

NOTICE OF REGULAR MEETING AND AGENDA



January 11, 2017

Educational Services Center
395 South Pratt Parkway
Longmont, Colorado 80501

Robert J. Smith, President, Board of Education

Dr. Don Haddad, Superintendent of Schools

DISTRICT VISION STATEMENT

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

DISTRICT MISSION STATEMENT

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

ESSENTIAL BOARD ROLES

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

BOARD MEMBERS

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

1. CALL TO ORDER:

6:00 pm Discussion-Unified Improvement Plans
7:00 pm Regular Business Meeting

2. ADDENDUMS/CHANGES TO THE AGENDA:

3. AUDIENCE PARTICIPATION:

4. VISITORS:

1. Niwot High School International Baccalaureate
2. Student Advisory Students-CASB Experience

5. BOARD/SUPERINTENDENT REPORTS:

6. REPORTS:

1. School Board Recognition
2. Fall Athletics/Fine Arts Report
3. 2nd Quarter Gifts to Schools, Fiscal Year 2017

7. CONSENT ITEMS:

1. Approval: Staff Terminations/Leaves
2. Approval: Staff Appointments
3. Approval: Approval of Minutes for the December 14, 2016 Regular Meeting
4. Approval: Approval of Annual Official Posting Location Notice
5. Approval: Approval of Vendors Providing Purchased Services
6. Approval: Approval of Contract with Advanced Energy Systems for Solar Panel Installations
7. Approval: Approval of Amendment to Construction Manager/General Contractor (CMGC)-Contract for Erie PK-8 Project
8. Approval: Approval of Amendment to Construction Manager/General Contractor (CMGC)-Contract for Blue Mountain Project
9. Approval: Approval of Amendment to Construction Manager/General Contractor (CMGC)-Contract for Eagle Crest Project
10. Approval: Approval of Amendment to Construction Manager/General Contractor (CMGC)-Contract for Mead High Project
11. Approval: Approval of Closure of Schools-Inclement Weather

8. ACTION ITEMS:

1. Recommendation: Adoption of School Priority Improvement and Turnaround Unified Improvement Plans

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9. DISCUSSION ITEMS:

1. Legislative Update

10. ADJOURNMENT:

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

Wednesday, January 18	6:00 – 8:00 pm Study Session
Wednesday, January 25	6:30 pm Financials
	7:00 pm Regular Meeting

MEMORANDUM

DATE: January 11, 2017
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Resolution Proclaiming January 2017 as Board of Education Recognition Month

PURPOSE

For administration to recognize the Board of Education with a resolution proclaiming January 2017 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 2017 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 2017 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 11, 2017
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Fall Athletics/Fine Arts Report

PURPOSE

To provide the Board of Education with a summary of the accomplishments of the 2016 Fall Athletics/Fine Arts.

BACKGROUND

Rob Berry, Director of Athletics, Fine Arts, PE and Health, will be present to provide a verbal report and answer questions.

MEMORANDUM

DATE: January 11, 2017
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 2016-2017 school year totaling \$221,562.26.

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 KCD, Public Gifts to Schools. The attached listing delineates these gifts.

St. Vrain Valley School District RE-1J

2016-17 PUBLIC GIFTS TO THE SCHOOLS						
Reported between July 1, 2016 and December 31, 2016						
DATE OF GIFT	DONOR	AMT/VALUE	LOC	PTO	PTO AMT	DESCRIPTION
11/12/2015	Sheila Fortune	5,000.00	138			Cash donation to be used to support the students at Indian Peaks Elementary School.
5/10/2016	Mead Maverick's Booster Club	4,000.00	305	P	4000	Cash donation to be used to support the students at Mead High School.
5/17/2016	Anadarko Petroleum	10,000.00	305			Cash donation to be used to support the Mead High School Energy Academy Class.
7/1/2016	Eagle Crest PTO	884.00	142	P	884	Cash donation to be used for water cooler rental and water for portables at Eagle Crest Elementary.
7/1/2016	Fall River PTO	\$ 8,400.00	144	P	8400	Cash donation to be used for 2016-2017 Para Hours at Fall River Elementary..
7/2/2016	Susan Shaheen	2,250.00	408			Donation of a 1999 Pontiac Firebird to be used by students at CDC in the Auto Mechanics Program.
7/6/2016	Fall River PTO	4,392.00	144	P	4392	Cash donation to be used for the purchase of library chairs at Fall River Elementary.
7/7/2016	American Furniture Warehouse	300.00	136			Donation of a gift card to be used toward the purchase of a sofa for the staff lounge at Longmont Estates Elementary.
7/11/2016	Colorado Marathon	1,000.00	311			Cash donation to be used for the Track & Field Program at Erie High School.
7/18/2016	Michael Keast	180.00	215			Cash donation to be used to support the students at Sunset Middle School.
7/21/2016	Fengping Gao	300.00	146			Cash donation to be used for school needs at Black Rock Elementary School.
7/26/2016	Longmont Rotary Foundation	50.00	144			Cash donation to be used for 8th Grade classroom supplies and Bancom Compassion essay winner at Fall River.
7/26/2016	Boettcher Foundation	1,000.00	309			Cash donation to be used to support the Math Department at Niwot High School.
8/3/2016	Ronald Smith	500.00	312			Cash donation to be used to support the Golf Program at Longmont High School.
8/3/2016	Don & Karen Wood (Gold Key Travel)	500.00	312			Cash donation to be used to support the Golf Program at Longmont High School.
8/4/2016	Niwot High School Education Foundation	1,742.00	309	P	1742	Cash donation to be used as needed by teachers at Niwot High School.
8/5/2016	VSP	150.00				Donation of Calvin Klein sunglasses to be used as a prize at the classified/professional technical "Welcome Back" event.
8/5/2016	Arrow Office Supply	349.00				Donation of an office chair to be used as a prize at the classified/professional technical "Welcome Back" event.
8/5/2016	Break Away Cycle & Strength	149.00				Donation of a gift certificate to be used as a prize at the classified/professional technical "Welcome Back" event.
8/5/2016	Elevations Credit Union	150.00				Donation of a gift basket of kitchen items to be used as a prize at the classified/professional technical "Welcome Back" event.
8/5/2016	CNIC Health Solutions	100.00				Donation of ten \$10 gift cards to be used as prizes at the classified/professional technical "Welcome Back" event.
8/5/2016	Delta Dental	50.00				Donation of a Sonic Care Toothbrush to be used as a prize at the classified/professional technical "Welcome Back" event.
8/5/2016	Carlson Family Chiropractic	170.00				Donation of a gift certificate to be used as a prize at the classified/professional technical "Welcome Back" event.
8/5/2016	Office Depot	75.00				Donation of a thermal laminator to be used as a prize at the classified/professional technical "Welcome Back" event.
8/5/2016	Kaiser Permanente	50.00				Donation of a sports bag to be used as a prize at the classified/professional technical "Welcome Back" event.
8/11/2016	Club Pilates	175.00				Donation of a gift certificate to be used as a prize at the classified/professional technical "Welcome Back" event.
8/11/2016	John & Tina Hetley	1,204.00	408			Donation of a 1995 Ford Explorer to be used to support the students in the Automotive Program at CDC.
8/11/2016	Tina Hetley	2,200.00	408			Donation of a 2002 Saturn L2000 to be used to support the students in the Automotive Program at CDC.
8/12/2016	Longmont Rotary Foundation	50.00	215			Cash donation to be used to support the students at Sunset Middle School.
8/15/2016	Karen Gralewski	400.00	215			Donation of a flute with case for student use at Sunset Middle School.
8/15/2016	Donna McCraith	4,552.00	254			Cash donation to be used to support the Sunset Middle School 8th Grade educational trip to Washington, DC & New York City.
8/15/2016	Jordan Henderson	1,215.00	408			Donation of a 1999 Chevrolet Cav 224 to be used to support the students in the Automotive Program at CDC.
8/15/2016	Nick Wacholtz	1,500.00	312			Cash donation to be used for the purchase of boys soccer equipment for Longmont High School.
8/16/2016	Northwestern Mutual	100.00	513			Cash donation to be used for library improvements at Lyons Middle/Senior High.
8/16/2016	Twin Peaks Rotary	650.00	312			Cash donation to be used for the purchase of golf equipment for Longmont High School.
8/16/2016	KMB Construction	1,500.00	312			Cash donation to be used for the purchase of boys soccer equipment for Longmont High School.
8/16/2016	Jill Breninger	226.38	130			Donation of classroom supplies to be used at Mountain View Elementary School.
8/17/2016	Lucero Tax and Accounting	1,200.00	311			Cash donation to be used for boys basketball uniforms at Erie High School.
8/18/2016	Edward Tabler	469.00	309			Donation of art supplies to be used at Niwot High School.
8/19/2016	Douglas Duffy	900.00	215			Donation of an Alto saxophone with case for student use at Sunset Middle School.
8/19/2016	Twin Peaks Rotary	650.00	312			Cash donation to be used for the Boys Golf Program at Longmont High School.
8/19/2016	Jimmie Lucero	500.00	311			Cash donation to be used for the Boys Basketball Program at Erie High School.
8/19/2016	Richard Blaisdell	100.00	311			Cash donation to be used for the Boys Basketball Program at Erie High School.
8/19/2016	Longmont Twin Peaks Rotary	650.00	311			Cash donation to be used for the Boys Golf Program at Erie High School.
8/20/2016	Mead Veterinary Medical Center	750.00	305			Cash donation to be used for the Football Program at Mead High School.
8/20/2016	MJB Enterprises	100.00	311			Cash donation to be used for the Boys Basketball Program at Erie High School.
8/22/2016	Karen Winkler	35.00	311			Cash donation to be used for the Boys Soccer Program at Erie High School.
8/23/2016	Niwot Elementary PTAC	3,098.46	131	P	3098	Cash donation to be used for the cost of Paraprofessional salary and benefits at Niwot Elementary.
8/23/2016	Steve Tocco	90.59	251			Donation of school supplies to be used as needed at Erie Middle School.
8/24/2016	Madrill Investments	100.00	311			Cash donation to be used for boys basketball uniforms at Erie High School.
8/25/2016	Bonnie Harris	15.00	130			Donation of school supplies for students at Mountain View Elementary School.
8/25/2016	Encore Data Products	1,559.60	138			Donation of 40 gaming headsets to benefit before and after school intervention students in math & literacy at Indian Peaks Elem.
8/26/2016	Blue Mountain PTO	106.98	147	P	107	Cash donation to be used for Eldorado Water for Blue Mountain Elementary School.
8/27/2016	Judith Winger	100.00	140			Cash donation to be used for the 5th grade Young Ameritowne field trip for students at Sanborn Elementary.

St. Vrain Valley School District RE-1J

2016-17 PUBLIC GIFTS TO THE SCHOOLS

Reported between July 1, 2016 and December 31, 2016

DATE OF GIFT	DONOR	AMT/VALUE	LOC	PTO	PTO AMT	DESCRIPTION
8/27/2016	Sean Lehman	375.00	309			Donation of a camera and related equipment for use in the Digital Photography Department at Niwot High School.
8/27/2016	Honey Buef	100.00	309			Cash donation to be used for the Niwot High musical, "Into the Woods".
8/27/2016	Mr. & Mrs. Zona	1,000.00	309			Cash donation to be used for the Niwot High musical, "Into the Woods".
8/31/2016	Eagle Crest PTO	3,490.09	142	P	3490	Cash donation to be used for student activity books for Leadership Focus at Eagle Crest Elementary.
8/31/2016	Angela Chavez	2,349.00	408			Donation of furniture for principal's office and conference room at St. Vrain Global Academy.
9/2/2016	U'S Again, LLC	21.24				Cash donation to be used as needed.
9/2/2016	Wells Fargo Matching Gifts Program	228.80	146			Cash donation to be used to support the student positive behavior program at Black Rock Elementary School.
9/2/2016	Black Rock PTO	200.00	146	P	200	Cash donation to be used for the purchase of t-shirts for the kindergarten celebration at Black Rock Elementary.
9/2/2016	American Legion Post 1985	250.00	318			Cash donation to be used for the purchase of football supplies for Frederick High School.
9/6/2016	Fall River PTO	1,734.08	144	P	1734	Cash donation to be used for the purchase of nesting chairs for the library at Fall River Elementary.
9/8/2016	Errol Heiman	1,400.00	408			Donation of a 1985 Chevrolet 5.0L V8 Engine for use in the Career Development Center Automotive Program.
9/8/2016	Lori Lam	50.00	126			Donation of boxes of office supplies to be used at Spark! Discovery Preschool.
9/12/2016	Espressoria 2 (The Luna Café)	250.00	123			Cash donation to be used for the Robotics Club Program needs at Central Elementary.
9/12/2016	Eagle Crest PTO	1,000.00	142	P	1000	Cash donation to support the community school scholarship program for 2016-17 enrichment classes at Eagle Crest.
9/14/2016	Mr. & Mrs. Rob Orbanosky	1,134.00	123			Cash donation to be used for the purchase of six Chromebooks for the 4th grade classroom at Central Elementary.
9/16/2016	Central Elementary PTO	2,500.00	123	P	2500	Cash donation to be used for the IB annual fee to help offset costs for Central Elementary School dues.
9/17/2016	Eagle Crest PTO	3,350.94	142	P	3351	Cash donation to be used for FY16 Fourth Quarter Aide Salary at Eagle Crest Elementary.
9/17/2016	Eagle Crest PTO	500.00	142	P	500	Cash donation to be used for the Shakespeare presentation at Eagle Crest Elementary.
9/17/2016	Eagle Crest PTO	143.78	142	P	144	Cash donation to be used for an event canopy at Eagle Crest Elementary.
9/22/2016	Amy Griswold	500.00	215			Donation of a trombone and case to be used as needed in the Band Program at Sunset Middle School.
9/27/2016	Timothy Wellmann	235.00	408			Donation of various parts to be used for student instruction in the Engineering Technology Program at CDC.
9/27/2016	Jenny Herring	1,661.00	408			Donation of a 1995 Volvo to be used in the Auto Mechanics Program at CDC.
9/29/2016	Fall River PTO	669.86	144	P	670	Cash donation to be used for the 4th Grade field trip for students at Fall River Elementary.
9/29/2016	Fall River PTO	40.00	144	P	40	Cash donation to be used for the 4th Grade field trip for students at Fall River Elementary.
Total Gifts Reported 7/1/16 - 9/30/16		\$ 89,120.80				
Parent Group Donations		\$ 36,252.19				
8/11/2016	Tasha Harris	386.00	219			Donation of backpacks for needy students and paper for office supplies at Mead Middle School.
8/15/2016	Estate of Harold A. Conroe	1,000.00	311			Testamentary gift to be used at Erie High School.
8/19/2016	Fox Hill Country Club	600.00	305			Donation of an 18-hole golf foursome for the silent auction to benefit the Boys and Girls Basketball Program at Mead High.
8/19/2016	Docheff Dairy	80.00	305			Donation of a John Deere basket for the silent auction to benefit the Volleyball Program at Mead High School.
8/19/2016	Mac's Place	180.00	305			Donation of a wagon, throw and shirts for the silent auction to benefit the Football Program at Mead High School.
8/19/2016	Ute Creek Golf Course	176.00	305			Donation of an 18-hole golf foursome for the silent auction to benefit the Boys and Girls Basketball Program at Mead High.
8/19/2016	Cari Devlin	200.00	305			Donation of a senior photo shoot for the silent auction to benefit the Dance Program at Mead High School.
8/19/2016	Western Awards	248.00	305			Donation of a letter jacket for the silent auction to benefit the Athletic Scholarship Program at Mead High School.
8/19/2016	Chick-fil-A	50.00	305			Donation of a Chick-fil-A basket for the silent auction to benefit the Football Program at Mead High School.
8/19/2016	Garretson's Sport Center	150.00	305			Donation of two gift certificates for the silent auction to benefit the Athletic Scholarship Program at Mead High School.
8/19/2016	Dizzy Family Fun	50.00	305			Donation of a fun basket for the silent auction to benefit the Cheer Program at Mead High School.
8/19/2016	High Altitude Archery	104.00	305			Donation of a one-hour private archery lesson for two for the silent auction to benefit the Art Program at Mead High School.
8/19/2016	High Altitude Archery	110.00	305			Donation of a beginner archery class for the silent auction to benefit the Art Program at Mead High School.
8/19/2016	Istera Family Fitness	894.00	305			Donation of a six month membership for the silent auction to benefit the Drama Club at Mead High School.
8/19/2016	Dan McGlothlin	50.00	305			Donation of a Dairy Queen ice cream cake for the silent auction to benefit the Girls Tennis Program at Mead High School.
8/19/2016	Deb Julich	80.00	305			Donation of a French basket for the silent auction to benefit the French Club at Mead High School.
8/19/2016	Beau Kahler	300.00	305			Donation of a 3-hour photo shoot for the silent auction to benefit the Cheer Program at Mead High School.
8/21/2016	Yoav Nadav	50.00	311			Cash donation to be used for the Volleyball Program at Erie High School.
8/21/2016	Javier Garzes	50.00	124			Donation of DJ time for the Fall Festival at Columbine Elementary.
8/22/2016	Alpine PTO	331.78	141	P	332	Cash donation to be used for the purchase of an icemaker for the Health Office at Alpine Elementary.
8/22/2016	Alpine PTO	4,155.00	141	P	4155	Cash donation to be used for 1/2 payment towards IB annual dues for Alpine Elementary.
8/22/2016	Alpine PTO	400.00	141	P	400	Cash donation to be used for substitute pay during fundraiser at Alpine Elementary.
8/22/2016	Alpine PTO	300.00	141	P	300	Cash donation to be used for breakfast for back-to-school staff meeting at Alpine Elementary.
8/22/2016	Alpine PTO	40.00	141	P	40	Donation of t-shirts (\$30) and reloadable cards for Safeway and King Soopers (\$10) for Family Fun Night at Alpine Elem.
8/23/2016	Erie Elementary PTO	489.96	125	P	490	Donation of three chair and ottoman sets and a chairside table to be used at Erie Elementary School.
8/29/2016	Nancy Parker	145.00	128			Cash donation to be used for the Spelling Bee entrance fee for Lyons Elementary School.

St. Vrain Valley School District RE-1J

2016-17 PUBLIC GIFTS TO THE SCHOOLS Reported between July 1, 2016 and December 31, 2016

DATE OF GIFT	DONOR	AMT/VALUE	LOC	PTO	PTO AMT	DESCRIPTION
9/1/2016	Gerald Peterson	40.00	311			Cash donation to be used for the Soccer Program at Erie High School.
9/4/2016	J&M Melone	50.00	311			Cash donation to be used for the Cross Country Program at Erie High School.
9/6/2016	Mr. & Mrs. Martinez	100.00	309			Cash donation to be used in the Band Department at Niwot High School.
9/6/2016	Mary Kayse	20.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/7/2016	Penguin Random House	156.83	137			Donation of 32 books to be used by students at Rocky Mtn. Elementary.
9/7/2016	Meridian Wealth Management	30.00	130			Donation of two boxes of granola bars for the health office at Mtn. View Elementary.
9/7/2016	David Henry	105.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/8/2016	S. M. Gardner	30.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/8/2016	Steve & Martha Baker	25.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/8/2016	Gail Thaler	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/8/2016	Michael & Jenny Kelly	30.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/8/2016	Jefferson Singleton	20.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/9/2016	J.D. Birchmeier	134.07	124			Donation of school supplies for Columbine Elementary.
9/9/2016	Elaine Perry	25.00	309			Cash donation to be used in the Band Department at Niwot High School.
9/10/2016	Jeremy & Jennifer Otten	20.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/11/2016	Joan Lampert	20.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/11/2016	Earl & Vickie Bieck	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/12/2016	John Edge	25.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/12/2016	Lindsay Brady	63.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/12/2016	Matt Erickson	20.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/12/2016	Robert & Kimberly Lamey	100.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/13/2016	Kelly Merical	30.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/13/2016	Paul Pheneger	20.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/13/2016	Richard & Karen Maxwell	20.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/13/2016	Tim & Sheryl Miller	30.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/13/2016	Edward & Elvira Glenn	50.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/13/2016	Paul & Martha Pheneger	20.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/13/2016	Lester & Shirley Green	500.00	219			Donation of supplies to be used in the Art Department at Mead Middle School.
9/14/2016	Roger Harris	45.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/14/2016	Ryan Enright	53.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/14/2016	Valma Cornell	25.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/14/2016	Betty Hopping	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/15/2016	Roger & Julie Pielke	40.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/15/2016	Leslie & Noel Reuter	25.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/15/2016	Susan Scharf	230.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/16/2016	Andy Rudeen	50.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/18/2016	Charles Alberts	60.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/18/2016	Mathew & Jessica Gorr	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/18/2016	Mathew & Jessica Gorr	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/18/2016	C. Samuel Armour	25.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/18/2016	Erin Aitken	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/19/2016	Fischer Construction	250.00	311			Cash donation to be used for the Cross Country Program at Erie High School.
9/19/2016	Cordelia Powell	75.00	311			Cash donation to be used for the Boys' Soccer Program at Erie High School.
9/19/2016	Dorothea Nelson	25.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/19/2016	Xinghui Huang & Caixia Wei	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/19/2016	Heather Mallett	500.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/19/2016	Iris & Michael Smith	500.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/20/2016	Jo Ann Hauser	50.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/20/2016	Deborah White	50.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/20/2016	Youzhi Li	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/20/2016	Diane Swartz Living Trust	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/20/2016	Chris & Dana Dodge	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/20/2016	Justin Zarecki	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/20/2016	Kari & Kurt Bond	30.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.

St. Vrain Valley School District RE-1J

2016-17 PUBLIC GIFTS TO THE SCHOOLS

Reported between July 1, 2016 and December 31, 2016

DATE OF GIFT	DONOR	AMT/VALUE	LOC	PTO	PTO AMT	DESCRIPTION
9/20/2016	Jariya Tuantranout	30.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/20/2016	Nelson & Karen Rosa	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/20/2016	Harry & Maria McClay	45.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/20/2016	Kristopher Scott & Lori Larsen	150.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/20/2016	Sean & Laura Murphy	105.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/20/2016	Hannah & Robert Silver	20.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	Steven & Kimberly Roper	50.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	Stephanie Roberts	30.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	Linda Ross	10.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	Allen Aquino	50.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	Rita King	30.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	Thomas Darcy	60.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	Xinghui Huang	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	Mark & Susan Phillips	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	Lawrence & Patricia Murphy	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	Karrie Conilogue	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	Stephanie & Scott Ebert	10.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	Janet Glenn	40.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	Mary & Gerald Kelly	30.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	W.L. & Alice Allen	60.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	Todd & Cathy O'Donnell	60.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	Keith & Traci Lorimer	20.00	221			Cash donation to be used to support the Band Program at Coal Ridge Middle School.
9/21/2016	Joyce Kelly	75.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	Gerald & Joyce Kelly	45.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	Jen Huff	100.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	Deborah & John Britta	210.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	Benjamin & Elizabeth Bigelow	90.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	Dale Deibert	90.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	Kim & Dennis Nicks	150.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	John Rose	150.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	Cynthia Borchers	60.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/21/2016	Alison & Tracy Bush	150.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/22/2016	E. Stenner	30.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/22/2016	Dr. Janelle Coxford Laughlin	50.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/22/2016	Patricia Glassner	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/22/2016	Patricia Glassner	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/22/2016	Patricia Glassner	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/22/2016	Patricia Glassner	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/22/2016	Adam & Jenny Mabrouk	60.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/22/2016	Bryn & Liberty Weaver	60.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/22/2016	J. S. Croft	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/22/2016	Mathew & Jessica Gorr	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/22/2016	Mathew & Jessica Gorr	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/22/2016	J. S. Croft	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/22/2016	Anne & Thomas Zelibor	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/22/2016	Edward & Melissa Weisner	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/22/2016	Masser Alizadeh	150.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/22/2016	Christopher Hrubesky	75.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/22/2016	Horacio Gutierrez	75.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/23/2016	Mary Dragomer Harste	20.00	221			Cash donation to be used to support the Band Program at Coal Ridge Middle School.
9/23/2016	Thomas Ward & Sara Delashmutt	15.00	221			Cash donation to be used to support the Band Program at Coal Ridge Middle School.
9/23/2016	Eric & Kim Strong	25.00	221			Cash donation to be used to support the Band Program at Coal Ridge Middle School.
9/23/2016	Albelino & Shantell Gutierrez	100.00	221			Cash donation to be used to support the Band Program at Coal Ridge Middle School.
9/23/2016	Mike & HioliAnn Echelberger	60.00	221			Cash donation to be used to support the Band Program at Coal Ridge Middle School.

