

NOTICE OF REGULAR MEETING AND AGENDA



January 14, 2015

**Educational Services Center
395 South Pratt Parkway
Longmont, Colorado 80501**

Robert J. Smith, President, Board of Education

Dr. Don Haddad, Superintendent of Schools

DISTRICT VISION STATEMENT

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

DISTRICT MISSION STATEMENT

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

ESSENTIAL BOARD ROLES

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

BOARD MEMBERS

*John Ahrens, Member
John Creighton, Member
Debbie Lammers, Secretary
Paula Peairs, Treasurer
Mike Schiers, Asst Secretary
Joie Siegrist, Vice President
Robert J. Smith, President*

1. CALL TO ORDER:

7:00 pm Regular Business Meeting

2. ADDENDUMS/CHANGES TO THE AGENDA:

3. AUDIENCE PARTICIPATION:

4. VISITORS:

1. Niwot High School Student/Instructor
2. Laura Anna, Dean of Centennial and Prairie Ridge Elementary

5. BOARD/SUPERINTENDENT REPORTS:

6. REPORTS:

1. Frederick High School Student Advisory Council Feeder Report
2. Race to the Top Update
3. Second Quarter 2014-15 Public Gifts to Schools

7. CONSENT ITEMS:

1. Approval: Staff Terminations/Leaves
2. Approval: Staff Appointments
3. Approval: Approval of Minutes for the December 10, 2014 Regular Meeting, and the December 17, 2014 Study Session
4. Approval: Approval of Annual Official Posting Location Notice
5. Approval: First Reading, Repeal of Board Policy JJID – Student Physicals for School Athletics; and Board Exhibit JJJ-E – Extracurricular Activity Eligibility
6. Approval: Approval of Purchase of Portable Classrooms
7. Approval: Approval of Construction Manager/General Contractor (CMGC)-Columbine Elementary Renovation Project

8. ACTION ITEMS:

1. Recommendation: Adoption of Resolution Proclaiming January 2015 as Board of Education Recognition Month
2. Recommendation: Adoption of School Priority Improvement Unified Improvement Plans
3. Recommendation: Approval of Town of Erie Urban Renewal Authority Intergovernmental Agreement
4. Recommendation: Approval of Non-Exclusive Antenna Site Lease Agreement

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9. DISCUSSION ITEMS:

1. Fiscal Year 2015 Amended Budget
2. First Reading, Introduction, New Board Policies EJ – Service Animals; EJ-R – Service Animals; EJ-E-1 – Appendix A, Request to be Accompanied by Service Animal/Miniature Horse (Annual Request Required); and EJ-E-2 – Appendix B, Service Animal/Miniature Horse Agreement
3. First Reading, Introduction, Board Policies JICI – Weapons in School; JIH – Student Interrogations, Searches and Arrests; and JIH-R – Policies and Procedures for Conducting Student Interrogations, Searches and Arrests

10. ADJOURNMENT:

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

| | |
|-----------------------|-------------------------------------------------------|
| Wednesday, January 21 | 6:00 – 8:00 pm Study Session-Longs Peak Middle School |
| Wednesday, January 28 | 6:30 pm Financials 7:00 pm Regular Meeting |

MEMORANDUM

DATE: January 14, 2015

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Frederick 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 Frederick 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 eight years ago so that students could give input to the superintendents about what students were feeling about the District.

MEMORANDUM

DATE: January 14, 2015
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 receive an update on the Race to the Top District Grant.

BACKGROUND

In January of 2013, the 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 Two 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.
We have strengthened and enhanced our Skyline High School program so that it has become a national model for STEM Academies. This initiative connects the STEM Academy model to the Skyline High School middle and elementary feeder schools with STEM programming at each site.
2. Personalized programming to continue improving graduation rates and post-secondary readiness.
We have implemented personalized ICAP plans (Grades 5-12) and expanded post-secondary opportunities. The Relationships with Educators Accelerate Learning (R.E.A.L.) plan is providing mentoring support. We have started the planning to implement Pathways to Technology (P-TECH), a grade 9-14 program in partnership with IBM and the local community college which will result in an AA degree for participating students through this early college option.
3. Personalized programming to continue improving graduation rates and post-secondary readiness through STEM focused application of skills in the Innovation Center.
The alignment of coursework to actual work in the high school Innovation Center has become a pipeline for all students in this feeder for a vision of future opportunity and career success.

Patty Quinones, Executive Director of Innovation, and Regina Renaldi, Assistant Superintendent of Priority Programs, will update the Board of Education on the Year Two program implementation and will be available for questions.

MEMORANDUM

DATE: January 14, 2015
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 2014-2015 school year totaling \$222,992.75.

BACKGROUND

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

St. Vrain Valley School District RE-1J

| 2014-15 PUBLIC GIFTS TO THE SCHOOLS | | | | | | |
|-----------------------------------------------------|------------------------------------------------|----------------------|-----|-----|---------|------------------------------------------------------------------------------------------------------------------------------|
| Reported between July 1, 2014 and December 31, 2014 | | | | | | |
| DATE OF GIFT | DONOR | AMT/VALUE | LOC | PTO | PTO AMT | DESCRIPTION |
| 7/1/2014 | Jack & Carol Iten | \$ 25.00 | 312 | | | Cash donation to be used to support the Golf Program at Longmont High School. |
| 7/1/2014 | Chris Bush | 100.00 | 312 | | | Cash donation to be used to support the Golf Program at Longmont High School. |
| 7/14/2014 | Michael Keast | 40.00 | 215 | | | Cash donation to be used to support the students at Sunset Middle School. |
| 7/21/2014 | Delta Dental of Colorado | 100.00 | | | | Donation of a sonicare toothbrush for the 2014 Classified Staff Welcome Back door prize. |
| 7/31/2014 | United Power | 500.00 | | | | Cash donation to be used for the 2014 Classified Staff Welcome Back Event. |
| 7/31/2014 | Elevations Credit Union | 1,000.00 | | | | Cash donation to be used for the 2014 Classified Staff Welcome Back Event. |
| 7/31/2014 | RLH Engineering, Inc. | 500.00 | | | | Cash donation to be used for the 2014 Classified Staff Welcome Back Event. |
| 7/31/2014 | 24 Hour Flex | 50.00 | | | | Donation of two throw blanket for the 2014 Classified Staff Welcome Back door prizes. |
| 8/2/2014 | RB&B Architects | 500.00 | | | | Cash donation to be used for the 2014 Classified Staff Welcome Back Event. |
| 8/6/2014 | Scott Ramsaur | 1,350.00 | 310 | | | Cash donation to be used for the purchase of Cheer mats for Skyline High School (Athletics). |
| 8/7/2014 | CIGNA Health Care | 50.00 | | | | Donation of an iPod Shuffle for the 2014 Classified Staff Welcome Back door prize. |
| 8/7/2014 | Office Depot | 70.00 | | | | Donation of a gift basket and gift card for the 2014 Classified Staff Welcome Back door prize. |
| 8/7/2014 | Workwell Occupational Medicine | 25.00 | | | | Donation of a \$25 gift card for the 2014 Classified Staff Welcome Back door prize. |
| 8/7/2014 | Benjamin Boulianne | 150.00 | 312 | | | Cash donation to be used for the purchase of equipment for the Longmont High Golf Program. |
| 8/7/2014 | Grasle & Associates | 400.00 | 312 | | | Cash donation to be used to support the Golf Program at Longmont High School. |
| 8/7/2014 | Arrow Office Products & Interiors | 340.00 | | | | Donation of an executive desk chair for the 2014 Classified Staff Welcome Back door prize. |
| 8/11/2014 | Stephanie Potter | 25.00 | 314 | | | Cash donation to be used for the purchase of a volleyball for the Silver Creek High School Volleyball Program. |
| 8/11/2014 | Laura Busser | 25.00 | 314 | | | Cash donation to be used for the purchase of a volleyball for the Silver Creek High School Volleyball Program. |
| 8/11/2014 | Stacie Tureson | 25.00 | 314 | | | Cash donation to be used for the purchase of a volleyball for the Silver Creek High School Volleyball Program. |
| 8/11/2014 | Suzanne Zens | 50.00 | 314 | | | Cash donation to be used for the purchase of two volleyballs for the Silver Creek High School Volleyball Program. |
| 8/11/2014 | Mitzi Storaci | 25.00 | 314 | | | Cash donation to be used for the purchase of a volleyball for the Silver Creek High School Volleyball Program. |
| 8/13/2014 | George Roark | 1,969.00 | 408 | | | Donation of a 1992 Toyota Four Runner to be used for the Student Skills Club Project at CDC. |
| 8/13/2014 | Alison Thielke | 75.00 | 126 | | | Donation of preschool materials to be used at Spark! Discovery Preschool. |
| 8/14/2014 | Arrow Office Supply | 1,500.00 | | | | Cash donation to be used for the 2014 Classified Staff Welcome Back Event. |
| 8/14/2014 | Cheri Stringer | 300.00 | 142 | | | Donation of an Acer computer with video card for use in the preschool classroom at Eagle Crest Elementary. |
| 8/14/2014 | Great West Financial | 133,100.00 | | | | Cash donation to be used for the purchase of teaching materials for Personal Financial Literacy in Grades K-12. |
| 8/17/2014 | First Evangelical Lutheran Church | 150.00 | 123 | | | Cash donation to be used for the purchase of school supplies for children at Central Elementary that need help. |
| 8/18/2014 | Community Foundation of Northern Colorado | 500.00 | 305 | | | Cash donation to be used to support the 2014 Margaret Olson Memorial Scholarship recipient at Mead High School. |
| 8/20/2014 | Wells Fargo | 150.00 | | | | Donation of a \$150 gift card for the 2014 Classified Staff Welcome Back door prize. |
| 8/20/2014 | Steven Tocco | 215.35 | 149 | | | Donation of a music gift card (\$100), and classroom supplies for art, gym & music at Red Hawk Elementary. |
| 8/20/2014 | Jiawei Zhang | 1,000.00 | 149 | | | Cash donation to be used for the ESL Program at Red Hawk Elementary. |
| 8/20/2014 | Laureate Alpha Epsilon Chapter, Beta Sigma Phi | 150.00 | 123 | | | Donation of school supplies for students as needed at Central Elementary School. |
| 8/22/2014 | Sasha Fursmith | 100.00 | 122 | | | Donation of three pencil sharpeners for classroom use at Burlington Elementary School. |
| 8/22/2014 | Lydia May | 100.00 | 122 | | | Donation of three pencil sharpeners for classroom use at Burlington Elementary School. |
| 8/22/2014 | Snowden Campbell | 200.00 | 408 | | | Donation of used children's shoes and clothing for the Teen Parenting Program at CDC. |
| 8/27/2014 | Boulder County Parks & Open Space Found. | 133.23 | 123 | | | Cash donation to be used for transportation costs to visit Lohr/McIntosh Farm for students at Central Elementary. |
| 8/29/2014 | Centennial PTO | 420.01 | 148 | P | 420 | Cash donation to be used for the PBIS Program at Centennial Elementary School. |
| 8/29/2014 | Centennial PTO | 10,375.00 | 148 | P | 10375 | Cash donation to be used for the purchase of a Chrome Book Cart for Centennial Elementary. |
| 9/2/2014 | Fall River Communications Council (FRCC) PTO | 389.62 | 144 | P | 390 | Cash donation to be used for "Fox Rocks Friday" drawing prizes at Fall River Elementary. |
| 9/8/2014 | Boettcher Foundation | 1,000.00 | 513 | | | Cash donation to be used for teacher recognition at Lyons Middle/Senior High. |
| 9/11/2014 | Christina Weisberg | 100.00 | 215 | | | Cash donation to be used for student activities at Sunset Middle School (in lieu of magazine fundraiser). |
| 9/12/2014 | Central PTO | 150.00 | 123 | P | 150 | Cash donation to be used for the purchase of library books in memory of Judi Alton (retired librarian at Central Elementary) |
| 9/15/2014 | Blue Mountain PTO | 50.00 | 147 | P | 50 | Cash donation to be used for Chick-Fil-A for vision and hearing screenings at Blue Mtn. Elementary. |
| 9/15/2014 | Jan Speer | 100.00 | 123 | | | Donation of school and office supplies for use at Central Elementary School. |
| 9/17/2014 | Nancy Printz | 500.00 | 312 | | | Cash donation to be used to provide support to the Arriba Club at Longmont High. |
| 9/22/2014 | Mark Greig | 190.00 | 312 | | | Donation of two camera lenses to enhance the photography curriculum at Longmont High. |
| 9/22/2014 | Legacy PTO | 3,989.00 | 139 | P | 3989 | Cash donation to be used to pay for extra time for a paraprofessional at Legacy Elementary School. |
| | Total Gifts Reported 7/1/14 - 9/30/14 | \$ 162,256.21 | | | | |
| | Parent Group Donations | \$ 15,373.63 | | | | |
| 7/9/2014 | Terry Olkin | 2,000.00 | 408 | | | Cash donation to be used by the Up-A-Creek Robotics Team at the Career Development Center. |
| 8/19/2014 | Fredrick Foss, II | 1,500.00 | 408 | | | Donation of a 1991 Ford Explorer to be used in the Auto Mechanics Program at the Career Development Center. |
| 8/20/2014 | Longmont Regent | 31.00 | 124 | | | Cash donation to be used for student activities at Columbine Elementary. |

St. Vrain Valley School District RE-1J

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|-----------------------------------------------------|--------------------------------|-----------|-----|-----|---------|-----------------------------------------------------------------------------------------------------------------|
| Reported between July 1, 2014 and December 31, 2014 | | | | | | |
| DATE OF GIFT | DONOR | AMT/VALUE | LOC | PTO | PTO AMT | DESCRIPTION |
| 8/20/2014 | Town of Castle Rock | 20.00 | 131 | | | Cash donation to be used for the P.E. program at Niwot Elementary. |
| 8/27/2014 | IBM Corp. | 1,000.00 | 136 | | | Cash donation to be used for the purchase of STEM educational materials for use at Longmont Estates Elementary. |
| 8/29/2014 | St. Vrain Education Foundation | 4,950.00 | 133 | | | Cash donation to be used for technology at Northridge Elementary. |
| 9/2/2014 | Nicole Newsom | 450.00 | 215 | | | Donation of two flutes and cases for the Band Program at Sunset Middle School. |
| 9/2/2014 | Barbara Stager | 200.00 | 215 | | | Donation of a bell set for use in the Band Program at Sunset Middle School. |
| 9/2/2014 | Darrin Tams | 3,000.00 | 408 | | | Donation of a 2001 Chevrolet Malibu to be used in the Auto Mechanics Program at the Career Development Center. |
| 9/5/2014 | Sarah Meshach | 210.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/5/2014 | Debbie Wiggins | 20.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/6/2014 | William & Dorothy Cox | 15.00 | 215 | | | Cash donation to be used in lieu of magazine sales school fundraiser at Sunset Middle School. |
| 9/7/2014 | Dan Wright | 60.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/7/2014 | Central Presbyterian Church | 750.00 | 124 | | | Cash donation to be used for school and student needs at Columbine Elementary. |
| 9/7/2014 | Barry & Cindy Janzen | 20.00 | 215 | | | Cash donation to be used in lieu of magazine sales school fundraiser at Sunset Middle School. |
| 9/8/2014 | James Rooney | 30.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/8/2014 | Black Rock PTO | 5,091.17 | 146 | P | 5091 | Cash donation to be used various items to support the students at Black Rock Elementary School. |
| 9/9/2014 | Stacey & Michael James | 60.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/9/2014 | Mike & Stacey James | 60.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/9/2014 | Kathleen Rooney | 15.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/9/2014 | Ann Rooney | 15.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/11/2014 | Chris Louie | 10.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/12/2014 | Sandra Brooks | 15.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/12/2014 | Black Rock PTO | 135.00 | 146 | P | 135 | Donation of a portable jump starter for cars that need help at Black Rock Elementary. |
| 9/13/2014 | Douglas Gin | 30.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/13/2014 | Lana Lathrop | 15.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/13/2014 | Barbara Howe | 15.00 | 215 | | | Cash donation to be used in lieu of magazine sales school fundraiser at Sunset Middle School. |
| 9/14/2014 | D.L. Massey | 105.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/14/2014 | Lynn Allen | 20.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/14/2014 | Margaret Wilson | 15.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/14/2014 | Alex & Stacie Mercier | 10.00 | 215 | | | Cash donation to be used in lieu of magazine sales school fundraiser at Sunset Middle School. |
| 9/15/2014 | Sara & Ron Hinklin | 120.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/15/2014 | John Smiley | 300.00 | 221 | | | Donation of a cello for use in the Band Program at Coal Ridge Middle School. |
| 9/15/2014 | Hainline Family Foundation | 500.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School. |
| 9/15/2014 | Hainline Family Foundation | 500.00 | 254 | | | Cash donation to be used to support the Band Program at Altona Middle School. |
| 9/15/2014 | John & Joy Knight | 25.00 | 215 | | | Cash donation to be used in lieu of magazine sales school fundraiser at Sunset Middle School. |
| 9/15/2014 | David & Mary Klingbeil | 45.00 | 215 | | | Cash donation to be used in lieu of magazine sales school fundraiser at Sunset Middle School. |
| 9/16/2014 | L.W. J. | 30.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/16/2014 | Otis & Lynn Dillow | 30.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/16/2014 | Otis & Lynn Dillow | 30.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/16/2014 | Hygiene Elementary PTO | 592.73 | 127 | P | 593 | Cash donation to be used for field trip expenses for 4th & 5th Grade students at Hygiene Elementary. |
| 9/16/2014 | Sunrise Stampede | 1,000.00 | 142 | | | Cash donation given to Eagle Crest for accumulating the most miles in the Sunrise Stampede. |
| 9/16/2014 | J.D. Birchmeier | 249.20 | 124 | | | Donation of school supplies for students at Columbine Elementary. |
| 9/16/2014 | David & Arlee Kachensky | 150.00 | 215 | | | Cash donation to be used in lieu of magazine sales school fundraiser at Sunset Middle School. |
| 9/16/2014 | High Plains Bank | 500.00 | 220 | | | Cash donation to be used for student activities at Westview Middle School. |
| 9/17/2014 | Jill & John Olsen | 100.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/17/2014 | Aaron Brodsky | 10.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/17/2014 | Black Rock PTO | 1,267.75 | 146 | P | 1268 | Cash donation to be used for the purchase of Lucy Calkins sets for 1st & 2nd Grades at Black Rock Elementary. |
| 9/17/2014 | Niwot Elementary PTAC | 1,506.60 | 131 | P | 1507 | Cash donation to be used to cover the paraprofessional salary for 2023-14 school year at Niwot Elementary. |
| 9/17/2014 | Black Rock PTO | 882.10 | 146 | P | 882 | Cash donation to be used for the purchase of classroom copy paper for use at Black Rock Elementary. |
| 9/17/2014 | Karen Gralewski | 700.00 | 215 | | | Donation of a viola for student use in the Orchestra Program at Sunset Middle School. |
| 9/17/2014 | Niwot Elementary PTAC | 179.70 | 131 | P | 180 | Cash donation to be used for the purchase of mice for chromebooks at Niwot Elementary. |
| 9/17/2014 | Jennifer & Brian Trotter | 150.00 | 215 | | | Cash donation to be used in lieu of magazine sales school fundraiser at Sunset Middle School. |
| 9/18/2014 | Dennis Dougherty | 60.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/18/2014 | James & Melissa Booth | 225.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/18/2014 | Glenn Wager | 100.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/18/2014 | Paula Springan | 20.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |

St. Vrain Valley School District RE-1J

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|-----------------------------------------------------|--------------------------------|-----------|-----|-----|---------|----------------------------------------------------------------------------------------------------------------|
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| 9/18/2014 | Matthew Hauser | 15.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/18/2014 | Lon Cielaszyk | 30.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/18/2014 | Chris Nusser | 25.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/18/2014 | The Zeier's | 25.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/18/2014 | Lori & David Cielaszyk | 30.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/18/2014 | Griffin Ridings | 15.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/18/2014 | Edith Bayless | 90.00 | 215 | | | Cash donation to be used in lieu of magazine sales school fundraiser at Sunset Middle School. |
| 9/18/2014 | Arthur & Tracy Rodgers | 100.00 | 215 | | | Cash donation to be used in lieu of magazine sales school fundraiser at Sunset Middle School. |
| 9/19/2014 | Xavier McKaig | 20.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/19/2014 | Ronald and Holly Kammerer | 225.00 | 215 | | | Cash donation to be used in lieu of magazine sales school fundraiser at Sunset Middle School. |
| 9/20/2014 | Kristin Stordahl & Naoto Kanda | 30.00 | 215 | | | Cash donation to be used in lieu of magazine sales school fundraiser at Sunset Middle School. |
| 9/21/2014 | Robert & Anna Liberatore | 15.00 | 215 | | | Cash donation to be used in lieu of magazine sales school fundraiser at Sunset Middle School. |
| 9/21/2014 | Philip & Jennifer Haratsaris | 45.00 | 215 | | | Cash donation to be used in lieu of magazine sales school fundraiser at Sunset Middle School. |
| 9/21/2014 | Simos Hadjiyiannis & Yu Yang | 50.00 | 215 | | | Cash donation to be used in lieu of magazine sales school fundraiser at Sunset Middle School. |
| 9/21/2014 | Norma & Carl Sorenson | 60.00 | 215 | | | Cash donation to be used in lieu of magazine sales school fundraiser at Sunset Middle School. |
| 9/21/2014 | Randall & Donna Blondeau | 90.00 | 215 | | | Cash donation to be used in lieu of magazine sales school fundraiser at Sunset Middle School. |
| 9/21/2014 | Michael Horn | 90.00 | 215 | | | Cash donation to be used in lieu of magazine sales school fundraiser at Sunset Middle School. |
| 9/22/2014 | Western Digital | 11,500.00 | 309 | | | Cash donation to be used for Project Lead the Way Computer Science & Engineering Program at Niwot High School. |
| 9/22/2014 | Western Digital | 4,000.00 | 254 | | | Cash donation to be used to support the FTC Robotics Team at Altona Middle School. |
| 9/22/2014 | Western Digital | 1,500.00 | 254 | | | Cash donation to be used to support the Altona Robotics Team. |
| 9/22/2014 | M. Sem & L. Sem | 30.00 | 215 | | | Cash donation to be used in lieu of magazine sales school fundraiser at Sunset Middle School. |
| 9/22/2014 | Christopher & Kirstin Heinritz | 150.00 | 215 | | | Cash donation to be used in lieu of magazine sales school fundraiser at Sunset Middle School. |
| 9/22/2014 | Greg & Marie Jordan | 88.00 | | | | Donation of pumpkins for students to decorate as a community activity. |
| 9/22/2014 | George Werner | 600.00 | 219 | | | Donation of cameras and assorted video materials to be used by the Photography Club at Mead Middle School. |
| 9/23/2014 | Black Rock PTO | 598.40 | 146 | P | 598 | Cash donation to be used toward the purchase of playground equipment for students at Black Rock Elementary. |
| 9/23/2014 | Lyons Booster Club | 10,568.38 | 128 | P | 10568 | Cash donation to be used for 6th Grade technology, signs, band and choir programs at Lyons Elementary. |
| 9/23/2014 | Robert & Diane Zimmerman | 45.00 | 215 | | | Cash donation to be used in lieu of magazine sales school fundraiser at Sunset Middle School. |
| 9/24/2014 | Michael James | 60.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Marc Arnold | 105.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Marc Arnold | 300.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | D.L. Massey | 105.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Sarel Van Vuuren | 120.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Zhaoqiang Bi | 105.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Daniel & Morgan Denesha | 60.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Thomas Darcy | 75.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | M. Berenice Tyrrell | 100.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Carolyn Tyrrell | 100.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Jill Olson | 100.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Judith Nusser | 100.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Ann Lindahl | 150.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Tiffany Richards | 75.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | David Ewing | 150.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | JoAnn Hauger | 75.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Chunlei Zhu | 40.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Noah Davison | 20.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Waneta Cousins | 10.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Mike Tutkowski | 45.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Andrea Prieto | 25.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Wanda Cox | 50.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | B.J. Jones | 15.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Tamara Carson | 15.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Gaylynn Stevens | 15.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Martin Tindale | 30.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Janet Glenn | 50.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |

St. Vrain Valley School District RE-1J

| 2014-15 PUBLIC GIFTS TO THE SCHOOLS | | | | | | |
|-----------------------------------------------------|----------------------------------------------|-----------|-----|-----|---------|-------------------------------------------------------------------------------------------------------------------------------|
| Reported between July 1, 2014 and December 31, 2014 | | | | | | |
| DATE OF GIFT | DONOR | AMT/VALUE | LOC | PTO | PTO AMT | DESCRIPTION |
| 9/24/2014 | Edward Glenn | 50.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Tem Deiudonne Sedegan | 45.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Diana Sedegan | 30.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Emir Moritz | 152.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Jerry & Janet Seiler | 20.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Mike Metcalf | 20.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Mark Lang | 20.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Matthew Louie | 20.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Mark Lang | 15.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Jon & Lynette Dominguez | 15.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/24/2014 | Peggy Fox | 30.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology for Altona Middle School. |
| 9/25/2014 | Used Book Emporium | 322.17 | 309 | | | Donation of used books for the CAS Project (for under-privileged children) at Niwot High School. |
| 9/26/2014 | Kenneth Gerecht | 200.00 | 149 | | | Donation of rock/fossil collection for use at Red Hawk Elementary. |
| 9/26/2014 | Best Buy | 110.06 | 220 | | | Donation of 34 Gumy Earbuds for student use at Westview Middle School. |
| 9/27/2014 | Charles & Christine Jaske | 100.00 | 133 | | | Cash donation to be used for the purchase of books for student use at Northridge Elementary. |
| 9/27/2014 | Charles & Christine Jaske | 100.00 | 133 | | | Cash donation to be used for the purchase of books for student use at Northridge Elementary. |
| 9/27/2014 | Jacob & Jennifer Bielenberg | 750.00 | 136 | | | Donation of school supplies to help students and families at Longmont Estates Elementary who cannot afford them. |
| 9/29/2014 | I.F. Rostykus | 20.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School. |
| 9/30/2014 | Nancy Parker | 130.00 | 128 | | | Cash donation to be used for the Spelling Bee enrollment fee at Lyons Elementary School. |
| 9/30/2014 | Advanced Sewer & Drain Cleaning Services | 100.00 | 305 | | | Cash donation to be used for the FCCLA Club at Mead High School. |
| 9/30/2014 | Helen Searchy's Family | 55.00 | 123 | | | Donation of eight "dress-up" costumes for the preschool at Central Elementary. |
| 9/30/2014 | Leslie Ann Clark | 31.00 | 123 | | | Donation of two autographed books written by Leslie Clark for the library at Central Elementary. |
| 9/30/2014 | MariLynne Gossett | 25.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School. |
| 10/1/2014 | Crystal Landscape | 1,000.00 | 305 | | | Cash donation to be used to support the football program at Mead High School. |
| 10/1/2014 | Carolyn Kuehl | 20.00 | 254 | | | Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School. |
| 10/2/2014 | Black Rock PTO | 57,502.47 | 146 | P | 57502 | Cash donation to be used to hire instructional & non-instructional paraprofessionals for 2014-15 at Black Rock Elementary. |
| 10/2/2014 | Mr. & Mrs. David Robertus | 80.00 | 123 | | | Donation of books for student use in the library at Central Elementary. |
| 10/3/2014 | Fall River Communications Council (FRCC) PTO | 118.84 | 144 | P | 119 | Cash donation to be used for vision/hearing screening lunches for volunteers at Fall River Elementary. |
| 10/3/2014 | Fall River Communications Council (FRCC) PTO | 671.91 | 144 | P | 672 | Cash donation to be used for the 4th Grade field trip for students at Fall River Elementary. |
| 10/3/2014 | Fall River Communications Council (FRCC) PTO | 1,300.00 | 144 | P | 1300 | Cash donation to be used for the purchase of new bike racks for Fall River Elementary. |
| 10/3/2014 | Michelle Henne | 400.00 | 123 | | | Donation of books for student use in the library at Central Elementary. |
| 10/6/2014 | Anonymous | 5,000.00 | 146 | | | Cash donation to be used for hiring a part-time paraprofessional to assist in AM Kindergarten class at Black Rock Elementary. |
| 10/7/2014 | Glenn & Kema Berry | 2,500.00 | 408 | | | Donation of a 1994 Pontiac Bonneville to be used in the Auto Mechanics Program at the Career Development Center. |
| 10/7/2014 | Alyssa Rehder | 10.00 | 126 | | | Cash donation to be used in the library at Spark! Preschool. |
| 10/7/2014 | Alexis Zumwalt | 50.00 | 311 | | | Cash donation to be used for student activities at Erie High School. |
| 10/8/2014 | Legacy PTO | 3,831.74 | 139 | P | 3832 | Cash donation to be used for bus fees for field trips taken by students at Legacy Elementary. |
| 10/8/2014 | Legacy PTO | 1,600.00 | 139 | P | 1600 | Cash donation to be used for the I-Ready Program at Legacy Elementary. |
| 10/8/2014 | Brian & Karen Smallwood | 4,729.00 | 408 | | | Donation of a 2003 Chevrolet Trailblazer to be used in the Auto Mechanics Program at the Career Development Center. |
| 10/9/2014 | Fall River Communications Council (FRCC) PTO | 52.21 | 144 | P | 52 | Cash donation to be used for vision/hearing screenings at Fall River Elementary. |
| 10/9/2014 | Longmont High Education Foundation | 6,907.01 | 312 | P | 6907 | Cash donation to be used to support the MESA Program at Longmont High School. |
| 10/10/2014 | Ron Ballard | 1,300.00 | 408 | | | Donation of a 2004 Chevrolet Malibu to be used in the Auto Mechanics Program at the Career Development Center. |
| 10/10/2014 | Sunset PAC | 200.00 | 215 | P | 200 | Cash donation to be used to support the students in Orchestra at Sunset Middle School. |
| 10/10/2014 | Sunset PAC | 1,079.82 | 215 | P | 1080 | Cash donation to be used to purchase wireless keyboards for student iPads at Sunset Middle School. |
| 10/10/2014 | Sunset PAC | 1,538.50 | 215 | P | 1539 | Cash donation to be used to cover cost of broken wall ceiling screens in classrooms at Sunset Middle School |
| 10/10/2014 | Longmont High Booster Club | 300.00 | 220 | | | Cash donation to be used for the Music Department at Westview Middle School. |
| 10/11/2014 | Niwot High Education Foundation | 15,840.05 | 309 | | | Cash donation to be used for the purchase of an electronic outside sign at Niwot High School. |
| 10/14/2014 | JoAnn & Terry Menebroker | 100.00 | 221 | | | Cash donation to be used to support the Band Program at Coal Ridge Middle School. |
| 10/15/2014 | Sally Soule | 20.00 | 147 | | | Cash donation to be used for a birthday book donation at Blue Mtn. Elementary. |
| 10/15/2014 | Michael Keast | 100.00 | 215 | | | Cash donation to be used to support the students at Sunset Middle School. |
| 10/15/2014 | Lisa Stevens | 40.00 | 221 | | | Cash donation to be used to support the Band Program at Coal Ridge Middle School. |
| 10/15/2014 | David Wood | 45.00 | 221 | | | Cash donation to be used to support the Band Program at Coal Ridge Middle School. |
| 10/15/2014 | Sabrine Carter | 15.00 | 221 | | | Cash donation to be used to support the Band Program at Coal Ridge Middle School. |
| 10/16/2014 | Lefthand Grange #9 | 75.00 | 123 | | | Donation of 66 student dictionaries to be used by 3rd Grade students at Central Elementary. |
| 10/16/2014 | Lisa Bane | 15.00 | 147 | | | Cash donation to be used for a birthday book donation at Blue Mtn. Elementary. |

St. Vrain Valley School District RE-1J

| 2014-15 PUBLIC GIFTS TO THE SCHOOLS | | | | | | |
|-----------------------------------------------------|------------------------------------------------|-----------|-----|-----|---------|------------------------------------------------------------------------------------------------------------------------------|
| Reported between July 1, 2014 and December 31, 2014 | | | | | | |
| DATE OF GIFT | DONOR | AMT/VALUE | LOC | PTO | PTO AMT | DESCRIPTION |
| 10/16/2014 | Sweet Escape Pastries, LLC | 300.00 | 220 | | | Donation of various pastries for student fundraiser at Westview Middle School. |
| 10/16/2014 | Sharon Omer | 300.00 | 220 | | | Donation of a guitar to be used in the Band Department at Westview Middle School. |
| 10/16/2014 | Teresa Colwell | 100.00 | 220 | | | Cash donation to be used for student activities at Westview Middle School. |
| 10/16/2014 | The Estes Institute, Inc. | 500.00 | 220 | | | Cash donation to be used for the STEM Academy Project at Westview Middle School. |
| 10/16/2014 | Willow Farms, Inc. | 100.00 | 220 | | | Cash donation to be used for student activities at Westview Middle School. |
| 10/17/2014 | St. Vrain Education Foundation | 193.05 | 147 | | | Cash donation to be used for the purchase of Barebook for 2nd Grade students at Blue Mtn. Elementary. |
| 10/20/2014 | Bruce Judd | 425.00 | 216 | | | Donation of programs for the Colorado Shakespeare Festival for 7th Grade students at Longs Peak. |
| 10/20/2014 | St. Vrain Education Foundation | 250.00 | 318 | | | Cash donation to be used to purchase a Chromebook for use at Frederick High School. |
| 10/20/2014 | St. Vrain Education Foundation | 338.00 | 318 | | | Cash donation to be used for the purchase of supplies and competition fees for the Robotics Team at Frederick High. |
| 10/22/2014 | PASS (Parent's Assoc. for Sanborn Students) | 250.00 | 140 | P | 250 | Cash donation to be used for the Ameritowne field trip for 5th Grade students at Sanborn Elementary. |
| 10/23/2014 | Cara Cooper | 100.00 | 221 | | | Cash donation to be used for the Music Department at Coal Ridge Middle School. |
| 10/23/2014 | HGST, Western Digital Company | 124.99 | 220 | | | Cash donation to be used for student activities for the 7th Grade Silver Team at Westview Middle School. |
| 10/23/2014 | Alexis Zumwalt | 50.00 | 311 | | | Cash donation to be used to help cover student-related activities at Erie High School. |
| 10/24/2014 | Terry Olkin | 5,000.00 | 408 | | | Cash donation to be used by the Up-A-Creek Robotics Team at the Career Development Center. |
| 10/24/2014 | PASS (Parent's Assoc. for Sanborn Students) | 3,350.00 | 140 | P | 3350 | Cash donation to be used to pay the salary for a Recess Para at Sanborn Elementary. |
| 10/27/2014 | PASS (Parent's Assoc. for Sanborn Students) | 200.00 | 140 | P | 200 | Cash donation to be used to purchase prizes for the Positive Behavior Support for students at Sanborn Elementary. |
| 10/28/2014 | Stephanie Burris | 88.00 | 142 | | | Donation of 22 children's books for use in the classrooms and library at Eagle Crest Elementary. |
| 10/28/2014 | Coco Michelle, Inc. | 1,097.00 | 408 | | | Donation of nail products to be used in the Cosmetology Program at the Career Development Center. |
| 10/28/2014 | St. Vrain Education Foundation | 700.00 | 133 | | | Cash donation to be used for the purchase of English/Spanish books to support the STEM Program at Northridge Elementary. |
| 10/28/2014 | St. Vrain Education Foundation | 715.00 | 133 | | | Cash donation to be used for the purchase of common core standards and math manipulatives for Northridge Elementary. |
| 10/28/2014 | St. Vrain Education Foundation | 1,950.00 | 133 | | | Cash donation to be used for Integrating Technology in Art at Northridge Elementary. |
| 10/28/2014 | St. Vrain Education Foundation | 325.00 | 136 | | | Cash donation to be used for the purchase of iPad mini for use in Alysa Spicer's class at Longmont Estates Elementary. |
| 10/28/2014 | St. Vrain Education Foundation | 325.00 | 136 | | | Cash donation to be used for the purchase of iPad mini for use in Courtney Sakalosky's class at Longmont Estates Elementary. |
| 10/28/2014 | St. Vrain Education Foundation | 325.00 | 136 | | | Cash donation to be used for the Young Ameritowne funding for Jessica Shaffer's class at Longmont Estates Elementary. |
| 10/28/2014 | St. Vrain Education Foundation | 1,149.00 | 136 | | | Cash donation to be used for the purchase of iPad Mini's at Longmont Estates Elementary. |
| 10/29/2014 | Steve Tocco | 45.16 | 149 | | | Donation of supplies for a Halloween classroom party at Eagle Crest Elementary. |
| 10/30/2014 | David Blankenbeckler | 120.00 | 309 | | | Cash donation to be used for student activities at Niwot High School. |
| 10/30/2014 | St. Vrain Education Foundation | 877.00 | 220 | | | Cash donation to be used for the "Spark Fun Inventor's Kits" for 8th Grade students at Westview Middle School. |
| 10/31/2014 | Fall River Communications Council (FRCC) PTO | 561.13 | 144 | P | 561 | Cash donation to be used for transportation for kindergarten field trips at Fall River Elementary. |
| 10/31/2014 | Longmont Ford | 350.00 | 305 | | | Cash donation to be used for the purchase of CMAS snacks for students at Mead High School. |
| 10/31/2014 | St. Vrain Education Foundation | 530.00 | 147 | | | Cash donation to be used for the 5th Grade Ameritowne Field Trip for students at Blue Mtn. Elementary. |
| 10/31/2014 | Miranda Baze | 15.00 | 147 | | | Cash donation to be used for a birthday book donation at Blue Mtn. Elementary. |
| 10/31/2014 | Blue Mountain PTO | 187.50 | 147 | P | 188 | Cash donation to be used for the growing gardens presentation to 1st Grade students at Blue Mtn. Elementary. |
| 10/31/2014 | Blue Mountain PTO | 134.40 | 147 | P | 134 | Cash donation to be used for math tiles for 2nd Grade students at Blue Mtn. Elementary. |
| 10/31/2014 | Orbotix, Inc. | 1,198.00 | 408 | | | Donation of two educator packs to be used to support the students attending the Innovation Center. |
| 10/31/2014 | Eagle Crest PTO | 440.00 | 142 | P | 440 | Cash donation to be used for two membership and conference admissions for literacy and ELL teachers at Eagle Crest. |
| 10/31/2014 | Sharron Szabo | 200.00 | 149 | | | Cash donation to be used for students in need at Red Hawk Elementary. |
| 10/31/2014 | NEON (National Ecological Observatory Network) | 14,350.00 | 408 | | | Donation of assorted laptops and equipment to be used for Robotics at the Career Development Center. |
| 11/3/2014 | Barbara Houlik | 350.00 | 408 | | | Donation of a Laptop MacBook Pro and an iMac for student training on Mac Computers at the Innovation Center at CDC. |
| 11/4/2014 | Niwot Elementary PTAC | 744.97 | 131 | P | 745 | Cash donation to be used for various programs/classes at Niwot Elementary School. |
| 11/4/2014 | Three Margaritas | 425.00 | 305 | | | Donation of 170 breakfast burritos for CMAS test snacks for students at Mead High School. |
| 11/5/2014 | CDPierce Companies, LLC | 1,195.00 | 128 | | | Cash donation to be used for the purchase of iPad Mini's to be used in the 1st Grade classroom at Lyons Elementary. |
| 11/5/2014 | Mertz Family Dentistry | 360.00 | 147 | | | Cash donation to be used for the candy buy-back donation at Blue Mtn. Elementary. |
| 11/5/2014 | Blue Mountain PTO | 215.00 | 147 | P | 215 | Cash donation to be used for vision and hearing food and funding for projects at Blue Mtn. Elementary. |
| 11/5/2014 | Johnson's Corner | 491.00 | 305 | | | Donation of 170 cinnamon rolls for CMAS test snacks for students at Mead High School. |
| 11/6/2014 | Red Elephant Enterprises | 51.50 | 220 | | | Cash donation to be used for the Vocal Music Department at Westview Middle School. |
| 11/6/2014 | McDonald's c/o Aspen Food Services | 125.00 | 305 | | | Donation of 170 packages of apple slices for CMAS test snacks for students at Mead High School. |
| 11/7/2014 | Hawk Signs | 427.00 | 310 | | | Donation of two banners to promote the Fall Musical at Skyline High School. |
| 11/7/2014 | Brad DeSwark & Mary Wickersham | 200.00 | 123 | | | Cash donation to be used to help with expenses for the 5th Grade ski trip for students at Central Elementary. |
| 11/7/2014 | King Soopers/Firestone | 17.97 | 305 | | | Donation of three dozen donuts for CMAS test snacks for students at Mead High School. |
| 11/10/2014 | Lisa Becker | 30.00 | 123 | | | Donation of a case of copy paper for use at Central Elementary School. |
| 11/10/2014 | Shari Kalm | 100.00 | 215 | | | Cash donation to be used for the library at Sunset Middle School. |
| 11/10/2014 | Rotary Club of Mead/Interact | 100.00 | 305 | | | Cash donation to be used for CMAS test day snacks for students at Mead High School. |
| 11/10/2014 | Rotary Club of Mead | 100.00 | 305 | | | Cash donation to be used for CMAS test day snacks for students at Mead High School. |

