat of bodily harm to self or others where there is the present ability to effect such bodily harm.

The purpose for using restraint shall be to prevent the continuation or renewal of the emergency. Restraint shall only be used for the period of time necessary to accomplish its purpose. In no event shall physical force be used beyond that which is necessary to limit the student's freedom of movement.

Duties Relating to the Use of Restraint

~~The staff member responsible for the restraint shall monitor any student held in a mechanical restraint at least every fifteen minutes to assure that the student is properly positioned, the student's blood circulation is not restricted, the student's airway is not obstructed, and the student's other physical needs are met.~~

No physical ~~or mechanical~~ restraint of a student shall place excess pressure on the student's chest or back or inhibit or impede the student's ability to breathe. A staff member shall observe the student at regular intervals to check on breathing ability.

~~A chemical restraint shall be given only on the order of a physician who has determined, either while present during the course of the emergency or after telephone consultation with a registered nurse, certified physician's assistant, or other authorized staff member who is present at the time and site of the emergency and who has participated in the evaluation of the student, that such form of restraint is the least restrictive, most appropriate alternative available.~~

~~For students in mechanical restraints, staff members shall provide relief periods, except when the individual is sleeping, of at least ten minutes as often as every two hours, so long as relief from the mechanical restraint is determined to be safe. During such relief periods, the staff member shall take reasonable steps to ensure proper positioning of the student and provide movement of limbs, as necessary. In addition, during such relief periods, a staff member shall provide assistance for use of appropriate toileting methods, as necessary. The student's dignity and safety shall be maintained during relief periods. Relief periods from seclusion shall be provided for reasonable access to toilet facilities.~~

A student in physical restraint shall be released from such restraint within fifteen minutes after the initiation of physical restraint, except when precluded for safety reasons.

Staff Training

Staff shall receive annual in-service training on the appropriate use of restraint. The training shall include the requirement that staff explain, where possible, the use of

restraint to the individual who is to be restrained and to the individual's family ~~if appropriate.~~

Documentation and Review

As soon after as is practical, staff shall make an appropriate notation of the use of restraint in the student's record and notify the building principal of the use of restraint. The principal shall review the use of restraint to determine whether it was in compliance with state law, Board policy, and this regulation.

~~An order for a chemical restraint, along with reasons for its issuance, shall be recorded in writing at the time of its issuance. A physician shall sign the order at the time of its issuance, if present at the time of the emergency. If authorized by telephone, the order shall be transcribed and signed at the time of its issuance by an individual with the authority to accept telephone medication orders.~~

~~Staff trained in the administration of medication shall make notations in the student's record as to the effect of the chemical restraint and the individual's response to the chemical restraint.~~

~~Staff members shall note in the record of the student being restrained by mechanical restraints the relief periods granted.~~

Note: Specific laws regarding seclusion of students with mental illness apply. If the school has been designated by the Superintendent or designee to provide treatment to a mentally ill student, seclusion may be used to eliminate a continuous and serious disruption of the treatment environment.

Note: Specific laws regarding the restraint of students with developmental disabilities apply. Advice of counsel may need to be sought when developing plans for students with such disabilities to ensure that development and implementation of plans is consistent with state and federal law.

Approved May 9, 2001
Revised June 11, 2008

MEMORANDUM

DATE: January 8, 2014

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:

- Northridge Elementary School
- St. Vrain Online Global Academy

The deadline for adoption is January 15, 2014.

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

Colorado's Unified Improvement Plan for Schools for 2013-14

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

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators		Measures/ Metrics		2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.	
		M	72.05%	-	-	44.95%	-	-		
		W	70.11%	-	-	39.22%	-	-		
		S	54.84%	-	-	32.27%	-	-		
			45.36%	-	-	10.71%	-	-		
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.	
			Elem	MS	HS	Elem	MS	HS		
		R	57	-	-	50	-	-		
		M	72	-	-	48	-	-		
		W	66	-	-	49	-	-		
		ELP	-	-	-	50	-	-		

School Code: **6404**

School Name: **NORTHRIDGE ELEMENTARY SCHOOL**

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Approaching * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Postsecondary & Workforce Readiness: -
	Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	Dropout Rate Expectation: At or below state average overall.	-	-	-	
	Mean Colorado ACT Composite Score Expectation: At or above state average.	-	-	-	

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School Name: NORTHTRIDGE ELEMENTARY SCHOOL

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2013	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2014	The school UIP is due to CDE for review on January 15, 2014 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .
	April 15, 2014	The UIP is due to CDE for public posting on April 15, 2014 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Priority Improvement - Entering Year 1 as of July 1, 2014	The school has not met state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Priority Improvement Plan. The plan must be submitted by January 15, 2014 for review. The updated plan must also be submitted to CDE by April 15, 2014 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
ESEA and Grant Accountability			
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 TIG 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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School Name: NORTHRIDGE ELEMENTARY SCHOOL

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
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	Yes-January 2011
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.	CDE-Standards and Indicators for School Improvement Rubric, SST review 1/2011

Improvement Plan Information	
The school is submitting this improvement plan to satisfy requirements for (check all that apply):	
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP)	
<input type="checkbox"/> Other: _____	

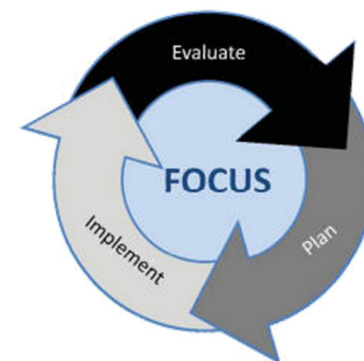
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Lorynda Sampson
	Email	Sampson_Lorynda@svvdsd.org
	Phone	303-772-3040
	Mailing Address	1200 19 th Ave, Longmont, CO 80501
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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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 the Unified Improvement Planning Handbook.



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.

Data Narrative for School

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	Review Current Performance: Review the SPF 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.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four 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.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.
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Narrative:

Description of School Setting and Process for Data Analysis:

Northridge Elementary is a Biliteracy Title 1 school serving approximately 390 students (including preschool) in the St. Vrain Valley School District. Each year the percentage of students qualifying for free/reduced lunch has increased as has the percentage of English Language Learners. 100% of our students eat free due to the percentage of students who qualify for free/reduced lunches. Our free/reduced lunch percentage is currently at approximately 90% (with several families not completing the paperwork to determine eligibility) and our second language learners are at approximately 70% of our population. We draw biliteracy instruction students from 6 attendance areas and our own. We have approximately 54% of our students opened/enrolled at our school. For the 2013-2014 school, Northridge has new staff members as follows: 1@K, 1@1st, 2@2nd, 3@4th and 5 new classified/support employees. In the 2012-2013 school year Northridge had 19 licensed and classified staff member additions or position changes. We are beginning our 3rd year implementing a “more English instruction model” beginning in Kindergarten. Our 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 instruction so that we can actually help students catch up and keep up in English reading, math and writing learning. This is our first year as an entire district allocating specific instructional minutes for English literacy

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instruction at all grade levels in biliteracy classrooms. Beginning in the 2013-2014 school year all students will 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 2 years as we have intentionally increased English instruction in all grade levels and content areas. Our current 4th and 5th grade students are the last 2 groups of students who did not receive substantial English literacy instruction in grades K-2. This group of 4th and 5th graders continues to have significant gaps in English reading, writing and math achievement and growth. We believe the lack of intensive and deliberate English literacy, math and content area instruction has not allowed our biliteracy instruction students to attain English grade level standards as measured by TCAP, Galileo, PALS, ACCESS, DRA-all assessments in English. Effective implementation of Sheltered Instruction Observation Protocol (SIOP) strategies and instruction that are tightly aligned to state and district standards, district pacing and unit guides at all grade levels are of high priority based as data analysis shows that we have low achievement and low growth across the board at Northridge Elementary. Providing additional support to our 4th and 5th grade learners this year and next will be a priority, while also being quite intentional about continuing our progress of minimizing/eliminating achievement gaps in the lower grades. We will enter year 1 of STEM training and implementation as part of the Race To The Top grant awarded to the St. Vrain Valley School District during the 2013-2014 school year.

We are identified as a Targeted Assistance Title 1 program with a reading focus. Supplementary literacy instruction and intentional literacy intervention are the focus components of Title I programming. 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 – Spring Grades K-3 (Fall for incoming Kindergarten students)
- DRA or EDL2 – Fall, Winter, Spring Title I student progress monitoring or student graduating from services
- EDL2 and DRA for bilingual students K-3 – Fall, Winter Spring
- DIBELS – Fall Grade 2 and progress monitoring for others needing fluency intervention
- SRI online assessment Grades 3-5– Fall ,Spring
- TCAP - Spring Grades 3-5
- Galileo – Grades 1-5 Fall, End of Trimester, End of Trimester 2 and End of Trimester 3.
- Rigby Benchmark assessments using Fountas and Pinnell levels – K-5 progress monitoring
- Quick Checks-every 2 weeks.

Our staff used TCAP results, the School Growth Model Data and the School Performance Framework 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 August & September. Analysis of the data reveals very low growth and achievement according to TCAP. Additionally, grade level teams examined Galileo Data, Math Expressions Unit Pre/Posttests, DRA/EDL2 from the first assessment window using a data driven dialogue protocol. Classroom visits were conducted by building and district administration. Multiple staff members engaged in one-on-one and team discussions with the principal outside of the formal root cause analysis meetings to provide additional input. The principal spoke with other Title 1 principals who had either been in similar situations or who had experienced significant gains in achievement and growth to consider the evidence-based action steps they attributed to success in their schools. The principal then shared these action steps with staff as part of the data driven dialogue protocol ("Now What" phase). The principal also spoke with various district leadership team members to help develop a focused improvement plan as well as met with Area and Priority Schools Assistant Superintendents. Parents were asked for input at two 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, with the assistance of District Assistant Superintendents, an action plan for this year.

Review Current Performance and Trend Analysis:

Northridge is entering year 1 of Priority Improvement as a result of scoring a total of 45.2% percent points on the School Performance Framework or SPF as compared to the 59% or more required for the Performance rating. 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 15th percentile in Reading, Math and Writing Achievement in 2013 and below the 20th percentile in all three content areas 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 30-45% range in all areas. Northridge did not meet any of our Academic Growth targets during the 2013 school year. We missed the Median Adequate Growth target in Reading by 30 points, in Math by 25 points and in Writing by 17 points. Our greatest decrease was going from exceeding the Reading Growth Target in 2012 with a Median Growth Percentile (MGP) of 60 to a not meeting with 27 MGP in 2013. Our 3 year average scores in Reading, Math and Writing result in ratings of Approaching in each area. Northridge also did not meet Growth Gap Targets in any area during the 2013 school year. Our high percentage of Free and Reduced Lunch students-in excess of 90% 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. Each of our Growth Gap groups did not meet any of the Growth Gap Targets during 2013. Our one year Median Growth Percentiles for each Growth Gap area except Students Needing to Catch Up are 27; at least 30 points below Subgroup Median Adequate Growth Percentiles. The declining 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. Our Median Adequate Growth Percentiles need to be 57 in Reading, 72 in Math, and 66 in Writing compared to our current 3 year average of 50 in Reading, 48 in Math and 49 in Writing. Due to the change in ELL tests, we don't have 3 years of comparable data and our 2013 Median Growth Percentile was 50 resulting in a rating of Meets for that target. We have a 20-30 point difference between our 3 year Growth Gap averages and the Subgroup Median Adequate Growth Percentiles in all areas of Math and Writing. Additionally, we have an average of a 10-15 point difference between our Subgroup Median Growth Percentiles and the Subgroup Median Adequate Growth Percentiles using the 3 year average in Reading for Free/Reduced Lunch, Students Needing to Catch Up. The Students with Disabilities Group has a 3 year average of 28 MGP with a target of 79.

Achievement:

Reading	Proficient/ Advanced	State/Fed Expectations	Difference	School's Percentile
2013	44.95 %	72.05 %	-27.10%	10
2012	47.1 %	71.65 %	-24.55%	13
2011	44.2 %	71.6 %	-27.4%	10

Math	Proficient/ Advanced	State/Fed Expectations	Difference	School's Percentile
2013	39.22%	70.11%	-30.89%	6
2012	35.25%	70.89%	-35.64%	3
2011	46.1%	70.10%	-24.00 %	11

Writing	Proficient/ Advanced	State/Fed Expectations	Difference	School's Percentile
2013	32.27%	54.84%	-22.57%	14
2012	30.94%	53.52%	-22.58%	13
2011	34.4%	53.50%	-19.10%	18

Science	Proficient/ Advanced	School's Percentile
2013	10%	6%
2012	16%	11%
2011	7%	2%

Academic Growth:

Median Growth Percentiles	10- 11	11- 12	12- 13	MAGP	Diff.
Reading	59	60	27	57	-30
Math	55	39	47	72	-25
Writing	55	50	49	66	-17
English Language Prof.		51	40	-	-

Growth Gaps:

Reading	2011	2012	2013
Free/Reduced	55	59	27
Minority Students	62	65	27
Students w/Disabilities	-	-	-
ELL	58	72	27
Students needing to Catch up	62	59	56

Math	2011	2012	2013
Free/Reduced	54	40	52
Minority Students	54	46	49
Students w/Disabilities	-	-	-
ELL	54	45	49
Students needing to Catch up	55	39	65

Writing	2011	2012	2013
Free/Reduced	49	50	41
Minority Students	55	55	39
Students w/Disabilities	-	-	-
ELL	54	61	41
Students needing to Catch up	31	25	18

Growth Gaps -Reading	2011	2012	2013	State Ave. 2013	Diff. 2013
Percent Catching Up	42	33	18	37.2	-19.2
Percent Keeping Up	61	67	56	77.0	-21
Percent Moving Up	25	29	9	19.9	-10.9

Growth Gaps-Math	2011	2012	2013	State Ave 2013	Diff. 2013
Percent Catching Up	25	13	19	23.3	-4.3
Percent Keeping Up	64	45	52	64.8	-12.8
Percent Moving Up	30	10	21	27.6	-6.6

Growth Gaps Writing	2011	2012	2013	State Ave 2013	Diff. 2013
Percent Catching Up	31	26	18	38.2	-20.2
Percent Keeping Up	-	-	-	73.6	-
Percent Moving Up	-	-	-	28.6	-

Prior Year's Target Review:

As stated in the above section, we did not meet any of our Achievement or Growth targets during 2013. We believe this is a result of the Major Improvement Strategies being either fairly early in implementation or lacking in sufficient and consistent implementation in each classroom, grade level and content each day.

We made substantial progress in analyzing data but not significant progress in determining appropriate Tier 1 instruction strategies or appropriate interventions to ensure adequate growth for all students. Although we analyzed performance and growth data, we didn't analyze frequently enough or with enough depth to result in increased student achievement and effective collaboration.

Staff participated in Professional Development and some cursory collaborative discussions/planning on Tier 1 Best Practices, Standards Based Teaching and Learning Cycle, SIOP, Math Expressions, and increasing English instruction in all grade levels. Implementation was in the early stages and wasn't sufficiently targeted to demonstrate gains in grades 3-5. Our K-2 data shows significant growth in reading and math achievement. Three out of four grade 4 and 5 teachers were in their first year of implementation of Tier 1 Best Practices, District Curriculum and Pacing Guides, Math Expressions and SIOP strategies during the 2012-2013 school year. These initiatives were not effectively implemented to fidelity nor were they implemented consistently.

Upon reviewing our analysis of the Prior Year's Results and Major Improvement Steps with District Area Assistant Superintendents and our school Leadership Team, it was determined that we needed to narrow our focus, increase the intentionality of determining and implementing targeted interventions and instructional strategies for struggling students, as well as, increase accountability and support for Northridge staff and students. There is a need to ensure effective and consistent implementation of Tier1 Instruction Practices (including SIOP strategies), our standards-based unit plans and pacing guides and district math curriculum.

Priority Performance Challenges:

There is a notable declining trend in all areas with the greatest decline being experienced during the 2012-2013 school year. After analyzing TCAP data, the School Performance Frameworks, Colorado Growth Data, DRA, Galileo and previous year's Walkthrough/Observation Data, the following areas were determined as Priority Performance Challenges.