St. Vrain Valley School District RE-1J

2016-17 PUBLIC GIFTS TO THE SCHOOLS

Reported between July 1, 2016 and December 31, 2016

DATE OF GIFT	DONOR	AMT/VALUE	LOC	PTO	PTO AMT	DESCRIPTION
9/23/2016	Thomas & Anne Pendergrass	25.00	221			Cash donation to be used to support the Band Program at Coal Ridge Middle School.
9/23/2016	Charley & Cynthia Payton	20.00	221			Cash donation to be used to support the Band Program at Coal Ridge Middle School.
9/24/2016	Children's Museum of Denver	105.00	137			Cash donation to be used for transportation costs to the Children's Museum for kindergarten students at Rocky Mtn. Elem.
9/24/2016	Nicolas Pratt	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/24/2016	Steve Sesmic	70.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/24/2016	Margaret Rainford	25.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/24/2016	Lee Fisher	30.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/24/2016	Amy Weiss	25.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/24/2016	Shannon Boesch	15.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/24/2016	Lesa McIntire	20.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/24/2016	Neill Shepherd	40.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/24/2016	Heidi Huff	45.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/24/2016	Sara Lynn Ayers	100.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/24/2016	Ron Hinklin	75.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/24/2016	Scott Steer	225.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/24/2016	Richard & Tracy Bartlett	100.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/24/2016	Clarissa Tutkowski	75.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/24/2016	Wendy Chrimes	135.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/24/2016	Teresa Keeler	100.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/24/2016	Susan Pratt	100.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/24/2016	Riki Frea	100.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/24/2016	Cynthia Borchers	105.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/26/2016	David Okada	500.00	221			Donation of a five-piece drum set to be used in the Band Program at Coal Ridge Middle School.
9/26/2016	Steven & Lindsay Spiegel	75.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/27/2016	Steve Tocco	78.92	251			Donation of health office supplies to be used as needed at Erie Middle School.
9/28/2016	Freddy's	150.00	318			Cash donation to be used for the Best Buddies Club at Frederick High School.
9/29/2016	Christi and Dale Katechis	5,000.00	147			Cash donation to be used for school use at Blue Mountain Elementary.
9/29/2016	Jon & Robyn King	25.00	221			Cash donation to be used to support the Band Program at Coal Ridge Middle School.
9/30/2016	Don Lacrosse	70.00	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
9/30/2016	Central Longmont Presbyterian Church	500.00	124			Cash donation to be used for the 2016-17 Fall Festival at Columbine Elementary.
10/3/2016	Mr. & Mrs. Schilling	50.00	309			Cash donation to be used for the Vocal Music musical at Niwot High School
10/3/2016	Mr. & Mrs. White	50.00	309			Cash donation to be used for the Vocal Music musical at Niwot High School
10/3/2016	Mr. & Mrs. Turner	30.00	309			Cash donation to be used for the Vocal Music musical at Niwot High School
10/4/2016	Blue Mountain Stone	1,500.00	513			Cash donation to be used to support the students at Lyons Middle/Senior High School.
10/4/2016	Tasha Harris	26.00	129			Donation of office supplies to be used at Mead Elementary School.
10/4/2016	Tasha Harris	418.00	129			Donation of backpacks and office supplies to be used as needed at Mead Elementary School.
10/4/2016	Black Rock PTO	45,000.00	146	P	45000	Cash donation to be used to hire Para educators for the 2016-17 school year at Black Rock Elementary.
10/4/2016	University of Colorado	264.35	146			Cash donation to be used for field trips cost to CU's Anschutz Medical Campus for students at Black Rock Elementary.
10/5/2016	Lyons Booster Club	6,661.69	513	P	6662	Cash donation to be used to support the students at Lyons Middle/Senior High School.
10/5/2016	Education Foundation for St. Vrain Valley	500.00	215			Cash donation to be used for the all-school presentation and six workshops for Drama students at Sunset Middle School.
10/5/2016	Education Foundation for St. Vrain Valley	500.00	215			Cash donation to be used to support the ELL classes at Sunset Middle School.
10/6/2016	Cosie Pihlak	38.00	137			Donation of a "catch-all" basket for the silent auction at Rocky Mtn. Elementary.
10/6/2016	Centennial PTO	6,054.00	148	P	6054	Cash donation to be used to provide technology for all students K-5 at Centennial Elementary School.
10/7/2016	Ball Corporation	9,352.10	310			Cash donation to be used as needed at Skyline High School.
10/7/2016	Rocky Mountain Best - Robotics	167.00	310			Cash donation to be used to help support the Robotics Team at Skyline High School.
10/7/2016	Michelle Ponder	16.00	312			Cash donation to be used for the PSAT Student Scholarship at Longmont High.
10/7/2016	Anderson Farms	68.00	318			Donation of four tickets to Anderson Farms for the Education Foundation Gift Basket for Frederick High School.
10/9/2016	Dave Burdekin	150.00	318			Donation of a musical instrument for use by percussion students at Frederick High School.
10/10/2016	Education Foundation for St. Vrain Valley	480.00	318			Cash donation to be used for the field trip to the Denver Art Museum for students at Frederick High.
10/10/2016	Michael & Jennifer Roberts	50.00	309			Cash donation to be used for the musical at Niwot High School.
10/11/2016	Blue Mtn. Ed Foundation/PTO	1,180.00	147	P	1180	Cash donation to be used for the purchase of student planners for students at Blue Mountain Elementary.
10/12/2016	Evan LeBlanc	50.00	312			Cash donation to be used in the Physics Department at Longmont High.
10/12/2016	Education Foundation for St. Vrain Valley	415.00	526			Cash donation to be used for squid dissection for 5th Grade students at Thunder Valley.

St. Vrain Valley School District RE-1J

2016-17 PUBLIC GIFTS TO THE SCHOOLS Reported between July 1, 2016 and December 31, 2016

DATE OF GIFT	DONOR	AMT/VALUE	LOC	PTO	PTO AMT	DESCRIPTION
10/12/2016	Education Foundation for St. Vrain Valley	142.00	526			Cash donation to be used for 5th Grade students at Thunder Valley.
10/12/2016	Education Foundation for St. Vrain Valley	600.00	526			Cash donation to be used for the purchase of trumpets for Band students at Thunder Valley.
10/12/2016	Niwot Elementary PTAC	356.80	131	P	357	Cash donation to be used to cover the cost of "Times for Kids" subscription for 2nd Grade classrooms at Niwot Elementary.
10/13/2016	Education Foundation for St. Vrain Valley	750.00	144			Cash donation to be used to support the students at Fall River Elementary.
10/13/2016	Education Foundation for St. Vrain Valley	362.00	144			Cash donation to be used to support the students at Fall River Elementary.
10/13/2016	Education Foundation for St. Vrain Valley	250.00	144			Cash donation to be used to support the students at Fall River Elementary.
10/13/2016	Education Foundation for St. Vrain Valley	3,000.00	144			Cash donation to be used to support the students at Fall River Elementary.
10/13/2016	Erin O'Leary	30.00	215			Cash donation to be used for the Drama Program at Sunset Middle School.
10/13/2016	Colleen Faust & Bill Jackson	50.00	216			Cash donation to be used for the Adventure Club at Longs Peak Middle School.
10/13/2016	Eagle Crest PTO	1,500.00	142	P	1500	Cash donation to be used for the 5th Grade CalWood trip for students at Eagle Crest Elementary.
10/13/2016	Debbie Lammers	30.00	312			Donation of a set of anatomy flash cards to be used by Jaime Gay at Longmont High School.
10/18/2016	Blue Mtn. Ed Foundation/PTO	212.36	147	P	212	Cash donation to be used for the purchase of BareBooks for the 2nd Grade at Blue Mountain Elementary.
10/18/2016	Mr. & Mrs. Feitler	30.00	305			Cash donation to be used to support the Band Program at Niwot High school.
10/20/2016	Ball Corporation	9,352.10	310			Cash donation to be used to support the staff and students at Skyline High School.
10/21/2016	Otter Cares Foundation	250.00	526			Cash donation to be used for the purchase of technology materials for Grades K-8 at Thunder Valley.
10/24/2016	John & Rhonda Ahrens	100.00	251			Donation of Cold Stone and Starbucks gift certificates to be used for student incentives at Erie Middle School.
10/27/2016	Paul Arens	500.00	215			Donation of a 5-piece drum set for student use in the Jazz Band at Sunset Middle School.
10/28/2016	Theresa Leute	300.00	534			Donation of a saxophone to be used in the Band Department at Timberline PK-8.
10/28/2016	Victory Motors of Colorado	175.00	141			Cash donation to be used for the purchase of a Chromebook as raffle prize during Parent Update Meeting at Alpine Elem.
10/28/2016	PASS (Parent Association for Sanborn Students)	5,785.00	140	P	5785	Cash donation to be used to pay for non-instructional recess para professional for the 2016-17 school year (Sanborn)
10/28/2016	PASS (Parent Association for Sanborn Students)	650.00	140	P	650	Cash donation to be used to support the students at Sanborn Elementary School.
10/28/2016	PASS (Parent Association for Sanborn Students)	753.25	140	P	753	Cash donation to be used to support the students at Sanborn Elementary School.
10/28/2016	PASS (Parent Association for Sanborn Students)	1,500.00	140	P	1500	Cash donation to be used to cover transportation costs for 2016-17 field trips for students at Sanborn Elementary.
10/28/2016	PASS (Parent Association for Sanborn Students)	135.00	140	P	135	Cash donation to be used to pay for Odyssey of the Mind registration for students at Sanborn Elementary.
10/28/2016	PASS (Parent Association for Sanborn Students)	13,000.00	140	P	13000	Cash donation to be used for 64 Chromebook charging stations for use at Sanborn Elementary.
10/28/2016	Steve Tocco	211.57	251			Donation of supplies to be used as Roar awards for students at Erie Middle School.
10/29/2016	Michael Keast	100.00	215			Cash donation to be used to support the students at Sunset Middle School.
10/29/2016	Mr. & Mrs. Bovaird	100.00	309			Cash donation to be used for the musical at Niwot High School.
11/2/2016	Heather & Eric Stenner	200.00	123			Cash donation to be used for the 5th Grade CalWood trip for students at Central Elementary.
11/2/2016	Steve Dike & Sherie Dike-Wilhelm	17.00	123			Cash donation to be used for the 5th grade trip to CalWood for students at Central Elementary.
11/3/2016	Fall River PTO	459.26	144	P	459	Cash donation to be used for the kindergarten field trip for students at Fall River Elementary.
11/3/2016	Alpine PTO	811.84	141	P	812	Cash donation to be used to support the teachers and students at Alpine Elementary.
11/3/2016	Jeff & Lysa Burianek	96.00	123			Cash donation to be used for the 5th grade trip to CalWood for students at Central Elementary.
11/4/2016	William Scheel	350.00	305			Donation of a microscope kit to be used in the Science Department at Mead High School.
11/7/2016	Blue Mtn. Ed Foundation/PTO	1,122.00	147	P	1122	Cash donation to be used for the Young Ameritowne Field Trip and Science Conference registration for Blue Mtn. Elem.
11/8/2016	Blue Mtn. Ed Foundation/PTO	30,518.54	147	P	30519	Cash donation to be used for Para salary at Blue Mountain Elementary.
11/8/2016	Pipefitters Local Union No. 208	100.00	526			Cash donation to be used for the Robotics Team at Thunder Valley (supplies and admission fee to competition).
11/8/2016	Niwot Elementary PTAC	7,028.13	131	P	7028	Cash donation to be used for paraprofessional pay and benefits for August & September 2016 at Niwot Elementary.
11/8/2016	Fidelity Charitable	800.00	148			Cash donation to be used to enhance the learning in the Kindergarten classroom (Ms. Couch) at Centennial Elementary.
11/8/2016	Fidelity Charitable	800.00	148			Cash donation to be used to enhance the learning in the Kindergarten classroom at Centennial Elementary.
11/8/2016	Centennial PTO	435.76	148	P	436	Cash donation to be used to support the students and teachers at Centennial Elementary.
11/9/2016	King Soopers	25.00	141			Donation of a gift card for the raffle during Family Fun Night at Alpine Elementary.
11/9/2016	Silicon Valley Community Foundation	100.00	215			Cash donation to be used to support the students at Sunset Middle School.
11/10/2016	Silver Creek Education Foundation	4,494.88	314	P	4495	Cash donation to be used for outside picnic tables and trash cans for student use at Silver Creek High School.
11/10/2016	Which Wich	20.00	141			Donation of two \$10 gift cards for the raffle during Family Fun Night at Alpine Elementary.
11/10/2016	Dicky's BBQ Pit	65.00	141			Donation of 10 gift cards for the raffle during Family Fun Night at Alpine Elementary.
11/10/2016	Abos Pizza	44.00	141			Donation of two gift cards for free 18" pizza for the raffle during Family Fun Night at Alpine Elementary.
11/11/2016	Erin & Scott Conlin	25.00	123			Cash donation to be used for the 5th Grade Outdoor Education Adventure at Central Elementary.
11/14/2016	Craig Orbanosky	1,200.00	123			Cash donation to be used for the purchase of Chromebooks for the 4th Grade classroom at Central Elementary.
11/14/2016	CU Boulder/Coop Institute for Research	5,245.30				Donation of 6 weather stations for science research at Lyons M/Sr., Westview, Blue Mtn, Centennial, Coal Ridge & Erie Middle.
11/14/2016	Harley & Dora Barz	2,000.00	216			Cash donation to be used to support the Outdoor Adventure Club at Longs Peak Middle School.
11/14/2016	Lifetouch	1,387.20	122			Cash donation to be used for student activities at Burlington Elementary School
11/15/2016	Rob & Judy Orbanosky	312.00	123			Cash donation to be used for the purchase of Chromebooks for the 4th Grade classroom at Central Elementary.
11/16/2016	Silver Creek Education Foundation	7,970.00	314	P	7970	Cash donation to be used to support the students and staff at Silver Creek High School.

St. Vrain Valley School District RE-1J

2016-17 PUBLIC GIFTS TO THE SCHOOLS						
Reported between July 1, 2016 and December 31, 2016						
DATE OF GIFT	DONOR	AMT/VALUE	LOC	PTO	PTO AMT	DESCRIPTION
11/16/2016	U'S Again, LLC	25.55				Cash donation to be used as needed.
11/17/2016	Lyons Booster Club	3,059.54	513	P	3060	Cash donation to be used to support the students at Lyons Middle/Senior High School.
11/17/2016	Niwot Elementary PTAC	96.06	131	P	96	Cash donation to be used for microphone for PE teacher with Friday Movement at Niwot Elementary.
11/18/2016	Kimberly Zona	350.00	309			Cash donation to be used for the musical at Niwot High School.
11/18/2016	Alpine PTO	532.00	141	P	532	Cash donation to be used to help with field trips for students in 4th Grade at Alpine Elementary.
11/18/2016	Ellen Ross	200.00	305			Cash donation to be used to support the Vocal Music Program at Niwot High School.
11/21/2016	Benevity Community Impact Fund	142.80	254			Cash donation to be used to support the annual fundraiser for new technology at Altona Middle School.
11/28/2016	Bree Lawler	250.00	123			Donation of 22 books to be used in the library at Central Elementary.
11/28/2016	Jennifer Hakanson	180.00	123			Donation of 16 books to be used in the library at Central Elementary.
11/28/2016	CACTE Special Needs Division	200.00	301			Cash donation to be used for the ACE Program at Olde Columbine High School.
11/30/2016	Ashley Bradley	200.00	310			Cash donation to be used to support the Robotics Team at BEST Regional Competition for students at Skyline High.
12/2/2016	Education Foundation for St. Vrain Valley	500.00	254			Cash donation to be used to support the Band Program at Altona Middle School.
12/5/2016	Paul Storaci	1,683.00	408			Donation of a 2001 Honda Accord to be used in the Automotive Program at the Career Development Center.
12/5/2016	Micron Foundation	2,000.00	220			Cash donation to be used for the STEM and Robotics Programs at Westview Middle School.
12/6/2016	Mr. & Mrs. Lehman	200.00	309			Cash donation to be used in the Theatre Department at Niwot High School.
12/6/2016	PASS (Parent Association for Sanborn Students)	100.00	140	P	100	Cash donation to be used for a P.E. Assembly at Sanborn Elementary School.
12/6/2016	PASS (Parent Association for Sanborn Students)	62.47	140	P	62	Cash donation to be used for the First Grade Pizza Party at Sanborn Elementary.
12/6/2016	Susan & Richard Carlson	50.00	254			Cash donation to be used to support the Choir Program at Altona Middle School.
12/6/2016	Randi Kalish	1,500.00	534			Cash donation to be used to support the Performing Arts (music) program at Timberline PK-8.
12/7/2016	Crest Point - Josh Gundy	250.00	140			Cash donation to be used to support the 2nd Grade classes at Sanborn Elementary.
12/7/2016	Crest Point - Roger Dickens	500.00	140			Cash donation to be used to support the 2nd Grade classes at Sanborn Elementary.
12/8/2016	Spark! PTO	2,478.15	126	P	2478	Cash donation to be used for the purchase of classroom materials and a new storage room for Spark! Discovery Preschool.
12/9/2016	Micron Technology Foundation	2,500.00	141			Cash donation to be used to support the STEM Program at Alpine Elementary.
12/13/2016	Zoe Ann Hau	40.00	123			Cash donation to be used for the purchase of books for needy children at the Book Fair at Central Elementary.
12/13/2016	King Soopers	25.00	141			Donation of a gift card for the raffle during Information Night for Reading Program at Alpine Elementary.
12/15/2016	Raso Styone	250.00	131			Donation of supplies for the Art Room at Niwot Elementary School.
	Total Gifts Reported 10/1/16 - 12/31/16	\$ 221,562.26				
	Parent Group Donations	\$ 147,673.47				
	TOTAL GIFTS 2016-2017	\$ 310,683.06				
	TOTAL PARENT GROUP DONATIONS	\$ 183,925.66				

St. Vrain Valley School District RE-1J

2016-17 PUBLIC GIFTS TO THE SCHOOLS			
Reported between July 1, 2016 and December 31, 2016			
School	General Gifts	Parent Group Gifts	Total Gifts
Burlington	\$ 1,387.20	\$ -	\$ 1,387.20
Central	3,704.00	2,500.00	6,204.00
Columbine	684.07	-	684.07
Erie Elementary	-	489.96	489.96
Spark! Discovery Preschool	50.00	2,478.15	2,528.15
Hygiene	-	-	-
Lyons Elementary	145.00	-	145.00
Mead Elementary	444.00	-	444.00
Mountain View	271.38	-	271.38
Niwot Elementary	250.00	10,579.45	10,829.45
Northridge	-	-	-
Longmont Estates	300.00	-	300.00
Rocky Mountain	299.83	-	299.83
Indian Peaks	6,559.60	-	6,559.60
Legacy	-	-	-
Sanborn	850.00	21,985.72	22,835.72
Alpine	2,854.00	6,570.62	9,424.62
Eagle Crest	-	10,868.81	10,868.81
Prairie Ridge	-	-	-
Fall River	4,412.00	15,695.20	20,107.20
Black Rock	793.15	45,200.00	45,993.15
Blue Mountain	5,000.00	33,139.88	38,139.88
Centennial	1,600.00	6,489.76	8,089.76
Red Hawk	-	-	-
Sunset	3,760.00	-	3,760.00
Longs Peak	2,050.00	-	2,050.00
Timberline K-8	1,800.00	-	1,800.00
Mead Middle	886.00	-	886.00
Westview	2,000.00	-	2,000.00
Coal Ridge	810.00	-	810.00
Trail Ridge	-	-	-
Erie Middle	481.08	-	481.08
Altona	11,935.80	-	11,935.80
Olde Columbine	200.00	-	200.00
Mead High	14,602.00	4,000.00	18,602.00
Niwot High	3,899.00	1,742.00	5,641.00
Skyline	19,071.20	-	19,071.20
Erie High	5,150.00	-	5,150.00
Longmont High	5,396.00	-	5,396.00
Silver Creek	-	12,464.88	12,464.88
Frederick High	1,098.00	-	1,098.00
CDC	14,197.00	-	14,197.00
Lyons Middle Senior	1,600.00	9,721.23	11,321.23
Thunder Valley	1,507.00	-	1,507.00
All Other Departments	6,710.09	-	6,710.09
	\$ 126,757.40	\$ 183,925.66	\$ 310,683.06

January 11, 2017
Terminations/Leaves of Absence

7.1

EFFECTIVE	NAME	POSITION/LOCATION	FMLA	NON-FMLA MEDICAL	PERSONAL	EXTENDED	RESIGNED	RETIRED	COMMENTS
	ADMINISTRATIVE/PROFESSIONAL/TECHNICAL								
1/31/2017	Crumpton, Gerald	Architect / Project Manager / Operations & Maintenance						X	7 years
1/13/2017	Renaldi, Regina	Assistant Superintendent / Priority Programs						X	9 Years
1/15/2017	Sargent, Kenneth	Custodial, Supervisor / Custodial					X		
	LICENSED								
12/7/2016	Coniway, Kristine	Teacher, Orchestra / Niwot HS	X						
1/19/2017	Dent, Ali	Teacher, Gifted and Talented / Red Hawk ES					X		
12/5/2016	Ham, Kyle	Teacher, Math / Longs Peak MS	X						
11/28/2016	Holle, Amy	Teacher, SE / Niwot HS	X						
5/25/2017	Hollingsworth, Dylan	Teacher, PE, Health / Niwot HS							Non-Renewed
12/9/2016	Montoya, Lydia	Teacher, Foreign Language / Frederick HS					X		
1/25/2017	Symns, Holly	Teacher, 5th Grade / Black Rock ES, Erie ES, Red Hawk ES		X					
4/3/2017	Thompson, Michael	Teacher, Science / Erie MS	X						
1/2/2017	Vogel-Pitts, Rebecca	Teacher, 2nd Grade / Central ES			X				
	CLASSIFIED								
12/2/2016	Alig, Kathy	Nutrition Services Worker / Timberline PK-8	X						
2/10/2017	Alsko, Rebecca	Paraeducator, SE / Fall River ES					X		
12/12/2016	Berryhill, Kathleen	Nutrition Services Worker / Sanborn ES					X		
12/16/2016	Christian, Zachary	Paraeducator, Instructional / Longs Peak MS					X		
12/16/2016	Duarte, Brenda	Lab Technician / Rocky Mountain ES					X		
12/16/2016	Ehlert, Sabrina	Paraeducator, SSN/Autism / Prairie Ridge ES					X		
11/29/2016	Esparza, Diana	Nutrition Services Worker / Thunder Valley K-8	X						
12/16/2016	Fregosi, David	Campus Supervisor / Mead MS					X		
1/3/2017	Higgins, Nancy	Paraeducator, SE / Altona MS	X						
11/29/2016	Martin, Darrell	Custodian, Head / CTE	X						
1/2/2017	Miller, Roxane	Bus Driver / Transportation	X						
12/14/2016	Peterson, Phyllis	Nutrition Services Worker / Silver Creek HS					X		
11/21/2016	Rabourn, Wayne	Custodian, Head / Burlington ES	X						
11/28/2016	Rodriguez, Elisa	Child Care Group Leader / Alpine ES	X						
12/16/2016	Schwab, Jennifer	Paraeducator, Instructional / Alpine ES					X		
12/5/2016	Stockwell, Christine	Paraeducator, SE / Mountain View ES			X				
12/30/2016	Tsengouras, Aimee	Director, Child Care / Longmont Estates ES					X		
12/5/2016	Wright, Artette	Bus Driver / Transportation	X						

*Will work a 110 Day Contract for 2015-16

January 11, 2017
Staff Appointments

7.2

[illegible]

MEMORANDUM

DATE: January 11, 2017
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 Meeting.

BACKGROUND

The Board will be asked to approve the minutes from the December 14, 2016 Regular Meeting.

MEMORANDUM

DATE: January 11, 2017

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Designated Posting Locations for Notice of 2017 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 2017 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 11, 2017

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Vendors Providing Purchased Services

RECOMMENDATION

That the Board of Education approve the following vendor who is anticipated to provide purchased services over \$100,000 during Fiscal Year 2017.

Vendor Name	Services Provided	Pricing Method	FY17 Est. Purchases	FY16 Total Purchases
Moody's Investors Service	Bond Rating Services	Size of Debt	\$186,000	\$0

BACKGROUND

This updated information is presented in an effort to streamline the District's policy requirement that the Board approve all vendors to whom the District pays over \$100,000 in a single fiscal year, per Board Policy DJ—Purchasing Authorization. This is specifically to address vendors who provide services that are not competitively bid, competitive bids that are extended into a new fiscal year, or FY17 newly-awarded contracts.

Moody's Investors Service has been used for the last three Bond Ratings associated with our General Obligation debt, including the most recent issuance of \$200 million in December 2016. Their pricing method is based off of the size of the issuance.

MEMORANDUM

DATE: January 11, 2017

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Contract with Advanced Energy Systems for Solar Panel Installations

RECOMMENDATION

That the Board of Education approve moving forward to develop an agreement with Advanced Energy Solutions to install solar panels at Niwot High, Niwot Elementary, Red Hawk Elementary, Erie Middle School and Erie Elementary, and further authorize Brian Lamer, Assistant Superintendent of Operations, to sign contract documents.

BACKGROUND

The SVVSD Purchasing Department released an RFP in June 2015 for District-wide rooftop or ground-mounted solar systems. Advanced Energy Systems provided pricing and conditions that met the District's needs. We have since been awarded Xcel Energy's solar rewards on four of the five sites, bringing down the price per kilowatt hour to a rate less than traditional electrical costs. We are in the process of applying for Niwot Elementary, the fifth site, at the next program opening on January 10, 2017. The sites will have proposed rooftop systems as follows:

- Red Hawk Elementary; 250 KW
- Niwot High School; 500 KW
- Niwot Elementary; 250 KW
- Erie Elementary; 200 KW
- Erie Middle; 500 KW

Per the proposed agreements, we will pay \$.035 per kWh generated from the solar projects with a 0% escalator over 20 years. Simply stated, we will not face rate increases for solar generation. Our current electrical rate is between \$.034-.041/kWh with an approximate 2% increase each year. The energy generated from solar will produce approximately 60% of each school's electrical needs, saving the District significant funds and minimizing risks of rising utility rates.