St. Vrain Valley School District RE-1J

| 2014-15 PUBLIC GIFTS TO THE SCHOOLS | | | | | | |
|-----------------------------------------------------|------------------------------------------------|----------------------|-----|-----|---------|----------------------------------------------------------------------------------------------------------------------|
| Reported between July 1, 2014 and December 31, 2014 | | | | | | |
| DATE OF GIFT | DONOR | AMT/VALUE | LOC | PTO | PTO AMT | DESCRIPTION |
| 11/10/2014 | Ann Volz | 300.00 | 146 | | | Cash donation to be used for the Music Program at Black Rock Elementary. |
| 11/17/2014 | Dental Horizons | 400.00 | 142 | | | Cash proceeds from the Halloween Candy Buy-Back Contest to be used for student activities at Eagle Crest Elementary. |
| 11/17/2014 | Ralph Kuzawa | 39.00 | 149 | | | Cash donation to be used in the Music Program at Red Hawk Elementary School. |
| 11/18/2014 | Mr. & Mrs. Christopher Joseph | 50.00 | 149 | | | Cash donation to be used in the Music Program at Red Hawk Elementary School. |
| 11/18/2014 | Tori Hollis | 105.00 | 311 | | | Cash donation to be used for the Choir Program at Erie High School. |
| 11/18/2014 | N30 Pharmaceuticals | 330.70 | 221 | | | Donation of gloves and pipets to be used in the science classrooms at Coal Ridge Middle School. |
| 11/19/2014 | St. Vrain Education Foundation | 1,465.00 | 312 | | | Cash donation to be used to support curriculum and technology at Longmont High School. |
| 11/20/2014 | Flatiron Construction Corp. | 720.00 | 126 | | | Donation of 24 Build Up! Kits for the STEM unit at Spark! Discovery Preschool. |
| 11/21/2014 | Lyons Community Foundation | 750.00 | 513 | | | Cash donation to be used to support the MESA Program at Lyons Middle/Senior High. |
| 11/21/2014 | Lyons Booster Club | 2,930.57 | 513 | P | 2931 | Cash donation to be used to support various programs/classes at Lyons Middle/Senior High. |
| 12/1/2014 | Mark & Breanda Kien | 150.00 | 220 | | | Cash donation to be used for student activities at Westview Middle School. |
| 12/1/2014 | Srinivas Kairam Konda & Padmavathi Adepu | 30.00 | 254 | | | Cash donation to be used to support the Jazz Band Program at Altona Middle School. |
| 12/1/2014 | Michael & Cheryl O'Layo | 15.00 | 220 | | | Cash donation to be used for student activities at Westview Middle School. |
| 12/1/2014 | Palmira Avina | 10.00 | 220 | | | Cash donation to be used for student activities at Westview Middle School. |
| 12/1/2014 | Michael Avina | 100.00 | 220 | | | Cash donation to be used for student activities at Westview Middle School. |
| 12/1/2014 | D. E. Klish | 25.00 | 220 | | | Cash donation to be used for student activities at Westview Middle School. |
| 12/1/2014 | James & Cheryl Graba | 75.00 | 220 | | | Cash donation to be used for student activities at Westview Middle School. |
| 12/1/2014 | Phyllis & Norman Oling | 15.00 | 220 | | | Cash donation to be used for student activities at Westview Middle School. |
| 12/1/2014 | Russell & Mary Clemmons | 15.00 | 220 | | | Cash donation to be used for student activities at Westview Middle School. |
| 12/1/2014 | Robert J. Ahern, DDS | 80.00 | 220 | | | Cash donation to be used for student activities at Westview Middle School. |
| 12/1/2014 | Scott & Kathy Bergren | 24.00 | 220 | | | Cash donation to be used for student activities at Westview Middle School. |
| 12/1/2014 | Alpine Martial Arts | 12.00 | 220 | | | Cash donation to be used for student activities at Westview Middle School. |
| 12/1/2014 | Donn Alan Cook | 12.00 | 220 | | | Cash donation to be used for student activities at Westview Middle School. |
| 12/1/2014 | Peggy Avina & John Charley | 100.00 | 220 | | | Cash donation to be used for student activities at Westview Middle School. |
| 12/1/2014 | Richard & Debbie Schubert | 15.00 | 220 | | | Cash donation to be used for student activities at Westview Middle School. |
| 12/2/2014 | Christopher & Michelle Edwards | 100.00 | 146 | | | Cash donation to be used for the purchase of ukuleles for the music classroom at Black Rock Elementary. |
| 12/9/2014 | Fall River Communications Council (FRCC) PTO | 2,200.00 | 144 | P | 2200 | Cash donation to be used to pay for paraprofessional hours at Fall River Elementary. |
| 12/9/2014 | John Gordon | 107.00 | 126 | | | Donation of coffee for staff and food for staff lunches at Spark! Discovery Preschool. |
| 12/9/2014 | Amgen Foundation | 500.00 | 220 | | | Cash donation to be used for student activities at Westview Middle School. |
| 12/12/2014 | Ian & Janelle Thomas | 50.00 | 221 | | | Cash donation to be used for student activities at Coal Ridge Middle School. |
| | | | | | | |
| | Total Gifts Reported 10/1/14 - 12/31/14 | \$ 222,992.75 | | | | |
| | Parent Group Donations | \$ 106,837.90 | | | | |
| | | | | | | |
| | | | | | | |
| | Total Gifts Reported 1/1/15 - 3/31/15 | \$ - | | | | |
| | Parent Group Donations | \$ - | | | | |
| | | | | | | |
| | | | | | | |
| | Total Gifts Reported 4/1/15 - 6/30/15 | \$ - | | | | |
| | Parent Group Donations | \$ - | | | | |
| | | | | | | |
| | | | | | | |
| | TOTAL GIFTS 2014-2015 | \$ 385,248.96 | | | | |
| | TOTAL PARENT GROUP DONATIONS | \$ 122,211.53 | | | | |

St. Vrain Valley School District RE-1J

| 2014-15 PUBLIC GIFTS TO THE SCHOOLS | | | |
|-----------------------------------------------------|----------------------|----------------------|----------------------|
| Reported between July 1, 2014 and December 31, 2014 | | | |
| | | | |
| School | General Gifts | Parent Group Gifts | Total Gifts |
| Burlington | \$ 200.00 | \$ - | \$ 200.00 |
| Central | 1,404.23 | 150.00 | 1,554.23 |
| Columbine | 1,030.20 | - | 1,030.20 |
| Erie Elementary | - | - | - |
| Spark! Discovery Preschool | 912.00 | - | 912.00 |
| Hygiene | - | 592.73 | 592.73 |
| Lyons Elementary | 1,325.00 | 10,568.38 | 11,893.38 |
| Mead Elementary | - | - | - |
| Mountain View | - | - | - |
| Niwot Elementary | 20.00 | 2,431.27 | 2,451.27 |
| Northridge | 8,515.00 | - | 8,515.00 |
| Longmont Estates | 3,874.00 | - | 3,874.00 |
| Rocky Mountain | - | - | - |
| Indian Peaks | - | - | - |
| Legacy | - | 9,420.74 | 9,420.74 |
| Sanborn | - | 3,800.00 | 3,800.00 |
| Alpine | - | - | - |
| Eagle Crest | 1,788.00 | 440.00 | 2,228.00 |
| Prairie Ridge | - | - | - |
| Fall River | - | 5,293.71 | 5,293.71 |
| Black Rock | 5,400.00 | 65,476.89 | 70,876.89 |
| Blue Mountain | 1,133.05 | 586.90 | 1,719.95 |
| Centennial | - | 10,795.01 | 10,795.01 |
| Red Hawk | 1,749.51 | - | 1,749.51 |
| Sunset | 3,140.00 | 2,818.32 | 5,958.32 |
| Longs Peak | 425.00 | - | 425.00 |
| Timberline K-8 | - | - | - |
| Mead Middle | 600.00 | - | 600.00 |
| Westview | 4,411.55 | - | 4,411.55 |
| Coal Ridge | 980.70 | - | 980.70 |
| Trail Ridge | - | - | - |
| Erie Middle | - | - | - |
| Altona | 10,672.00 | - | 10,672.00 |
| Olde Columbine | - | - | - |
| Mead High | 3,208.97 | - | 3,208.97 |
| Niwot High | 27,782.22 | - | 27,782.22 |
| Skyline | 1,777.00 | - | 1,777.00 |
| Erie High | 205.00 | - | 205.00 |
| Longmont High | 2,830.00 | 6,907.01 | 9,737.01 |
| Silver Creek | 150.00 | - | 150.00 |
| Frederick High | 588.00 | - | 588.00 |
| CDC | 39,193.00 | - | 39,193.00 |
| Lyons Middle Senior | 1,750.00 | 2,930.57 | 4,680.57 |
| Thunder Valley | - | - | - |
| All Other Departments | 137,973.00 | - | 137,973.00 |
| | \$ 263,037.43 | \$ 122,211.53 | \$ 385,248.96 |

January 14, 2015
Terminations Leaves of Absence

7.1

| EFFECTIVE | NAME | POSITION/LOCATION | FMLA | NON-FMLA | PERSONAL | EXTENDED | RESIGNED | RETIRED | COMMENTS |
|------------|----------------------------------------------|--------------------------------------------------|------|----------|----------|----------|----------|---------|-------------------------------|
| | ADMINISTRATIVE/PROFESSIONAL/TECHNICAL | | | | | | | | |
| 12/5/2014 | Sylvester, Jeffrey | Public/Community Relations/ Info Services | | | | | X | | |
| | | | | | | | | | |
| | LICENSED | | | | | | | | |
| 11/3/2014 | Brungardt, Karen | Teacher, Fifth Grade /Alpine ES | X | | | | | | |
| 12/5/2014 | Hosseini, Alice | Teacher, Fourth Grade / Erie ES | X | | | | | | |
| 11/24/2014 | Lawless, Megan | Teacher, Vocal Music / Mead MS | X | | | | | | |
| 5/22/2015 | Lienert, Patricia | Teacher, Math / Erie MS | | | | | | X | 21 Years |
| 1/5/2015 | Milner, Emperatriz | Teacher, Third Grade Bilingual / Timberline PK-8 | | | | | X | | |
| 1/2/2015 | Nappe, Joanne | Teacher, Second Grade/ Fall River ES | X | | | | | | |
| 1/2/2015 | Packard, Karen | Teacher, Math / Sunset MS | X | | | | | | |
| 11/24/2014 | Pagano, Caitlin | Teacher, First Grade / Red Hawk ES | | | | X | | | |
| 12/19/2014 | Schrauf, Laurie | Teacher, Special Education / Red Hawk ES | | | | | X | | |
| 11/20/2014 | Schultz, Carol | Teacher, First Grade / Longmont Estates ES | X | | | | | | |
| 12/19/2014 | Stafford, James | Teacher, Seventh Grade / Thunder Valley K-8 | | | | | X | | |
| 12/19/2014 | Stall, Beth | Teacher, Social Studies / Lyons Middle/Senior | X | | | X | | | |
| 10/25/2014 | Stotz, Natalie | Teacher, Math / Skyline HS | X | | | | | | |
| 11/6/2014 | Volinsky, Eden | Teacher, Preschool / Spark Discovery Preschool | | | | X | | | |
| 11/17/2014 | Warne, Robin | Teacher, Preschool & ECSE / Mountain View ES | X | | | | | | |
| | | | | | | | | | |
| | CLASSIFIED | | | | | | | | |
| 12/19/2014 | Burns, Timothy | Accompanist / Niwot HS | | | | | X | | |
| 10/23/2014 | Derr, Nethelda | Custodian / Custodial Services | X | | | | | | |
| 11/24/2014 | Dotson, Kelly | Secretary / Student Services | X | | | | | | |
| 12/18/2014 | Grimm, Charles | Custodian / Custodial Services | | | | | X | | |
| 12/12/2014 | Lawyer, Daryl | Bus Driver / Transportation | | | | | X | | |
| 10/29/2014 | Lenhardt, James | Warehouse Driver / Warehouse | X | | | | | | |
| 12/30/2014 | Lewis, Debra | Campus Supervisor / Longs Peak MS | | | | | | X | |
| 12/1/2014 | Marquez, Diane | Bus Driver / Transportation | | | | | | | Job Abandonment |
| 12/10/2014 | Neals, Doressa | Nutrition Services Worker / Erie HS | | | | | X | | |
| 12/8/2014 | Pash, G Christine | Group Leader, Child Care / Burlington ES | | | | | X | | |
| 11/17/2014 | Petzold, Amanda | Enrichment Coordinator / Legacy ES | X | | | | | | |
| 12/19/2014 | Rebolo, Kristle | Paraeducator, SE / Silver Creek HS | | | | | X | | |
| 12/16/2014 | Ruiz, Maria | Paraeducator, PS / Indian Peaks ES | | | | | X | | |
| 11/21/2014 | Schrader, Jamie | Paraeducator, SE / Skyline HS | | | | | | | Administrative Recommendation |
| 12/3/2014 | Seewald, Larissa | Child Care Director / Community Schools | | X | | | | | |
| 12/8/2014 | Sites, Billie | Paraeducator, ECSE / Northridge ES | | | | | X | | |
| 11/11/2014 | Stewart, Lavonne | Registrar / Skyline HS | X | | | | | | |
| 12/15/2014 | Ward, Phyllis | Nutrition Services Worker / Longmont HS | | | | | | X | 8 years |

*Will work a 110 Day Contract for 2014-15

January 14, 2015
Terminations Leaves of Absence

7.1

[illegible]

*Will work a 110 Day Contract for 2014-15

7.2

[illegible]

MEMORANDUM

DATE: January 14, 2015
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Approval of Board of Education Meeting Minutes

RECOMMENDATION

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

BACKGROUND

The Board will be asked to approve the minutes of the December 10, 2014 Regular Meeting, and the December 17, 2014 Study Session.

MEMORANDUM

DATE: January 14, 2015

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Designated Posting Locations for Notice of 2015 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 2015 calendar year:

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

BACKGROUND

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

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

MEMORANDUM

DATE: January 14, 2015

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: First Reading, Repeal of Board Policy JJID – Student Physicals for Student Athletics; and Board Exhibit JJJ-E – Extracurricular Activity Eligibility

RECOMMENDATION

That the Board of Education approve the repeal of Board Policy JJID – Student Physicals for Student Athletics; and Board Exhibit JJJ-E – Extracurricular Activity Eligibility.

BACKGROUND

The Board Policy Review Committee recommends repeal of Board Policy JJID – Student Physicals for Student Athletics because it is duplicative of CHSSA student physical requirements and references outdated availability of free student physicals.

The Board Policy Review Committee also recommends repeal of Board Exhibit JJJ-E – Extracurricular Activity Eligibility because the form is duplicative of CHSAA requirements and administrative in nature; therefore, not necessary to be included in the Board policy manual.

Student Physicals for School Athletics

Student athletes shall be required to have physicals each year before participating in secondary school athletic programs.

High school athletes may take advantage of free physicals given at no charge by volunteer local physicians. The district shall work cooperatively with volunteer physicians in an attempt to provide free physicals to athletes participating in inter-scholastic sports. Free physicals shall be scheduled each summer prior to the opening of school.

Adopted February 8, 1984
Revised August 13, 1986
Reviewed May 11, 2005

EXTRACURRICULAR ACTIVITY ELIGIBILITY

Outside Competition/Practice (CHSAA Article 21)

As principal of _____ high school _____ has my permission to compete/practice in outside competition with the following stipulations:

1. Your high school interscholastic activity practices and competitions will take priority over any outside competition practices or competitions.
2. Your failure to meet normal expectations surrounding attendance at your high school interscholastic activity practices or competitions (including scrimmages) because of involvement in outside competition practices or competitions may result in your suspension or dismissal from your high school interscholastic activity.

(PRINCIPAL)

(DATE)

(STUDENT)

(DATE)

(PARENT/GUARDIAN)

(DATE)

Revised September 14, 2005

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

MEMORANDUM

DATE: January 14, 2015
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Approval of Contract Award – Portable Classrooms Bid #2015-028

RECOMMENDATION

That the Board of Education approve the contract award for the Portable Classrooms Bid #2015-028 to Satellite Shelters, Inc., for as many as five portable classroom units for \$96,692 per portable unit for a total amount not-to-exceed \$483,460, and further authorize Brian Lamer, Assistant Superintendent of Operations, to sign contract documents and initiate scope changes up to the approved amounts in accordance with Board of Education Policy FEH, Supervision of Construction.

BACKGROUND

The number of portable classrooms purchased will be determined by District growth and building needs. Funding for the Portable Classrooms bid is included in the 2015 Capital Reserve budget.

Bids were received and opened on December 18, 2014 with the attached bid results.

| | Advanced Modular Space | American Portable Buildings | Aries Building Systems LLC |
|-----------------------------|------------------------|-----------------------------|----------------------------|
| Noncollusion Affidavit | Y | Y | Y |
| Immigrant Worker Regulation | Y | Y | Y |
| Insurance | Y | Y | Y |
| Signed Bid | Y | Y | Y |
| Addendum #1 | Y | Y | Y |
| Addendum #2 | Y | Y | Y |
| Addendum #3 | Y | Y | Y |

| Qty | UOM | Price | Total Price | Price | Total Price | Price | Total Price |
|-----|-----|---------------|---------------|---------------|---------------|---------------|---------------|
| 1 | EA | \$ 122,241.00 | \$ 122,241.00 | \$ 110,830.00 | \$ 110,830.00 | \$ 117,837.00 | \$ 117,837.00 |
| 2 | EA | \$ 121,630.00 | \$ 243,260.00 | \$ 109,537.00 | \$ 219,074.00 | \$ 117,168.00 | \$ 234,336.00 |
| 3 | EA | \$ 121,022.00 | \$ 363,066.00 | \$ 108,955.00 | \$ 326,865.00 | \$ 117,103.00 | \$ 351,309.00 |
| 4 | EA | \$ 120,417.00 | \$ 481,668.00 | \$ 108,351.00 | \$ 433,404.00 | \$ 117,022.00 | \$ 468,088.00 |
| 5 | EA | \$ 119,815.00 | \$ 599,075.00 | \$ 107,628.00 | \$ 538,140.00 | \$ 116,974.00 | \$ 584,870.00 |

| | Eagle Creek Modular Solutions | Satellite Shelters |
|-----------------------------|-------------------------------|--------------------|
| Noncollusion Affidavit | Y | Y |
| Immigrant Worker Regulation | Y | Y |
| Insurance | Y | Y |
| Signed Bid | Y | Y |
| Addendum #1 | Y | Y |
| Addendum #2 | Y | Y |
| Addendum #3 | Y | Y |

| Qty | UOM | Price | Total Price | Price | Total Price |
|-----|-----|---------------|---------------|--------------|---------------|
| 1 | EA | \$ 102,552.00 | \$ 102,552.00 | \$ 96,692.00 | \$ 96,692.00 |
| 2 | EA | \$ 102,552.00 | \$ 205,104.00 | \$ 96,692.00 | \$ 193,384.00 |
| 3 | EA | \$ 102,552.00 | \$ 307,656.00 | \$ 96,692.00 | \$ 290,076.00 |
| 4 | EA | \$ 102,552.00 | \$ 410,208.00 | \$ 96,692.00 | \$ 386,768.00 |
| 5 | EA | \$ 102,552.00 | \$ 512,760.00 | \$ 96,692.00 | \$ 483,460.00 |

MEMORANDUM

DATE: January 14, 2015

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Construction Manager/General Contractor (CMGC) for
Columbine Elementary School Renovation Project

RECOMMENDATION

That the Board of Education authorize the administration to enter into contract negotiations with Golden Triangle Construction, Inc., for Construction Manager/General Contractor (CMGC) services for the Columbine Elementary School Renovation Project for a contract amount not-to-exceed \$975,000 which includes a 10% contingency. Further, that the Board authorize Brian Lamer, Assistant Superintendent of Operations, to sign contract documents and initiate scope changes in accordance with Board of Education policy.

BACKGROUND

The CMGC review committee received and reviewed responses to RFQ 2008-007 "Construction Manager/General Contractor for Remodels/Additions." Golden Triangle Construction, Inc., was selected as the most qualified for the project.

The project will provide ceiling mounted projectors with voice amplification in each classroom, door hardware upgrades, replacement of select interior/exterior finishes, deferred mechanical and electrical equipment replacement, and miscellaneous site upgrades.

Funding for the project is available in the 2008 Bond program.

MEMORANDUM

DATE: January 14, 2015

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Adoption of Resolution Proclaiming January 2015 as Board of Education Recognition Month

RECOMMENDATION

That the Board of Education adopt a resolution proclaiming January 2015 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 2015 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 2015 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 14, 2015
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Adoptions of School Priority Improvement Unified Improvement Plans (UIPs)

RECOMMENDATION

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

BACKGROUND

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

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

The deadline for adoption is January 15, 2015.

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

Colorado's Unified Improvement Plan for Alternative Education Campuses for 2014-15

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

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2013-14. For federal accountability, Alternative Education Campuses (AECs) may be accountable to certain requirements as Title I, Focus, or TIG schools. For state accountability, AECs have a modified state AEC SPF report that uses AEC norms to focus on the key performance indicators of Achievement, Growth, Student Engagement and Postsecondary and Workforce Readiness. Where there are required state measures, these are noted below, but AECs may also have optional supplemental measures. AECs will need to complete the table to reflect their results on any optional supplemental measures. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

| Student Performance Measures for State and Federal Accountability | | | | | | | | | | |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------------|----|--------|------|------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Performance Indicators | | Measures/ Metrics | 2013-14 Federal and State Expectations | | | | 2013-14 School Results | | | Meets Expectations? |
| Academic Achievement (Status) | State Required Measure TCAP, CoAlt/ , Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is at/above the 60 th percentile for AECs. | R | Elem | MS | HS | Elem | MS | HS | Overall AEC Rating for Academic Achievement: Approaching * Consult your AEC School Performance Framework for the ratings for each content area at each level. | |
| | | | - | - | 35.40% | - | - | 36.36% | | |
| | | M | - | - | 4.40% | - | - | 8.70% | | |
| | | W | - | - | 14.60% | - | - | 9.09% | | |
| | Supplemental Measures: Description: Required if TCAP data are not available for the school. Galileo: Description: the percent of students increasing at least one grade level was: Expectation: below 90 percent but at or above 60 percent of students | R | Elem | MS | HS | Elem | MS | HS | | |
| | | | - | - | 60.0% | - | - | 59.0% | | |
| | | M | - | - | 60.0% | - | - | 3.6% | | |
| | | W | - | - | - | - | - | - | | |
| | | | S | - | - | - | - | - | | - |

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

| Performance Indicators | Measures/ Metrics | 2013-14 Federal and State Expectations | | | | 2013-14 School Results | | | Meets Expectations? |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------|----|-------|------------------------|----|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic Growth | State Required Measure: Median Student Growth Percentile (MGP) Description: Growth in TCAP for reading, writing and math. Expectation: Median Student Growth Percentile (MGP) at/above the 60 th percentile for AECs. | R | Elem | MS | HS | Elem | MS | HS | Overall AEC Rating for Academic Growth: Approaching * Consult your AEC School Performance Framework for the ratings for each content area at each level. |
| | | | - | - | 46.8 | - | - | 20 | |
| | | M | - | - | 42.0 | - | - | 25 | |
| | | | W | - | - | 43.4 | - | - | |
| | Supplemental Measures: Description: Required if TCAP data are not available for the school. Galileo: Description: the percent of students achieving their target growth was: Expectation: below 90 percent but at or above 60 percent of students | R | Elem | MS | HS | Elem | MS | HS | |
| | | | - | - | 60.0% | - | - | 83.6% | |
| | | M | - | - | 60.0% | - | - | 59.0% | |
| | | | S | - | - | - | - | - | |
| | | ELP | | | - | | | - | |

School Code: 6498

School Name: OLDE COLUMBINE HIGH SCHOOL

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

| Performance Indicators | Measures/ Metrics | 2013-14 Federal and State Expectations | 2013-14 School Results | Meets Expectations? | |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student Engagement | State Required Measure: Average Daily Attendance Description: Total days attended out of total days possible to attend. Expectation: At/above the 60 th percentile of all AECs. | 86.46% | 79.66% | Overall AEC Rating for Growth Gaps: Approaching * Consult your AEC School Performance Framework for the ratings for each measure. | |
| | State Required Measure: Truancy Rate Description: Total days unexcused absent out of total days possible to attend. Expectation: At/above the 60 th percentile of all AECs. | 7.69% | 11.53% | | |
| Postsecondary & Workforce Readiness | State Required Measure: Completion Rate Description: % of students completing. Expectation: At/above the 60 th percentile of all AECs using 4-year, 5-year, 6-year or 7-year completion rate. | 55.8% | 68.8% completing using the 7 year rate | Meets | Overall AEC Rating for Postsecondary & Workforce Readiness: Approaching * Consult your AEC School Performance Framework for the ratings for each measure. |
| | State Required Measure: Dropout Rate Description: % of students dropping out. Expectation: At/below the 60 th percentile of all AECs (baseline of 2009-10). | 11.3% | 17.8% | Does Not Meet | |
| | State Required Measure: ACT Composite Score Description: Mean ACT composite score. Expectation: At/above the 60 th percentile of all AECs (baseline of 2009-10). | 15.5 | 15.3 | Approaching | |

Accountability Status and Requirements for Improvement Plan

| | | |
|----------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Summary of School Plan Timeline | October 15, 2014 | The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org. |
| | January 15, 2015 | The school UIP is due to CDE for review on January 15, 2015 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, 2015 | (All Schools) The UIP is due to CDE for public posting on April 15, 2015 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, student engagement, postsecondary and workforce readiness). | AEC: Priority Improvement Entering Year 1 as of July 1, 2014 | Schools with a Priority Improvement or Turnaround plan type must submit the plan to CDE for review by January 15, 2015. Schools with a Turnaround plan type assignment must complete the required addendum for Turnaround schools. Note the specialized requirements for Turnaround schools are 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 current TIG award and does not need to meet those additional requirements. |
| Diagnostic Review Grant | Title I competitive grant that includes a diagnostic review and/or improvement planning support. | Not awarded a current Diagnostic Review and Planning grant | This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements. |

School Code: 6498

School Name: OLDE COLUMBINE HIGH SCHOOL

| | | | |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------|
| School Improvement Support (SIS) Grant | Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan.. | Not a current SIS Grantee | This school has not received a current SIS grant and does not need to meet those additional requirements. |
| Colorado Graduation Pathways Program (CGP) | The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program. | Not a CGP Funded School | This school does not receive funding from the CGP Program and does not need to meet these additional program requirements. |

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? | N/a |
| Diagnostic Review, School Support Team or Expedited Review | Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when? | N/a |
| 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. | N/a |

Improvement Plan Information

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

- ☒ State Accreditation
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program (CGP)
 ☐ Diagnostic Review Grant
 ☐ School Improvement Support Grant
☐ Other: _____

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

| | | | |
|---|-----------------|----------------------------------------------------------------------|--------------------------------------------------------------------|
| 1 | Name and Title | Deniece Cook, Principal | |
| | Email | Cook_deniece@svvsd.org | |
| | Phone | 303-772-3333 | |
| | Mailing Address | 1200 South Sunset Street, Longmont, CO 80501 | |
| 2 | Name and Title | Tammy Coleman, Assistant Principal | Allen Golden, Assistant Principal |
| | Email | Coleman_tammy@svvsd.org | Golden_allen@svvsd.org |
| | Phone | 303-772-3333 | 303-772-3333 |

School Code: 6498

School Name: OLDE COLUMBINE HIGH SCHOOL

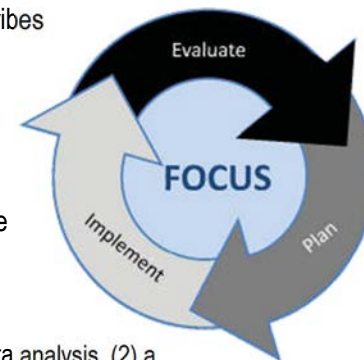
| | | | |
|--|-----------------|-------------------------------------------------|-------------------------------------------------|
| | Mailing Address | 1200 South Sunset Street, Longmont, CO 80501 | 1200 South Sunset Street, Longmont, CO 80501 |
|--|-----------------|-------------------------------------------------|-------------------------------------------------|

School Code: 6498

School Name: OLDE COLUMBINE HIGH SCHOOL

Section III: Narrative on Data Analysis and Root Cause Identification

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



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 AEC 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. |
| Narrative: Description of School Setting and Process for Data Analysis: <p>Olde Columbine High School is a small, alternative high school (Alternative Education Campus) in the St. Vrain Valley School District. The October count enrollment 5-year average is 105, with the highest number recorded this year at 128. The school is in its 5th year as a recognized Alternative Education Campus by the Colorado Department of Education. 97% of the total student population is defined as “At-Risk” and falls into at least one of the high-risk categories defined by CDE. Olde Columbine High School (OCHS) has a current minority population of 56 percent. 44 percent of students qualify for free/reduced lunches. Currently, 13% of students are on Individualized Education Plans (IEPs) and 1% is on a 504 plans. Additionally, 5% of the students are served with direct ELL services. The school's population is primarily (81%) upperclassmen (i.e. 11th and 12th grade). The distribution of male and female students is fairly even at 55% (male) and 45% (female.)</p> | | | | |

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The entire staff of Olde Columbine High School participated in the process for developing the UIP. The staff began with data driven dialogues as school started this year. The first step included a prediction of what the SPF would look like. The staff was focused on attendance to begin with, then in the second step, the data was explored and the staff identified annual ups and downs. From there, the staff developed general statements. The final step in the process involved the staff in a deep discussion of explanations and actions. The school accountability committee met on November 20th and also engaged in a data dialogue. Finally, the data and improvement plan was presented to parents & students as a part of the Family Night on Thursday, December 4th.

| Historical Demographic data | | 2012-2013 | 2013-14 | 2014-2015 |
|-----------------------------------|------------------------|-----------|---------|-----------|
| Ethnicity | Hispanic | 48% | 56% | 56% |
| | White,not Hispanic | 52% | 44% | 39% |
| Student Services | IEP | 12% | 6% | 13% |
| | 504 | | 4% | 4% |
| | ELL | 13% | 15% | 5% |
| Qualify for free/ reduced lunches | | 63% | 60% | 44% |
| GradeLevel Distribution | 9 th grade | 6% | 1% | 1% |
| | 10 th grade | 12% | 10% | 18% |
| | 11 th grade | 29% | 32% | 22% |
| | 12 th grade | 53% | 54% | 59% |
| Gender | Males | 44% | 53% | 55% |
| | Females | 56% | 47% | 45% |

Review Current Performance

Olde Columbine High School is currently rated as "Priority Improvement." The Data Driven Dialogue revealed that Olde Columbine showed a significant drop in overall Engagement and Post Secondary Workforce Readiness ratings. The focus then began with an extensive look at identifying trends and root causes using state and local disaggregated data. The attendance rate decreased from 86% to 79.4%. Simultaneously, the truancy rate increased by 3.83%. Both of these factors led to a drop in the overall SPF rating. ACT composite scores have remained fairly consistent over the last three years, while the completion rate fell by 8%. Galileo assessment scores (selected alternative measure) demonstrate the significant growth our students achieve in one year: 24% in Reading and 47% in Math. Reading TCAP Achievement showed an increase from 31% to 36% and a percentile change from 51 to 61. TCAP Math & Writing Achievement, however, both showed decreases. Because OCHS enrolls more upper classmen, TCAP scores are only representative of 11% of our total population.

Trend Analysis

Overall, Academic Achievement demonstrated a drop from 58% in the overall SPF to 50%. TCAP writing Proficient and Advanced dropped by 1%. TCAP Academic Growth also dropped specifically in Reading and Writing. (Again, it is important to note that only 11% of the total population was assessed through TCAP.) Galileo math achievement increased from 0% in 2012-2013 to 3.6% in 2013-2014. Growth areas include Galileo (selected alternative measure) & TCAP Reading. The overall Academic Growth rating remained constant at 40%. Student Engagement dropped from 50% to 37.5%. This area of the SPF includes attendance and truancy. Attendance has been trending down for the past three years from 88% in 2011-2012 to 79.4% in 2013-2014. The truancy rate has also increased from 7.0% in 2011-2012 to 11.53% in 2013-2014. The last area, Post-secondary Workforce Readiness includes Completion Rate, Dropout Rate and ACT Composite. Completion rates have been trending down for the past three years from 78.4% in 2011-2012 to 68.8% in 2013-2014. The dropout rate has increased from 11.6% in 2011-2012 to 17.8% in 2013-2014. ACT composite scores are demonstrating a trend up in Math, Reading and Science, but maintaining an overall composite of 15.4 for the past three years.

Priority Performance Challenges

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

- Math Achievement scores in Galileo continuously do not meet AEC cutpoints.

| Galileo | | | | |
|---------|-------------------------------------------------|-----|------------------------------------|----|
| Year | Achievement % achieving at or above proficiency | | Growth % achieving targeted growth | |
| 11-12 | Reading | 43 | Reading | 80 |
| | Math | 0 | Math | 61 |
| 12-13 | Reading | 16 | Reading | 37 |
| | Math | 5 | Math | 23 |
| 13-14 | Reading | 59 | Reading | 83 |
| | Math | 3.6 | Math | 51 |

- Attendance rates are trending down. The school rate of 79.66 is below the AEC cut point of “meets” by 6.8 points. The school’s percentile is 30.
- Truancy rates are trending up. The school’s rate of 11.53 is below the AEC cut point of “meets” by 3.84 points. The school’s percentile is 40.
- Completion rate is trending down. The school’s rate of 68.6 meets the AEC cut point and the percentile is 81. However, there was a drop of 8 points.
- ACT composite is trending flat. The school’s rate of 15.3 is a slight decrease from 15.6. The school’s percentile is 56.

| ACT Average Scores | | | | | | | | | | |
|--------------------|---------|-------|------|-------|---------|-------|---------|-------|-----------|-------|
| | English | | Math | | Reading | | Science | | Composite | |
| | OCHS | State | OCHS | State | OCHS | State | OCHS | State | OCHS | State |
| 2012 | 14.1 | 19.9 | 15.8 | 20.5 | 15.6 | 20.7 | 15.1 | 20.8 | 15.4 | 20.6 |
| 2013 | 14.0 | 19.4 | 16.0 | 20.1 | 15.7 | 20.4 | 15.2 | 20.1 | 15.4 | 20.1 |
| 2014 | 14.0 | 20.1 | 16.0 | 20.4 | 15.7 | 20.9 | 15.2 | 20.6 | 15.4 | 20.6 |

| Attendance Rate | | <p>Root Causes:</p> <ul style="list-style-type: none">• Lack of math needs.• Lack of• Lack of <p>students.</p> <ul style="list-style-type: none">• Lack of implementation of updated research-based engagement strategies for at-risk youth | | Completion Rate | Dropout Rate | Truancy Rate |
|-----------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------|--------------|--------------|
| Year | Rate | | | | | |
| 2010-2011 | 86.4 | | 2011-2012 | 78.4% | 11.6 | 7.0% |
| 2011-2012 | 88.1 | | 2012-2013 | 76.7% | 11.4% | 7.7% |
| 2012-2013 | 86.0 | | 2013-2014 | 68.8% | 17.8% | 11.53% |
| 2013-2014 | 79.7 (84) | | | | | |

Root Cause Analysis

interventions aligned with student diagnostic math assessments. organized academic planning for

Root Cause: Lack of math interventions aligned with student needs

Verification: Students enter the school with many academic gaps. None are more evident than in math. While students may have passed Algebra 1 before attending OCHS, the skills necessary progress successfully to Algebra 2 are often lacking. Utilizing Galileo data cross-referenced with credit earned & courses passed it was determined that there is a need for specific tier 2 math interventions.

Root Cause: Lack of diagnostic math assessments

Verification: Students are scheduled into math courses based on credits needed. This is not always indicative of the actual skill base that they possess. Better diagnostic math assessments aligned with course standards would allow the instructional team to place students accordingly.

Root Cause: Lack of organized academic planning for students

Verification: Post Secondary Workforce Readiness & Engagement data are on the decline. There is little connection made for students in terms of credits, graduation and post-secondary planning.

