

## NOTICE OF REGULAR MEETING AND AGENDA



January 8, 2020

Educational Services Center  
395 South Pratt Parkway  
Longmont, Colorado 80501

Joie Siegrist, 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, Secretary  
Jim Berthold, Member  
Chico Garcia, Member  
Dr. Richard Martyr, Member  
Paula Peairs, Vice President  
Karen Ragland, Treasurer &  
Asst Secretary  
Joie Siegrist, President*

#### 1. CALL TO ORDER:

6:00 pm Regular Business Meeting

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

#### 3. AUDIENCE PARTICIPATION:

#### 4. VISITORS:

1. Education Association for the St. Vrain Valley – Eleanor Venture Recipient

#### 5. SUPERINTENDENT REPORT:

#### 6. REPORTS:

1. Olde Columbine High School Student Advisory Council Report
2. Fall Activities Report
3. 2<sup>nd</sup> Quarter Gifts to Schools
4. School Board Recognition

#### 7. CONSENT ITEMS:

1. Approval: Staff Terminations/Leaves
2. Approval: Staff Appointments
3. Approval: Approval of Minutes for the December 11, 2019 Regular Meeting and the December 18, 2019 Study Session
4. Approval: Approval of Designated Posting Locations for Notice of 2020 St. Vrain Valley Board of Education Meetings
5. Approval: Approval to Grant Exception to Board Policy KF – Community Use of Facilities – Central Elementary
6. Approval: Approval of Request to Grant Exception to Board Policy GBEA – Staff Ethics/Conflict of Interest Policy-Samantha Benner
7. Approval: Approval of Recommendation to Hire Executive Director of District-Wide Security & Safe School Environment

#### 8. ACTION ITEMS:

1. Recommendation: Adoption of School Priority Improvement Unified Improvement Plan

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2. Recommendation: Adoption of Resolution to Change Board Representation on the Frederick Urban Renewal Authority

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

### **10. ADJOURNMENT:**

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

Wednesday, January 15	6:00 – 8:00 pm Study Session
Wednesday, January 22	5:30 pm 2 <sup>nd</sup> Quarter Financials
	6:00 pm Regular Meeting

## MEMORANDUM

DATE: January 8, 2020

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Olde Columbine High School Student Advisory Council Report  
Strategic Priority – Rigorous, Well-Aligned Standards, Curriculum,  
Instruction, and Assessment

PURPOSE

To provide students the opportunity to practice leadership skills and report on the successes of Olde Columbine High School/St. Vrain Online Global Academy to the Board of Education.

BACKGROUND

Chosen by teachers and administrators, the Student Advisory Council is comprised of 4-5 students from each of our high schools. Elora Youngs will be representing St. Vrain Online Global Academy at this Board Meeting. The Student Advisory Council was started by Dr. Haddad thirteen years ago so students had the opportunity to share their perspective on the District with our Superintendent and Board of Education.

MEMORANDUM

DATE: January 8, 2020

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Fall Athletics/Fine Arts Report  
Strategic Priority – Portfolio of 21<sup>st</sup> Century Instructional Focus  
Schools and Robust Co-Curricular Opportunities

PURPOSE

To provide the Board of Education with a summary of the accomplishments of the 2019 Fall Athletics/Fine Arts.

BACKGROUND

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

## MEMORANDUM

DATE: January 8, 2020  
TO: Board of Education  
FROM: Dr. Don Haddad, Superintendent of Schools  
SUBJECT: FY20 2<sup>nd</sup> Quarter Public Gifts to Schools  
Strategic Priority – Strong District Finances

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 2019-2020 school year totaling \$222,409.60. The total of all the gifts given to the District for the 2019-2020 school year is \$375,061.47.

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. For the 2018-2019 school year, second quarter gifts totaled \$425,861.12.

## 2019-2020 Public Gifts

Date	Donor	Amount and/or Value	Location	Description
10/7/2019	Kelly & Martin Dermody	\$ 20.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	Jason & Katie Kaminski	\$ 20.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	DL & BM Carlson	\$ 20.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	JA & RB Benjaminson	\$ 20.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	Bruce John & Nancy Kacel Verwest	\$ 100.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	Daniel & Heather Swanson	\$ 100.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	Matthew & Cathi Brents	\$ 20.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	Elizabeth & Eric Lennert	\$ 200.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	Betty Fulton	\$ 100.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	Daniel & Heather Swanson	\$ 100.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	Susan Cousins	\$ 25.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	Roger & Jenny Dickhans	\$ 25.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	James & Erin Keefer	\$ 40.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	James & Marti Francis	\$ 50.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	Merlin & Judy Gossman	\$ 50.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	Brenda Johnson	\$ 50.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	Erin Elsen & Christopher Johnston	\$ 50.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	Christopher & Kimberly Kroeger	\$ 55.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	Hillary Simonson	\$ 60.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	David & Heather Schmitt	\$ 60.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	George & Jeanne Hunyadi	\$ 75.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	Charles B. Bruce	\$ 100.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	Elizabeth C. Michalski	\$ 100.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	Julie Benjaminson	\$ 200.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	Marcella L. Shykula	\$ 20.00	WES - 220	Direct donation during magazine fundraiser
10/7/2019	Thomas & Marcella Shykula	\$ 20.00	WES - 220	Direct donation during magazine fundraiser
9/25/2019	ReMax Realty	\$ 400.00	MEH - 305	MHS Boys' Soccer Program
10/8/2019	Bohemian Companies	\$ 70.00	ALT - 254	Annual fundraiser support
9/30/2019	Little Valley Wholesale Nursery	\$ 1,264.21	ECE - 142	Schoolyard Improvement Project
10/7/2019	RMB Excavating	\$ 100.00	MVE - 130	Family Fair Cotton Candy Machine
10/2/2019	Hamann Food Service	\$ 500.00	MVE - 130	Boys' Golf Program
10/7/2019	Laura Wisler	\$ 100.00	RHE - 149	Direct donation to school
10/2/2019	Longmont Estates PTO	\$ 497.52	LEE - 136	Classroom teacher supplies
10/3/2019	Bison Brigade	\$ 297.90	GVE - 132	5th Grade Field Trip
10/1/2019	PASS	\$ 6,000.00	SAN - 140	19-20 Recess Para Salary