A Student Solar Committee, consisting of 6th through 12th graders from across the District, has been formed to develop materials, videos and presentations to share more details. The Committee's first meeting took place in December, and will convene to discuss the next steps. The students would like the opportunity to share details and showcase the value of the systems at a future Board of Education meeting.

MEMORANDUM

DATE: January 11, 2017

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Guaranteed Maximum Price Amendment to Construction Manager/General Contractor (CMGC)-Contract for Erie PK-8 Project

RECOMMENDATION

That the Board of Education approve the Phase I Guaranteed Maximum Price Amendment for \$15,000,000 which includes a 10% contingency with FCI Constructors, Inc., for Construction Manager/General Contractor (CMGC) services for the Erie PK-8 Project. Further, that the Board authorize Brian Lamer, Assistant Superintendent of Operations, to sign contract documents and initiate scope changes in accordance with Board of Education policy.

BACKGROUND

The CMGC review committee received and reviewed responses to RFQ 2016-059 for Construction Manager/General Contractor services. FCI Constructors, Inc., was selected as the most qualified for the project.

The project includes a 130,000 square foot PK-8 school to accommodate student growth and address capacity impacts, with additional programming for intensive needs. The overall project GMP will be \$42M.

This project is funded under the 2016 Bond.

MEMORANDUM

DATE: January 11, 2017

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Guaranteed Maximum Price Amendment to Construction Manager/General Contractor (CMGC)-Contract for Blue Mountain Elementary Addition & Renovation Project

RECOMMENDATION

That the Board of Education approve the Guaranteed Maximum Price Amendment for \$3,600,000 which includes a 10% contingency with FCI Constructors, Inc., for Construction Manager/General Contractor (CMGC) services for the Blue Mountain Elementary Addition & Renovation Project. Further, that the Board authorize Brian Lamer, Assistant Superintendent of Operations, to sign contract documents and initiate scope changes in accordance with Board of Education policy.

BACKGROUND

The CMGC review committee received and reviewed responses to an RFQ for Construction Manager/General Contractor services. FCI Constructors, Inc., was selected as the most qualified for the project.

The project will add six new classrooms, an innovation classroom, security entrance, and upgrades to the fire alarm, intercom, and security camera systems.

This project is funded under the 2016 Bond.

MEMORANDUM

DATE: January 11, 2017

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Guaranteed Maximum Price Amendment to the Construction Manager/General Contractor (CMGC)-Contract for Eagle Crest Elementary Addition & Renovation Project

RECOMMENDATION

That the Board of Education approve the Guaranteed Maximum Price Amendment for \$3,600,000 which includes a 10% contingency with FCI Constructors, Inc., for Construction Manager/General Contractor (CMGC) services for the Eagle Crest Elementary Addition & Renovation Project. Further, that the Board authorize Brian Lamer, Assistant Superintendent of Operations, to sign contract documents and initiate scope changes in accordance with Board of Education policy.

BACKGROUND

The CMGC review committee received and reviewed responses to an RFQ for Construction Manager/General Contractor services. FCI Constructors, Inc., was selected as the most qualified for the project.

The project will add six new classrooms, an innovation classroom, security entrance, and upgrades to the fire alarm, intercom, and security camera systems.

This project is funded under the 2016 Bond.

MEMORANDUM

DATE: January 11, 2017

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Guaranteed Maximum Price Amendment to the Construction Manager/General Contractor (CMGC)-Contract for Mead High School Addition & Renovation Project

RECOMMENDATION

That the Board of Education approve the Guaranteed Maximum Price Amendment for \$11,500,000 which includes a 10% contingency with JHL Constructors, Inc., for Construction Manager/General Contractor (CMGC) services for the Mead High School Addition & Renovation Project. Further, that the Board authorize Brian Lamer, Assistant Superintendent of Operations, to sign contract documents and initiate scope changes in accordance with Board of Education policy.

BACKGROUND

The CMGC review committee received and reviewed responses to RFQ 2016-059 for Construction Manager/General Contractor services. JHL Constructors, Inc., was selected as the most qualified for the project.

The scope of the project includes an addition of 20 classrooms, career center, renovation of existing science labs to current educational specifications, and expansion of the south & east parking lots.

This project is funded under the 2016 Bond program.

MEMORANDUM

DATE: January 11, 2017
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Approval of Closure of Schools-January 5, 2017

RECOMMENDATION

That the Board of Education approve the closure of all schools on January 5, 2017 due to inclement weather.

BACKGROUND

This recommendation is based on Colorado Revised Statute 22-32-109 (II) (A) "closing deemed by the Board to be necessary for the health, safety and welfare of the students". It was necessary for the St. Vrain Valley School District to close all schools due to inclement weather on Thursday, January 5, 2017.

MEMORANDUM

DATE: January 11, 2017

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Adoptions of School Priority Improvement and Turnaround 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 or Turnaround UIP. Those schools are:

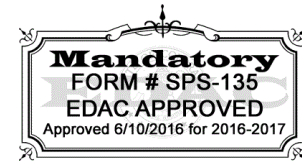
- Centennial Elementary School
- Columbine Elementary School
- Skyline High School
- St. Vrain Global Online Academy

The deadline for adoption is January 15, 2017.

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



COLORADO
Department of Education



CENTENNIAL ELEMENTARY UIP 2016-17

District: **ST VRAIN VALLEY RE 1J** | Org ID: **0470** | School ID: **1245** |
Framework: **Priority Improvement Plan: Low Participation** | **Draft UIP**

Colorado's Unified Improvement Plan for School (2016-2017)

Table of Contents

Executive Summary
Improvement Plan Information
Narrative on Data Analysis and Root Cause Identification
Action Plans
Addenda

Executive Summary

How are students performing? Where will the school focus attention?

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

Name: Low Academic Achievement on ELA for grades 3-5

Description: The percent of students meeting or exceeding on ELA PARCC went down or stayed the same in all grade levels. For 3rd grade,

we went from 24 in 2014 to 22 percent met or advanced in 2015. For 4th grade, we stayed the same from 2014 to 2015. For 5th grade, we went from 45 in 2015 to 26 percent met or advanced in 2016. Our state and district percent met or exceeded for 2015 and 2016 were well above our percentages.

Name: Low Academic Achievement on Math for grades 3 and 5

Description: The percent of students meeting or exceeding on math PARCC decreased in both 3rd and 5th grade. In 3rd grade, we went from 29 percent met or exceeded in 2015 to 23 percent met or exceeded in 2016. For 5th grade, we went from 18 to 22. This is well below the rates for the state and the district.

Name: Low Growth on ELA for all students

Description: Median growth percentile for all students was 30.0 which is well below the district and state expectations. The median growth percentile on ELA PARCC for all students was 30.0 in 2016. This is a notable trend because it is well below the district and state median growth percentile of 50.0.

Name: Low Growth on Math for all students

Description: Median growth percentile for math 41.0 which is below the state and district expectations. The median growth percentile on MATH PARCC for all students was 41.0 in 2016. This is significant because it is below the district and state median growth percentile of 50.0.

Why is the education system continuing to have these challenges?

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

Name: Lack of rigor in ELA instruction and expectations

Description: Prior to adopting our new curricular resources for ELA, teachers relied on inconsistent resources to provide the necessary level of rigor for students. Students were not consistently exposed to rigorous grade level texts that aligned with the Colorado Academic Standards.

Name: Lack of in-depth knowledge about Colorado Academic Standards for math

Description: When we got our PARCC data in December 2015, we immediately began making drastic changes to our professional development plans for the spring of 2016. We began to dig into the standards and developed a great knowledge level about how the standards build upon each other and what students need to know and understand. We didn't have a good idea of the vertical articulation and had not spent time on that until last spring. While we know we are on the right course of action, it takes time to learn and adapt to the standards that are essentially new to the Centennial teachers.

Name: Late implementation of ELA standards

Description: The Colorado Academic Standards were approved in 2010 but we only shifted to these standards in the last 6 months. This is the root cause for why our growth is so low in ELA.

Name: Lack of urgency related to the learning culture and expectations

Description: Our growth is low in math, even though this was our focus last year, because we have a lack of urgency related to the learning culture and expectations. There is not a strong sense of urgency around learning from educators, students and parents. While we are working to improve, this is an area we need to focus on for maximum growth. We are missing characteristics in our culture of learning- stamina, perseverance, buy-in, risk taking, trust, motivation.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Implementation of ReadyGEN

Description: Staff are implementing ReadyGEN with fidelity. They are committed to putting their energy into making it engaging and at the same time effectively meeting the ELA standards. During walk throughs, the ReadyGEN Expectations of Practice are being met.

Name: Vertical and Horizontal Alignment with Math Standards

Description: Grade level mastery expectations are clearly articulated horizontally and vertically. Teachers know what students should learn and they have the end in mind with lesson planning. Data drives our instruction, intervention and enrichment choices for students.

Name: Culture of Learning

Description: Students, teachers and parents demonstrate a sense of urgency around learning. Students have developed stamina, perseverance, and are motivated to learn at high levels.

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

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 school improvement efforts? When was the grant awarded?

No

School Support Team or Expedited Review

Has (or will) the school participated in an SST or Expedited Review? If so, when?

No

External Evaluator

Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

No

Improvement Plan Information

The school/district 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)

☐ School Improvement Support Grant

☐ Other

School Contact Information

Shirley Jirik
Principal
10290 Neighbors Parkway
Firestone Colorado (USA) 80504
Phone: (720) 652-8240
Email: jirik_shirley@svvsd.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

School Overview

Centennial Elementary opened in the fall of 2008 with 426 students. The enrollment for Oct. 1 2016 is 633 students. The school has a mathematics, engineering, science, and technology focus. The free and reduced lunch percentage grew from 26% the first year to 42% in 2013 and back down to 32% this school year. The jump in 2013-2014 could be attributed to the flood in September 2013. The school population consists of 71% Caucasian students, 25% Hispanic students, and 4% of other ethnic origins. Every grade level has 4 rounds with 24-30 students in a classroom. We have a full time literacy teacher who also manages our MTSS process, a .8 ELL teacher, a full time Innovation Lab Teacher, and a robust special education team. Firestone, Colorado is a small town that is experiencing tremendous growth and therefore our school is as well.

In analyzing course taking, GT students are offered an additional course once a week. We also include students not necessarily identified GT but those who are performing at that level.

Process for Data Driven Dialogue

A school leadership team led by the principal participated in data driven dialogues and then facilitated similar dialogues with the whole staff

during Professional Learning Community time. The leadership team includes representatives from each grade and specialists. The school accountability committee also reviewed data and provided feedback. We considered three years of data related to academic performance trends. Those data included not only School Performance Frameworks and state TCAP and PARCC results but also district- administered interim assessments (PALS, i-Ready, aimsweb) results. Trends in achievement were consistent across these measures.

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

Performance Indicator: Academic Achievement (Status)

Prior Year Target: By the end of the 2015-2016 school year, 75% of students will score at or above grade level according to i-Ready reading assessments.

Performance: By the end of the 2015-2016 school year, 32% of students scored at or above grade level according to i-Ready reading assessments.

Prior Year Target: By the end of the 2015-2016 school year, 70% of students will score at or above grade level according to i-Ready Math assessments.

Performance: By the end of the 2015-2016 school year, 29% of students scored at or above grade level according to i-Ready math assessments.

Academic Achievement (Status) Reflection

We did not make our prior year targets because we are about 5-6 years behind schedule in implementing the Colorado Academic Standards from 2010. We continued to teach to the previous standards and did not make the shift soon enough to these new expectations. Seeing this very low performance on our 2016 PARCC data and our low performance on our new district interim measure for math and reading in i-Ready data has really motivated us to make instructional changes.

Performance Indicator: Academic Growth

Academic Growth Reflection

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

•

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

•

Performance Indicator: Postsecondary & Workforce Readiness

Postsecondary & Workforce Readiness Reflection

Performance Indicator: Student Behavior

Student Behavior Reflection

•

Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

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.

Review of Current Performance

Our review of performance indicates that we have scored below expectations compared with district and state levels. On our 2014 School Performance Framework, it was the first year since the school was opened that we have been designated Performance and not Improvement.

On our SPF, on our overall academic achievement we went from 50% in 2013 to 66.7% in 2014. Academic growth went from 64.3% to 85.7%. Academic growth gaps improved from 50% to 62.5%. Our current performance as measured by PARCC did not carry this upward trend forward with our spring 2015 and 2016 performance being below the district average and well below that of schools that are similar to us in demographics. Due to parent opt outs, we had lower participation reflected in our 2016 School Performance Framework. Our i-ready data is also below the district average.

2015 PARCC Data

	ELA 03	ELA 04	ELA 05	Math 03	Math 04	Math 05
<i>Centennial Elementary</i>	24	30	45	29	18	22
<i>District</i>	41	46	47	41	34	34
<i>State</i>	39	42	40	37	30	30

2016 PARCC Data

	ELA 03	ELA 04	ELA 05	Math 03	Math 04	Math 05
<i>Centennial Elementary</i>	22	30	26	23	22	20
<i>District</i>	42	49	43	42	37	39
<i>State</i>	37	44	41	39	33	34

i-Ready Math, % of Students On or Above Level (End of 2016)

Grade	% On or Above	SVVSD	National Averages
1	29%	52%	45%
2	43%	44%	44%
3	22%	46%	42%
4	31%	49%	45%
5	19%	49%	45%

i-Ready Math, Average Scale Score Gain (2015-2016)

Grade	Centennial	SVVSD	National Average
1	31	39	28
2	28	34	25
3	23	31	25
4	25	29	22
5	18	25	17

i-Ready Reading, % of Students On or Above Level (End of 2016)

Grade	Centennial	SVVSD	National Average
1	46%	63%	54%
2	55%	58%	47%
3	26%	52%	41%
4	18%	41%	32%
5	12%	35%	29%

i-Ready Reading, Average Scale Score Gain (2014-2015)

Grade	Centennial	SVVSD	National Average
1	69	67	51
2	41	49	36
3	29	36	27

i-Ready Reading, Average Scale Score Gain (2015-2016)

Grade	Centennial	SVVSD	National Average
1	53	64	47
2	38	43	34
3	22	30	24
4	17	26	19
5	17	22	15

Our growth data on i-Ready and PARCC were also below our expectations. We noted particularly low performance from our sub groups, specifically our free and reduced lunch sub group. The median growth percentile for free and reduced lunch students for ELA was 29.0 and 33.0 for math.

Reading TCAP Growth

	2012	2013	2014
Grade 4	37	45	56
Grade 5	44	47	63
Minority/Non	39 / 43	47 / 45	59 / 57
FRL/Non	35 / 43	44 / 46	53 / 63
IEP/Non	- / 41	37 / 46	- / 59
ELL/Non	- / 41	- / 47	59 / 58
Girls/Boys	41 / 42	48 / 45	64 / 56

Reading TCAP Growth

	2012	2013	2014

District	48	51	47
State	50	50	50

Writing TCAP Growth

	2012	2013	2014
Grade 4	44	54	62
Grade 5	47	53	67
Minority/Non	47 / 45	45 / 57	43 / 63
FRL/Non	43 / 48	46 / 57	43 / 66
IEP/Non	53 / 44	56 / 54	- / 63
ELL/Non	- / 45	- / 56	48 / 62
Girls/Boys	49 / 44	53 / 56	62 / 62
District	51	54	53
State	50	50	50

Math TCAP Growth

	2012	2013	2014
Grade 4	53	50	50
Grade 5	36	38	52
Minority/Non	43 / 45	44 / 43	38 / 52
FRL/Non	47 / 43	44 / 43	47 / 58
IEP/Non	26 / 47	25 / 47	- / 53
ELL/Non	- / 45	- / 44	52 / 51
Girls/Boys	36 / 47	46 / 41	53 / 49
District	46	52	48
State	50	50	50

Median Growth Percentile (2016 PARCC)

	ELA 04	ELA 05	ELA All	Math 04	Math 05	Math All
Centennial Elementary	38.0	26.0	30.0	40.5	42.0	41.0
SVVSD	52.0	49.0	50.0	49.0	52.0	50.0

State	50.0	50.0	50.0	50.0	50.0	
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ELA Sub Groups PARCC Growth (2016)

	Centennial	District	State	
Minority/Non	25.5 / 38	48 / 52	48 / 51	
FRL/Non	29 / 36.5	46 / 53	47 / 53	
IEP/Non	16 / 36	32.5 / 52	36 / 52	
ELL/Non	- / 32.5	49 / 51	49 / 50	
Girls/Boys	33 / 29.5	54 / 47	54 / 46	

Math Sub Groups Growth PARCC (2016)

	Centennial	District	State
Minority/Non	42.5 / 41	49 / 51	47 / 52
FRL/Non	33 / 48	45 / 54	46 / 53
IEP/Non	22.5 / 45	40 / 52	41 / 51
ELL/Non	- / 41	48 / 51	47 / 51
Girls/Boys	41 / 42	51 / 50	51 / 49

The percent of students on READ plans has increased from 2014-2015 to 2015-2016.

READ Plan Data

Grade Level	2014-2015 # of Students on READ Plans	2014-2015 % of Students on READ Plans	2015-2016 # of Students on READ Plans	2015-2016 % of Students on READ Plans
Kdg	5	5%	1	1%
1	19	18%	16	16%
2	11	12%	31	27%
3	10	11%	21	21%
4	9	10%	30	28%
5	2	2%	11	12%

READ Plans 2013-2014

Grade Level	2013-2014 # of Students on READ Plans	2013-2014 % of Students on READ Plans
KDG	23	23%
1	18	19%
2	10	12%
3	16	17%

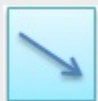
Trend Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations.



The percent of students meeting or exceeding on ELA PARCC went down or stayed the same in all grade levels from 2015 to 2016. The data for 2016 ranges from 22-30 percent met and exceeded. This is a notable trend because it is well below state and district performance levels.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



The percent of students meeting or exceeding on Math PARCC went down in 3rd and 5th grade from 2015 to 2016. The 2016 math PARCC data ranges from 20-23 percent met and exceeded. This is a notable trend because it is well below state and district performance levels.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



The median growth percentile on MATH PARCC for all students was 41 in 2016. This is a notable trend because it is below the district and state median growth percentile of 50.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***



The median growth percentile on ELA PARCC for all students was 30 in 2016. This is a notable trend because it is well below the district at 50 and state median growth percentile of 50.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Additional Trend Information:

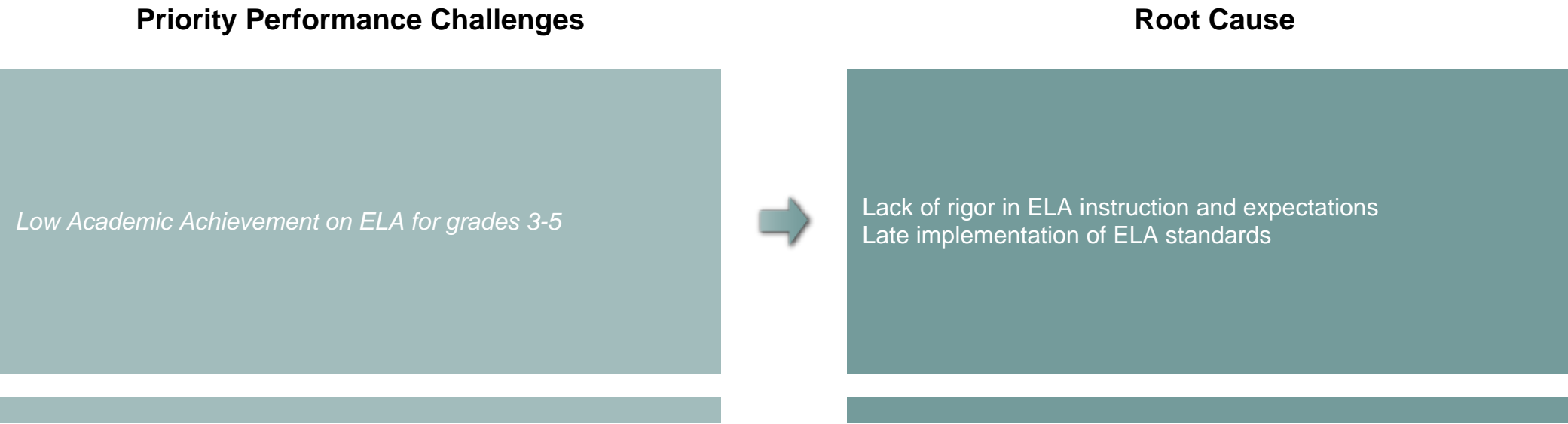
Trend Analysis

Our trend analysis shows we are performing below district and state for our academic growth and achievement. While we are also performing below expectations within our sub-groups. That being noted, our overall low growth and low achievement on PARCC 2014 and 2015 and our district interim measures of i-ready show that we need to focus on improving performance for all students rather than targeting a specific subgroup.

Priority Performance Challenges and Root Cause Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations. Priority Performance Challenges and Root Cause Analysis 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: 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 recommended.

Relationship of UIP Elements



Low Academic Achievement on Math for grades 3 and 5



Lack of in-depth knowledge about Colorado Academic Standards for math
Lack of urgency related to the learning culture and expectations

Low Growth on ELA for all students



Late implementation of ELA standards
Lack of rigor in ELA instruction and expectations

Low Growth on Math for all students



Lack of urgency related to the learning culture and expectations
Lack of in-depth knowledge about Colorado Academic Standards for math





Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

We are performing as a school in the bottom 10% of schools in Colorado. We have low growth and low achievement in both math and ELA. These challenges have been selected because we must address our low performance in order to improve.

Provide a rationale for how these Root Causes were selected and verified:

These root causes were selected based on our data driven dialogue with our school staff. We used the PARCC growth and academic achievement data, our SPF, as well as our interim measures (i-Ready) to come to our notable trends which then led us to use our 5 why protocol. After spending some time on root causes, we determined that these root causes could lead us to actionable steps. These root causes were verified by looking at what we are or were doing and what changes we needed to make. We only shifted to the math standards and ELA standards about 6 months ago when those standards were adopted in 2010. These root causes were then reviewed by district support staff and verified as being viable options.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Low Academic Achievement on ELA for grades 3-5

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	By the end of the 2016-2017 school year, 38% of 3rd-5th grade students will score met or exceeded on ELA PARCC.
	2017-2018:	By the end of the 2017-2018 school year, 41% of 3rd-5th grade students will score met or exceeded on ELA PARCC.
Interim Measures for 2016-2017:		i-Ready reading diagnostic, 3 times a year

Priority Performance Challenge : Low Academic Achievement on Math for grades 3 and 5

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Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	By the end of the 2016-2017 school year, 37% of 3rd-5th grade students will score met or exceeded on Math PARCC.
	2017-2018:	By the end of the 2017-2018 school year, 40% of 3rd-5th grade students will score met or exceeded on Math PARCC.
Interim Measures for 2016-2017:		i-Ready math diagnostic, 3 times a year

Priority Performance Challenge : Low Growth on ELA for all students

Performance Indicator:		Academic Growth
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	By the end of the 2016-2017 school year, the median growth percentile for all students will increase from 30 to 50 in ELA PARCC.
	2017-2018:	By the end of the 2017-2018 school year, the median growth percentile for all students will increase to 52 in ELA PARCC.
Interim Measures for 2016-2017:		i-Ready reading diagnostic, 3 times a year

Priority Performance Challenge : Low Growth on Math for all students

Performance Indicator:		Academic Growth
Measures / Metrics:		M

**Annual
Performance
Targets**

2016-2017:

By the end of the 2016-2017 school year, all students will increase the school's median growth percentile from 41 to 50.

2017-2018:

By the end of the 2017-2018 school year, all students will increase the school's median growth percentile to 52.

Interim Measures for 2016-2017:

i-Ready math diagnostic, 3 times a year

Planning Form

Major Improvement Strategy Name:

Implementation of ReadyGEN

Major Improvement Strategy Description:

Staff are implementing ReadyGEN with fidelity. They are committed to putting their energy into making it engaging and at the same time effectively meeting the ELA standards. During walk throughs, the ReadyGEN Expectations of Practice are being met.

Associated Root Causes:

Lack of rigor in ELA instruction and expectations: Prior to adopting our new curricular resources for ELA, teachers relied on inconsistent resources to provide the necessary level of rigor for students. Students were not consistently exposed to rigorous grade level texts that aligned with the Colorado Academic Standards.