Root Cause: Lack of implementation of updated researched-based engagement strategies for at-risk youth.

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Verification: The school has been in operation for over thirty years. Many of the operational strategies and structures have not changed to meet the fluctuating needs of at-risk 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 2013-14 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 2013-14 school year (Targets set in last year's plan) | Performance in 2013-14? Was the target met? How close was the school to meeting the target? | Brief reflection on why previous targets were met or not met. |
|-------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic Achievement (Status) | Galileo Reading | 60% of students continuously enrolled for 9 months will score proficient on the summative reading assessment. | The target was not met, but extremely close at 59. | The school's focus on improving the utilization of SIOP strategies is to be credited for the growth in both Galileo and TCAP reading. The continued practice for addressing standards alignment in the multi-leveled classroom is also a factor in the academic growth. Math achievement and growth continue to be a struggle due to the lack of reliable math diagnostic assessments, which would allow for appropriate Tier 2 math interventions to be implemented. Engagement targets of attendance and truancy were not met due to a lack of current at-risk research-based strategies being implemented. Post-secondary workforce readiness targets in Dropout rate and Composite ACTE were not met due to a lack of organized academic planning. |
| | Galileo Math | 60% of students continuously enrolled for 9 months will score proficient on the summative math assessment. | The target was not met at 3.6. | |
| Academic Growth | TCAP Reading | 48.6% of students continuously enrolled for 6 months will achieve target growth in reading as set for AECs. | The target was not met at 20. | |
| | TCAP Math | 42% of students continuously enrolled for 6 months will achieve target growth in reading as set for AECs. | The target was not met at 25. | |
| | TCAP Writing | 43% of students continuously enrolled for 6 months will achieve target growth in reading as set for AECs. | The target was not met at 16. | |
| | Galileo Reading | 60% of students continuously enrolled for 6 months will achieve target growth in reading as set for AECs. | The target was met at 83. | |
| | Galileo Math | 60% of students continuously enrolled for 6 months will achieve target growth in reading as set for AECs. | The target was not met, but the gap is closing at 51. | |
| Student Engagement | | Attendance Rate will meet or exceed the average rate set for AECs. | The target was not met at 79.66, but was within 2 points of the AEC cut point. | |

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| Performance Indicators | Targets for 2013-14 school year (Targets set in last year's plan) | Performance in 2013-14? Was the target met? How close was the school to meeting the target? | Brief reflection on why previous targets were met or not met. |
|-------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| | Truancy Rate will meet or exceed the average rate set for AECs. | The target was within the cutpoints set for AECs & Approaching "Meets" at 11.53. | |
| Postsecondary & Workforce Readiness | Completion rate will meet or exceed the average rate set for AECs. | The target was met at 68.8 & above the cutpoint for AECs for Meets. | |
| | Dropout rate will meet or exceed the average rate set for AECs. | The target was not met at 17.8, but within .2 of the AEC cutpoint for Approaching. | |
| | Composite ACT will meet or exceed the average rate set for AECs. | The target is Approaching the AEC cutpoint for Meets by .2 at 15.3. | |

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) | Galileo | 11-12 | 12-13 | 13-14 | Math Achievement scores in Galileo does not meet AEC cut points | Lack of math interventions aligned with student needs |
| | Reading | 43 | 16 | 59 | | |
| | Math | 0 | 5 | 3.6 | | |
| | TCAP | 11-12 | 12-13 | 13-14 | N/a | N/a |
| | Reading | 38.71 | 31.03 | 36.36 | | |
| | Math | 5.88 | 10 | 8.7 | | |
| Academic Growth | Galileo | 11-12 | 12-13 | 13-14 | Math growth in Galileo doesn't meet AEC cut points. | Lack of math interventions aligned with student needs |
| | Reading | 80 | 37 | 83 | | |
| | Math | 61 | 23 | 55 | | |
| | TCAP | 11-12 | 12-13 | 13-14 | Reading & Math Growth scores on state assessments do not meet AEC cut points. | Lack of diagnostic math assessments. |
| | Reading | 28 | 28 | 20 | | |
| | Math | 23 | 25 | 25 | | |
| Student Engagement | Attendance | 11-12 | 12-13 | 13-14 | Attendance rate trending down. | Lack of implementation of updated research-based engagement strategies for at-risk youth. |
| | | 88 | 86 | 79.66 | | |

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | | | | Priority Performance Challenges | Root Causes |
|-------------------------------------|-------------------------------------------------------------------------|-------|-------|-------|---------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| | Truancy | 11-12 | 12-13 | 13-14 | Truancy rate trending up. | Lack of implementation of updated research-based engagement strategies for at-risk youth. |
| | | 7 | 7.8 | 11.53 | | |
| Postsecondary & Workforce Readiness | Completion Rate | 11-12 | 12-13 | 13-14 | Completion Rate trending down, but still meets AEC cut point. | N/a |
| | | 78.4 | 76.7 | 68.8 | | |
| | Dropout Rate | 11-12 | 12-13 | 13-14 | Dropout Rate trending up. | Lack of organized academic planning for students. |
| | | 11.6 | 15.1 | 17.8 | | |
| | CO ACT | 11-12 | 12-13 | 13-14 | ACT composite trending down. | Lack of organized academic planning for students. |
| | | 16.1 | 15.6 | 15.3 | | |

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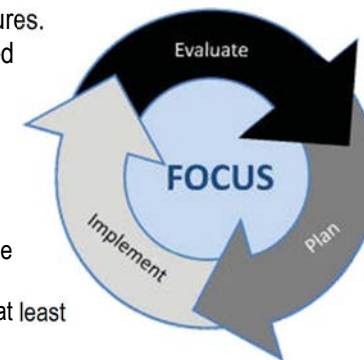
School Name: OLDE COLUMBINE HIGH SCHOOL

Section IV: Action Plan(s)

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

School Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



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

School Target Setting Form

| Performance Indicators | Measures/ Metrics | | Priority Performance Challenges | Annual Performance Targets | | Interim Measures for 2014-15 | Major Improvement Strategy |
|-------------------------------------|-------------------|---|----------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------|---------------------------------------------------------|
| | | | | 2014-15 | 2015-16 | | |
| Academic Achievement (Status) | Galileo | R | N/A | N/A | N/A | N/A | N/A |
| | | M | Math Achievement doesn't meet AEC cutpoints. | 5% of consistently enrolled students will meet AEC cutoints. | 10% of consistently enrolled students will meet AEC cutpoints. | Midyear classroom assessment aligned with Galileo. | Math Interventions |
| Academic Growth | Galileo | R | N/A | N/A | N/A | N/A | N/A |
| | | M | Math Growth doesn't meet AEC cutpoints. | 63% of consistently enrolled students will meet AEC cutpoints. | 65% of consistently enrolled students will meet AEC cutpoints. | Midyear classroom assessment aligned with Galileo | Math Interventions |
| Student Engagement | Attendance Rate | | Attendance Rate trending down. | Attendance rate will increase to 86.5%. | Attendance rate will increase to 87%. | Quarterly attendance rate checks. | Implement Academic Planning and Engagement Strategies. |
| | Truancy Rate | | Truancy Rate trending up. | Truancy rate will reduce to 10%. | Truancy rate will reduce to 9%. | Quarterly truancy checks. | Implement Academic Planning and Engagement Strategies. |
| Postsecondary & Workforce Readiness | Completion Rate | | N/A | N/A | N/A | N/A | N/A |
| | Dropout Rate | | Dropout Rate trending up. | Dropout rate will reduce to 11%. | Dropout rate will reduce to 10%. | Quarterly dropout rate checks. | Implement Academic Planning and Engagement Strategies.. |
| | Mean CO ACT | | ACT Composite trending down. | ACT Composite will increase to 15.5. | ACT Composite will increase to 15.7. | ACT Practice Exam scores. | Implement Academic Planning and Engagement Strategies. |

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Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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: Math Interventions
aligned with student needs and lack of diagnostic math assessments. _____

Root Cause(s) Addressed: Lack of math interventions

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)
 ☐ Diagnostic Review Grant
 ☐ School Improvement Support Grant
 ☐ 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) |
|-------------------------------------------------------------------------|----------|---------|-----------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------|
| | 2014-15 | 2015-16 | | | | |
| Assess students mid-year to identify progress & predict success. | 3-1-15 | | Math Instructors; RTI coordinator | Classroom time-school | 3-5% of students consistently enrolled demonstrate achievement. | Not begun. |
| Identify diagnostic math assessment. | | 8-15 | Math Instructors; Administration & District Math Coordinator | Math Coordinator time-district Math Instructors' time-school | 80% of students will be appropriately placed in Math Tier 2 Intervention class. | Not begun. |
| Hire additional Math FTE. | | 6-15 | Math Instructors & Administration | FTE from school (restructuring current FTE) | Math FTE will increase from 1.5 to 2.0. | Not begun. |
| Implement Math Tier 2 Intervention Class. | | 8-15 | Math Instructors; Administration & District Math Coordinator | Math Coordinator time-district Math Instructors' time-school | Tier 2 Course ready for implementation at beginning of 15-16 school year. | Not begun. |

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| | | | | | | |
|-------------------------------------------------------------------------------------------------------------------|------|--|-----------------------------------------------------------|----------------------------|---------------------------------------------------|------------|
| Utilize diagnostic math assessment to identify student math class placement and/or need for Tier 2 interventions. | 8-15 | | Math Instructors, counselor & RTI coordinator | Staff meeting time-school. | Interim classroom assessment demonstrates growth. | Not begun. |
|-------------------------------------------------------------------------------------------------------------------|------|--|-----------------------------------------------------------|----------------------------|---------------------------------------------------|------------|

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

Major Improvement Strategy #2: Implementation of structured Academic Planning and Engagement Strategies. _____

Root

Cause(s)

Addressed: Lack of implementation of updated research-based engagement strategies for at-risk youth & Lack of organized academic planning for students.

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)
☐ Diagnostic Review Grant
 ☐ School Improvement Support Grant
 ☐ 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) |
|--------------------------------------------------------------------------------------------------------------------------|----------|---------|--------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------|
| | 2014-15 | 2015-16 | | | | |
| Send ICAP team to conference. | 12-3-14 | | Counselor, Math Instructor & Assistant Principal | School-substitute costs & mileage | Participant Attendance is 100% | Completed. |
| ICAP team presents to staff | 1-15 | | Counselor, Math Instructor & Assistant Principal | Staff meeting time | Staff is aware of ICAP and plans for implementation. | Not begun. |
| Develop professional study team to identify and plan ICAP strategies for classrooms. | 3-1-15 | | Counselor, teachers & administrator | Teacher PST credit-district | Classrooms will be prepared to fully implement ICAP with the 2015-2016 school year. | Not begun. |
| Begin an internal audit of our alternative practices by collecting research regarding exemplary alternative programming. | 3-1-15 | | Teachers, Accountability Committee & Student Representatives | Staff meeting time; SAC meeting time; Student meeting time-all from school resources. | Collection of 3-5 research-based practices. | Not begun. |
| Revise existing policies & practices by aligning with exemplary & research-based programming. | 5-1-15 | | Teacher committee & one administrator | Staff meeting time. | Newly revised handbook prepared for 15-16 school year. | Not begun. |
| Evaluate amended policies & practices and revise as necessary. | | 12-15 | Teaching staff and administration. | Staff meeting time. | Review quarterly attendance, truancy & discipline data. | 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.

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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)
- Title I Schools Operating a Schoolwide Program (Optional)
-

Colorado's Unified Improvement Plan for Schools for 2014-15

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

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 | 2013-14 Federal and State Expectations | | | | 2013-14 School Results | | | Meets Expectations? | |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------|----|----|--------------------------------|----|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Academic Achievement (Status) | TCAP, CoAlt, 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. | |
| | | | 72.05% | - | - | 46.14% | - | - | | |
| | | M | 70.11% | - | - | 37.62% | - | - | | |
| | | W | 54.84% | - | - | 30.84% | - | - | | |
| Academic Growth | Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS 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. | R | 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 | | |
| | | | 54 | - | - | 42 | - | - | | |
| | | | M | 71 | - | - | 44 | - | | - |
| | | | W | 65 | - | - | 37 | - | | - |
| | | ELP | 28 | - | - | 72 | - | - | | |

School Code: **6404**

School Name: **NORTHRIDGE ELEMENTARY SCHOOL**

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

| Performance Indicators | Measures/ Metrics | 2013-14 Federal and State Expectations | 2013-14 School Results | Meets Expectations? | |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| Academic Growth Gaps | <p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>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.</p> | 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. | <p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p> | |
| Postsecondary & Workforce Readiness | <p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p> | At 80% or above | <p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p> | - | Overall Rating for Postsecondary & Workforce Readiness: - |
| | <p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p> | 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. | - | |
| | <p>Dropout Rate</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p> | - | - | - | |
| | <p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p> | - | - | - | |

Accountability Status and Requirements for Improvement Plan

| | | |
|----------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Summary of School Plan Timeline | October 15, 2014 | The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org. |
| | January 15, 2015 | The school UIP is due to CDE for review on January 15, 2015 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, 2015 | The UIP is due to CDE for public posting on April 15, 2015 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 . |

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| 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, 2015 | 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, 2015 for review. The updated plan must also be submitted to CDE by April 15, 2015 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 current TIG award and does not need to meet those additional requirements. |
| Diagnostic Review Grant | Title I competitive grant that includes a diagnostic review and/or improvement planning support. | Not awarded a current Diagnostic Review and Planning Grant | This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements. |
| School Improvement Support (SIS) Grant | Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan. | Not a current SIS Grantee | This school has not received a current SIS grant and does not need to meet those additional requirements. |
| Colorado Graduation Pathways Program (CGP) | The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program. | Not a CGP Funded School | This school does not receive funding from the CGP Program and does not need to meet these additional program requirements. |

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 |
| Diagnostic Review, School Support Team or Expedited Review | Has (or will) the school participated in a Diagnostic Review, 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. | Yes-January 2011 |

Improvement Plan Information

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

- ☒ State Accreditation
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Diagnostic Review Grant
 ☐ School Improvement Support Grant
☐ Colorado Graduation Pathways Program (CGP)
 ☐ Other: _____

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

| | | |
|---|-----------------|-----------------------------------------------|
| 1 | Name and Title | Lorynda Sampson |
| | Email | Sampson_Lorynda@svvsd.org |
| | Phone | 303-772-3040 |
| | Mailing Address | 1200 19 th Ave, Longmont, CO 80501 |
| 2 | Name and Title | |
| | Email | |

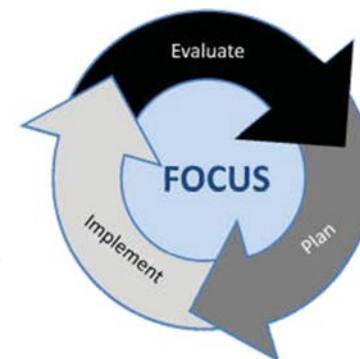
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| | |
|-----------------|--|
| Phone | |
| Mailing Address | |

Section III: Narrative on Data Analysis and Root Cause Identification

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



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. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Narrative and Process for Data Analysis:

Northridge Elementary is a Biliteracy Title 1 school serving approximately 350 students, grades PK-5, in the St. Vrain Valley School District. 100% of our students eat free due to the high percentage of students who qualify for free/reduced lunches. Our free/reduced lunch percentage is currently above 85% (with several families not completing the paperwork to determine eligibility) and our second language learners are 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. We continue to lose English speaking and students who score proficient /advanced to other schools and cities when our students exit the biliteracy program at the end of grade 3. Another demographic characteristic includes mobility as well as having a core group of families who leave for Mexico for 2-4 months and return in the spring due

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to employment and immigration factors. We are beginning our 4th 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 as one means to eradicate the achievement gap due to English as a second language. This is our second year as an entire district allocating specific instructional minutes for English literacy instruction at all grade levels in biliteracy classrooms. Approximately 2/3 of our students K-3 participate in our biliteracy program, transitioning to English **only** instruction during the second semester of grade 3. Beginning in the 2013-2014 school year all students started to receive instruction in math, social studies and science in English **only** in grades 1-5. Our students in grades K-2 have demonstrated a solid increase in English reading scores the past 3 years as we have intentionally increased English instruction in all grade levels and content areas. Our current 5th grade is the last group of students who did not receive substantial English literacy instruction in grades K-2. This group of 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 is tightly aligned to state and district standards, district pacing and unit guides at all grade levels are of high priority. As data analysis shows, 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 will continue to be a priority, while also being quite intentional about continuing our progress of minimizing/eliminating achievement gaps in the lower grades. Additionally our staff continues to refine instruction to help close the achievement gaps of both high poverty students and English Language Learners-most of who fall into both demographic groups. We will enter year 2 of STEM training and implementation as part of the Race To The Top grant awarded to the St. Vrain Valley School District (aimed at closing the achievement gap for low income and English as second language students) during the 2014-2015 school year.

Northridge offers the following intervention and enrichment programs:

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

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

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

Before and after school i-Ready, Lexia, MyOn, small group tutoring and intervention classes for grades 1-5 (M-Th)

Kid's Hope Mentor Program-K-5

REAL Mentors-K-5

Good News Club-K-5

CU TEAMS grades 4 and 5

Monthly Parent Training and Progress Meetings K-2

Vex and Sphero Robotics after school -Grades 4 and 5

Padres Involucrados en Educacion parent information workshops-twice monthly from 5:30-7:30 pm

YMCA Youth Sports for All soccer, football and basketball

Community Schools recreational, art and enrichment activities

Homework Help-grades 4 and 5.

Bell Choir and Concert Choir

School-wide implementation of the Morning Meeting to teach and practice academic routines and behaviors, build strong classroom learning relationships and practice academic content and targeted English language skills.

Two Family STEM activity nights per 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)
- i-Ready Reading– Fall, Winter, Spring for all student grades 1-5.
- i-Ready and EDL2 for bilingual students K-3 – Fall, Winter Spring
- SRI online assessment Grades 3-5– Fall ,Spring
- Galileo Reading and Math – 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
- i-Ready progress monitoring-every 2 weeks for all Title 1 Reading students.

Our staff used TCAP results, Galileo 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, consensus-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. The majority of our growth data is determined by a very small group size of students going from grade 3-4 since most of our third graders take Spanish TCAP. The growth from 4th to 5th grade is where most of our growth data is determined. Additionally, grade level teams examined Galileo Data, Math Expressions Unit Pre/Posttests, and i-Ready reading data from the first assessment window using a data driven dialogue protocol. The school Leadership Team members obtained root cause feedback from teams and shared their root cause analysis in our October Leadership Team meeting. The principal also spoke with various district leadership team members to help develop a focused improvement plan. Parents were asked for input at a Fall Parent Leadership meeting. 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.

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

Review Current Performance and Trend Analysis:

Northridge is entering year 2 of Priority Improvement as a result of scoring a total of 42.1% percent points on the School Performance Framework or SPF as compared to the 59% or more required for the Performance rating. Our school 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 for the past 3 years. Research would tell us that we have both curriculum implementation and instructional issues based the fact that our achievement scores are in the 30-46% range in all areas. Most of our growth accreditation data comes from grade 5 due to the very low numbers of students in our school taking English TCAP in grades 3. It is imperative that our English Learners become more proficient in English earlier in their elementary careers as well as ensure outstanding implementation of SIOP strategies in grades 3-5 to ensure adequate growth scores in grade 5. **Northridge exceeded the English Language Proficiency Target in 2014! Our 234 students taking ACCESS went from 45 percentile growth in 2013 to 72 percentile growth in 2014; far exceeding the target.** Northridge did not meet the Reading, Math or Writing Academic Growth targets during the 2014 school year. We missed the Median Adequate Growth target in Reading by 12 points, in Math by 27 points and in Writing by 28 points. Our 3 year average scores in Reading and Math result in ratings of Approaching in each area. **Our greatest area of growth was in reducing the difference in the Median Adequate Growth difference in Reading**

from 30 in 2013 to 12 in 2014. Northridge also did not meet Growth Gap Targets in any area during the 2014 school year. Northridge scored Approaching in 4/5 target areas. Our high percentage of Free and Reduced Lunch students-in excess of 85% of our population, and a minority and ELL population in excess of 70% of our population do not leave us with enough students to show clear gap comparisons. The majority of our students qualifies for Free and Reduced Lunch and is considered Minority and ELL populations. Three out of five Growth Gap groups did not meet the Growth Gap Targets in 2014. One out five subgroups scored Approaching the Growth Gap Target with the remaining subgroup without a rating due to the low population size. The overall 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. **We did, however show improvement in the following state assessment areas: Reading Achievement, Math Achievement, Reading Growth, ACCESS Growth, Reading Growth Gaps and Writing Growth Gaps. We also showed significant school-wide gains in growth and achievement using Galileo, DRA and EDL2.** We did analyze both the One Year and the Three Year Average School Performance Framework for our school. Since we no longer have the TCAP assessments to use, we will using Galileo, i-Ready, PALS, SRI data and Math Expressions Data to determine progress during the 2014-2015 CMAS Benchmark year.

TCAP Achievement:

(gray highlight indicates 1 year improvement)

| Reading | Proficient/ Advanced | State/Fed Expectations | Difference | School's Percentile |
|---------|-------------------------|---------------------------|------------|------------------------|
| 2014 | 47.59 % | 72.05% | -24.46 | 13 |
| 2013 | 44.95 % | 72.05 % | -27.10 | 10 |
| 2012 | 47.1 % | 71.65 % | -24.55 | 13 |
| 2011 | 44.2 % | 71.6 % | -27.4 | 10 |

| Math | Proficient/ Advanced | State/Fed Expectations | Difference | School's Percentile |
|------|-------------------------|---------------------------|------------|------------------------|
| 2014 | 41.78% | 70.11% | -28.33 | 7 |
| 2013 | 39.22% | 70.11% | -30.89 | 6 |
| 2012 | 35.25% | 70.89% | -35.64 | 3 |
| 2011 | 46.1% | 70.10% | -24.00 | 11 |

| Writing | Proficient/ Advanced | State/Fed Expectations | Difference | School's Percentile |
|---------|-------------------------|---------------------------|------------|------------------------|
| 2014 | 30.34% | 54.84% | -24.50 | 12 |
| 2013 | 32.27% | 54.84% | -22.57 | 14 |
| 2012 | 30.94% | 53.52% | -22.58 | 13 |
| 2011 | 34.4% | 53.50% | -19.10 | 18 |

TCAP Academic Growth:

| Median Growth Percentiles | 10-11 | 11-12 | 12-13 | 13-14 | MAGP | Diff. |
|---------------------------|-------|-------|-------|-------|------|-------|
| Reading | 59 | 60 | 27 | 44 | 51 | -7 |
| Math | 55 | 39 | 47 | 45 | 69 | -24 |
| Writing | 55 | 50 | 49 | 34 | 60 | -26 |
| English Language Prof. | | 51 | 40 | 72 | 28 | +44 |

TCAP Growth Gaps:

| Reading | 2011 | 2012 | 2013 | 2014 |
|------------------------------|------|------|------|------|
| Free/Reduced | 55 | 59 | 27 | 47 |
| Minority Students | 62 | 65 | 27 | 38 |
| Students w/Disabilities | - | - | - | - |
| ELL | 58 | 72 | 27 | 36 |
| Students needing to Catch up | 62 | 59 | 56 | 38 |

| Math | 2011 | 2012 | 2013 | 2014 |
|------------------------------|------|------|------|------|
| Free/Reduced | 54 | 40 | 52 | 44 |
| Minority Students | 54 | 46 | 49 | 47 |
| Students w/Disabilities | - | - | - | - |
| ELL | 54 | 45 | 49 | 45 |
| Students needing to Catch up | 55 | 39 | 65 | 47 |

| Writing | 2011 | 2012 | 2013 | 2014 |
|------------------------------|------|------|------|------|
| Free/Reduced | 49 | 50 | 41 | 44 |
| Minority Students | 55 | 55 | 39 | 47 |
| Students w/Disabilities | - | - | - | - |
| ELL | 54 | 61 | 41 | 45 |
| Students needing to Catch up | 31 | 25 | 18 | 47 |

| Growth Gaps -Reading | 2011 | 2012 | 2013 | 2014 | State Ave. 2014 | Diff. 2014 |
|----------------------|------|------|------|------|-----------------|------------|
| Percent Catching Up | 42 | 33 | 18 | 33.3 | 34.3 | -1 |
| Percent Keeping Up | 61 | 67 | 56 | 66.7 | 76.7 | -10 |
| Percent Moving Up | 25 | 29 | 9 | 13.9 | 20.4 | -6.5 |

| Growth Gaps-Math | 2011 | 2012 | 2013 | 2014 | State Ave 2014 | Diff. 2014 |
|---------------------|------|------|------|------|----------------|------------|
| Percent Catching Up | 25 | 13 | 19 | 9.3 | 20.3 | -11 |
| Percent Keeping Up | 64 | 45 | 52 | 48.9 | 64.0 | -15.1 |
| Percent Moving Up | 30 | 10 | 21 | 9.1 | 25.1 | -16 |

| Growth Gaps Writing | 2011 | 2012 | 2013 | 2014 | State Ave 2014 | Diff. 2014 |
|---------------------|------|------|------|------|----------------|------------|
| Percent Catching Up | 31 | 26 | 18 | 15.7 | 35.2 | -19.5 |

| | | | | | | |
|--------------------|---|---|---|------|------|-------|
| Percent Keeping Up | - | - | - | 44.4 | 73.3 | -28.9 |
| Percent Moving Up | - | - | - | 11.5 | 27.5 | -.016 |

Additional K-5 Data:

| Test | 2013-2014 | 2012-2013 | Change |
|---------------------------------------------------------|------------------------------------|------------------------------------|--------------------------------------------------|
| ACCESS-English Language Development Growth | 72 percentile growth | 45 percentile growth | +27 points The most improved in the district! |
| Galileo Math Gr 1-5 | 90.4% passed | 35.8% passed | +54.6 points |
| Galileo Reading Gr 1-5 English test for all students | 75.8% passed | 54% passed | +21.8 points |
| Lit Lab English (DRA) | 76% showed 1 or more year's growth | 42% showed 1 or more year's growth | +34 points |
| Lit Lab Spanish (EDL2) | 73% showed 1 or more year's growth | 63% showed 1 or more year's growth | +10 points |

Fall 2014 Benchmark Data:

| | Fall/Benchmark | | | | | |
|--------------------------|----------------|---------|---------|---------|---------|---------|
| | School-wide | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| i-Ready Reading/On Level | 12.40% | 7% | 18% | 10% | 10% | 17% |
| Galileo Reading P/A | 66% | 76% | 90% | 58% | 59% | 44% |
| i-Ready Math/On Level | 10.40% | 11%* | 8% | 6% | 15% | 12% |
| Galileo Math P/A | 60% | 53% | 73% | 58% | 67% | 51% |
| * 1 class missing data | | | | | | |

Priority Performance Challenges:

1. Persistent low achievement in reading for the past 3 years (approximately 24 points below state expectations) with Northridge currently ranking at the 13th percentile (1 yr.) and the 11th percentile (3 yr.) in Colorado.
2. Persistent low achievement in math for the past 3 years (approximately 28 points below state expectations) with Northridge currently ranking at the 7th percentile (1 yr.) and 5th percentile (3 yr.) in Colorado.

3. Inadequate Median Growth Percentile in Reading and Math (Growth and Growth Gaps). We are not meeting median growth percentile targets in reading and math scoring 7 points below the target in reading and 24 points below the target in math.

Rationale for Priority Challenges:

When looking at our results, actual student populations (over 85% 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. Our significant growth with our English Language Learners according to ACCESS (increasing to 72 median growth percentile from 44 median growth percentile and far exceeding the target) signifies that we're on the right track. Ensuring adequate growth and increased proficiency in reading and math sets the stage for success in all other academic domains. Once substantial progress has been made in these two critical and foundational areas, we'll be able to take a more in-depth look at making more intentional upward progress in writing.

Root Causes:

Lack of consistent adherence to standards, unit plans and pacing guides in reading and math.
Inconsistent effective Tier 1 instruction in reading and math that meets the needs of ELL and students of poverty.
Inconsistent effective implementation of appropriate SIOP strategies in reading and math.
Lack of implementation 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.
Inconsistent effective use of collaboration time-not consistently identifying targeted instructional/intervention strategies to meet the needs of ALL 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, 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 2013-14 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 2013-14 school year (Targets set in last year's plan) | Performance in 2013-14? Was the target met? How close was the school to meeting the target? | Brief reflection on why previous targets were met or not met. |
|-------------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Academic Achievement (Status) | R | By the end of the 2013-2014 school year, 58% or more of students will score Proficient/Advanced in Reading on Reading TCAP. | In reading 46.14% of the students scored proficient in 2013-14, showing a 2.64% increase but not meeting the target set. | Insufficient and inconsistent implementation of SIOP strategies. |
| | M | By the end of the 2013-2014 school year 48% or more of students will score Proficient/Advanced in Math on Math TCAP. | In math 41.78% of the students scored proficient in 2013-14, showing a 2.56% increase but not meeting the target set. | |
| Academic Growth | R | By the end of the 2013-2014 school year Increase reading MGP in reading to 58% on reading TCAP. | The 2013-14 reading MGP was 44%, showing a 17 point improvement but not meeting the target. | 5/5 grade 4 and 5 teachers were new to Northridge or had 1 year or less experience teaching in a high poverty, biliteracy school. |
| | M | By the end of the 2013-2014 school year Increase math MGP to 65% on the Math TCAP. | The 2013-14 math MGP was 45% and not meeting the target. | |
| Academic Growth Gaps | R | Increase MGP for Free/Reduced Lunch & Minority Students to 58. Increase MGP for Students Needing to Catch Up to 65. Increase MGP for Students with Disabilities to 50 or more. Maintain MGP for ELL. | MGP for Free/Reduced Lunch & Minority Students in 2013-14 was 43. We did not meet the target. MGP for Students Needing to Catch Up was 40. We did not meet the target. MGP for Students with Disabilities was 27. We did not meet the target. MGP for ELL was 52 (exceeded by 16) | Insufficient English Language skills to demonstrate proficiency and adequate growth in reading, math and writing. |
| | M | Increase MGP for all Growth Gaps categories to 65 or more. | We did not meet these targets and we were not close to meeting these targets as our scores were in the mid-high 40's. | |
| Postsecondary & Workforce Readiness | | | | |
| | | | | |

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Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data 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</p> <p>Persistent low achievement in reading for the past 3 years (approximately 30% below state expectations) with Northridge is currently ranked at the 13th Percentile in the State.</p> <table><tr><th>Reading</th><th>Proficient/Advanced</th><th>State/Fed Expectation</th><th>Difference</th><th>School's Percentile</th></tr><tr><td>2014</td><td>47.59 %</td><td>72.05%</td><td>-24.46</td><td>13</td></tr><tr><td>2013</td><td>44.95 %</td><td>72.05 %</td><td>-27.10</td><td>10</td></tr><tr><td>2012</td><td>47.1 %</td><td>71.65 %</td><td>-24.55</td><td>13</td></tr><tr><td>2011</td><td>44.2 %</td><td>71.6 %</td><td>-27.4</td><td>10</td></tr></table> <p>Percentage of students scoring proficient in English reading grades 3, 4, 5 is significantly below state average.</p> <p>Inadequate reading achievement gains in 2014.</p> | Reading | Proficient/Advanced | State/Fed Expectation | Difference | School's Percentile | 2014 | 47.59 % | 72.05% | -24.46 | 13 | 2013 | 44.95 % | 72.05 % | -27.10 | 10 | 2012 | 47.1 % | 71.65 % | -24.55 | 13 | 2011 | 44.2 % | 71.6 % | -27.4 | 10 | <p>Persistent low achievement in reading for the past 3 years (approximately 24 points below state expectations) with Northridge currently ranking at the 13th percentile (1 yr.) and the 11th percentile (3 yr.) 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>Lack of success identifying and implementing targeted instructional/intervention strategies that result in adequate growth and achievement in reading, writing and math.</p> |
| Reading | Proficient/Advanced | State/Fed Expectation | Difference | School's Percentile | | | | | | | | | | | | | | | | | | | | | | | | |
| 2014 | 47.59 % | 72.05% | -24.46 | 13 | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 44.95 % | 72.05 % | -27.10 | 10 | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 47.1 % | 71.65 % | -24.55 | 13 | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 44.2 % | 71.6 % | -27.4 | 10 | | | | | | | | | | | | | | | | | | | | | | | | |

School Code: 6404

School Name: NORTHRIDGE ELEMENTARY SCHOOL

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | <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 7th 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>2014</td><td>41.78%</td><td>70.11%</td><td>-28.33</td><td>7</td></tr><tr><td>2013</td><td>39.22%</td><td>70.11%</td><td>-30.89</td><td>6</td></tr><tr><td>2012</td><td>35.25%</td><td>70.89%</td><td>-35.64</td><td>3</td></tr><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>Inadequate math achievement gains in 2014.</p> <p>WRITING</p> <table><tr><th>Writing</th><th>Proficient/Advanced</th><th>State/Fed Expectations</th><th>Difference</th><th>School's Percentile</th></tr><tr><td>2014</td><td>30.34%</td><td>54.84%</td><td>-24.50</td><td>12</td></tr><tr><td>2013</td><td>32.27%</td><td>54.84%</td><td>-22.57</td><td>14</td></tr><tr><td>2012</td><td>30.94%</td><td>53.52%</td><td>-22.58</td><td>13</td></tr><tr><td>2011</td><td>34.4%</td><td>53.50%</td><td>-19.10</td><td>18</td></tr></table> | Math | Proficient/Advanced | State/Fed Expectations | Difference | School's Percentile | 2014 | 41.78% | 70.11% | -28.33 | 7 | 2013 | 39.22% | 70.11% | -30.89 | 6 | 2012 | 35.25% | 70.89% | -35.64 | 3 | 2011 | 46.1% | 70.10% | -24.00 | 11 | Writing | Proficient/Advanced | State/Fed Expectations | Difference | School's Percentile | 2014 | 30.34% | 54.84% | -24.50 | 12 | 2013 | 32.27% | 54.84% | -22.57 | 14 | 2012 | 30.94% | 53.52% | -22.58 | 13 | 2011 | 34.4% | 53.50% | -19.10 | 18 | <p>Persistent low achievement in math for the past 3 years (approximately 28 points below state expectations) with Northridge currently ranking at the 7th percentile (1 yr.) and 5th percentile (3 yr.) 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 math.</p> <p>Lack of sufficient English language and English literacy skills for ELL and Bilingual students in all grades.</p> <p>Lack of success identifying and implementing targeted instructional/intervention strategies that result in adequate growth and achievement in reading, writing and math.</p> |
| | Math | Proficient/Advanced | State/Fed Expectations | Difference | School's Percentile | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2014 | 41.78% | 70.11% | -28.33 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2013 | 39.22% | 70.11% | -30.89 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2012 | 35.25% | 70.89% | -35.64 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 46.1% | 70.10% | -24.00 | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | Proficient/Advanced | State/Fed Expectations | Difference | School's Percentile | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2014 | 30.34% | 54.84% | -24.50 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 32.27% | 54.84% | -22.57 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 30.94% | 53.52% | -22.58 | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 34.4% | 53.50% | -19.10 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Academic Growth | <p>READING</p> <p>Northridge scores Approaching growth expectations with grade 4 and 5 both scoring 44 Median Growth Percentile compared to the state average of 50 Median Growth Percentile.</p> <table><tr><th>Median Growth Percentiles</th><th>10-11</th><th>11-12</th><th>12-13</th><th>13-14</th><th>MAG P</th><th>Diff.</th></tr><tr><td>Reading</td><td>59</td><td>60</td><td>27</td><td>44</td><td>51</td><td>-7</td></tr></table> | Median Growth Percentiles | 10-11 | 11-12 | 12-13 | 13-14 | MAG P | Diff. | Reading | 59 | 60 | 27 | 44 | 51 | -7 | <p>Inadequate Median Growth Percentile in Reading (Growth and Growth Gaps) - went from 27 MGP in 2013, to 44 MGP, with a rating of Approaching, in 2014 which is 7 points below the Median Adequate Growth Percentile for 1 year and 12 below for the 3 year report.</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> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Median Growth Percentiles | 10-11 | 11-12 | 12-13 | 13-14 | MAG P | Diff. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 59 | 60 | 27 | 44 | 51 | -7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

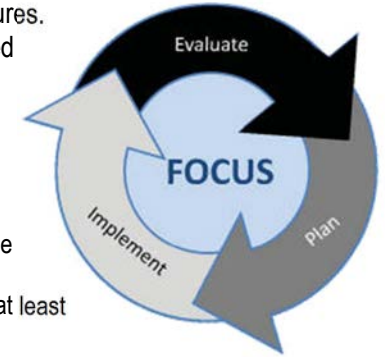
| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes | | | | | | | | | | | | | |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|------|-------|------|----|----|----|----|----|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <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>Lack of success identifying and implementing targeted instructional/intervention strategies that result in adequate growth and achievement in reading, writing and math.</p> | | | | | | | | | | | | | |
| | <p>MATH</p> <p>Northridge scores Approaching growth expectations, largely due to low growth in grade 5. The grade 4 median growth percentile in math was 49 compared to the district MGP of 47 and the state average of 50 MGP. The grade 5 MGP was 36 compared to the district average of 49 MGP and the state average of 50 MGP. The overall Median Growth Percentile was 45.</p> <table><tr><td>Median Growth Percentiles</td><td>10-11</td><td>11-12</td><td>12-13</td><td>13-14</td><td>MAGP</td><td>Diff.</td></tr><tr><td>Math</td><td>55</td><td>39</td><td>47</td><td>45</td><td>69</td><td>-24</td></tr></table> | Median Growth Percentiles | 10-11 | 11-12 | 12-13 | 13-14 | MAGP | Diff. | Math | 55 | 39 | 47 | 45 | 69 | -24 | <p>Inadequate Median Growth Percentile in Math. The past two years our MGP has been 47 and 45 respectively with a MAGP of 69. We are not meeting expectations. Although we've shown improvement since 11-12, it's not enough improvement yet.</p> |
| Median Growth Percentiles | 10-11 | 11-12 | 12-13 | 13-14 | MAGP | Diff. | | | | | | | | | | |
| Math | 55 | 39 | 47 | 45 | 69 | -24 | | | | | | | | | | |