9/26/2019	US Again LLC	\$	48.66	MEE - 129	Classroom supplies and materials
9/25/2019	Lyons Elementary PTO	\$	347.28	LPM - 216	Recess and building payroll support
9/25/2019	PASS	\$	396.98	SAN - 140	Prizes for the King Soopers / Safeway drawings
9/25/2019	PASS	\$	105.02	SAN - 140	Remaining balance of recess para for 19/20
9/25/2019	PASS	\$	427.50	SAN - 140	Science Fair Lunch and 5th Grade Field Trip Tshirts
9/25/2019	PASS	\$	150.00	SAN - 140	\$\$ to purchase items for Ed Foundation Gala Basket
9/12/2019	Lauren Barnett	\$	20.00	NIH - 309	Football donation
9/25/2019	NHS Booster Club	\$	24.15	NIH - 309	Boys' Golf Program
9/24/2019	NHS Booster Club	\$	100.00	NIH - 309	Band donation
9/24/2019	NHS Booster Club	\$	97.50	NIH - 309	Boys' Soccer Program
9/24/2019	Michaela Cooney-Polstra	\$	50.00	NIH - 309	Volleyball donation
9/24/2019	Walter & Eileen Kintsch	\$	100.00	NIH - 309	Band donation
9/24/2019	Jesse & Sarah Demmel	\$	150.00	NIH - 309	Volleyball donation
9/24/2019	Karri & Scott Funkhouser	\$	150.00	NIH - 309	Volleyball donation
9/24/2019	Teresa Gonzalez	\$	150.00	NIH - 309	Sources of strength training
10/14/2019	John Mulay	\$	25.00	WES - 220	Direct donation during magazine fundraiser
10/10/2019	Parent Advisory Council	\$	438.60	MEE - 129	Classroom materials and supplies
10/10/2019	Parent Advisory Council	\$	496.92	MEE - 129	Classroom materials and supplies
10/10/2019	American Furniture Warehouse	\$	559.22	MEE - 129	Classroom materials and supplies
10/12/2019	American Furniture Warehouse	\$	528.02	SAN - 140	Student support
10/7/2019	Diann Schiller	\$	30.00	SUN - 215	Sunset MS Musical Costumes
10/8/2019	Alexis Gotte	\$	25.00	SUN - 215	Sunset MS Musical Costumes
10/15/2019	Erin O'Leary	\$	50.00	SUN - 215	Drama Costumes
10/17/2019	MS Music & Repair LLC	\$	100.00	SUN - 215	Band program at Sunset MS
10/16/2019	NHS Booster Club	\$	905.64	NIH - 309	Boys' Golf
10/16/2019	Everett Financial	\$	152.00	NIH - 309	Boys' Basketball
10/11/2019	Lyons Elementary PTO	\$	383.83	LYE - 128	Recess and building payroll support
10/22/2019	Bohemian Companies	\$	70.00	ALT - 254	Annual fundraiser support
10/22/2019	Phylliss B. Aaron	\$	100.00	ALT - 254	Annual fundraiser support
10/22/2019	Newton B. Aaron	\$	100.00	ALT - 254	Annual fundraiser support
10/22/2019	Gerald and Nancy Schlatter	\$	50.00	ALT - 254	Annual fundraiser support
10/22/2019	American Furniture Warehouse	\$	297.94	ALT - 254	Annual fundraiser support
10/16/2019	OPTIMIST Club of Erie	\$	450.00	RHE - 149	Help support Robotics teams
10/22/2019	Mr. and Mrs. Sean Sendziak	\$	15.00	TRM - 250	Support for TRMS Band Program
10/22/2019	Ms. Cara Brannigan Owen	\$	20.00	TRM - 250	Support for TRMS Band Program
10/22/2019	Benevity Community Impact Fund	\$	372.00	TRM - 250	Support the Vex Robotics Club
10/22/2019	Law Office of Ellen M. Ross	\$	500.00	TRM - 250	Staff support
10/22/2019	Kona Ice of Northern Colorado	\$	241.80	TRM - 250	Student support

10/22/2019	American Furniture Warehouse	\$	50.00	TRM - 250	\$50 Discount on Standup Desks
10/22/2019	Donors Choose Org	\$	320.36	TRM - 250	Alternative seating for classroom
10/22/2019	Karen Solis	\$	500.00	TRM - 250	Art canvases for student painting
10/25/2019	Bison Brigade	\$	789.06	GVE - 132	Kindergarten Field Trip
10/29/2019	MES PAC	\$	107.86	MEE - 129	Student and classroom supplies
10/29/2019	Lifetouch National School Studios	\$	500.00	MEE - 129	Comission Check Fall Individuals FY20 Program
10/29/2019	Sports Center Discount Liquor	\$	500.00	LHS - 312	Longmont Girls' Basketball
11/1/2019	Premier Members	\$	500.00	FRH - 318	Team Shirts
11/5/2019	Webroot Inc.	\$	150.00	SAN - 140	Student support
11/5/2019	NHS Booster Club	\$	30.00	NIH - 309	Golf Support
11/5/2019	Mandy Walker	\$	600.00	NIH - 309	Band Support
11/6/2019	PASS	\$	960.82	SAN - 140	Watchdog kickoff, tshirts, PBS prizes, and walkie talkies
11/1/2019	Patrick Berrend	\$	120.00	CRM - 221	Clarinet Reeds
11/1/2019	Jonathan and Heidi Peterson	\$	25.00	CRM - 221	Donation to support education opportunities
11/1/2019	Rodger and Teresa Wagner	\$	40.00	CRM - 221	Donation to support education opportunities
11/1/2019	Robyn and Jon King	\$	160.00	CRM - 221	Donation to support education opportunities
11/1/2019	Andrew and Jessica Mierau	\$	50.00	CRM - 221	Donation to support education opportunities
11/1/2019	Christopher and Anastasia DeJulio	\$	50.00	CRM - 221	Donation to support education opportunities
11/1/2019	Virginia Dyer and Crystal Barlow	\$	50.00	CRM - 221	Donation to support educational and musical opportunities
11/1/2019	Cherie and Jason Mayes	\$	40.00	CRM - 221	Donation to support educational and musical opportunities
11/1/2019	Tony and Sara LeFevre	\$	80.00	CRM - 221	Donation to support educational and musical opportunities
11/1/2019	Evelyn Snell	\$	25.00	CRM - 221	Donation to support educational opportunities
11/1/2019	Katherine and Keith Brown	\$	25.00	CRM - 221	Donation to support educational and musical opportunities
11/1/2019	Jon and DeeAnn Bradford	\$	25.00	CRM - 221	Donation to support educational and musical opportunities
11/1/2019	Eric and Karissa Edelen	\$	30.00	CRM - 221	Donation to support educational and musical opportunities
11/18/2019	NHS Booster Club	\$	10,000.00	NIH - 309	Band Donation
11/18/2019	NHS Booster Club	\$	1,465.80	NIH - 309	Cross County Donation
11/18/2019	NHS Booster Club	\$	2,370.00	NIH - 309	Football Donation
11/12/2019	PASS	\$	15,000.00	SAN - 140	Transportation for field trips
11/18/2019	Micron Technology Foundation	\$	2,000.00	WES - 220	Robotics Student Activity
11/18/2019	Micron Technology Foundation	\$	2,000.00	ALP - 141	Donation for Robotics Club
11/14/2019	Longmont Estates PTO	\$	924.68	LEE - 136	Teacher purchases and Jog-A-Thon Performance Tshirts
11/14/2019	CO Bank	\$	500.00	LEE - 136	Student activities
11/12/2019	Cece Balman	\$	360.00	SUN - 215	School store donation
11/18/2019	Eagle Crest PTO	\$	2,922.82	ECE - 142	19-20 1st Quarter Payroll & Taxes
11/18/2019	Angela and Justin Nelson	\$	5,000.00	LYE - 128	General Classroom Needs
11/18/2019	Black Rock Elementary PTO	\$	2,000.00	BRE - 146	Copy Paper Purchase for School
11/18/2019	Artsonia	\$	1,428.65	MEE - 129	School Fundraising Credit