Late implementation of ELA standards: The Colorado Academic Standards were approved in 2010 but we only shifted to these standards in the last 6 months. This is the root cause for why our growth is so low in ELA.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Grade Level Team Meetings with District Support	District support staff at Centennial to meet with teachers for planning purposes.	08/18/2016 05/26/2017	District support staff	ELA Coordinator, PD Coach	In Progress	This School Year
District Support Team Walk Throughs	A district support team is coming for walk throughs	08/18/2016 05/19/2017	District support staff and fellow principals	Area Assistant Superintendent, Assistant	In Progress	This School Year

	monthly.			Superintendent for Assessment, Curriculum and Instruction, PD coach, Dean, Principals		
Lesson Study	A district support staff will demonstrate ReadyGEN lessons with teachers and then debrief with them.	01/12/2017 05/19/2017	Sub release and district support staff.	PD Coach	Not Started	This School Year
Professional Development on ELA standards	Teachers will participate in professional development dedicated to learning more about the ELA standards.	02/01/2017 05/19/2017	District support staff.	PD Coach and ELA Coordinator	Not Started	This School Year
Phonics	Clearly articulate scope and sequence with phonics instruction.	02/01/2017 05/19/2017	District support staff and training on phonics.	PD Coach, Dean and Principal	Not Started	This School Year
ReadyGEN Exemplars	Use video to show exemplar lessons from ReadyGEN.	02/01/2017 05/19/2017	District support staff.	PD Coach	Not Started	This School Year
Family Literacy Night 2017	Invite parents in for a literacy night to promote reading at home and phonics practice at home.	03/03/2017 03/24/2017	Resources for parents.	Centennial teachers and administrators	Not Started	This School Year
Ongoing Professional	Continued Teachers will	09/06/2017 05/17/2017	District Support Staff	District ELA Coordinator and	Not Started	Next School Year

Development for ELA Standards	participate in professional development dedicated to learning more about the ELA standards.			PD coach		
Ongoing grade level team meetings with district support staff	District support staff at Centennial to meet with teachers for planning purposes.	09/06/2017 05/16/2018	District Support Staff	District ELA Coordinator and PD coach	Not Started	Next School Year
Family Literacy Night 2018	Invite parents in for a literacy night to promote reading at home and phonics practice at home.	03/02/2018 03/23/2018	Parent resources	Teachers and administrators	Not Started	Next School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Observations	Principal will attend these grade level team meetings and observe/facilitate the planning.	09/09/2016 05/19/2017 Monthly	ELA Coordinator, PD Coach, Dean, Principal	Not Met	This School Year
	Walk Throughs	Support team of 6 to do monthly walk throughs.	11/01/2016 04/06/2017 Monthly	Area Assistant Superintendent, Assistant Superintendent for Assessment, Curriculum and	Not Met	This School Year

**Major Improvement Strategy
Name:**

Vertical and Horizontal Alignment with Math Standards

**Major Improvement Strategy
Description:**

Grade level mastery expectations are clearly articulated horizontally and vertically. Teachers know what students should learn and they have the end in mind with lesson planning. Data drives our instruction, intervention and enrichment choices for students.

Associated Root Causes:

Lack of in-depth knowledge about Colorado Academic Standards for math: When we got our PARCC data in December 2015, we immediately began making drastic changes to our professional development plans for the spring of 2016. We began to dig into the standards and developed a great knowledge level about how the standards build upon each other and what students need to know and understand. We didn't have a good idea of the vertical articulation and had not spent time on that until last spring. While we know we are on the right course of action, it takes time to learn and adapt to the standards that are essentially new to the Centennial teachers.

Lack of urgency related to the learning culture and expectations: Our growth is low in math, even though this was our focus last year, because we have a lack of urgency related to the learning culture and expectations. There is not a strong sense of urgency around learning from educators, students and parents. While we are working to improve, this is an area we need to focus on for maximum growth. We are missing characteristics in our culture of learning- stamina, perseverance, buy-in, risk taking, trust, motivation.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Intervention and Enrichment Blocks	We have added 30 minute intervention and enrichment blocks for each grade level and	08/18/2016 05/19/2017	FTE via aide support	District Math Coordinator and Principal	In Progress	This School Year

	then added 2 aides to support this timeframe.					
Grade Level Team Meetings	Once a month, the principal meets with grade level teams to discuss math standards, pacing, planning and assessment. Three times a year, after diagnostic assessments, we will have longer grade level team meetings with district support staff.	08/19/2016 05/19/2017	Use of common plan time	District Math Coordinator and Principal	In Progress	This School Year
Vertical Alignment Work	During PLC and PD times, staff will work in vertical teams to more clearly articulate the standards mastery required for each grade level.	09/01/2016 05/19/2017	District support staff	District Math Coordinator and Principal	In Progress	This School Year
Assessment Work	Work on developing pre and post tests for math units.	12/14/2016 05/19/2017	District support staff	District Math Coordinator and Principal	Not Started	This School Year
i-Ready Math Diagnostic for Kdg	Starting this winter we will test all kdg using the math i-ready diagnostic.	01/09/2017 05/19/2017	Support from district assessment department to fund this.	Kdg teachers and computer lab teacher	Not Started	This School Year

Ongoing Intervention & Enrichment Blocks	We will continue with our 30 minute intervention and enrichment blocks for each grade level and our additional 2 aides to support this timeframe.	08/23/2017 05/16/2018	FTE	District Math Coordinator and Principal	Not Started	Next School Year
Ongoing Grade Level Team Meetings	We will continue with monthly meetings to discuss standards, pacing, assessments, etc	08/23/2017 05/16/2018	Time to meet	District Math Coordinator and Principal	Not Started	Next School Year
Ongoing Vertical Alignment Work	We will continue to use PLC/PD time to work on vertical articulation of instruction.	08/23/2017 05/16/2018	PLC time	District Math Coordinator and principal	Not Started	Next School Year
Math Game Night	Invite parents in to learn how to play number sense games and computational practice activities.	09/07/2017 09/28/2017	Grab bags for parents to bring home activities to do for homework practice.	Principal and school leadership team	Not Started	Next School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	School Pacing Docs and	Grade level and vertical teams	02/03/2016 05/17/2017	Teachers and administrators	Partially Met	This School Year

Meeting notes	have created docs to reference and support our work.	Monthly				
Walk Throughs	Monthly walk throughs	08/18/2016 05/19/2017 Monthly	Area Assistant Superintendent, Assistant Superintendent for Assessment, Curriculum and Instruction, PD coach, Dean, Principals	Not Met	This School Year	

Major Improvement Strategy Name:

Culture of Learning

Major Improvement Strategy Description:

Students, teachers and parents demonstrate a sense of urgency around learning. Students have developed stamina, perseverance, and are motivated to learn at high levels.

Associated Root Causes:

Lack of urgency related to the learning culture and expectations: Our growth is low in math, even though this was our focus last year, because we have a lack of urgency related to the learning culture and expectations. There is not a strong sense of urgency around learning from educators, students and parents. While we are working to improve, this is an area we need to focus on for maximum growth. We are missing characteristics in our culture of learning- stamina, perseverance, buy-in, risk taking, trust, motivation.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Classroom	Classroom	08/19/2016	Common Plan	Principal and	In Progress	This School Year

Teachers Plan Together	teachers meet weekly to plan for instruction together and are paced closely together.	05/19/2017	Time	Dean		
In Focus Implementation	Continue to implement In Focus and monitor for fidelity.	08/19/2016 05/19/2017	District support with PD.	Principal, Dean and teachers	Not Started	This School Year
District Support Team	Monthly meetings and walk throughs with a district support team to look for structure and use of time.	11/01/2016 04/06/2017	District support staff	Area Assistant Superintendent, Assistant Superintendent for Assessment, Curriculum and Instruction, PD coach, Dean, Principals	In Progress	This School Year
Staff and student culture surveys	Administer surveys to gather more data about specific aspects of our culture we can improve upon.	11/30/2016 05/19/2017	Survey sent to staff and students	Principals and Leadership Team	Not Started	This School Year
Partnering with Parents	Offer a Love and Logic parenting class to increase parent participation.	02/01/2017 05/19/2017	Love & Logic trainers	Principal	In Progress	This School Year
Classroom Organization & Management	Teachers will be trained in CHAMPS, a classroom management system.	08/18/2017 05/18/2018	CHAMPS books and training costs	Dean and Principal	Not Started	Next School Year

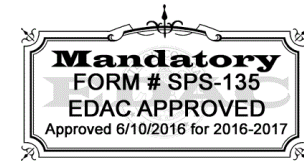
Community Outreach	Create book boxes/library days to help get resources into the community.	09/01/2017 05/18/2018	Donated used books	Principal, school staff	Not Started	Next School Year
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Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Walk Throughs	District support team walk throughs.	11/01/2016 05/19/2017 Monthly	Area Assistant Superintendent, Assistant Superintendent for Assessment, Curriculum and Instruction, PD coach, Dean, Principals	Not Met	This School Year
	Observations	Observations of progress will be noted and shared with staff.	01/02/2017 05/03/2017 Monthly	Principal and Dean	Partially Met	This School Year

Addenda

Attachments List



COLUMBINE ELEMENTARY SCHOOL UIP 2016-17

District: **ST VRAIN VALLEY RE 1J** | Org ID: **0470** | School ID: **1844** |
Framework: **Turnaround Plan** | **Draft UIP**

Colorado's Unified Improvement Plan for School (2016-2017)

Table of Contents

Executive Summary
Improvement Plan Information
Narrative on Data Analysis and Root Cause Identification
Action Plans
Addenda

Executive Summary

How are students performing? Where will the school focus attention?

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

Name: Math Achievement Performance Indicators

Description: Math achievement at 3rd-5th grade has declined or remained steady over the last three years and has been well below minimum state expectations. 2013-2014 TCAP Results: Academic Achievement Mathematics: Does Not Meet: 42.61% Proficient and Advanced 2015-2016 PARCC Results: 15.6% Met and Exceeded 2016-2017 PARCC Results: 16.6% Met and Exceeded 3rd Grade PARCC 14-15: 26% on level iReady Spring 15: 25% on level PARCC 15-16: 25% on level iReady Spring 16: 25% on level 4th Grade PARCC 14-15: 14% on level iReady Spring 15: 32% on level PARCC 15-16: 8% on level iReady Spring 16: 20% on level 5th Grade PARCC 14-15: 7% on level iReady Spring 15: 12% on level PARCC 15-16: 17% on level iReady Spring 16: 25% on level

Name: ELA Achievement Performance Indicators

Description: ELA achievement at 3rd-5th grade has shown only slight improvement or remained steady over the last three years and has been well below minimum state expectations. 2013-2014 TCAP Results: Academic Achievement Reading: Does Not Meet: 48.7% Proficient and Advanced Writing: Approaching: 34.35% Proficient and Advanced 2015-2016 ELA PARCC Results: 19.4% Met and Exceeded 2016-2017 ELA PARCC Results: 22.3% Met and Exceeded 3rd Grade PARCC 14-15: 19% on level iReady Spring 15: 21% on level PARCC 15-16: 20% on level iReady Spring 16: 25% on level 4th Grade PARCC 14-15: 25% on level iReady Spring 15: 25% on level PARCC 15-16: 24% on level iReady Spring 16: 14% on level 5th Grade PARCC 14-15: 15% on level iReady Spring 15: 7% on level PARCC 15-16: 23% on level iReady Spring 16: 15% on level

Name: Math Growth Performance Indicators

Description: Math Growth from 3rd-5th grade has declined or remained steady over the last three years and has been well below minimum state expectations. Math Growth on the PARCC Assessment from 2015 to 2016 was 13.0 from 3rd to 4th grade and 31.0 from 4th to 5th grade for a combined 23.5 Median Growth Percentile for 2016.

Name: ELA Growth Performance Indicators

Description: ELA Growth from 3rd-5th grade has declined or remained steady over the last three years and has been well below minimum state expectations. ELA Growth on the PARCC Assessment from 2015 to 2016 was 37.0 from 3rd to 4th grade and 30.0 from 4th to 5th grade for a combined 34.5 Median Growth Percentile for 2016.

Why is the education system continuing to have these challenges?

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

Name: Data-Driven Instruction

Description: Lack of scaffolded instruction to allow access for all kids to key content

Name: Data Analysis

Description: Lack of data analysis and inconsistent use of data to improve instruction (intervention and differentiation) for all students

Name: Development

Description: Inconsistent development of phonics, phonemic awareness, and vocabulary across grade levels

Name: Data Use

Description: Insufficient feedback for instruction

Name: Focus

Description: Lack of focus on math specific grade level skills needed, grade level standards, and curriculum program focus

Name: Instructional Time

Description: Insufficient instructional time for math content

Name: Data-Driven Instruction

Description: Insufficient data-driven instruction and resources to implement Colorado Academic Standards

Name: Intervention

Description: Lack of early intervention for ELA specific skills

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Reorganize Oversight and Support

Description: Reorganize the oversight and management structure within the school to provide greater, more effective support to educators and learners. An increase in systematic and intentional District leadership and support.

Name: Instructional Feedback

Description: Additional feedback regarding classroom instruction and student work will be given to provide greater, more effective support to teachers.

Name: After School Tutoring

Description: Implementation of after school tutoring program to address student needs for intervention in math and literacy. The teaching staff for the after school tutoring program maintain a spreadsheet for student attendance as well as instructional notes (focus of tutoring session, student successes and struggles). These notes are also shared with the classroom teachers so that communication about next steps for the student can take place. Teaching staff in the after school program also have access to student data in the learning programs we utilize (iReady Reading, Lexia, myON, eSpark, iReady Math, Woot Math, iXL [K-1 only])

Name: Math

Description: Utilize the Teaching and Learning Cycle to plan and implement Tier I Best Instructional Practices (including unpacking Colorado

Academic Standards, data analysis of student work, and backward planning of assessments and lesson plans), provide math intervention and extension through after school tutoring and intervention block, use of MCOMP, and Classroom Conferences.

Name: Literacy

Description: Utilize the Teaching and Learning Cycle to plan and implement Tier I Best Instructional Practices (including unpacking Colorado Academic Standards, data analysis of student work, and backward planning of assessments and lesson plans), provide literacy intervention and extension through after school tutoring and intervention block, implementation of ReadyGen resources, and Classroom Conferences.

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

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 school improvement efforts? When was the grant awarded?

No

School Support Team or Expedited Review

Has (or will) the school participated in an SST or Expedited Review? If so, when?

No

External Evaluator

Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

No

Improvement Plan Information

The school/district 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)

☐ School Improvement Support Grant

☐ Other

School Contact Information

Audrey Seybold
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Email: seybold_audrey@svvdsd.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

Description of School:

Columbine Elementary School is part of the St. Vrain Valley School District located in Longmont, Colorado. It is a STEM focus elementary school offering Preschool through Fifth Grade. Students are afforded many enrichment opportunities both within and outside of the regular school day, some of which include: CU Teams, VEX Robotics, Thorne Science programs, STEM Explorers Club, Math Club, 100 Mile Club, Choir, Student Council, and Community Schools programs. Community partnerships are important to our school as they provide our students with rich, meaningful experiences. Specific partnerships include Colorado University – Boulder, Thorne Nature Center, and PIE (Parents Involved in Education).

Columbine has a diverse student population with a total enrollment of 324 students. The student population consists of 66.1% English Language Learners, 91% Economically Disadvantaged (qualify for Free and Reduced Lunch), and 15% are Students with Disabilities. Of students, 88% are Hispanic, 10.6% are White, and 1.2% are categorized as Other.

Process for Data Analysis:

Considerable time was spent reviewing data with the Columbine staff and district administrators over the course of five weeks. Throughout our meetings, staff aimed to identify trends in our PARCC Assessment data and PARCC Growth data as well as identify root causes for low academic achievement in both literacy and math. Staff also spent time reviewing and analyzing school-wide performance data (as measured by iReady diagnostic assessments in reading and math) and ACCESS assessments. All data and discussions indicated that root causes for math included: insufficient data-driven instruction and implementation of Colorado Academic Standards, lack of data analysis to improve instruction (intervention and differentiation) for all students, inconsistent development of: numeracy skills, vocabulary development, higher order thinking skills, modeling of critical thinking and problem solving, lack of early intervention for math skills and concepts, inconsistent use of data to identify intervention needs, lack of focus on math specific grade level skills needed, grade level standards, and curriculum program focus, and insufficient instructional time for math content. All data and discussions indicated that root causes for literacy included: insufficient data-driven instruction and resources to implement Colorado Academic Standards, lack of data analysis and inconsistent use of to improve instruction (intervention and differentiation) for all students, inconsistent development of phonics, phonemic awareness, and vocabulary across grade levels, lack of focus on ELA-specific grade level skills needed and grade level standards, lack of scaffolded instruction to allow access for all kids to key content, insufficient feedback for instruction, and lack of early intervention for ELA specific skills. Once root causes were identified, the entire staff convened to discuss Major Improvement Strategies (MIS) and Action Plan steps. The four Major Improvement Strategies identified were: Instructional Feedback, After School Tutoring, Math Focus, and English Language Arts Focus. The staff broke into four small groups to brainstorm and document Action Plan steps for each of the Major Improvement Strategies. After groups shared out the Action Plan steps identified for the Major Improvement Strategies, the Instructional Leadership Team met to identify trends seen among the suggested Action Plan steps for each MIS. Once the Instructional Leadership Team identified clear and focused Action Plan steps for moving forward, the entire plan was re-presented to both the school staff and the School Accountability Committee. The School Accountability Committee (SAC) is made up of parents, school staff members, and a community member. The entire process of data analysis was described to the SAC. The data reviewed by staff members was also reviewed by School Accountability Committee members. The SAC spent time discussing the action plan steps and asking questions to be answered by the principal. At the end of the meeting time, parents agreed with the Priority Performance Challenges and Root Causes that were identified. School Accountability Committee members showed great enthusiasm for the Action Plan steps the school identified to address the Priority Performance Challenges.

Student Course Taking

All students at Columbine Elementary take the General Communications, Reading, Writing, Mathematics, Science and Social Studies courses. At Columbine Elementary, we do offer specialized program for students identified as Gifted and Talented (or in the Gifted and Talented pool). Once a week, students in grades 1-3 meet for 30 minutes of reading and writing extension. There are 15 students involved in this pull-out. In addition, students in grades 4-5 meet for 30 minutes of reading and writing extension. There are 6 students involved in this pull-out. Due to the low number of students involved in this program, the data is not disaggregated. In addition, we have an Equations Club that meets once a week after school for one hour. This math extension serves students in grades 2-5, and there are a total of 18 students in this club. Additional opportunities to extend students' learning include CU Teams, STEM Explorers, and VEX IQ Robotics. Approximately 45 students take advantage of these learning extensions. Every student in grades 2-5 has the opportunity to participate in these extension activities.

Title I Schoolwide Program:

Columbine Elementary staff members will annually evaluate the implementation of, and results achieved by, the Title I schoolwide program. Our data sources will include the ACCESS and PARCC assessments (each administered annually) as well as the iReady Diagnostic assessment (given three times per year). Data will be reviewed after each iReady Diagnostic cycle in both reading and math. ACCESS and PARCC data are reviewed when they are made available to the school. The data from these assessments will help us determine whether or not the Title I

schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards. Because of the school's Turnaround status, nearly all of our students qualify as the students furthest from achieving the standards. Columbine Elementary will revise the Action plan, as necessary and based on the results of the evaluation to ensure continuous improvement of students in the schoolwide program.

In addition, Columbine offers a licensed preschool program for the community. The preschool program is family-focused and the standards-based curriculum promotes learning through play and discovery. Our preschool program offers four half-day sessions per week and serves students between the ages of three and five. Special Education services are available for eligible preschool children.

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

Performance Indicator: Academic Achievement (Status)

Prior Year Target: *By the end of the 2015-2016 school year, 30% of students will be on or above grade level as measured by the PARCC ELA assessment in grades 3-5.*

Performance: *Academic achievement levels are below expectations. The target of 30% Met or Exceeded was not met. Our ELA achievement data shows that 22.3% of our students Met or Exceeded on 2015-2016 PARCC ELA.*

Prior Year Target: *By the end of the 2015-2016 school year, 38% of students will be on or above grade level as measured by the iReady reading assessment in grades 1-5.*

Performance: *Academic achievement levels are below expectations. The target of 38% Met or Exceeded was not met. At the end of the 2015-2016 school year, 24.3% of students were on or above grade level as measured by the iReady reading assessment in grades 1-5.*

Academic Achievement (Status) Reflection

At the start of the 2015-2016 school year, there was a change in administration at Columbine Elementary. Although the 2015-2016 Action Plan was implemented with the support of the Instructional Leadership Team, the Action Plan did not sufficiently address the needs of the students. As a result of the data analysis in October, 2016, the following root causes were identified: insufficient data-driven instruction and resources to implement Colorado Academic Standards, lack of data analysis and inconsistent use of data to improve instruction (intervention and differentiation) for all students, inconsistent development of phonics, phonemic awareness, and vocabulary across grade levels, lack of focus on ELA-specific grade level skills needed and grade level standards, insufficient feedback for instruction, lack of scaffolded instruction to allow access for all kids to key content, and lack of early intervention for ELA specific skills. Once the root causes were verified, the staff began to write a new action plan to improve academic achievement.

Performance Indicator: Academic Growth

Academic Growth Reflection

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

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Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

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Performance Indicator: Postsecondary & Workforce Readiness

Postsecondary & Workforce Readiness Reflection

Performance Indicator: Student Behavior

Student Behavior Reflection

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Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

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.

According to PARCC ELA data from 2015-2016, our school has work to be done for students to achieve Met or Exceeded ratings. Our target was by the end of the 2015-2016 school year, 30% of our students will score Met or Exceeded overall on the ELA PARCC assessment. However, the ELA PARCC assessment target was not met. In 2015-2016, only 22.3% of 3rd-5th grade students achieved Met or Exceeded ratings. This data was an improvement over 2014-2015, where only 19.4% of 3rd-5th grade students achieved Met or Exceeded ratings. On the 2013-2014 TCAP Reading Assessment, our 3rd-5th grade students achieved a Does Not Meet rating with only 48.7% of our students scoring Proficient and Advanced on the assessment. On the 2013-2014 TCAP Writing Assessment, our 3rd-5th grade students achieved an Approaching rating with 34.35% of our students scoring Proficient and Advanced on the assessment. Our second target was that by the end of the 2015-2016 school year, 38% of students will be on or above grade level as measured by the iReady reading assessment in grades 1-5. This target was not met. In Spring of 2016, 30% of our students scored on or above grade level on the iReady Reading assessment for K-5. All of our data indicates that our students are achieving at levels below district and state expectations. With only a slight increase in academic achievement over a period of several years, this trend is a slight increase, and we believe the trend is notable because it impacts every student at Columbine Elementary.

According to PARCC Math data from 2015-2016, our school has work to be done for students to achieve Met or Exceeded ratings. In 2015-2016, only 16.6% of 3rd-5th grade students achieved Met or Exceeded ratings. This data was an improvement over 2014-2015, where only 15.6% of 3rd-5th grade students achieved Met or Exceeded ratings. On the 2013-2014 TCAP Mathematics Assessment, our 3rd-5th grade students achieved a Does Not Meet rating with only 42.61% of our students scoring Proficient and Advanced on the assessment. In Spring of 2016, 28.6% of our students scored on or above grade level on the iReady Reading assessment for K-5. All of our data indicates that our students are achieving at levels below district and state expectations. With only a slight increase in academic achievement over a period of several years, this trend is a slight increase, and we believe the trend is notable because it impacts every student at Columbine Elementary.

All subgroups had lower growth than state expectations on both the 2016 ELA and Math PARCC assessments. The median growth percentile of students was 34.5 on the ELA PARCC assessment and 23.5 on the Math PARCC assessment. This median growth percentile is well below the state expectation of a median growth percentile of 50.0. In addition, males had lower growth than females on both the ELA and Math PARCC assessment. [ELA: Males (27.0) and Females (44.0); Math: Males (22.0) and Females (24.5).] Non-ELL students had lower growth than ELL students on both the ELA and Math PARCC assessment. [ELA: Non-ELL (26.0) and ELL (36.0); Math: Non-ELL (23.0) and ELL (24.0).] This data reflects a decreasing trend, and we believe the trend is notable because it impacts nearly every student at Columbine Elementary.

Trend Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations.



Students in 3rd-5th grade show only slight improvement in reading on the TCAP Assessment, iReady Reading diagnostic assessment, and the ELA PARCC assessment over the past three years. 2013-2014 TCAP Results: Academic Achievement: Reading-Does Not Meet-48.7% Proficient and Advanced; Writing-Approaching-34.35% Proficient and Advanced; 2014-2015 ELA PARCC Results: 19.4% Met and Exceeded; 2015-2016 ELA PARCC Results: 22.3% Met and Exceeded.

Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)**



Students in 3rd-5th grade are not meeting state math expectations on the TCAP Assessment, iReady Math diagnostic assessment, and the Math PARCC assessment over the past three years. 2013-2014 TCAP Results: Academic Achievement: Mathematics-Does Not Meet-42.61% Proficient and Advanced; 2014-2015 PARCC Results-15.6% Met and Exceeded; 2015-2016 PARCC Results-16.6% Met

and Exceeded.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



All subgroups had lower growth than state expectations on the Math TCAP and PARCC assessment. On the 2016 Math PARCC assessment, males had lower growth than females. Math: Males (22.0) and Females (24.5). On the 2016 Math PARCC assessment, non-ELL students had lower growth than ELL students on the PARCC assessment. Math: Non-English Learners (23.0) and English Learners (24.0). On the 2014 TCAP assessment (4th Grade), males had lower growth than females on the Math TCAP assessment. Math: Males (34.0) and Females (52.0). On the 2014 TCAP assessment (5th Grade), males had lower growth than females on the Math TCAP assessment. Math: Males (41.0) and Females (59.0). 2014 TCAP assessment: Non-ELL students had lower growth than ELL students on the Math TCAP assessment. Math: Non-ELL students (54.0) and ELL students (45.0)

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Additional Trend Information:

ELA/ Reading Assessment Data:

3rd Grade

PARCC 14-15: 19% on level

iReady Spring 15: 21% on level

PARCC 15-16: 20% on level

iReady Spring 16: 25% on level

4th Grade

PARCC 14-15: 25% on level

iReady Spring 15: 25% on level

PARCC 15-16: 24% on level

iReady Spring 16: 14% on level

5th Grade

PARCC 14-15: 15% on level

iReady Spring 15: 7% on level

PARCC 15-16: 23% on level

iReady Spring 16: 15% on level

Math Assessment Data:

3rd Grade

PARCC 14-15: 26% on level

iReady Spring 15: 25% on level

PARCC 15-16: 25% on level

iReady Spring 16: 25% on level

4th Grade

PARCC 14-15: 14% on level

iReady Spring 15: 32% on level

PARCC 15-16: 8% on level

iReady Spring 16: 20% on level

5th Grade

PARCC 14-15: 7% on level

iReady Spring 15: 12% on level

PARCC 15-16: 17% on level

iReady Spring 16: 25% on level

Listed below are the iReady diagnostic assessment results for 2015-2016 and 2016-2017.

iReady Reading-Fall 2015 (%On or Above Grade Level)

1st Grade: 6 (Overall Rdg Level); 6 (Phonological Awareness); 18 (Phonics); 14 (HFW); 4 (Vocab); 18 (Comp: Lit); 6 (Comp: Info Text)

2nd Grade: 12 (Overall Rdg Level); 86 (Phonological Awareness); 7 (Phonics); 51 (HFW); 7 (Vocab); 26 (Comp: Lit); 21 (Comp: Info Text)

3rd Grade: 6 (Overall Rdg Level); 94 (Phonological Awareness); 8 (Phonics); 60 (HFW); 8 (Vocab); 15 (Comp: Lit); 10 (Comp: Info Text)

4th Grade: 2 (Overall Rdg Level); 94 (Phonological Awareness); 20 (Phonics); 96 (HFW); 6 (Vocab); 8 (Comp: Lit); 2 (Comp: Info Text)

5th Grade: 4 (Overall Rdg Level); 100 (Phonological Awareness); 45 (Phonics); 96 (HFW); 4 (Vocab); 16 (Comp: Lit); 12 (Comp: Info Text)

iReady Reading-Winter 2015 (%On or Above Grade Level)

1st Grade: 17 (Overall Rdg Level); 27 (Phonological Awareness); 31 (Phonics); 37 (HFW); 16 (Vocab); 20 (Comp: Lit); 20 (Comp: Info Text)

2nd Grade: 31 (Overall Rdg Level); 94 (Phonological Awareness); 29 (Phonics); 64 (HFW); 20 (Vocab); 33 (Comp: Lit); 40 (Comp: Info Text)

3rd Grade: 13 (Overall Rdg Level); 94 (Phonological Awareness); 22 (Phonics); 76 (HFW); 12 (Vocab); 16 (Comp: Lit); 12 (Comp: Info Text)

4th Grade: 4 (Overall Rdg Level); 94 (Phonological Awareness); 12 (Phonics); 94 (HFW); 6 (Vocab); 14 (Comp: Lit); 12 (Comp: Info Text)

5th Grade: 8 (Overall Rdg Level); 100 (Phonological Awareness); 60 (Phonics); 96 (HFW); 8 (Vocab); 13 (Comp: Lit); 10 (Comp: Info Text)

iReady Reading-Spring 2016 (%On or Above Grade Level)

1st Grade: 48 (Overall Rdg Level); 56 (Phonological Awareness); 56 (Phonics); 60 (HFW); 38 (Vocab); 36 (Comp: Lit); 36 (Comp: Info Text)

2nd Grade: 48 (Overall Rdg Level); 100 (Phonological Awareness); 43 (Phonics); 74 (HFW); 39 (Vocab); 50 (Comp: Lit); 48 (Comp: Info Text)

3rd Grade: 25 (Overall Rdg Level); 96 (Phonological Awareness); 34 (Phonics); 85 (HFW); 26 (Vocab); 30 (Comp: Lit); 13 (Comp: Info Text)
4th Grade: 14 (Overall Rdg Level); 96 (Phonological Awareness); 12 (Phonics); 98 (HFW); 10 (Vocab); 26 (Comp: Lit); 16 (Comp: Info Text)
5th Grade: 15 (Overall Rdg Level); 100 (Phonological Awareness); 60 (Phonics); 93 (HFW); 16 (Vocab); 18 (Comp: Lit); 20 (Comp: Info Text)

iReady Reading-Fall 2016 (%On or Above Grade Level)

1st Grade: 2 (Overall Rdg Level); 7 (Phonological Awareness); 5 (Phonics); 16 (HFW); 5 (Vocab); 2 (Comp: Lit); 2 (Comp: Info Text)
2nd Grade: 9 (Overall Rdg Level); 68 (Phonological Awareness); 11 (Phonics); 43 (HFW); 4 (Vocab); 11 (Comp: Lit); 6 (Comp: Info Text)
3rd Grade: 11 (Overall Rdg Level); 100 (Phonological Awareness); 34 (Phonics); 91 (HFW); 11 (Vocab); 16 (Comp: Lit); 17 (Comp: Info Text)
4th Grade: 4 (Overall Rdg Level); 100 (Phonological Awareness); 18 (Phonics); 92 (HFW); 2 (Vocab); 6 (Comp: Lit); 6 (Comp: Info Text)
5th Grade: 2 (Overall Rdg Level); 100 (Phonological Awareness); 39 (Phonics); 96 (HFW); 8 (Vocab); 6 (Comp: Lit); 6 (Comp: Info Text)

iReady Math-Fall 2015 (%On or Above Grade Level)

1st Grade: 0 (Overall Math Level); 0 (Numbers&Oper); 6 (Algebraic Thkg); 8 (Measurement&Data); 19 (Geometry)
2nd Grade: 4 (Overall Math Level); 0 (Numbers&Oper); 12 (Algebraic Thkg); 7 (Measurement&Data); 14 (Geometry)
3rd Grade: 4 (Overall Math Level); 2 (Numbers&Oper); 6 (Algebraic Thkg); 10 (Measurement&Data); 7 (Geometry)
4th Grade: 4 (Overall Math Level); 12 (Numbers&Oper); 2 (Algebraic Thkg); 12 (Measurement&Data); 8 (Geometry)
5th Grade: 4 (Overall Math Level); 12 (Numbers&Oper); 2 (Algebraic Thkg); 12 (Measurement&Data); 8 (Geometry)

iReady Math-Winter 2015 (%On or Above Grade Level)

1st Grade: 4 (Overall Math Level); 10 (Numbers&Oper); 20 (Algebraic Thkg); 8 (Measurement&Data); 10 (Geometry)
2nd Grade: 22 (Overall Math Level); 14 (Numbers&Oper); 30 (Algebraic Thkg); 30 (Measurement&Data); 36 (Geometry)
3rd Grade: 6 (Overall Math Level); 10 (Numbers&Oper); 10 (Algebraic Thkg); 15 (Measurement&Data); 7 (Geometry)
4th Grade: 13 (Overall Math Level); 12 (Numbers&Oper); 20 (Algebraic Thkg); 22 (Measurement&Data); 29 (Geometry)
5th Grade: 14 (Overall Math Level); 16 (Numbers&Oper); 20 (Algebraic Thkg); 29 (Measurement&Data); 16 (Geometry)

iReady Math-Spring 2016 (%On or Above Grade Level)

1st Grade: 29 (Overall Math Level); 45 (Numbers&Oper); 39 (Algebraic Thkg); 35 (Measurement&Data); 33 (Geometry)
2nd Grade: 44 (Overall Math Level); 44 (Numbers&Oper); 56 (Algebraic Thkg); 49 (Measurement&Data); 53 (Geometry)
3rd Grade: 25 (Overall Math Level); 29 (Numbers&Oper); 25 (Algebraic Thkg); 35 (Measurement&Data); 15 (Geometry)
4th Grade: 20 (Overall Math Level); 26 (Numbers&Oper); 40 (Algebraic Thkg); 40 (Measurement&Data); 30 (Geometry)
5th Grade: 25 (Overall Math Level); 23 (Numbers&Oper); 25 (Algebraic Thkg); 45 (Measurement&Data); 25 (Geometry)

iReady Math-Fall 2016 (%On or Above Grade Level)

1st Grade: 5 (Overall Math Level); 5 (Numbers&Oper); 5 (Algebraic Thkg); 9 (Measurement&Data); 14 (Geometry)
2nd Grade: 0 (Overall Math Level); 4 (Numbers&Oper); 2 (Algebraic Thkg); 7 (Measurement&Data); 11 (Geometry)

3rd Grade: 2 (Overall Math Level); 0 (Numbers&Oper); 5 (Algebraic Thkg); 9 (Measurement&Data); 7 (Geometry)
4th Grade: 2 (Overall Math Level); 4 (Numbers&Oper); 4 (Algebraic Thkg); 8 (Measurement&Data); 6 (Geometry)
5th Grade: 6 (Overall Math Level); 6 (Numbers&Oper); 2 (Algebraic Thkg); 14 (Measurement&Data); 14 (Geometry)

Priority Performance Challenges and Root Cause Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations. Priority Performance Challenges and Root Cause Analysis 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: 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 recommended.

Relationship of UIP Elements

Priority Performance Challenges

Math Achievement Performance Indicators



Root Cause

Data-Driven Instruction
Data Analysis
Development
Data Use
Focus
Instructional Time



Data-Driven Instruction
Data Analysis
Development
Data-Driven Instruction

ELA Achievement Performance Indicators

Data Use
Intervention

Math Growth Performance Indicators



Data-Driven Instruction
Data Analysis
Data Use
Focus
Instructional Time
Data-Driven Instruction

ELA Growth Performance Indicators



Data-Driven Instruction
Data Analysis
Development
Data Use
Data-Driven Instruction



Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Overall school performance in ELA has been below minimum state expectations for all groups of students. All students in grades 3-5 are impacted by this performance challenge. Low academic achievement affects all of our students. Our ELL students outperform our non-ELL students, which makes up approximately 66% of our student population.

2015-2016 ELA PARCC Results: 19.4% Met and Exceeded

2016-2017 ELA PARCC Results: 22.3% Met and Exceeded

2016 ELA PARCC assessment:

Males had lower growth than females on both the ELA PARCC assessment.

ELA: Males (27.0) and Females (44.0)

Non-ELL students had lower growth than ELL students on both the ELA PARCC assessment.

ELA: Non-ELL (26.0) and ELL (36.0)

READ Plan Data: (Year and Number of Students with a READ Plan)

2013-2014: 28 READ Plans/ 61 LIT Plans

2014-2015: 56

2015-2016: 91

2016-2017: 103

Overall school performance in Math has been below minimum state expectations for all groups of students. All students in grades 3-5 are impacted by this performance challenge. Low academic achievement affects all of our students. Our ELL students outperform our non-ELL students, which makes up approximately 66% of our student population.

2015-2016 PARCC Results: 15.6% Met and Exceeded

2016-2017 PARCC Results: 16.6% Met and Exceeded

2016 Math PARCC assessment:

Males had lower growth than females on the Math PARCC assessment.

Math: Males (22.0) and Females (24.5)

Non-ELL students had lower growth than ELL students on the Math PARCC assessment.
Math: Non-ELL (23.0) and ELL (24.0)

Provide a rationale for how these Root Causes were selected and verified:

Considerable time was spent reviewing data with the Columbine staff and district administrators over the course of five weeks. Throughout our meetings, staff aimed to identify trends in our PARCC Assessment data and PARCC Growth data as well as identify root causes for low academic achievement in both literacy and math. Staff also spent time reviewing and analyzing school-wide performance data (as measured by iReady diagnostic assessments in Reading and Math) and ACCESS assessments. Once root causes were identified, the staff spent time verifying root causes by studying what was happening in classrooms across the school. The staff determined that the root causes were in fact the root causes that, when eliminated, could result in improved academic achievement. At this point, the entire staff convened to discuss Major Improvement Strategies (MIS) and Action Plan steps. The staff broke into four small groups to brainstorm and document Action Plan steps for each of the Major Improvement Strategies. After groups shared out the Action Plan steps identified for the Major Improvement Strategies, the Instructional Leadership Team met to identify trends seen among the suggested Action Plan steps for each MIS. Once the Instructional Leadership Team identified clear and focused Action Plan steps for moving forward, the entire plan was re-presented to both the school staff and the School Accountability Committee. The data reviewed by staff members was also reviewed by School Accountability Committee members. The SAC spent time discussing the action plan steps and asking questions to be answered by the principal. At the end of the meeting time, parents agreed with the Priority Performance Challenges and Root Causes that were identified. School Accountability Committee members showed great enthusiasm for the Action Plan steps the school identified to address the Priority Performance Challenges.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Math Achievement Performance Indicators

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	By the end of the 2016-2017 school year, 30% of students will score met or exceeded as measured by the PARCC Math assessment in grades 3-5.
	2017-2018:	By the end of the 2017-2018 school year, 40% of students will score met or exceeded as measured by the PARCC Math assessment in grades 3-5.
Interim Measures for 2016-2017:		iReady math diagnostic assessment administered in grades 1-5, 3 times per year; iReady progress monitoring for math administered in grades 1-5, monthly or Standards Mastery progress monitoring for specific standards administered in grades 2-5.

Priority Performance Challenge : ELA Achievement Performance Indicators

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	By the end of the 2016-2017 school year, 32% of students will score met or exceeded as measured by the PARCC ELA assessment in grades 3-5.
	2017-2018:	By the end of the 2017-2018 school year, 42% of students will score met or exceeded as measured by the PARCC ELA assessment in grades 3-5.
Interim Measures for 2016-2017:		iReady reading diagnostic assessment administered in grades 1-5, 3 times per year; iReady progress monitoring for reading administered in grades 1-5, monthly or Standards Mastery progress monitoring for specific standards administered in grades 2-5.

Priority Performance Challenge : Math Growth Performance Indicators

Performance Indicator:		Academic Growth
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	By the end of the 2016-2017 school year, 4th and 5th grade students will have a Median Growth Percentile of 50 as measured by the PARCC Math assessment in grades 3-5.
	2017-2018:	By the end of the 2017-2018 school year, 4th and 5th grade students will have a Median Growth Percentile of 55 as measured by the PARCC Math assessment in grades 3-5.
Interim Measures for 2016-2017:		iReady math diagnostic assessment administered in grades 1-5, 3 times per year; iReady progress monitoring for math administered in grades 1-5, monthly or Standards Mastery progress monitoring for specific standards administered in grades 2-5.

Priority Performance Challenge : ELA Growth Performance Indicators

Performance Indicator:		Academic Growth
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	By the end of the 2016-2017 school year, 4th and 5th grade students will have a Median Growth Percentile of 50 as measured by the PARCC ELA assessment in grades 3-5.
	2017-2018:	By the end of the 2017-2018 school year, 4th and 5th grade students will have a Median Growth Percentile of 55 as measured by the PARCC ELA assessment in grades 3-5.
Interim Measures for 2016-2017:		iReady reading diagnostic assessment administered in grades 1-5, 3 times per year; iReady progress monitoring for reading administered in grades 1-5, monthly or Standards Mastery progress monitoring for specific standards administered in grades 2-5.

Planning Form

Major Improvement Strategy Name:

Reorganize Oversight and Support

Major Improvement Strategy Description:

Reorganize the oversight and management structure within the school to provide greater, more effective support to educators and learners. An increase in systematic and intentional District leadership and support.

Associated Root Causes:

Data-Driven Instruction: Lack of scaffolded instruction to allow access for all kids to key content

Data Analysis: Lack of data analysis and inconsistent use of data to improve instruction (intervention and differentiation) for all students

Development: Inconsistent development of phonics, phonemic awareness, and vocabulary across grade levels

Data Use: Insufficient feedback for instruction

Focus: Lack of focus on math specific grade level skills needed, grade level standards, and curriculum program focus

Instructional Time: Insufficient instructional time for math content

Data-Driven Instruction: Insufficient data-driven instruction and resources to implement Colorado Academic Standards

Intervention: Lack of early intervention for ELA specific skills

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Data driven dialogue support	Co-facilitated data driven dialog	09/07/2016 11/18/2016	Building and district	Principal, Assessment	In Progress	This School Year

				Coordinator		
Collaborate to develop UIP	Collaboration between principal, leadership team, staff, district staff to develop UIP	09/07/2016 01/04/2017	Building and district funds	Principal, Assistant Superintendent of Assessment and Curriculum	In Progress	This School Year
Progress review meetings	Principal meets with Area Assistant Superintendent, Assistant Superintendent of Assessment and Curriculum, and Priority Programs Coordinator for progress review, identification of District Support Team, feedback and next steps, and to develop plans to support instructional capacity of staff	10/10/2016 10/21/2016	Building and district	Principal, Area Assistant Superintendent, Assistant Superintendent of Assessment and Curriculum, and Priority Programs Coordinator	Complete	This School Year
District support team	District Support Team classroom visits and feedback to school weekly	11/01/2016 05/25/2017	Building and district funds	Principal, Area, Assistant Superintendent, Assistant Superintendent of Assessment and Curriculum	In Progress	This School Year
Communicate results of site visits to staff	Communication of District Support Team classroom visit notes and data to staff	11/01/2016 05/25/2017	Building and district funds	Principal	In Progress	This School Year

Progress, celebrations, and next steps	Identification and analysis of progress, celebrations, and next steps using student achievement data - quarterly	11/01/2016 05/25/2018	Building and district funds	Principal, District Support Team, Leadership Team, Staff	In Progress	Next School Year
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Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Progress review meetings, Data driven dialogue support, District support team, Communicate results of site visits to staff, Collaborate to develop UIP, Progress, celebrations, and next steps,	District Support Team Documents	Meeting notes, walkthrough template, schedule for walkthroughs, plan to support staff, data driven dialog notes, instructional feedback	10/10/2016 05/26/2017 Weekly	Principal, District Staff	Partially Met	This School Year

Major Improvement Strategy Name:

Instructional Feedback

Major Improvement Strategy Description:

Additional feedback regarding classroom instruction and student work will be given to provide greater, more effective support to teachers.

Associated Root Causes:

Data-Driven Instruction: Lack of scaffolded instruction to allow access for all kids to key content

Data Analysis: Lack of data analysis and inconsistent use of data to improve instruction (intervention and differentiation) for all students

Development: Inconsistent development of phonics, phonemic awareness, and vocabulary across grade levels

Data Use: Insufficient feedback for instruction

Focus: Lack of focus on math specific grade level skills needed, grade level standards, and curriculum program focus

Instructional Time: Insufficient instructional time for math content

Data-Driven Instruction: Insufficient data-driven instruction and resources to implement Colorado Academic Standards

Intervention: Lack of early intervention for ELA specific skills

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Planning on Purpose Sessions	Utilize grade level planning time to complete the Teaching and Learning Cycle (including unpacking Colorado Academic Standards, data analysis of student work, and backward planning of assessments and lessons).	10/05/2015 05/25/2018	Building funds	Principal, Instructional Coaches, Classroom Teachers, Curriculum Coordinators (ELA & Math), Assessment Coordinator	In Progress	Next School Year

Instructional Coaching	Utilize Instructional Coaches to provide feedback, engage in targeted discussions, and support differentiation to personalize student learning and implement Tier I Best instructional practices.	09/06/2016 05/25/2018	Building and Title funds	Principal, Instructional Coaches, Curriculum Coordinators (ELA & Math)	In Progress	Next School Year
Team Feedback and Reflection	Utilize planning time to engage in review and discussion of videotaped lessons to reflect on student learning and classroom instruction.	11/28/2016 05/25/2018	Building and Title funds	Principal, Instructional Coaches, Classroom Teachers	In Progress	Next School Year
Implementation Benchmark Associated with MIS						
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Planning on Purpose Sessions	Agenda and Notes for Sessions	10/05/2015 05/25/2018 Weekly	Principal, Instructional Coaches, Classroom Teachers, Curriculum Coordinators (ELA & Math),	Partially Met	Next School Year

Assessment
Coordinator

Team Feedback
and Reflection

Videoclips and
copies of
discussions

11/28/2016
05/25/2018
Monthly

Principal,
Instructional
Coaches,
Classroom
Teachers

Not Met

Next School Year

**Major Improvement Strategy
Name:**

After School Tutoring

**Major Improvement Strategy
Description:**

Implementation of after school tutoring program to address student needs for intervention in math and literacy. The teaching staff for the after school tutoring program maintain a spreadsheet for student attendance as well as instructional notes (focus of tutoring session, student successes and struggles). These notes are also shared with the classroom teachers so that communication about next steps for the student can take place. Teaching staff in the after school program also have access to student data in the learning programs we utilize (iReady Reading, Lexia, myON, eSpark, iReady Math, Woot Math, iXL [K-1 only])

Associated Root Causes:

Data-Driven Instruction: Lack of scaffolded instruction to allow access for all kids to key content

Data Analysis: Lack of data analysis and inconsistent use of data to improve instruction (intervention and differentiation) for all students

Development: Inconsistent development of phonics, phonemic awareness, and vocabulary across grade levels

Data Use: Insufficient feedback for instruction

Focus: Lack of focus on math specific grade level skills needed, grade level standards, and curriculum program focus

Instructional Time: Insufficient instructional time for math content

Intervention: Lack of early intervention for ELA specific skills

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
After School Tutoring Program	Implementation of after school tutoring program (Tuesday, Wednesday, Thursday from 3:10-4:10pm) to address student needs for intervention in math and literacy.	11/29/2016 05/25/2018	Building and Title funds	Principal, Program Teaching Staff	In Progress	Next School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Implementation	Meeting notes, parent letter, staff explanation, student data tracking system	11/29/2016 05/25/2018 Weekly	Principal, Program Teaching Staff	Partially Met	Next School Year

Major Improvement Strategy Name:

Math

Utilize the Teaching and Learning Cycle to plan and implement Tier I Best Instructional Practices (including unpacking Colorado Academic Standards, data analysis of student work,

Major Improvement Strategy Description:

and backward planning of assessments and lesson plans), provide math intervention and extension through after school tutoring and intervention block, use of MCOMP, and Classroom Conferences.

Associated Root Causes:

Data-Driven Instruction: Lack of scaffolded instruction to allow access for all kids to key content

Data Analysis: Lack of data analysis and inconsistent use of data to improve instruction (intervention and differentiation) for all students

Data Use: Insufficient feedback for instruction

Focus: Lack of focus on math specific grade level skills needed, grade level standards, and curriculum program focus

Instructional Time: Insufficient instructional time for math content

Data-Driven Instruction: Insufficient data-driven instruction and resources to implement Colorado Academic Standards

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Planning on Purpose Sessions	Utilize grade level planning time to complete the Teaching and Learning Cycle (including unpacking Colorado Academic Standards, data analysis of student work, and backward	10/05/2015 05/25/2018	Building funds	Principal, Instructional Coaches, Classroom Teachers, Curriculum Coordinator (Math), Assessment Coordinator	In Progress	Next School Year

	planning of assessments and lessons).					
Classroom Conferences	Implementation of group conferences to promote academic parent teacher teams that coach parents to practice targeted skills at home with their students.	08/15/2016 05/25/2018	Building and Title funds	Principal, Classroom Teachers	In Progress	Next School Year
After school tutoring program	Implementation of after school tutoring program (Tuesday, Wednesday, Thursday from 3:10-4:10pm) to address student needs for intervention in math and literacy.	11/29/2016 05/25/2018	Building and Title funds	Principal, Program Teaching Staff	In Progress	Next School Year
Intervention Block	Implementation of intervention block during the school day for 25-30 minutes to address student needs for intervention in math and literacy.	11/29/2016 05/25/2018	Building and Title funds	Principal, Classroom Teachers, Support Staff	In Progress	Next School Year
MCOMP	Utilize MCOMP, Mathematics Computation, a brief,	01/02/2017 05/25/2018	Building and Title funds	Principal, Instructional	Not Started	Next School Year

standardized test of math operations that are part of the typical curriculum to differentiate instruction and goal set with students. MCOMP is administered every two weeks and classroom teachers will differentiate homework and/or intervention activities based on individual student results.

Coaches,
Classroom
Teachers

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Planning on Purpose Sessions	Agenda and Notes for Sessions	10/05/2015 05/25/2018 Weekly	Principal, Instructional Coaches, Classroom Teachers, Curriculum Coordinator (Math), Assessment Coordinator	Partially Met	Next School Year
	Classroom Conferences	Parent presentations, Parent	08/15/2016 05/25/2018 Quarterly	Principal, Classroom Teachers,	Partially Met	Next School Year

		newsletters, Parent letters and reminder slips, Powerpoint presentations, Materials for Activities, Staff Checklist for Task Completion		Support Staff		
	Intervention Block	Observation notes, student data tracking system	08/16/2016 05/25/2018 Weekly	Principal, Classroom Teachers, Support Staff	Partially Met	Next School Year
	After school tutoring program	Meeting notes, parent letter, staff explanation, student data tracking system	11/29/2016 05/25/2018 Weekly	Principal, Program Staff	Partially Met	Next School Year
	MCOMP	Copies of assessment, data tracking, copies of differentiated lessons	01/02/2017 05/25/2018 Monthly	Principal, Instructional Coaches, Classroom Teachers	Not Met	Next School Year

**Major Improvement Strategy
Name:**

Literacy

**Major Improvement Strategy
Description:**

Utilize the Teaching and Learning Cycle to plan and implement Tier I Best Instructional Practices (including unpacking Colorado Academic Standards, data analysis of student work, and backward planning of assessments and lesson plans), provide literacy intervention and extension through after school tutoring and intervention block, implementation of ReadyGen resources, and Classroom Conferences.