1. Persistent low achievement in reading for the past 3 years (approximately 27% below state expectations) with Northridge currently ranking at the 10th percentile in Colorado.
2. Persistent low achievement in math for the past 3 years (approximately 30% below state expectations) with Northridge currently ranking at the 6th percentile in Colorado.
3. Declining Median Growth Percentile (Growth and Growth Gaps) in Reading-went from 60 MGP, with a rating of Exceeds in 2012, to 27MGP, with a rating of Does Not Meet, in 2013 which is 30 points below the Median Adequate Growth Percentile.
4. Declining Median Growth Percentile in Math (Growth and Growth Gaps) -has been below 55 MGP for the past 2 years and is currently 25 points below the Median Adequate Growth Percentile.

Rationale for Priority Challenges:

When looking at our results, actual student populations (over 90% qualifying for Free/Reduced Lunch, in excess of 70% 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 and growth 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 unit plans, pacing guides and Tier 1 instruction is of priority. We chose reading since we had the greatest declines in this area and it has traditionally been a stronger area. We believe that we'll be able to more quickly improve performance in reading achievement and growth since it's been a relative strength. We are beginning our third year of implementation of Math Expressions. If we continue to build on this implementation, establish higher levels of fidelity to unit plans and pacing guides, we believe that our students will show higher levels of growth and achievement in Math. 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:

Northridge staff used TCAP results, the School Growth Model Data Summary, and the School Performance Framework 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, consensus-a-gram, and 5 whys are some of activities used to determine root causes) during meetings in August & September. To be quite frank, our staff was shocked and appalled at the low growth and over all lack of results we had according to TCAP. Additionally, grade level teams examined Galileo Data, Math Expressions Unit Pre/Post tests, DRA/EDL2 from the first assessment window using a data driven dialogue protocol. Walkthroughs were conducted by building and district administration. Multiple staff members engaged in one-on-one and team discussions with the principal outside of the formal root cause analysis meetings to provide additional input. The principal spoke with other Title 1 principals who had either been in similar situations or who had experienced significant gains in achievement and growth to consider the evidence-based action steps they attributed to success in their schools. The principal then shared these action steps with staff as part of the data driven dialogue protocol ("Now What" phase). The principal also spoke with various district leadership team members to help develop a focused improvement plan as well as met with area and priority schools assistant superintendents. Parents were asked for input at two 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, with the assistance of district assistant superintendents, an action plan for this year.

Additionally, our staff worked in vertical teams to collaboratively determine root causes that adhered to the following criteria: Root causes should address adult actions, be under the control of the school and must be linked to the "Here's What" of the data analysis. During the past 3 years our staff has had to discard fewer and fewer root causes that do not fit these criteria. **This 4th year, however, we find ourselves having to discard over half of our root causes because they did not adhere to the root cause criteria. This change tells us that we, once again, have work to do in helping our entire staff, many of whom are new to the building this past year, own the data collectively and focus on the instruction, curriculum and environment-only those things over which the teacher & adults in the school have control.** The next step of our root cause analysis was to then to further specify root causes from those broad root causes that are actually within the control of the staff. Staff did this by working in teams to cross off any of the root causes that did not meet the criteria of being within the school or district's control. Once this was accomplished, the remaining causes were categorized by teams. The Building Leadership Team, Area Assistant Superintendents and other District Leadership Team members then further summarized/narrowed the categories and cross-walked those with the verification sources.

Root Causes:

Lack of consistent adherence to standards, unit plans and pacing guides, curriculum in reading and math.

Inconsistent effective Tier 1 instruction in reading and math.

Inconsistent implementation of appropriate SIOP strategies in reading and math.

Lack of effective, evidence-based, interventions aligned with student needs in reading and math.

Lack of sufficient English language and English literacy skills for ELL and Bilingual students in all grades.

Ineffective use of collaboration time-not consistently identifying targeted instructional/intervention strategies to meet the needs of struggling learners.

Verification:

Comparing results of TCAP, 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, Unit Plans, Pacing Guides and Curriculum, 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 2012-13 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 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? 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>Increase percentage of students scoring proficient in reading all grades by 10% or more. Increase overall Reading Achievement score to 58%+ on SPF.</p> <p>Decrease the percentage of students scoring non-proficient or unsatisfactory in reading by at least 10% in all grades</p>	<p>This target was not met. We did not increase students scoring proficient in any grade. Proficiency decreased to 44.95% proficient and advanced on the SPF. We fell short by 13 points.</p> <p>In grades 3 and 5 we did not increase the percentage of students scoring advanced or proficient. These scores actually declined. In grade 4 the percentage of students scoring proficient or advanced increased to 40% from 34%.</p> <p>We did not decrease percentage of students scoring unsatisfactory by 10% in any grade.</p>	<p>Our Northridge staff attributes the following reasons as to why targets were not met:</p> <p>Insufficient English language and English literacy skills of grade 3, 4 and 5 students resulting from a lack of explicit, targeted English instruction for all students in grades K-5. Closing the English language gaps has been quite challenging. We just completed year 2 of increasing English Literacy and English language instruction for all students. It will take additional time to close the gaps for students who have achievement gaps in excess 2 years. Insufficient rigor and/or lack of high expectations in each</p>

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	<p>Increase percentage of students scoring proficient in math in all grades by 10% or more. Increase overall Math Achievement 46%+ on SPF.</p> <p>Decrease the percentage of students scoring non-proficient or unsatisfactory by at least 10% in all grade levels by end of 2012-13 school year.</p>	<p>Math Achievement increased to 39.22% from 35.25% but fell short of the target by 7%.</p> <p>These targets were not met in grade 3. Proficiency decreased to 33% proficient/advanced from 35% proficient/advanced. The percentage of students scoring unsatisfactory declined to 22% from 23% but the percentage of students scoring partially proficient increased to 45% from 42%.</p> <p>These targets were met in grade 4. The percentage of students scoring proficient/advanced increased from 30% to 53%. The percentage of students scoring unsatisfactory decreased from 28% to 12%. The percentage of students scoring partially proficient decreased from 43% to 35%.</p> <p>These targets were not met in grade 5. The percentage of students scoring proficient /advanced decreased from 41% to 20%. The percentage of students scoring unsatisfactory increased to 33% from 23%. The percentage of students scoring partially proficient increased to 45% from 36%.</p>	<p>and every classroom each and every year. We continue to make progress in this area; especially with our primary students who have fewer gaps to close. Developing persistence and increasing rigor as well as increasing expectations continues to be a process with students who've not had appropriate rigor and expectations over the course of their elementary years. Closing large gaps in learning of many students has been quite challenging. Developing consistency building wide and with the incorporation of new staff is still in early stages-for several staff implementation is year 1 and for others it's year 2 of implementation.</p> <p>Lack of consistent effective Tier 1 instruction due to early implementation-year 1 implementation for several members and year 2 for several others.</p> <p>Insufficient clarity and understanding of benchmarks, standards, curriculum across grade levels. (In 2012 we had 3 "new" staff members needing to learn benchmarks, standards and curriculum in grades 3-5). We are in mid-implementation and have a need for increased monitoring and support.</p> <p>Lack of adherence to pacing guides and unit plans in every classroom every year due to year 1 implementation for several and year 2 implementation for others.</p>
Academic Growth	<p>Increase growth percentile in math to 55+ by end of 2012-13 school year.</p>	<p>We did not meet this target. We increased the median growth percentile from 39 to 48 but fell short of our target by 7 points.</p>	<p>Ineffective or insufficient collaboration about student progress and instructional strategies due to mid-implementation according to PLC model (Dufour & Dufour).</p>
Academic Growth Gaps	<p>Increase median student growth percentiles in each gap area by 5 or more points.</p> <p>Increase median student growth gap percentiles to above 50 in each area.</p>	<p>We did not meet this target. Median growth percentiles dropped in each gap area.</p> <p>We did not meet this target in any growth gap area. The growth gap median percentiles increased to 48 in</p>	<p>Insufficient use of effective SIOP strategies due to early implementation.</p>

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
		the Free/Reduced and Minority gap areas-missing the target by 2 points. The growth gap percentile increased in ELL to 49 missing the target by 1 point. The growth gap percentile increased in Students Needing to Catch Up to 47, missing the target by 3 points. The growth 3 year growth gap for students with disabilities is 28 and misses the target by 22 points.	Insufficient monitoring of student progress to determine interventions and differentiation due to a need for additional support. Insufficient and ineffective implementation of intervention and differentiation strategies due to a need for additional support. (Grade 3 had 32 students in both classes with several students with significant behavior issues. This, in part, made it more challenging to consistently implement successful differentiation and intervention strategies.)
Postsecondary & Workforce Readiness			

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																				
Academic Achievement (Status)	<p>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 10th Percentile in the State.</p> <table><tr><th>Reading</th><th>Proficient/ Advanced</th><th>State/Fed Expectations</th><th>Difference</th><th>School's Percentile</th></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><tr><td>2011</td><td>44.2 %</td><td>71.6 %</td><td>-27.4%</td><td>10</td></tr></table>	Reading	Proficient/ Advanced	State/Fed Expectations	Difference	School's Percentile	2013	44.95 %	72.05 %	-27.10%	10	2012	47.1 %	71.65 %	-24.55%	13	2011	44.2 %	71.6 %	-27.4%	10	Persistent low achievement in reading for the past 3 years (approximately 27% below state expectations) with Northridge is currently ranking at the 10th percentile in Colorado.	<p>Lack of consistent adherence to standards, unit plans and pacing guides, curriculum in reading and math.</p> <p>Inconsistent effective Tier 1 instruction in reading and math.</p> <p>Inconsistent implementation of appropriate SIOP strategies in reading and math.</p> <p>Lack of effective interventions aligned with student needs in reading and math.</p> <p>Lack of sufficient English language and English literacy skills for ELL and Bilingual students in all grades.</p> <p>Ineffective use of collaboration time-not consistently identifying targeted instructional/intervention strategies to meet the needs of struggling learners.</p>
	Reading	Proficient/ Advanced	State/Fed Expectations	Difference	School's Percentile																		
	2013	44.95 %	72.05 %	-27.10%	10																		
2012	47.1 %	71.65 %	-24.55%	13																			
2011	44.2 %	71.6 %	-27.4%	10																			
	<p>Percentage of students scoring proficient in grades 3, 4, 5 is significantly below state average.</p>																						
	<p>Declining reading achievement in 2013.</p>																						

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																				
	<p>MATH</p> <p>Persistent low achievement in math for the past 3 years (approximately 30% below state expectations) with Northridge is currently ranking at the 6th Percentile in the State.</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>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><tr><td>2011</td><td>46.1%</td><td>70.10%</td><td>-24.00 %</td><td>11</td></tr></table> <p>Percentage of students scoring proficient in grades 3, 4, 5 is significantly below state average.</p> <p>Declining math achievement in grades 3 and 5 this year and overall in all grades.</p> <p>Grade 5 shows the most significant decline in math achievement over the past 3 years.</p> <p>Grade 4 demonstrates 23% achievement gain from 2012-2013 in math.</p> <p>WRITING</p>	Math	Proficient/Advanced	State/Fed Expectations	Difference	School's Percentile	2013	39.22%	70.11%	-30.89%	6	2012	35.25%	70.89%	-35.64%	3	2011	46.1%	70.10%	-24.00 %	11	<p>Persistent low achievement in math for the past 3 years (approximately 30% below state expectations) with Northridge is currently ranking at the 6th percentile in Colorado.</p>	<p>Lack of consistent adherence to standards, unit plans and pacing guides, curriculum in reading and math.</p> <p>Inconsistent effective Tier 1 instruction in reading and math.</p> <p>Inconsistent implementation of appropriate SIOP strategies in reading and math.</p> <p>Lack of effective interventions aligned with student needs in reading and math.</p> <p>Lack of sufficient English language and English literacy skills for ELL and Bilingual students in all grades.</p> <p>Ineffective use of collaboration time-not consistently identifying targeted instructional/intervention strategies to meet the needs of struggling learners.</p>
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Academic Growth	<p>Northridge went from exceeding growth expectations in Reading to approaching growth expectations, largely due to low growth in grade 5.</p> <table><tr><td>Median Growth Percentiles</td><td>10-11</td><td>11-12</td><td>12-13</td><td>MAGP 2013</td><td>Diff.</td></tr><tr><td>Reading</td><td>59</td><td>60</td><td>27</td><td>57</td><td>-30</td></tr></table> <p>We missed the Median Adequate Growth target in Reading by 30 points</p>	Median Growth Percentiles	10-11	11-12	12-13	MAGP 2013	Diff.	Reading	59	60	27	57	-30	<p>Declining Median Growth Percentile in Reading (Growth and Growth Gaps) -went from 60 MGP, with a rating of Exceeds in 2012, to 27MGP, with a rating of Does Not Meet, in 2013 which is 30 points below the Median Adequate Growth Percentile.</p>	<p>Lack of consistent adherence to standards, unit plans and pacing guides, curriculum in reading and math.</p> <p>Inconsistent effective Tier 1 instruction in reading and math.</p> <p>Inconsistent implementation of appropriate SIOP strategies in reading and math.</p> <p>Lack of effective interventions aligned with student needs in reading and math.</p> <p>Lack of sufficient English language and English literacy skills for ELL and Bilingual students in all grades.</p> <p>Ineffective use of collaboration time-not consistently identifying targeted instructional/intervention strategies to meet the needs of struggling learners.</p>								
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Students needing to Catch up	62	59	56																								

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																
	<p>MATH Consistently score approaching on growth gaps in math.</p> <table border="1"> <tr> <th>Math</th><th>2011</th><th>2012</th><th>2013</th></tr> <tr> <td>Free/Reduced</td><td>54</td><td>40</td><td>52</td></tr> <tr> <td>Minority Students</td><td>54</td><td>46</td><td>49</td></tr> <tr> <td>Students w/Disabilities</td><td>-</td><td>-</td><td>-</td></tr> <tr> <td>ELL</td><td>54</td><td>45</td><td>49</td></tr> <tr> <td>Students needing to Catch up</td><td>55</td><td>39</td><td>65</td></tr> </table> <p>Each of our Growth Gap groups did not meet any of the Growth Gap Targets during 2013. We have a 20-30 point difference between our 3 year Growth Gap averages and the Subgroup Median Adequate Growth Percentiles in all areas for Math.</p> <p>WRITING Consistently score approaching in growth gaps in writing.</p> <table border="1"> <tr> <th>Writing</th><th>2011</th><th>2012</th><th>2013</th></tr> <tr> <td>Free/Reduced</td><td>49</td><td>50</td><td>41</td></tr> <tr> <td>Minority Students</td><td>55</td><td>55</td><td>39</td></tr> <tr> <td>Students w/Disabilities</td><td>-</td><td>-</td><td>-</td></tr> <tr> <td>ELL</td><td>54</td><td>61</td><td>41</td></tr> <tr> <td>Students needing to Catch up</td><td>31</td><td>25</td><td>18</td></tr> </table> <p>Each of our Growth Gap groups did not meet any of the Growth Gap Targets during 2013. We have a 20-30 point difference between our 3 year Growth Gap averages and the Subgroup Median Adequate Growth Percentiles in all areas for Writing.</p>	Math	2011	2012	2013	Free/Reduced	54	40	52	Minority Students	54	46	49	Students w/Disabilities	-	-	-	ELL	54	45	49	Students needing to Catch up	55	39	65	Writing	2011	2012	2013	Free/Reduced	49	50	41	Minority Students	55	55	39	Students w/Disabilities	-	-	-	ELL	54	61	41	Students needing to Catch up	31	25	18	<p>Declining Median Growth Percentile in Math (Growth and Growth Gaps) –has been below 55 MGP for the past 2 years and is currently 25 points below the Median Adequate Growth Percentile.</p> <p>N/A</p>	<p>Lack of consistent adherence to standards, unit plans and pacing guides, curriculum in reading and math.</p> <p>Inconsistent effective Tier 1 instruction in reading and math.</p> <p>Inconsistent implementation of appropriate SIOP strategies in reading and math.</p> <p>Lack of effective interventions aligned with student needs in reading and math.</p> <p>Lack of sufficient English language and English literacy skills for ELL and Bilingual students in all grades.</p> <p>Ineffective use of collaboration time-not consistently identifying targeted instructional/intervention strategies to meet the needs of struggling learners.</p> <p>N/A</p>
Math	2011	2012	2013																																																
Free/Reduced	54	40	52																																																
Minority Students	54	46	49																																																
Students w/Disabilities	-	-	-																																																
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Students needing to Catch up	31	25	18																																																
Postsecondary & Workforce	N/A	N/A	N/A																																																