11/18/2019	Parent Advisory Council	\$	5,070.00	MEE - 129	Technology Donation for Chromebooks and carts
11/18/2019	Walmart	\$	1,200.00	LIN - 135	School supplies
11/18/2019	Mr. and Mrs. Scott Griffin	\$	1,200.00	TRM - 250	Support for Robotics Club
11/18/2019	Blue Mountain PTO	\$	2,571.98	BME - 147	Sphero Bolts
11/18/2019	Blue Mountain PTO	\$	4,734.37	BME - 147	Q1 Para Expenses
11/18/2019	NHS Education Foundation	\$	1,883.47	NIH - 309	Donation to support educational opportunities
11/18/2019	Anne Postle	\$	8,500.00	SCH - 314	Grand piano for student use
11/18/2019	Chris Zietkiewicz	\$	1,400.00	LMS - 513	Donation for Robotics Club
11/18/2019	Anadarko	\$	10,000.00	MEH - 305	Energy Academy
11/18/2019	William Peterson	\$	2,000.00	MEH - 305	Boys' Basketball Program
10/7/2019	Longmont Estates PTO	\$	1,840.55	LEE - 136	Jog-A-Thon T-shirts
11/11/2019	Joel and Scott Davidson	\$	1,000.00	RHE - 149	Literacy and SPED Intervention
11/18/2019	Barry Rayhill	\$	2,000.00	SUN - 215	Sensory Room Development
11/18/2019	Boulder County Fair	\$	4,468.00	CDC - 408	AgriScience Support
10/21/2019	NHS Booster Club	\$	1,522.97	NIH - 309	Football Donation
10/4/2019	NHS Booster Club	\$	3,096.40	NIH - 309	Cross County Donation
10/4/2019	J&K Roofing Inc.	\$	3,500.00	NIH - 309	Cross County Donation
10/4/2019	Stapp Interstate Toyota	\$	3,000.00	NIH - 309	Threatre Department Donation
10/4/2019	Mark and Ailie Fasnacht	\$	5,494.00	NIH - 309	Volleyball donation
10/3/2019	NHS Booster Club	\$	2,625.00	NIH - 309	Football Donation
11/8/2019	Black Rock Elementary PTO	\$	330.00	BRE - 146	HawkQuest Presentation for 5th Grade Students
11/8/2019	Black Rock Elementary PTO	\$	300.00	BRE - 146	Registration for two teams for VEX Robotics
10/10/2019	Town of Frederick	\$	500.00	FRH - 318	State Trip, Practice Round
10/17/2019	The Justin Baker Family	\$	200.00	ESC - 605	Used books
10/22/2019	Laura D. Carley	\$	40.00	ERM - 251	Donation to support educational opportunities
11/20/2019	Lyons Booster Club	\$	11,400.85	LMS - 513	Student Atheletic Support
11/10/2019	Black Rock Elementary PTO	\$	47,588.07	BRE - 146	Money to hire five grade level paraprofessionals for FY20
11/20/2019	Brandy Unruh Real Estate LLC	\$	250.00	RHE - 149	Donation to staff sunshine club
11/13/2019	Alpine PTO	\$	410.28	ALP - 141	Reimbursement for field trip bus
11/21/2019	Central Elementary PTO	\$	153.66	CEN - 123	Coverage of 3rd grade field trip to Celestial Seasonings
11/21/2019	Central Elementary PTO	\$	879.62	CEN - 123	Coverage for three field trip buses
11/21/2019	Central Elementary PTO	\$	127.94	CEN - 123	Reimbursement for Art Substitute
11/13/2019	Alpine PTO	\$	467.28	ALP - 141	Reimbursement for Fun Run Subs
12/5/2019	Bison Brigade	\$	150.03	GVE - 132	Music Classroom Supplies
12/5/2019	Bison Brigade	\$	199.35	GVE - 132	4th Grade Classroom Supplies
11/20/2019	NHS Booster Club	\$	500.00	NIH - 309	Boys' Basketball Program
11/20/2019	NHS Booster Club	\$	397.50	NIH - 309	Boys' Golf Program
11/20/2019	NHS Booster Club	\$	195.30	NIH - 309	Cross County Donation

12/2/2019	Thunder Valley PTA	\$	1,210.00	THV - 526	Transportation for field trips
12/2/2019	Red Hawk Elementary PTO	\$	10,000.00	RHE - 149	Donation to support educational opportunities
11/25/2019	Tamara Miller	\$	190.00	HYG - 127	Balls for before and after school programs
11/25/2019	Wanda Ferguson	\$	199.87	HYG - 127	Before and after school programs
12/4/2019	Parent Advisory Council	\$	54.00	MEE - 129	Classroom supplies and materials
12/4/2019	Parent Advisory Council	\$	21.97	MEE - 129	Classroom supplies and materials
12/4/2019	Parent Advisory Council	\$	21.90	MEE - 129	Classroom supplies and materials
12/5/2019	Scott & Feliz Gutierrez	\$	181.00	LHS - 312	Drama Club Donation
12/9/2019	Hi-Phi Entertainment	\$	400.00	SUN - 215	Band program at Sunset MS
12/9/2019	Ball Corpotation	\$	1,904.00	SUN - 215	Sensory Room Development
12/2/2019	Jenkins and Page Associates	\$	50.00	SKY - 310	Ultimate Frisbee Support
12/2/2019	Dynasty Painting	\$	500.00	SKY - 310	Ultimate Frisbee Support
12/9/2019	Laura Owen	\$	500.00	MEH - 305	Support for the dance team
12/6/2019	Baker Industrial Fabrication	\$	500.00	FRH - 318	New Equipment
12/6/2019	Baker Builders LLC	\$	500.00	FRH - 318	New Equipment
12/11/2019	Stephanie Gaydos	\$	10.00	SAN - 140	Robotics Support
12/16/2019	Joseph J Scott Foundation	\$	3,000.00	MEM - 219	Support for SPED Sensory Room
12/11/2019	Codevilla Group	\$	50.00	NIH - 309	Girls' Swim Team
12/11/2019	Nancy Mortiz	\$	35.00	NIH - 309	Girls' Swim Team
12/11/2019	Luke & Melody Simon	\$	35.00	NIH - 309	Girls' Swim Team
12/11/2019	Bryan & Kristy Reynolds	\$	100.00	NIH - 309	Girls' Swim Team
12/11/2019	Steven & Kyla Berry	\$	35.00	NIH - 309	Girls' Swim Team
12/11/2019	Terry Ostrom	\$	35.00	NIH - 309	Girls' Swim Team
12/11/2019	Jacqueline & James Burnett	\$	250.00	NIH - 309	Forensics Support
12/11/2019	SVEF	\$	500.00	NIH - 309	SPED
12/6/2019	Longmont Dairy - Milk Caps for Moola	\$	92.50	SAN - 140	Student support