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | result in adequate growth and achievement in reading, writing and math. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Academic Growth Gaps | <p>READING</p> <p>Northridge scores Approaching Gaps Targets. Due to the fact that most of our students, other than the students with disabilities groups, overlap in the Gap Group categories, the scores are fairly similar amongst the groups.</p> <table><tr><td>Reading</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td>Free/Reduced</td><td>55</td><td>59</td><td>27</td><td>47</td></tr><tr><td>Minority Students</td><td>62</td><td>65</td><td>27</td><td>38</td></tr><tr><td>Students w/Disabilities</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>ELL</td><td>58</td><td>72</td><td>27</td><td>36</td></tr><tr><td>Students needing to Catch up</td><td>62</td><td>59</td><td>56</td><td>38</td></tr></table> <table><tr><td>Growth Gaps -Reading</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td><td>State Ave. 2014</td><td>Diff. 2014</td></tr><tr><td>Percent Catching Up</td><td>42</td><td>33</td><td>18</td><td>33.3</td><td>34.3</td><td>-1</td></tr><tr><td>Percent Keeping Up</td><td>61</td><td>67</td><td>56</td><td>66.7</td><td>76.7</td><td>-10</td></tr><tr><td>Percent Moving Up</td><td>25</td><td>29</td><td>9</td><td>13.9</td><td>20.4</td><td>-6.5</td></tr></table> <p>Although we are within 10 points or less to the state averages, we need to increase in each area.</p> | Reading | 2011 | 2012 | 2013 | 2014 | Free/Reduced | 55 | 59 | 27 | 47 | Minority Students | 62 | 65 | 27 | 38 | Students w/Disabilities | - | - | - | - | ELL | 58 | 72 | 27 | 36 | Students needing to Catch up | 62 | 59 | 56 | 38 | Growth Gaps -Reading | 2011 | 2012 | 2013 | 2014 | State Ave. 2014 | Diff. 2014 | Percent Catching Up | 42 | 33 | 18 | 33.3 | 34.3 | -1 | Percent Keeping Up | 61 | 67 | 56 | 66.7 | 76.7 | -10 | Percent Moving Up | 25 | 29 | 9 | 13.9 | 20.4 | -6.5 | <p>Although significantly improved from 2013, Northridge does not meet the Median Adequate Growth percentile targets in any demographic group. The median growth percentiles and targets in each disaggregated group were as follows:</p> <table><tr><td>Reading</td><td>MGP</td><td>MAGP</td></tr><tr><td>FRLE</td><td>43</td><td>54</td></tr><tr><td>Min.</td><td>48</td><td>54</td></tr><tr><td>Stdnts w/Dis</td><td>27</td><td>77</td></tr><tr><td>Eng Lmrs</td><td>52</td><td>54</td></tr><tr><td>Catch up</td><td>40</td><td>68</td></tr></table> <table><tr><td>Math</td><td>MGP</td><td>MAGP</td></tr><tr><td>FRLE</td><td>44</td><td>74</td></tr><tr><td>Min.</td><td>47</td><td>72</td></tr><tr><td>Stdnts w/Dis</td><td>36</td><td>88</td></tr><tr><td>Eng Lmrs</td><td>45</td><td>71</td></tr><tr><td>Catch up</td><td>44</td><td>84</td></tr></table> | Reading | MGP | MAGP | FRLE | 43 | 54 | Min. | 48 | 54 | Stdnts w/Dis | 27 | 77 | Eng Lmrs | 52 | 54 | Catch up | 40 | 68 | Math | MGP | MAGP | FRLE | 44 | 74 | Min. | 47 | 72 | Stdnts w/Dis | 36 | 88 | Eng Lmrs | 45 | 71 | Catch up | 44 | 84 | <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>Lack of success identifying and implementing targeted instructional/intervention strategies that result in adequate growth and achievement in reading, writing and math.</p> |
| | Reading | 2011 | 2012 | 2013 | 2014 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Free/Reduced | 55 | 59 | 27 | 47 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Minority Students | 62 | 65 | 27 | 38 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Students w/Disabilities | - | - | - | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELL | 58 | 72 | 27 | 36 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students needing to Catch up | 62 | 59 | 56 | 38 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Growth Gaps -Reading | 2011 | 2012 | 2013 | 2014 | State Ave. 2014 | Diff. 2014 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Percent Catching Up | 42 | 33 | 18 | 33.3 | 34.3 | -1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Percent Keeping Up | 61 | 67 | 56 | 66.7 | 76.7 | -10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Percent Moving Up | 25 | 29 | 9 | 13.9 | 20.4 | -6.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | MGP | MAGP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FRLE | 43 | 54 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Min. | 48 | 54 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stdnts w/Dis | 27 | 77 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Eng Lmrs | 52 | 54 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Catch up | 40 | 68 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math | MGP | MAGP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FRLE | 44 | 74 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Min. | 47 | 72 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stdnts w/Dis | 36 | 88 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Eng Lmrs | 45 | 71 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Catch up | 44 | 84 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------|------|----------------|------------|--------------|----|----|----|----|-------------------|----|----|----|----|-------------------------|---|---|---|---|-----|----|----|----|----|------------------------------|----|----|----|----|------------------|------|------|------|------|----------------|------------|---------------------|----|----|----|-----|------|-----|--------------------|----|----|----|------|------|-------|-------------------|----|----|----|-----|------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>MATH</p> <p>Northridge scores Approaching Gaps Targets. Due to the fact that most of our students, other than the students with disabilities groups, overlap in the Gap Group categories, the scores are similar amongst the groups.</p> <table><tr><td>Math</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td>Free/Reduced</td><td>54</td><td>40</td><td>52</td><td>44</td></tr><tr><td>Minority Students</td><td>54</td><td>46</td><td>49</td><td>47</td></tr><tr><td>Students w/Disabilities</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>ELL</td><td>54</td><td>45</td><td>49</td><td>45</td></tr><tr><td>Students needing to Catch up</td><td>55</td><td>39</td><td>65</td><td>47</td></tr></table> <table><tr><td>Growth Gaps-Math</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td><td>State Ave 2014</td><td>Diff. 2014</td></tr><tr><td>Percent Catching Up</td><td>25</td><td>13</td><td>19</td><td>9.3</td><td>20.3</td><td>-11</td></tr><tr><td>Percent Keeping Up</td><td>64</td><td>45</td><td>52</td><td>48.9</td><td>64.0</td><td>-15.1</td></tr><tr><td>Percent Moving Up</td><td>30</td><td>10</td><td>21</td><td>9.1</td><td>25.1</td><td>-16</td></tr></table> <p>We are more than 10 points below the state average in each area.</p> | Math | 2011 | 2012 | 2013 | 2014 | Free/Reduced | 54 | 40 | 52 | 44 | Minority Students | 54 | 46 | 49 | 47 | Students w/Disabilities | - | - | - | - | ELL | 54 | 45 | 49 | 45 | Students needing to Catch up | 55 | 39 | 65 | 47 | Growth Gaps-Math | 2011 | 2012 | 2013 | 2014 | State Ave 2014 | Diff. 2014 | Percent Catching Up | 25 | 13 | 19 | 9.3 | 20.3 | -11 | Percent Keeping Up | 64 | 45 | 52 | 48.9 | 64.0 | -15.1 | Percent Moving Up | 30 | 10 | 21 | 9.1 | 25.1 | -16 | <p>Declining Median Growth Percentile in Math (Growth and Growth Gaps) –has been below 55 MGP for the past 2 years and is currently significantly below the Median Adequate Growth Percentile.</p> | <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>Lack of success identifying and implementing targeted instructional/intervention strategies that result in adequate growth and achievement in reading, writing and math.</p> |
| | Math | 2011 | 2012 | 2013 | 2014 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Free/Reduced | 54 | 40 | 52 | 44 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Minority Students | 54 | 46 | 49 | 47 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students w/Disabilities | - | - | - | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELL | 54 | 45 | 49 | 45 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students needing to Catch up | 55 | 39 | 65 | 47 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Growth Gaps-Math | 2011 | 2012 | 2013 | 2014 | State Ave 2014 | Diff. 2014 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Percent Catching Up | 25 | 13 | 19 | 9.3 | 20.3 | -11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Percent Keeping Up | 64 | 45 | 52 | 48.9 | 64.0 | -15.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Percent Moving Up | 30 | 10 | 21 | 9.1 | 25.1 | -16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Postsecondary & Workforce Readiness | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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*.

Directions: Complete the worksheet below. 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



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

School Target Setting Form

| Performance Indicators | Measures/ Metrics | Priority Performance Challenges | Annual Performance Targets | | Interim Measures for 2014-15 | Major Improvement Strategy |
|-------------------------------|---------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | 2014-15 | 2015-16 | | |
| Academic Achievement (Status) | TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures | R | <p>Persistent low achievement in reading for the past 3 years (approximately 24 points below state expectations) with Northridge is currently ranking at the 13th percentile (1 yr.) and the 11th percentile (3 yr.) in Colorado.</p> <p>60% or more of our students will meet grade level expectations according to i-Ready reading and 70% or more of our students will meet grade level expectations according to Galileo. (Currently 12.4% meet i-Ready and 65% meet Galileo expectations)</p> | <p>75% or more of our students will meet grade level expectations according to i-Ready reading and 75% or more of our students will meet grade level expectations according to Galileo. We will demonstrate a 10% > increase CMAS reading scores</p> | <p>Galileo 4 x per year i-Ready 3x per year + every two weeks for Title 1 students</p> <p>Use of PARCC rubrics to score written responses to reading Weekly running records SRI PALS Lexia progress Use of curriculum benchmark assessments</p> | <p>Professional development in effective Tier 1 instruction, effective interventions and standards/pacing alignment.</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 | <p>Persistent low achievement in math for the past 3 years (approximately 28 points below state expectations) with Northridge is currently ranking at the 7th percentile (1 yr.) and 5th percentile (3 yr.) in Colorado.</p> <p>60% or more of our students will meet grade level expectations according to i-Ready math and 70% or more of our students will meet grade level expectations according to Galileo. (Currently 10.4% meet i-Ready and 60% meet Galileo expectations)</p> | <p>75% or more of our students will meet grade level expectations according to i-Ready math and 75% or more of our students will meet grade level expectations according to Galileo. We will demonstrate a 10% > increase CMAS reading scores.</p> | <p>Galileo 4 x per year i-Ready 3x+ per year Math Expressions Unit Assessments and quizzes Galileo Quick Quizzes Ten Marks, Woot Math, Kahn Academy and Fast Math results</p> | <p>Professional development in effective Tier 1 instruction, effective interventions and standards/pacing alignment.</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>STEM implementation.</p> |

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| | | | | | | | Consistent implementation of Biliteracy Model. |
| | | | | | | | Increased monitoring, support and accountability by staff, principal, coaches, coordinators, district team. |
| | | W | N/A | | | | |
| Academic Growth | Median Growth Percentile (TCAP & ACCESS), local measures | R | Overall declining Median Growth Percentile in Reading (Growth and Growth Gaps) -went from 27 MGP in 2013, to 44 MGP, with a rating of Approaching, in 2014 which is 7 points below the Median Adequate Growth Percentile for 1 year and 12 below for the 3 year report. | 80% of students will demonstrate a minimum of 1 year's growth as measured by i-Ready Reading. | 85% of students will demonstrate a minimum of 1 year's growth as measured by i-Ready Reading. We will demonstrate a 10% > increase in CMAS reading growth scores. | Galileo 4 x per year i-Ready 3x per year + every two weeks for Title 1 students Use of PARCC rubrics to score written responses to reading Weekly running records SRI PALS Lexia progress Use of curriculum benchmark assessments | Professional development in effective Tier 1 instruction, effective interventions and standards/pacing alignment. Use of data wall to determine needs, flexible grouping and interventions (see below). Professional development in and implementation of effective SIOP strategies. Consistent implementation of Biliteracy Model. Increased monitoring, support and accountability by staff, principal, coaches, coordinators, district team. |
| | | M | Inadequate Median Growth Percentile in Math. The past two years our MGP has been 47 and 45 respectively with a MAGP of 69. We are not meeting expectations. Although we've shown improvement since 11-12, it's not enough improvement yet. | 80% of students will demonstrate a minimum of 1 year's growth as measured by i-Ready Math. | 85% of students will demonstrate a minimum of 1 year's growth as measured by i-Ready Math. We will demonstrate a 10% > increase in CMAS math growth scores. | Galileo 4 x per year i-Ready 3x+ per year Math Expressions Unit Assessments and quizzes Galileo Quick Quizzes Ten Marks, Woot Math, Kahn Academy and Fast Math results | Professional development in effective Tier 1 instruction, effective interventions and standards/pacing alignment. Use of data wall to determine needs, flexible grouping and interventions (see below). Professional development in and implementation of effective SIOP strategies. |

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| | | | | | | | STEM implementation. |
| | | | | | | | Consistent implementation of Biliteracy Model. |
| | | | | | | | Increased monitoring, support and accountability by staff, principal, coaches, coordinators, district team. |
| | | W | N/A | N/A | N/A | | |
| | | ELP | Exceed Target | Meet or Exceed Target | Meet or Exceed Target | | |
| Academic Growth Gaps | Median Growth Percentile, local measures | R | Although significantly improved from 2013, we still aren't meeting the Median Adequate Growth percentile targets in demographic groups. Although making progress with the percentage of students catching up, keeping up and moving up, it's still not meeting or exceeding the state averages. | 80% of students in each growth gap area will demonstrate a minimum of one year's growth in reading according to i-Ready and Galileo. | We will meet MGP targets in all categories. | Galileo 4 x per year i-Ready 3x per year + every two weeks for Title 1 students Use of PARCC rubrics to score written responses to reading Weekly running records SRI PALS Lexia Progress Use of curriculum benchmark assessments | Professional development in effective Tier 1 instruction, effective interventions and standards/pacing alignment. Use of data wall to determine needs, flexible grouping and interventions (see below). Professional development in and implementation of effective SIOP strategies. Consistent implementation of Biliteracy Model. Increased monitoring, support and accountability by staff, principal, coaches, coordinators, district team. |
| | | M | Declining Median Growth Percentile in Math (Growth and Growth Gaps) –has been below 55 MGP for the past 2 years and is currently significantly below | 80% of students in each growth gap area will demonstrate a minimum of one year's growth in reading according to i-Ready and Galileo. | We will meet MGP targets in all categories. | Galileo 4 x per year i-Ready 3x+ per year Math Expressions Unit Assessments and quizzes Galileo Quick Quizzes | Professional development in effective Tier 1 instruction, effective interventions and standards/pacing alignment. |

| | | | | | | | |
|-------------------------------------|-------------------------|---|----------------------------------------|-----|-----|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | the Median Adequate Growth Percentile. | | | Ten Marks, Woot Math, Kahn Academy and Fast Math results | Use of data wall to determine needs, flexible grouping and interventions (see below). Professional development in and implementation of effective SIOP strategies. STEM implementation. Consistent implementation of Biliteracy Model. Increased monitoring, support and accountability by staff, principal, coaches, coordinators, district team. |
| | | 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 |
| | Other PWR Measures | | N/A | N/A | N/A | N/A | N/A |

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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, consistent teaching of close reading strategies and written responses to reading and frequent monitoring.

Root Cause(s) Addressed:

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

Inconsistent effective Tier 1 instruction in reading and math that meets the needs of ELL and students of poverty.

Inconsistent effective implementation of appropriate SIOP strategies in reading.

Lack of implementation 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.

Inconsistent effective use of collaboration time-not consistently identifying targeted 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)
 ☐ Diagnostic Review Grant
 ☐ School Improvement Support Grant
☐ 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) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|-----------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------|
| | 2014-15 | 2015-16 | | | | |
| 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 (DuFour). | 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, | In progress |

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| reading groups and effective Tier 1 instruction (Fullan). | | | | | differentiation and grouping strategies. | |
| Professional development to support development of effective Tier 1 instruction strategies and interventions to meet the needs of our learners. Close reading/text evidence professional development in Sept/Oct. Phonics readers inservice (Dec) Review teaching strategies and rubrics responses-Sept-May. Literacy Achievement by Design Part 3-February Monthly share of implementation/student work at PD meetings | Jan-May | Jan-May | All staff District coordinators Literacy Coaches Principal | Building/District resources Title 1 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 close reading/citing text evidence 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 |
| Use LLI kits and i-Ready instruction for students not meeting grade level benchmarks grades 1-5 | Aug-May | Sept-May | All staff | Building resources, READ Act Funds | Observations, walk throughs, lesson plans, and collaboration sessions. | In progress |
| Teach, scaffold and collaboratively score written comprehension responses that align with PARCC/District rubrics; weekly in grades 3-5. | Sept-May | Sept-May | All staff | Building resources, team meeting, team PLC, Late Start and 2.5 hours of TD collaboration time | Observations, lesson plans, student work samples, data sheets. | In progress |
| Use of i-Ready, Lexia and other literacy-based technology programs/applications to support literacy and English literacy acquisition. | Sept-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 |
| Provide before and after school research-based interventions 4 days per week (i-Ready, Lexia, guided reading, MyOn) | Oct-April | Oct-April | Staff Principal Title 1 | SES funds | Participation and Progress Logs | 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 and interventions. | Dec-April | Sept-Jan | Principal STEM Coach District Literacy Coach District Coordinators and | | | |

| | | | Instructional Coaches | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------|-------------------------------------------------------------------------|------------------------------|--------------------------------------------------------------|-------------|
| Implement the Morning Meeting in grades K-5 to support learning and practice of academic routines, academic content and English language development | Aug-May | Aug-May | Classroom teachers School counselor | Building resources | Observations, walkthroughs, , lesson plans, student progress | In Progress |
| 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 in math.

Inconsistent effective Tier 1 instruction in math that meets the needs of ELL and students of poverty.

Inconsistent effective implementation of appropriate SIOP strategies in math.

Lack of implementation 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.

Inconsistent effective use of collaboration time-not consistently identifying targeted 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)
 ☐ Diagnostic Review Grant
 ☐ School Improvement Support Grant
☐ 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) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------|
| | 2014-15 | 2015-16 | | | | |
| Twice monthly analysis of student math work to determine instructional strengths and needs for each learner as well as adherence to standards, pacing guides, unit plans.(DuFour) | Sept-May | Aug-May | All staff District coordinators Dist. Asst. Superintendents District Leadership 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 instructional practices (Fullan). | 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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| Professional development to support development of effective Tier 1 instruction strategies and interventions to meet the needs of our learners. STEM planning/coaching opportunities provided-monthly Math Achievement by Design-modeling and interventions-Nov Math Intervention and Instruction Monitoring and Planning during team PLC @ least 2x monthly. Math Interventions and Differentiation during grade 4 and 5 team PLC meetings 3 times monthly Sept-April. Using technology to support Math Achievement (Oct/Nov/Jan) Monthly share of implementation and student work. | Sept-May | Sept-May | All staff District coordinators Math and RTI coordinators STEM coach Principal District Leadership Team | 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 PLC Notes PLC Notes, Lesson Plans | In Progress |
| Cluster group students in grades 2-5. Provide targeted math interventions in grades 1-5. | Aug-May | Aug-May | Staff Principal District Support Team | Building resources District support team | Observations, lesson plans, schedules, collaboration notes, | In Progress |
| Provide Title 1 Math Interventionist support in grades 1-5 daily. | Aug-May | | Staff Title 1 Math Interventionist | Title 1 Building resources | Student work, i-Ready math data, Math Expression data, Galileo math, Lesson Plans, Observation/Feedback | In Progress |
| Provide before/after school math intervention | Nov-April | Oct-April | Staff Title 1 Math Interventionist | SES, Title 1, Building resources | Math data, attendance/participation logs | In Progress |
| Implementation of STEM programming | Oct-May | Sept-May | All staff STEM coach Principal | RTTT grant, Building and district resources, STEM coach, All staff | Lesson Plans Collaboration Notes Observations Design Thinking Units | In Progress |

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| <p>Develop math application/integration lessons (building up to STEM)-Nov-May</p> <p>Plan and implement first STEM unit schoolwide-Oct-Dec</p> <p>Co-plan with grades 3-5 teachers for daily STEM lessons-Jan-May</p> <p>Co-plan with K-2 for a minimum of 3 Stem units</p> <p>Partner with CU TEAMS in grade 4 and 5 for STEM implementation</p> <p>Repurpose the Library as STEM lab and provide targeted Engineering and Math applications in English for each grade level</p> | | | <p>District Support Team</p> <p>CU Fellows and Staff</p> | | <p>Student work samples</p> <p>Share sessions</p> <p>Participation logs</p> <p>Reflection logs</p> <p>Attendance logs</p> <p>Certificates of completion</p> <p>Repurpose area completed and STEM LAB schedule for 2015-2016 school year completed by July 31, 2015.</p> | |
| 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 | <p>Principal</p> <p>STEM Coach</p> <p>Title 1 Math interventionist</p> <p>District Coordinators and Instructional Coaches</p> | Title 1, Building Resources | Lesson Plans, Appt. Calendar | In Progress |
| Regular classroom visits during math by District Support and Leadership team (monthly) and Principal (weekly) to provide feedback and next steps. | Sept-Mar | Sept, Oct Nov Jan | Asst. Superintendents, Coordinators | | Meeting Notes, Emails, Visitation Notes, Newsletter inserts | In Progress |

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| | | | District Leadership Team Members Principal | | | |
| Implement the Morning Meeting in grades K-5 to support learning and practice of academic routines, academic content and English language development | Aug-May | Aug-May | Classroom teachers School counselor | Building resources | Observations, walkthroughs, , lesson plans, student progress | In Progress |
| Host Parent meetings and conferences to encourage and demonstrate ways to support academic growth and achievement as well as share expectations and student progress levels. | Sept. Oct. Dec. February Mar April | Aug-May | Principal Core Teachers Title 1 Teachers Family Liaison STEM Coach | Building Resources Title 1 Funds, I3 grant, RTTT grant | Participation Logs Agendas PowerPoints/Videos | 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 #3: Increase English language proficiency-focusing through professional development in SIOP and implementation of District Biliteracy Model.

Root Cause(s) Addressed:

Inconsistent effective Tier 1 instruction in reading and math that meets the needs of ELL and students of poverty.

Inconsistent effective implementation of appropriate SIOP strategies.

Lack of implementation of effective, evidence-based, interventions aligned with student needs.

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

Inconsistent effective use of collaboration time-not consistently identifying targeted 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)
 ☐ Diagnostic Review Grant
 ☐ School Improvement Support Grant
☐ 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) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| | 2014-15 | 2015-16 | | | | |
| Professional development to support development of effective use of SIOP strategies to increase reading and math growth and proficiency. Module –Differentiation & Collaboration-Nov Module-Lesson Delivery with Rigor and Higher Order Thinking-Jan Module-Strategies for Technology with Active Engagement-Mar Module-Interaction & Discussion-Mar SIOP data driven dialogue-Mar (when Access results are delivered) | Sept-May | Aug-May | All staff District coordinators ELL Coordinator ELL Coach STEM Coordinator | 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 |

School Code: 6404

School Name: NORTHTRIDGE ELEMENTARY SCHOOL

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Staff will collaboratively plan reading and math lessons incorporating SIOP strategies systematically and intentionally. | Sept-April | Sept-April | All staff ELL Coach, ELL Coordinator District Reading Coach, STEM Coach | Building resources, Team plan times, TDC, PLC/PD/Late Start time. | Lesson Plans Collaboration Notes Observations Share sessions Participation logs Reflection logs Attendance logs Certificates of completion | In progress |
| Staff will analyze Access data and WIDA rubrics to determine targeted areas of instruction in reading and math. | Sept-May Sept, Oct & Dec, Jan team meeting | 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-Sept-May Co-plan with grades K-2 for a minimum of 3 Stem units-English instruction with SIOP embedded-Sept-May Repurpose the Library as STEM lab and provide targeted Engineering and Math applications in English for each grade level | Sept-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 Repurpose area completed and STEM LAB schedule for 2015-2016 school year completed by July 31, 2015. | In Progress |
| Implement the Morning Meeting in grades K-5 to support learning and practice of academic routines, | Aug-May | Aug-May | Classroom teachers | Building resources | Observations, walkthroughs, , lesson plans, student progress | In Progress |

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|---------------------------------------------------|--|--|------------------|--|--|--|
| academic content and English language development | | | School counselor | | | |
|---------------------------------------------------|--|--|------------------|--|--|--|

* 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. Systematically and consistently increase observation and feedback to provide more effective and increased support and accountability.

Root Cause(s) Addressed:

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

Inconsistent effective Tier 1 instruction in reading and math that meets the needs of ELL and students of poverty.

Inconsistent effective implementation of appropriate SIOP strategies in reading and math.

Lack of implementation 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.

Inconsistent effective use of collaboration time-not consistently identifying targeted 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) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|----------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------|------------------------------------------------------------------|
| | 2014-15 | 2015-16 | | | | |
| 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 2014-May 2015 (monthly) | Sept-Jan | Principal Area Assistant Superintendent Assistant Superintendent of Assessment and Curriculum | Building and District | Documentation of meetings Meeting Notes | In progress |

School Code: 6404

School Name: NORTHTRIDGE ELEMENTARY SCHOOL

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| District Support Team conducts classroom visits, building visits and/or PLC team visits monthly. District support team provides feedback, recommendations, and next steps. | Aug-2014-May 2015 | Sept-Dec. | Principal Area Assistant Superintendent 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 2014-May 2015 | Sept-Dec. | Principal School Leadership Team | Building | Meeting notes, Staff Bulletin, Email communications, | In Progress |
| Principal observes and provides specific verbal and written feedback with a minimum of 10 staff per week. | Sept. 2014-May 2015 | Aug-May | Principal and Staff | Building | Feedback Notes, Visit and Feedback Log | In Progress |
| Collaboration with Assistant Superintendent of Assessment and Curriculum to develop UIP | Oct 2014-January 2015 | 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 |
| Four to Six times annually-identification and analysis of progress, celebrations, and next steps using the following data: i-Ready, Galileo, | Aug-May | Sept-May | Principal All grade level teams, Title 1 | Building and District | PLC notes, data charts, Data progress spreadsheets | In progress |

| | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------|--|--|-----------------------------------------------------------------------------------------------------|--|--|--|
| student comprehension responses, Math Expressions unit pre and post assessments, and quizzes developed from Math Expressions and Galileo. | | | Team, Resource team School Leadership Team District Leadership Team Members | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------|--|--|-----------------------------------------------------------------------------------------------------|--|--|--|

Section V: Appendices

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

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: **0470** District Name: **ST VRAIN VALLEY RE 1J** School Code: **6010** School Name: **TIMBERLINE PK-8** Official 2014 SPF: **1 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 | 2013-14 Federal and State Expectations | | | 2013-14 School Results | | | Meets Expectations? | |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------|--------|------------------------|--------------------------------|--------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic Achievement (Status) | TCAP, CoAlt, 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. |
| | | | 71.65% | 71.43% | - | 49.65% | 34.88% | - | |
| | | M | 70.89% | 52.48% | - | 40.63% | 27.78% | - | |
| | | W | 53.52% | 57.77% | - | 34.03% | 29.32% | - | |
| Academic Growth | Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS 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. | R | 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 | |
| | | | 50 | 59 | - | 37 | 44 | - | |
| | | M | 65 | 89 | - | 24 | 55 | - | |
| | | W | 60 | 74 | - | 45 | 48 | - | |
| | | ELP | 31 | 57 | - | 55 | 41 | - | |

School Code: **6010**

School Name: **TIMBERLINE PK-8**

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

| Performance Indicators | Measures/ Metrics | 2013-14 Federal and State Expectations | 2013-14 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 (baseline of 2009-10). | - | - | - | |
| | Mean Colorado ACT Composite Score Expectation: At or above state average (baseline of 2009-10). | - | - | - | |

Accountability Status and Requirements for Improvement Plan

| | | |
|----------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Summary of School Plan Timeline | October 15, 2014 | The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org. |
| | January 15, 2015 | The school UIP is due to CDE for review on January 15, 2015 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, 2015 | The UIP is due to CDE for public posting on April 15, 2015 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 . |

School Code: 6010

School Name: TIMBERLINE PK-8

| 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, 2015 | 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, 2015 for review. The updated plan must also be submitted to CDE by April 15, 2015 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 current TIG award and does not need to meet those additional requirements. |
| Diagnostic Review Grant | Title I competitive grant that includes a diagnostic review and/or improvement planning support. | Not awarded a current Diagnostic Review and Planning Grant | This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements. |
| School Improvement Support (SIS) Grant | Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan. | Not a current SIS Grantee | This school has not received a current SIS grant and does not need to meet those additional requirements. |
| Colorado Graduation Pathways Program (CGP) | The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program. | Not a CGP Funded School | This school does not receive funding from the CGP Program and does not need to meet these additional program requirements. |

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 |
| Diagnostic Review, School Support Team or Expedited Review | Has (or will) the school participated in a Diagnostic Review, 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"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____ | |

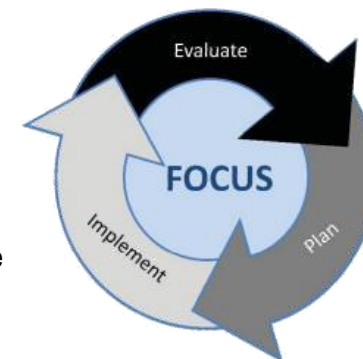
| School Contact Information (Additional contacts may be added, if needed) | | |
|--------------------------------------------------------------------------|-----------------|---------------------------------------------|
| 1 | Name and Title | Karolyn Borski, Principal |
| | Email | Borski_karolyn@svvsd.org |
| | Phone | 303.772.7900 |
| | Mailing Address | 233 E Mountain View Ave, Longmont, CO 80504 |
| 2 | Name and Title | Brendon Schwartz, Associate Principal |
| | Email | Schwartz_brendon@svvsd.org |
| | Phone | 303.772.7900 |
| | Mailing Address | 233 E Mountain View Ave, Longmont, CO 80504 |

School Code: 6010

School Name: TIMBERLINE PK-8

Section III: Narrative on Data Analysis and Root Cause Identification

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



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. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Narrative:

Description of School Setting and Process for Data Analysis:

In the fall of 2013, Timberline PK-8 opened as the result of the consolidation of three schools into one in the St. Vrain Valley School District. The District committed 12.5 million dollars of bond money to construct a new facility joining Heritage Middle School and Loma Linda Elementary and to remodel these existing structures. The majority of Spangler Elementary students enrolled at Timberline PK-8 and the old Spangler building is no longer District property. Timberline PK-8 was constructed and remodeled to provide more natural lighting, water conserving facilities, and to be a structure with exposed features to teach students about engineering and design. Architecture was inspired by Fibonacci themes and halls are filled with the scientific patterns of 10.

After our first year, we again opened our doors in the fall of 2014 to 1000 PK-8th grade students along with nearly 90 licensed staff and 40 additional support staff. 85.10% receive free or reduced lunch and 87.04% are minority of which 84.12% are Hispanic. We incorporated a Science Technology Engineering Math (STEM) focus into Timberline PK-8 which aligns with our feeder high school, Skyline High School. We offer Advanced/Honors Classes, Bi-Literacy, Significant Support Needs, Read 180, Systems 44, Title 1 in Math and Reading, Newcomers, and before school and after school math intervention and MyOn classes, in addition to core classes and our electives/specials: Foreign Language, Visual and Performing Arts, Technology, STEM, and Physical Education. Our students participate in a variety of K-8 clubs and activities including:

- CU TEAMS: 4th – 8th Grades
- Cubelets Robotics: K & 1st
- Lego Robotics: 1st & 2nd
- VEX IQ Robotics: 3rd – 5th
- VEX Robotics: 6th – 8th
- Thorne Science Explorers: K – 5th
- Science Club: 3rd – 5th
- MESA Science: 4th – 8th
- Math Mindstretchers: 3rd – 5th
- Math Counts: 6th – 8th
- Earth Explorers: 6th – 8th
- Literacy Club: 8th
- Homework Club: 6th – 8th
- Band, Choir & Orchestra: 6th – 8th
- Art Enrichment Club: 6th – 8th
- Geography Club & Brain Bowl
- Odyssey of the Mind
- City of Longmont Soccer
- District intramural sports.

To support this STEM initiative, our District was awarded a 16.7 million dollar Race To The Top grant which began in January, 2013 and will last four years. These funds are being used to support STEM Coordinators, STEM instructional integration materials, technology, and a College and Career Readiness Counselor to facilitate Individual Career and Academic Plans for our students.

The process we use to share data, identify root causes and create an action plan supported by all stakeholders is as follows:

In the fall after receiving TCAP achievement and growth data, the staff met as a whole to review data and set personal goals. Following the release of this data, grade level teams met to identify root causes and begin discussing action steps. These meetings took place throughout the dates of September 10th – 24th, 2014. After these grade level meetings, this input was brought to the Timberline Leadership Team on October 21st, 2014. At that meeting, the Timberline Leadership

Team narrowed the trends of root causes isolating those of which we can control. Throughout the month of October, administration held meetings to support teachers in creating measures of student learning goals and to explain Standard VI of the Colorado State Model Evaluation System for teachers. Building goals were set by the Timberline Leadership Team on November 18th, 2014. These goals are shared and supported by all teachers. Throughout January 2015, administration will meet with each licensed staff member being evaluated at Timberline to review progress toward their goals.

Below are the notes (including the process of brainstorming root causes) from these series of meetings:

| Grade Level: | Date: | Root Causes: |
|--------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| K | 9.16.14 | <p>MATH</p> <ul style="list-style-type: none"> * Kindergarten preparedness * Lack of parental support at home * Math in-service training for teachers changing grade-levels, new to school * Attendance * Mobility * Behavior * Combining of schools, transition period, lots of change * Stressors related to flood, missed instructional time * Lack of homework completion <p>WRITING</p> <ul style="list-style-type: none"> * Letter and sounds * Fine motor skills, perhaps not being able to communicate what they actually know * Language acquisition * High level of poverty |
| 1 | 9.25.14 | <p>Changes in staff, climate of last year when three schools came together</p> <p>Student ratio is getting higher</p> <p>Lack of vertical teaming time</p> <p>**Increased communication between vertical teams in regards to students</p> <p>Time to talk about instruction</p> <p>High rate of turnover- how can we keep families here?</p> |
| 2 | | <p>Math and Spelling</p> <p>Lack of vocab and background experience. The bilingual model does not allow for as much time as non bilingual schools.</p> |

| | | |
|---|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>Often times we are trying to “squeeze” in time for these subject areas.</p> <p>Not enough opportunity for students to use authentic academic language during the day and it isn’t happening at home</p> <p>Working hard to get parents involved during the school day</p> <p>Class sizes at primary level are too high for the needs of our students</p> |
| 3 | 9.26.14 | <p>Have to have a positive school environment- a place where kids want to go</p> <p>Students need to have multiple opportunities for positive relationships</p> <p>Need to develop more a community feel- all adults have ownership</p> <p>Our 5% behavior students really take learning time away from</p> <p>Need to help students develop internal motivation and stamina to do tasks even if they are “less desirable”</p> <p>Students need to have personal “buy in” ownership for their own learning</p> <p>Need to highlight the positives of Timberline</p> <p>Cultural factors- students say “I don’t like English”</p> <p>Also agree with 4th grade.</p> <p>Number sense is a concern. Not enough experiences to develop appropriate number sense prior to 3rd grade</p> <p>Lack of academic language, reading has to be a focus in ALL subject areas</p> <p>Students need to learn how to be more attentive to details</p> <p>We have not done “small group” instruction for mathematics like we have in reading</p> <p>Schedules that are more supportive of ability grouping.</p> <p>Time is limited for real conversations in regards to instruction due to meetings</p> <p>More collaboration with scheduling- a representative for each grade level is available for input</p> <p>More consistency with use of curriculum</p> <p>Consistency with vocabulary terms</p> <p>Set high expectations- kids can do it!</p> |
| 4 | 9.17.14 | <p>MATH</p> <ul style="list-style-type: none"> * Lack of Title support * Not being able to ability group because of scheduling conflicts * Lack of consistency in math instruction, expectations, common plan time * Inconsistent attendance at before school intervention time * Awareness of how to use the math program to meet student needs, learning with the end in mind * Importance of making learning meaningful and relevant * Math instruction at the end of the day * Transition from 3rd to 4th - rigor, academic language * Explicit math vocabulary, common language used among all teachers |

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|---|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | WRITING * Problems identifying actual exemplar work. * Trouble accessing kid friendly exemplars and rubrics have been used inconsistently. * The writing program needs to be more rigorous. |
| 5 | 9.17.14 | MATH * Lack of fact fluency. * Focus on reading at the expense of math instruction. * Little math intervention * Lack of math vocabulary * Lack of number sense * Language of learning (academic language, text recognition) * Difficulty explaining thinking, solving problems WRITING * ELL students still learning language conventions * Lack of grammar skills * Lack of academic vocabulary * Lack of conventions and handwriting proficiency * Lack of background knowledge - life experiences * Lack of writing structures * Low confidence as writers * Lack of writing stamina * Lack of complete sentences, speaking skills are low which goes into their writing * Lack of parental support with school work |
| 6 | 9.10.14 9.17.14 9.24.14 | We do not have consistent systems in place for when a kid is massively below proficient. They just move on anyway and continue to be low. Loss of instructional time given to non-curricular activities. Lack of consistent understanding of grade level proficiency (). |
| 7 | 9.10.14 9.17.14 | Need consistent before & after school HW location (IMC?) |

| | | |
|--------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 9.24.14 | Need specific R, W, M expectations by grade level -- and share with all grade levels & contents/electives/ specials |
| 8 | 9.10.14 9.17.14 9.24.14 | Lack of targeted instruction based on individual student needs (all grade levels) Lack of, but need to have consistent testing procedures (other than TCAP) Science skills, Math skills, etc. to track kids starting at the beginning of the year |
| Other | | lack of consistency between content/grade level; alignment/ communication between grade levels |

Review Current Performance:

Our School Performance Framework score based on all K-8 students is 44.1%

Elementary (Grades K-5)

Based on the elementary School Performance Framework data, performance for grades K-5 is 39.2%.

Specific areas of concern for elementary "Does Not Meet":

Academic Achievement: Mathematics

Academic Growth: Reading, Mathematics

Academic Growth Gaps: Reading: Free/Reduced Lunch Eligible, Students with Disabilities

Academic Growth Gaps: Mathematics: Free/Reduced Lunch Eligible, Minority Students, Students with Disabilities, English Learners, Students needing to catch up

Academic Growth Gaps: Writing: Students with Disabilities

Secondary (Grades 6-8):

Based on the middle school School Performance Framework data, performance for grades 6-8 is 49%.