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

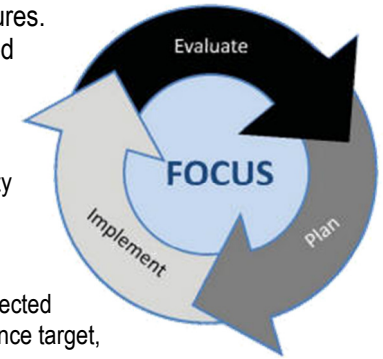
Section IV: Action Plan(s)

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy
				2013-14	2014-15		
Academic Achievement (Status)	TCAP/CSAP , CoAlt/CSAP A, Lectura, Escritura	R	Persistent low achievement in reading for the past 3 years (approximately 27% below state expectations) with Northridge currently ranking at the 10th percentile in Colorado.	By the end of the 2013-2014 school year, 58% or more of students will score Proficient/Advanced in Reading on Reading TCAP.	By the end of the 2013-2014 school year 68% or more of students will score Proficient/Advanced in Reading on Reading Galileo and DRA and ACCESS.	<p>Four times annually: Galileo (includes pre-assessment)</p> <p>Three times annually: DRA2, PALS, EDL2.</p> <p>Every two weeks: Quick Checks, DRA Progress Monitoring , curriculum assessments, running records, scored oral and written student responses to reading</p> <p>One time annually: ACCESS, TCAP.</p>	<p>Professional development in effective Tier 1 instruction and effective interventions (see below).</p> <p>Use of data wall to determine needs, flexible grouping and interventions (see below).</p> <p>Professional development in and implementation of effective SIOP strategies.</p> <p>Consistent implementation of Biliteracy Model.</p> <p>Increased monitoring, support and accountability by staff, principal, coaches, coordinators, district team.</p>
		M	Persistent low achievement in math for the past 3 years (approximately 30% below state expectations) with Northridge currently ranking at the 6th percentile in Colorado.	By the end of the 2013-2014 school year 48% or more of students will score Proficient/Advanced in Math on Math TCAP.	By the end of the 2013-2014 school year 58% or more of students will score Proficient/Advanced in Math on Galileo and Math Expressions.	<p>Four Times annually: Galileo (includes pre-assessment).</p> <p>At the end of each unit: Math Expressions unit assessments.</p> <p>Every two weeks: Galileo quick quizzes, teacher made assessments, Math Expressions quizzes, scored student class work.</p> <p>Annually: TCAP.</p>	<p>Professional development in effective Tier 1 instruction and effective interventions (see below).</p> <p>Use of data wall to determine needs, cluster groupings and interventions (see below).</p> <p>Professional development in and implementation of effective SIOP strategies.</p>

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							Consistent implementation of Biliteracy Model.
							Increased monitoring, support and accountability by staff, principal, coaches, coordinators, district team.
							STEM implementation.
		W	N/A	N/A	N/A	N/A	
		S	N/A	N/A	N/A	N/A	
Academic Growth	Median Growth Percentile (TCAP/CSA P & ACCESS)	R	Declining Median Growth Percentile (Growth and Growth Gaps) in Reading- went from 60 MGP, with a rating of Exceeds in 2012, to 27MGP, with a rating of Does Not Meet, in 2013 which is 30 points below the Median Adequate Growth Percentile.	By the end of the 2013-2014 school year Increase reading MGP in reading to 58% on reading TCAP.	By the end of the 2013-2014 school year Increase reading MGP to 60% on Galileo Reading.	<p>Four times annually: Galileo (includes pre-assessment).</p> <p>Three times annually: DRA2, PALS, EDL2.</p> <p>Every two weeks: Quick Checks, DRA Progress Monitoring, curriculum assessments, running records, scored oral and written student responses to reading.</p> <p>Annually: ACCESS, TCAP.</p>	<p>Professional development in effective Tier 1 instruction and effective interventions (see below).</p> <p>Use of data wall to determine needs, flexible grouping and interventions (see below).</p> <p>Professional development in and implementation of effective SIOP strategies.</p> <p>Consistent implementation of Biliteracy Model.</p> <p>Increased monitoring, support and accountability by staff, principal, coaches, coordinators, district team.</p>
		M	Declining Median Growth Percentile in Math (Growth and Growth Gaps) –has been below 55 MGP for the past 2 years and is currently 25 points below the Median	By the end of the 2013-2014 school year Increase math MGP to 65% on the Math TCAP.	By the end of the 2013-2014 school year increase math MGP to 72% on Galileo Math.	<p>Four times Annually: Galileo (includes pre-assessment</p> <p>At the end of each unit: Math Expressions unit assessments</p>	<p>Professional development in effective Tier 1 instruction and effective interventions (see below).</p> <p>Use of data wall to determine</p>

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			Adequate Growth Percentile.			<p>Every two weeks: Galileo quick quizzes, teacher made assessments, Math Expressions quizzes, scored student class work.</p> <p>Annually: TCAP</p>	<p>needs, flexible grouping and interventions (see below).</p> <p>Professional development in and implementation of effective SIOP strategies.</p> <p>Consistent implementation of Biliteracy Model.</p> <p>Increased monitoring, support and accountability by staff, principal, coaches, coordinators, district team.</p> <p>STEM implementation</p>
		W	N/A	N/A	N/A		
		ELP					
Academic Growth Gaps	Median Growth Percentile	R	<p>Declining Median Growth Percentile (Growth and Growth Gaps) in Reading-went from 60 MGP, with a rating of Exceeds in 2012, to 27MGP, with a rating of Does Not Meet, in 2013 which is 30 points below the Median Adequate Growth Percentile.</p>	<p>Increase MGP for Free/Reduced Lunch & Minority Students to 58.</p> <p>Increase MGP for Students Needing to Catch Up to 65.</p> <p>Increase MGP for Students with Disabilities to 50 or more.</p> <p>Maintain MGP for ELL.</p>	<p>Meet MGP targets in all categories.</p>	<p>Four times annually: Galileo (includes pre-assessment).</p> <p>Three times annually: DRA2, PALS, EDL2.</p> <p>Every two weeks: Quick Checks, DRA Progress Monitoring, curriculum assessments, running records, scored oral and written student responses to reading.</p> <p>Annually: ACCESS, TCAP.</p>	<p>Professional development in effective Tier 1 instruction and effective interventions (see below).</p> <p>Use of data wall to determine needs, flexible grouping and interventions (see below).</p> <p>Professional development in and implementation of effective SIOP strategies.</p> <p>Consistent implementation of Biliteracy Model.</p> <p>Increased monitoring, support and accountability by staff, principal, coaches, coordinators, district team.</p>

		M	Declining Median Growth Percentile in Math (Growth and Growth Gaps) –has been below 55 MGP for the past 2 years and is currently 25 points below the Median Adequate Growth Percentile.	Increase MGP for all Growth Gaps categories to 65 or more.	Meet MGP targets in all categories.	<p>Four times Annually: Galileo (includes pre-assessment).</p> <p>At the end of each unit: Math Expressions unit assessments</p> <p>Every two weeks: Galileo quick quizzes, teacher made assessments, Math Expressions quizzes, scored student class work.</p> <p>Annually: TCAP</p>	<p>Professional development in effective Tier 1 instruction and effective interventions (see below).</p> <p>Use of data wall to determine needs, flexible grouping and interventions (see below).</p> <p>Professional development in and implementation of effective SIOP strategies.</p> <p>Consistent implementation of Biliteracy Model.</p> <p>Increased monitoring, support and accountability by staff, principal, coaches, coordinators, district team.</p> <p>STEM implementation</p>
		W	N/A	N/A	N/A	N/A	N/A
Postsecondary & Workforce Readiness	Graduation Rate		N/A	N/A	N/A	N/A	N/A
	Disaggregated 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

Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. 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 achievement and reading growth in all grade levels for 100% of learners through improved Tier 1 Instruction (including SIOP), consistent implementation of targeted, evidence based intervention strategies and student groups, and frequent monitoring.

Root Cause(s) Addressed:

Lack of consistent adherence to standards, unit plans and pacing guides, curriculum in reading.

Inconsistent effective Tier 1 instruction in reading in all grades.

Inconsistent implementation of appropriate SIOP strategies in reading.

Lack of effective, evidence based, interventions aligned with student needs in reading.

Lack of sufficient English language and English literacy skills for ELL and Bilingual students in all grades.

Ineffective use of collaboration time-not consistently identifying specific instructional/intervention strategies to meet the needs of all learners.

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)
 ☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2013-14	2014-15				
Twice monthly analysis of student reading progress to determine instructional strengths and needs for each learner as well as adherence to standards, pacing guides, unit plans and curriculum following Dufour PLC model.	Sept-May	Aug-May	All staff District coaches and curriculum coordinators	Building resources PLC/team meeting/staff Meeting/planning times/2.5 TDC time	PD Plan, PLC meeting notes DRA progress monitoring, Observations, Lesson Plans	In progress
School wide implementation of data wall-tracking each student's reading progress monthly to determine interventions, appropriate and flexible	Sept-May	Sept-May	All staff	Team PLC, TD collaboration time and staff development time	Meeting notes, Scheduled updates to data wall, team PLC notes re: intervention, differentiation and grouping	In progress

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reading groups and effective Tier 1 instruction (Fullan).					strategies.	
Professional development to support development of effective Tier 1 instruction strategies and interventions to meet the needs of our learners. QARs review in Oct/Nov Training on LLI kits in Nov. Development of reading comprehension prompts in grades 3-5 in Dec and Jan. Review teaching strategies and rubrics for teaching short constructed responses-Dec and Jan. Literacy Achievement by Design Part 1- January Literacy Achievement by Design Part 2 - March	Jan-May	Jan-May	All staff District coordinators Literacy Coaches Principal	Building/District resources Team PLC/team meetings/Professional development/Late start time, planning conversations with principal and/or colleagues.	Lesson Plans Collaboration Notes Observations Share sessions Participation logs Reflection logs Attendance logs Certificates of completion	In progress
Cluster group and provide Title 1 interventions in reading in grades 3-5	Sept-May	Sept-May	All staff	Building resources	Observations, lesson plans, schedules, collaboration notes,	In progress
Teach QARS to all readers in grades 1-5.	Oct-May	Sept-May	All staff	Building resources PLC/team meeting/staff meeting/planning times/2.5 TDC time	Observations, lesson plans, walkthroughs	In progress
Teach Short Constructed Response according to district guidelines and TCAP rubric in grades 1-5.	Nov-May	Sept-May	All staff	Building resources	Observations, lesson plans, walkthroughs	In progress
Use LLI kits for students not meeting grade level benchmarks grades 1-5	Dec-May	Sept-May	All staff	Building resources, Title 1 funds.	Observations, walk throughs, lesson plans, and collaboration sessions.	In progress
Teach, scaffold and collaboratively score written comprehension responses that align with DRA comprehension	Dec-May	Sept-May	All staff	Building resources, team meeting, team PLC, Late Start and 2.5 hours of TD	Observations, lesson plans, student work samples, data sheets.	In progress

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continuum weekly in grades 3-5.				collaboration time		
Use of MyOn, Lexia and other literacy-based technology programs/applications to support literacy and English literacy acquisition.	Oct-May	Sept-May	All staff and students	Building resources, RTTT grant	Observations, walk throughs, usage and progress reports from Lexia and MyOn	In progress
Training in and implementation of Biliteracy Model in K-3 to ensure adequate English reading levels in addition to proficient Spanish reading levels.	Sept-May	Sept-May	All staff and biliteracy students ELL Coordinator Asst. Sup. of Priority Schools, Principal	Building resources, District and building staff	Observations, walkthroughs, PLC meetings, collaboration notes, lesson plans, participation logs	In progress
Core classroom teachers analyze progress and align instructional strategies with Title 1 teachers 1 time per month (minimum) according to Dufour PLC model.	Sept-April	Sept-May	Staff, Title 1 District Literacy Coach, Principal	Building resources, Title 1 funds, During Late Start Assemblies	Meeting participation, notes, lesson plans, student progress	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 Coach Principal	Title 1, I3 grant, RTTT grant	Attendance, data analysis, observation	Not yet begun
Co-plan with grade 3, 4, 5 teachers to support effective implementation of Tier 1 (SIOP included) strategies, unit plans, pacing guides, curriculum and interventions.	Dec-April	Sept-Jan	Principal STEM Coach District Literacy Coach District Coordinators and	Title 1, Building Resources	Lesson Plans, Appt. Calendar	In progress

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			Instructional Coaches			
Implement REAL Mentor Program with 10 Northridge Families	Nov-May	Sept-May	REAL Mentors NREL Staff District REAL Mentors Coordinators	RTTT grant and Title 1 Funds	Participation Logs	In progress

* 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 achievement and math growth for 100% of learners through improved Tier 1 Instruction (including SIOP), consistent implementation of targeted intervention strategies and student groups, and frequent monitoring.

Root Cause(s) Addressed:

Lack of consistent adherence to standards, unit plans and pacing guides, curriculum in math.

Inconsistent effective Tier 1 instruction in math in all grades.

Inconsistent implementation of appropriate SIOP strategies in reading and math.

Lack of effective, evidence based interventions aligned with student needs in math.

Lack of sufficient English language and English literacy skills for ELL and Bilingual students in all grades.

Ineffective use of collaboration time-not consistently identifying specific instructional/intervention strategies to meet the needs of all learners.

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)
 ☐ Colorado Graduation Pathways Program (CGP)

☐ 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)
	2013-14	2014-15				
Weekly analysis of student math work to determine instructional strengths and needs for each learner as well as adherence to standards, pacing guides, unit plans and curriculum according to Dufour PLC model.	Sept-May	Aug-May	All staff District coordinators Dist. Asst. Superintendents District Leadership Team members, Principal	Building resources PLC/team meeting/Staff Meeting/planning times/2.5 TDC time	PD Plan, PLC meeting notes, DRA progress monitoring, Observations	In progress
School wide implementation of data wall-tracking each student's math progress with each unit and at each trimester. Data walls will help us determine effective interventions, appropriate and flexible math groups and effective, differentiated Tier 1	Sept-May	Sept-May	All staff District coaches, coordinators, Principal	PLC and Staff development time	Meeting notes, scheduled updates to data wall, lesson plans, meeting notes	In progress

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instructional practices (Fullan).						
<p>Professional development to support development of effective Tier 1 instruction strategies and interventions to meet the needs of our learners.</p> <p>Math Achievement by Design-Sept</p> <p>Collaborative math planning to embed SIOP-Sept & Oct</p> <p>STEM planning opportunities made available-Nov, Dec, Jan, Feb</p> <p>Math Achievement by Design-modeling and interventions-Nov</p> <p>Math Intervention and Instruction Monitoring and Planning during team PLC @ least 2x monthly.</p> <p>Math Interventions and Differentiation during grade 4 and 5 team PLC meetings 3 times monthly Oct-Mar.</p>	Sept-May	Sept-May	<p>All staff</p> <p>District coordinators</p> <p>Math and RTI coordinators</p> <p>STEM coach</p> <p>Principal</p> <p>Grades K-3</p> <p>Grade 4 and 5 teachers,</p> <p>District Math Coordinator</p> <p>District Coordinators</p> <p>District Leadership Team</p> <p>Principal</p>	Building/District resources PLC/team meeting/Professional development time.	<p>Lesson Plans</p> <p>Collaboration Notes</p> <p>Observations</p> <p>Share sessions</p> <p>Participation logs</p> <p>Reflection logs</p> <p>Attendance logs</p> <p>Certificates of completion</p> <p>PLC Notes</p> <p>PLC Notes, Lesson Plans</p>	In progress
Cluster group students in grades 3-5. Provide targeted math interventions in grades 1-5.	Aug-May	Aug-May	<p>Staff</p> <p>Principal</p> <p>District Support Team</p>	Building resources District support team	Observations, lesson plans, schedules, collaboration notes,	In progress
Implementation of STEM programming Train teachers in Design Thinking process in Sept and October	Oct-May	Sept-May	<p>All staff</p> <p>STEM coach</p> <p>Principal</p> <p>District Support</p>	RTTT grant, Building and district resources, STEM coach, All staff	<p>Lesson Plans</p> <p>Collaboration Notes</p> <p>Observations</p>	In progress

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Provide application and integration (higher order thinking skills)training-Nov			Team		Design Thinking Units Student work samples Share sessions Participation logs Reflection logs Attendance logs Certificates of completion	
Develop math application/integration lessons (building up to STEM)-Nov-Jan						
Plan and implement first STEM unit schoolwide-Nov-Dec						
Co-plan with grades 3-5 teachers for daily STEM lessons-Jan-May						
Co-plan with grades 1 K-2 for a minimum of 3 Stem units						
Co-plan with grade 3, 4, 5 teachers individually and/or in teams to support effective implementation of Tier 1 (SIOP included) strategies, unit plans, pacing guides, curriculum and interventions.	Oct-April	Sept-Jan	Principal STEM Coach District Literacy Coach District Coordinators and Instructional Coaches	Title 1, Building Resources	Lesson Plans, Appt. Calendar	In progress
Monthly classroom visits during math by District Support and Leadership team and Principal to provide feedback and next steps.	Sept-Mar	Sept, Oct Nov Jan	Asst. Superintendents, Coordinators District Leadership Team Members Principal		Meeting Notes, Emails, Visitation Notes, Newsletter inserts	In progress
Host Parent meetings and conferences to encourage and demonstrate ways to	Sept.	Aug-May	Principal	Building Resources	Participation Logs	In progress

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support academic growth and achievement as well as share expectations and student progress levels.	Oct. Dec. Oct. Jan Mar Apr.		Core Teachers Title 1 Teachers Family Liaison STEM Coach	Title 1 Funds, I3 grant, RTTT grant	Agendas PowerPoint	
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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 #3: Increase English language proficiency-focusing on reading and math through professional development in SIOP and implementation of District Biliiteracy Model.