## 2019-2020 Public Gifts

School Name	Location	Total Donations	Parent Gift Groups	General Gifts
Alpine Elementary	ALP - 141	\$ 4,366.02	\$ 1,508.56	\$ 2,857.46
Altona Middle	ALT - 254	\$ 767.94	\$ -	\$ 767.94
APEX	APX - 570	\$ -	\$ -	\$ -
Black Rock Elementary	BRE - 146	\$ 50,517.92	\$ 50,517.92	\$ -
Blue Mountain Elementary	BME - 147	\$ 12,306.35	\$ 7,306.35	\$ 5,000.00
Burlington Elementary	BUR - 122	\$ 3,843.97	\$ 3,843.97	\$ -
CDC	CDC - 408	\$ 7,168.00	\$ -	\$ 7,168.00
Centennial Elementary	CNT - 148	\$ 2,500.00	\$ 2,500.00	\$ -
Central Elementary	CEN - 123	\$ 1,161.22	\$ 1,161.22	\$ -
Coal Ridge Middle	CRM - 221	\$ 720.00	\$ -	\$ 720.00
Columbine Elementary	COL - 124	\$ -	\$ -	\$ -
Eagle Crest Elementary	ECE - 142	\$ 15,413.72	\$ 14,149.51	\$ 1,264.21
Educational Services Center	ESC - 605	\$ 1,200.00	\$ -	\$ 1,200.00
Erie Elementary	ERE - 125	\$ -	\$ -	\$ -
Erie High School	ERH - 311	\$ 6,100.00	\$ -	\$ 6,100.00
Erie Middle	ERM - 251	\$ 1,720.00	\$ -	\$ 1,720.00
Fall River Elementary	FRV - 144	\$ 4,386.74	\$ 4,386.74	\$ -
Frederick High School	FRH - 318	\$ 3,800.00	\$ -	\$ 3,800.00
Grand View Elementary	GVE - 132	\$ 29,462.67	\$ -	\$ 29,462.67
Hygiene Elementary	HYG - 127	\$ 389.87	\$ -	\$ 389.87
Indian Peaks Elementary	IPE - 138	\$ -	\$ -	\$ -
Innovation Center	INV - 647	\$ 11,704.00	\$ -	\$ 11,704.00
Legacy Elementary	LEG - 139	\$ 4,541.00	\$ 4,541.00	\$ -
Lincoln School & Main Street	LIN - 135	\$ 1,200.00	\$ -	\$ 1,200.00
Longmont Estates	LEE - 136	\$ 15,550.80	\$ 9,620.26	\$ 5,930.54
Longmont High School	LHS - 312	\$ 681.00	\$ -	\$ 681.00
Longs Peak Middle	LPM - 216	\$ 347.28	\$ 347.28	\$ -
Lyons Elementary	LYE - 128	\$ 5,383.83	\$ -	\$ 5,383.83
Lyons Middle/Senior	LMS - 513	\$ 14,155.85	\$ 11,400.85	\$ 2,755.00
Mead Elementary School	MEE - 129	\$ 23,407.50	\$ 19,173.78	\$ 4,233.72
Mead Middle School	MEM - 219	\$ 3,000.00	\$ -	\$ 3,000.00
Mead High School	MEH - 305	\$ 24,200.00	\$ -	\$ 24,200.00
Mountain View Elementary	MVE - 130	\$ 600.00	\$ -	\$ 600.00
Niwot Elementary	NIE - 131	\$ 55.44	\$ -	\$ 55.44
Niwot High School	NIH - 309	\$ 52,650.28	\$ 37,460.81	\$ 15,189.47
Northridge Elementary	NOR - 133	\$ -	\$ -	\$ -
Olde Columbine High School	OCH - 301	\$ -	\$ -	\$ -
Prairie Ridge Elementary	PRE - 143	\$ -	\$ -	\$ -
Red Hawk Elementary	RHE - 149	\$ 19,548.57	\$ 17,748.57	\$ 1,800.00
Rocky Mountain Elementary	RME - 137	\$ -	\$ -	\$ -
Sanborn Elementary	SAN - 140	\$ 29,408.34	\$ 23,040.32	\$ 6,368.02
Silver Creek High School	SCH - 314	\$ 8,500.00	\$ -	\$ 8,500.00
Skyline High School	SKY - 310	\$ 1,050.00	\$ -	\$ 1,050.00
Soaring Heights PK-8	SRG - 552	\$ -	\$ -	\$ -

SPARK! Discovery Preschool	SPK - 126	\$ -	\$ -	\$ -
Sunset Middle	SUN - 215	\$ 4,869.00	\$ -	\$ 4,869.00
Thunder Valley K-8	THV - 526	\$ 1,210.00	\$ 1,210.00	\$ -
Timberline PK-8	TMB - 534	\$ -	\$ -	\$ -
Trail Ridge Middle	TRM - 250	\$ 3,469.16	\$ -	\$ 3,469.16
Westview Middle	WES - 220	\$ 3,705.00	\$ -	\$ 3,705.00

Donations by Quarter:	
1st	\$ 152,651.87
2nd	\$ 222,409.60
3rd	\$ -
4th	\$ -
Total Parawages:	\$ 86,902.02
Total PTO Donations:	\$ 209,917.14
Total Overall Donations:	\$ 375,061.47

## MEMORANDUM

DATE: January 8, 2020

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Resolution Proclaiming January 2020 as Board of Education Recognition Month  
Strategic Priority – High-Functioning School Board

### PURPOSE

For administration to recognize the Board of Education with a resolution proclaiming January 2020 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. We would like to show our appreciation by proclaiming January 2020 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 2020 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.



*WHEREAS, the education of our children is vital to the future of Colorado; and*

*WHEREAS, a solid education establishes the foundation upon which we build achievement and advancement, and which also gives fulfillment to our dreams and expectations; and*

*WHEREAS, the furthering of education is dependent not only upon the effectiveness of teaching staff, but also upon the unwavering support of parents, administrators, local communities, and local boards of education; and*

*WHEREAS, the members of school boards share a commitment to serve by investing many hours of volunteer labor to help ensure that students in Colorado are given an opportunity to excel through education; and*

*WHEREAS, school board members are extraordinary people who tackle the enormous job of governing our school districts and whose actions and decisions help impact the present and future lives of young Coloradans; and*

*WHEREAS, the dedication of school board members across our state should be recognized and commended;*

*Therefore, I, Jared Polis, Governor of the State of Colorado, do hereby proclaim, January 2020 as,*

## ***SCHOOL BOARD APPRECIATION MONTH***

*in the State of Colorado.*

*GIVEN under my hand and  
the Executive Seal of the State  
of Colorado, this first day of  
January, 2020*



  
Jared Polis  
Governor

**January 8, 2020**  
**Terminations/Leaves of Absence**

7.1

EFFECTIVE	NAME	POSITION/LOCATION	FMLA	NON-FMLA MEDICAL	PERSONAL	EXTENDED	RESIGNED	RETIRED	COMMENTS
	<b>ADMINISTRATIVE/PROFESSIONAL/TECHNICAL</b>								
6/30/2020	Conrad, Jennifer	Assistant Principal / Soaring Heights PK-8						X	3 years
	<b>LICENSED</b>								
12/2/2019	Cope, Christine	3rd Grade Teacher / Legacy ES	X						
11/6/2019	Dent, Alex	Computer Tech Teacher / Coal Ridge MS	X						
11/14/2019	Garcia, Nicole	2nd Grade Teacher / Prairie Ridge ES	X						
12/3/2019	Glowka, Stacie	Instrumental Music Teacher / Mead MS	X						
12/20/2019	Grine, Richard	Special Education Teacher / Frederick HS					X		Staying on as Licensed Sub
12/2/2019	Higerd, Lynne	3rd Grade Teacher / Prairie Ridge ES		X					
12/2/2019	Kilcullen, Hasinta	Counselor / Indian Peaks ES	X						
12/9/2019	Marshall, Allison	3rd Grade Teacher / Sanborn ES	X			X			
12/20/2019	McKee, Jessica	Speech/Language Pathologist / Student Services					X		
12/9/2019	Mulligan, Lisa	Special Education Teacher/ Centennial ES	X						
12/20/2019	Nelson, Berenice	Foreign Language Teacher / Lyons M/S					X		
12/11/2019	Redard, Wendy	Special Education Teacher / Skyline HS	X						
12/20/2019	Tafoya, Trey	Instrumental Music Teacher / Longs Peak MS					X		
11/18/2019	Tatum, Susan	3rd Grade Teacher / Longmont Estates ES	X						
12/19/2019	Tuck, Gaynelle	Special Education Teacher / Erie HS						X	
11/7/2019	Vogelsberg, Janis	Social Studies Teacher / Coal Ridge MS	X						
	<b>CLASSIFIED</b>								
12/2/2019	Aldaba, Maria	Community Liaison / Title I - Timberline PK-8		X					
12/4/2019	Andersen, Seth	Custodian / Altona MS	X						
12/6/2019	Arevalo, Idolina	Delivery / Warehouse					X		
12/20/2019	Brown, Madison	Instructional Para / Centennial ES					X		
11/22/2019	Cooley, Connie	Custodian / Soaring Heights PK-8					X		
11/22/2019	Donelan, Philip	Bus Driver / Transportation					X		
12/19/2019	Faulkner, Sarah	Special Ed/Specialized Program Para / Mead MS					X		
12/13/2019	Johnson, Alana	Instructional Para / Prairie Ridge ES					X		
10/17/2019	Klenn, Georgia	Bus Driver - Non-CDL / Transportation					X		
12/2/2019	Kush, Olga	Instructional Para / Blue Mountain ES			X				
12/6/2019	Platts, Debbie Ann	Special Education Para/ Longs Peak MS					X		
12/13/2019	Ramirez, Karina	Attendance Clerk / Niwot HS					X		
11/15/2019	Schiavon, Myrna Jean	Bus Driver/ Transportation					X		
12/19/2019	Thomas, Tre	Specialized Program Para / Main Street School					X		Staying on as Licensed Sub
11/22/2019	Vagher, Kristi	Special Education Para / Coal Ridge MS			X				