Specific areas of concern for middle school "Does Not Meet":

Academic Achievement: Reading, Writing, Mathematics

Academic Growth: N/A

Academic Growth Gaps: N/A

Trend Analysis:

TCAP :

Academic Achievement:

Below is a chart showing the academic achievement of all three schools for the two years previous to consolidation and our first year as Timberline PK8. There is also a column representing elementary and middle school state and federal expectations as well as the calculated difference from 2014 data.

| | Loma Linda Elementary School | | Spangler Elementary School | | Timberline (K-5) | | |
|----------------|------------------------------|-------|----------------------------|-------|------------------|-----------------------------------|------------|
| | 2012 | 2013 | 2012 | 2013 | 2014 | ELEM Federal & State Expectations | Difference |
| Reading | 55.24 | 55.86 | 20.78 | 43.21 | 49.65% | 71.65% | 22% |
| Math | 48.94 | 46.91 | 26.25 | 38.67 | 40.63% | 70.89% | 30.26% |
| Writing | 38.64 | 27.32 | 14.84 | 30.68 | 34.03% | 53.52% | 19.49% |

| | Heritage Middle School | | Timberline (6-8) | | |
|----------------|------------------------|-------|------------------|---------------------------------|------------|
| | 2012 | 2013 | 2014 | MS Federal & State Expectations | Difference |
| Reading | 41.61 | 38.77 | 34.88% | 71.43% | 36.55% |
| Math | 31.21 | 29.23 | 27.78% | 52.48% | 24.70% |
| Writing | 30.16 | 26.96 | 29.32% | 57.77% | 28.45% |

Academic Growth:

Below is a chart showing the academic growth of all three schools for the past two years previous to consolidation and our first year as Timberline PK8.

| | Loma | | Spangler | | Timberline (K-5) |
|----------------|------|------|----------|------|---------------------|
| | 2012 | 2013 | 2012 | 2013 | 2014 |
| Reading | 60 | 45 | 36 | 57 | 37 |
| Math | 33 | 31 | 14 | 39 | 24 |
| Writing | 37 | 31 | 51 | 52 | 45 |

| | Heritage | | Timberline (6-8) |
|----------------|----------|------|---------------------|
| | 2012 | 2013 | 2014 |
| Reading | 52 | 51 | 44 |
| Math | 47 | 57 | 55 |
| Writing | 49 | 54 | 48 |

Academic Growth Gaps:

An important consideration when examining growth gap data is to note that subgroup growth data mirrors that of the general population data. Performance among all growth gaps is consistent with growth of the school due to the fact that the majority of our students represent free and reduced lunch eligibility, minority students, and English Language Learners.

When examining academic growth gap areas in elementary *reading* using data from this School Performance Framework, students with disabilities had the lowest growth percentile of 22 with the highest adequate growth percentile of 83. English Learners was the highest growth percentile at 46, only 9 percentiles from adequate growth at 55.

When examining academic growth gap areas in elementary *mathematics* using data from this School Performance Framework, all areas are rated “Does Not Meet. The lowest growth percentile was 21 and the highest was 27.

When examining academic growth gap areas in elementary *writing* using data from this School Performance Framework, students with disabilities had the lowest growth percentile of 24 with the highest adequate growth percentile of 84. All other growth areas scored in the 40s.

When examining academic growth gap areas in secondary *reading* using data from this School Performance Framework, there was only a 4 growth percentile difference from 43 to 47. This mirrors the overall secondary median growth percentile of 44.

When examining academic growth gap areas in secondary *mathematics* using data from this School Performance Framework, there was only a 3 growth percentile difference from 54 to 57. This mirrors the overall secondary median growth percentile of 55.

When examining academic growth gap areas in secondary *writing* using data from this School Performance Framework, there was only a 3 growth percentile difference from 47 to 50, with the exception of students with disabilities who scored in the 42nd growth percentile. This subgroup represents 42 of the 310 students tested. The growth gap data in other areas mirrors the overall secondary median growth percentile of 48.

Focus Areas:

Elementary students scored an “Approaching” in reading Academic Achievement and overall Growth Gaps, however, they scored a “Does Not Meet” in Academic Growth and in 2 areas in Growth Gaps. Middle school students also scored an “Approaching” in reading Growth and all Growth Gaps, however, they scored a “Does Not Meet” in Academic Achievement. This is also the lowest School Percentile Rank at 2 on the middle school School Performance Framework.

Based on previous years’ data and current performance of the school, math must be the second focus area. Math was the biggest struggle with our elementary students scoring “Does Not Meet” in every area on the School Performance Framework. This is also the lowest elementary School Percentile Rank at 6.

Although middle school students scored well in math growth and growth gaps, student academic achievement was a “Does Not Meet” area.

Priority Performance Challenges and Root Cause Analysis:

The following priority performance challenges have been identified:

Reading:

Academic Achievement:

Elementary: The overall elementary Reading Achievement data is 49.65% which is well below the Elementary Federal and State Expectations of 71.65%. Reading Achievement has decreased from Loma Linda Elementary’s 55.24% proficient and advanced to 49.65% at Timberline in the last three years. Spangler Elementary Reading Achievement has increased from 20.78% proficient and advanced to 49.65% at Timberline in the last three years.

Middle School: The overall middle school Reading Achievement data is 34.88% which is substantially below the Middle School Federal and State Expectations of 71.43%.

Reading Achievement has decreased from Heritage Middle School's 41.61% proficient and advanced to 34.88% at Timberline in the last three years. Reading Achievement at the secondary level has the highest gap of 36.55% between school performance and Middle School Federal and State Expectations.

Growth:

Elementary: The elementary Median Growth Percentile 37 is well below the Elementary Federal and State Expectations Median Adequate Growth Percentile of 50.

Reading Growth has decreased from Loma Linda Elementary's 60th Median Growth Percentile to 37th at Timberline in the last three years. Spangler Elementary Median Growth Percentile has increased slightly from the 36th to 37th at Timberline in the last three years.

Middle School: The middle school Median Growth Percentile 44 is well below the Middle School Federal and State Expectations Median Adequate Growth Percentile of 59.

Reading Growth has decreased from Heritage Middle School's 52nd Median Growth Percentile to 44th at Timberline in the last three years.

Growth Gaps:

Elementary: Timberline Elementary Students with Disabilities had the lowest Median Growth Percentile of 22 in Reading Growth with the highest Median Adequate Growth Percentile of 83. English Learners was the highest Median Growth Percentile at 46, only 9 percentiles from Median Adequate Growth Percentile at 55.

Middle School: Timberline Middle School Reading Growth Gap Data has only a 4 point growth percentile difference from 43 to 47. This mirrors the overall Median Growth Percentile of 44.

Math:

Academic Achievement:

Elementary: The overall elementary Math Achievement data is 40.63% which is substantially below the Elementary Federal and State Expectations of 70.89%. Math Achievement has decreased from Loma Linda Elementary's 48.94% proficient and advanced to 40.63% at Timberline in the last three years. Spangler Elementary Math Achievement has increased from 26.25% proficient and advanced to 40.63% at Timberline in the last three years. Math Achievement at the elementary level has the highest gap of 30.26% between school performance and Elementary Federal and State Expectations.

Middle School: The overall middle school Math Achievement data is 27.78% which is substantially below the Middle School Federal and State Expectations of 52.48%.

Math Achievement has decreased from Heritage Middle School's 31.21% proficient and advanced to 27.78% at Timberline in the last three years.

Growth:

Elementary: The elementary Median Growth Percentile 24 is substantially below the Elementary Federal and State Expectations Median Adequate Growth Percentile of 65.

Math Growth has decreased from Loma Linda Elementary's 33rd Median Growth Percentile to 24th at Timberline in the last three years. Spangler Elementary Median Growth Percentile has increased from the 14th to 24th at Timberline in the last three years.

Middle School: The middle school Median Growth Percentile 55 is substantially below the Middle School Federal and State Expectations Median Adequate

Growth Percentile of 89.

Math Growth has increased from Heritage Middle School's 47th Median Growth Percentile to 55th at Timberline in the last three years.

Growth Gaps:

Elementary: All Timberline Elementary Math Growth Gap areas are rated "Does Not Meet." The lowest Median Growth Percentile was 21 and the highest was 27.

Middle School: Timberline Middle School Math Growth Gap Data has only a 3 point growth percentile difference from 54 to 57. This mirrors the overall Median Growth Percentile of 55.

The following root cause common trends were noted by the Timberline Leadership Team after reviewing input from grade level meetings:

- Lack of CONSISTENCY within a grade/subject (Lack of consistency and expectations between teachers and grade levels.)
- Lack of VERTICAL ALIGNMENT on skills expected in each subject/grade (Lack of consistency and expectations between teachers and grade levels.)
- Lack of academic vocabulary (Lack of a targeted action plan to increase academic vocabulary and decrease growth gaps.)
- Lack of identified students and targeted intervention plan to catch students up to grade level. (Lack of direct-support for at-risk students.)
- Lack of an action plan to meet the needs of students who are not responding to interventions. (Lack of direct-support for at-risk students.)
- Lack of perspective, awareness, and training of proficiency for students not in our population. (Lack of consistency and expectations between teachers and grade levels.)
- Lack of transfer from school-wide initiatives to classroom practice. (Lack of consistency and expectations between teachers and grade levels.)

The Timberline Leadership Team continued with brainstorming Action Plan ideas:

- Time for vertical alignment
- Define grade level expectations.
- Share targeted students with everyone
- Develop a process for sharing data about students between grade levels.
- Utilize title 1 math teachers
- Accountability for transfer to classrooms on school-wide initiatives.
- Criteria for advancement to the next grade level/ plan for students not ready to advance
- Targeted academic vocabulary
- Skill transfer between grade levels
- Create plan for students significantly below grade level and who have not responded to interventions
- Time to use and discuss exemplars (national level) to change instruction
- Create opportunities for students to work on and complete ~~homework~~ extension work at school
- Professional development on interventions to use
- Time for norming grading practices

- Identify students for targeted intervention
- Share info on all students
- Create 3 “ins” and 3 “outs” for each grade level
- Consistency/standardization of administration of assessments

Verification of Root Cause:

Our discussions in grade level dialogues with teachers and with our Timberline Leadership Team led us to examine more closely what was happening in classrooms with regards to sheltered instruction and the fidelity of instruction of interventions. When speaking to the staff, they confirmed the need to provide professional development in the area of sheltered instruction and a schedule must be created for teachers to collaborate with department and grade level colleagues where they can use data to drive instruction. The Timberline Leadership Team strongly felt we need to continue with our STEM integration as we increase student talk and collaboration within groupings. Teachers are asked we increase our structure for vertical alignment giving teachers time to create and adhere to “3-Ins & 3-Outs” -- for which each grade level must be held accountable. We focused on the need to raise our level of rigor and pacing and teachers requested continued District support to implement the Common Core and understand levels of text-complexity. Changes are being made to provide sheltered instruction in all content areas, interventions must be taught with fidelity, and instructional time must be increased for students below proficiency. Further verification of the root causes will come as we implement changes and obtain the desired results.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan) | Performance in 2013-14? 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) | Math: By the end of the 2013-2014 school year, 54% of elementary and 40% of secondary students will score proficient or advanced on the math TCAP. | 40.63% of elementary students scored proficient or advanced on the math TCAP. 27.78% of secondary students scored proficient or advanced on the math TCAP. Elementary missed their target by 13.37% and secondary was short by 12.22%. These goals were set as an increase of 10% from the prior year consolidated data. | <p>The consolidation of three schools was a challenge and just when students were becoming acclimated to our new facility, the storm began in September that caused extensive flooding in our city thus closing our schools for 6 days. The impact on our school community extended into displaced families and teachers who had to vacate homes.</p> <p>The Timberline Leadership Team felt it necessary to set high academic achievement goals as we see the need to close the gap as we increase rigor.</p> <p>Growth has been and will continue to be the best way to close this gap.</p> |
| | Writing: By the end of the 2013-2014 school year, 46% of elementary and 37% of secondary students will score proficient or advanced on the writing TCAP. | 34.03% of elementary students scored proficient or advanced on the writing TCAP. 29.32% of secondary students scored proficient or advanced on the writing TCAP. Elementary missed their target by 11.97% and secondary was short by 7.68%. These goals were set as an increase of 10% from the prior year consolidated data. | |
| Academic Growth | Math: By the end of the 2013-2014 school year, the Median Student Growth Percentile in math will be 60. | <p>Elementary students' Median Student Growth Percentile in math was 24.</p> <p>Secondary students' Median Student Growth Percentile in math was 55.</p> <p>4th and 5th grade students scored poorly in math with growth scores at 15 and 36.</p> <p>6th grade met this target at 61 and 8th nearly missed at 59. 7th grade scored in the 40th growth percentile.</p> | |

| Performance Indicators | Targets for 2013-14 school year (Targets set in last year's plan) | Performance in 2013-14? Was the target met? How close was the school to meeting the target? | Brief reflection on why previous targets were met or not met. |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| | Writing: By the end of the 2013-2014 school year, the Median Student Growth Percentile in writing will be 60. | Elementary students' Median Student Growth Percentile in writing was 45. Secondary students' Median Student Growth Percentile in writing was 48. 4 th grade scored 27 and 5 th scored much higher at 51. 6 th and 8 th nearly met this goal at 58. 7 th grade was the lowest at 37. | |
| Academic Growth Gaps | Math: By the end of the 2013-2014 school year, the Median Student Growth Percentile in math for minority, FRL and ELL will be 60. | Elementary students' Median Student Growth Percentile in math for minority, FRL and ELL was 21, 23, and 23, respectively. Secondary students' Median Student Growth Percentile in math for minority, FRL and ELL was 54, 55, and 56, respectively. Elementary targets were not met and secondary came close. | |
| | Writing: By the end of the 2013-2014 school year, the Median Student Growth Percentile in writing for minority, FRL and ELL will be 60. | Elementary students' Median Student Growth Percentile in writing for minority, FRL and ELL was 43, 42, and 41, respectively. Secondary students' Median Student Growth Percentile in writing for minority, FRL and ELL was 47, 48, and 50, respectively. Elementary and secondary targets were not met by 10 growth percentiles or more. | |
| Postsecondary & Workforce Readiness | N/A | | |
| | | | |

Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data 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 | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------|------|------|-------|-------|-------|--|-----------|-------|-------|--|-----------|-------|-------|--|------------------------|--|--|-------|--------------------|--|--|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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| | 2012 | 2013 | 2014 | | | | | | | | | | | | | | | | | | | | | | | | |
| Loma: | 55.24 | 55.86 | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes | | | | | | | | | | | | | | | | | | | | | | | | |
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| | 2012 | 2013 | 2014 | | | | | | | | | | | | | | | | | | | | | | | | |
| Loma: | 48.94 | 46.91 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spangler: | 26.25 | 38.67 | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | 2012 | 2013 | 2014 | | | | | | | | | | | | | | | | | | | | | | | | |
| Loma: | 38.64 | 27.32 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spangler: | 14.84 | 30.68 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Heritage: | 30.16 | 26.96 | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------|------|------|-------|----|----|--|-----------|----|----|--|-----------|----|----|--|------------------------|--|----|--|--------------------|--|----|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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| | | 2012 | 2013 | 2014 | | | | | | | | | | | | | | | | | | | | | | | |
| Loma: | 60 | 45 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spangler: | 36 | 57 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Heritage: | 52 | 51 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Timberline Elementary: | | 37 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Timberline Middle: | | 44 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Growth Percentile Math: <table><thead><tr><th></th><th>2012</th><th>2013</th><th>2014</th></tr></thead><tbody><tr><td>Loma:</td><td>33</td><td>31</td><td></td></tr><tr><td>Spangler:</td><td>14</td><td>39</td><td></td></tr><tr><td>Heritage:</td><td>47</td><td>57</td><td></td></tr><tr><td>Timberline Elementary:</td><td></td><td>24</td><td></td></tr><tr><td>Timberline Middle:</td><td></td><td>55</td><td></td></tr></tbody></table> | | 2012 | 2013 | 2014 | Loma: | 33 | 31 | | Spangler: | 14 | 39 | | Heritage: | 47 | 57 | | Timberline Elementary: | | 24 | | Timberline Middle: | | 55 | | <p>Elementary: The elementary Median Growth Percentile 24 is substantially below the Elementary Federal and State Expectations Median Adequate Growth Percentile of 65. Math Growth has decreased from Loma Linda Elementary's 33rd Median Growth Percentile to 24th at Timberline in the last three years. Spangler Elementary Median Growth Percentile has increased from the 14th to 24th at Timberline in the last three years.</p> | <p>Lack of consistency and expectations between teachers and grade levels.</p> <p>Lack of direct-support for at-risk students.</p> <p>Lack of a targeted action plan to increase academic vocabulary and decrease growth gaps.</p> |
| | 2012 | 2013 | 2014 | | | | | | | | | | | | | | | | | | | | | | | | |
| Loma: | 33 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spangler: | 14 | 39 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Heritage: | 47 | 57 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Timberline Elementary: | | 24 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Timberline Middle: | | 55 | | | | | | | | | | | | | | | | | | | | | | | | | |

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|-------|----|----|--|-----------|----|----|--|-----------|----|----|--|------------------------|--|--|----|--------------------|--|--|----|-----|-----|
| | | <p>Middle School: The middle school Median Growth Percentile 55 is substantially below the Middle School Federal and State Expectations Median Adequate Growth Percentile of 89.</p> <p>Math Growth has increased from Heritage Middle School's 47th Median Growth Percentile to 55th at Timberline in the last three years.</p> | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>Growth Percentile Writing:</p> <table> <tr> <th></th><th>2012</th><th>2013</th><th>2014</th></tr> <tr> <td>Loma:</td><td>37</td><td>31</td><td></td></tr> <tr> <td>Spangler:</td><td>51</td><td>52</td><td></td></tr> <tr> <td>Heritage:</td><td>49</td><td>54</td><td></td></tr> <tr> <td>Timberline Elementary:</td><td></td><td></td><td>45</td></tr> <tr> <td>Timberline Middle:</td><td></td><td></td><td>48</td></tr> </table> | | 2012 | 2013 | 2014 | Loma: | 37 | 31 | | Spangler: | 51 | 52 | | Heritage: | 49 | 54 | | Timberline Elementary: | | | 45 | Timberline Middle: | | | 48 | N/A | N/A |
| | 2012 | 2013 | 2014 | | | | | | | | | | | | | | | | | | | | | | | | |
| Loma: | 37 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spangler: | 51 | 52 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Heritage: | 49 | 54 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Timberline Elementary: | | | 45 | | | | | | | | | | | | | | | | | | | | | | | | |
| Timberline Middle: | | | 48 | | | | | | | | | | | | | | | | | | | | | | | | |
| Academic Growth Gaps | <p>Reading:</p> <p>When examining academic growth gap areas in elementary <i>reading</i> using data from this School Performance Framework, students with disabilities had the lowest growth percentile of 22 with the highest adequate growth percentile of 83. English Learners was the highest growth percentile at 46, only 9 percentiles from adequate growth at 55.</p> <p>When examining academic growth gap areas in secondary <i>reading</i> using data from this School Performance Framework, there was only a 4 growth percentile difference from 43 to 47. This mirrors the overall secondary median growth</p> | <p>Elementary: Timberline Elementary Students with Disabilities had the lowest Median Growth Percentile of 22 in Reading Growth with the highest Median Adequate Growth Percentile of 83. English Learners was the highest Median Growth Percentile at 46, only 9 percentiles from Median Adequate Growth Percentile at 55.</p> <p>Middle School: Timberline Middle School Reading Growth Gap Data has only a 4 point growth percentile difference from 43 to 47. This mirrors the overall Median Growth Percentile of 44.</p> | <p>Lack of consistency and expectations between teachers and grade levels.</p> <p>Lack of direct-support for at-risk students.</p> <p>Lack of a targeted action plan to increase academic vocabulary and decrease growth gaps.</p> | | | | | | | | | | | | | | | | | | | | | | | | |

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | percentile of 44. | | |
| | <p>Math:</p> <p>When examining academic growth gap areas in elementary <i>mathematics</i> using data from this School Performance Framework, all areas are rated “Does Not Meet. The lowest growth percentile was 21 and the highest was 27.</p> <p>When examining academic growth gap areas in secondary <i>mathematics</i> using data from this School Performance Framework, there was only a 3 growth percentile difference from 54 to 57. This mirrors the overall secondary median growth percentile of 55.</p> | <p>Elementary: All Timberline Elementary Math Growth Gap areas are rated “Does Not Meet.” The lowest Median Growth Percentile was 21 and the highest was 27.</p> <p>Middle School: Timberline Middle School Math Growth Gap Data has only a 3 point growth percentile difference from 54 to 57. This mirrors the overall Median Growth Percentile of 55.</p> | <p>Lack of consistency and expectations between teachers and grade levels.</p> <p>Lack of direct-support for at-risk students.</p> <p>Lack of a targeted action plan to increase academic vocabulary and decrease growth gaps.</p> |
| | <p>Writing:</p> <p>When examining academic growth gap areas in elementary <i>writing</i> using data from this School Performance Framework, students with disabilities had the lowest growth percentile of 24 with the highest adequate growth percentile of 84. All other growth areas scored in the 40s.</p> <p>When examining academic growth gap areas in secondary <i>writing</i> using data from this School Performance Framework, there was only a 3 growth percentile difference from 47 to 50, with the exception of students with disabilities who scored in the 42nd growth percentile. This subgroup represents 42 of the 310 students tested. The growth gap data in other areas mirrors the overall secondary median growth percentile of 48.</p> | N/A | N/A |

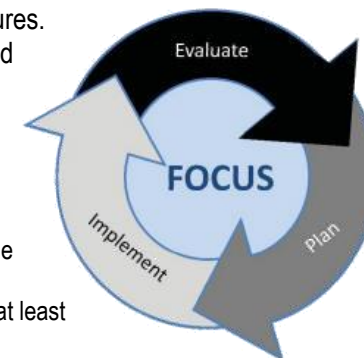
| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes |
|-------------------------------------|-------------------------------------------------------------------------|---------------------------------|-------------|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

Section IV: Action Plan(s)

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

School Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



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

School Target Setting Form

| Performance Indicators | Measures/ Metrics | | Priority Performance Challenges | Annual Performance Targets | | Interim Measures for 2014-15 | Major Improvement Strategy |
|-------------------------------|---------------------------------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | 2014-15 | 2015-16 | | | |
| Academic Achievement (Status) | TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures | R | Elementary: The overall elementary Reading Achievement data is 49.65% which is well below the Elementary Federal and State Expectations of 71.65%. Reading Achievement has decreased from Loma Linda Elementary's 55.24% proficient and advanced to 49.65% at Timberline in the last three years. Spangler Elementary Reading Achievement has increased from 20.78% proficient and advanced to 49.65% at Timberline in the last three years. | 1 st – 5 th : By the end of the 2014-2015 school year, the number of on-level or above 1 st – 5 th grade students will increase from 59% to 64% on the iReady reading assessment. | 1 st – 5 th : By the end of the 2015-2016 school year, the number of on-level or above 1 st – 5 th grade students will reach 74% on the iReady reading assessment. | iReady 3x/year | Increase focus on improving English Language Development for all students of poverty and English Language Learners. |
| | | | Middle School: The overall middle school Reading Achievement data is 34.88% which is substantially below the Middle School Federal and State Expectations of 71.43%. Reading Achievement has decreased from Heritage Middle School's 41.61% proficient and advanced to 34.88% at Timberline in the last three years. Reading Achievement at the | 6 th – 8 th : By the end of the 2014-2015 school year, the number of benchmark tested 6 th – 8 th grade students at the proficient and advanced levels will increase from 34.3% to 44.3% on the end-of-year Galileo reading assessment. | 6 th – 8 th : By the end of the 2014-2015 school year, the number of benchmark tested 6 th – 8 th grade students at the proficient and advanced levels will reach 54.3% on the end-of-year Galileo reading assessment. | Galileo 3x/year | |
| | | | | | | DRA2 3x/year | |
| | | | | | | PALS 3x/year | |
| | | | | | | PALS Progress Monitoring bi-monthly for Read Plans | |
| | | | | | | SRI 3x/year | |
| | | | | | | AIMSweb: RCBM as needed MAZE as needed | |
| | | | | | | | Focus on raising rigor in core content courses with the support of professional development, curriculum experts, interventions and the integration of STEM. |

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| | | | secondary level has the highest gap of 36.55% between school performance and Middle School Federal and State Expectations. | | | | |
| | | M | <p>Elementary: The overall elementary Math Achievement data is 40.63% which is substantially below the Elementary Federal and State Expectations of 70.89%. Math Achievement has decreased from Loma Linda Elementary's 48.94% proficient and advanced to 40.63% at Timberline in the last three years. Spangler Elementary Math Achievement has increased from 26.25% proficient and advanced to 40.63% at Timberline in the last three years. Math Achievement at the elementary level has the highest gap of 30.26% between school performance and Elementary Federal and State Expectations.</p> <p>Middle School: The overall middle school Math Achievement data is 27.78% which is substantially below the Middle School Federal and State Expectations of</p> | 1 st – 8 th : By the end of the 2014-2015 school year, the number of benchmark tested 1 st – 8 th grade students at the proficient and advanced levels will increase from 39.8% to 49.8% on the end-of-year Galileo math assessment. | 1 st – 8 th : By the end of the 2015-2016 school year, the number of benchmark tested 1 st – 8 th grade students at the proficient and advanced levels will reach 59.8% on the end-of-year Galileo math assessment. | <p>iReady 3x/year</p> <p>Galileo 3x/year</p> <p>AIMSweb Math Computation Benchmarks 3x/year</p> <p>AIMSweb Math Concepts and Applications 3x/year</p> <p>AIMSweb Progress Monitoring Probes weekly</p> <p>Digits Benchmarks</p> <p>Math Expressions Unit Tests</p> | <p>Increase focus on improving English Language Development for all students of poverty and English Language Learners.</p> <p>Increase minutes students receive instruction with an extended day and augmented school year focused on at-risk students.</p> <p>Focus on raising rigor in core content courses with the support of professional development, curriculum experts, interventions and the integration of STEM.</p> |

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| | | | 52.48%. Math Achievement has decreased from Heritage Middle School's 31.21% proficient and advanced to 27.78% at Timberline in the last three years. | | | | |
| | | W | N/A | | | | |
| | | S | N/A | | | | |
| Academic Growth | Median Growth Percentile (TCAP & ACCESS), local measures | R | <p>Elementary: The elementary Median Growth Percentile 37 is well below the Elementary Federal and State Expectations Median Adequate Growth Percentile of 50. Reading Growth has decreased from Loma Linda Elementary's 60th Median Growth Percentile to 37th at Timberline in the last three years. Spangler Elementary Median Growth Percentile has increased slightly from the 36th to 37th at Timberline in the last three years.</p> <p>Middle School: The middle school Median Growth Percentile 44 is well below the Middle School Federal and State Expectations Median Adequate Growth Percentile of 59. Reading Growth has decreased from Heritage</p> | <p>1st – 5th: By the end of the 2014-2015 school year, 80% of 1st – 5th grade students will make one or more year's growth on the iReady reading assessment.</p> <p>6th – 8th: By the end of the 2014-2015 school year, 80% of 6th – 8th grade students will make adequate growth on the Scholastic Reading Inventory.</p> | <p>1st – 5th: By the end of the 2015-2016 school year, 80% of 1st – 5th grade students will make one or more year's growth on the iReady reading assessment.</p> <p>6th – 8th: By the end of the 2015-2016 school year, 80% of 6th – 8th grade students will make adequate growth on the Scholastic Reading Inventory.</p> | <p>iReady 3x/year</p> <p>Galileo 3x/year</p> <p>DRA2 3x/year</p> <p>PALS 3x/year</p> <p>PALS Progress Monitoring bi-monthly for Read Plans</p> <p>SRI 3x/year</p> <p>AIMSweb: RCBM as needed MAZE as needed</p> | <p>Increase focus on improving English Language Development for all students of poverty and English Language Learners.</p> <p>Increase minutes students receive instruction with an extended day and augmented school year focused on at-risk students.</p> <p>Focus on raising rigor in core content courses with the support of professional development, curriculum experts, interventions and the integration of STEM.</p> |

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|--|--|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | Middle School's 52 nd Median Growth Percentile to 44 th at Timberline in the last three years. | | | | |
| | | M | <p>Elementary: The elementary Median Growth Percentile 24 is substantially below the Elementary Federal and State Expectations Median Adequate Growth Percentile of 65. Math Growth has decreased from Loma Linda Elementary's 33rd Median Growth Percentile to 24th at Timberline in the last three years. Spangler Elementary Median Growth Percentile has increased from the 14th to 24th at Timberline in the last three years.</p> <p>Middle School: The middle school Median Growth Percentile 55 is substantially below the Middle School Federal and State Expectations Median Adequate Growth Percentile of 89. Math Growth has increased from Heritage Middle School's 47th Median Growth Percentile to 55th at Timberline in the last three years.</p> | 1 st – 8 th : By the end of the 2014-2015 school year, 80% of benchmark tested 1 st – 8 th grade students will increase at least one-level or remain on-course on end-of-year Galileo math assessment. | 1 st – 8 th : By the end of the 2015-2016 school year, 80% of benchmark tested 1 st – 8 th grade students will increase at least one-level or remain on-course on end-of-year Galileo math assessment. | <p>iReady 3x/year</p> <p>Galileo 3x/year</p> <p>AIMSweb Math Computation Benchmarks 3x/year</p> <p>AIMSweb Math Concepts and Applications 3x/year</p> <p>AIMSweb Progress Monitoring Probes weekly</p> <p>Digits Benchmarks</p> <p>Math Expressions Unit Tests</p> | <p>Increase focus on improving English Language Development for all students of poverty and English Language Learners.</p> <p>Increase minutes students receive instruction with an extended day and augmented school year focused on at-risk students.</p> <p>Focus on raising rigor in core content courses with the support of professional development, curriculum experts, interventions and the integration of STEM.</p> |

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|----------------------|------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | W | N/A | | | | |
| | | ELP | <p>Elementary: The elementary ACCESS Median Growth Percentile 55 met the Elementary School Federal and State Expectations Median Adequate Growth Percentile of 31.</p> <p>Middle: The middle school ACCESS Median Growth Percentile 41 is well below the Middle School Federal and State Expectations Median Adequate Growth Percentile of 57. This was a decrease from the two prior years at 64 (2012) and 69 (2013).</p> | <p>K – 5th: By the end of the 2014-2015 school year, the Median Growth Percentile in ACCESS will be 60.</p> <p>6th – 8th: By the end of the 2014-2015 school year, the Median Growth Percentile in ACCESS will be 55.</p> | <p>K – 5th: By the end of the 2015-2016 school year, the Median Growth Percentile in ACCESS will be 65.</p> <p>6th – 8th: By the end of the 2015-2016 school year, the Median Growth Percentile in ACCESS will be 60.</p> | <p>Avenues Curriculum Unit Assessments</p> <p>Inside Curriculum Unit Assessments</p> | <p>Increase focus on improving English Language Development for all students of poverty and English Language Learners.</p> <p>Increase minutes students receive instruction with an extended day and augmented school year focused on at-risk students.</p> <p>Focus on raising rigor in core content courses with the support of professional development, curriculum experts, interventions and the integration of STEM.</p> |
| Academic Growth Gaps | Median Growth Percentile, local measures | R | <p>Elementary: Timberline Elementary Students with Disabilities had the lowest Median Growth Percentile of 22 in Reading Growth with the highest Median Adequate Growth Percentile of 83. English Learners was the highest Median Growth Percentile at 46, only 9 percentiles from Median Adequate Growth Percentile at 55.</p> <p>Middle School: Timberline Middle School Reading</p> | <p>1st – 5th: By the end of the 2014-2015 school year, 80% of 1st – 5th grade English Learners will make one or more year's growth on the iReady reading assessment.</p> <p>6th – 8th: By the end of the 2014-2015 school year, 80% of 6th – 8th grade English Learners will make adequate growth on the</p> | <p>1st – 5th: By the end of the 2015-2016 school year, 80% of 1st – 5th grade English Learners will make one or more year's growth on the iReady reading assessment.</p> <p>6th – 8th: By the end of the 2015-2016 school year, 80% of 6th – 8th grade English Learners will make adequate growth on the Scholastic Reading Inventory.</p> | <p>iReady 3x/year</p> <p>Galileo 3x/year</p> <p>DRA2 3x/year</p> <p>PALS 3x/year</p> <p>PALS Progress Monitoring bi-monthly for Read Plans</p> | <p>Increase focus on improving English Language Development for all students of poverty and English Language Learners.</p> <p>Increase minutes students receive instruction with an extended day and augmented school year focused on at-risk students.</p> <p>Focus on raising rigor in core content courses with</p> |

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| | | | Growth Gap Data has only a 4 point growth percentile difference from 43 to 47. This mirrors the overall Median Growth Percentile of 44. | Scholastic Reading Inventory. | | SRI 3x/year AIMSweb: RCBM as needed MAZE as needed | the support of professional development, curriculum experts, interventions and the integration of STEM. |
| | | M | Elementary: All Timberline Elementary Math Growth Gap areas are rated "Does Not Meet." The lowest Median Growth Percentile was 21 and the highest was 27. Middle School: Timberline Middle School Math Growth Gap Data has only a 3 point growth percentile difference from 54 to 57. This mirrors the overall Median Growth Percentile of 55. | 1 st – 8 th : By the end of the 2014-2015 school year, 80% of benchmark tested 1 st – 8 th grade Minority and English Learners will increase at least one-level or remain on-course on end-of-year Galileo math assessment. | 1 st – 8 th : By the end of the 2015-2016 school year, 80% of benchmark tested 1 st – 8 th grade Minority and English Learners will increase at least one-level or remain on-course on end-of-year Galileo math assessment. | iReady 3x/year Galileo 3x/year AIMSweb Math Computation Benchmarks 3x/year AIMSweb Math Concepts and Applications 3x/year AIMSweb Progress Monitoring Probes weekly Digits Benchmarks Math Expressions Unit Tests | Increase focus on improving English Language Development for all students of poverty and English Language Learners. Increase minutes students receive instruction with an extended day and augmented school year focused on at-risk students. Focus on raising rigor in core content courses with the support of professional development, curriculum experts, interventions and the integration of STEM. |
| | | W | N/A | | | | |
| Postsecondary & Workforce Readiness | Graduation Rate | | N/A | | | | |
| | Disaggregated Grad Rate | | N/A | | | | |
| | Dropout Rate | | N/A | | | | |

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| | Mean CO ACT | N/A | | | | |
| | Other PWR Measures | N/A | | | | |

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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 focus on improving English Language Development for all students of poverty and English Language Learners.

Root Cause(s) Addressed: Lack of consistency and expectations between teachers and grade levels. Lack of direct-support for at-risk students. Lack of a targeted action plan to increase academic vocabulary and decrease growth gaps.

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

- ☒ State Accreditation
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Diagnostic Review Grant
 ☐ School Improvement Support Grant
☐ Colorado Graduation Pathways Program (CGP)
☒ Other: Title I _____

| 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) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| | 2014-15 | 2015-16 | | | | |
| Provide district Professional Development with emphasis on implementation of Sheltered Instruction strategies in all classrooms | November 5 th , 2014 December 3 rd , 2014 February 4 th , 2015 April 1 st , 2015 | August 2015 – May 2016 | Timberline Leadership Team, ELL Department | District SIOP modules | Building Professional Development calendar, Administration walk-throughs and observations using Tier I Best Practices with SIOP identification document. | Completed SIOP modules as scheduled |
| ELL Department meetings with administration to plan for staff Professional Development and monitor ELL student progress through regular performance data review | August 2014 - May 2015 Every | August 2015 – May 2016 | Principal & Associate Principal, Assistant Principal, ELL | None | Meeting notes | In progress/on-going |

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|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------|----------------------------------------------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------|----------------------|
| | other Friday from 10:00 AM – 11:00 AM | | Department | | | |
| Provide Staff Collaboration plan time every monthly for the 4 th and 5 th grade teachers to meet with District ELL Coordinator | August 2014 – May 2015 | August 2015 – May 2016 | District elementary ELL Coordinator 4 th and 5 th grade teachers | None | Meeting notes, Administration walk-throughs and observations using Tier I Best Practices with SIOP identification document | In progress/on-going |
| Change master schedule to provide time for all teachers to collaborate with ELL teachers | August 2014 | August 2015 | Principal & Assistant Principal, ELL Department | None | Master Schedule | Completed |
| Improve quality of Tier I instruction through increased rigor and teacher expectations | August 2014 - May 2015 | August 2015 – May 2016 | Administration | None | Administration walk-throughs and observations using Tier I Best Practices with SIOP identification document | In progress/on-going |

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

Major Improvement Strategy #2: Increase minutes students receive instruction with an extended day and augmented school year focused on at-risk students.

Root Cause(s) Addressed: Lack of consistency and expectations between teachers and grade levels. Lack of direct-support for at-risk students. Lack of a targeted action plan to increase academic vocabulary and decrease growth gaps.

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

- ☒ State Accreditation
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Diagnostic Review Grant
 ☐ School Improvement Support Grant
☐ Colorado Graduation Pathways Program (CGP)
☒ Other: Title I _____

| 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) |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------|-----------------------------------------------------------------------|
| | 2014-15 | 2015-16 | | | | |
| Scheduling & Interventions | | | | | | |
| Change elementary daily schedule to add 30 more minutes of instruction | August 2014 - May 2015 | August 2015 – May 2016 | Building Administration | None | Review of schedule | Building elementary student-contact hours increased by 30 minutes/day |
| Add 45 instructional minutes 2 or 3x/week before or after school in reading and math for students below proficiency | September 2014 – May 2015 | September 2015 – May 2016 | Timberline Teachers | Race To The Top Grant Title I Budget | Review of data performance | In progress/on-going |
| Hire 3 instructional paras to provide elementary small group intervention using Leveled Literacy Intervention materials | Daily from: September 2014 – May 2015 | September 2015 – May 2016 | Elementary Literacy Coordinator Dean of Students Instructional Paras | Title I Budget | Review of data performance | In progress/on-going |
| Provide 3 Literacy/MTSS experts to provide small group intervention, collaborate with core teachers, and facilitate the MTSS process | Weekly Collaboration & Daily small groups from: | September 2015 – May 2016 | Literacy/MTSS Teachers | District Literacy Budget (not Title I) | Review of data performance | In progress/on-going |

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| | September 2014 – May 2015 | | | | | |
| Hire 2 Title I Math Teachers to provide small group instruction | Daily from: September 2014 – May 2015 | September 2015 – May 2016 | Title I Math Teachers | Title I Budget | Review of data performance | In progress/on-going |
| Hire 7 Title I Reading Teachers to provide small group instruction | Daily from: September 2014 – May 2015 | September 2015 – May 2016 | Title I Reading Teachers | Title I Budget | Review of data performance | In progress/on-going |
| Provide an augmented school year for failing and below proficient students with an intervention plan developed by a team of core teachers | June 15 th – July 31 st 2015 | TBD | Administration and Timberline and/or District Teachers | Race To The Top Grant Title I Budget i3 Grant and District Budget | Review of data performance | In progress/on-going |
| At-Risk Partnerships | | | | | | |
| Provide REAL (Relationships with Educators Accelerate Learning) teachers to work with 10 at-risk students each. | August 2014 – May 2015 | August 2015 – May 2016 | Assigned REAL teachers Building Administration | Race to the Top Grant : \$5000 stipend per teacher | Student academic performance data, Student attendance data, Student disciplinary data | In progress/on-going |
| Select 50 at-risk elementary students to participate in I Have a Dream Aspen Class | July 2014 – June 2015 | July 2015 – June 2016 | I Have a Dream Program Director | I Have a Dream Foundation ~ \$200,000/year | Student academic performance data, Student attendance data, Student disciplinary data | In progress/on-going |
| Provide “Choices” class to at-risk 7 th & 8 th grade students | August 2014 – May 2015 | August 2015 – May 2016 | Building Administration, Choices Instructor, Math and Language Arts intervention teachers | District Truancy Grant | Student academic performance data, Student attendance data, Student disciplinary data | In progress/on-going |

| | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------|--------------------------------------------|----------------|---------------------------------------------------------------------------------------------|----------------------|
| Match 6 th -8 th academic at-risk students to secondary teachers to build mentor relationships | September 2014 – May 2015 | August 2015 – May 2016 | 6 th – 8 th teachers | None | Student academic performance data, Student attendance data, Student disciplinary data | In progress/on-going |
| Provide opportunities for family involvement including Cafecito, Parents Involved in Education, Intercambio, and PASO programs | August 2014 – May 2015 | August 2015 – May 2016 | Title I Family Liaison | Title I Budget | Calendar of programs | In progress/on-going |

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

Major Improvement Strategy #3: Focus on raising rigor in core content courses with the support of professional development, curriculum experts, interventions and the integration of STEM.