Associated Root Causes:

Data-Driven Instruction: Lack of scaffolded instruction to allow access for all kids to key content

Data Analysis: Lack of data analysis and inconsistent use of data to improve instruction (intervention and differentiation) for all students

Development: Inconsistent development of phonics, phonemic awareness, and vocabulary across grade levels

Data Use: Insufficient feedback for instruction

Data-Driven Instruction: Insufficient data-driven instruction and resources to implement Colorado Academic Standards

Intervention: Lack of early intervention for ELA specific skills

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Planning on Purpose Sessions	Utilize grade level planning time to complete the Teaching and Learning Cycle (including unpacking Colorado Academic Standards, data analysis of student work, and backward planning of assessments and lessons).	10/05/2015 05/25/2018	Building funds	Principal, Instructional Coaches, Classroom Teachers, Curriculum Coordinator (ELA), Assessment Coordinator	In Progress	Next School Year
Classroom Conferences	Implementation of group conferences to promote academic parent teacher teams	08/15/2016 05/25/2018	Building and Title funds	Principal, Classroom Teachers	In Progress	Next School Year

that coach parents to practice targeted skills at home with their students.

Implementation of ReadyGen Resources	Implementation of ReadyGen resources during literacy block so that students are working with rigorous grade level text on more complex tasks.	08/15/2016 05/25/2018	Building Funds	Principal, Instructional Coaches, Classroom Teachers, Literacy Interventionists, Curriculum Coordinator (ELA)	In Progress	Next School Year
Intervention Block	Implementation of intervention block during the school day for 25-30 minutes to address student needs for intervention in math and literacy.	08/16/2016 05/25/2018	Building and Title funds	Principal, Classroom Teachers, Support Staff	In Progress	Next School Year
Literacy Interventionists	Utilize Literacy Interventionists to support grade level teams K-5 with small group pull-outs to target specific skills identified as need areas according to iReady diagnostic assessments.	08/16/2016 05/25/2018	Building and Title funds	Principal, Literacy Interventionists	In Progress	Next School Year
After School Tutoring Program	Implementation of after school	11/29/2016 05/25/2018	Building and Title funds	Principal, Program	In Progress	Next School Year

tutoring program
(Tuesday,
Wednesday,
Thursday from
3:10-4:10pm) to
address student
needs for
intervention in
math and literacy.

Teaching Staff

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Planning on Purpose Sessions	Agenda and Notes for Sessions	10/05/2015 05/25/2018 Weekly	Principal, Instructional Coaches, Classroom Teachers, Curriculum Coordinator (ELA), Assessment Coordinator	Partially Met	Next School Year
	Implementation of ReadyGen Resources	Observation notes, professional development notes	06/01/2016 05/25/2018 Monthly	Principal, Classroom Teachers, Curriculum Coordinator (ELA)	Partially Met	Next School Year
	Classroom Conferences	Parent presentations, Parent newsletters, Parent letters and reminder slips, Powerpoint	08/15/2016 05/25/2018 Quarterly	Principal, Classroom Teachers, Support Staff	Partially Met	Next School Year

presentations,
Materials for
Activities, Staff
Checklist for Task
Completion

Intervention Block	Observation notes, student data tracking system	08/16/2016 05/25/2018 Weekly	Principal, Classroom Teachers, Support Staff	Partially Met	Next School Year
Literacy Interventionists	Meeting notes, student data tracking system	08/16/2016 05/25/2018 Quarterly	Principal, Literacy Interventionists	Partially Met	Next School Year
After school tutoring program	Meeting notes, parent letter, staff explanation, student data tracking system	11/29/2016 05/25/2018 Weekly	Principal, Program Staff	Partially Met	Next School Year

Addenda

Required For Schools or Districts with a Turnaround Plan under State Accountability

All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the [Quality Criteria](#). Schools and districts with a Turnaround Plan must also identify one or more turnaround strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP's Action Plan form.

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Description of State Accountability Requirements	Recommended Location in UIP	Description of Requirement
<p>Turnaround Plan Options. Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.</p>	<p>Section IV: A description of the selected turnaround strategy in the Action Plan Form.</p> <p>If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form.</p>	<p><input type="checkbox"/> Turnaround Partner. A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners. Provide name of Turnaround Partner:</p> <p><input checked="" type="checkbox"/> School/District Management. The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support.</p> <p><input type="checkbox"/> Innovation School. School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act.</p> <p><input type="checkbox"/> School/District Management Contract. A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances to manage the school or district pursuant to a contract with the local school board or the Charter School Institute. Provide name of Management Contractor:</p> <p><input type="checkbox"/> Charter Conversion. (For schools without a charter) The school has converted to a charter school.</p> <p><input type="checkbox"/> Restructure Charter. (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured.</p> <p><input type="checkbox"/> School Closure.</p> <p><input type="checkbox"/> Other.* Another action of comparable or greater significance or effect has been adopted, including those interventions required for persistently low-performing schools under ESEA (e.g., "turnaround model", "restart model", "school closure", "transformation model").</p>

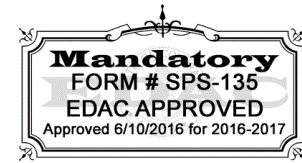
*Districts or schools selecting “Other” should consider that the turnaround strategy must be commensurate in magnitude to the district/school’s identified performance challenges. High-quality implementation of the strategy should result in moving the district/school off of a Turnaround plan. Did the plan identify at least one of the options? What still needs to occur?



Attachments List



COLORADO
Department of Education



SKYLINE HIGH SCHOOL UIP 2016-17

District: **ST VRAIN VALLEY RE 1J** | Org ID: **0470** | School ID: **7954** |
Framework: **Priority Improvement Plan: Low Participation** | **Draft UIP**

Colorado's Unified Improvement Plan for School (2016-2017)

Table of Contents

Executive Summary
Improvement Plan Information
Narrative on Data Analysis and Root Cause Identification
Action Plans
Addenda

Executive Summary

How are students performing? Where will the school focus attention?

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

Name: Academic Achievement in 9th grade ELA

Description: For the past three years, Academic Achievement in 9th grade ELA does not meet state expectations on the School

Performance Framework for all students and in all sub-categories. Skyline's median scale score for 2016 was 721.8, and for 2015 was 723. The state expectation is 739.6.

Name: Academic Growth in 9th grade ELA

Description: Academic Growth in 9th grade ELA falls below district and state average for median growth percentile. Skyline's growth for 2016 was 24 and the state growth was 50. (No growth was reported for 2015.)

Name: SAT (Formerly ACT)

Description: College Entrance Exam Composite score needs to increase in order to meet the standard in Post-Secondary Readiness. Skyline's ACT was 19.2 for 2016, 18.3 for 2015 and 2014. The state expectation was 20.

Name: Academic Achievement in 9th grade Math

Description: Over the past three years, Academic Achievement in 9th grade math does not meet expectations on the School Performance Framework for all students in all sub-categories. Skyline's median scale score was 718.5 for 2016, and 718.8 for 2015. The state expectation is 729.8.

Name: Academic Growth in 9th grade Math

Description: Academic Growth in 9th grade Math falls below district and state average for median growth percentile. Skyline's growth for 2016 was 24 and the stat growth was 49. (No growth was reported for 2015.)

Why is the education system continuing to have these challenges?

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

Name: PARCC Types of Tasks

Description: Limited experience with the types of tasks included on PARCC – i.e. reading and analyzing complex texts

Name: Curriculum Alignment

Description: Inconsistent alignment of curriculum with the new Common Core Standards

Name: Complex texts

Description: Minimal exposure to complex texts for students in core and elective areas outside of Language Arts classrooms

Name: Assessment stamina

Description: Minimal use of extended time assessments resulting in lack of stamina for extended tasks.

Name: Function Notation

Description: Limited use of function notation and manipulation of equations using function notation for Algebra 1 students.

Name: Quadratics

Description: Limited use of quadratics earlier in the course and throughout the year, resulting in lack of experience with quadratics for students.

Name: Vocabulary

Description: Inconsistent use higher level common core vocabulary used on PARCC math tests throughout the year.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Improve ELA Achievement and Growth

Description: Teachers will implement the ELA standards and curriculum to fidelity. PD time will be used to help all teachers across content areas (cores and electives) to understand how to utilize complex texts for instruction and learn strategies to help students analyze and interact with these texts. This will result in observable practice that demonstrates implementation of the plan.

Name: Improve Math Achievement and Growth

Description: Teachers will implement math curriculum to the standards to fidelity. PD time will be used by math teachers to better align curriculum to standards, identify group and individual interventions for students below grade level. This will result in observable practice that demonstrates implementation of the plan.

Name: Improve Achievement on Post-Secondary Readiness Exam.

Description: Teachers will utilize lessons aligned with Colorado State Standards and SAT Benchmarks. PD time will be utilized to look at alignment of standards from PARCC to PSAT to SAT and focus on common themes such as evidence-based reading and writing, and problem-solving and data analysis. This will result in observable practice that demonstrates implementation of the plan.

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

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 school improvement efforts? When was the grant awarded?

No

School Support Team or Expedited Review

Has (or will) the school participated in an SST or Expedited Review? If so, when?

No

External Evaluator

Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

No

Improvement Plan Information

The school/district 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)

☐ School Improvement Support Grant

☐ Other

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

Skyline High school is a traditional 9-12 High School with approximately 1381 students. 57% of our population is Hispanic, 46% ELL (646 Total students - 73 NEP, 225 LEP, 348 FEP) and 51% are Free/Reduced lunch. We have previously been on performance status. We reviewed performance data as a complete staff during a staff meeting at the beginning of the year, and then did a root cause analysis on some of the most important pieces of data in a follow-up meeting. The school's administrative team, leadership team and teacher teams reviewed the data. From those discussions, priority needs were identified. In addition, the School Accountability Committee contributed to the SUIP.

Skyline High School met the 95% rate in all assessments, after parental opt-outs. The 95% threshold (overall, not including opt-outs) was not met in PARCC and CMAS Science, but was met in ACT and PSAT.

Skyline has continued to work on making sure that ALL students have access to higher level courses. 74.83% of white students took one or more advanced course and 52.81% of Hispanic students took one or more advanced courses during the 2015-2016 school year. The goal is that these two numbers would equal and eventually be 100% for all.

Skyline has a STEM Academy that offers a pre-Engineering program to approximately 300 students has a partnership with the University of Colorado, College of Engineering. Skyline also house the district's only VPA (Visual & Performing Arts) Academy, with about 150 students working towards a certification in either Visual or Performing Arts. Students who complete a set of requirements above and beyond the graduation requirements, receive a STEM or VPA Certificate upon graduation. In addition, Skyline offers the Honors Certification for students taking a required number of Honors and AP classes, a 3.5 GPA and community service. Beginning in the 2016-2017 school year, Skyline became St. Vrain Valley School District's only P-TECH school as well. This collaboration between IBM, Front Range Community College and Skyline offers a high school diploma and AAS degree in Computer Science from FRCC for students who complete this Early College Pathway. 50 students joined the program in the Fall of 2016, and 50-75 students will be added each year.

Skyline has also worked extremely hard over the past three years to increase the access and opportunity for under-represented groups in Advanced Placement Courses. Specifically in Math, English and Science courses, there has been significant efforts to target underclassmen in these groups to get them in to Honors courses and prepare them for AP courses. Mock exams and Saturday Study Sessions have been effective in preparing more students for the exams and getting more students to get qualifying scores (3 or above).

The following table shows the qualifying score growth rate (3+ on exam) and exam take rate for Math (AP Calculus, AP Statistics), Science (AP Chemistry, AP Biology, AP Physics-Algebra based, AP Physics-Calculus based) and English (AP Language and Composition, AP Literature and Composition) AP classes over the past 4 years for subgroups.

	2013		2014		2015		2016		QS Growth	Enrollment Growth
	Pass	Take	Pass	Take	Pass	Take	Pass	Take		
Overall	66	127	111	226	107	243	114	235	73%	85%
Female	10	32	20	43	15	57	27	58	170%	81%
(Math/Science)										
Students of Color	3	10	15	49	15	59	19	69	533%	590%
Students of Poverty	9	22	2	2	16	61	16	61	78%	177%

In addition, the numbers of students taking AP exams in all content areas, number of exams given in all content areas and percentage of scores that are 3 or above has increased significantly over the past 4 years.

2012 = 143 students took 226 exams with a 49% pass rate

2016 = 193 students took 354 exams with a 62% pass rate

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

Performance Indicator: Academic Achievement (Status)

Prior Year Target: For 2016, 42% of students will be bridging or reaching (proficient or above) in the writing portion on ACCESS.

Performance: For 2016, the target was not met. 28% of students were bridging or reaching on writing on ACCESS.

Academic Achievement (Status) Reflection

Co-teaching with an ELL teacher in two 9th grade English classes was implemented, and the entire staff was trained on SIOP strategies. However, the emphasis on writing was not as rigorous as it could have been across the curriculum as well as in the co-taught English/ELL classes. Not enough focus was put on long-term ELL students (those who have received ELL services for several years) and improving their writing skills.

Performance Indicator: Academic Growth

Prior Year Target: For 2016, 48% of students taking ACCESS will score in the bridging or reaching category (proficient or above) overall on ACCESS.

Performance: For 2016, the target was not met. 28% of students were bridging or reaching overall on ACCESS.

Academic Growth Reflection

Co-teaching was implemented and staff was trained on SIOP strategies. However, follow-up on utilizing SIOP strategies on a regular basis in all classrooms was not done to fidelity. Co-teaching in the 9th grade may have resulted in unintentional tracking of ELL students and thus not enough models of English proficiency were a part of students' every day experiences. Also, not enough focus was put on long-term ELL students (those who have received ELL services for several years) and their specific needs with regards to reaching English Proficient status, were not addressed.

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

-

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

-

Performance Indicator: Postsecondary & Workforce Readiness

Prior Year Target: For 2016, the composite ACT for all students will be 18.5

Performance: The target was met and exceeded. ACT composite score was 19.2

Postsecondary & Workforce Readiness Reflection

The action plan around post-secondary readiness was fully implemented. All teachers across core areas engaged in ACT practice and focused on messaging for 11th grade students around performing well on the test and preparing for a rigorous college entrance exam. An ACT prep class was also offered to a group of students during second semester, before the April test date and huge growth was seen for these students. Over 90% of all 11th graders took the practice ACT in November, their results were given to them and to the teachers to work on areas that they were weak in.

Performance Indicator: Student Behavior

Student Behavior Reflection

-

Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

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.

Currently, we did not meet in Academic Achievement in ELA and Science, or Academic Growth in ELA and Math. Growth, especially in disaggregated student groups (English Learners, Free/Reduced-Price Lunch Eligible, Minority Students, and Students with Disabilities) must improve. Median Growth in all sub-categories for ELA fell below 33 and below 37 in math. Growth must improve in the next year.

Academic Achievement

Mean Scale Score in 9th grade ELA for all students was 721.8 which did not meet and missed the expected scale score of 739.6 by 17.8.

Mean Scale Score in 9th grade Math for all students was 718.5 was approaching, but missed the expected scale score of 729.8 by 11.3.

Mean Scale Score in 11th grade CMAS for all students was 554.6 which did not meet and missed the expected scale score of 609.2 by 54.6.

The challenge around academic achievement affects all students in 9th and 11th grade and all subgroups (English Learners, Free/Reduced-Price Lunch Eligible, Minority Students, and Students with Disabilities).

Academic Growth

Median Growth percentile for all students in 9th grade ELA was 24.0 - below the district MGP of 47 and the state MGP of 50.

Median Growth percentile for all students in 9th grade Math was 24.0 - below the district MGP of 34 and state MGP of 49.

The challenge around academic achievement affects all students in 9th grade and all subgroups (English Learners, Free/Reduced-Price Lunch Eligible, Minority Students, and Students with Disabilities).

Post-Secondary Readiness

Dropout rate for all students was 3.3% which did not meet the expected rate of 2.0%.

Colorado ACT for all students was 19.2 which did not meet the expected score of 20.0.

Matriculation Rate for all students was 55.3% which did not meet the expected rate of 73.1%.

The challenge around post-secondary readiness affects all students and all subgroups (English Learners, Free/Reduced-Price Lunch Eligible, Minority Students, and Students with Disabilities).

Trend Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations.



9th grade students are on a slight decline in English Language Arts (Reading /Writing) for TCAP/PARCC between 2014 and 2016. (2014 = 39% P/A Writing, 58% P/A Reading, 2015 = 25% Met/Exceeded ELA, 2016 = 22% Met/Exceeded ELA) This is a notable trend because it is well below the state expectation.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



9th grade students are on a slight decline 9th grade math for TCAP/PARCC between 2014 and 2016. (2014 = 29% P/A, 2015 = 11% Met/Exceeded 2016 = 14% Met/Exceeded) This is a notable trend because it is well below the state expectation.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



9th grade students are on a decline for 9th grade English Language Arts (Reading /Writing) for TCAP/PARCC between 2013 and 2016. (2013 = 46 reading, 42 writing, 2014= 47 reading, 44 writing, 2015 = no growth 2016=24)

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***



Composite ACT scores have been increasing from 2013 to 2016. (2013 = 17.7, 2014 = 18.3, 2015 = 18.3, 2016 = 19.2)

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Postsecondary & Workforce Readiness***



9th grade students are on a decline for 9th grade Math for TCAP/PARCC between 2013 and 2016. (2013 = 53, 2014= 43, 2015=no growth, 2016 = 24). This is a notable trend because it is well below the state expectation.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***



9th grade sub-groups are on a slight decline in English Language Arts (Reading /Writing) for TCAP/PARCC between 2014 and 2016
2014 = ELL 41% P/A Reading, 24% P/A Writing 2015 = ELL 12% Met/Exceeded 2016 = ELL N/A Met/Exceed 2014 = Free/Reduced 42% P/A Reading, 21% P/A Writing 2015 = Free/Reduced 9% Met/Exceeded 2016 = Free/Reduced 14% Met/Exceeded 2014 = Minority 43% P/A Reading, 22% P/A Writing 2015 = Minority 17% Met/Exceeded 2016 = Minority 11% Met/Exceeded 2014 = IEP 15% P/A Reading, 6% P/A Writing 2015 = IEP 15% Met/Exceeded 2016 = IEP NA Met/Exceeded This is a notable trend because it is well below the state expectations and impacts all sub-groups.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Disaggregated Achievement***



9th grade sub-groups are on a slight decline in 9th grade Math TCAP/PARCC between 2014 and 2016 2014 = ELL 11% P/A 2015 = ELL 11% Met/Exceeded 2016 = ELL 2% Met/Exceed 2014 = Free/Reduced 11% P/A 2015 = Free/Reduced 2% Met/Exceeded 2016 = Free/Reduced 4% Met/Exceeded 2014 = Minority 12% P/A 2015 = Minority 2% Met/Exceeded 2016 = Minority 6% Met/Exceeded 2014 = IEP 6% P/A 2015 = IEP 3% Met/Exceeded 2016 = IEP NA Met/Exceeded This is a notable trend because it is well below the state expectation.

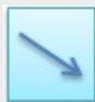
*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Disaggregated Achievement***



9th grade sub-groups are on a slight decline in English Language Arts Growth (Reading /Writing) for TCAP/PARCC between 2014 and 2016 2014 = ELL 47 MGP Reading, 42 MGP P/A Writing 2015 = ELL NA 2016 = ELL 22 MGP 2014 = Free/Reduced 45 MGP Reading, 42 MGP Writing 2015 = Free/Reduced NA 2016 = Free/Reduced 23 MGP 2014 = Minority 43 MGP Reading, 43 MGP Writing 2015 = NA

2016 = Minority 22 MGP 2014 = IEP 46 MGP Reading, 45 MGP Writing 2015 = IEP NA 2016 = IEP NA This is a notable trend because it is well below the state expectations and impacts all sub-groups.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Disaggregated Growth***



9th grade sub-groups are on a slight decline in Math Growth TCAP/PARCC between 2014 and 2016 2014 = ELL 36 MGP 2015 = ELL NA 2016 = ELL 24.5 MGP 2014 = Free/Reduced 37 MGP 2015 = Free/Reduced NA 2016 = Free/Reduced 27.5 MGP 2014 = Minority 38 MGP 2015 = NA 2016 = Minority 25 MGP 2014 = IEP 41 MGP 2015 = IEP NA 2016 = IEP NA This is a notable trend because it is well below the state expectations and impacts all sub-groups.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Disaggregated Growth***

Additional Trend Information:

Overall, trends for disaggregated groups reflect trends for the entire school. If trends in sub-groups are addressed, the overall trends should improve.

Priority Performance Challenges and Root Cause Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations. Priority Performance Challenges and Root Cause Analysis 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: 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 recommended.

Relationship of UIP Elements

Priority Performance Challenges

Root Cause

Academic Achievement in 9th grade ELA



PARCC Types of Tasks
Curriculum Alignment
Complex texts
Assessment stamina

Academic Growth in 9th grade ELA



PARCC Types of Tasks
Curriculum Alignment
Complex texts
Assessment stamina

SAT (Formerly ACT)



Curriculum Alignment
Complex texts
Assessment stamina

Academic Achievement in 9th grade Math



PARCC Types of Tasks
Curriculum Alignment
Function Notation
Quadratics
Vocabulary

Academic Growth in 9th grade Math



PARCC Types of Tasks
Curriculum Alignment
Complex texts
Assessment stamina
Function Notation
Quadratics
Vocabulary

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Overall, our performance on ELA and math did not meet state expectations in achievement and in growth. We must target 9th grade in both areas in order to improve performance in upcoming PSAT and SAT tests. Our challenge also lies in targeting our sub-populations of ELL, Minority, Free/Reduced and IEP students, since improvement in those areas will result in overall improvement. Even though our growth on ACT was the best it had ever been, it still did not meet the state expectation, so our goal around SAT is to reach the state expectation.

Provide a rationale for how these Root Causes were selected and verified:

Staff analyzed data from PARCC, CMAS and PSAT to identify root causes for not meeting standards for Achievement and Growth. Staff was split into departments and each group looked at growth comparison from TCAP to PARCC to analyze why students median growth percentile dropped in ELA and math when assessments changed. The following was used as a guide:

1. Departments (Electives form two smaller groups)
2. All groups look at growth data
3. Get in to Alpine Achievement if you need more info
4. Departments look at Instructional Summary/CMAS Data

Math – look at Alg, Geom, Alg. 2 Instructional Summary

Science – look at CMAS data and reference GLEs and performance level descriptors

All others – look at ELA Instructional Summary

Teachers discussed possible reasons for the decline in data with a focus on what was under their control. They were asked to answer the following guiding questions in their groups:

1. What explains our observations about our data? What might have caused the patterns we see in the data?
2. Identify strategies and action steps that will eliminate or correct the "root cause(s)" of the problem
3. Identify what data to track over time (interim measures) to determine if action steps are having the desired effect

Staff identified the following root causes:

- PARCC Types of Tasks - Students lacked adequate experience with the types of tasks included on PARCC – i.e. reading and analyzing complex texts
- Curriculum Alignment - Inconsistent alignment of curriculum with the new Common Core Standards
- Complex texts - Lack of exposure to complex texts in core and elective areas outside of Language Arts Classrooms
- Assessment stamina - Students lack stamina for taking extended time assessments
- Vocabulary - Lack of use of higher level common core vocabulary used on PARCC tests

After talking with staff, it was determined that the curriculum was not implemented to fidelity (and with high enough rigor) within the ELA 9 classrooms. In addition, students were not given enough opportunities to interact with complex texts in ELA classrooms and in non-ELA classrooms. Staff also indicated that they did not give students enough opportunities to take extended assessments that utilized the format and complexity of the state assessments. Staff also looked at PARCC ELA and Math data and CMAS Science data specifically to look for root causes to identify reasons for low performance. Math teachers identified specific areas that the alignment of curriculum in Algebra 1 did not match the standards. They identified the need to teach quadratics earlier in the year and focus on function notation more throughout the entire year. Science teachers also looked at the different areas of the CMAS science assessment and identified areas that could be addressed in 11th grade Science (primarily Physics) to address topics that students may not have seen since 8th or 9th grade.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Academic Achievement in 9th grade ELA

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	By the end of the 2016-2017 school year the mean scale score for 9th grade PARCC ELA will be 728.
	2017-2018:	By the end of the 2017-2018 school year the mean scale score for 9th grade PARCC ELA will be 734.
Interim Measures for 2016-2017:		iReady assessment for reading is given to all students on literacy plans. Common assessments will be utilized in all ELA 9th grade classrooms.

Priority Performance Challenge : Academic Growth in 9th grade ELA

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Performance Indicator:		Academic Growth
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	By the end of the 2016-2017 school year the median growth percentile for 9th grade PARCC ELA will be 50.
	2017-2018:	By the end of the 2017-2018 school year the median growth percentile for 9th grade PARCC ELA will be 55.
Interim Measures for 2016-2017:		iReady assessment for reading is given to all students on literacy plans. Common assessments will be utilized in all ELA 9th grade classrooms.

Priority Performance Challenge : SAT (Formerly ACT)

Performance Indicator:		Postsecondary & Workforce Readiness
Measures / Metrics:		Mean CO ACT
Annual Performance Targets	2016-2017:	By the end of the 2016-2017 school year the composite for the 11th grade SAT will be 1005.
	2017-2018:	By the end of the 2017-2018 school year the composite for the 11th grade SAT will be 1025.
Interim Measures for 2016-2017:		SAT Practice questions will be given in all 11th grade ELA and Math classes, SAT practice test for all 11th graders will be given in January.