\*Will work a 110 Day Contract for 2019-2020



**January 8, 2020**  
**Terminations/Leaves of Absence**

## 7.1

[illegible]

\*Will work a 110 Day Contract for 2019-2020

[illegible]

MEMORANDUM

DATE: January 8, 2020  
TO: Board of Education  
FROM: Dr. Don Haddad, Superintendent of Schools  
SUBJECT: Approval of Board of Education Meeting Minutes  
Strategic Priority – High-Functioning School Board

RECOMMENDATION

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

BACKGROUND

The Board will be asked to approve the minutes from the December 11, 2019 Regular Meeting and the December 18, 2019 Study Session.

## MEMORANDUM

DATE: January 8, 2020

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Designated Posting Locations for Notice of 2019 St. Vrain Valley Board of Education Meetings  
Strategic Priority – Outstanding Communication and Collaboration with Community and Corporate Partners

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 2020 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 8, 2020

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval to Grant Exception to Board Policy KF – Community Use of School Facilities and Accompanying Procedures  
Strategic Priority – Outstanding Communication and Collaboration with Community and Corporate Partners

RECOMMENDATION

That the Board of Education allow an exception to Board Policy KF – Community Use of School Facilities and its accompanying procedures and, thereby, approve the 6<sup>th</sup> Annual Red Thread Bazaar (International Craft Fair) to take place on February 8, 2020 at Central Elementary.

BACKGROUND

Board Policy KF and its accompanying procedures does not permit craft fairs and bazaars unless sponsored by a school and all merchandise to be sold is donated to the school program.

Central Elementary would ask for an exception to this Policy/Procedure. Vendors would make a donation of \$25 (non-Central vendor) or \$15 (Central family vendor) to Central Elementary in order to have a table at the Fair. Half of the fees would be kept by the school and used to offset any expenses (advertising, etc.) related to the event, and the other half will be used to continue Central's support of the Moonlight Primary School, their "sister" school in Uganda. All vendors will profit from the goods they sell and will sign a vendor agreement ensuring they have an understanding of tax laws and their own personal financial responsibilities. Vendors are required to submit in advance samples of the items they will be selling for review of appropriateness in an elementary school setting.

Central Elementary is hoping to build and foster community through the spirit of international-mindedness under the guide of their IB Primary Years Programme.

## MEMORANDUM

DATE: January 8, 2020

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Request to Grant an Exception to Board Policy GBEA – Staff Ethics/Conflict of Interest – Samantha Benner  
Strategic Priority – Strong District Finances

RECOMMENDATION

That the Board of Education allow an exception to the current Board Policy GBEA – Staff Ethics/Conflict of Interest. This exception would enable Sanborn Elementary to continue to purchase pizzas from Blackjack Pizza for parties and pursue future fundraising opportunities.

BACKGROUND

Board Policy GBEA - Staff Ethics/Conflict of Interest states, "No school district employee or firm owned by a school district employee shall be allowed to sell to the school district or its schools or staff goods or services of any kind without the express prior written consent of the Board of Education."

Sanborn Elementary has used Blackjack Pizza for years to provide pizza at student events and for fundraising opportunities. Samantha Benner is the daughter of the owners of Blackjack Pizza. Ms. Benner is also a 4th Grade Teacher at Sanborn Elementary. Because Ms. Benner is a District employee, Sanborn Elementary is requesting a waiver from Board Policy GBEA, so that the school can continue to purchase pizza and pursue fundraising opportunities.

The administration recommends approval of this exception, with services for the 2019-2020 school year not to exceed \$5,000. If the services should exceed \$5,000, an exception will be brought back to the Board of Education for additional approval.

## MEMORANDUM

DATE: January 8, 2020

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Recommendation to Hire Executive Director of District-Wide Security and Safe School Environment  
Strategic Priority – Strong/Visionary Leadership

### RECOMMENDATION

That the Board of Education approve the recommendation to hire Mr. Richard Peebles as the Executive Director of District-Wide Security and Safe School Environment, effective January 6, 2020.

### BACKGROUND

Mr. Peebles graduated from Warner University with a Bachelor of Arts degree in Organizational Management with an emphasis in Managerial Finance. He continued his education at the University of Colorado Denver where he completed his Masters degree in Criminal Justice with an emphasis in Emergency Management and Homeland Security.

For the past 15 years, Mr. Peebles' extensive safety and law experience has culminated in serving in his most recent position with the Boulder County Sheriff's Office where he served as a Deputy Sheriff with specific responsibilities as the Emergency Services Coordinator. In this position, he served as incident commander and shaped policy and procedure for the Boulder County Sheriff's Office. Prior to coming to Colorado, Mr. Peebles served as a Deputy Sheriff and School Resource Officer in Volusia County, Florida from 2000 to 2003 where he worked closely with school administration, participated in threat assessments, and supported building-wide and student safety concerns. From 1998 to 2000, he served as a Deputy Sheriff in Riverside County, California. Additionally, Mr. Peebles has served in the United States Marine Corps and continues to serve in the Colorado Air National Guard.

### SALARY

Annual salary will be according to schedule.

## MEMORANDUM

DATE: January 8, 2020

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Adoption of School Priority Improvement Unified Improvement Plan (UIP)  
Strategic Priority – Rigorous, Well-Aligned Standards, Curriculum,  
Instruction and Assessment

RECOMMENDATION

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

BACKGROUND

Per the Education Accountability Act of 2009, the Board must adopt UIPs for any schools identified for a Priority Improvement or Turnaround UIP. Both Timberline PK-8 and Rocky Mountain Elementary School are adopting a Priority Improvement UIP this year.

The deadline for adoption is January 15, 2020.

Dr. Ann Reed, Executive Director of Assessment, will be present to answer questions.





## Colorado's Unified Improvement Plan for Schools

**Rocky Mountain Elementary School UIP 2019-20** | **School:** Rocky Mountain Elementary School | **District:** St Vrain Valley RE1J | **Org ID:** 0470 | **School ID:** 7464 | **Framework:** Priority Improvement Plan: Meets 95% Participation | **Draft UIP**

### Table of Contents

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Narrative on Data Analysis and Root Cause Identification

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### Executive Summary

If we...

#### COLLECTIVE EFFICACY & IMPACT TEAMS

##### Description:

Build staff collective efficacy through structured weekly standards driven collaborative processes that focus on a rigorous summative assessment across all content areas, feedback to students and use of data to inform instructional decisions.