Root Cause(s) Addressed: Lack of consistency and expectations between teachers and grade levels. Lack of direct-support for at-risk students. . Lack of a targeted action plan to increase academic vocabulary and decrease growth gaps.

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

- ☒ State Accreditation
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Diagnostic Review Grant
 ☐ School Improvement Support Grant
☐ Colorado Graduation Pathways Program (CGP)
☒ Other: Title I _____

| 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) |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| | 2014-15 | 2015-16 | | | | |
| STEM Integration | | | | | | |
| Provide Professional Development and Staff Collaboration days for STEM implementation | September 10 th & 24 th 2014 October 22 nd & 29 th 2014 November 19 th , 2014 December 17 th , 2014 January 14 th & 28 th 2015 February 11 th & 25 th 2015 March 11 th & 25 th , 2015 | August 2015 – May 2016 | Race to the Top District Executive Director Race to the Top District Coordinator Building STEM Coordinators Building Administration | Race to the Top Grant | Building Professional Development calendar, Administration walk-throughs and observations using Tier I Best Practices | In progress/on-going |

School Code: 6010

School Name: TIMBERLINE PK-8

| | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| | April 15 th & 29 th 2015 May 13 th , 2015 | | | | | |
| Increase technology use in PK-8 classrooms and provide 1:1 iPad minis for all students 6 th – 8 th | August 2014 – May 2015 | August 2015 – May 2016 | Race to the Top District Executive Director District Technology Department Classroom Teacher | Chrome Books & iPads: Race to the Top Grant 1:1 Initiative: District Technology Department through Mill Levy | Technology use in classrooms | In progress/on-going |
| Provide two STEM Coordinators to support implementation | July 2014 – June 2015 | July 2015 – June 2015 | Race to the Top District Executive Director Building Administration | Race to the Top Grant : ~50,000/year each | STEM units in core classes, Specialized STEM course offerings, Administration walk-throughs and observations using Tier I Best Practices | Positions hired April 2013 |
| Provide funding to develop integrated STEM units | June – August 2014 | June – August 2015 | Race to the Top District Executive Director Race to the Top District Coordinator Building STEM Coordinators | Race to the Top Grant | STEM units in classes | |
| Create a STEM Enrichment block in the secondary master schedule to increase student exposure to STEM classes and provide math intervention | 38 minutes daily from: August 2014 – | 38 minutes daily from: | Building Administration | None | Review of schedule | STEM Enrichment block added to schedule |

| | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|------------------------|--------------------------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------|
| | May 2015 | August 2015 – May 2016 | | | | |
| Professional Development & Curriculum Experts | | | | | | |
| Provide Language Arts Department and Core Grade Level Teachers time to collaborate and create “3-Ins & 3-Outs” | December 2014 – May 2015 | As needed | LA teachers, District Language Arts Coordinator | Building Professional Development Budget | Meeting notes, Administration walk-throughs and observations using Tier I Best Practices | In progress/on-going |
| Provide Staff Collaboration plan time for elementary teachers to meet with Title I teachers | September 2014 – May 2015 | August 2015 – May 2016 | Title I and elementary teachers | Title I Budget to employ Title I teachers | Meeting notes, Administration walk-throughs and observations using Tier I Best Practices | In progress/on-going |
| Provide Professional Development for teachers to meet with District language arts curriculum experts to study Common Core Shifts, CDE Writing Exemplars, and Narrative/Non-Fiction Writing: Teaching the Challenging Text Across Content Areas | November 12 th , 2014 December 10 th , 2014 | | District Language Arts Coordinator | None | Building Professional Development calendar, Administration walk-throughs and observations using Tier I Best Practices | In progress/on-going |
| Provide Professional Development for teachers to meet with District curriculum experts to study Common Core Math Practices | November 12 th , 2014 December 10 th , 2014 | | District Math Coordinator | None | Building Professional Development calendar, Administration walk-throughs and observations using Tier I Best Practices | In progress/on-going |
| Provide Professional Development Thinking Maps course | TBD | | Timberline Teachers and Thinking Maps Instructor | Building Professional Development Budget | Administration walk-throughs and observations using Tier I Best Practices | TBD |

* 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.

School Code: 6010

School Name: TIMBERLINE PK-8

Section V: Appendices

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

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

MEMORANDUM

DATE: January 14, 2015

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Town of Erie Urban Renewal Authority (TOEURA)
Intergovernmental Agreement

RECOMMENDATION

That the Board of Education approve the Intergovernmental Agreement (IGA) between the Town of Erie and the St. Vrain Valley School District to ensure the 2012 Mill Levy Override and future local school election revenue will be protected from the Tax Increment Financing (TIF) of the URA in the area referred to as Colliers Hill, formerly Bridgewater Annexation.

BACKGROUND

District staff has worked with the Town of Erie and legal counsel to develop the Intergovernmental Agreement to protect the District from some of the negative impacts of Urban Renewal Authorities on school funding. The Board first discussed the concept of these IGA's with the Town of Erie prior to the passage of the 2012 Mill Levy Override. This is the second IGA with the TOEURA. This Agreement has been executed by TOEURA and is awaiting District approval.

Terry Schueler will be available for questions.

**INTERGOVERNMENTAL AGREEMENT FOR TAX INCREMENT REVENUE
SHARING
BY AND BETWEEN
THE TOWN OF ERIE URBAN RENEWAL AUTHORITY
AND
ST. VRAIN VALLEY SCHOOL DISTRICT**

This Intergovernmental Agreement ("**Agreement**"), is entered into effective as of the day of _____, 2014 (the "**Effective Date**"), by and between the **TOWN OF ERIE URBAN RENEWAL AUTHORITY**, a body corporate and politic of the State of Colorado ("**TOEURA**"), whose address is 645 Holbrook Street, Erie, Colorado 80516, and the **ST. VRAIN VALLEY SCHOOL DISTRICT**, a political jurisdiction of the State of Colorado (the "**School District**"), whose address is c/o Lyons Gaddis Kahn & Hall, P.C., P.O. Box 978, 515 Kimbark Street, 2nd Floor, Longmont, CO 80502-0978 (TOEURA and the School District may be referred to herein individually as a "**Party**" and may be collectively referred to herein as the "**Parties.**")

RECITALS

A. TOEURA is a public body corporate and politic authorized to transact business and exercise its powers as an urban renewal authority under and pursuant to the Colorado Urban Renewal Law, Part 1 of Article 25 of Title 31, C.R.S. (the "**Act**").

B. The Board of Trustees (the "**Town Board**") for the Town of Erie (the "**Town**") approved the creation of TOEURA on October 11, 2011 and, at that time, designated the Town Board as the TOEURA Board of Trustees (the "**Trustees**").

C. The School District is a political subdivision of the State of Colorado and the School District's boundaries overlap TOEURA's jurisdictional boundaries such that the School District has the authority to impose a mill levy within TOEURA's jurisdictional boundaries.

D. On September 10, 2013 the Town Board considered Resolution No. 13-111 approving the Urban Renewal Plan for the Urban Renewal Area No. 4 (the "**Urban Renewal Plan**"), which, in addition to creating the Urban Renewal Area No. 4, designates a sub-area within the Urban Renewal Area No. 4 within which tax increment shall be authorized ("**TIF Area**") for the purposes authorized in the Act, including utilizing tax increment financing ("**TIF Financing**"), as contemplated by C.R.S. § 31-25-107(9)(a). The TIF Area includes the parcels commonly known as Phase I and more particularly described in **Exhibit A** and as depicted in **Exhibit B** both attached hereto and incorporated herein.

E. The Act provides that taxes levied after the effective date of the approval of an urban renewal plan upon taxable real property in the area described in such urban renewal plan shall be divided each year for a period not to exceed twenty-five (25) years from the effective date of the urban renewal plan and that a portion of said property tax revenues shall be allocated to and paid into a special fund of the applicable urban renewal authority, as more particularly described in the Act.

F. Pursuant to the Urban Renewal Plan, taxes levied after the effective date of the Trustees' approval of the Urban Renewal Plan on taxable real property located within the TIF Area shall be divided each year for a period not to exceed twenty-five (25) years from the effective date of the Urban Renewal Plan and that a portion of said property tax revenues (the "**TIF Revenue**") shall be allocated to and paid into a special fund of TOEURA to pay the principal of, interest on, and any premiums due in connection with bonds of, loans or advances to, or indebtedness incurred by TOEURA for financing an urban renewal project or to make payments in accordance with an agreement executed pursuant to C.R.S. § 31-25-107(11).

G. TOEURA and the School District recognize that a division of taxes pursuant to C.R.S. § 31-25-107(9)(a) on taxable real property within the boundaries of the School District without an agreement concerning the sharing of TIF Revenue may hinder (a) the effectuation of the Urban Renewal Plan and the planned urban renewal projects to be located within the Urban Renewal Plan Area, and (b) the School District's ability to provide its services and facilities to its constituents.

H. The Parties acknowledge that the eligible electors of the School District did approve in November 2012 and may in the future approve the levy of additional mills by the School District for operations by way of a School District Mill Levy Override (i.e. additional local revenues in excess of the School District's total program as provided in the Public School Finance Act of 1994, Colorado Revised Statutes Title 22, Article 54, Part 1, or successor act) (a "Future Mill Levy Override"). The Parties acknowledge that the eligible electors of the School District may also in the future approve the levy of additional mills by the School District for the servicing of new bonded indebtedness which, for purposes hereof, shall not include any indebtedness incurred as a result of the refunding of any School District debt existing as of the Effective Date (a "Future Debt Service Mill Levy"), the proceeds of which debt would be earmarked for the construction of new schools and the renovation of certain existing schools.

I. Therefore, TOEURA and the School District desire to enter into this Agreement for the transfer to the School District of certain portions of the TIF Revenue. The School District shall be entitled to receive a portion of the TIF Revenue generated by the imposition of its mill levy (the School District's "**Mill Levy Increment**"), if and when received by TOEURA, as a result of the imposition of the Urban Renewal Plan and the collection of the TIF Revenue from the TIF Area as set forth in this Agreement. As of the date of this Agreement, the School District's mill levy within the TIF Area is 53.500.

J. In consideration therefore, the School District expressly consents to the formation of the Urban Renewal Area No. 4.

K. TOEURA and the School District are authorized to enter into this Agreement pursuant to law, including, without limitation, C.R.S. § 31-25-112.

NOW THEREFORE, in consideration of the foregoing recitals and the covenants, promises and agreements of each of the Parties hereto, it is agreed by and among the Parties hereto as follows:

1. Incorporation of Recitals. The foregoing recitals are incorporated into and made a part of this Agreement.

2. TIF Revenue Sharing Formula.

(a) The TIF Area currently consists of undeveloped real property classified as agricultural land. Once developed and reclassified, the TIF Revenue that is the difference between the assessed value of the real property alone, including ground improvements (e.g. utilities such as sewer) (the "real property") and the assessed value of such real property with improvements to the land (e.g. buildings and structures) (the "real property with improvements to the land") shall be retained by TOEURA for use for Public Improvements (as hereinafter defined) (the foregoing calculation shall be referred to herein as the "**Formula**");

(b) Not being included in the Formula or Cap (defined herein), all of the School District's Mill Levy Increment portion of the TIF Revenue that is the difference between the assessed value of the real property as classified as agricultural land and with ground improvements (e.g., utilities such as sewer) shall not be retained by TOEURA, but shall be remitted by TOEURA to the School District for the purpose of reimbursing the School District for providing services to the TIF Area, after deducting the Administrative Fee (as hereinafter defined);

(c) Once the TIF Revenue retained by TOEURA pursuant to subsection (a), but not including School District revenues pursuant to subsection (b), reaches Ten Million and No/100 Dollars (\$10,000,000.00), it shall be capped (the "**Cap**") and all future School District Mill Levy Increment generated within the TIF Area shall be remitted by TOEURA to the School District for the purpose of reimbursing the School District for providing services within the TIF Area. TOEURA's obligation to transfer to the School District the School District Mill Levy Increment portion of the TIF Revenue as described in this Section 2 shall be referred to herein as the "**Transfer Obligation**"; and

(d) November 2012 and Future Mill Levy Override Allocation. The TOEURA and the School District acknowledge that the School District had a successful mill levy override election in November 2012 and may, at some point in the future, present to its eligible electors one or more ballot issues for approval of a Future Mill Levy Override. With respect to the 2012 Mill Levy Override and in the event of a Future Mill Levy Override that is approved by the eligible electors of the School District, TOEURA agrees to transfer to the School District, all of the increase in property tax TIF Revenues calculated, produced, allocated and transferred to the Urban Renewal Authority solely as a result of the levy by the School District of the 2012 Mill Levy Override and, upon a success election for a Future Mill Levy Override, any Future Mill Levy Overrides upon taxable property within the Urban Renewal Plan pursuant to and in accordance with Section 31-25-107(0)(a)(II) of the Act and the rules and regulations of the Property Tax Administrator of the State of Colorado (the "November 2012 and Future Mill Levy Override Allocation") for the purposes of compensating the School District for the services it will provide to the Tax Increment Area.

(e) Future Debt Service Mill Levy Allocation. The Parties acknowledge that the School District may at some point in the future present its eligible electors with one or more ballot issues for approval of a Future Debt Service Mill Levy. In the event such a Future Debt

Service Mill Levy is approved by the eligible electors of the School District after the Effective Date, the TOEURA agrees to transfer to the School District all of the increase in property tax TIF Revenues calculated, produced, allocated and transferred to the TOEURA solely as a result of the levy by the School District of the Future Debt Service Mill Levy upon taxable property within the Urban Renewal Plan pursuant to and in accordance with Section 31-25-107(9)(a)(II) of the Act and the rules and regulation of the Property Tax Administrator of the State of Colorado (the "Future Debt Service Mill Levy Allocation") for the purposes of compensating the School District for the services it will provide to the Tax Increment Area.

3. Eligible Public Improvements. TOEURA agrees to spend that portion of TIF Revenue retained by TOEURA under the Formula and that is not subject to the Transfer Obligation solely for paying or reimbursing the costs, expenses and/or indebtedness incurred for the provision of public improvements (the "**Public Improvements**") in the area of, and in furtherance of the goals of the Urban Renewal Plan, which are limited to the following: (a) Erie Parkway; (b) sanitary sewer; (c) water; (d) re-use of water and irrigation system; (e) traffic and signalization improvements, including the signal directly across from Erie High School; (f) drainage improvements; and (g) a pedestrian bridge to the area of the Town known as Old Town.

4. Authority Administrative Fee. An administrative fee equal to one percent (1%) of the TIF Revenue as determined on an annual basis shall be retained by TOEURA (the "**Administrative Fee**"). Notwithstanding anything to the contrary set forth in this Agreement or in the Urban Renewal Plan, TOEURA shall be entitled to retain the Administrative Fee to pay the reasonable and customary administrative costs of the Authority incurred in connection with TOEURA's obligations under this Agreement including, but not limited to, the collection, enforcement, disbursement, and administrative fees and costs related to TIF Revenue and the TIF Area. The Administrative Fee shall be deducted annually from the total TIF Revenue received, not from each School District's Mill Levy Increment or the payments made pursuant to the Transfer Obligation.

5. Agreement Confined to Specified Revenue. This Agreement applies only to TIF Revenue derived from imposition of real property taxes (land and improvements to land) in the TIF Area, if any, that is calculated, produced, allocated and transferred to TOEURA in accordance with C.R.S. § 31-25-107(9)(a)(II) and the rules and regulations of the Property Tax Administrator of the State of Colorado, and does not include any other revenues of TOEURA. The School District agrees and acknowledges that the School District is not entitled to and expressly disclaims any and all right, title or interest in and to any other taxes or revenues collected by TOEURA, including, without limitation, any personal property tax, sales tax, or private improvement fees. The School District expressly waives and agrees not to object to: (a) the Town's or the Trustees' approval of the Urban Renewal Plan, including, without limitation, its approval of the use of TIF Financing and collection of TIF Revenue, and (b) TOEURA's imposition of any personal property tax, sales tax, private improvement fees or other fees in connection with the Urban Renewal Plan or Urban Renewal Plan Area. This Agreement applies only to the TIF Area.

6. Subordination. By written consent of the School District, as evidenced by a resolution approved by the Board of Directors of the School District, the Transfer Obligation may be made subordinate to any payment of the principal of, the interest on, and any premiums

due in connection with bonds of, loans or advances to, or indebtedness incurred by TOEURA for financing or refinancing, in whole or in part, any urban renewal project specified in the Urban Renewal Plan.

7. Delays. Any delays in or failure of performance by any Party of its obligations under this Agreement shall be excused if such delays or failure are a result of acts of God; acts of public enemy; acts of the Federal or state government; acts of third parties; litigation concerning the validity of this Agreement or relating to transactions contemplated hereby; fire, floods, strikes, labor disputes, accidents, regulations or order of civil or military authorities; shortages of labor or materials; or other causes, similar or dissimilar, which are beyond the control of such Party. Notwithstanding the foregoing, where any of the above events shall occur which temporarily interrupt the ability of TOEURA to transfer to the School District revenues as provided in this Agreement, as soon as the event causing such interruption shall no longer prevail, TOEURA shall transfer the total amount of the effected revenues that have been received by TOEURA that is then in the account, as determined according to the provisions of this Agreement.

8. Termination and Subsequent Legislation. This Agreement may be terminated at any time upon the mutual written agreement of TOEURA and the School District. In addition, in the event of termination of the Urban Renewal Plan, including, without limitation, the provisions of such plan authorizing TIF Financing, TOEURA may terminate this Agreement by delivering written notice to the School District. TOEURA may also terminate this Agreement by delivering written notice to the School District if the School District no longer provides any services within the Town. The Parties further agree that in the event legislation is adopted after the Effective Date of this Agreement that invalidates or materially or adversely affects any provisions hereof, the Parties will in good faith negotiate for an amendment to this Agreement that most fully implements the original intent, purpose and provisions of this Agreement.

9. Entire Agreement. This instrument embodies the entire agreement of the Parties with respect to the subject matter hereof. There are no promises, terms, conditions, or obligations other than those contained herein and this Agreement shall supersede all previous communications, representations, or agreements, either verbal or written, between the Parties hereto. No modification to this Agreement shall be valid unless agreed to in writing by the Parties hereto.

10. Binding Effect. This Agreement shall inure to the benefit of and be binding upon the Parties hereto and their successors in interest.

11. No Third-Party Enforcement. It is expressly understood and agreed that the enforcement of the terms and conditions of this Agreement, and all rights of action relating to such enforcement, shall be strictly reserved to the undersigned Parties and nothing in this Agreement shall give or allow any claim or right of action whatsoever by any other person not included in this Agreement. It is the express intention of the undersigned Parties that any entity other than the undersigned Parties receiving services or benefits under this Agreement shall be an incidental beneficiary only.

12. No Waiver of Immunities. Nothing contained herein shall be construed as a waiver, in whole or in part, by any Party hereto of the rights, protections, and privileges afforded under the Colorado Governmental Immunity Act, Section 24-10-101, et seq., C.R.S. or under any other law, nor shall any portion of this Agreement be deemed to have created a duty of care which did not previously exist with respect to any person not a Party to this Agreement.

13. Severability. If any provision of this Agreement is found to be invalid, illegal or unenforceable, the validity and enforceability of the remaining provisions shall not in any way be affected or impaired thereby. Further, in the event of any such holding of invalidity, illegality or unenforceability, the Parties will in good faith negotiate for an amendment to this Agreement that achieves to the greatest degree possible the intent of the affected provision of this Agreement.

14. No Assignment. No Party may assign any of its rights or obligations under this Agreement without the express prior written consent of the other Party. Any attempted assignment in violation of this provision shall be null and void and of no force and effect.

15. Paragraph Captions. The captions of the paragraphs are set forth only for the convenience and reference of the Parties and are not intended in any way to define, limit, or describe the scope or intent of this Agreement.

16. Execution in Counterparts. This Agreement may be executed in several counterparts, each of which shall be deemed an original and all of which shall constitute but one and the same instrument.

17. Governing Law. This Agreement and the provisions hereof shall be governed by and construed in accordance with the laws of the State of Colorado.

18. No Presumption. The Parties to this Agreement and their attorneys have had a full opportunity to review and participate in the drafting of the final form of this Agreement. Accordingly, this Agreement shall be construed without regard to any presumption or other rule of construction against the Party causing the Agreement to be drafted.

19. Notices. Any notice required by this Agreement shall be in writing. All notices, demands, requests and other communications required or permitted hereunder shall be in writing, and shall be (a) personally delivered with a written receipt of delivery; (b) sent by a nationally-recognized overnight delivery service requiring a written acknowledgement of receipt or providing a certification of delivery or attempted delivery; (c) sent by certified or registered mail, return receipt requested; or (d) sent by confirmed facsimile transmission or electronic delivery with an original copy thereof transmitted to the recipient by one of the means described in subsections (a) through (c) no later than 5 business days thereafter. All notices shall be deemed effective when actually delivered as documented in a delivery receipt; provided, however, that if the notice was sent by overnight courier or mail as aforesaid and is affirmatively refused or cannot be delivered during customary business hours by reason of the absence of a signatory to acknowledge receipt, or by reason of a change of address with respect to which the addressor did not have either knowledge or written notice delivered in accordance with this

paragraph, then the first attempted delivery shall be deemed to constitute delivery. Each Party shall be entitled to change its address for notices from time to time by delivering to the other Party notice thereof in the manner herein provided for the delivery of notices. All notices shall be sent to the addressee at its address set forth following its name below:

If to TOEURA: Town of Erie Urban Renewal Authority
 Attention: Executive Director
 645 Holbrook Street
 Erie, Colorado 80516
 Telephone: (303) 926-2710
 Facsimile: (303) 926-2706
 Email: ajkrieger@erieco.gov

with a copy to: Brownstein Hyatt Farber Schreck LLP
 Attention: Carolynne White, Esq.
 410 17th Street, Suite 2200
 Denver, Colorado 80202
 Telephone: (303) 223-1100
 Facsimile: (303) 223-1111
 Email: cwhite@bhfs.com

If to the School District: St. Vrain Valley School District
 Attention: Dick Lyons
 Lyons Gaddis Kahn & Hall, PC
 PO Box 978, 515 Kimbark Street, 2nd Floor
 Longmont, CO 80502-0978
 Telephone: 303-776-9900
 Facsimile: 303-776-9100
 Email: rlyons@lgkhlaw.com

20. Days. If the day for any performance or event provided for herein is a Saturday, a Sunday, a day on which national banks are not open for the regular transactions of business, or a legal holiday pursuant to C.R.S. § 24-11-101(1), such day shall be extended until the next day on which such banks and state offices are open for the transaction of business.

21. Parties Not Partners. Notwithstanding any language in this Agreement or any other agreement, representation, or warranty to the contrary, the Parties shall not be deemed to be partners or joint venturers, and no Party shall be responsible for any debt or liability of any other Party.

22. Waiver. Pursuant to C.R.S. § 31-25-107(11), the School District agrees to waive all provisions of Part 1 of the Act that provide for notice to the School District, require any filing with or by the School District, require or permit consent from the School District, or provide for any enforcement right to the School District.

[Remainder of this page is left intentionally blank]

IN WITNESS WHEREOF, TOEURA and the School District have caused their duly authorized officials to execute this Agreement effective as of the Effective Date.

SCHOOL DISTRICT:

ATTEST:

ST. VRAIN VALLEY SCHOOL DISTRICT,
a public school district of the State of Colorado

By: _____

By: _____

TOEURA:

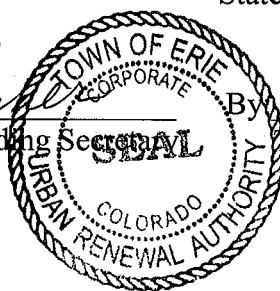
ATTEST:

TOWN OF ERIE URBAN RENEWAL
AUTHORITY,
a body corporate and politic of the
State of Colorado

By: _____

Nancy J. Parker

Nancy J. Parker, Recording Secretary



By: _____

Tina Harris

Tina Harris, Chair

Exhibit A
Legal Description of the TIF Area

A PARCEL OF LAND LOCATED IN THE SOUTH HALF AND NORTHWEST QUARTER OF SECTION 17 AND THE SOUTHEAST QUARTER OF SECTION 18, TOWNSHIP 1 NORTH, RANGE 68 WEST OF THE 6TH P.M., TOWN OF ERIE, COUNTY OF WELD, STATE OF COLORADO, MORE PARTICULARLY DESCRIBED AS FOLLOWS:

COMMENCING AT THE SOUTH QUARTER CORNER OF SECTION 17 (A 2" ALUMINUM CAP STAMPED LS 28258, 1999) FROM WHENCE THE SOUTHWEST CORNER OF SECTION 17 (2.5" ALUMINUM CAP STAMPED LS 19003, 2002) LIES S88°48'45"W, 2,648.06 FEET (BASIS OF BEARINGS);
THENCE 01°11'15"W, 70.00 FEET TO THE NORTHERLY RIGHT OF WAY LINE OF ERIE PARKWAY (AS OF JUNE, 2012) AND THE POINT OF BEGINNING;

THENCE S88°48'45"W, 2,561.78 FEET ALONG THE SAID NORTHERLY RIGHT OF WAY LINE TO THE SOUTHEASTERLY POINT OF CURVATURE AT THE NORTHEASTERLY CORNER OF THE INTERSECTION OF ERIE PARKWAY AND COUNTY ROAD 3;

THENCE S89°38'48"W, 170.73 FEET TO THE SOUTHWESTERLY POINT OF CURVATURE AT THE SOUTHWESTERLY CORNER OF THE INTERSECTION OF ERIE PARKWAY AND COUNTY ROAD 3;

THENCE CONTINUING ALONG THE NORTHERLY RIGHT OF WAY LINE OF ERIE PARKWAY THE FOLLOWING SIX COURSES:

- 1) N89°31'17"W, 744.62 FEET;
- 2) 39.27 FEET ALONG THE ARC OF A TANGENT CURVE TO THE RIGHT, SAID CURVE HAVING A RADIUS OF 25.00 FEET, A CENTRAL ANGLE OF 90°00'00", AND A CHORD BEARING N44°31'17"W, 35.36 FEET;
- 3) N89°31'17"W, 60.00 FEET;
- 4) 39.27 FEET ALONG THE ARC OF A NON-TANGENT CURVE TO THE RIGHT, SAID CURVE HAVING A RADIUS OF 25.00 FEET, A CENTRAL ANGLE OF 90°00'00", AND A CHORD BEARING S45°28'43"W, 35.36 FEET;
- 5) N89°31'17"W, 221.91 FEET;
- 6) N86°54'04"W, 223.54 FEET;

THENCE ALONG THE WESTERLY LINE OF TRACT 20 OF "BRIDGEWATER MASTER SUBDIVISION" THE FOLLOWING SIX COURSES:

- 1) N00°29'16"E, 49.80 FEET;
 - 2) 453.09 FEET ALONG THE ARC OF A TANGENT CURVE TO THE LEFT, SAID CURVE HAVING A RADIUS OF 440.00 FEET, A CENTRAL ANGLE OF 59°00'00", AND A CHORD BEARING N29°00'44"W, 433.33 FEET;
 - 3) N58°30'44"W, 204.67 FEET;
 - 4) 629.21 FEET ALONG THE ARC OF A NON-TANGENT CURVE TO THE LEFT, SAID CURVE HAVING A RADIUS OF 1,007.50 FEET, A CENTRAL ANGLE OF 35°46'57", AND A CHORD BEARING N07°31'37"E, 619.03 FEET;
 - 5) N10°21'52"W, 694.70 FEET;
 - 6) 655.74 FEET ALONG THE ARC OF A TANGENT CURVE TO THE RIGHT, SAID CURVE HAVING A RADIUS OF 1,287.50 FEET, A CENTRAL ANGLE OF 29°10'54", AND A CHORD BEARING N04°13'35"E, 648.68 FEET;
- THENCE S89°34'58"E, 912.45 FEET TO A CORNER ON THE EASTERLY LINE OF SAID TRACT 20 (ALSO BEING THE SOUTHWESTERLY CORNER OF A PARCEL RECORDED IN BOOK 30 AT PAGE 483);
THENCE S89°34'58"E, 804.84 FEET ALONG TRACT LINE OF SAID TRACT 20 TO A NORTHEASTERLY CORNER OF TRACT 20, BEING 30.00 FEET WEST OF THE EASTERLY LINE OF THE SOUTHEAST QUARTER OF SECTION 18;
THENCE N89°34'50"E, 80.00 FEET TO A POINT ON THE EASTERLY RIGHT OF WAY LINE OF COUNTY ROAD 3 (ALSO BEING THE WESTERLY LINE OF TRACT 7 OF "BRIDGEWATER MASTER SUBDIVISION";
THENCE ALONG THE SAID EASTERLY RIGHT OF WAY LINE THE FOLLOWING TWO COURSES:

- 1) N00°25'10"W, 45.75 FEET;
 - 2) N00°02'28"W, 33.54 FEET;
- THENCE N89°34'50"E, 43.67 FEET;
THENCE N54°10'55"E, 197.90 FEET;
THENCE N74°57'55"E, 168.18 FEET;
THENCE N87°41'07"E, 168.64 FEET;
THENCE S84°53'37"E, 254.89 FEET;

THENCE 139.96 FEET ALONG THE ARC OF A NON-TANGENT CURVE TO THE RIGHT, SAID CURVE HAVING A RADIUS OF 150.00 FEET, A CENTRAL ANGLE OF 53°28'19", AND A CHORD BEARING S05°45'15"E, 134.96 FEET;
THENCE S64°47'21"E, 60.12 FEET;
THENCE 36.27 FEET ALONG THE ARC OF A NON-TANGENT CURVE TO THE LEFT, SAID CURVE HAVING A RADIUS OF 25.00 FEET, A CENTRAL ANGLE OF 83°07'34", AND A CHORD BEARING S19°22'18"E, 33.17 FEET;
THENCE 142.49 FEET ALONG THE ARC OF A REVERSE CURVE TO THE RIGHT, SAID CURVE HAVING A RADIUS OF 480.00 FEET, A CENTRAL ANGLE OF 17°00'31", AND A CHORD BEARING S52°25'48"E, 141.97 FEET;
THENCE 26.35 FEET ALONG THE ARC OF A COMPOUND CURVE TO THE RIGHT, SAID CURVE HAVING A RADIUS OF 210.00 FEET, A CENTRAL ANGLE OF 07°11'21", AND A CHORD BEARING S40°19'52"E, 26.33 FEET;
THENCE 36.22 FEET ALONG THE ARC OF A REVERSE CURVE TO THE LEFT, SAID CURVE HAVING A RADIUS OF

25.00 FEET, A CENTRAL ANGLE OF 83°00'01", AND A CHORD BEARING S78°14'11"E, 33.13 FEET;
 THENCE 88.03 FEET ALONG THE ARC OF A REVERSE CURVE TO THE RIGHT, SAID CURVE HAVING A RADIUS OF 1,710.00 FEET, A CENTRAL ANGLE OF 02°56'59", AND A CHORD BEARING N61°44'17"E, 88.02 FEET;
 THENCE 132.83 FEET ALONG THE ARC OF A REVERSE CURVE TO THE LEFT, SAID CURVE HAVING A RADIUS OF 150.00 FEET, A CENTRAL ANGLE OF 50°44'14", AND A CHORD BEARING N37°50'40"E, 128.53 FEET;
 THENCE S77°31'27"E, 60.00 FEET;
 THENCE 33.36 FEET ALONG THE ARC OF A NON-TANGENT CURVE TO THE LEFT, SAID CURVE HAVING A RADIUS OF 25.00 FEET, A CENTRAL ANGLE OF 76°27'53", AND A CHORD BEARING S25°45'23"E, 30.94 FEET;
 THENCE S63°59'20"E, 11.67 FEET;
 THENCE N26°00'40"E, 110.00 FEET;
 THENCE S63°59'20"E, 65.39 FEET;
 THENCE S55°25'14"E, 78.11 FEET;
 THENCE S28°14'22"E, 338.83 FEET;
 THENCE S29°10'17"E, 77.54 FEET;
 THENCE S22°13'35"E, 282.22 FEET TO A POINT ON THE NORTHERLY RIGHT OF WAY LINE OF DAYBREAK PARKWAY (PREVIOUSLY NAMED BRIDGEWATER PARKWAY);
 THENCE S15°11'01"E, 80.00 FEET TO THE SOUTHERLY RIGHT OF WAY LINE OF DAYBREAK PARKWAY;
 THENCE ALONG THE SAID SOUTHERLY RIGHT OF WAY LINE OF DAYBREAK PARKWAY THE FOLLOWING THIRTEEN COURSES:
 1) 311.59 FEET ALONG THE ARC OF A NON-TANGENT CURVE TO THE RIGHT, SAID CURVE HAVING A RADIUS OF 835.00 FEET, A CENTRAL ANGLE OF 21°22'51", AND A CHORD BEARING N85°30'24"E, 309.79 FEET;
 2) S83°48'11"E, 486.74 FEET;
 3) 549.75 FEET ALONG THE ARC OF A TANGENT CURVE TO THE RIGHT, SAID CURVE HAVING A RADIUS OF 2,010.00 FEET, A CENTRAL ANGLE OF 15°40'15", AND A CHORD BEARING S75°58'04"E, 548.04 FEET;
 4) 39.96 FEET ALONG THE ARC OF A COMPOUND CURVE TO THE RIGHT, SAID CURVE HAVING A RADIUS OF 25.00 FEET, A CENTRAL ANGLE OF 91°35'16", AND A CHORD BEARING S22°20'18"E, 35.84 FEET;
 5) S66°32'40"E, 60.00 FEET;
 6) 39.96 FEET ALONG THE ARC OF A NON-TANGENT CURVE TO THE RIGHT, SAID CURVE HAVING A RADIUS OF 25.00 FEET, A CENTRAL ANGLE OF 91°35'16", AND A CHORD BEARING N69°14'58"E, 35.84 FEET;
 7) 335.79 FEET ALONG THE ARC OF A COMPOUND CURVE TO THE RIGHT, SAID CURVE HAVING A RADIUS OF 2,010.00 FEET, A CENTRAL ANGLE OF 09°34'19", AND A CHORD BEARING S60°10'14"E, 335.40 FEET;
 8) S55°23'05"E, 176.47 FEET;
 9) 38.65 FEET ALONG THE ARC OF A TANGENT CURVE TO THE LEFT, SAID CURVE HAVING A RADIUS OF 540.00 FEET, A CENTRAL ANGLE OF 04°06'04", AND A CHORD BEARING S57°26'07"E, 38.64 FEET;
 10) 36.82 FEET ALONG THE ARC OF A REVERSE CURVE TO THE RIGHT, SAID CURVE HAVING A RADIUS OF 24.99 FEET, A CENTRAL ANGLE OF 84°25'29", AND A CHORD BEARING S17°16'24"E, 33.58 FEET;
 11) S65°04'18"E, 60.00 FEET;

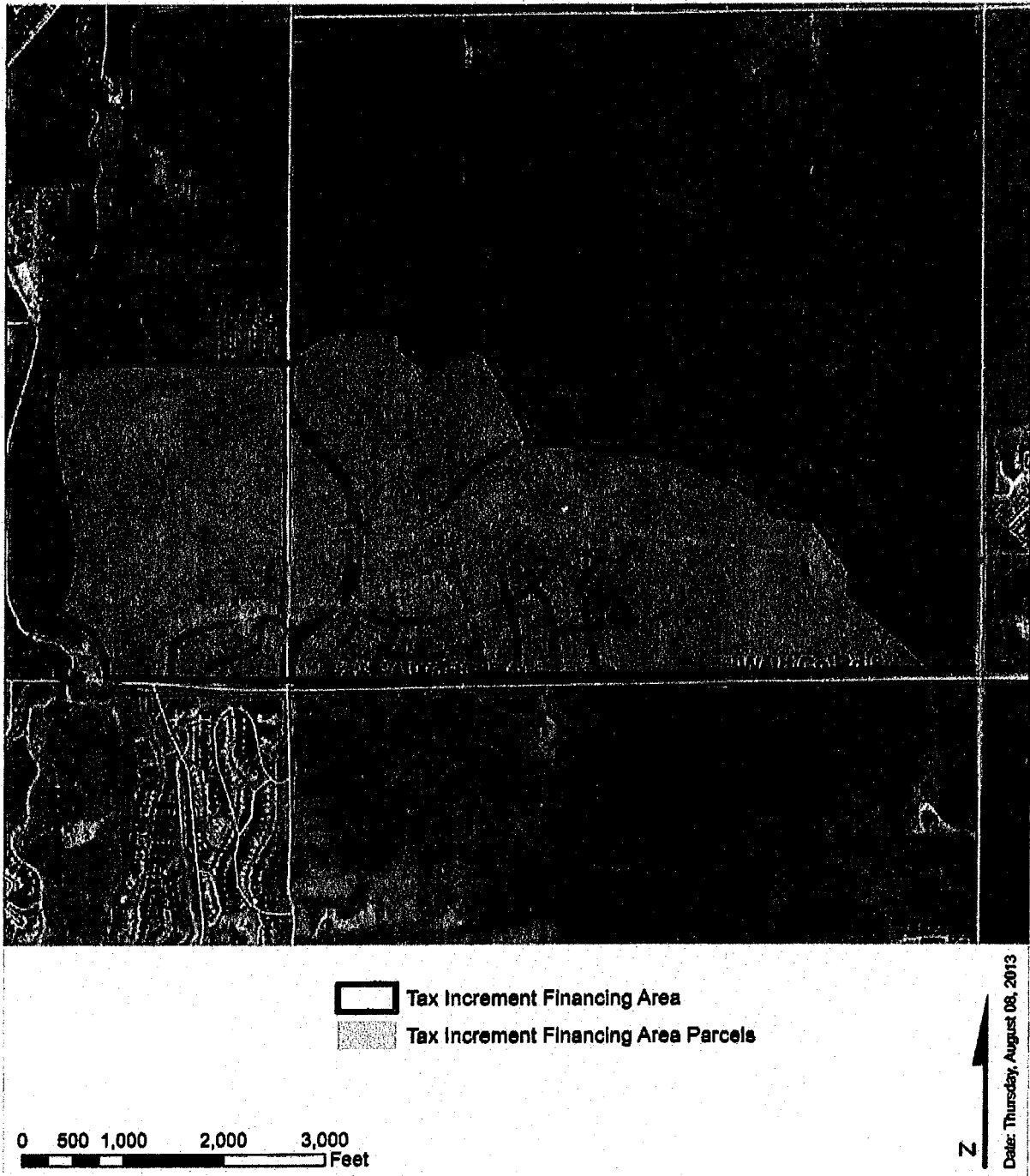
12) 36.83 FEET ALONG THE ARC OF A NON-TANGENT CURVE TO THE RIGHT, SAID CURVE HAVING A RADIUS OF 25.00 FEET, A CENTRAL ANGLE OF 84°24'49", AND A CHORD BEARING N67°08'07"E, 33.59 FEET;
 13) 261.66 FEET ALONG THE ARC OF A REVERSE CURVE TO THE LEFT, SAID CURVE HAVING A RADIUS OF 540.00 FEET, A CENTRAL ANGLE OF 27°45'47", AND A CHORD BEARING S84°32'22"E, 259.11 FEET;
 THENCE ALONG THE EASTERLY LINE OF TRACT 1 OF "BRIDGEWATER MASTER SUBDIVISION" THE FOLLOWING SIX COURSES:
 1) S32°47'27"E, 284.05 FEET;
 2) S52°40'50"E, 44.21 FEET;
 3) S32°47'27"E, 158.29 FEET;
 4) S04°57'33"W, 177.28 FEET;
 5) S49°04'18"E, 611.13 FEET;
 6) S44°15'54"E, 259.10 FEET TO THE NORTHERLY RIGHT OF WAY LINE OF ERIE PARKWAY;
 THENCE S88°48'09"W, 2,301.89 FEET ALONG SAID NORTHERLY RIGHT OF WAY LINE TO THE POINT OF BEGINNING.