Priority Performance Challenge : Academic Achievement in 9th grade Math

Performance Indicator:		Academic Achievement (Status)

Measures / Metrics:		M
Annual Performance Targets	2016-2017:	By the end of the 2016-2017 school year the mean scale score for 9th grade PARCC Math will be 722.
	2017-2018:	By the end of the 2017-2018 school year the mean scale score for 9th grade PARCC Math will be 726.
Interim Measures for 2016-2017:		iReady Math will be given to all 9th grade math students three times a year

Priority Performance Challenge : Academic Growth in 9th grade Math

Performance Indicator:		Academic Growth
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	By the end of the 2016-2017 school year the median growth percentile for 9th grade PARCC Math will be 50.
	2017-2018:	By the end of the 2017-2018 school year the median growth percentile for 9th grade PARCC Math will be 55.
Interim Measures for 2016-2017:		iReady Math will be given to all 9th grade math students three times a year

Planning Form

Major Improvement Strategy Name:

Improve ELA Achievement and Growth

Major Improvement Strategy Description:

Teachers will implement the ELA standards and curriculum to fidelity. PD time will be used to help all teachers across content areas (cores and electives) to understand how to utilize complex texts for instruction and learn strategies to help students analyze and interact with these texts. This will result in observable practice that demonstrates implementation of the plan.

Associated Root Causes:

PARCC Types of Tasks: Limited experience with the types of tasks included on PARCC – i.e. reading and analyzing complex texts

Complex texts: Minimal exposure to complex texts for students in core and elective areas outside of Language Arts classrooms

Curriculum Alignment: Inconsistent alignment of curriculum with the new Common Core Standards

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Curriculum	All ELA 9 teachers will utilize Collections, the district curriculum for English Language Arts	08/18/2016 05/26/2017	Building	ELA 9 teachers	In Progress	This School Year
Academic Center	9th grade ELA students who are struggling in	09/05/2016 05/26/2017	Building	Academic Center Coordinator, teachers, admin.	In Progress	This School Year

	English 9 will be referred and attend Academic Center on a regular basis					
Practice Problems	All ELA 9 teachers will give PARCC practice problems as warm-ups in classes on a regular basis	10/03/2016 05/26/2017	Building	ELA teachers	In Progress	This School Year
Complex Text	All teachers in all content areas will have students read more complex texts on a regular basis	10/12/2016 05/26/2017	Building	All teachers	In Progress	This School Year
NMSQT Test	Approximately 120 juniors took the NMSQT PSAT test	10/19/2016 10/19/2016	Building	Counselors	Complete	This School Year
English Dept. Meetings	English Dept. will meet to look at PARCC practice items, choose more complex texts and look at curriculum alignment.	11/14/2016 04/28/2017	Building	English Teachers	In Progress	This School Year
Parent Communication	Parents and students will be communicated with about the importance of the test and ways to support students	11/28/2016 04/28/2017	Building	Admin., counselors, teachers	In Progress	This School Year
Practice Exam	All 9th graders	01/25/2017	Building	All teachers	In Progress	This School Year

	will take a full practice PARCC exam	01/25/2017				
Curriculum	All ELA 9 teachers will utilize Collections, the district curriculum for English Language Art	08/14/2017 05/25/2018	Building	ELA 9 teachers	Not Started	Next School Year
Academic Center	9th grade ELA students who are struggling in English 9 will be referred and attend Academic Center on a regular basis	08/14/2017 05/25/2018	Building	Academic Center Coordinator, teachers, admin	Not Started	Next School Year
Practice Problems	All ELA 9 teachers will give PARCC practice problems as warm-ups in classes on a regular basis	08/21/2017 05/25/2018	Building	ELA teachers	In Progress	Next School Year
Complex Text	All teachers in all content areas will have students read and interact with more complex texts on a regular basis	08/21/2017 05/25/2018	Building	All teachers	Not Started	Next School Year
Practice Exam	All 9th graders will take a practice PARCC or PSAT test	09/04/2017 12/22/2017	Building	All teachers	Not Started	Next School Year
Practice Exam	All 9th graders will take a	09/04/2017 12/22/2017	Building	All teachers	Not Started	Next School Year

	practice PARCC or PSAT test					
NMSQT Test	Approximately 140 juniors will take the NMSQT PSAT test	10/02/2017 10/27/2017	Building	Counselors	Not Started	Next School Year
Implementation Benchmark Associated with MIS						
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Curriculum, Practice Problems, Complex Text, Curriculum, Practice Problems, Complex Text,	Administrative Walk-throughs	Admin. will walk through classrooms	08/17/2016 05/26/2017	Admin., teachers		This School Year
Academic Center, Academic Center,	Academic Center Log	Log of student/teacher participation in Academic Center	09/05/2016 05/26/2017	Academic Center coordinator, tutors, teachers		This School Year
NMSQT Test, NMSQT Test,	NMSQT Completion	Completion of test, roster	10/19/2016 10/19/2016	Counselors, School Assessment Coordinator	Met	This School Year
Practice Exam, Practice Exam, Practice Exam,	Practice Exam Schedule	Completion of plan and chedule of Practice Exam, rosters and agendas for all advisory classes giving practice exams	10/24/2016 02/28/2017	School Assessment Coordinator, Admin., teachers		This School Year
Complex Text,	Non-fiction texts	9th grade	10/24/2016	English Teachers		This School Year

Complex Text,		teachers will choose more non-fiction, high interest texts for students to read	04/28/2017		
Curriculum,	Collections Training	English teachers will get additional training on Collections - district approved English Curriculum	11/28/2016	English Teachers, District LA Coordinator	This School Year

Major Improvement Strategy Name:

Improve Math Achievement and Growth

Major Improvement Strategy Description:

Teachers will implement math curriculum to the standards to fidelity. PD time will be used by math teachers to better align curriculum to standards, identify group and individual interventions for students below grade level. This will result in observable practice that demonstrates implementation of the plan.

Associated Root Causes:

PARCC Types of Tasks: Limited experience with the types of tasks included on PARCC – i.e. reading and analyzing complex texts

Function Notation: Limited use of function notation and manipulation of equations using function notation for Algebra 1 students.

Quadratics: Limited use of quadratics earlier in the course and throughout the year, resulting in lack of experience with quadratics for students.

Vocabulary: Inconsistent use higher level common core vocabulary used on PARCC math tests throughout the year.

Action Steps Associated with MIS

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Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Co-teaching	Some algebra 1 sections will be co-taught by two Math teachers, and some algebra and geometry classes will be co-taught by a math and SPED teachers	08/18/2016 05/26/2017	Building	Math teachers, SPED teachers	In Progress	This School Year
Academic Center	9th grade math students who are struggling in Algebra 1 or Geometry will be referred and attend Academic Center on a regular basis	09/05/2016 05/26/2017	Building	Academic Center coordinator, teachers, tutors	In Progress	This School Year
Curriculum Alignment	Algebra 1 teachers will re-align curriculum to address PARCC standards in an improved order	09/07/2016 05/26/2017	Building	Math Teachers	In Progress	This School Year
PARCC Practice Problems	Algebra 1 and Geometry teachers will utilize more practice PARCC problems as warm-ups	10/05/2016 05/26/2017	Building	Math Teachers	In Progress	This School Year
Math Dept. Meetings	Math department will meet regularly	11/07/2016 04/28/2017	Building	Math Teachers	In Progress	This School Year

	to discuss interim data and identify interventions					
Parent Communication	Parents and students will be communicated with about the importance of the test and ways to support students	11/28/2016 04/28/2017	Building	Admin, counselors and teachers	In Progress	This School Year
Math intervention	IXL intervention pilot in Algebra 1 classes	11/28/2016 04/28/2017	Buliding	Math teachers	In Progress	This School Year
Practice Exam Day	All 9th graders will take a full practice PARCC exam	01/25/2017 01/25/2017	Buliding	All teachers	In Progress	This School Year
Curriculum	Algebra 1 teachers will implement the new Algebra 1 district curriculum	08/14/2017 05/25/2018	Building	Math teachers	Not Started	Next School Year
PARCC Practice Problems	Algebra 1 and Geometry teachers will utilize more practice PARCC problems as warm-ups	08/14/2017 05/25/2018	Building	Math Teachers	Not Started	Next School Year
Co-teaching	Some Algebra 1 sections will be co-taught by two math teachers	08/21/2017 05/25/2018	Building	Math Teachers	Not Started	Next School Year
Math Dept. Meetings	Math department will meet regularly to discuss interim	08/28/2017 05/25/2018	Building	Math Teachers	Not Started	Next School Year

	data and identify interventions for individual students					
Academic Center	9th grade math students who are struggling in Algebra 1 or Geometry will be referred and attend Academic Center on a regular basis	09/05/2017 05/25/2018	Building	Academic Center coordinator, teachers, tutors	Not Started	Next School Year
Math Intervention	Specific math interventions will be identified and utilized in Algebra 1 classes for students individual skill needs	09/05/2017 05/25/2018	Building	Math teachers	Not Started	Next School Year
Practice Exam Day	All 9th graders will take a PARCC or PSAT practice exam	09/11/2017 12/22/2017	Building	All teachers	Not Started	Next School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
PARCC Practice Problems, Co-teaching, Curriculum, PARCC Practice Problems,	Administrative Walk-throughs	Admin. will walk through classrooms to monitor curriculum	08/17/2016 05/26/2017	Admin., teachers		This School Year

Academic Center, Academic Center,	Academic Center Log	Log of student/teacher participation in Academic Center	09/05/2016 05/26/2017	Academic Center coordinator, tutors, teachers	This School Year
Practice Exam Day, Practice Exam Day,	Practice Exam	Completion of plan and schedule of Practice Exam, rosters and agendas for all advisory classes giving practice exams	10/24/2016 02/27/2017	School Assessment Coordinator, Admin. teachers	This School Year
Curriculum Alignment,	Alignment documents	Documents from Algebra 1 meetings to work on curriculum alignments	11/01/2016 04/21/2017	Math Teachers, Admin.	This School Year
Math Dept. Meetings, Math Dept. Meetings,	iReady Data	iReady Data will be used to monitor progress and implementation of curriculum	11/14/2016 04/28/2017	Math Teachers	This School Year
Math intervention,	IXL program	Student will be grouped based on iReady levels and put in to intervention groups for 20 minutes twice a week. Small groups also be pulled to work on specific skills	11/28/2016 04/28/2017	Math Teachers	Next School Year

Major Improvement Strategy Name:

Improve Achievement on Post-Secondary Readiness Exam.

Major Improvement Strategy Description:

Teachers will utilize lessons aligned with Colorado State Standards and SAT Benchmarks. PD time will be utilized to look at alignment of standards from PARCC to PSAT to SAT and focus on common themes such as evidence-based reading and writing, and problem-solving and data analysis. This will result in observable practice that demonstrates implementation of the plan.

Associated Root Causes:

Complex texts: Minimal exposure to complex texts for students in core and elective areas outside of Language Arts classrooms

Assessment stamina: Minimal use of extended time assessments resulting in lack of stamina for extended tasks.

Curriculum Alignment: Inconsistent alignment of curriculum with the new Common Core Standards

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
PLC/PD	All teachers will receive professional development about the alignment of PARCC/PSAT/SAT	10/05/2016 05/26/2017	Building	ITC, Instructional Librarian, teachers	In Progress	This School Year
Registration Info	Registration information presented to all students with a specific focus on post-secondary readiness, SAT performance and rigorous class choices	11/02/2016 01/31/2017	Building	Counselors, Teachers	In Progress	This School Year

SAT Format and tasks	All teachers will become more familiar with the SAT assessment and find ways to incorporate practice items and SAT type tasks into their daily lessons	11/07/2016 04/28/2017	Building	Teachers, School Assessment Coordinator	In Progress	This School Year
Parent Communication	Parents and students will be communicated with about the importance of the test and ways to support students	11/28/2016 04/28/2017	Building	Admin, Counselors and teachers	In Progress	This School Year
SAT Practice Test	SAT practice test given to all 11th graders	01/25/2017 01/25/2017	Building	Counselors, Teachers	In Progress	This School Year
SAT Practice Test Results	SAT practice test results will be analyzed and given out to all 11th graders and results given to teachers	01/30/2017 02/28/2017	Building	Counselors, Teachers, District Assessment Team	In Progress	This School Year
Parent Engagement	Meeting for all parents to introduce AP Capstone and information about rigorous course choices	02/01/2017 03/24/2017	Building	Admin., Counselors	In Progress	This School Year
SAT Format and tasks	All teachers will become more familiar with the SAT assessment	08/28/2017 04/27/2018	Building	Teachers, School Assessment Coordinator	Not Started	Next School Year

	and incorporate practice items and SAT type tasks into lessons on a regular basis					
PLC/PD	All teachers will continue to receive professional development about the alignment of and implementation of PARCC/PSAT/SAT	09/06/2017 05/18/2018	Building	ITC, Instructional Librarian, teachers, Admin.	Not Started	Next School Year
SAT Practice Test	SAT practice test given to all 11th graders	10/02/2017 01/26/2018	Building	Counselors, Teachers	Not Started	Next School Year
Registration Info	Registration information presented to all students with a specific focus on post-secondary readiness, SAT performance and rigorous course choices	11/06/2017 02/23/2018	Building	Counselors, Teachers	Not Started	Next School Year
Accountability Committee	SAT/PSAT performance discussed with parents at regular Accountability committee meetings	11/06/2017 04/27/2018	Building	Admin, Accountability Committee members	In Progress	This School Year
SAT Practice Test Results	SAT practice test results will be analyzed and given out to all 11th graders and	12/04/2017 02/23/2018	Building	Counselors, Teachers, District Assessment Team	Not Started	Next School Year

results given to
teachers

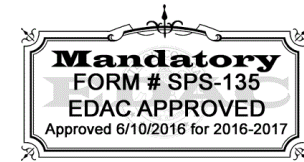
Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
PLC/PD, PLC/PD,	PLC/PD	Agendas and plans for all PLC and PD	09/07/2016 05/03/2017	Admin., ITC, Teacher Librarian		This School Year
SAT Format and tasks, PLC/PD, SAT Format and tasks,	11th grade unit plans	Teachers will implement unit plans that reflect SAT type tasks and content	10/03/2016 04/28/2017	Teachers		This School Year
SAT Format and tasks,	Administrative Walk-throughs	Administrators will walkthrough classrooms to observe implementation of SAT practice, tasks and information	10/03/2016 04/28/2017	Teachers, Administration		This School Year
SAT Practice Test, SAT Practice Test,	SAT Practice	Completion of plan and schedule of practice exam, roster and agendas for all 11th grade advisory classes giving practice exams	10/24/2016 02/27/2017	School Assessment Coordinator, Admin., teachers		This School Year
SAT Practice Test Results, SAT Practice	SAT Practice results	Analyzed results from Assessment Office	01/30/2017 02/27/2017	Teachers		This School Year

Test Results,
Parent
Engagement,
Accountability
Committee,

Addenda

Attachments List



**ST. VRAIN GLOBAL ONLINE ACADEMY
UIP 2016-17**

District: **ST VRAIN VALLEY RE 1J** | Org ID: **0470** | School ID: **7839** |
Framework: **Priority Improvement Plan** | **Draft UIP**

Colorado's Unified Improvement Plan for School (2016-2017)

Table of Contents

Executive Summary
Improvement Plan Information
Narrative on Data Analysis and Root Cause Identification
Action Plans
Addenda

Executive Summary

How are students performing? Where will the school focus attention?

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

Name: Dropout Rate

Description: Increasing by 2% over the past three years, the dropout rate for the past two years has remained constant at 12.9%; however, the current rate is substantially above the state expectation of 2.0%.

Name: Graduation Rate

Description: For the past three years, the graduation rate has showed an increase of 23%, but at 40%, is still substantially below the state expectation of 85%.

Name: Colorado ACT/SAT

Description: The ACT score has shown an increase of .5 points over the past three years and with a 19.3 is continuing to approach the state average of 20.0.

Name: Student Engagement

Description: For the past three years, our course completion rate has increased by 9%; however, students are still not on track for meeting SVVSD's graduation requirements.

Why is the education system continuing to have these challenges?

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

Name: Individualization

Description: Lack of sufficient individualization based on the at-risk needs of students.

Name: Intervention

Description: Lack of effective intervention strategies to provide needed support.

Name: Course Completion

Description: Attendance not tied to completing courses in a timely fashion.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Course Completion/Dropout/Graduation

Description: We will implement an attendance program based on course completion that clearly articulates the need for completing assignments/assessments on a daily basis resulting in a focused school-wide effort to increase the number of classes successfully completed by students. An increased graduation rate and a decreased dropout rate will result with increased student course completion.

Name: SAT/Science

Description: We will provide individual student support in Algebra and Geometry while implementing a scope and sequence of instruction for SAT and CMAS Science preparedness. The result will be an increased mean SAT score and CMAS Science score.

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

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 school improvement efforts? When was the grant awarded?

No

School Support Team or Expedited Review

Has (or will) the school participated in an SST or Expedited Review? If so, when?

No

External Evaluator

Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

No

Improvement Plan Information

The school/district 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)

☐ School Improvement Support Grant

☐ Other

School Contact Information

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

St. Vrain Online Global Academy (SVOGA) is St. Vrain Valley School's virtual high school (grades 9-12). The school is designed as an educational opportunity for a diverse population of students who need or prefer the flexibility and convenience of online education. A majority of the students are looking for an opportunity to find success when they have not been able to do so in a traditional brick and mortar school setting. SVOGA provides a unique online experience that requires students to be onsite daily until they complete an orientation period that includes the student successfully completing a mutually agreed upon total weekly progress on a continual basis and/or successfully completing their first online course. Once students complete the orientation period, the expectation for students is to be onsite a minimum of 1 day per week provided students continue to make their mutually agreed upon weekly progress.

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

The onsite facility is available daily (Monday-Friday) for all students from 7:30 a.m. - 4:00 p.m. and approximately 65% of the student body come in to the onsite facility on a daily basis citing fewer distractions and the support/mentoring available as the main reasons. Once students complete their orientation period, they are not required to come in on a daily basis but are required to be onsite one day per week. This weekly interaction is utilized to provide additional assistance with course work, structured intervention, and to facilitate FLVS Global School teacher interaction. Additionally, students needing to take Algebra I and/or Geometry participate in a blended 60-minute class twice a week with SVOGA's onsite certificated mathematics engagement specialist. All juniors are required to participate in a weekly SAT Prep Class that meets

for 1.5 hours onsite from November - April.

UIP Development Process

In early August, the SVOGA staff (principal, counselor, and math engagement specialist) begin the process by reviewing our prior year's data and comparing the data with the previous year's data and looking at both the positive and negative trends with regard to student engagement around course completion and attendance. After the initial meeting, the team meets monthly and considers three years of data related to academic performance trends, post-secondary/workforce readiness trends, including graduation and dropout rates as the numbers became available.

Results of the data review including historical information around academic achievement, academic growth, attendance, truancy, course completion, and workforce readiness are shared with stakeholders at our annual Back-to-School evening in September. In October, all parents were provided with the data review information and given the opportunity to provide suggestions for improvement through their individual parent/student/staff conferences. As an integral part of each of our monthly Fireside Chat meetings held in November, December, January, and February, stakeholders are able to review the data, once again, and are given the opportunity to help determine positive/negative trends, priority improvement challenges, and provide suggestions for improvement. The principal meets throughout October and November with representatives from the District Assessment and Curriculum team for additional support and guidance in the development of the UIP. The Assistant Superintendent for Area 1 also works closely with the Principal to address and provide suggestions for improvement.

It is important to note that because our underclass (freshman and sophomore) student population is very small, data trends are difficult to identify, and our small numbers limit disaggregation information. However, an in-depth review of several data points included PARCC, PSAT, and ACT results. Additionally, as an on-line high school, another key area for in-depth review included course completion rate data and individual student credit achievement.

Demographic Data

SVOGA currently has a student population of 112 full time students comprised of 9 freshmen, 12 sophomores, 36 juniors, and 55 seniors. Approximately seventy-eight percent of students enrolling with St. Vrain Online Global Academy have below grade level credits due to truancy issues, health issues, family issues and/or failing grade level equivalent classes. Seventy-three percent of SVOGA seniors lack the appropriate credits for their grade level, while forty-six percent of our underclassmen (freshmen, sophomores, and juniors) students are lacking the appropriate credits for their grade level. Thirty-six percent of the seniors are in their 5th or 6th year of high school. Additionally, there are 31 part-time students taking one Advanced Placement course or a course that is not offered at their school of residence. Fifty-three percent of our student population is female; forty-seven percent is male. Caucasian students make up 76.8% of the student body, 19.6% are Hispanic; 1.8% are Asian, and 1.8% are considered of multiple races. Twelve of the students (10.7%) are either on an attendance contract with the District or currently in truancy court.

		2014-2015	2015-2016	2016-2017
Ethnicity	American Indian	.66%	.68%	NA
	Asian	.66%	3.42%	1.80%
	Black	1.32%	.68%	NA
	Hispanic	22.51%	23.28	19.60%
	Caucasian	72.18%	69.20%	76.80%

	<i>Multiple Races</i>	2.64%	2.05%	1.80%
Student Services	<i>IEPs</i>	5.90%	2.70%	6.30%
	<i>504s</i>	7.30%	8.20%	15.2%
	<i>ALPs</i>	5.30%	6.20%	8.90%
Qualify for Free/Reduced Lunch		24.60%	26.70%	25.90%
Grade Level Distribution	<i>Freshmen (Grade 9)</i>	14.60%	4.70%	8.00%
	<i>Sophomores (Grade 10)</i>	15.90%	23.90%	10.70%
	<i>Juniors</i>	32.50%	36.30%	32.10%
	<i>Seniors</i>	36.30%	34.90%	49.10%
Gender	<i>Female</i>	55.00%	60.00%	53.00%
	<i>Male</i>	45.00%	40.00%	47.00%

It is also important to note that 6.80% of the student body is on an Individual Health Plan (IHP) and 2.70% are on an Individual Literacy Plan. Additionally, 16.1% of the student body has been enrolled in three or more high schools throughout their high school tenure.

At the end of the 2015-16 school year, SVOGA's population was 177 students. Twenty-two of those students graduated with forty-one of the students being partially enrolled. Of the remaining 114 students, 49.1% of them remain enrolled at SVOGA while 50.1% have returned to the brick and mortar environment, dropped out of school or are working on a GED.

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

Performance Indicator: Academic Achievement (Status)

Prior Year Target: *By the end of 2015-16, Algebra PARCC will show 25% proficient or advanced; Geometry PARCC will show 12% proficient or advanced.*

Performance:

Academic Achievement (Status) Reflection

The results cannot be reflected upon because of the number of students; three students took the Algebra PARCC exam and two students took the Geometry PARCC exam.

Performance Indicator: Academic Growth

Academic Growth Reflection

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

-

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

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Performance Indicator: Postsecondary & Workforce Readiness

Prior Year Target: By the end of 2015-16, the graduation (completion) rate will be 38%.

Performance: The graduation (completion) rate was met. The graduation (completion) rate was 40%, and the target was 38%.

Prior Year Target: By the end of 2015-16, the dropout rate will be 11.3%.

Performance: The dropout rate was not met. The dropout rate was 12.9%, and the target was 11.3%.

Postsecondary & Workforce Readiness Reflection

Two goals were set for the 2015-16 school year in Postsecondary and Workforce Readiness.

1. The graduation (completion) rate did, in fact, increase from 29% in 2014-15 to 40% in 2015-16. The rate also met and exceeded our target of 38%. However, even with an increase of 11 percentage points, the graduation (completion) rate falls short of meeting the state of Colorado's rate that shows 77.3%. In reflection, the increase is due, in part, to providing available graduation options to our potential students as they move through our enrollment process and reviewing those options with students who discover that the online environment is not what they expected.

Graduation (Completion) Rate

Year	Rate
2012-13	13.6%
2013-14	33.3%
2014-15	29%
2015-16	40%

2. The dropout rate held steady with our previous year rate of 12.9% but fell short of meeting our goal of 11.3%. This rate is significantly above the state of Colorado's rate that shows 2.5%. In reflection, students are not being engaged in the virtual environment and are, therefore, not finding success.

Dropout Rate

Year	Rate

2012-13	11.8%
2013-14	10.9%
2014-15	12.9%
2015-16	12.9%

3. In reflection, several factors are indicative of our current graduation and dropout rates:

Highly transient population: 19% of the student body has been enrolled in 3 or more high schools.

Truancy: 8% of the student body is on an attendance plan or has an active truancy case.

Deficiency in credits: 69.5% of the students who are considered seniors (by definition) are overage and under credits.

Graduation: 41% of the enrolled seniors are in their 5th, 6th, or 7th year of high school.

Health/Environmental: 47.5% of our seniors meet the definition of a high-risk student as defined by the Colorado State Board of Education. Additionally, 10.2% of our seniors face serious health issues.

While many of our action plan steps were implemented and have proven to be successful, there are still areas that need to be refined and will be addressed in our 2016-17 Action Plan. We were able to hold individual parent and student meetings prior to having students enroll. However, while we did limit students to taking no more than 2 classes at a time, students still struggled with completing classes in a 3 to 4 week time frame. Course contract completion was not always accomplished, and the school will be working to fully implement the contracts for students needing to show a higher rate of completion. The virtual environment is relatively new, and we continue to learn and implement changes that will improve student success.

Performance Indicator: Student Behavior

Student Behavior Reflection

-

Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

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.

St. Vrain Online Global Academy is a small school with a population that varies throughout the year somewhere between 100 - 200 students. Freshmen students and school subgroups are less than 16, so data is not reportable.

Academic Achievement

The Mean Scale Score in 11th grade CMAS Science for all students was 583.3 which approached but missed the expected scale score of 609.2 by 25.9.