Root Cause(s) Addressed:

Inconsistent effective Tier 1 instruction in reading and math in all grades.

Inconsistent implementation of appropriate SIOP strategies in reading and math in all grades.

Lack of effective, evidence-based interventions aligned with student needs in reading and math in all grades.

Lack of sufficient English language and English literacy skills for ELL and Bilingual students in all grades.

Ineffective use of collaboration time-not consistently identifying specific instructional/intervention strategies to meet the needs of all learners.

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) ☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2013-14	2014-15				
Professional development to support development of effective use of SIOP strategies to increase reading and math growth and proficiency. Module 1-Combining Content and Language Objectives-Oct Module 2-Standards-Oct Module 3-Assessment-Jan Module 4-Core Instruction-Dec Module 5-Instruction and Intervention-Feb SIOP data driven dialogue-Mar (when Access results are delivered)	Jan-May	Jan-May	All staff District coordinators ELL Coordinator ELL Coach Assistant Superintendent of Priority Schools	Building/District resources PLC/team meeting/Professional development time.	Lesson Plans Collaboration Notes Observations Share sessions Participation logs Reflection logs Attendance logs Certificates of completion	In progress
Staff will collaboratively plan reading and math lessons incorporating SIOP	Sept-April	Sept-April	All staff	Building resources, Team plan times, TDC,	Lesson Plans	In progress

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strategies systematically and intentionally.			ELL Coach, ELL Coordinator District Reading Coach, STEM Coach	PLC/PD/Late Start time.	Collaboration Notes Observations Share sessions Participation logs Reflection logs Attendance logs Certificates of completion	
Staff will analyze Access data and WIDA rubrics to determine targeted areas of instruction in reading and math.	Sept-May Sept, Oct & Dec team meeting, Dec Late Start Jan TDC time	Sept-May	All staff District Coordinators	Building resources, PLC/PD/LATE START/TEAM Meeting times.	Lesson Plans, observations, collaboration/meeting notes	In progress
Co-plan with grades 3-5 teachers for daily STEM lessons-English instruction with SIOP embedded-Jan-May Co-plan with grades K-2 for a minimum of 3 Stem units-English instruction with SIOP embedded-Nov-May	Nov-May	Sept-May	All staff STEM coach ELL Coordinator ELL Coach	Building resources, RTTT grant	Lesson Plans Collaboration Notes Observations Design Thinking Units Student work samples Share sessions Participation logs Reflection logs Attendance logs Certificates of completion	In progress

* 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 #4: Increase systematic and intentional District Leadership and Support. Reorganize the oversight and management structure within the school to provide more effective and increased support and accountability.

Root Cause(s) Addressed:

Lack of consistent adherence to unit plans and pacing guides, curriculum in reading and math.

Inconsistent effective Tier 1 instruction in reading and math.

Inconsistent implementation of appropriate SIOP strategies in reading and math.

Lack of effective interventions aligned with student needs in reading and math.

Lack of sufficient English language and English literacy skills for ELL and Bilingual students in all grades.

Ineffective use of collaboration time-not consistently identifying specific instructional/intervention strategies to meet the needs of all learners.

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)
 ☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2013-14	2014-15				
Principal meets with District Assistant Superintendents for progress review; review of District Support Team feedback and next steps, and to develop plans to support instructional capacity of staff.	Aug 2013-May 2014 (monthly)	Sept-Jan	Principal Area Assistant Superintendent Assistant Superintendent of Priority Schools Assistant Superintendent of Assessment	Building and District	Documentation of meetings Meeting Notes	In progress

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School Name: NORTHTRIDGE ELEMENTARY SCHOOL

			and Curriculum			
District Support Team conducts classroom visits, building visits and/or PLC team visits monthly. District support team provides feedback, recommendations, and next steps.	Aug-2013-May2014	Sept-Dec.	Principal Area Assistant Superintendent Assistant Superintendent of Priority Schools Assistant Superintendent of Assessment and Curriculum Curriculum Coordinators and other members from District School Leadership Team	Building and District	Documentation of meetings Meeting Notes	In progress
Communicate results of site visits to and planning meetings to staff	Aug 2013-May 2014	Sept-Dec.	Principal School Leadership Team	Building	Meeting notes, Staff Bulletin, Email communications,	In progress
Collaboration with Assistant Superintendent of Assessment and Curriculum to develop UIP	Oct 2013-January 2014	Sept-Dec.	Principal Assistant Superintendent of Assessment and Curriculum School Leadership Team	Building and District	Meeting dates, Agenda and meeting notes-Leadership team Completed UIP Revision suggestions from Asst. Superintendents, Leadership team and staff.	In progress

School Code: 6404

School Name: NORTHEDGE ELEMENTARY SCHOOL

Four to Six times annually- identification and analysis of progress, celebrations, and next steps using the following data: DRA, Galileo, Quick Checks, DRA progress monitoring, student comprehension responses, Math Expressions unit pre and post assessments, and quizzes developed from Math Expressions and Galileo.	Aug-May	Sept-May	Principal All grade level teams, Title 1 Team, Resource team School Leadership Team District Leadership Team Members	Building and District	PLC notes, data charts, Data progress spreadsheets	In progress
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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)

Colorado's Unified Improvement Plan for Schools for 2013-14

Organization Code: **0470** District Name: **ST VRAIN VALLEY RE 1J** School Code: **7839** School Name: **ST. VRAIN GLOBAL ONLINE ACADEMY** SPF Year: **3 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators		Measures/ Metrics		2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.	
			-	-	72.21%	-	-	70.59%		
		M	-	-	30.53%	-	-	35.29%		
		W	-	-	49.57%	-	-	47.06%		
		S	-	-	50.00%	-	-	-		
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: - * Consult your School Performance Framework for the ratings for each content area at each level.	
			Elem	MS	HS	Elem	MS	HS		
		M	-	-	-	-	-	-		
		W	-	-	-	-	-	-		
		ELP	-	-	-	-	-	-		

School Code: **7839**

School Name: **ST. VRAIN GLOBAL ONLINE ACADEMY**

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: - * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate 13.6% using a 4 year grad rate	Does Not Meet	Overall Rating for Postsecondary & Workforce Readiness: Does Not Meet
	Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	Dropout Rate Expectation: At or below state average overall.	3.9%	7.8%	Approaching	
	Mean Colorado ACT Composite Score Expectation: At or above state average.	20.1	15.9	Does Not Meet	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2013	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2014	The school UIP is due to CDE for review on January 15, 2014 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .
	April 15, 2014	The UIP is due to CDE for public posting on April 15, 2014 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Priority Improvement - Entering Year 2 as of July 1, 2014	The school has not met state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Priority Improvement Plan. The plan must be submitted by January 15, 2014 for review. The updated plan must also be submitted to CDE by April 15, 2014 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
ESEA and Grant Accountability			
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 TIG 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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School Name: ST. VRAIN GLOBAL ONLINE ACADEMY

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
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

Improvement Plan Information	
The school is submitting this improvement plan to satisfy requirements for (check all that apply):	
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP)	
<input type="checkbox"/> Other: _____	

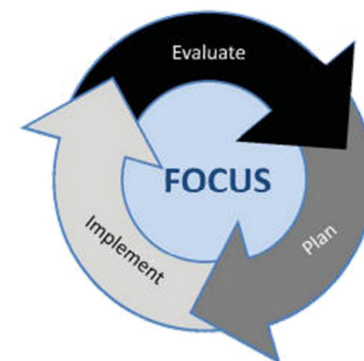
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Joann Dawe, Principal
	Email	Dawe_joann@svvsd.org
	Phone	720-494-3975
	Mailing Address	1200 S Sunset ST, Longmont, CO 80501
2	Name and Title	Scott Bergamo, Counselor
	Email	Bergamo_scott@svvsd.org
	Phone	720-494-3975
	Mailing Address	1200 S Sunset ST, 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 the Unified Improvement Planning Handbook.



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.

Data Narrative for School

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	Review Current Performance: Review the SPF 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.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four 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.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.
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Narrative:

St. Vrain Online Global Academy (SVOGA) is a virtual high school providing high-quality, personalized education for students in grades 9-12 outside of the brick and mortar classroom. The school has been in existence less than 3 years, opening its doors in August 2011. The school is designed as an educational opportunity for a diverse population of students who need or prefer the flexibility and convenience of online education. SVOGA provides a unique online experience because once students complete the initial orientation period that requires students to be present onsite for four hours daily, students are expected to check in for a minimum of four hours once a week with SVOGA staff. This weekly interaction is utilized to provide additional assistance with course work, structured intervention, and to facilitate FLVS instructor interaction.

On July 1, 2013, St. Vrain Online Global Academy submitted an application to be approved as an Alternative Education Campus (AEC) as the school met the 95.0% threshold by combining the number of enrolled students that have an IEP and the number of enrolled students that meet the definition of a High Risk Student as defined by the Colorado Department of Education. The application was approved for this year so SVOGA is considered an Alternative Education Campus. The measures selected will be used to calculate the 2013-14 framework results as an AEC.

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FLVS Global by Florida Virtual School provides both the high-quality instruction and curriculum. The curriculum meets not only Colorado Academic Standards but also the iNACOL National Teaching and Learning Standards for Quality Online Programs. Students can take advantage of either regular or honors course work in all core area curricula (English, Mathematics, Science and Social Studies). Sixteen advanced placement courses are offered and are approved by the Advanced Placement College Board. FLVS teachers communicate regularly with students and parents regarding all phases of instruction.

Process for Data Analysis

The completion of the data analysis process was the result of collaboration between the SVOGA staff (principal, counselor, math teacher), and representatives from the District Assessment Office. The team met bi-weekly and considered three years of data related to academic performance trends, post-secondary/workforce readiness trends, including graduation and dropout rates. Because our student population is very small, the data trends are difficult to identify. However, an in-depth review of several data points included TCAP results, ACT results, and course completion rates. The process for data review was data driven dialogue with a focus on identifying trends and root causes. Trends in achievement were consistent across these measures supporting the identification of priority performance challenges. All of the trends, priority performance challenges, root causes were examined thoroughly to identify goals and strategic improvement strategies. Stakeholders (parents and community members) were invited to attend a meeting to review and make recommendations for SVOGA's plan. Additionally, information about the plan is discussed individually with every parent as they come in for a parent conference. The plan was submitted to the District Accountability/Accreditation Committee who reviewed the school's data and achievement results and the Unified Improvement Plan extensively using the UIP Quality Criteria documents and checklists. The Committee made recommendations about SVOGA's plan.

Demographic Data:

SVOGA currently has a student population of 124 full-time students comprised of 16 freshmen, 21 sophomores, 38 juniors, and 49 seniors (17 of the seniors are in their 5th or 6th year). Additionally, there are 21 part-time students taking one Advanced Placement course or a course that is not offered at their school of residence. Fifty-two percent of our student population is male; forty-eight percent is female. It is important to note that eighty-seven percent of our students are overage under credits for their grade level and that thirty-five percent of our senior class is in their 5th or 6th year of high school.

SVOGA Demographic Trend Data*

		2011-12	2012-13	2013-14
Ethnicity	American Indian	NA	NA	1.0
	Asian	2.3	1.1	NA
	Black	1.4	NA	NA
	Hispanic	28.4	25.9	24.2
	Caucasian	66.2	69.4	70.0
	Native Hawaiian	NA	NA	2.4
	Multiple Races	1.0	3.5	2.4
Student Services	IEP's	NA	3.5	7.2
	504's	4.1	3.5	4.0
	ALP's	2.7	3.5	2.4
	ELL's			2.4

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Qualify for Free/Reduced Lunch		23.0	27.1	25.0
Grade Level Distribution	Freshmen (Grade 9)	10.8	3.5	12.9
	Sophomore (Grade 10)	17.6	14.1	16.9
	Juniors (Grade 11)	43.2	31.8	30.6
	Seniors (Grade 12)	28.4	50.6	39.5
Gender	Female	49.0	45.0	48.0
	Male	51.0	55.0	52.0

*Numbers are percentages

Current Performance Review

In 2013, St. Vrain Online Global Academy moved from "Turnaround" to "Priority Improvement." Additionally, we were granted status as an Alternative Education Campus. SVOGA met our academic achievement target expectations in both reading and math but the expectations still fall short for both the district and state expectations. We are APPROACHING both the reading and writing performance indicators and MEET the mathematics performance indicator. The median student growth percentiles in reading, writing, and math indicate that our students are not making the progress they need to be making for growth with expectations falling significantly below our targets. Our graduation rate fell slightly but is significantly below the district and state targets and DOES NOT MEET expectations. Our dropout rate increased slightly but is APPROACHING expectations. The ACT goal was not met and the Mean Composite Score DOES NOT MEET expectations. The greatest challenge for SVOGA is to increase the number of courses (credits) that students complete to better enable them to show growth in reading and math as well as catch up or stay on track for graduation.

Current Performance Review			
Academic Achievement <i>Approaching</i>	Reading <i>Approaching</i>	Mathematics <i>Meets</i>	Writing <i>Approaching</i>
Academic Growth	Reading N<20	Mathematics N<20	Writing N<20
Postsecondary & Workforce Readiness <i>Does Not Meet</i>	Graduation Rate <i>Does Not Meet</i>	Dropout Rate <i>Approaching</i>	ACT Composite Score <i>Does Not Meet</i>

Prior Year's Target Review

While our Academic Achievement goals were met, our Academic Growth and Postsecondary & Workforce Readiness goals were not met. We believe that this is the result of our being in operation for only two years and being in the early stages of the implementation of improvement strategies to meet our goals. Continuing to implement the action plan goals should enable us to achieve our goals.

Notable Trends

Our grade 9 and 10 continues to be a small population and, in most cases, our numbers too small to analyze. However, our data team continues to review and look at the data by combining our numbers. The **TCAP** data represents forty-two (42) students for the 2012-13 school year. Fifty-seven percent of the students tested at the proficient/advanced level in reading as compared to the previous year when only thirty-two percent of our students tested at the proficient/advanced level. Both writing and math stayed consistent from 2011-12 to 2012-13 with nineteen percent of our

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students testing at the proficient/advanced level in writing and fourteen percent of our students testing proficient/advanced in math. Our reading achievement scores increased but not significantly enough to meet district or state standards as measured against other schools. We do, however, exceed the standards and norms for Alternative Education Campuses, a designation we received at the beginning of this year. Our students, however, are not showing adequate growth in any of the three areas. The overall median growth percentile of the 42 students tested shows Reading at 30, Writing at 14, and Mathematics at 19. These percentiles are also below the norms for Alternative Education Campuses.