EXCEPTING THEREFROM THE TOWN OF ERIE PARCEL RECORDED AT RECEPTION NO. 151675 AND THE ADJACENT 30.00 FEET OF RIGHT OF WAY TO SAID PARCEL FOR COUNTY ROAD 3.

NET ACREAGE OF DESCRIBED PARCEL: 288.90 ACRES

DESCRIPTION PREPARED BY:
 BO BAIZE, COLORADO PLS 37990
 FOR AND ON BEHALF OF HURST & ASSOCIATES, INC.
 2500 BROADWAY, SUITE B
 BOULDER, CO. 80304

Exhibit B
Depiction of the TIF Area



MEMORANDUM

DATE: January 14, 2015
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Approval of Non-Exclusive Antenna Site Lease Agreement

RECOMMENDATION

That the Board of Education approve the lease agreement with T-Mobile West Tower LLC, to maintain and operate existing communications equipment at Erie Middle School and authorize the Assistant Superintendent of Operations to execute all appropriate documents.

BACKGROUND

T-Mobile has had communications equipment located at Erie Middle School since 2000. This Agreement replaces the prior Agreement.

The Agreement is for a five-year (5) period. The lease payments for the first year would be \$24,000 with an annual increase of 3% per year for each subsequent year, with one (1) five-year renewal option, at the sole discretion of the District. The District will also receive a \$5,000 initial payment upon execution of the Agreement, and \$5,000 upon execution of renewal period. This Agreement will provide \$127,419.12 in revenue to the District for the initial five-year period.

NON-EXCLUSIVE ANTENNA SITE LEASE AGREEMENT
BETWEEN
THE ST. VRAIN VALLEY SCHOOL DISTRICT RE1J AND
T-MOBILE WEST TOWER LLC
FOR
ERIE MIDDLE SCHOOL
CONTRACT NO. C-2015-002

THIS NON-EXCLUSIVE ANTENNA SITE LEASE AGREEMENT ("Lease Agreement") made and entered into effective as of the 1st day of January, 2015 by and between the St. Vrain Valley School District RE1J ("District") and T-Mobile West Tower LLC, a Delaware limited liability company, as successor in interest to VoiceStream PCS II Corporation, a Delaware corporation, by and through CCTMO LLC, a Delaware limited liability company, its Attorney in Fact ("Lessee").

WHEREAS, the District is the owner of certain real property located at 650 Main Street, Erie, Colorado (the "Property"); and

WHEREAS, Lessee currently has equipment located on the District's Property on a month-to-month tenancy, pursuant to that certain Site Lease With Option dated September 14, 2000 (the "Original Site Lease"); and

WHEREAS, the Original Site Lease was in full force and effect up to and including December 31, 2014; and

WHEREAS, Lessee desires to continue to lease a certain designated space on the District's Property; and

WHEREAS, CCTMO LLC is the operator of the wireless communication facility located on the Property on behalf of Lessee; and

WHEREAS, the District retains the right to contract with other parties to lease space on the Property so long as their equipment does not cause interference with Lessee's use of the Leased Premises (as defined below) and the transmission and reception of Lessee's equipment; and

WHEREAS, the District desires to be indemnified and held harmless from and against any and all damages caused by the operation and maintenance of any and all of Lessee's equipment.

NOW, THEREFORE, in consideration of the mutual covenants described herein, and other good and valuable consideration, which the parties hereby determine to be sufficient, the parties agree as follows:

1. Property. The District hereby grants Lessee the right to maintain, operate, upgrade and remove existing communication equipment and appurtenances on the District's Property. That portion of the District's Property being leased to Lessee, including all easements for access and utilities (collectively, the "Leased Premises"), is depicted in Exhibit "B", which is attached hereto and incorporated herein by this reference.

Any personal property owned by Lessee, whether fixed or attached to the Leased Premises shall remain the exclusive property of the Lessee. The District hereby grants Lessee designated access to the Leased Premises for the purpose of installation and maintenance of the equipment, utilities and appurtenances.

Lessee shall cause the construction of a concrete masonry unit wall ("CMU Wall") around the perimeter of the Leased Premises, at its sole cost and expense. The CMU Wall shall be constructed in accordance with the wall design previously approved by the District, and such construction shall be substantially completed within forty-five (45) days of the full execution of this Lease Agreement (the "Completion Date"). Lessee shall pay liquidated damages to the District in the amount of \$250.00 (Two Hundred Fifty Dollars) per each day beyond the Completion Date that Lessee does not substantially complete construction of the CMU Wall (acts of God notwithstanding).

2. Acknowledgment. The District and Lessee acknowledge that Lessee's ability to use the Leased Premises is contingent upon Lessee obtaining State Exemption from having to provide, after the execution of this Lease Agreement, all the certificates, permits and other approvals that are typically required by local authorities and performing other due diligence it deems appropriate. In the event that a certificate, permit or approval issued to Lessee is canceled, expires, lapses or is otherwise withdrawn or terminated by a governmental authority, so that Lessee is unable to use the Leased Premises for its intended purpose, Lessee shall have the right to terminate this Lease Agreement pursuant to Section 5(a).

3. Term of Lease Agreement. This Lease Agreement shall be effective January 1, 2015 (the "Effective Date") for an initial period of five (5) years ending December 31, 2019. Lessee shall have the option to extend this Lease Agreement for one (1) additional and successive five (5) year period. Such extension shall automatically occur unless either party gives the other party written notice of its intention not to extend this Lease Agreement at least twelve (12) months prior to the expiration of the then current term.

4. Consideration. Commencing on the Effective Date of this Lease Agreement, Lessee shall pay to District a monthly rental fee in the amount of \$2,000.00 (Two Thousand Dollars), which shall be adjusted annually pursuant to this Section and Exhibit "A". Payment shall be submitted to the District no later than ten (10) calendar days after the first day of each calendar month, and sent to: St. Vrain Valley School District RE1J, Attn.: Purchasing Manager, 395 S. Pratt Pkwy., Longmont, CO 80501. The anniversary, for the purpose of this Lease Agreement is January 1 of each calendar year. Beginning on January 1, 2016, the rental fee shall be adjusted upward, each year, from the previous year's fee by three percent (3%). In addition, the Lessee shall pay the District the sum of \$5,000.00 (Five Thousand Dollars) at the beginning of each renewal period. A schedule of the payments to be made is attached as Exhibit "A". All

payments of money to the District under this Lease Agreement shall be utilized for playground upgrades and roof upgrades.

5. Termination.

- a. Pursuant to Section 2 of this Lease Agreement, Lessee may terminate this Lease Agreement by providing a thirty (30) calendar day written notice prior to the effective termination date if any of the conditions listed in Section 2 exist. If the Lessee determines the Leased Premises is not appropriate for its operations for economic or technological reasons, including signal interference, the Lessee may terminate this Lease Agreement by providing six (6) months' written notice and by paying a termination fee equal to six (6) months' rent at the then current rate to the District. In such event of termination by Lessee, the provisions of subsection 5(c) shall apply.
- b. Prior to the end of each term, District may terminate this Lease Agreement by providing written notice to the Lessee in writing at least twelve (12) months prior to the end of the then current term.
- c. In the event of termination of this Lease Agreement by Lessee, all rental fees paid prior to said termination date shall be retained by the District. In the event this Lease Agreement is terminated by the District in accordance with the terms of this Lease Agreement, the rental fees shall be prorated as of the termination date and the balance of such rental fees shall be returned to Lessee.

6. Indemnification. To the extent permitted by law, Lessee agrees to indemnify, save and hold harmless the District, its officers, agents and employees, from any and all claims, damages, liabilities, losses, causes of action of any nature whatsoever, which may arise out of, in connection with or because of the use and occupancy of the Leased Premises by Lessee or its officers, agents, employees or independent contractors under this Lease Agreement or the breach of this Lease Agreement by Lessee. Lessee shall pay all claims, losses, liens, settlements or judgments, or any nature whatsoever, in connection therewith, including, but not limited to, reasonable attorneys fees and costs to defend all claims or suits, including reasonable attorneys fees on appeal, in the name of the District when applicable, and shall pay all costs and judgments which may issue thereon. Such indemnification shall not be limited to the amount of commercial general liability insurance which Lessee is required to obtain under this Lease Agreement. Notwithstanding anything to the contrary in this Lease Agreement, in no event shall the indemnities provided by Lessee hereunder extend or apply to any claims, damages, liabilities, losses, causes of action, costs or expenses caused by or resulting from the negligence or willful misconduct of District, its employees, agents or contractors.

7. Insurance.

The Lessee agrees to maintain, on a primary basis and at its sole expense, at all times during the life of this Lease Agreement the following insurance coverages and policy limits, including endorsements described herein. The requirements contained herein, as well as District's review or acceptance of insurance maintained by Lessee, are not intended to and shall

not in any manner limit or qualify the liabilities or obligations assumed by Lessee under this Lease Agreement.

Commercial General Liability. Lessee agrees to maintain Commercial General Liability at a limit of liability not less than **\$1,000,000** Each Occurrence **\$2,000,000** Annual Aggregate. Coverage shall not contain any endorsement(s) excluding nor limiting Product/Completed Operations, Contractual Liability or Cross Liability.

Business Automobile Liability. Lessee agrees to maintain Business Automobile Liability at a limit of liability not less than **\$500,000** Each Occurrence. Coverage shall include liability for Owned, Non-Owned & Hired automobiles. In the event Lessee does not own automobiles, Lessee agrees to maintain coverage for Hired & Non-Owned Auto Liability, which may be satisfied by way of endorsement to the Commercial General Liability policy or separate Business Auto Liability policy.

Workers' Compensation Insurance & Employer's Liability. The Lessee agrees to maintain its own Workers' Compensation & Employer's Liability Insurance. (NOTE: Elective exemptions or coverage through an employee leasing arrangement will NOT satisfy this requirement).

Additional Insured. Lessee agrees to endorse District as an Additional Insured with CG 2010 10 01 Additional Insured - Owners, Lessees, or Tenants, - Scheduled Person or Organization, or similar endorsement, to the Commercial General Liability policy. The Additional Insured shall read "St. Vrain Valley School District RE1J".

Waiver of Subrogation. Lessee agrees by entering into this contract to a Waiver of Subrogation for each required policy herein. When required by the insurer, or should a policy condition not permit Lessee to enter into a pre-loss agreement to waive subrogation without an endorsement, then Lessee agrees to notify the insurer and request the policy be endorsed with a Waiver of Transfer of Rights of Recovery Against Others, or its equivalent. This Waiver of Subrogation requirement shall not apply to any policy, which includes a condition specifically prohibiting such an endorsement, or voids coverage should Lessee enter into such an agreement on a pre-loss basis

Certificate(s) of Insurance. Lessee agrees to provide District a Certificate(s) of Insurance evidencing that all coverages, limits and endorsements required herein are maintained and in full force and effect. Said Certificate(s) of Insurance shall include a minimum thirty (30) day endeavor to notify due to cancellation or non-renewal of coverage. The Certificate Holder address shall read:

St. Vrain Valley School District RE1J
Attn: Purchasing Department
2929 Clover Basin Dr.
Longmont, CO 80503

Umbrella or Excess Liability. Lessee may satisfy the minimum liability limits required above for Commercial General Liability or Business Auto Liability under an Umbrella or Excess Liability policy. There is no minimum Per Occurrence limit of liability under the Umbrella or Excess Liability; however, the Annual Aggregate limit shall not be less than the highest "Each Occurrence" limit for either Commercial General Liability or Business Auto Liability. Lessee agrees to endorse District as an "Additional Insured" on the Umbrella or Excess Liability, unless the Certificate of Insurance states the Umbrella or Excess Liability provides coverage on a "Follow-Form" basis.

Right to Revise or Reject. District reserves the right, but not the obligation, to reasonably revise any insurance requirement, not limited to limits, coverages and endorsements, or to reject any insurance policies which fail to meet the criteria stated herein. Additionally, District reserves the right, but not the obligation, to review and reject any insurer providing coverage due of its poor financial condition or failure to be operating legally.

8. Interference. Lessee shall not use the Property in any way which interferes with the use of the Property by (i) District, or (ii) lessees or licensees of District which have rights in the Property prior in time to Lessee's rights therein (subject to Lessee's rights under this Lease Agreement, including, without limitation, non-interference). Similarly, District shall not use, nor shall District permit its lessees, licensees, employees, invitees or agents to use, any portion of the Property in any way which interferes with the operations of Lessee. Such interference shall be deemed a material breach by the interfering party, who shall, upon written notice from the other, be responsible for terminating said interference. In the event any such interference does not cease promptly, the parties acknowledge that continuing interference may cause irreparable injury and, therefore, the injured party shall have the right, in addition to any other rights that it may have at law or in equity, to bring a court action to enjoin such interference or to terminate this Lease Agreement upon written notice.

9. Access. Lessee shall have free access to the Leased Premises at all times for the purpose of maintaining its equipment; however, Lessee must telephonically notify the District of its intention to access the Leased Premises at least twenty-four (24) hours in advance of such needed access. In the event of an emergency or after-hours requirement, the Lessee shall notify the District of such access not less than 24 hours after such emergency or after-hours requirement. The District's contact for such access shall be: Mark Thomas, Manager of Building and Outside Services, Cell number 303-356-4700.

10. Assignment.

This Lease Agreement may not be sold, subleased, assigned or transferred without the prior written consent of the District; such consent shall not be unreasonably withheld, conditioned or delayed. Notwithstanding the above, Lessee may assign this Lease Agreement to its parent company, any subsidiary or affiliate, or to any successor-in-interest or entity acquiring fifty-one (51) percent or more of its stock or assets; however, Lessee shall provide written notice of any such assignment to the District as soon as reasonably practicable after the effective date of the assignment.

In addition, notwithstanding anything to the contrary contained in this Lease Agreement, Lessee may assign, mortgage, pledge, hypothecate or otherwise transfer without consent its interest in this Lease Agreement to any financing entity, or agent on behalf of any financing entity to whom Lessee (i) has obligations for borrowed money or in respect of guaranties thereof, (ii) has obligations evidenced by bonds, debentures, notes or similar instruments, or (iii) has obligations under or with respect to letters of credit, bankers acceptances and similar facilities with respect of guarantee thereof.

11. Subleasing and Revenue Sharing.

In addition to the terms of Section 10 of the Agreement, the parties agree that Lessee, in consultation with the District, shall have the right to sublease space on the Premises to additional wireless communications companies and to governmental agencies as long as Lessee pays to the District the following revenue share for unaffiliated third party users or subtenants not already a subtenant on the Premises and which are new after the Effective Date of the Agreement ("New Subtenants") and provided that such consultation with the District shall not be unreasonably withheld, conditioned or delayed: Lessee shall pay additional monthly rent to District in an amount equal to sixty percent (60%) of the rental, license or similar payments actually paid to Lessee by the New Subtenants, excluding any fees charged by Lessee for reimbursement of taxes, construction costs, capital contributions to recover the cost of the upgrade, installation costs, revenue share reimbursement, or other expenses incurred by Lessee. Lessee shall have no obligation for payment to District of such share of rental, license or other similar payments if not actually received by Lessee. Non-payment of such rental, license or other similar payment by New Subtenants shall not be a default under this Lease Agreement. Except for the consultation with the District required by this Section, Lessee shall have sole discretion as to whether, and on what terms, to sublease, license or otherwise allow occupancy of the Leased Premises and there shall be no express or implied obligation of Lessee to do so. Lessee shall pay the additional rent to District on or before the fifth day of each calendar month for the rent that Lessee received from New Subtenants during the preceding calendar month. The additional space will be adjacent to the Leased Premises, in a location that is mutually agreeable to the parties hereto. If either party receives a request from current or potential future occupants of the tower to install, remove or modify any equipment on the tower, the recipient of the request agrees to share the details of the request with the other party in a reasonable amount of time prior to entering into any agreements relating to such request in order to facilitate the efficient management and maintenance of the tower.

12. Compliance with Laws.

Lessee shall comply with all statutes, laws, ordinances, rules, regulations and lawful orders of the United States of America, the State of Colorado, City of Longmont, St. Vrain Valley School District policies, and any other public authority which may be applicable.

13. Governing Law; venue.

This Lease Agreement shall be governed by the laws of the State of Colorado.

14. Insolvency.

In the event that either party shall become insolvent, make a general assignment for the benefit of creditors, suffer or permit the appointment of a receiver for its business or its assets or shall avail itself of, or become subject to, any proceeding under the Federal Bankruptcy Act or any other statute of any state relating to insolvency or the protection of rights of creditors, or become subject to rehabilitation, then, as the option of the other party and immediately upon written notice, this Lease Agreement shall terminate and be of no further force and effect.

15. Entire Agreement.

This Lease Agreement contains the entire understanding of the parties relating to the subject matter hereof, superseding all prior communications between the parties, whether oral or written. This Lease Agreement may not be altered, amended, or modified or otherwise changed nor may any of the terms hereof be waived, except in writing with the same formality as this Lease Agreement. The failure of a party to seek redress for violation of or to insist on strict performance of any of the covenants of this Lease Agreement shall not be construed as a waiver or relinquishment for the future of any covenant, term, condition or election, but the same shall continue and remain in full force and effect. This Lease Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all of which together shall constitute a single instrument. Documents and signatures transmitted via facsimile or electronic mail shall be considered original signatures for purposes of creating a valid and binding agreement. The parties agree that a scanned or electronically reproduced copy or image of this Lease Agreement shall be deemed an original and may be introduced or submitted in any action or proceeding as a competent evidence of the execution, terms and existence hereof notwithstanding the failure or inability to produce or tender an original, executed counterpart of this Lease Agreement and without the requirement that the unavailability of such original, executed counterpart of this Lease Agreement first be proven.

16. Severability. If any term or provision of this Lease Agreement or the application thereof to any person or circumstances shall, to any extent, be held invalid or unenforceable, the remainder of this Lease Agreement, or the application of such terms or provision to persons or circumstances other than those as to which it is held invalid or unenforceable, shall not be affected, and every other term and provision of this Lease Agreement shall be deemed valid and enforceable to the extent permitted by law.

17. Abandonment of Property.

If the Lessee shall abandon or discontinue the operation of the wireless communication facility before the end of the term of this Lease Agreement, then the District, at its sole option, may cancel and terminate this Lease Agreement, or may enter the Leased Premises and improvements thereon by force or otherwise, without being liable in any way for damages, and relet the Leased Premises, at such price and upon such terms and for such duration of time as the District may determine.

18. Notices. All written notices required in this Lease Agreement shall be sent by certified mail, return receipt requested, or by a nationally recognized courier service, and if sent to the District, shall be mailed to:

Purchasing Manager
St. Vrain Valley School District
2929 Clover Basin Drive
Longmont, CO 80503
303-682-7309

and if sent to the Lessee, shall be mailed to:

CCTMO LLC
c/o Crown Castle USA Inc.
E. Blake Hawk, General Counsel
Attn: Legal Department
2000 Corporate Drive
Canonsburg, PA 15317

In addition to the written notices required in the Lease Agreement, the Lessee, and any sub-lessees, must notify the District twenty-four (24) hours in advance to accessing the Property, except in case of emergency, as outlined in Section 9, above. Lessee, or sub-Lessee's (or sub-lessee's) company name, subcontractor's name (if applicable), and the date and time they wish to access the Property.

Upon arrival at a site, the Lessee (or sub-lessee), or authorized representative, shall report to the main office area at the location. They shall be required to **sign in and out and will be given name tags which must be worn at all times while on District property to demonstrate that they are authorized to be on District property.**

In no case will the Lessee (or sub-lessee) or their designed representative be allowed to disrupt the normal operations of the school for regularly scheduled site visits. In the event of an emergency, Lessee (or sub-lessee) or their designed representative shall undertake all reasonable precautions to avoid the disruption of the normal operations of the school.

19. Default and Cure. Notwithstanding anything contained herein to the contrary and without waiving any other rights granted to it at law or in equity, each party shall have the right, but not the obligation, to terminate this Lease Agreement on written notice to the other party pursuant to Section 18 hereof, to take effect immediately, if the other party (a) fails to perform any covenant or commits a material breach of this Lease Agreement, and (b) fails diligently to pursue a cure thereof to its completion within thirty (30) days after receiving written notice from the non-defaulting party specifying such failure of performance or default. If a default is of a type not reasonably susceptible to a cure within such thirty (30) day period and the allegedly defaulting party commences and diligently and continuously pursues actions reasonably calculated to effectuate a cure thereof, the Lease Agreement may not be terminated under this

Section 19 unless such efforts have failed to cure the default within a reasonable period of time. The parties agree that the payment of monies due and owing can always be effectuated within thirty (30) days.

20. Quiet Enjoyment. At all times during the term of this Lease Agreement, District covenants and warrants to Lessee that (i) District has full right, power and authority to execute and perform this Lease Agreement; (ii) District has good and unencumbered fee title to the Property free and clear of any liens or mortgages, except those heretofore disclosed in writing to Lessee and which will not interfere with Lessee's rights to or use of the leased premises; (iii) execution and performance of this Lease Agreement will not violate any laws, ordinances, covenants, or the provisions of any mortgage, lease, or other agreement binding on District; and (iv) Lessee's quiet enjoyment of the leased premises or any part thereof shall not be disturbed as long as Lessee is not in default beyond any applicable grace or cure period.

21. Memorandum. Upon Lessee's request, District shall execute a memorandum or short form of this Lease Agreement which Lessee may record at its sole cost and expense.

IN WITNESS WHEREOF, the parties have made and executed this Lease Agreement on the respective dates under each signature; the District by and through its authorized representative and Lessee by its duly authorized representative.

ST. VRAIN VALLEY SCHOOL DISTRICT RE1J

(Signature)


(Print name)

(Date)

[Tenant signature page to follow]

T-MOBILE WEST TOWER LLC,
a Delaware limited liability company

By: CCTMO LLC,
a Delaware limited liability company
Its: Attorney in Fact


(Signature)

Lisa A. Sedgwick
(Print name) RET Manager

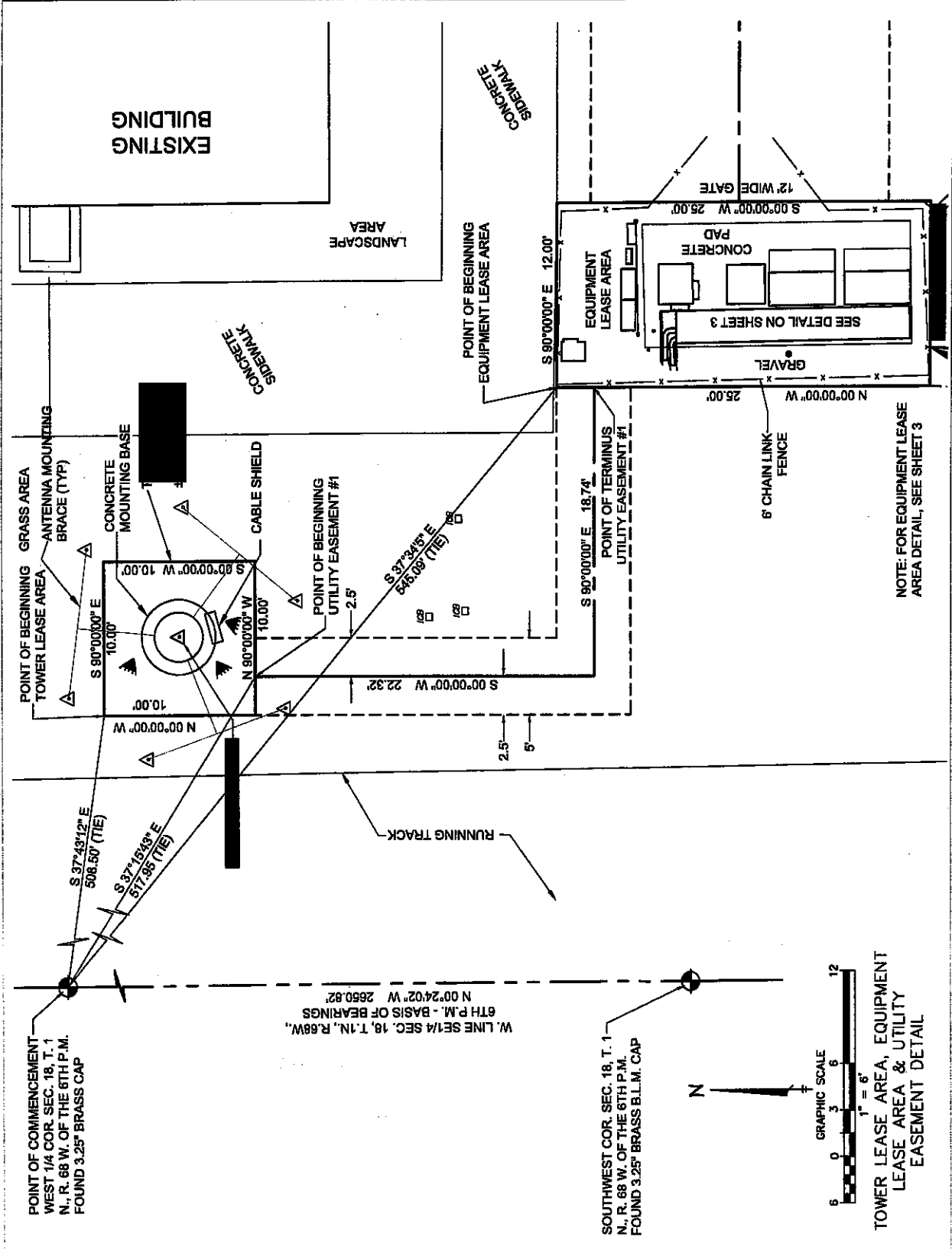
12/4/2014
(Date)

EXHIBIT A

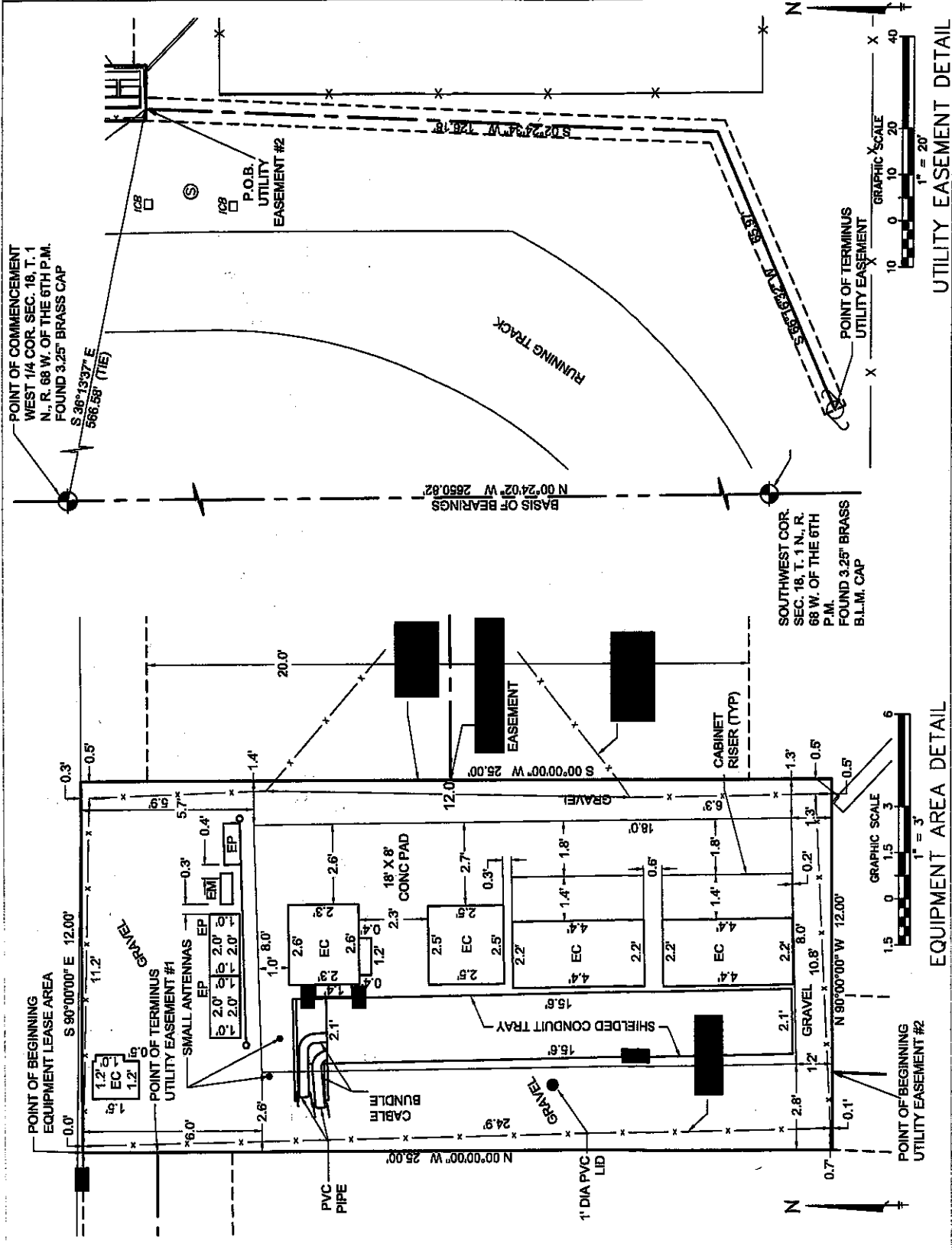
SCHEDULE OF PAYMENTS

| | |
|---------------------------------------------------------------|------------|
| January 1, 2015 thru December 31, 2015, monthly Lease Payment | \$2,000.00 |
| January 1, 2016 thru December 31, 2016, monthly Lease Payment | \$2,060.00 |
| January 1, 2017 thru December 31, 2017, monthly Lease Payment | \$2,121.80 |
| January 1, 2018 thru December 31, 2018, monthly Lease Payment | \$2,185.45 |
| January 1, 2019 thru December 31, 2019, monthly Lease Payment | \$2,251.01 |
| January 1, 2020 thru December 31, 2020, monthly Lease Payment | \$2,318.54 |
| January 1, 2021 thru December 31, 2021, monthly Lease Payment | \$2,388.10 |
| January 1, 2022 thru December 31, 2022, monthly Lease Payment | \$2,459.74 |
| January 1, 2023 thru December 31, 2023, monthly Lease Payment | \$2,533.53 |
| January 1, 2024 thru December 31, 2024, monthly Lease Payment | \$2,609.54 |