#### WRITING ACROSS THE CURRICULUM & FORMATIVE ASSESSMENTS

##### Description:

Increase focused and imbedded grade level content writing and use of formative assessment to adjust instruction to meet student need.



## CONSISTENT IMPLEMENTATION OF VIABLE CURRICULUM

### Description:

Consistent implementation of mathematics and language arts viable curriculum, Tier 1 grade level instruction and research-based Tier 2 and 3 interventions based upon ongoing monitoring of student data.



## Then we will address...

### TIER I INSTRUCTION

#### Description:

Lack of consistent standards based collaborative structure and use of data to drive instruction.



### VIABLE CURRICULUM

#### Description:

Lack of consistent use of viable curriculum. Lack of implementation of consistent grade level Tier 1 instruction and use of data to drive Tier 2 and 3 interventions.



### WRITING AND FORMATIVE ASSESSMENTS

#### Description:

Lack of rigorous grade level writing instruction across all content areas. Lack of use of formative assessment in the area of writing to meet student need.



## Then we will change current trends for students

### ELA AND MATH ACADEMIC ACHIEVEMENT AND GROWTH

#### Description:

For the past three years, achievement and growth has been declining and well below state expectations across all content areas, subgroups, and grade levels.



## ACCESS TO GRADE LEVEL STANDARDS IN ELA AND MATH

### Description:

For the past three years, achievement and growth has been declining in Math and English Language Arts and below state expectations for all students, students with disabilities, and English Learners.



## GRADE LEVEL CONTENT WRITING

### Description:

For the past two years, the writing domain has been significantly lower than the reading domains on CMAS ELA.



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

## Improvement Plan Information

### Additional Information about the school

### School Contact Information

**Name:** James Garcia

**Mailing Street:** 800 E. 5th Ave.

**Phone:**(303) 772-6750

**Title:** Principal

**Mailing City / State/ Zip Code:** Longmont CO 80504

**Email:** garcia\_james@svvsd.org

## Narrative on Data Analysis and Root Cause Identification

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

Rocky Mountain is an elementary school in the St. Vrain Valley School District located in Longmont, Colorado. It is a STEM focus elementary school offering Preschool through Fifth Grade. Students are provided many enrichment opportunities both within and outside of the regular school day, some of which include: VEX Robotics, Thorne Science

programs, 100 Mile Club, and Community Schools programs. Partnerships among our community members are important to our school as they provide our students with rich, meaningful experiences. One of our specific partnership's is with Thorne Nature Center.

Rocky Mountain has 397 students in Preschool through 5th grade. We are one of five schools in our district that offers bi-literacy instruction to support an early transition to English. Our student body is 94% Hispanic and 4% white with a small variety of other ethnicities. Roughly 83% of our students qualify for the Free or Reduced lunch program, and 61% of our students are identified ESL. The percentage of students receiving special education services is 16%; however, that number reflects the fact that we have both an early childhood special education program and a program for students in grades K-5 with significant needs at our school. Rocky Mountain receives Title I School-Wide funding.

In August and September of 2019, considerable time was spent reviewing data with the Rocky Mountain Staff and district administrators. Throughout our meetings, staff aimed to tease out trends in our CMAS Assessment Data and CMAS Growth data as well as identify root causes for low academic achievement in both literacy and math. Staff also reviewed and analyzed school-wide performance data (as measured by iReady diagnostic assessments in reading and math) and ACCESS assessments. All discussions indicated that root causes for math and literacy included: Inconsistent Tier I Instruction Implementation and structures in place to support teacher collective efficacy, and Infrequent monitoring of student growth and progress to grade-level mastery. Once root causes were identified, the entire staff convened to discuss Major Improvement Strategies (MIS) and Action Plans Steps. The three improvement strategies identified were: Collective Efficacy and Impact Teams, Consistent Implementation of Viable Curriculum, and Writing Across the Curriculum and Formative Assessment. The Rocky Mountain Leadership Team has discussed and gathered feedback on instructional priorities from data, resulting in focus around upcoming and on going professional development. Student achievement and growth data is shared with the Parent Leadership Team in order to collect feedback and better define root cause. During Classroom Conferences teachers share class and student level data with parents in order to share achievement and growth goals related to the improvement process. As a building we are participating in Impact Team Collaboration Meetings, along with School Support Team visits where we are observing and collecting data on specific elements related to the Seven Characteristics of High Functioning Schools, as tied to the goals of our UIP.

## Prior Year Targets

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

According to CMAS ELA data from 2018-2019, our school has work to be done for students to achieve Met or Exceeded ratings. Our target was by the end of the 2018-2019 school year, 33% of our students will score Met or Exceeded overall on the CMAS ELA assessment. To that end, the CMAS ELA assessment target was not met. In 2018-2019, only 19.67% of 3rd-5th grade students achieved Met or Exceeded ratings. This data was a decrease from the 2017-2018 school year. In Spring of 2019, 31% of our students scored on or above grade level on the iReady reading assessment for K-5. This was an increase over the spring 2018 iReady Reading assessment where 25% of students scored on or above grade level on the iReady Reading assessment K-5. In Spring of 2017, 21% of our students scored on or above grade level on the iReady Reading assessment for 1-5, as Kindergarten did not complete this assessment.

According to CMAS Math data from 2018-2019, our school has work to be done for students to achieve Met or Exceeded ratings. Our target was by the end of the 2018-2019 school year, 20% of our students will score Met or Exceeded overall on the CMAS Math assessment. To that end, the CMAS Math assessment target was not met. In 2018-2019, only 18% of 3rd-5th grade students achieved Met or Exceeded ratings. This data was an increase from the 2017-2018 school year. In Spring of 2019, 27% of our students scored on or above grade level on the iReady math assessment for K-5. This was a slight increase over the spring 2018 iReady Math assessment where 25% of students scored on or above grade level on the iReady Math assessment 1-5, as Kindergarten did not complete this assessment. In Spring of 2017, 22% of our students scored on or above grade level on the iReady Math assessment for 1-5, as Kindergarten did not complete this assessment.

All of our data indicates that our students are achieving at levels below district and state expectations. With only a slight increase and then a decrease in academic achievement over a period of several years, we believe the trend is notable because it impacts every student at Rocky Mountain Elementary.

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

After looking at the data related to our SPF rating from the 2018-2019 school year, along with previous year trends we have adjustments to make. The biggest area of focus this year is through the work of building wide vertical alignment and building collective teacher efficacy amongst all certified staff at Rocky Mountain Elementary, in order to increase consistent grade level Tier I instruction. The Leadership Team and district level staff have partnered together in providing focused professional development around standards based instruction and backwards planning. A master schedule has been created to provide grade level teachers an opportunity to complete work through the Impact Team Collaboration process. These weekly meetings allow teachers to use formative assessments to adjust lesson design, delivery, and learning targets to meet the needs of the various learners in all of the classroom settings. All certified staff will continue to have PD around ways to increase collective efficacy and impact teams, writing across curriculum including formative assessments, and student engagement.

## Current Performance

- Overall on the 2018-2019 School Performance Framework we are accredited with a Priority Improvement rating. We do not meet in Academic Achievement. We are Approaching in Academic Growth, and we are Approaching in ELA and are Approaching in Math as measured by All students, with the exception of our English Learners as they scored Does Not Meet in both ELA and Math. A deeper look at the data shows that our greatest area of concern is Academic Achievement across all content areas. Rocky Mountain is rated as "Does Not Meet," in all categories for Language Arts, Math, and Science.