SVOGA Median Growth Percentiles			
	2010-11	2011-12	2012-13
Reading	30	27	30
Writing	22	25	14
Mathematics	60	20	19

ACT data for 38 students indicated a composite score of 15.9, below the district and state composite expectations. However, when compared with other AEC schools, our scores meet the standards and norms. Data further indicates, however, that our students are below the college readiness benchmarks in all four areas of English (14.9, 4.9 points behind the District average and 4.5 points behind the State average), Mathematics (15.9, 4.3 points behind the District average and 4.2 points behind the State average), Reading (16.1, 4.8 points behind the District average and 4.3 points behind the State average) and Science (15.7, 4.7 points behind the District average and 4.4 points behind the State average).

	English	Mathematics	Reading	Science	Composite
SVOGA	14.9	15.9	16.1	15.7	15.9
District	19.8	20.2	20.9	20.4	20.3
State	19.4	20.1	20.4	20.1	20.0

Seventeen of our forty-nine seniors (34.7%) are in their 5th or 6th year and 87% of students enrolling with us lack the appropriate number of credits for their credit level (considered overage/under credit for Alternative Education Campuses). Nine of our students (7.2%) are dropouts, returning to SVOGA to work on earning their diploma. These numbers not only affect our graduation rate (11.8% with a 17.6% completion rate) but also have a significant impact on our course completion status. Of the nine students who earned their high school diploma in May 2013, 4 of the students graduated within 4 years; 3 were 5th year seniors and 2 were 6th year seniors.

Five hundred five (505) courses were ordered for 167 students throughout the 2012-13 school year. Students completed two hundred eighty classes with a D or better for a completion rate of 55.33%. Students withdrew with an F from 149 courses (29.4%). Still outstanding and being worked on are 75 courses (15.2%). As these courses are completed, the completion rate for 2012-13 will stand at approximately 70%.

While the completion rate for courses is approximately 70%, only twelve students (9%) of the students completed the minimum number of classes to meet credit requirements for their grade level.

Other contributing factors to low TCAP and ACT scores include lack of attendance/health issues (27.4% of our student body) and school migration (29.8% of our student body have attended two or more high schools in addition to SVOGA).

Growth Summary

This year's improvement planning process began with a review of the 2012-13 SPF. Meeting bi-weekly, SVOGA staff and District personnel team identified both positive and negative trends. However, the team felt that we have not had enough time with the identified interventions in last year's UIP to know whether or not they have made an impact on our student data. Additionally our groups are less than 20.

Positive/Negative Trends Summary

- While not meeting the state or district expectations, TCAP Reading and Writing achievement shows improvement and exceed the expectations for other AEC schools.
- Academic growth continues to be an area of concern in all three TCAP areas of reading, writing, and mathematics and is behind other AEC schools.
- ACT test scores remain stable and scores exceed other AEC schools.
- Dropout rate has increased but is just shy of meeting expectations for other AEC schools.
- While our numbers of graduates tripled from year 1 to year 2, our graduation rate remained stable but is well below the district and state expectations and is also below expectations of other AEC schools.
- Course completion increased from 56% to 70% but students continue to earn less credit than their counterparts in brick and mortar schools.

As the team continued to look at trends, median academic growth in reading and mathematics became an area we chose in which to focus our work. Not only were our percentiles substantially below the district and state averages, the growth percentiles are also significantly behind the AEC school expectation with reading at 30 (AEC expectation is 41.2) and math at 14 (AEC expectation is 33.6).

The team viewed course completion/credit completion as necessary components of working towards decreasing the dropout rate and increasing the graduation rate.

Priority Improvement Challenges

As our team met and continued to meet and have data driven discussions about our results, priority improvement challenges were identified:

- Median growth percentiles have shown inconsistent and declining growth that is substantially below the state expectation. When compared with other AEC schools, our growth is also substantially behind the AEC expectations.
- Our graduation (completion) rate continues to show a declining growth falling below both state expectations and AEC expectations.
- The dropout rate showed an increase and is substantially above the state expectation; however, when compared with other AEC schools, falls short of meeting the norm by .4 of a percent.
- ACT scores indicate that students are performing below college readiness benchmarks in all four areas (English, Mathematics, Reading, and Science) tested.

Root Cause

Low Reading, Writing and Math Median Growth: The trend data from the first three years of operation were shared in our biweekly meetings. Weekly, the principal and counselor reviewed the weekly progress of each student. Inconsistent and declining growth has been evidenced and is substantially below the state average of 55 and below other Alternative Education Campuses. Root causes identified were:

- Lack of diagnostic assessments
- Lack of interventions aligned with student needs
- Lack of prerequisite skill knowledge
- Lack of structured weekly support classes

Postsecondary and Workforce Readiness: Weekly, the principal and counselor reviewed the weekly progress of each student. Data was then shared with staff members at the biweekly meetings. The data continues to show that while more students are completing classes, the students are not making the necessary progress to catch up for their appropriate grade level credits. Root causes identified were:

- Reading and Mathematics interventions unavailable
- Low course completion rates

Root Cause Verification

Root causes are a combination of many factors that include the student's past history in their brick and mortar schools. Eighty-seven percent of students enrolling with St. Vrain Online Global Academy have below grade level credits due to truancy issues, health issues, family issues and/or failing grade level equivalent classes. TCAP and ACT achievement scores reflect their lack of academic performance and preparedness. Additionally, there have been no reading or mathematics interventions in place at St. Vrain Online Global Academy to address the deficiencies. The course completion rate is a direct result of a student's ability to read, write and perform mathematical computations, skills that many of our students lack. A student's regular attendance onsite on St. Vrain Online Global Academy has a direct correlation to course completion. While students continue to complete courses (course completion rate increased by 14%), students are not completing enough courses to catch up and/or be on track for graduation. Areas that cannot be measured include a student's self-motivation, his/her ability to work independently, and his/her ability to be a self-advocate. These are all skills necessary to be successful in an online environment. Once root causes were identified, data team questions addressed included:

1. How can we increase Reading, Writing and Mathematics growth for students?
2. How can we increase Postsecondary and Workforce Readiness skills?
3. What interventions do we currently have in place, and what interventions could be put into place to help students who are not making adequate growth and progress?
4. How can we change our current model to increase course completion for students?
5. How can we change our attendance policy to increase course completion for students?
6. How can we change our course completion policy to keep students on track or caught up for graduation?

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 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 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? 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)	By the end of the 2012-13 school year, Reading TCAP will be 47% proficient or advanced.	The reading achievement goal was met. The reading TCAP shows 57% of students proficient or advanced, and the target was 47%.	While our Academic Achievement goals were met, our Academic Growth and Postsecondary & Workforce Readiness goals were not met. We believe that this is the result of our being in operation for only two years and being in the early stages of the implementation of improvement strategies to meet our goals. Continuing to implement the action plan goals should enable us to achieve our goals.
	By the end of the 2012-13 school year, Math TCAP will be 13% proficient or advanced.	The math achievement goal was met. The math TCAP shows 14% of students proficient or advanced, and the target was 13%.	
Academic Growth	By the end of the 2012-13 school year, median student growth percentile in Reading will be 55.	The reading academic growth goal was not met. SVOGA reading median growth percentile was 30, and the target was 55 MGP.	In reflecting on why our Academic Achievement goals were met, we believe that the result is due in part to the necessity for students to have to read ALL of their course materials. Math achievement has been met, in part due to the one-on-one math instruction that occurs in the on-line environment. Further, in the online environment, students are allowed to redo assignments/assessments to reach skill mastery level.
	By the end of the 2012-13 school year, median student growth percentile in Math will be 55.	The math academic growth goal was not met. SVOGA math median growth percentile was 19, and the target was 55 MGP.	
Academic Growth Gaps	NA	NA	
	NA	NA	
Postsecondary & Workforce Readiness	By the end of the 2012-13 school year, the graduation rate will be 24%.	The graduation rate goal was not met. The SVOGA graduation rate was 11.8% with a completion rate of 17.8%, and the target was 24%.	In reflecting on why our goals were not met, 1. Reading and math interventions have not been in place for enough time to indicate effectiveness. 2. Transient Population—29.8% of the student body has been enrolled in 3 or more high schools
	By the end of the 2012-13 school year, the dropout rate will be 7.2%.	The dropout rate goal was not met. The SVOGA dropout rate was 11.8%, and the target was 7.2%.	

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
			<ul style="list-style-type: none"> 3. Deficiency in Credits—86.6% of the student body is overage, under credits. 4. Truancy—15.3% of the student body is on an attendance contract with the district for non-attendance. 5. Health-Related Issues—12.1% of the student body has health-related issues that have kept students from attending brick and mortar high schools. 6. Graduation—34.7% of the enrolled seniors are in their 5th or 6th year of high school.
	By the end of 2012-13, mean composite ACT will be 17.0.	The ACT goal was not met. The Mean composite was 15.8, and the target was 17.0	

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
Academic Achievement (Status)	<p>Reading: For students tested in 2013, 57% of the students tested at the proficient or advanced level.</p> <table><tr><th colspan="4">Reading TCAP (% Proficient and Advanced)</th></tr><tr><th></th><th>2010-11</th><th>2011-12</th><th>2012-13</th></tr><tr><td>SVOGA</td><td>45</td><td>32</td><td>57</td></tr><tr><td>District</td><td>69</td><td>74</td><td>72</td></tr><tr><td>Colorado</td><td>73</td><td>67</td><td>69</td></tr><tr><td>AEC Exceeds Cut Point</td><td></td><td></td><td>54.8</td></tr></table> <ul style="list-style-type: none">Performing below the district percentage of 72%.Performing below the state percentage of 69%.Performing above the AEC high school cut point for “Exceeds AEC norms” of 54.8.	Reading TCAP (% Proficient and Advanced)					2010-11	2011-12	2012-13	SVOGA	45	32	57	District	69	74	72	Colorado	73	67	69	AEC Exceeds Cut Point			54.8	NA	NA
	Reading TCAP (% Proficient and Advanced)																										
	2010-11	2011-12	2012-13																								
SVOGA	45	32	57																								
District	69	74	72																								
Colorado	73	67	69																								
AEC Exceeds Cut Point			54.8																								
	<p>Writing: For students tested in 2013, 19% of the students tested at the proficient or advanced level.</p> <table><tr><th colspan="4">Writing TCAP (% Proficient and Advanced)</th></tr><tr><th></th><th>2010-11</th><th>2011-12</th><th>2012-13</th></tr><tr><td>SVOGA</td><td>32</td><td>20</td><td>19</td></tr></table>	Writing TCAP (% Proficient and Advanced)					2010-11	2011-12	2012-13	SVOGA	32	20	19	NA	NA												
Writing TCAP (% Proficient and Advanced)																											
	2010-11	2011-12	2012-13																								
SVOGA	32	20	19																								

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School Name: ST. VRAIN GLOBAL ONLINE ACADEMY

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
	<table border="1"> <tr> <td>District</td><td>55</td><td>56</td><td>56</td></tr> <tr> <td>Colorado</td><td>50</td><td>51</td><td>52</td></tr> <tr> <td>AEC Meets Cut Point</td><td></td><td></td><td>14.6</td></tr> </table> <ul style="list-style-type: none"> Performing below the district percentage of 56%. Performing below the state percentage of 52%. Performing above the AEC high school cut point for "Meets AEC norms" of 14.6. 	District	55	56	56	Colorado	50	51	52	AEC Meets Cut Point			14.6														
District	55	56	56																								
Colorado	50	51	52																								
AEC Meets Cut Point			14.6																								
	<p>Mathematics: For students tested in 2013, 14% of the students tested at the proficient or advanced level.</p> <table border="1"> <tr> <th colspan="4">Mathematics TCAP (% Proficient and Advanced)</th></tr> <tr> <th></th><th>2010-11</th><th>2011-12</th><th>2012-13</th></tr> <tr> <td>SVOGA</td><td>10</td><td>12</td><td>14</td></tr> <tr> <td>District</td><td>40</td><td>41</td><td>43</td></tr> <tr> <td>Colorado</td><td>34</td><td>35</td><td>36</td></tr> <tr> <td>AEC Exceeds Cut Point</td><td></td><td></td><td>9.4</td></tr> </table> <ul style="list-style-type: none"> Performing below the district percentage of 43%. Performing below the state percentage of 36%. Performing above the AEC high school cut point for "Exceeds AEC norms" of 9.4. 	Mathematics TCAP (% Proficient and Advanced)					2010-11	2011-12	2012-13	SVOGA	10	12	14	District	40	41	43	Colorado	34	35	36	AEC Exceeds Cut Point			9.4	NA	NA
Mathematics TCAP (% Proficient and Advanced)																											
	2010-11	2011-12	2012-13																								
SVOGA	10	12	14																								
District	40	41	43																								
Colorado	34	35	36																								
AEC Exceeds Cut Point			9.4																								
Academic Growth	Median growth percentiles indicate that in all areas (Reading, Writing and Mathematics) students are not making adequate growth, and students are	For the past three years, inconsistent and declining growth which is	Lack of diagnostic assessments Lack of interventions aligned with student needs																								

School Code: 7839

School Name: ST. VRAIN GLOBAL ONLINE ACADEMY

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																				
	<p>significantly below the district and state expectations.</p> <table border="1"> <thead> <tr> <th colspan="4">SVOGA Median Growth Percentiles</th></tr> <tr> <th></th><th>2010-11</th><th>2011-12</th><th>2012-13</th></tr> </thead> <tbody> <tr> <td>Reading</td><td>30</td><td>27</td><td>30</td></tr> <tr> <td>Writing</td><td>22</td><td>25</td><td>14</td></tr> <tr> <td>Mathematics</td><td>60</td><td>20</td><td>19</td></tr> </tbody> </table> <ul style="list-style-type: none"> Performing below the district and state median growth percentiles in all three areas. Performing below the AEC reading cut point value for “Approaching” of 41.2. Performing below the AEC writing cut point value for “Approaching” of 38.6. Performing below the AEC math cut point value for “Approaching” of 33.6. 	SVOGA Median Growth Percentiles					2010-11	2011-12	2012-13	Reading	30	27	30	Writing	22	25	14	Mathematics	60	20	19	<p>substantially below the state expectation of 55. In comparison with other AEC schools, growth is also substantially behind the AEC state expectations.</p>	<p>Lack of prerequisite skill knowledge Lack of structured weekly support classes</p>
SVOGA Median Growth Percentiles																							
	2010-11	2011-12	2012-13																				
Reading	30	27	30																				
Writing	22	25	14																				
Mathematics	60	20	19																				
Academic Growth Gaps	N<20	NA	NA																				
Postsecondary & Workforce Readiness	<p>ACT scores are below state average and declined from 16.1 in 2012 to 15.9 in 2013 with a very low percentage of students meeting college readiness benchmarks in English, Math, Reading, and Science.</p> <table border="1"> <thead> <tr> <th colspan="4">Mean ACT Composite Scores</th></tr> <tr> <th></th><th>2010-11</th><th>2011-12</th><th>2012-13</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td></tr> </tbody> </table>	Mean ACT Composite Scores					2010-11	2011-12	2012-13					<p>ACT composite score (15.8) below State and District average. Low performance in college readiness benchmarks in all four areas tested: English (14.9), Mathematics (15.9),</p>	<p>Reading and Mathematics interventions unavailable Low course completion rates</p>								
Mean ACT Composite Scores																							
	2010-11	2011-12	2012-13																				

Performance Indicators	Description of Notable Trends (3 years of past state and local data)				Priority Performance Challenges	Root Causes
	SVOGA	17.7	16.1	15.9	Reading (16.1), and Science (15.7). However, when compared with other AEC schools, SVOGA exceeds the cut point of 15.5 or "Meets AEC norms."	
	AEC Meets Cut Point			15.5		
	Graduation Rate is significantly lower than the state expectation of 80%. The 2010-11 graduation rate was 13.8% with the 2011-12 graduation rate falling to 11.8%. When compared with other AEC schools, the completion rate is measured (17.6%), and SVOGA falls below the cut points for "Approaching" at 44.2				The graduation (completion) rate shows declining growth that is substantially below the state expectation of 80%. In comparison with other AEC schools, growth is also substantially behind the AEC state expectations.	Low course/credit completion rate
	Dropout Rate for 2011-12 was 7.8% and increased to 11.8% for the 2012-13 school year, significantly above the 3.9% expectation. When compared with other AEC schools, the dropout rate is .4 of a percent from the cut point for meeting expectations.				The dropout rate shows an increase that is substantially above the state expectation of 3.9%. In comparison with other AEC schools, the dropout rate does not meet expectations.	Low course/credit completion rate

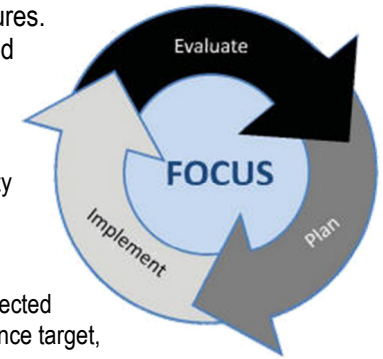
Section IV: Action Plan(s)

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy
				2013-14	2014-15		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	NA	NA (Exceeds the cut point value of 54.8 for Exceeds AEC norms).	NA	NA	NA
		M	NA	NA (Exceeds the cut point value of 9.4 for Exceeds AEC norms).	NA	NA	NA
		W	NA	NA	NA	NA	NA
		S	NA	NA	NA	NA	NA
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	For the past three years, inconsistent and declining growth which is substantially below the state expectation of 55. In comparison with other AEC schools, growth is also substantially behind the AEC state expectations.	By the end of the 2013-14 school year, the median growth percentile in reading will be 55.	By the end of the 2014-15 school year, the median growth percentile in reading will be 60.	Galileo Assessments administered two times per year with a pre-test and post-test. Overall post-test results to show minimum of 60%.	Increase reading median growth percentile and ACT scores through structured intervention.
		M	For the past three years, inconsistent and declining growth which is substantially below the state expectation of 55. In comparison with other AEC schools, growth is also substantially behind the AEC state expectations.	By the end of the 2013-14 school year, the median growth percentile in mathematics will be 55.	By the end of the 2014-15 school year, the median growth percentile in mathematics will be 60.	Galileo Assessments administered two times per year with a pre-test and post-test. Overall post-test results to show 60%.	Increase math median growth percentile and ACT scores through structured intervention.