*The **CHALLENGE** around academic achievement affects students in the 11th grade which comprises 36.3% of the school's student body.*

Postsecondary and Workforce Readiness

The Dropout Rate for all students was 12.9% and did not meet the expected rate of 2.0%.

The Colorado ACT for all 11th grade students was 19.3 and approached the expected score of 20.0.

The Matriculation Rate for all students was 32.3% and did not meet the expected rate of 73.1%.

The Graduation Rate for all seniors was 40% (best 7-year rate) and did not meet the expected rate of 85.0%.

The Challenge around Postsecondary and Workforce Readiness affects all students, and in terms of graduation, affects the Free/Reduced-Price Lunch Eligible and Minority Student subgroups.

Course Completion

The school's 78% course completion rate is based on the number of classes that were purchased and completed throughout the school year.

The Greatest Challenge for the school is to increase the number of courses (credits) that students order and complete in a year to better enable them to continue to show academic achievement in all areas as well as being able to stay on track for graduation.

Trend Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations.



The dropout rate shows an increase between 2013-14 and 2015-16 (2013-14 = 10.9%; 2014-15 = 12.9%; 2015-16 = 12.9%) but has remained constant for the past two years. This is a negative notable trend because it is well above the state expectation of 2.0%.

*Trend Direction: **Increasing then stable** - Notable Trend: **Yes** - Performance Indicator Target: **Postsecondary & Workforce Readiness***



The graduation rate shows an increase between 2013-14 and 2015-16 (2013-14 = 17%; 2014-15 = 29%; 2015-16 = 40%). This is a notable trend because the rate continues to increase. However, it is important to note that the rate is still well below the state expectation of 85%.

Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Postsecondary & Workforce Readiness**



The course completion rate shows an increase between 2013 and 2015 (2013 = 69.9%; 2014 = 77.4%; 2015 = 78.9%). This is a notable trend because the rate continues to increase.

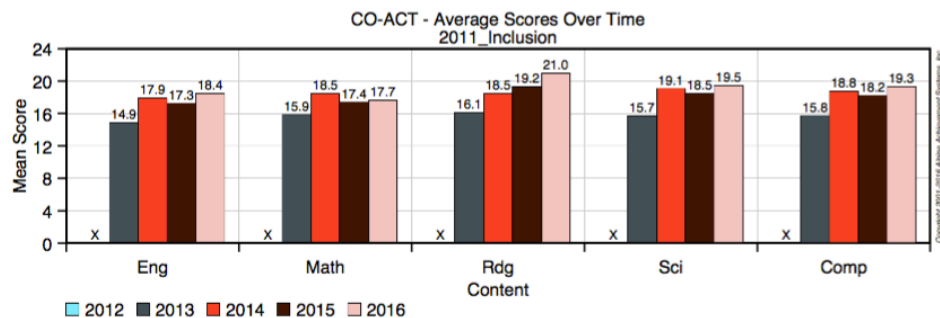
Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Student Engagement**



The Colorado ACT composite score increased between 2013-14 and 2015-16 (2013-14 = 18.8; 2014-15 = 18.2; 2015-16 = 19.3). This is a notable trend because our rate, although slightly declining in the previous year, showed an overall increase of 1.2 points and approached the state average of 20.0.

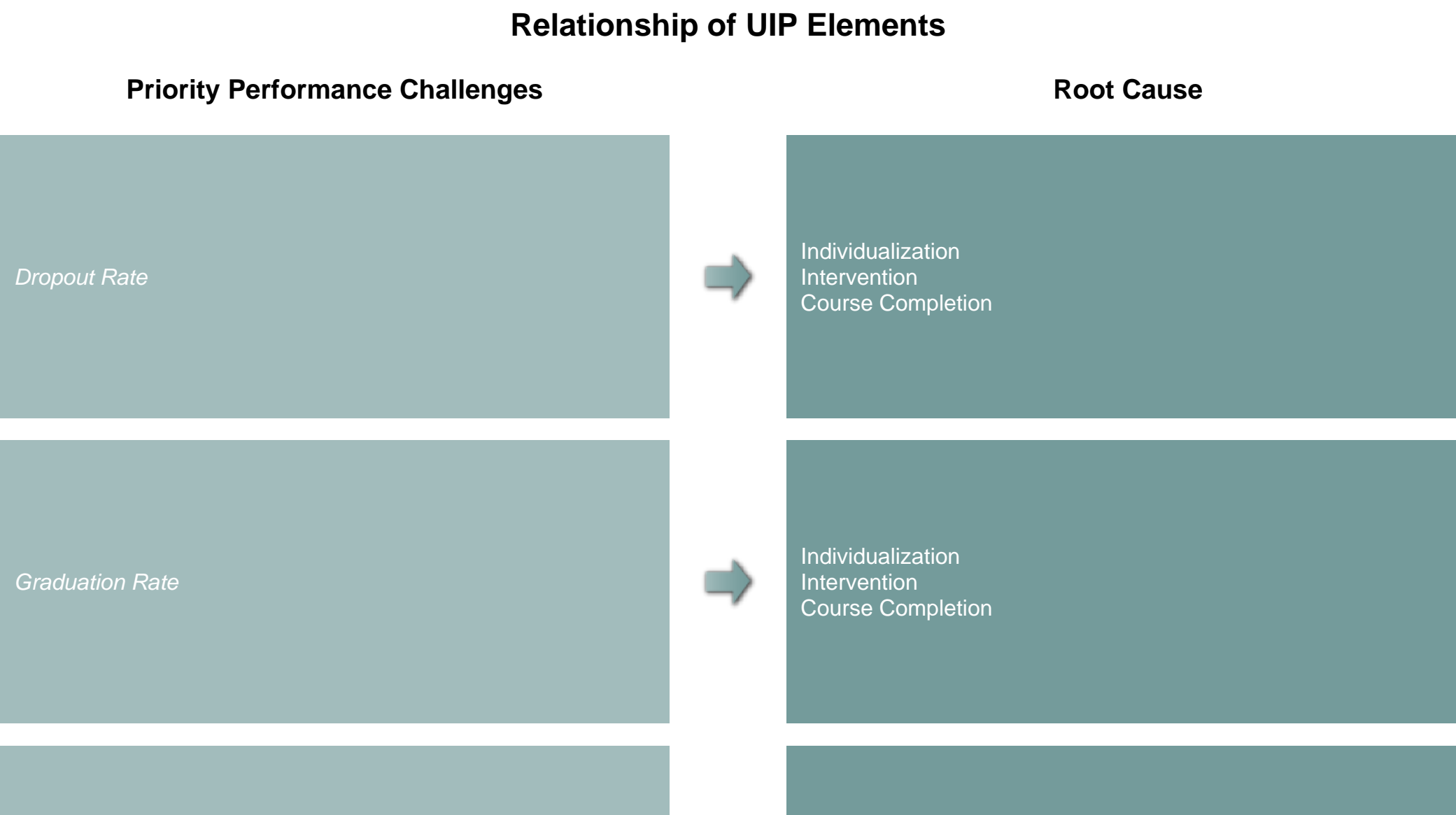
Trend Direction: **Decreasing then increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Postsecondary & Workforce Readiness**

Additional Trend Information:



Priority Performance Challenges and Root Cause Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations. Priority Performance Challenges and Root Cause Analysis 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: 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 recommended.



Colorado ACT/SAT



Individualization
Intervention
Course Completion

Student Engagement



Individualization
Intervention
Course Completion



Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

The Performance Challenges identified have been selected because of the impact it has for all students in the virtual environment, While there are many reasons for students to select the virtual learning environment as a viable option, many students find it difficult to be successful and stay on track for graduation.

Student Engagement: Student engagement in course work is the major player in providing students with the skills and tools they need to score well on standardized tests, while increasing their success in terms of course completion and meeting graduation requirements which will, in turn, decrease the dropout rate. However, while the course completion rate continues to increase, students are not completing enough classes each semester to stay on track to meet graduation timeline goals.

Dropout Rate: The dropout rate, while constant, continues to be an area that presents challenges for the school with the current rate well over the 2% state expectation. A lower dropout rate would provide students the opportunity to continue to work on their classes and meet graduation requirements.

Graduation Rate: As our graduation rate continues to climb, there are still many students who have not met the necessary requirements for graduation. Further, many of our graduates are in their 5th, 6th, or 7th year, and our challenge is to ensure that these students graduate before choosing to dropout of school or reach the maximum service age of 21.

SAT: With the state of Colorado moving away from the ACT to the SAT, the challenge becomes better preparing our students to be successful on the test and to reach both the school district and the state expectations.

Provide a rationale for how these Root Causes were selected and verified:

The virtual online environment provides a student body each with their own unique needs and behaviors. The responsibility of the online staff is to be able to assess their individual learning styles and provide them with the necessary skills and interventions to be successful. Approximately seventy-eight percent of students enrolling with St. Vrain Online Global Academy have below grade level credits due to truancy, health, or family issues, and failing grade level equivalent classes in previous educational environments. PARCC, PSAT, CMAS, and ACT scores reflect their lack of academic performance preparedness based on the at-risk needs of our students. A student's regular attendance in our structured Algebra and Geometry classes as well as in the structured ACT Prep class have shown to be a successful intervention. At-risk behaviors requiring support include mobility, course failure, attendance, low self-esteem, lack of independence, lack of self-advocacy skills, health concerns, and economic hardships.

The course completion, graduation, and dropout rates are a direct result of a student's ability to read, write, and perform mathematical computations. These are skills that many of our students currently lack due to at-risk behaviors. A student's regular attendance at St. Vrain Online Global Academy or daily completion of a required number of assignments/assessments correlates to successfully completing courses. While students complete classes, students are not completing enough classes to "catch up" and/or be on track for graduation. Instruction is lacking for students in how to manage their time effectively, manage course pace, and being able to self-advocate. Areas that cannot be measured include a student's self-motivation and ability to work independently, however, these are skills necessary to be successful in an online environment and in life. Providing opportunities for students to have one-one-one support from caring adults has proven to be a successful intervention. Students who successfully complete an assignment/assessment, in turn, become self motivated to complete more. As a student continues to successfully complete assignments, the student moves to completing a class.

Trend data from the last three years of operation were shared and input received in our monthly staff meetings and with our stakeholders at our back-to-school evening. Information was also

shared with our stakeholders individually at our parent/teacher conferences (82% attendance rate) and at all meetings that involved setting up attendance and course completion contracts for students who were falling behind in their course progress. Additional opportunities to involve our stakeholders in the decision-making process were available in our monthly "Fireside Chat" meetings. The data driven discussions around our results with the staff and stakeholders allowed us to identify our priority improvement challenges that included on-time course completion and the impact it has on graduation and dropout rates, as well as on PARCC, PSAT, CMAS, and ACT/SAT scores. In our discussions, it became apparent that there were three root causes that affected and had an impact on all of our priority improvement goals: individualization, intervention, and course completion.

Individualization: While the online environment allows students to work independently at their own pace, many students need additional one-on-one support to complete the myriad of assignments and assessments that are required in their individual courses. Providing time outside of the "normal" school day for students to access teachers and course work have also proven to be successful. Additional support is needed to provide students with the skills necessary to be able to manage their time to successfully complete course work in an appropriate time frame while also learning how to self-advocate for themselves.

Intervention: Implementing structured Algebra and Geometry classes as well as an ACT Prep class have proven to be successful interventions in both completing classes as well as increasing test scores. Further interventions are needed to support students in the at-risk behaviors that have prevented them from being successful in their past academic endeavors.

Course Completion: Successful completion of course work directly impacts a student's self-confidence, self-worth, and their ability to move forward in their academic achievements. Small successes here provide the impetus for students to stay in school and graduate. Staff needs to be able to instruct students and parents/guardians on the impact that course completion has upon successful academic achievement and the negative impact of not completing a high school education.

Once these root causes were identified, our staff and stakeholder questions included:

- What are we currently doing and what can we implement to increase mathematics and science academic achievement?
- How can we change our current model to increase course completion for students?
- How can attendance be accurately calculated in an online environment and what impact should attendance have?
- How can we better work with students to provide the individualization needed to support them in their learning?
- How can we change our current course completion policy to keep students on track or "caught up" for graduation?
- What can we put in place for students to help them with time management and self-advocacy skills?
- How can we better support our students to help them be successful in completing courses in a timely fashion?
- What can we do to better inform parents/guardians and students about course completion and the impact it has on graduation requirements?
- What can we do differently to encourage attendance in our "structured" Algebra, Geometry and SAT classes?
- How can we better support parents/guardians/mentors in providing them with the tools to help their students be successful?
- What can we put in place to help students better understand post-secondary options?
- How can we better educate prospective parents and students about the rigors and demands of an online education?
- In an ever-evolving digital world, what can we do to educate students about being a good digital citizen and the impact that has on successful completion of course work and the post-secondary work place?

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Dropout Rate

Performance Indicator:		Postsecondary & Workforce Readiness
Measures / Metrics:		Dropout Rate
Annual Performance Targets	2016-2017:	By the end of 2016-17, the dropout rate will be 10.9.
	2017-2018:	By the end of 2017-18, the dropout rate will be 8.9.
Interim Measures for 2016-2017:		Continuous weekly monitoring of student progress, course completion, and credit expectations. Weekly student progress expectations determined by student and SVOGA staff by reviewing student's remaining credits needed for graduation, along with each student's individual circumstances. Assignment/assessment progress determined on a daily basis by student and signed off by an SVOGA staff member.

Priority Performance Challenge : Graduation Rate

Performance Indicator:		Postsecondary & Workforce Readiness
Measures / Metrics:		Graduation Rate
Annual Performance Targets	2016-2017:	By the end of 2016-17, the graduation rate will be 50%.
	2017-2018:	By the end of 2017-18, the graduation rate will be 60%.
Interim Measures for 2016-2017:		Continuous weekly monitoring of student progress, course completion, and credit expectations. Weekly student progress expectations determined by student and SVOGA staff by reviewing student's remaining credits needed for graduation, along with each student's individual circumstances. Assignment/assessment progress (pacing) determined on a daily basis by student and signed off by an SVOGA staff member.

Priority Performance Challenge : Colorado ACT/SAT

Performance Indicator:		Postsecondary & Workforce Readiness
Measures / Metrics:		Mean CO ACT
Annual Performance Targets	2016-2017:	By the end of 2016-17, the mean composite SAT will be 1010.
	2017-2018:	By the end of 2017-18, the mean composite SAT will be 1030.
Interim Measures for 2016-2017:		SAT pre-test given to provide baseline data. Weekly timed individual passage practice SAT Reading and Writing and Language tests. Weekly timed 10-question practice SAT Math tests. Weekly Khan Academy SAT assignments to measure growth. Continuous weekly monitoring of student progress, course completion, and credit expectations.

Priority Performance Challenge : Student Engagement

Performance Indicator:		Student Engagement
Measures / Metrics:		Completion Rate
Annual Performance Targets	2016-2017:	By the end of 2016-17, the course completion rate will be 82% with 25% of the student body completing a minimum number of 4 classes each semester.
	2017-2018:	By the end of 2017-18, the course completion rate will be 84% with 35% of the student body completing a minimum number of 4 classes each semester.
Interim Measures for 2016-2017:		Continuous weekly monitoring of student progress, course completion, and credit expectations. Weekly student progress expectations determined by student and SVOGA staff by reviewing student's remaining credits needed for graduation, along with each student's individual circumstances. Assignment/assessment progress (pacing) determined on a daily basis by student and signed off by an SVOGA staff member. Weekly attendance tied directly to the weekly progress percentage that students make in their courses.

Planning Form

Major Improvement Strategy Name:

Course Completion/Dropout/Graduation

Major Improvement Strategy Description:

We will implement an attendance program based on course completion that clearly articulates the need for completing assignments/assessments on a daily basis resulting in a focused school-wide effort to increase the number of classes successfully completed by students. An increased graduation rate and a decreased dropout rate will result with increased student course completion.

Associated Root Causes:

Individualization: Lack of sufficient individualization based on the at-risk needs of students.

Intervention: Lack of effective intervention strategies to provide needed support.

Course Completion: Attendance not tied to completing courses in a timely fashion.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Classes	Students will take no more than 2 classes at a time with an individual class being completed within a maximum of a 3-4 week period.	08/16/2016 05/31/2018	\$400/course/student; Local Funds	Principal, Counselor, Math Engagement Specialist	In Progress	This School Year
Attendance	Students' weekly	08/16/2016	NA	Principal,	In Progress	This School Year

	attendance will be based upon the weekly percentage of progress made in classes.	05/24/2017		Counselor, Secretary		
Weekly Progress Reports	Progress reports will be emailed home for any student not making minimum adequate progress weekly or per parent request.	08/16/2016 05/31/2018	NA	Principal	In Progress	This School Year
Individual Parent Meetings	Individual parent meetings will be held for any student who does not make minimum adequate progress for a period of 4 weeks in a row.	08/16/2016 05/31/2018	NA	Principal, Counselor, and Secretary	In Progress	This School Year
Course Completion Contract	Course completion contract requiring students to complete a minimum of 4 classes per semester will be reviewed and signed upon student enrollment.	08/16/2016 05/31/2018	NA	Principal and Counselor	In Progress	This School Year
Weekly Progress Checks	Weekly course progress checks	08/16/2016 05/31/2018	Google Docs and FLVS Reports	Principal and Secretary	In Progress	This School Year

	completed on each student to verify total minimum progress completed.					
Enrollment Meetings	Required meeting held individually with each student prior to enrolling. A parent/guardian also required to be in attendance.	08/16/2016 05/31/2018	NA	Principal, Counselor, and Secretary	In Progress	This School Year
Parent/Teacher Conferences	Parent/teacher conferences held once a semester to update parents/guardians on each student's attendance and progress.	08/16/2016 05/31/2018	NA	Principal, Counselor, Secretary	In Progress	This School Year
Course Ordering	Meeting held with each student each time a new class is ordered to provide guidance in course selection to meet graduation requirements.	08/16/2016 05/31/2018	NA	Principal, Counselor	In Progress	This School Year
Weekly Incentives	Students who have perfect attendance and/or completed classes will be celebrated weekly.	08/16/2016 05/31/2018	Dedicated wall to post information	Principal, Secretary	In Progress	This School Year

Student Orientation	A required 5-day orientation of all new students.	08/16/2016 05/31/2018	NA	Principal, Counselor	In Progress	This School Year
Senior Meeting	Individual meetings with all seniors to discuss high school progress and postsecondary options.	09/01/2016 05/31/2018	NA	Counselor	In Progress	This School Year
Monthly Incentives	Lunch provided for the students in the class that has the best attendance rate each month.	09/01/2016 05/31/2018	Principal's Discretionary Budget	Principal, Secretary	In Progress	This School Year
Daily Progress Checks	Upon arrival at school each day, students fill out a notecard that identifies what assignments/assessments will be completed that day.	10/05/2016 05/31/2018	\$250; Local Funds	SVOGA Staff	In Progress	This School Year
ICAP's	Students will complete ICAP Career Cluster survey to better define college readiness skills.	10/05/2016 05/31/2018	College in Colorado	Counselor	In Progress	This School Year
Fireside Chats	Meetings held by grade level once a year for all students and their parents/guardians to discuss high school progress	11/08/2016 02/28/2018	NA	Principal Counselor	In Progress	This School Year

and anticipated graduation timelines.

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Classes, Attendance, Weekly Progress Checks, Individual Parent Meetings, Weekly Incentives, Monthly Incentives,	Progress Checks	Individual weekly progress check on all students	Weekly	Principal, Secretary	Partially Met	This School Year
Enrollment Meetings, Fireside Chats, Course Ordering,	Transcript Reviews	Individual review of the credits earned by students.	Weekly	Principal, Counselor	Partially Met	This School Year
Weekly Progress Reports, Individual Parent Meetings,	Weekly Updates	Weekly progress updates for all students not making minimum adequate progress or per request.	Weekly	Principal	Partially Met	This School Year
Weekly Progress Checks,	Progress Reports	Attendance and progress reports emailed home for all students.	Quarterly	Principal, Counselor	Not Met	This School Year
Weekly Incentives,	Attendance Reports	Weekly attendance	Weekly	Secretary	Partially Met	This School Year

reports emailed
home per parent
request.

ICAP's,	Counselor ICAP Report		Monthly	Counselor	Partially Met	This School Year
Course Completion Contract,	Signed Contracts	Attendance and course completion contracts as needed.	Weekly	Principal, Counselor	Partially Met	This School Year
Student Orientation, Fireside Chats, Senior Meeting,	Attendance Rosters	Attendance sheets kept for all students/parents in attendance at general meetings.	Monthly	Principal, Counselor, Secretary	Partially Met	This School Year
Enrollment Meetings, Parent/Teacher Conferences, Individual Parent Meetings,	Appointment Calendar	Record of all meetings held with students and parents/guardians.	08/01/2016 05/31/2018	Principal, Counselor	Partially Met	This School Year
Daily Progress Checks,	Notecards	Daily record of student's pacing/progress.	10/05/2016 05/31/2018	All Staff	Partially Met	This School Year

Major Improvement Strategy Name:

SAT/Science

Major Improvement Strategy Description:

We will provide individual student support in Algebra and Geometry while implementing a scope and sequence of instruction for SAT and CMAS Science preparedness. The result will be an increased mean SAT score and CMAS Science score.

Associated Root Causes:

Individualization: Lack of sufficient individualization based on the at-risk needs of students.

Intervention: Lack of effective intervention strategies to provide needed support.

Course Completion: Attendance not tied to completing courses in a timely fashion.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Math Intervention	One-on-one support provided for all students in math classes	08/16/2016 05/31/2018	FLVS Math Courses	Math Engagement Specialist	In Progress	This School Year
PSAT Review	Juniors will review their PSAT results.	11/02/2016	PSAT Results and tests from previous year.	Counselor	Complete	This School Year
SAT Math Test Prep	Review of key math concepts.	11/02/2016 04/10/2018	Principal's Discretionary Budget	Principal	In Progress	This School Year
KHAN Academy	Weekly homework.	11/02/2016 04/10/2018	NA	Principal	In Progress	This School Year
SAT Reading Test Prep	Review of key reading concepts tested.	11/02/2016 04/10/2018	Principal's Discretionary Budget	Principal	In Progress	This School Year
SAT Writing and Language Prep	Review of key writing and language concepts tested.	11/02/2016 04/10/2018	Principal's Discretionary Budget	Principal	In Progress	This School Year
Weekly Emails	Weekly emails notifying parents/guardians if students are not present in SAT Test Prep class.	11/02/2016 04/10/2018	NA	Principal	In Progress	This School Year

SAT Pre-Test	Juniors will complete an SAT Pre-Test	11/09/2016 11/30/2016	Principal's Discretionary Budget	Principal	Complete	This School Year
SAT Post-Test	Juniors will complete an SAT Post-Test	04/11/2017	Principal's Discretionary Budget	SVOGA Staff and Hired Proctors	Not Started	This School Year
PSAT Review	Juniors will review their PSAT results.	11/01/2017	PSAT Results and tests from 16-17 school year.	Counselor	Not Started	Next School Year
SAT Pre-Test	Juniors will complete an SAT Pre-Test.	11/08/2017 11/29/2017	Principal's Discretionary Budget	Principal	Not Started	Next School Year
SAT Post-Test	Juniors will complete an SAT Post-Test	04/10/2018	Principal's Discretionary Budget	SVOGA Staff and Hired Proctors	Not Started	Next School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Math Intervention, PSAT Review, SAT Pre-Test, SAT Reading Test Prep, SAT Writing and Language Prep, SAT Math Test Prep, SAT Post-Test, Weekly Emails, PSAT Review, SAT Pre-Test, SAT Post-Test,	Attendance Logs	Logs kept for proof of attendance in structured classes and one-on-one support.	08/16/2016 05/31/2018	Principal, Math Engagement Specialist	Partially Met	This School Year
Math	FLVS Student	Verification of	08/16/2016	Principal, Math	Partially Met	This School

Intervention,	Math Progress	assignments/assessments mastered in math classes.	05/31/2018	Engagement Specialist		Year
PSAT Review, SAT Pre-Test, SAT Post-Test, PSAT Review, SAT Pre-Test, SAT Post-Test,	Test Results	Analyze PSAT and SAT Pre-test student results.	11/02/2016 11/30/2016	Principal, Counselor	Met	This School Year
KHAN Academy, SAT Reading Test Prep, SAT Writing and Language Prep, SAT Math Test Prep,	Student Notebooks	Notebooks kept by students with weekly notes and assignments.	11/02/2016 04/11/2017	Principal	Partially Met	This School Year
KHAN Academy,	KHAN Academy Results	KHAN Academy class participation results	11/02/2016 04/11/2017	Principal	Partially Met	This School Year
SAT Reading Test Prep, SAT Writing and Language Prep, SAT Math Test Prep,	SAT Homework	Weekly homework based on concepts covered in SAT class.	11/02/2016 04/11/2017	Principal	Partially Met	This School Year

Addenda

Attachments List

MEMORANDUM

DATE: January 11, 2017
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Legislative Update

PURPOSE

To provide the Board of Education with information about the 2017 Legislative Session and to discuss the agenda for the Legislative Dinner on January 19, 2017.

BACKGROUND

The Colorado General Assembly convenes for its 71st session on January 11, 2017. There will be several education-related legislative initiatives introduced this year. We will discuss some of these initiatives. We are hosting a Legislative Dinner for our local legislators and Board of Education members, and will also discuss items to be placed on the agenda for that meeting.