The 2018-2019 CMAS data shows that on average in ELA, 35% of students in grades 3rd through 5th are Meeting Expectations. The mean scale score in ELA for all students is 718.1. The mean scale score for students with disabilities is 677.4. In Math, on average 40.5% of students in grades 3rd through 5th are Meeting Expectations. The mean scale score for math for all students is 711.8. The mean scale score for students with disabilities is 676.1. Data from iReady is consistent with CMAS data in terms of Academic Achievement for grades 3rd, 4th, & 5th.

Rocky Mountain continues to focus on students with significant reading deficiencies (SRD). Currently, in 2019 30% of students at Rocky Mountain have a

significant reading deficiency.

68.6% of students are On Track to Proficiency.

## Trend Analysis



**Trend Direction:** Decreasing

**Notable Trend:** Yes

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

80% of students in grades 3, 4, & 5, are consistently not meeting grade-level proficiency on CMAS & iReady ELA and the achievement gap continues to widen each year. This is a notable trend because we are well below state expectations by more than 25 percentage points at each grade level. Our median scale score is a 718.1 which is well below the district and state median scale score.



**Trend Direction:** Decreasing

**Notable Trend:** Yes

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

More students are scoring significantly below level on READ Act assessments. The total number of SRD students in 2017 was 26% and went to a 29% in 2018 and to a 30% in 2019.



**Trend Direction:** Decreasing

**Notable Trend:** Yes

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

80% of students in grades 3, 4, & 5, are consistently not meeting grade-level proficiency on CMAS & iReady Math and the achievement gap continues to widen each year. This is a notable trend because the percent proficient is decreasing at all grade levels and we are well below state expectations by more than 25 percentage points at each grade level. Our median scale score is a 711.8 which is well below the district and state median scale score.

**Trend Direction:** Decreasing



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

IEP sub group achievement is decreasing in both ELA and Math. For both ELA and Math the mean scale score is below state average for students on IEP's. This is a notable trend because it reflects several years of decreasing achievement.



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

The median growth percentile (MGP) in ELA was 50 in 2017. In 2018 the (MGP) was a 36.5 and then declined to a 35 in 2019.



**Trend Direction:** Increasing then decreasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Academic Growth

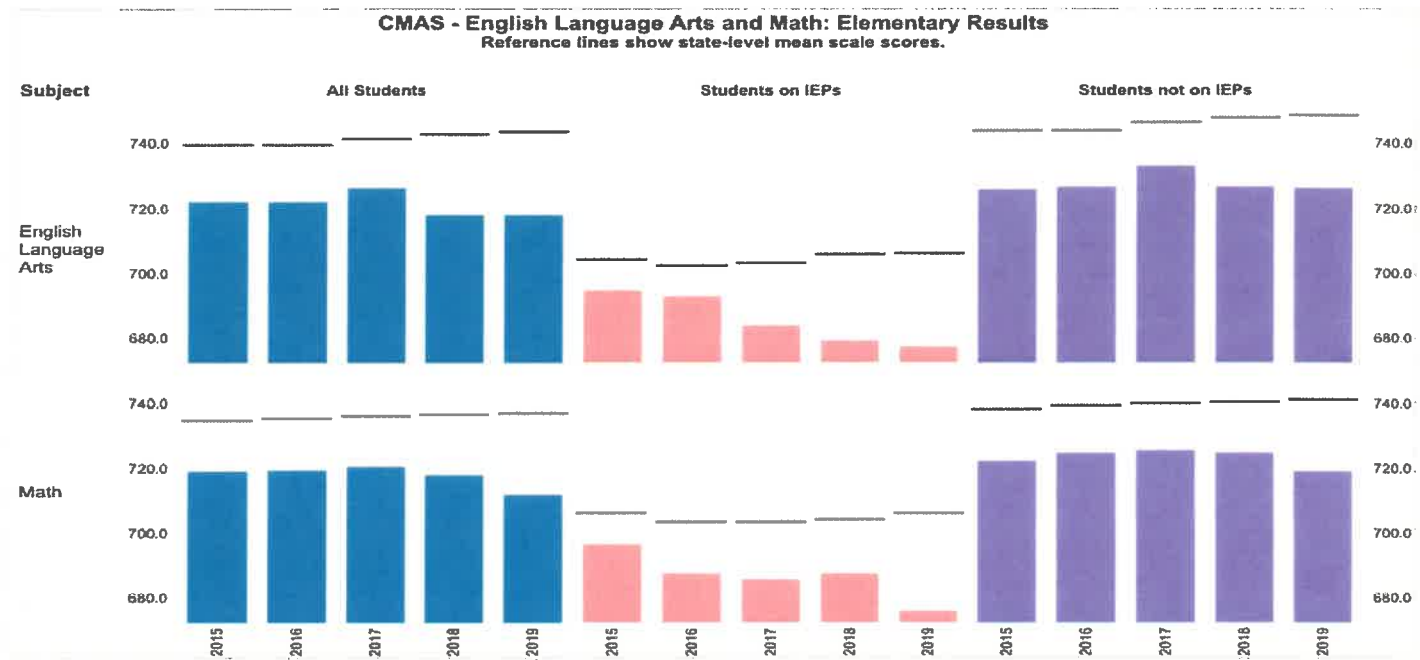
The median growth percentile (MGP) in Math was 54 in 2017. In 2018 the (MGP) was a 57 and then declined to a 40.5 in 2019.



**Trend Direction:** Decreasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** English Language Development and Attainment

English Language Proficiency (ELP) Growth is decreasing. In 2018, ELP Growth was in the 54th percentile. The 2019 Growth was in the 46th percentile.

#### **Additional Trend Information:**



Growth Data from CMAS ELA and Math (Median Growth Percentiles)

CMAS Math 2017      50  
 CMAS Math 2018      36.5  
 CMAS Math 2019      35

CMAS ELA 2017      54  
 CMAS ELA 2018      57  
 CMAS ELA 2019      40.5



## Priority Performance Challenges and Root Causes



### **Priority Performance Challenge: ELA and MATH ACADEMIC ACHIEVEMENT AND GROWTH**

For the past three years, achievement and growth has been declining and well below state expectations across all content areas, subgroups, and grade levels.



### **Root Cause: Tier I Instruction**

Lack of consistent standards based collaborative structure and use of data to drive instruction.



### **Priority Performance Challenge: ACCESS TO GRADE LEVEL STANDARDS IN ELA AND MATH**

For the past three years, achievement and growth has been declining in Math and English Language Arts and below state expectations for all students, students with disabilities, and English Learners.



### **Root Cause: Viable Curriculum**

Lack of consistent use of viable curriculum. Lack of implementation of consistent grade level Tier 1 instruction and use of data to drive Tier 2 and 3 interventions.



### **Priority Performance Challenge: GRADE LEVEL CONTENT WRITING**

For the past two years, the writing domain has been significantly lower than the reading domains on CMAS ELA.



### **Root Cause: Writing and Formative Assessments**

Lack of rigorous grade level writing instruction across all content areas. Lack of use of formative assessment in the area of writing to meet student need.

## Magnitude of Performance Challenges and Rationale for Selection:



These challenges have been selected due to persistent low performance in Academic Achievement for ELA, Math, and Science at all grade levels since the 2014-15 school year. Our data is persistently below expectations and flat from one grade level to the next. While we continue to demonstrate Academic Growth on iReady and CMAS, the growth is not significant enough to close achievement gaps. Students need to make over a year's growth in most cases to get closer to grade level targets. Additionally, specific to ELA Academic Growth, the subgroup of IEP Growth Percentile is below the state average of 50.