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		W	NA	NA	NA	NA	
		ELP	N<20	NA	NA	NA	NA
Academic Growth Gaps	Median Growth Percentile	R	N<20	NA	NA	NA	NA
		M	N<20	NA	NA	NA	NA
		W	N<20	NA	NA	NA	NA
Postsecondary & Workforce Readiness	Graduation Rate		The graduation (completion) rate shows declining growth that is substantially below the state expectation of 80%. In comparison with other AEC schools, growth is also substantially behind the AEC state expectations.	By the end of 2013-14, the graduation (completion) rate will be 25%.	By the end of 2014-15, the graduation (completion) rate will be 30%.	Continuous weekly monitoring of student progress, course completion, and credit expectations.	Increase graduation (completion) rate and decrease dropout rate through structured intervention, increased course completion, and progress intervention.
	Disaggregated Grad Rate		NA	NA	NA	NA	NA
	Dropout Rate		The dropout rate shows an increase that is substantially above the state expectation of 3.9%. In comparison with other AEC schools, the dropout rate does not meet expectations.	By the end of 2013-14, the dropout rate will be 11.4. SVOGA is .4% from approaching the cut point value for "Meets AEC norms"	By the end of 2014-15, the dropout rate will be 11.0	Continuous weekly monitoring of student progress, course completion, and credit expectations.	Increase graduation (completion) rate and decrease dropout rate through structured intervention, increased course completion, and progress intervention.
	Mean CO ACT		ACT composite score (15.8) below State and District average. Low performance in college readiness benchmarks	By the end of 2013-14, mean composite ACT will be at 16.2. However, SVOGA exceeds the cut point of	By the end of 2014-15, mean composite ACT will be at 16.5	ACT Prep Class as required elective for all juniors. ACT pre-test and practice test administered in a	Increase ACT scores and credits needed for graduation by providing students with structured time frames for completion

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		in all four areas tested: English (14.9), Mathematics (15.9), Reading (16.1), and Science (15.7). However, when compared with other AEC schools, SVOGA exceeds the cut point of 15.5 or "Meets AEC norms."	15.5 and currently "Meets AEC norms."		structured environment. ACT reviews through Shmoop website. Reading for College Success class required elective for all juniors. For juniors deficient in math credit, twice weekly structured time (not online) required in Algebra and/or Geometry.	of courses.
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Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. 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 graduation (completion rate) and decrease dropout rate through structured intervention, increased course completion, and progress intervention.

Root Cause(s) Addressed: Reading and mathematics interventions unavailable
Low course/credit completion rates

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)
 ☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2013-14	2014-15				
Students will take no more than 1 class at a time with each class being completed within a 3- to 4-week time period.	August 2013-May 2014	August 2014-May 2015	Principal and Counselor	\$400/course/student (local funds)	Weekly progress checks Course completion transcript Monthly updates via email to parents	In progress
Weekly attendance and/or progress reports emailed home (per parent request)	Weekly August 2013-May 2014	Weekly August 2014-May 2015	Principal	NA	Emailed reports	In progress
Individual parent meetings held 25-27 days after initial enrollment	September 2013-May 2014	September 2014-May 2015	Principal and Counselor	NA	Meeting schedules	In progress
Students will complete ICAP Career Cluster survey to better define college readiness skills.	Throughout the year at each of the 4 student orientations	Throughout the year at each of the 4 student orientations	Counselor	NA	Attendance roster Counselor ICAP report	In progress

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School Name: ST. VRAIN GLOBAL ONLINE ACADEMY

	held each semester	held each semester				
Course completion contract requiring students to complete a minimum of 4 classes per semester	Upon enrollment August 2013-May 2014	Upon enrollment August 2014-May 2015	Principal and Counselor	NA	Signed contract	In progress
Meetings held twice yearly with all seniors to discuss high school progress and postsecondary options	August 2013 and January 2014	August 2014 and January 2015	Principal and Counselor	NA	Attendance rosters	In progress
Meetings held individually with each parent and student prior to enrolling and 25-27 days after initial enrollment.	August 2013-May 2014	August 2014-May 2015	Principal and Counselor	NA	Appointment book	In progress
Weekly course progress checks completed on each student to verify total minimum progress (20%) completed	August 2013-May 2014	August 2014-May 2015	Principal	NA	Individual student progress sheets	In progress
As attendance and/or progress lags, parent conferences requested by email and phone.	August 2013-May 2014	August 2014-May 2015	Principal	NA	Emails Appointment book	In progress

* 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 reading median growth and ACT scores through structured intervention.

Root Cause(s) Addressed: Lack of diagnostic assessments

Lack of interventions aligned with student needs

Lack of prerequisite skill knowledge

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)

☐ Colorado Graduation Pathways Program (CGP)

☐ 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)
Structured ACT prep class meeting weekly that is required for all juniors including English grammar, algebra and geometry fundamentals, reading readiness, and science graph analysis and interpretation.	Weekly November 2013-April 2014	Weekly November 2014-April 2015	Principal, Counselor	\$50.00 (local)	Subset score group improvement and composite score growth. Course completion	In progress
Pre-ACT testing for all juniors	November 2013 and January 2014	November 2014 and January 2015	Principal	\$70.00 (local)	Baseline data scoring for all juniors providing subset score group and composite score group	Completed for November 2013 In progress for other timeline dates
Online test preparation for ACT utilizing Shmoop	Weekly December 2013-April 2014	Weekly December 2014-April 2015	Principal and Counselor	District school budget	Attendance logs and student progress reports from Shmoop	In progress
Galileo pre- and post-testing to measure student growth in reading	Pretest: October 2013, January 2014 Posttest: May 2014	Pretest: October 2014, January 2015 Posttest: May 2015	Principal and Counselor	District school budget	Collated school progress monitoring data Trend analysis report	In progress

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Reading for College Success class required for all juniors who do not score proficient or advanced on previous year's TCAP and/or Galileo testing in October	January 2014-May 2014	January 2015-May 2015	Principal	\$400/course/student (local)	Course completion transcript	Not begun
Students will utilize weekly Word-of-the-Week (WOW words) and No Excuse words in at least one assignment each week	Weekly December 2013-May 2014	Weekly September 2014-May 2015	Principal, Counselor, FLVS staff	NA	WOW word list No Excuse word list FLVS weekly teacher verification of use	In progress
Rtl as a building-wide intervention	NA	August 2014-May 2015	Rtl instructor	.5 FTE	Rtl instructor hired	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 #3: Increase math median growth and ACT scores through structured intervention.

Root Cause(s) Addressed: Lack of diagnostic assessments

Lack of interventions aligned with student needs

Lack of prerequisite skill knowledge

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)

☐ Colorado Graduation Pathways Program (CGP)

☐ 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)
Structured ACT prep class meeting weekly that is required for all juniors including English grammar, algebra and geometry fundamentals, reading readiness, and science graph analysis and interpretation.	Weekly November 2013-April 2014	Weekly November 2014-April 2015	Principal, Counselor and Math Instructor	\$50.00 (local)	Subset score group improvement and composite score growth. Course completion	In progress
Pre-ACT testing for all juniors	November 2013 and January 2014	November 2014 and January 2015	Principal	\$70.00 (local)	Baseline data scoring for all juniors providing subset score group and composite score group	Completed for November 2013 In progress for other timeline dates
Online test preparation for ACT utilizing Shmoop	Weekly December 2013-April 2014	Weekly December 2014-April 2015	Principal and Counselor	District school budget	Attendance logs	In progress
Galileo pre- and post-testing to measure student growth in mathematics	Pretest: October 2013, January 2014 Posttest: May 2014	Pretest: October 2014, January 2015 Posttest: May 2015	Principal and Counselor	District school budget	Collated school progress monitoring data Trend analysis report	In progress
Structured math class twice weekly for students in Algebra I and Geometry	September 2013-May	September 2014-May	SVOGA Math teacher	.5 FTE (local)	Class attendance rosters	In progress

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School Name: ST. VRAIN GLOBAL ONLINE ACADEMY

	2014	2015			Course completion transcript	
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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: 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)

MEMORANDUM

DATE: January 8, 2014

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Contract Extension for the Joint Use Agreement with
Town of Lyons

RECOMMENDATION

That the Board of Education approve the Contract Extension for the Joint Use Agreement (JUA) of Facilities between the Town of Lyons and the St. Vrain Valley School District and further authorize the President of the Board of Education to sign contract documents.

BACKGROUND

The St. Vrain Valley School District negotiates Joint Use Agreements with the municipalities in which District facilities are located. Joint Use Agreements are intended to foster partnerships, cooperation and outline shared use of both town/city and District facilities and programs.

The Agreement between the Town of Lyons and the St. Vrain Valley School District is due for renewal on January 13, 2014. Due to the current situation with the Town of Lyons and the flood recovery, both parties have agreed to extend the current agreement as it stands for one additional year.

The JUA with the Town of Lyons will be renewed in January of 2015.

Contract Extension Agreement

This CONTRACT EXTENSION AGREEMENT ("Extension") is dated January 1, 2014 (the "Effective Date"), by and between the St. Vrain Valley School District located at 395 S. Pratt Parkway, Longmont, CO 80501 ("District") and the Town of Lyons located at P. O. Box 49, Lyons, CO 80540 (the "Town") (collectively, "the Parties").

WHEREAS the Parties entered into an Agreement for Joint Use of Facilities between the Town of Lyons and the St. Vrain Valley School District on January 13, 2010 (the "Original Contract").

WHEREAS the Parties agree to extend the term of the Original Contract in accordance with the terms of the Original Contract as well as the terms provided herein.

In consideration of the mutual covenants contained herein, each of the District and the Town mutually covenant and agree as follows:

- The Original Contract will end on January 13, 2014.
- The parties agree to extend the Original contract for an additional time period, which will begin immediately upon expiration of the Original Contract and end on January 13, 2015.
- This Extension binds and benefits both Parties and any successors or assigns. This document, including the attached Original Contract, is the entire agreement between the Parties.

All other terms and conditions of the Original Contract remain unchanged.

SIGNATORIES This Agreement will be signed on behalf of the St. Vrain Valley School District by John Creighton, President of the Board of Education, and on behalf of the Town of Lyons by Julie VanDomelen, Mayor for the Town of Lyons.

District

Town

John Creighton, President
Board of Education

Julie VanDomelen, Mayor
Town of Lyons

RESOLUTION 2010-6

A RESOLUTION APPROVING AN AGREEMENT FOR THE JOINT USE OF FACILITIES BETWEEN THE TOWN OF LYONS AND THE ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J

WHEREAS, in December 1994, the Town of Lyons (Town) and the St. Vrain Valley School District RE-1J (District) entered into a "Joint Use Agreement" which allowed each party limited access to the use of certain of the other party's recreational facilities; and

WHEREAS, upon review of the Facility Joint Use Agreement, the parties have decided to replace the Agreement with a new Joint Use Agreement due to the passage of time, construction of new recreational facilities and other factors; and

WHEREAS, the Town desires to approve the attached Agreement for the Joint Use of Facilities Between the Town of Lyons and the St. Vrain Valley School District RE-1J.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE TOWN OF LYONS, COLORADO:

Section 1. The attached Agreement for the Joint Use of Facilities Between the Town of Lyons and the St. Vrain Valley School District RE-1J is hereby approved and shall be reviewed every three years (last reviewed May of 2006).

Section 2. The Board authorizes further revision or editing of the Agreement for Joint Use of Facilities only to correct grammatical, typographical, and other minor errors which corrections do not change the obligations, benefits, or requirements presented in the Agreement, subject to the approval of such corrections by the Town Administrator, Town Attorney, and Mayor.

Section 3. In approving this Agreement for Joint Use of Facilities, the Board does not intend any provision to be construed to waive, limit, or otherwise modify any governmental immunity that may be available by law to the Town, its officials, employees, contractors, or agents, or any other person acting on behalf of the Town and, in particular, governmental immunity afforded or available pursuant to the Colorado Governmental Immunity Act, Title 24, Article 10, Part 1 of the Colorado Revised Statutes.

Section 4. As such Agreement for Joint Use of Facilities may be revised and presented to the Mayor, the Mayor is hereby authorized to execute the Agreement. The Town Clerk is hereby instructed to attest the Mayor's signature and to attach to this Resolution the fully executed Agreement for Joint Use of Facilities following execution.


ADOPTED this 19th^t day of January 2010..

TOWN OF LYONS

By: _____

Julie VanDomelen, Mayor

ATTEST:


Debra K. Anthony, Town Clerk/Treasurer

AGREEMENT FOR JOINT USE OF FACILITIES
BETWEEN THE TOWN OF LYONS AND THE ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J

1. Parties

The parties to this Agreement for Joint Use of Facilities ("Joint Use Agreement") are the St. Vrain Valley School District RE-1J, acting by and through its Board of Education (the "District"), and the Town of Lyons, acting by and through its Board of Trustees (the "Town"), (collectively, "the Parties").

2. Recitals and Purpose

The District desires to provide an on-going program of community services for the residents of the District. The Town desires to provide an on-going program of recreational activities for its citizens. The District and Town desire to create and foster a mutually beneficial relationship which will benefit the citizens of both parties. Both the District and the Town own, operate, and possess facilities which the other party may wish to utilize during the calendar year to provide limited access to publicly funded facilities on a reasonable basis.

Accordingly, in consideration of the terms, conditions, and mutual covenants contained herein, the Parties agree to adopt the following Joint Use Agreement, with all provisions in full force and effect.

3. Term and Review

This Agreement shall be effective on Jan 13, 2010 and shall be continuous until cancelled in accordance with the termination provisions of this Agreement. The Agreement shall be formally reviewed by the Parties every three (3) years. The Agreement shall be amended only in writing executed by both parties. Upon such execution by the Parties, said written documents shall act as amending items to this Agreement. Any such amendments shall effectively extend the terms and considerations of this Agreement as set forth herein. All other terms of this Agreement shall remain the same. Key District and Town staff involved in the implementation of this Joint Use Agreement shall annually, or upon the request of either party, meet to informally review this Agreement.

4. Termination

4.1 It is mutually understood and agreed by the Parties that if either Party sells, assigns, conveys, leases or otherwise disposes of all of the Party's facilities and/or buildings that are the subject of this Agreement, this Agreement shall become null and void except by written agreement of the Parties.