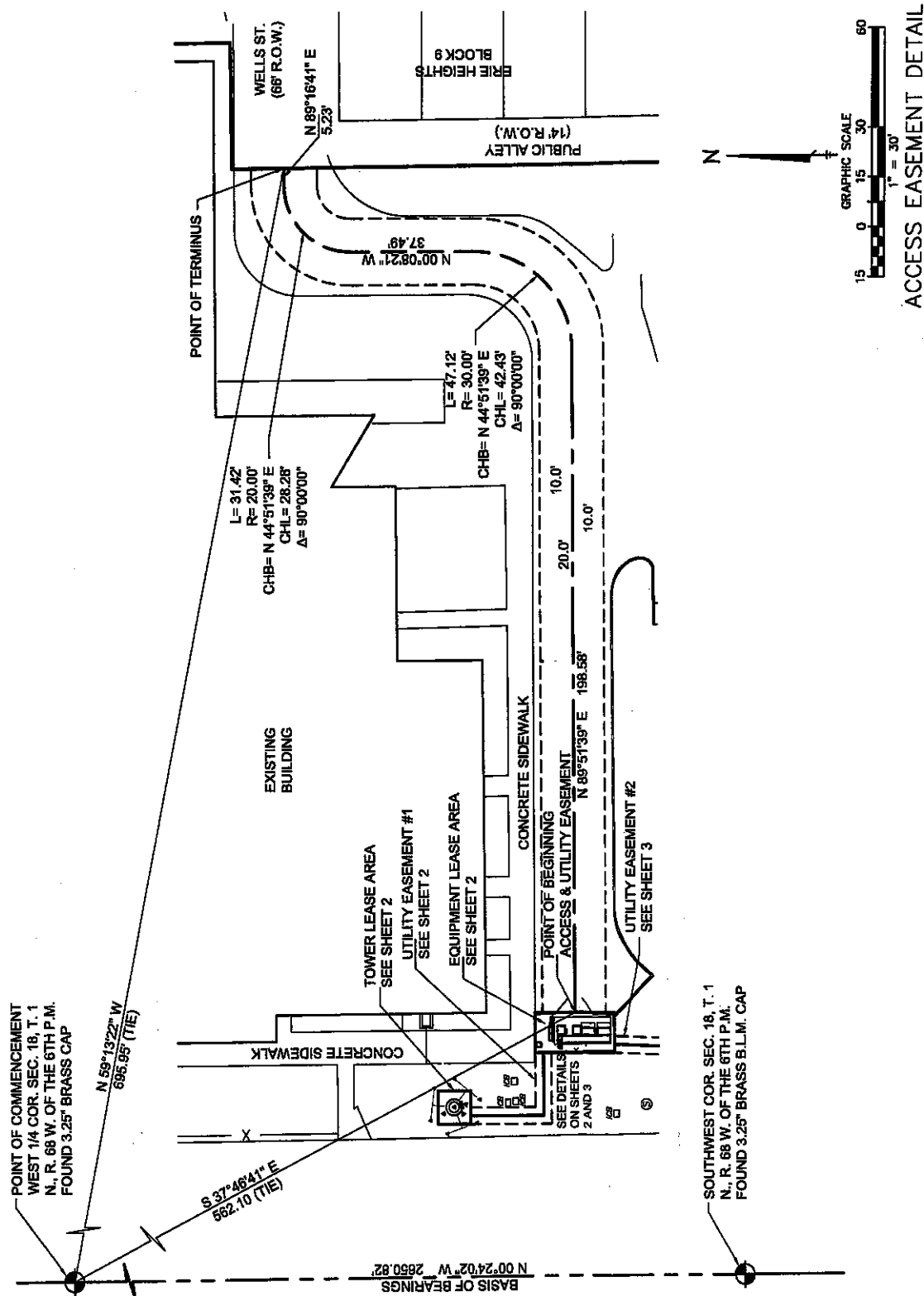
| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>AS-BUILT SURVEY IN SECTION 18, TOWNSHIP 1 NORTH, RANGE 68 WEST</p> <p>FOR: CROWN CASTLE</p> <p>SITE: ERIE HIGH SCHOOL</p> <p>RUN: 823047</p> <p>ADDRESS: 680 MAIN STREET ERIE, CO WELD COUNTY</p> | <p>CROWN CASTLE</p> <p>3630 TOWNSEND HWY, SUITE 100, GLOUCESTER, NC 27834 NATIONAL SURVEY ENGINEERING CONSULTANTS, INC. OFFICE (336) 718-5000 Fax (336) 462-0496 WWW.CROWNCASTLE.COM</p> | <p>POWER SURVEYING, INC. Surveying Company, Inc. ESTABLISHED 1944</p> <p>10000 W. 10TH AVE., SUITE 100 DENVER, CO 80202 TEL: (303) 751-1100 FAX: (303) 751-1101 WWW.POWERSURVEYING.COM</p> |
| <p>SURVEY DATA PROVIDED BY:</p> <p>OWNER: MR AND MRS JIM AND JOE P. DODD JR 301-14-128</p> <p>DATE: 11/18/14</p> <p>PROJECT: POWER SURVEYING</p> | | |
| <p>SURVEYOR'S NOTES</p> <p>1. BASES OF BEARING BEARING AND DISTANCE TO THE WEST LINE OF TOWNSHIP 1 NORTH, RANGE 68 WEST OF THE 9TH PRINCIPAL MERIDIAN, BEING MONUMENTED AT THE WEST QUARTER CORNER BY A 3.25 BRASS CAP BRASS BLANK CAP. SAID WEST LINE IS ASSURED TO BEAR TRUE 072°42' WEST A DISTANCE OF 2850.32 FEET WITH ALL BEARINGS CONTAINED HEREIN BEING RELATIVE THERE TO</p> <p>2. NO SUBSURFACE INVESTIGATION WAS ENTRUSTED TO LOCATE UNDERGROUND UTILITIES. THEY ARE ASSUMED TO BE AT THE SURFACE TO AND NO PER OBSERVED EVIDENCE ONLY.</p> <p>3. THIS SURVEY DOES NOT REPRESENT A BOUNDARY SURVEY OF THE PARENT PARCEL.</p> <p>4. SUBJECT PROPERTY IS ZONED AS "F-1" PUBLIC LANDS & INSTITUTIONS.</p> | | |
| <p>DATE: 11/18/14</p> <p>Signature: <i>Richard B. Garrel</i></p> <p>POWER SURVEYING CO., INC</p> <p>RICHARD B. GARREL LAND SURVEYOR - COLORADO # 37829</p> <p>Stamp: A circular seal for the State of Colorado, Registered Professional Land Surveyor, No. 37829, dated 5/1/14. The seal is signed by Richard B. Garrel.</p> | | |



| | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AS-BUILT SURVEY IN SECTION 1B, TOWNSHIP 1 NORTH, RANGE 8B WEST | PUR: CROWN CASTLE SITE: KEEB HIGH SCHOOL BUN: 629347 ADDRESS: KEEB, CO FIELD COUNTY | CROWN CASTLE GEO LINE SURVEYING, INC. <small>13430 NW 104th Terrace, Suite A, Alachua, FL 32815 Office (904) 416-4500 Fax (904) 462-4985 WWW.GEOLINE-SURV.COM</small> | POWER™ Surveying Company, Inc. <small>Established 1988</small> GEOLINE POWER <small>THE SURVEYING COMPANY OF THE FUTURE 100 SOUTH GARDEN AVENUE SUITE 200 TAMPA, FLORIDA 33606</small> |
| DATE: 05/11/14 DRAWN BY: JAC CHECKED BY: JAC JOB # 301-14-128 | | | |
| SURVEYOR'S NOTES | | | |
| <ol style="list-style-type: none"> 1. BASES OF BEARINGS DETERMINED FROM THE WEST LINE OF BEAVER DAM ROAD AND THE EAST LINE OF THE WEST LINE OF TOWNSHIP 1 NORTH, RANGE 8B WEST OF THE 6TH PRINCIPAL MERIDIAN, BEING MANIFESTED AT THE WEST QUARTER CORNER BY A 3.07' IRON PLASS CAP BRASS BLANK CAP. SAID WEST LINE IS ASSIGNED TO BEAR WITH AN AZIMUTH OF 258° 15' 00" DISTANCE OF 250.00 FEET WITH ALL BEARINGS CONTAINED HEREIN GIVEN RELATIVE HORIZON 2. NO SUBSURFACE INVESTIGATION WAS CONDUCTED TO LOCATE UNDERGROUND UTILITIES. THEREFORE, THE LOCATION OF ANY SUCH UTILITIES ARE PER OBSERVED EVIDENCE ONLY. 3. THIS SURVEY DOES NOT CONSTITUTE A BOUNDARY SURVEY OF THE PARENT PARCEL. 4. SUBJECT PROPERTY IS ZONED AS "PL" PUBLIC LANDS & INSTITUTIONS. | | | |
| I HEREBY CERTIFY TO CROWN CASTLE AND REALTY NATIONAL INSURANCE COMPANY. SURVEYOR'S CERTIFICATION POWER SURVEYING CO., INC RICHARD B. GARRELL LAND SURVEYOR - COLORADO # 37929 Date: _____ Revision: 11/19/14 | | | |
| | | | |



| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AS-BUILT SURVEY IN SECTION 18, TOWNSHIP 1 NORTH, RANGE 98 WEST TWP. CROWN CASTLE COUNTY: EBBE HIGGE SCHOOL TOWN: 828947 ADDRESS: 660 MAIN STREET EBBE, CO FIELD COUNTY | CROWN CASTLE GELINE SURVEYING, INC. 19430 NW 10th Terrace, Suite A, Alachua, FL 32316 Office (904) 418-0000 Fax (904) 402-9988 WWW.GELSURV.COM | POWER™ Surveying Company, Inc. <i>Established 1988</i> 1000 N.W. 10TH AVENUE SUITE 300 FORT LAUDERDALE, FL 33304 TEL: 352-375-7816 FAX: 352-375-7817 info@powerinc.com | DRAWN BY: MD DEDDED BY: RSC JOB # 901-14-128 SURVEYOR'S NOTES <ol style="list-style-type: none"> 1. BASES OF BEARING BEARINGS ARE BASED UPON THE WEST LINE OF TOWNSHIP 1 NORTH, RANGE 98 WEST OF THE 6TH PRINCIPAL MERIDIAN, BEING MANIFESTED AT THE WEST QUARTER CORNER BY A 3.30" BRASS CAP BEARING BLANK CAP AND WEST LINE IS ASSUMED TO BEAR NORTH 02°04'00" WEST A DISTANCE OF 2580.0 FEET WITH ALL BEARINGS CONTAINED HEREIN GIVEN RELATIVE HEADING 2. NO SUBSURFACE INVESTIGATION WAS PERFORMED TO LOCATE UNDERGROUND UTILITY LINES. THEREFORE, ANY DAMAGE TO AND/OR DELAY TO CONSTRUCTION SHALL BE FOR OBSERVED EVIDENCE ONLY. 3. THIS SURVEY DOES NOT PRESENT A WARRANTY SURVEY OF THE PARENT PARCEL. 4. SUBJECT PROPERTY IS ZONED AS "PL" PUBLIC LANDS & INSTITUTIONS. <p>I HEREBY CERTIFY TO CROWN CASTLE AND FIDELITY NATIONAL INSURANCE COMPANY. SURVEYOR'S CERTIFICATION</p> <p>POWER SURVEYING CO., INC</p> <p>RICHARD B. GABRIEL LAND SURVEYOR - COLORADO # 37929</p> <p>Date: _____ Revoked: 11/19/14</p> <div style="text-align: center;"> </div> |
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MEMORANDUM

DATE: January 14, 2015
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: FY15 Amended Budget

PURPOSE

To provide the Board of Education with information related to the FY15 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 FY15 Amended Budget.

MEMORANDUM

DATE: January 14, 2015

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: First Reading, Introduction, New Board Policy EJ – Service Animals, New Board Regulation EJ-R – Service Animals; New Exhibit EJ-E-1 – Appendix A, Request to be Accompanied by Service Animal/Miniature Horse (Annual Request Required); and New Exhibit EJ-E-2 – Appendix B, Service Animal/Miniature Horse Agreement

PURPOSE

For the Board of Education to review new Board Policy EJ – Service Animals, new Board Regulation EJ-R – Service Animals, new Exhibit EJ-E-1 – Appendix A, Request to be Accompanied by Service Animal/Miniature Horse (Annual Request Required); and new Exhibit EJ-E-2 – Appendix B, Service Animal/Miniature Horse Agreement.

BACKGROUND

The Americans with Disabilities Act (ADA) Title II regulations require a public entity to modify its policies, practices, or procedures to permit the use of a service animal by an individual with a disability-28 CFR 35.136(a). Public school districts are “public entities” and therefore are subject to Title II of the ADA. The regulations provide that individuals with disabilities shall be permitted to be accompanied by their service animals in all areas of a public entity’s facilities where members of the public, participants in services, programs, or activities, or invitees, as relevant, are allowed to go-28 CFR 35.136(g).

Service Animals

The Board of Education adopts this policy to ensure that individuals with disabilities are able to participate in and benefit from District services, programs and activities, to ensure that the District does not discriminate against individuals on the basis of disability, and to otherwise comply with applicable state and federal laws.

“Service Animal” means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by a Service Animal must be directly related to the employee or student’s disability.

“Service Animal-in-Training” means a dog that is being trained as a Service Animal. In accordance with federal law, a miniature horse may be treated the same as or similar to a Service Animal. However, under no circumstances, may a miniature horse be considered to be or treated the same as or similar to a Service Animal-in-Training.

In accordance with law, individuals with disabilities may be accompanied by service animals (“Service Animals”) in District facilities and vehicles, on District grounds and at District functions.

In accordance with law, trainers of Service Animals may also be accompanied by a dog that the trainer is in the process of training. Such trainer may be accompanied in District facilities and vehicles, on District grounds and at District functions.

If, in the judgment of the building principal or authorized designee, and Service Animal is not under the control of its handler while on district property, during District transportation or at a District function, the matter may be reported to local law enforcement and the permission granted pursuant to this policy may be revoked. The employee or parent/guardian of the student having custody and control of the Service Animal will be required to remove the Service Animal from District premises immediately.

If the animal is not housebroken, it shall also be excluded from District property and transportation.

The Superintendent will develop regulations to implement this policy.

Adopted

LEGAL REF.: 20 U.S.C. § 1400, *et seq.*, 34 C.F.R. part 300 Individuals with Disabilities Education Act

29 U.S.C. § 794, 34 C.F.R. part 104 Section 504 of Rehabilitation Act of 1973

42 U.S.C. § 12101, *et seq.*, 28 C.F.R. §§ 35.104, 35.136 Americans with Disabilities Act

C.R.S. § 22-36-101 Public Schools of Choice

C.R.S. § 24-34-803 Rights of Persons with Assistance Dogs

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity
AC-R, Nondiscrimination/Equal Opportunity (Complaint and Compliance Process)
JFBA, Open Enrollment
JFBA-R, Open Enrollment

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

Service Animals

1. “Service Animal” means any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Except as provided by law, other species of animals, whether wild or domestic, trained or untrained, are not service animals for purposes of this definition. (As discussed below, federal law requires that, in certain circumstances, miniature horses be treated the same as or similar to Service Animals.)

The work or tasks performed by a Service Animal must be directly related to the handler's disability. Examples of work or tasks include, but are not limited to:

- a. Assisting individuals who are blind or have low vision with navigation and other tasks;
- b. Alerting individuals who are deaf or hard of hearing to the presence of people or sounds,
- c. Providing non-violent protection or rescue work;
- d. Pulling a wheelchair;
- e. Assisting an individual during a seizure;
- f. Alerting individuals to the presence of allergens;
- g. Retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and
- h. Helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

2. “Service Animal-in-Training” means a dog that is being trained as a Service Animal. (“Service Animals-in-Training” does not mean a miniature horse.)

3. In accordance with state law, “Trainer of a Service Animal” means a person who is qualified to train dogs (and not miniature horses) to serve as Service Animals.

4. “Direct threat” means a significant risk to the health and safety of others that cannot be eliminated by a modification of policies, practices or procedures. In determining whether an individual poses a “direct threat” to the health or safety of others, the District will make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or on the best available objective evidence, to ascertain: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk.

Admission of Service Animals

In accordance with law, individuals with disabilities, including students, employees and visitors, may be accompanied by Service Animals in District facilities and vehicles, on District grounds and at District functions. A student with a disability or employee with a disability may submit a request to be accompanied by a Service Animal to school or work. However, there is no automatic right to be accompanied by a Service Animal in any District facility or vehicle, on District grounds or at District functions.

Admission of Service Animals-in-Training

In accordance with state law, a Trainer of a Service Animal may be accompanied by a Service Animal that the trainer is in the process of training in District facilities and vehicles, on District grounds and at District functions. However, there is no automatic right to be accompanied by a Service Animal-in-Training in such facilities and vehicles, on such grounds or at such functions.

504 Plans and Individualized Education Plans

If a student has either a 504 plan or an Individualized Education Plan ("IEP"), the Service Animal may be included in the 504 plan or IEP under the following conditions:

1. In the case of a 504 plan, if use of a Service Animal is necessary to avoid discrimination on the basis of a disability, to enable the student to participate in or benefit from the District's services, programs or activities (except as otherwise provided by this policy or by applicable law) or to provide the student with a Free Appropriate Public Education ("FAPE") as defined by section 504; and
2. In the case of an IEP, if use of a Service Animal or other animal is required for the student to receive a FAPE as defined by the Individuals with Disabilities Education Act.

A student with a Service Animal who does not have a 504 plan may request that such a plan be developed.

A student with a disability may be accompanied by a Service Animal regardless of whether the Service Animal is written into a 504 plan or IEP, subject to any conditions or limitations established by this policy or by applicable law.

Inquiries

Before a Service Animal will be allowed in a District facility or vehicle, on District grounds or at District functions, the owner or handler of the animal, to the extent it is not readily apparent, may be asked questions regarding the following:

1. Whether the animal is required because of a disability; and
2. The type of work or task the animal has been trained to perform.

Where a Service Animal will be at a site frequently, the District may also require sufficient documentation and information to show that a Service Animal will not endanger the health, safety and welfare of students and staff, including proof of

vaccinations, health and cleanliness. In addition, the District may inform the owner/handler of the Service Animal as to waste disposal and behavior requirements.

Care and Supervision of Service Animal

The owner/handler of a Service Animal shall be solely responsible for:

1. Supervision and care of the animal, including any feeding, exercising, walking to relieve, clean up and stain removal; and
2. Except as provided below, harnessing, leashing or tethering the animal.

The District is not responsible for the care and supervision of a Service Animal.

Identification of Service Animal

It is recommended that a Service Animal wear a harness, saddle bag or vest which identifies him/her as a Service Animal. A Service Animal must always be on a harness, leash or other tether unless either the handler is unable because of a disability to use a harness, leash or other tether, or the use of a harness, leash, or other tether would interfere with the Service Animal's safe, effective performance of work or tasks, in which case the Service Animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

Reasonable Accommodation / Facilities, Vehicles, Grounds and Functions

In accordance with law, the District shall strive to make reasonable accommodations so that its facilities, vehicles, grounds and functions are accessible for an individual with a disability who is accompanied by a Service Animal, unless the accommodation would impose an "undue hardship" on the District. "Undue hardship" means an action requiring significant difficulty or expense.

Exclusion of Service Animal

The District may exclude a Service Animal from District facilities, vehicles, grounds or functions under the following circumstances:

1. The animal is out of control, and the animal's handler does not take effective action to control it;
2. The animal is not housebroken;
3. The animal poses a direct threat to the health or safety of others; or
4. For any other reason permitted by law.

If the District excludes a Service Animal, it shall provide the individual with a disability the opportunity to participate in the service, program or activity without the Service Animal on the premises.

Access to Areas

Individuals with disabilities may be accompanied by their Service Animals in all areas of the District's facilities where members of the public, participants in services, programs or activities, or invitees, as relevant, are allowed to go.

Conflicting Disabilities

Individuals with disabilities that are adversely impacted by Service Animals should contact the building principal/administrator. Such individuals will be asked to provide documentation that identifies their disabilities and their need for accommodations. (Certain individuals with animal dander allergies or fear of dogs may qualify as individuals with disabilities.) The building principal/administrator shall strive to facilitate a process to resolve the conflict that considers the conflicting needs/accommodations of the disabled individuals involved and only exclude the Service Animal if it poses a direct threat to the health and safety of others.

Grievance Procedures

A student with a Service Animal, who believes the District has discriminated against him or her on the basis of a disability by excluding the Service Animal, may: (i) file a grievance in accordance with the District's 504/ADA grievance procedure; (ii) file a report/complaint under Board Policy AC or Regulation AC-R; and/or (iii) file a complaint with the U.S. Department of Education, Office for Civil Rights (OCR). A copy of the District's 504/ADA grievance procedure is available from the District's 504 Compliance Officer.

A student with a Service Animal, who believes the District denied him or her a FAPE under the Individuals with Disabilities Education Act by excluding the Service Animal, may: (i) appeal the decision to the Superintendent or his or her designee by filing a written grievance outlining facts supporting the appeal; and/or (ii) file a state complaint with or request a due process hearing from the Colorado Department of Education.

An employee with a Service Animal, who believes the District discriminated against him or her on the basis of a disability by excluding the Service Animal, may: (i) file a grievance pursuant to Board Policy AC or Regulation AC-R, and/or (ii) file a charge with the U.S. Equal Employment Opportunity Commission or the Colorado Civil Rights Division.

Liability

The owner or the handler of a Service Animal or a Service Animal-in-Training is liable for any and all damages to property or injuries to persons caused by the Service Animal or Service Animal-in-Training. The owner or the handler of a Service Animal or a Service Animal-in Training must also indemnify, defend and hold harmless the District from and against any and all claims, actions, suits, judgments and demands brought by any party arising on account of, or in connection with, any activity of or damage or injury caused by the Service Animal or Service Animal-in-Training.

Miniature Horses

Individuals with disabilities may be accompanied by miniature horses to the extent necessary to avoid discrimination on the basis of disability. However, a miniature horse may not accompany such individual if it would require the District to fundamentally alter its services, programs or activities or is otherwise determined by the District to be unreasonable.

In evaluating "reasonableness," the District shall consider:

1. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
2. Whether the handler has sufficient control of the miniature horse;
3. Whether the miniature horse is housebroken; and
4. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

If the District determines that an individual with disabilities may be accompanied by a miniature horse, the provisions of this policy relating to Services Animals shall apply.

Adopted

Appendix A
Request to be Accompanied by Service Animal/Miniature Horse
(Annual Request Required)

Date: _____ Student Name: _____

Employee Name: _____ Owner/Handler: _____

Location: _____

Is the Service Animal/miniature horse required by a disability? ☐ Yes ☐ No

What work or task(s) has the Service Animal/miniature horse been trained to perform?
Describe:

Type of Animal: ☐ Dog ☐ Miniature Horse

Name of Animal: _____

Approved by: _____

Signature

Title

Students should submit this Request to their building principal/administrator, and employees should submit this Request to the District's 504 Compliance Officer. Completed Request forms should be maintained in the student's cumulative file or the employee's personnel file, whichever is applicable.

Adopted

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

Appendix B
Service Animal/Miniature Horse Agreement

Student Name (if applicable)

Employee Name (if applicable)

Owner/Handler Name

Parent Name (if different from owner/handler)

Type of Animal: ☐ Dog ☐ Miniature Horse

Request form is attached: ☐ Yes ☐ No

Agreement:

1. I have read and understand the District's Service Animal policy and regulation, and I will abide by their provisions.
2. I understand and agree that the District may exclude my Service Animal/miniature horse if: (a) the animal is out of control and the animal's handler does not take effective action to control it; (b) the animal is not housebroken; (c) the animal poses a direct threat to the health or safety of others; or (d) for any other reason permitted by law.
3. I understand and agree I am responsible for any and all damages caused by my Service Animal/miniature horse to District property or to the property of others and for any and all injuries caused by my Service Animal/miniature horse to any person. I also agree to indemnify, defend and hold harmless the District from and against any and all claims, actions, suits, judgments and demands brought by any party arising on account of, or in connection with, any activity of or damage or injury caused by my Service Animal/miniature horse.

(Signature page to follow)

STUDENT
(if applicable)

EMPLOYEE
(if applicable)

Signature

Date: _____

Owner/Handler

Signature

Date: _____

St. Vrain Valley School District

Signature

Date: _____

Signature

Date: _____

PARENT
(if applicable and different from Owner/Handler)

Signature

Date: _____

Note: *This Agreement is valid until the end of the current school year. It must be renewed prior to the start of each subsequent school year or whenever a different Service Animal will be used.*

A complete copy of this Agreement should be maintained in the student's cumulative file or the employee's personnel file, whichever is applicable.

Adopted

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

MEMORANDUM

DATE: January 14, 2015

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: First Reading, Discussion, Board Policy JICI – Weapons in School; JIH – Student Interrogations, Searches and Arrests; and Board Regulation JIH-R – Policies and Procedures for Conducting Student Interrogations, Searches and Arrests

PURPOSE

For the Board of Education to discuss the revisions of Board Policy JIH – Weapons in School; JIH – Student Interrogations, Searches and Arrests; and Board Regulation JIH-R – Policies and Procedures for Conducting Student Interrogations, Searches and Arrests.

BACKGROUND

As part of the ongoing collaborative Board Policy Review Committee process, the policy owner, District legal counsel and Committee members recommended updates to the above policies. Recommended updates include legal definitions of weapons and add clarity to District procedures. Policies JICI and JIH are required by law.

Weapons in School

The Board of Education determines that student possession, use and/or threatened use of a weapon ~~by students~~ is detrimental to the ~~welfare and~~ safety of the students and school personnel within the District.

1. ~~Dangerous weapons~~

~~Carrying, bringing, u~~Using, ~~or~~ possessing or threatening to use a dangerous weapon on District property, when being transported in vehicles dispatched by the District or one of its schools, during a school-sponsored or District-sponsored activity or event, and off school property when the conduct has a reasonable connection to school or any District curricular or non-curricular event without the authorization of the school or the school District is prohibited. An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms.

~~If a student discovers that he or she has carried, brought or is in possession of a dangerous weapon and the student notifies a teacher, administrator or other authorized person in the District, and as soon as possible delivers the dangerous weapon to that person, expulsion shall not be mandatory and such action shall be considered when determining appropriate disciplinary action, if any.~~

Section 921 of Title 18, U.S.C. defines "firearm" as:

- a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- b) the frame or receiver of any weapon described above;
- c) any firearm muffler or firearm silencer; or
- d) any destructive device.

Section 921 of Title 18, U.S.C. defines "destructive device" as:

- a) any explosive, incendiary, or poison gas:
 - 1) bomb;
 - 2) grenade;
 - 3) rocket having a propellant charge of more than four ounces;
 - 4) missile having an explosive or incendiary charge of more than one-quarter ounce;
 - 5) mine; or
 - 6) device similar to the devices described in paragraphs 1-5 of this subparagraph a.
- b) any type of weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and

- c) any combination or parts either designed or intended for use in converting any device into any destructive device described in sub-paragraphs a and b and from which a destructive device may be readily assembled.

In accordance with federal law, expulsion shall be mandatory for no less than one full calendar year for a student who is determined to have brought a firearm to or possessed a firearm at school in violation of this policy. The superintendent may modify the length of this federal requirement for expulsion on a case-by-case basis. Such modification shall be in writing.

As used in this policy, “dangerous weapon” means:

- a. A firearm, ~~whether loaded or unloaded.~~
- b. Any pellet, BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.
- c. A fixed blade knife with a blade that measures longer than three inches in length, ~~or a~~
- d. A spring--loaded knife or a pocket knife with a blade longer than exceeding three and one-half inches in length.
- ~~de.~~ Any object, device, instrument, material, or substance, whether animate or inanimate, that is used or intended to be used to inflict death or serious bodily injury including, but not limited to, slingshot, bludgeon, nunchucks, brass knuckles or artificial knuckles of any kind.

Students who use, possess or threaten to use a dangerous weapon in violation of this policy shall be subject to disciplinary action, including suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

~~The principal may initiate expulsion proceedings for students who carry, bring, use or possess a dangerous weapon in violation of this policy.~~

~~_____ In accordance with federal law, expulsion shall be mandatory for no less than one full calendar year for a student who is determined to have brought a firearm to or possessed a firearm at school in violation of this policy. The Superintendent may modify, in writing, the length of this federal requirement for expulsion on a case-by-case basis.~~

Firearm facsimiles

Carrying, using, actively displaying, or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event, and of school property when such conduct has a reasonable connection to school or any district curricular or non-curricular event without the authorization of the school or school district is prohibited. Students who violate this policy provision may be subject to disciplinary action,

including but not limited to suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

A student may seek prior authorization from the building principal to carry, bring, use or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on school property for purposes of a school-related or non-school related activity. A student's failure to obtain such prior authorization is a violation of this policy provision and may result in disciplinary action, including but not limited to suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions. The principal's decision to deny or permit a student to carry, bring, use or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on school property shall be final.

School administrators shall consider violations of this policy provision on a case-by-case basis to determine whether suspension, expulsion or any other disciplinary action is appropriate based upon the individual facts and circumstances involved.

2.—Local restrictions

The Board of Education determines that extra precautions are important and necessary to provide for student safety. Therefore, ~~the carrying, bringing, using or possessing or threatening to use any knife, regardless of the length of the blade, on district property, when being transported in vehicles dispatched by the district or one of its schools, during aof any weapon, in any school building, on school grounds, in any school vehicle or at any school-sponsored or district-sponsored activity or event, and off school property when the conduct has a reasonable connection to school or school district curricular or non-curricular event~~ without express authorization ~~of the school or school district~~ is prohibited.

Students who violate this policy provision shall be subject to disciplinary action, including suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

3.—Firearm facsimiles

~~Carrying, using, actively displaying, or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm in a school building or on school property may result in expulsion; however, each situation will be handled on a case-by-case basis. Students who violate this policy shall be referred for appropriate disciplinary proceedings.~~

4.—Recordkeeping

The ~~D~~istrict shall maintain records which describe the circumstances involving expulsions of students who bring weapons to school including the name of the school, the number of students expelled and the types of weapons involved as required by law.

5.—Referral to Law enforcement involvement

In accordance with applicable law, school personnel shall refer any student who brings a firearm or weapon to school without authorization of the school or the District to law enforcement.

Adopted September 29, 1993
Revised November 16, 1994
Revised October 25, 1995
Revised September 25, 1996
Revised September 9, 1998
Revised October 12, 2005
Revised August 12, 2009
Revised May 12, 2010
Revised October 10, 2012

LEGAL REFS.: 18 U.S.C. §921 (a)(3) (federal definition of “firearm”)
20 U.S.C. §7151 (Gun-Free Schools Act)
20 U.S.C. §7151 (h) (requiring schools to have policies requiring
referral to law enforcement)
C.R.S. 18-1-901 (3)(h) (state law definition of “firearm”)
C.R.S. 22-32-109.1 (2)(a)(I)(G) (policy required as part of safe schools
plan)
C.R.S. 22-33-102 (4) (definition of dangerous weapon)
C.R.S. 22-33-106 (1) (grounds for suspension, expulsion, denial of
admission)
C.R.S. 22-33-106 (1)(f) (must adopt policy regarding firearm
facsimiles)

CROSS REFS.: GBEF, Weapons in the Workplace
JKD/JKE, Suspension/Expulsion of Students
KFA, Public Conduct on School Property

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

Student Interviews, Interrogations, Searches and Arrests

The Board ~~of Education~~ seeks to maintain a climate in the schools which is conducive to learning and protective of the safety and welfare of staff and students. To achieve this goal, it may be necessary for school personnel to search a student's person and/or personal property and to seize any property deemed injurious or detrimental to the safety and welfare of students and staff.

Searches Conducted by School Personnel

Searches may be conducted by the principal or designee who has reasonable grounds for suspecting that a search will turn up evidence that the student has violated or is violating laws or school rules or Board policy. When reasonable grounds for a search exist, the principal or designee may search a student and/or ~~their~~ his or her personal property while on school premises or during a school activity under the circumstances outlined in this policy and may seize any illegal, unauthorized or contraband materials.

Any search conducted by the principal or designee shall respect the privacy of the student and not be any more intrusive than necessary, considering the age and sex of the student and nature of the suspected infraction.

Whenever possible, the student shall be informed of the reason(s) for conducting the search and the student's permission to perform the search shall be requested. However a student's refusal to grant such permission shall not prevent the search from taking place. A student's failure to cooperate with the principal or designee conducting a search shall be considered grounds for disciplinary action.

A report shall be prepared by the school staff member who has conducted a search explaining the reasons for the search, the results and the names of any witnesses to the search. If the search produces evidence to be used as the basis for disciplinary action, the report shall be filed in the student's cumulative folder.

Definitions

1. "Reasonable grounds" is the standard for a search on school property or at school or District activities carried out by the principal or designee. Reasonable grounds should be based on facts provided by a reliable informant or personal observation which cause the principal or designee to believe, based on their own experience, that searching a particular student, place or thing would lead to the discovery of evidence of a violation of state or federal laws or school rules or Board policy. Reasonable grounds requires more than a mere hunch.

2. "Contraband" consists of all substances or materials prohibited by laws or school rules or Board policy including but not limited to drugs, alcoholic ~~beverages~~, guns, knives, other weapons and incendiary devices or any other personal property which the principal or designee deem potentially injurious or detrimental to the safety or welfare of students or staff.

Inspections of School Property; Canine Inspections

School lockers, desks and other storage areas are school property and remain at all times under the control of the school. School property provided for the use of students is subject to inspection at any time, to cleanouts, to access for maintenance and to inspection or search pursuant to this policy.

Students shall assume full responsibility for the security of their lockers and/or other storage areas in the manner approved by the administration. Students shall be responsible for whatever is contained in desks and lockers assigned to them by the school.

The principal or designee may search a particular desk, locker or any other storage area and its contents at any time. Whenever possible, another person shall be available to witness the search.

In order to ensure schools and school property are reasonably safe and drug-free, it is appropriate to implement a policy for the use of specially-trained dogs to assist in detecting the presence of contraband drugs, alcohol, and explosive materials on school premises. The following shall apply when conducting sweeps using specially-trained dogs:

1. Every canine inspection shall only be authorized by the building principal or his/her designee, and shall utilize District approved and specially trained dogs.
2. Canine inspections of District facilities and property are not considered "searches" and may be conducted on District property at any time with or without reasonable suspicion.
3. District authorized and specially-trained dogs may be used to search the air around lockers, desks, vehicles on District property, or on District ~~buses~~ vehicles. At no time shall the specially-trained dog have direct contact with any student or a student's personal possessions. Therefore, such searches are best conducted before and after school hours when students are not present.
4. Canine inspections shall be conducted in the presence of a local law enforcement officer and a member of the administrative team.
5. A canine alert to the possible presence of contraband shall constitute reasonable suspicion for school staff to initiate search procedures of personal property as described in this policy.

Searches of the Student's Person

The principal or designee may search the person of a student if the principal or designee has reasonable grounds to believe that the student is in possession of contraband.

Search of the person shall be limited to the student's pockets and/or socks and shoes, any object in the student's possession such as a purse, backpack or briefcase, and/or a "pat down" of the exterior of the student's clothing.

Searches of the person shall be conducted out of the presence of other students and as privately as possible. At least one but not more than three additional District employees of the same sex as the student being searched shall witness but not participate in the search.

The parent or guardian of any student searched shall be notified of the search as soon as reasonably possible.

No strip search of a student shall be carried out by any employee of the District. Searches of the person which require removal of clothing other than outer clothing such as a coat or jacket or shoes or socks shall be referred to a law enforcement officer.

Seizure of Items

Any personal property found in the course of a search conducted by school officials which is evidence of a violation of laws, school rules or Board policy or which by its presence presents an immediate danger of physical harm may be:

1. Seized and offered as evidence in any suspension or expulsion proceeding ~~if it is tagged for identification at the time it is seized and kept in a secure place by the principal until it is presented at the hearing;~~
2. Returned to the parent or guardian of the student from whom it was seized;
3. Turned over to any law enforcement officer in accordance with this policy.

Law Enforcement Officers' Involvement

The principal or designee may request a search on school premises be conducted by a law enforcement officer. When law enforcement authorities are involved in the search, the search will be conducted under criminal law standards rather than under the provisions of this policy.

When law enforcement officers respond to such a request, no District employee shall assist or otherwise participate in any search unless under the direct order of the law enforcement officer.

If law enforcement personnel seek permission from the principal or designee to search a student, the student's personal property or school property, to obtain evidence related to criminal activities, the principal or designee shall require the police to produce a valid search warrant before the search is conducted unless:

1. There is uncoerced consent by the student;
2. There is probable cause and circumstances such that taking the time to obtain a search warrant would frustrate the purpose of the search or create the potential for injury to the student or others;

3. The search is incident to an arrest and is limited to the person and immediate surroundings.

Interviews/Interrogation

When law enforcement officials request permission to ~~question~~interview students who are victims of or witnesses to a crime when students are in school or participating in school activities, the principal or designee shall be present and parents or guardians shall be notified. If, during the course of the interview, it becomes suspected that the student may be involved in the commission of a criminal act, the interview will stop until the student's parents/guardian are present ~~If the student is under 18, the student's parent/guardian also shall be present unless the juvenile is emancipated as that term is defined in state law.~~

Law enforcement may interrogate a student who is suspected of committing a criminal act when students are in school or participating in school activities. The student's parent/guardian must be present during the interrogation unless an emergency exists. If the parent/guardian or student refuses to consent to questioning, police authorities will determine the course of action to be pursued.

~~Every~~Reasonable effort shall be made not to draw attention to the student being questioned by conducting the interrogation in private and with as little disruption to the schedule as possible.

Custody and/or arrest

~~When custody and/or arrest by law enforcement is involved, the principal or designee shall request that all procedural safeguards as prescribed by law be observed by the law enforcement.~~

Appeals

Within five school days after a search, the student may appeal the search decision to the Area Assistant Superintendent who shall investigate in a timely manner the reasons for, and circumstances of, the search. These findings shall constitute the basis for the decision on the student's appeal.

The Area Assistant Superintendent shall forward a written copy of the findings and appeal decision to the student and the Superintendent. Within five school days after receipt of this written report, the student may appeal the decision to the Superintendent.

The Superintendent or designee shall review the case and issue a decision in writing to the student. The decision of the Superintendent or designee shall constitute the final District determination.

Notice to students

~~In order to ensure that students have notice of this policy, this policy or a summary of this policy shall be published annually in the student handbook of every school in the District.~~

Adopted February 8, 1984
Revised August 27, 1986
Revised February 25, 1987
Revised October 12, 2005
Revised June 8, 2011

LEGAL REF.: C.R.S. 19-2-511 et seq. Statements
C.R.S. 22-32-109.1 (2)(a)(VIII) Safe schools plan

CROSS REFS.: JIHB, Parking Lot Searches
JK, Student Discipline, and Sub Codes
KLG, Relations with State Agencies

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

Policies and Procedures for Conducting Student Interviews, Interrogations, Searches and Arrests

Investigations Conducted in the Educational Environment

A. Initiated by school administrators

1. Conducted by administrators

Principals or their designees will have the authority and duty to conduct investigations and to question students pertaining to infractions of school rules or Board policy whether or not the alleged conduct is a violation of criminal law. Such investigations will be conducted in a way which does not unduly interfere with school activities. Due process which requires that a student be allowed to present their version of the facts will be followed at all times.

2. Conducted by police authorities

a. The ~~principal or~~ Superintendent's designee will determine when the necessity exists for police authorities to be contacted to quell a disturbance or to conduct an investigation of alleged criminal behavior which jeopardizes the safety of school property or interferes with the operation of the school or education of other students. To be in compliance with law, it will be the responsibility of the principal or designee or director of security to notify police authorities of any criminal investigation.

b. Should alleged criminal behavior occur during school hours, the principal or designee will request that police authorities conduct an investigation and question students who are potential witnesses of such behavior.

Reasonable attempts will be made to contact the student's parent/guardian prior to questioning by police authorities. Such contacts or attempted contacts with parent/guardian must be documented by the administrator involved. In the absence of the student's parent/guardian during any questioning of the student, the principal or designee must be present and must document what generally occurred during the interview.

c. If child abuse allegedly involving the parent/guardian is suspected, the parent/guardian should not be contacted prior to questioning of the student by police authorities or the Department of Social Services.

d. If the investigation has centered on any particular student suspected of alleged criminal activity, the procedures for taking students into temporary custody by the police as set forth below will be followed to the extent that they do not interfere with reasonable law enforcement procedures.

B. Initiated by police authorities

Although cooperation with police authorities will be maintained, normally it should not be necessary for police authorities to initiate and conduct any investigation and questioning on school premises during school hours pertaining to criminal activities unrelated to the operation of the school.

Only when police authorities can show compelling circumstances to do so will they be permitted to conduct such an investigation during school hours. The circumstances ordinarily should be limited to those in which delay might result in danger to any person, flight from the jurisdiction by a person reasonably suspected of a crime, or destruction of evidence.

In such cases, the officers will be requested to obtain prior approval of the principal or designee before beginning such an investigation on school premises. The administrator will document the circumstances of such investigations as soon as possible.

Alleged criminal behavior related to the school environment brought to the principal's or other designee's attention by police authorities will be dealt with under the provisions of #2 above.

~~C. Questioning of students during investigation for violations of criminal law~~

~~1. _____ During an investigation of a violation of school rules or Board policy, it may come to the attention of the administrator that the investigated activity also may be a violation of criminal law. In proceeding with the investigation, the principal or designee will attempt to ascertain whether a criminal offense was committed.~~

~~2. _____ Where a suspected violation of criminal law has occurred on school grounds involving the operation of the school or during a school-sponsored activity, police authorities will be notified and their presence requested for the questioning of suspected students.~~

~~Attempts will be made to contact a student's parent/guardian who will be given the opportunity to confer with the student and to be present with the student during such questioning unless an emergency exists. The administrator will document the contact or attempted contact with the student's parent/guardian.~~

~~_____ If the parent/guardian or student refuses to consent to the questioning, police authorities will determine the course of action to be pursued.~~

~~Taking a student into custody~~

~~Students may not be released to police authorities voluntarily by school officials unless the student has been placed under arrest or temporary custody or unless the parent/guardian and the student agree to the release. Administrators will make reasonable objections to police authorities who attempt to remove students from school without placing them under arrest or temporary custody or without the approval of the parent/guardian and the student.~~

When students are removed from school for any reason by police authorities, reasonable efforts will be made to contact the student's parent/guardian immediately. Such efforts must be documented.

~~Whenever a student is removed from school without an arrest being made or being placed in temporary custody or without approval of the parent/guardian and/or the student, the administrator immediately must contact a superior of the police authorities involved and make objection to the removal of the student.~~

The Superintendent's office must be notified immediately of any removal of a student from school by police authorities under any circumstances.

~~The principal or designee may request that police authorities not make arrests or take students into temporary custody on school premises.~~

Where it is necessary to take a student into temporary custody on school premises and time permits, the police authority will be requested to contact the school principal or designee and to relate the circumstances necessitating such action. When possible, the principal or designee will have the student summoned to the principal's office where the student may be taken into temporary custody.

~~The principal or designee may summon police authorities to the school to take a student into temporary custody. The Superintendent or designee must be notified immediately.~~

When a student has been taken into temporary custody or arrested on school premises without prior notification to the principal or designee, the school staff present may request the police authorities notify the principal or designee of the circumstances as quickly as possible. In the event that the police ~~to~~ decline to notify the principal or designee, the school staff members must notify the principal or designee immediately.

~~The principal or designee may summon police authorities to the school to take a student into temporary custody. The Superintendent or designee must be notified immediately.~~

~~If possible, parents/guardians of the student will be notified by the principal or designee before the student is taken into temporary custody by police authorities or as quickly thereafter as can be accomplished. The administrator must document such notification or attempted notification.~~

Approved February 25, 1987
Revised to conform with practice June 8, 1994
Revised October 12, 2005

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