4.2 This Agreement may be terminated by either Party by giving the other Party at least sixty (60) days written notice, including an explanation of the reason(s) for termination; however, the Parties agree to meet within fourteen (14) days of receipt of the notice of termination to attempt to remediate any violation of this Agreement and to discuss any other reasons given for termination.

5. Facilities

Subject to the provisions of Section 7 of this Agreement, the Town shall make available to the District upon request the following facilities, provided the District's use does not conflict or interfere with use of the facilities by the Town: all facilities at Bohn Park, Meadow Park and Sandstone Park, including baseball fields, softball fields, multi-use fields, picnic shelters, community stage, sand volleyball courts, batting cages, and horseshoe pits. In exchange, the District will, subject to the provisions of Section 7 of this Agreement, make available to the Town upon request the following facilities, provided the Town's use does not conflict or interfere with use of the facilities by the District: middle school/high school baseball field, middle school/high school softball field, and gymnasium at Lyons Elementary School - pursuant to Section 11 of this Agreement. There will be no charge to either Party for such reciprocal use.

6. Maintenance

Both the Town and the District agree to maintain and keep in usable condition the facilities set forth in Section 5 of this Agreement. The District agrees to maintain said facilities on a seasonal basis (April through October) determining a weekly schedule for maintenance.

6.1 Bohn Park

The responsibility for maintenance of the multi-use field at Bohn Park shall be allocated as follows:

- a. The District shall be responsible for seasonal mowing and watering, and maintenance of the irrigation/sprinkler system generally April through October.
- b. The Town shall be responsible for grass trimming and for minor repairs and adjustments to the irrigation/sprinkler system as can be made without interfering with the overall operation of the system, such as replacing broken sprinkler heads and adjusting sprinkler spray patterns. The Town shall notify the District of any other maintenance issues with the irrigation/sprinkler system.
- c. The Parties agree to share equally the additional cost of all other maintenance materials and parts for the multi-use field when such costs are beyond the above noted maintenance costs. The parties will jointly determine additional costs as needed.
- d. The Town shall provide and apply weed control and fertilizer twice annually (May and early August) to the multi-purpose field.
- e. The District shall pay the utilities for the restroom/storage building located on the northwest corner of the field during the months of September and October. The Town will provide the meter reading for said months to the District for reimbursement.
- f. The Town shall maintain the restroom storage building.
- g. The District shall irrigate the multi-use field. Irrigation shall include providing water and operating the sprinkler system.
- h. The Town shall be responsible for maintenance of the shrubs, trees, and shrub/tree beds.

7. Scheduling

- 7.1 The District agrees to make its facilities outlined in Section 5 of this Agreement available to the Town except when the District's own programs and activities would be adversely affected by such use by the Town. Further, the District agrees that a Town event or activity shall have the right to take the place of a District event or activity in a Town facility provided the Town gives forty-eight (48) hours advance notice to the District Facilities Use Scheduler.

7.2 The Town agrees to make its facilities outlined in Section 5 of this Agreement available to the District except when the Town's own programs would be adversely affected by such use by the District. Further, the Town agrees that a District event or activity shall have the right to take the place of a Town event or activity in a District facility provided the District gives forty-eight (48) hours advance notice to the Lyons Park & Recreation Director.

7.3 The Parties acknowledge and agree the Town's multi-use field at Bohn Park may, under certain circumstances, be safely used by both Parties simultaneously.

8. Application

The District requires that an approved application for **Community Use of School Facilities and Fields** be on file for each use of said District facilities.

The Town reserves the right to require the District to complete a Town Facilities Rental and Use Agreement prior to the use of any Town facility.

9. Resolving Scheduling/Space Availability Conflict

Efforts to resolve scheduling issues and/or utilization of facilities are first made directly between the Town's Parks and Recreation Director and the District Facilities Use Scheduler. The central scheduling offices of both parties will whenever possible identify options or ways to accommodate the interests of both parties. If agreement cannot be reached, the issue will be referred to the District Facility Use Supervisor and the Town Administrator.

10. Supervision

10.1 Reciprocal use is conditional upon the user designating a person as the supervisor of such use of the other Party's facilities. Said supervisor shall:

- a. Be at least twenty-one (21) years of age;
- b. Be qualified to handle emergency situations that may reasonably be expected to arise;
- c. Be vested with and authorized to use, upon his or her own discretion and judgment, a sufficient level of authority to control and effect discipline of the participants, including terminating the activity or removing any and all persons who violate rules, endanger others, or damage Town or District facilities or property; and
- d. Remain physically present in the immediate vicinity of the activity being supervised.

10.2 The Parties agree to instruct participants not to enter the other Party's facilities prior to the arrival of the designated supervisor.

10.3 The Parties agree to consider and take appropriate disciplinary action against any supervisor who fails to comply with the requirements of this section and the Party's rules and regulations for program supervisor, up to and including their removal as a supervisor.

10.4 Violation of the requirements of this section is grounds for termination of this Agreement, pursuant to the provisions of Section 4 of this Agreement.

11. Use Fee Waiver

As noted in Section 5 of this Agreement, the District agrees that it shall not charge the Town any fees for use of the elementary school gymnasium when use of that facility by the Town involves youth related activities. In addition, some recreational activities, on a case by case basis, may not be charged fees. All other activities shall be subject to fees in accordance with District Policy KF.

12. Assignment

Neither Party may assign any rights or obligations under this Agreement to any other organization, nor shall either Party sponsor other organizations or activities under its own name with respect to this Agreement.

13. Services

- 13.1** When using the District or Town facilities, the Party using that facility shall be responsible for cleanup following the activities.

The District shall charge the Town for any direct costs it incurs for any maintenance, repair, and/or clean up requiring more than the ordinary costs usually incurred for such activities resulting from use or custodial services on behalf of the Town. Such costs will be charged in accordance with the charges set forth in District Policy KF, which may be updated periodically by the District.

- 13.2** The Town shall charge the District for any direct costs it incurs for any maintenance, repair and/or clean up requiring more than the ordinary costs usually incurred for such activities resulting from use or custodial services on behalf of the District.

14. Communications

All communications which affect the terms, conditions, covenants and/or the effect of any written portion of this Agreement shall be in writing.

15. Insurance, Liability and Immunity

- 15.1** Each party shall procure and maintain in full force and effect such insurance or self-insurance that will insure its obligations and liabilities under this Agreement, including workers' compensation, automobile liability, general liability, and property insurance.

- 15.2** Each Party assumes responsibility for the actions and/or omissions of its agents and its employees in the use of the other's facilities, and further each Party, to the extent authorized by the law, agrees to hold the other harmless for such actions or omissions of their respective employees and/or agents. Nothing in this Agreement shall be construed as a waiver by either Party of any rights, immunities, privileges, monetary limitations, judgments, and defenses available to the Parties under common law or the Colorado Governmental Immunity Act, Section 24-10-101 and following C.R.S., as amended.

16. Storage

- 16.1** The District agrees that unless otherwise provided by this Agreement, the Town is not obligated to provide, and does not intend to provide, any storage space for materials or

equipment belonging to the District. Further, it shall not be the responsibility of the Town or its employees to prevent loss of or damage to any materials or equipment belonging to the District which are not removed from Town premises. Notwithstanding the provisions of this section, the parties acknowledge and agree that the restroom/storage structure on the Bohn Park multi-use field will continue to be shared by the Parties.

16.2 No additional storage structures or facilities may be permitted on either Party's premises except by written agreement of the Parties.

17. No Employee Relationship

It is mutually understood and agreed by the Parties that employees, patrons, participants and clients of the Town shall not be, for any purposes, including payroll, construed to be employees or agents of the District and as such, are not entitled to any of the benefits of District employment. Likewise, it is mutually understood and agreed by the Parties that employees, patrons, participants and clients of the District shall not be, for any purposes, including payroll, construed to be employees or agents of the Town and as such, are not entitled to any of the benefits of Town employment.

18. Status of Parties

The parties shall perform all services under this Agreement as independent contractors, and not as an agent or employee of the other party. No City official or employee shall supervise the District. No District official or employee shall supervise the City. Neither party shall represent that it is an employee or agent of the other party in any capacity.

19. Participants

For the purposes of this Agreement, the term "participants" shall mean and include (1) any person, entity or organization utilizing the facilities on premises pursuant to an authorized program, activity, event, course, match, meeting, competition, or class; and (2) any spectator, observer, or non-participant who may be present upon or in the vicinity of the facilities or premises because of the program, activity, event, course, match, meeting, competition, or class.

20. Venue

Venue for any and all legal actions arising out of this Agreement shall lie in the District Court in and for the County of Boulder, State of Colorado, and this Agreement shall be governed by the laws of Colorado.

21. Waiver

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

22. No Third Party Beneficiaries

This Agreement is for the sole benefit of and binds the parties, their successors and assigns. This Agreement affords no claim, benefit, or right of action to any third party. Any party other than the Town or the District receiving services or benefits under this Agreement is only an incidental beneficiary.

23. Integration

This written Agreement, together with any duly executed amendments thereto, constitute the entire understanding of the Parties hereto. No promises, representations, terms, conditions or obligations whatsoever referring to the subject matter hereof, other than those expressly set forth herein, shall be of any binding legal force or effect whatsoever. No modification, change or alteration of this written Agreement shall be of any legal force or effect whatsoever unless in writing and signed by the Parties. Any and all previous agreements between the Parties concerning the use of facilities, including but not limited to the "Facility Use Agreement" executed by the Parties in December 1994, shall be considered null and void upon execution of this Agreement.

24. Notices

All notices and other communications under this Agreement shall be in writing. All such notices and communications shall be deemed to have been duly given on the date of service, if delivered and served personally, or served via facsimile on the person to whom notice is given; on the next business day after deposit for overnight delivery by a courier service such as Federal Express; or on the third day after mailing, if mailed to the party to whom payment and notice is to be given by first class mail, postage prepaid, and properly addressed as follows.

District
Facility Use Supervisor
395 South Pratt Parkway
Longmont, CO 80501
303-682-7405

City
Parks & Recreation Director
432 5th Avenue, PO Box 49
Lyons, CO 80540
303-823-8250

25. Financial Obligations of the Parties

All of the parties' financial obligations under this Agreement are contingent upon appropriation, budgeting, and availability of specific funds to discharge those obligations. Nothing in this Agreement constitutes a debt, a direct or indirect multiple fiscal year financial obligation, a pledge of the parties' credit, or a payment guarantee by either party to the other.

26. Authority

The parties warrant that they have taken all actions necessary or required by their own procedures, bylaws, or applicable law, to authorize their respective signatories to sign this Agreement for them and to bind them to its terms.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the date set forth in Section 3 above.

ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J

Attest:

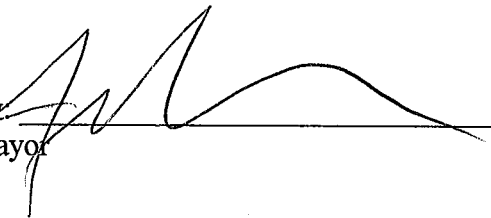
By: _____
President, Board of Education

Secretary, Board of Education

Date Signed

TOWN OF LYONS
COUNTY OF BOULDER
STATE OF COLORADO

Attest:

By:  _____
Mayor

 _____
Town Clerk

1.20.2010

Date Signed

25. Financial Obligations of the Parties

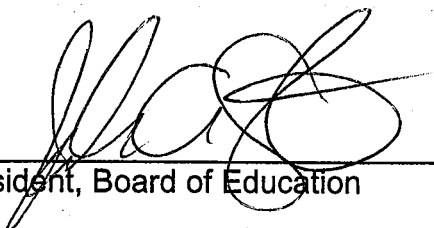
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The parties warrant that they have taken all actions necessary or required by their own procedures, bylaws, or applicable law, to authorize their respective signatories to sign this Agreement for them and to bind them to its terms.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the date set forth in Section 3 above.

ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J

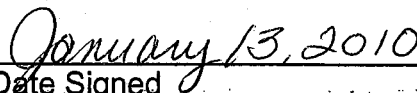
By: 

President, Board of Education

Attest:



Secretary, Board of Education



Date Signed

TOWN OF LYONS
COUNTY OF BOULDER
STATE OF COLORADO

Attest:

By: _____
Mayor Town Clerk

Date Signed

MEMORANDUM

DATE: January 8, 2014
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: FY14 Amended Budget

PURPOSE

To provide the Board of Education with information related to the FY14 Amended Superintendent's Budget.

BACKGROUND

Colorado Revised Statute 22-44-110(5) allows the Board of Education to review and change the budget with respect to both revenues and expenditures, at any time prior to January 31 of the fiscal year for which the budget was adopted.

The administration will be bringing forward a list of items that are under consideration for the FY14 Amended Budget.

MEMORANDUM

DATE: January 8, 2014

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: First Reading, Introduction, Board Policy/Regulation JH – Student Absences and Excuses; and JH-R – Student Absences and Excuses

PURPOSE

For the Board of Education to review the proposed revisions to Board Policies JH – Student Absences and Excuses; and JH-R – Student Absences and Excuses.

BACKGROUND

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

STRATEGIC PLAN CORRELATION

Focus Area – All
Category – All

Student Absences and Excuses

Philosophy

One criteria of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment and scholastic achievement, particularly for closing the achievement gap. Continuity in the learning process and social adaptation is seriously disrupted by excessive absences. In most situations, the work missed cannot be made up adequately. Students who have good attendance generally achieve higher grades, enjoy school more and are more employable after leaving school. For at least these reasons, the Board believes that a student must satisfy two basic requirements in order to earn full class credit: (1) satisfy all academic requirements, and (2) exhibit good attendance habits as stated in this policy.

When developmentally appropriate it is the responsibility of the student to attend school. Ultimately, however, the responsibility to ensure that the student has good attendance rests with the parent/guardian. According to state law, it is the obligation of every parent/guardian to ensure that every child under their care and supervision receives adequate education and training and, if of compulsory attendance age, attends school. Schools will inform the parents/guardians if a student's education is being jeopardized by poor attendance.

Each year the Board establishes the school attendance policy by adopting a school calendar. Students are required to have actual teacher-pupil instruction and contact time of 1,056 hours for secondary students and 968 hours for elementary students during each school year.

Attendance

Students are expected to enroll at the beginning of the school year, to attend regularly and to be prompt in arriving at school and at each class during the day.

Excused Absences

The building principal or their designee will grant excused absences with substantiated reasons. ~~The following will be considered:~~

1. A student who is temporarily ill or injured or whose absence is approved by the administrator of the school of attendance on a prearranged basis. Prearranged absences shall be approved for appointments or circumstances of a serious nature only which cannot be taken care of outside of school hours.
2. A student who is absent for a prearranged extended period due to physical, mental or emotional disability.

3. A student who is pursuing a work-study program under the supervision of the school.
4. A student who is attending any school-sponsored activity or activities of an educational nature with advance approval by the administration.

5. A student who is suspended or expelled.

6. A student who is in the custody of a court or law enforcement authority.

7. A student who's absence is required by a legal body or social agency (court, juvenile authorities, public health department or police) including a student in out-of-home placement who's absences are due to court appearances and participation in court-ordered activities.

The following may be considered excused absences at the discretion of the principal or designee:

1. Serious illness or death in the family.
2. Family emergencies or hardship.
3. Family vacations. (While discouraged, such excuses should be prearranged with the school administration. If a student has poor attendance or poor academic performance, a principal may deny an excused absence for vacation purposes.)
4. Religious observances when requested by a parent or guardian.

~~5. Absence required by a legal body or social agency (court, juvenile authorities, public health department or police).~~

~~6-5.~~ Military connected students whose parent or legal guardian has been called to duty, is on leave from, or immediately returned from deployment.

The District may require suitable proof regarding the above exceptions, including written statements from ~~a health care provider~~ medical sources.

Unexcused Absences

An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. ~~Students who are suspended or expelled shall be considered unexcused.~~ Each unexcused absence shall be entered on the student's record. The parents or guardians of the student receiving unexcused absences shall be notified orally or in writing by the District, District designee, or building staff.

Parents/guardians shall be required to ~~furnish~~ provide an explanation for student absenteeism either in writing or orally. Absences not explained within two days after

returning to school shall be recorded as unexcused absences unless unusual or extenuating circumstances exist as determined by the building administrator.

In accordance with law, the District may impose academic penalties which relate directly to classes missed while unexcused. Middle ~~and school students shall receive 50% credit for work completed due to an unexcused absence.~~ Hhigh school students shall receive 50% credit for work completed due to an unexcused absence. Students and parents/guardians may appeal to the Assistant Superintendent or designee for exceptions to this policy or the accompanying regulations provided that no exception shall be sustained if the student fails to abide by all requirements imposed as conditions for granting any such exception.

The minimum number of unexcused absences a student may incur before judicial proceedings are initiated to enforce compulsory attendance is four (4) days in one month or ten (10) days during any school year.

Tardiness

Tardiness is defined as the appearance of a student without proper excuse after the scheduled time that a class begins. Because of the disruptive nature of tardiness and the detrimental effect upon the rights of the non-tardy student to uninterrupted learning, penalties shall be imposed for excessive tardiness. Students who accumulate 3 unexcused tardies shall be issued one-half day unexcused absence for the purpose of monitoring attendance patterns within individual buildings. Parents/guardians shall be notified of all penalties regarding tardiness.

Teachers shall be responsible for addressing tardiness as a classroom management issue. Excessive tardiness may be referred to the administration for consideration ~~as an attendance problem~~ of additional interventions.

In an unavoidable situation, a student detained by another teacher or administrator shall not be considered tardy provided that the teacher or administrator gives the student a pass to enter their next class. Teachers shall honor passes presented in accordance with this policy.

Attendance Officer

The Board shall appoint an Attendance Officer to assist school administrators in the enforcement of this policy and to assist in identifying the reasons for and causes of nonattendance and excessive absences.

The provisions of this policy shall be applicable to all students in the District, including those above and below the age for compulsory attendance as required by law.

Adopted February 28, 1984
Revised June 10, 1987
Revised August 22, 1990

Revised October 27, 1993
Revised May 24, 1995
Revised September 25, 1996
Revised January 22, 1997
Revised November 10, 1999
Revised April 8, 2009
Revised May 11, 2011

LEGAL REFS.: C.R.S. 22-32-109 (1)(n),(w)
C.R.S. 22-33-101 *et seq.* (School Attendance Law of 1963)
C.R.S. 22-33-104 (Exclusions from Compulsory Attendance)
C.R.S. 22-33-107 (Requirement to Appoint an Attendance Officer)

CROSS REFS.: IC/ICA, School Year/School Calendar
JEA, Compulsory Attendance Ages
JHB, Truancy
JK, Student Discipline
JKD/JKE, Suspension/Expulsion of Students
JLIB, Student Dismissal Precautions

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

Student Absences and Excuses

This attendance policy is designed to provide guidance and procedure for managing and improving student attendance. In addition, it is recognized that other important factors which impact school attendance include the positive relationships that exist between teachers and their students, and the ongoing timely involvement of parents. It is the District's intention to encourage all students to have good attendance and to participate in school; however it may become necessary as a last resort to ~~administer interventions~~implement steps which may include taking legal action when a student's level of absence becomes chronic. ~~The following regulations will apply:~~

~~Interventions at e~~Elementary s~~Schools~~ Level

Incentive programs shall recognize and reward those students with perfect attendance, exemplary attendance, and improved attendance.

~~Interventions~~Steps for unexcused absences may include administrative conferences, detention, ~~and make-up time~~, parental contacts, and involvement of District-level Prevention/Intervention efforts.

~~Make-up work shall be provided for any class in which a student has an absence or is suspended unless otherwise determined by the building administrator. The teacher will provide missed assignments after the student returns.~~

Make-up work for excused and unexcused absences, including suspensions, shall be provided for any class unless otherwise determined by the building administrator or unless the absence is due to the student's expulsion from school.

In the case of both excused and unexcused absences, the principal or designee will make a reasonable number of attempts to contact parents/guardians in an effort to address a student's attendance issues.

~~Interventions at m~~Middle and High s~~Schools~~ Levels

Incentive programs shall recognize and reward those students with perfect attendance, exemplary attendance and improved attendance.

~~Interventions~~Steps for unexcused absences may include administrative conferences, detention, suspension, ~~and make-up time~~, parental contacts, and involvement of District-level Prevention/Intervention efforts.

~~Make-up work shall be provided for any class in which a student has an absence or is suspended unless otherwise determined by the building administrator. Credit may be withheld for unexcused absences. Students who are unexcused may make up missed work for 50% credit in accordance with law, and this regulation. Students who are suspended may make up missed work for reduced credit in accordance with law, this~~

~~regulation, and Board Regulation JKD/JKE-R, A, 9. The teacher will provide missed assignments after the student returns.~~

Make-up work for excused absences, including suspensions, shall be provided for any class unless otherwise determined by the building administrator or unless the absence is due to the student's expulsion from school. Credit may be withheld for unexcused absences. Students who are unexcused may make up missed work for 50% credit.

In the case of both excused and unexcused absences, the principal or designee will make a reasonable number of attempts to contact parents/guardians in an effort to address a student's attendance issues.

~~Interventions at high schools~~

~~Incentive programs shall recognize and reward those students with perfect attendance, exemplary attendance and improved attendance.~~

~~Interventions for unexcused absences may include administrative conferences, detention, suspension, and make-up time.~~

~~Make-up work shall be provided for any class in which a student has an absence or is suspended unless otherwise determined by the building administrator. Credit may be withheld for unexcused absences. Students who are unexcused may make up missed work for 50% credit in accordance with law and this regulation. Students who are suspended may make up missed work for reduced credit in accordance with law, this regulation, and Board Regulation JKD/JKE-R, A, 9, as determined by the building administrator.~~

In addition:

1. At all ~~middle and~~ high schools, 9 unexcused absences in a class within an 18-week period (semester) and/or 6 unexcused absences within a 9-week period (quarter) may result in a loss of credit (NC). Students over 17 may be removed from class if their cumulative average of class work results in a failing grade. Students with chronic absenteeism may be placed on a flexible schedule and referred to an alternative program. Where extenuating circumstances exist, the principal or designee may extend partial/full credit providing that specific conditions established by the school are met.
2. Because students under age 17 must fulfill the requirements of the compulsory attendance law, they will remain in the class regardless of the number of unexcused absences. The minimum number of unexcused absences (days) a student may incur before judicial proceedings may be initiated to enforce compulsory attendance is four (4) unexcused absences (days) in any one month or ten (10) unexcused absences (days) ~~by statute~~ during any school year.

~~3. In the case of a suspension the total time missed for that suspension period will be counted as one unexcused absence for purposes of grade reduction and/or loss of credit. Suspended students may make up missed work for reduced credit in accordance with law and Board Policy Regulation JKD/JKE-R.~~

3.4. In the case of both excused and unexcused absences, the principal or designee will make a reasonable number of attempts to contact parents/guardians in an effort to address a student's attendance issues. As part of this communication, the principal or designee shall notify parents/guardians of any grade reduction and/or loss of credit.

4.5. All students are expected to make up school work because of absenteeism.

- a. Students with excused absences will be granted a reasonable amount of time to complete make-up work—generally two days for each day absent.
- b. Time allowed for make-up work may not extend beyond the end of the grading period except by special permission of the principal or designee.
- c. Students with prearranged absences must make arrangements prior to the absence for completing make-up work.

~~d. Students with unexcused absences due to tardiness will receive 50% credit for work completed at all grade levels for all class work missed and will be held responsible for knowledge of class work covered during their absence.~~

de. Students with unexcused absences due to suspension will receive ~~not more than 50% credit at the middle~~ and school level and not more than 25% credit at the high school level for all class work missed because a suspension is subject to penalty. and Students will be held responsible for knowledge of class work covered during their absence.

e6. Parents/guardians may request a conference with the building administration to discuss a decision related to the attendance policy ~~and these regulations~~. The conference must be requested within one week of notification.

Notification of parents/guardians regarding ~~excused and~~ unexcused absences

The principal or designee will make reasonable efforts to work closely with parents/guardians to identify and resolve student attendance issues. Regardless of grade level, the following actions will be taken if a student's ~~excused or~~ unexcused absences reach the levels identified.

~~Excused Absences~~

~~• After 6 excused absences — a general letter of concern will be sent to the student's parent/guardian.~~

- ~~After 9 excused absences — a second letter will be sent indicating that when the student reaches 12 absences that he/she will no longer be excused without documentation from a health care provider.~~
- ~~On the 13th absence — the student and parent/guardian will be asked in writing to meet with school officials to discuss pertinent issues and develop an educational plan including an attendance contract. This mailing will include a copy of the District policy and state law which will be discussed at the subsequent meeting.~~
- ~~In all cases, letters sent to parents/guardians will be addressed to the current address on file with the District.~~

~~Unexcused Absences~~

~~An unexcused day is equal to a whole school day or individual classes over several school days that cumulatively add up to one whole school day. In addition, 3 unexcused tardy occurrences will be considered a one-half day unexcused absence.~~

- After 3 unexcused days – a general letter of concern will be sent to parents/guardians requesting a conference with school officials.
- After 6 unexcused days – a second letter will be sent indicating that the student has violated ~~b~~Board policy regarding the number of unexcused absence days allowed before judicial proceeding may be initiated and requiring a meeting with the parent/guardian.
- After 10 unexcused days – a letter including a ~~copy of~~ reference to the state compulsory attendance law and notification that the student's attendance will be monitored for the next 10 days at which time a decision may be made which may include legal action.
- In all cases, letters sent to parents/guardians will be addressed to the current address on file with the District.

Approved August 22, 1990
Revised May 24, 1995
Revised September 25, 1996
Revised January 22, 1997
Revised November 10, 1999
Revised April 8, 2009

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

MEMORANDUM

DATE: January 8, 2014

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: First Reading, Introduction, Board Regulation JLIF-R – Use of Electronic Recording Equipment to Monitor Student Behavior

PURPOSE

For the Board of Education to review suggested revisions to Board Regulation JLIF-R – Use of Electronic Recording Equipment to Monitor Student Behavior.

BACKGROUND

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

STRATEGIC PLAN CORRELATION

Focus Area – Well Being

Use of Electronic Recording Equipment to Monitor Student Behavior¹

Use

1. Electronic recording equipment may be utilized on school premises, District property and on District vehicles for the purpose of promoting safety. The installation of interior electronic recording equipment will be on an as needed basis as determined by the Chief Operations Officer and the Security Manager.
 2. The District shall notify its students and staff that electronic recording equipment may be in use on any school/District property or on any District vehicle. The District shall incorporate said notice in student handbooks, the transportation services discipline code pamphlet and the Code of Conduct and Discipline.
 3. Clearly written signage will be displayed at facilities where electronic recording equipment is used and will include notice that electronic recording equipment may or may not be monitored at any time.
 4. Staff and students are prohibited from unauthorized use, tampering with or otherwise interfering with electronic recording equipment and will be subject to appropriate disciplinary action for such violations. Disciplinary action shall be consistent with District policies and procedures.
 5. The building principal/~~designee, the District Security Manager, and the Director of Transportation, authorized District administration and designated trained staff~~ shall be the only personnel allowed to view recorded images. However, recorded images showing discipline, legal or policy violations may be viewed by other appropriate District personnel or legal authorities. ~~Tapes, which are not needed as evidence for disciplinary or legal proceedings, shall be destroyed or 'taped over' after thirty days of retention. Recorded images can be saved by authorized personnel if saved within 7 days of the incident.~~
 6. Recorded images may be copied for the purpose of evidence in a criminal investigation. A formal request by law enforcement and case number must accompany the request to the District Security Manager.
- ~~6. Electronic~~7. Electronic technologies shall not monitor areas where students, ~~staff~~staff, and the public have a reasonable expectation of privacy such as locker rooms and adult and student restrooms.

Use on school property:

1. The use of electronic recording equipment on school property shall be supervised and controlled by the building principal/designee and the District Security Manager. The District Security Manager will also designate who

¹ Electronic recording equipment includes video and digital equipment.

operates the system and who monitors and maintains the recordings.

2. Electronic recording equipment may be installed on outside grounds at schools and buildings and in ~~common~~common, areas inside the school as deemed necessary by the District and approved by the Superintendent. The Superintendent may approve the use of covert electronic recording equipment on an as needed basis. Electronic recording equipment shall not be located in any area in which the public has a reasonable expectation of privacy, i.e., restrooms, locker rooms, etc.
3. Electronic cameras may be in use 24 hours per day with signage to notify patrons who use the premises that electronic recording equipment is in use.
4. The District shall provide reasonable safeguards including but not limited to password, code and/or firewall protection and controlled physical access to the equipment or stored recordings to protect from unauthorized use.
5. When video monitors are used in schools, they shall be located in the administrative and/or security offices at the school.

Use in District vehicles:

1. The use of electronic recording equipment on District vehicles shall be supervised by the Director of Transportation. The Director of Transportation will also designate who operates the system and who maintains the recordings.
2. Electronic recording equipment may be rotated on school vehicles transporting students to and from school and extracurricular activities at the discretion of the Director of Transportation.
3. A notice will be posted on all school buses that electronic recording equipment may be used for student management purposes.
4. When a District vehicle is equipped with electronic recording equipment, such equipment may or may not be actively recording and specific notice shall not be given other than the notice that the equipment is used.
5. The District shall establish and maintain reasonable safeguards to protect against unauthorized use of any electronic recording equipment.

Storage/Security/Chain of Custody

1. All electronic recordings will be stored and secured to ensure confidentiality. Tapes or other storage devices that are not in use shall be locked in a secured storage area. Only authorized access shall be allowed and a log of all instances of access ~~to, to~~ and use of, recorded materials shall be kept.
2. ~~Electronic recordings shall be numbered, dated and stored for a maximum of~~

~~thirty days after initial recording, whereupon such recordings may be released for rerecording or erasure unless otherwise directed by the building principal/designee, the Security Manager or Director of Transportation. Electronic recordings shall be stored for a maximum of 7 days after initial recording, whereupon such recordings may be released for rerecording or erasure unless otherwise directed by the COO, Security Manager or Director of Transportation.~~ The storage method will be dependent upon the type of system installed, which may vary from school to school, and with the introduction of new technology.

3. Electronic recordings held for review of student incidents shall be maintained in their original form pending resolution of the issue. Tapes then will be released for erasure, copied for authorized law enforcement ~~agencies~~agencies, or retained as a necessary part of the student's behavioral record in accordance with District policy referenced in Board Policy JRA.
4. All requests for copying a recorded image must be done through submitting a Chain of Custody Tracking Form to the Security Manager's office. The Security manager will track all requests and a Chain of Custody Log.

Viewing and Copying Requests

1. ~~The building principal/designee shall complete the Request for DVR Footage Form~~ Law enforcement requesting a copy of a recorded image shall complete The Chain of Custody Tracking Form. (JLIF-E) and submit to the Security Manager, or the Director of Transportation for transportation requests, for authorization of ~~viewing and/or~~ copying DVR footage. Authorization will be considered on a 'need to know' basis only.
2. Written requests for viewing will be limited to those whom the District determines have a need to see the tapes to substantiate evidence that has led to a disciplinary and/or legal action.
3. Only a specific incident and/or related incident will be made available when a request for viewing is made and approved.

Viewing

1. Approved viewing will be permitted only at District facilities and supervised by the building principal/designee, the Security Manager or the Director of Transportation.
2. A written log will be maintained of those ~~viewing-storing~~ electronic recordings including the date of ~~viewing, reasons for viewing, date of the alleged incident, where the viewing occurred, storing, reasons for storing, and the date of the alleged incident,~~ name of the viewer and when appropriate - District vehicle videotaped and name of the vehicle's driver.

3. Electronic recordings will remain the property of the District and may be reproduced only in accordance with law and Board of Education policy.

Student Records

1. The District will comply with the requirements of federal and state laws and Board of Education policies regarding student records as applicable in the District's use of electronic recordings.
2. Electronic recordings may be considered for retention as part of a student's behavioral record and will be maintained in accordance with established procedures governing access, ~~review~~review, and release.

Training of Electronic Recording Equipment

1. District employees who are responsible for the installation, ~~maintenance~~maintenance, and surveillance monitoring shall be required to attend a District sponsored training on the use and legal requirements associated with electronic recording equipment.

Approved February 27, 2002
Revised August 1, 2012

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