## Magnitude of Root Causes and Rationale for Selection:



During the September 2019 late start (PLC/PD), all certified staff engaged in Data Driven Dialogue with members from the District's Assessment Department to identify root causes for the trends in our data. The team considered the most recent CMAS data as well as 4 previous years of state, district, and school assessment data. The group looked deeply into the whole group and subgroup CMAS results in ELA, Math, and Science. iReady, PALS, writing probes, unit assessments, as well as additional school and district data were studied to identify trends in achievement across multiple sources of data. We also used classroom observation data and qualitative data about teaching and learning in our building through our School Support Team visits. As a building we had three different School Support Team Visits that included the Rocky Mountain Elementary Area Assistant Superintendent, District Level Title I staff member, building Principal, building Stem Coordinator, and other building certified teaching staff members. Each visit allowed the teams to look for student engagement, academic rigor, and student voice. During each visit data was collected around the focus areas and examples of these items being demonstrated or not being demonstrated were discussed and shared amongst the whole staff of Rocky Mountain Elementary. These visits allowed for more data to be shared and discussed with the whole staff to tease out root causes and areas of focus in moving forward with an action plan to improve student academic growth and academic achievement.

## Action Plans

### Planning Form



#### Collective Efficacy & Impact Teams

**What will success look like:** Build staff collective efficacy through structured weekly standards driven collaborative processes that focus on a rigorous summative assessment across all content areas, feedback to students and use of data to inform instructional decisions.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** When teacher efficacy is implemented it yields higher levels of student growth and academic achievement. Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of  $d=1.57$  Collective Teacher Efficacy is strongly correlated with student achievement. (John Hattie's 2017)




#### Associated Root Causes:



#### Tier I Instruction:

Lack of consistent standards based collaborative structure and use of data to drive instruction.

## Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Revisit district unit plans	We will focus on our academic standards by participating in professional development with District Personal about unpacking standards. By analyzing the standards we will create a progression of steps to facilitate student achievement. Teams will collaborate with the STEM Coordinator, as well as district-level curriculum staff to plan units. Teams will share the plans they create with other teams for vertical alignment. Teams will continue to implement district approved curriculum and unit plans.	04/03/2019 05/01/2020 Monthly	certified staff, district level curriculum staff, STEM coordinator, principal	Partially Met
 Revisit Teaching and Learning Cycle (Standards-based Planning)	Work will be completed around the depth and complexity of lesson planning and learning progressions related to district approved curriculum.	04/03/2019 05/01/2020 Monthly	certified staff, district level curriculum staff, STEM coordinator, principal	Partially Met
 Vertical Alignment across grade levels	Alignment around writing expectations and standards throughout preK-5th grades. Also, we will continue to create an alignment document that comprises preK-5th grade across all content areas related to implementation of district approved unit plans and curriculum.	08/01/2019 05/01/2020	certified staff, district level curriculum staff, STEM coordinator, principal	Partially Met

## Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
	A tool (electronic or paper) that will capture all aspects of		Building funds for	certified staff, district level	



Create planning tool

teaching, for example, standards, outcomes, instructional resources, instructional practices, and assessment.

08/01/2019  
05/01/2020

Professional development.

curriculum staff, STEM coordinator, principal

In Progress



Collaboration with District Level Curriculum Staff and Building Staff

A plan for professional development and support from district level curriculum staff will be completed and implemented as a result of collaboration with principal and leadership team. Feedback about sessions will be collected throughout the process to assess next steps.

10/03/2019  
05/01/2020

Building funds for Professional development.

Leadership Team, Principal, District Level Curriculum Staff

In Progress



## Writing Across the Curriculum & Formative Assessments

**What will success look like:** Increase focused and imbedded grade level content writing and use of formative assessment to adjust instruction to meet student need.


### Associated Root Causes:



#### Writing and Formative Assessments:

Lack of rigorous grade level writing instruction across all content areas. Lack of use of formative assessment in the area of writing to meet student need.

### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 Classroom Conferences	Teachers will share writing data and student progress with parents and families.	10/14/2019 05/08/2020 Quarterly	Teacher, Principals, Parent Leadership Team	





Instructional planning and implementation of performance based assessments (PBAs)

12/11/2019  
05/15/2020  
Weekly

Grade level teams

ReadyGen PBAs  
& Quickwrite

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Vertical Alignment Collaboration	Vertical Team Collaboration around data collected from student generated Quick Writes and PBA formative assessment tasks. These Vertical Team Collaborations will take place during Late Start/PLCs and In-Service dates throughout the 2019-2020 school year.	09/04/2019 05/20/2020	District Writing Unit Plans across all writing genres connected to the ReadyGen Curriculum, Quick Writes, and PBAs from the various units. Professional Development time allocated in the Master Agreement.	certified staff, STEM coordinator, Elementary Language Arts coordinator, Elementary Literacy coordinator, principal	In Progress
 Writing Across all Content Areas	District supported and school level PD around strategies to increase content rich meaningful writing across all content areas.	09/04/2019 05/13/2020	District PD support by designated district staff personal. District Writing Unit Plans with the ReadyGen Curriculum, Quick	certified staff, Elementary Language Arts coordinator, Elementary Literacy	In Progress



#### Impact Team Meetings

Meet weekly as grade levels to complete work as Impact Teams around teaching writing.

09/09/2019  
05/15/2020

Writes, and PBAs from the various units.

coordinator, Math coordinator, principal

District Writing Unit Plans across all writing genres. As well as ReadyGen Curriculum, Quick Writes, and PBAs from the various units.

certified staff, STEM coordinator, Elementary Language Arts coordinator, Elementary Literacy coordinator, principal

In Progress



#### Consistent Implementation of Viable Curriculum

**What will success look like:** Consistent implementation of mathematics and language arts viable curriculum, Tier 1 grade level instruction and research-based Tier 2 and 3 interventions based upon ongoing monitoring of student data.

#### Associated Root Causes:



#### Viable Curriculum:

Lack of consistent use of viable curriculum. Lack of implementation of consistent grade level Tier 1 instruction and use of data to drive Tier 2 and 3 interventions.

#### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
---------	-------------	-----------------------	---------------	--------



Teachers will share class and student data as well as class and student academic goals with parents and families.

10/14/2019  
04/24/2020  
Quarterly

Classroom teachers, Specialists,  
Principal, Parent Leadership Team

Classroom  
Conferences






i-Ready Math and  
Reading

Student will average 125% of typical growth (national average) from fall to winter and from winter to spring

12/19/2019  
04/17/2020

Teachers, Specialists, Principal

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Consistent Implementation	Consistent Implementation of Foundations, OG, Ready Gen, Envisions	08/19/2019 05/23/2019	Foundations Curriculum, Orton Gillingham Curriculum, Ready Gen and Envision Curriculums	preschool through 3rd grade teachers, Literacy and ELL teachers, principal	In Progress
 Progress Monitoring	MTSS and progress monitoring Special Education intervention , co-teaching and intervention block	08/19/2019 05/23/2019	Dibels, iReady, Foundations, Orton Gillingham	MTSS, Literacy, and ELL teachers, principal, resource teachers	In Progress
 Intervention Support	Special Education intervention, co-teaching, and intervention block will be used consistently according to the master schedule.	08/19/2019 05/23/2019	Master schedule, Foundational Skills, (Orton Gillingham and Foundations Curriculums)	Special Education Team, Literacy Specialist, ELL teacher, MTSS teacher, principal	



Classroom  
Conferences

Grade level teams, in conjunction with the Parent Leadership Team, will prepare class and student data presentations for classroom conferences and develop and share best practices for at-home reading and math activities.

10/07/2019  
04/17/2020

i-Ready data,  
reading and math  
games and  
activities

Teachers,  
Specialists, Parent  
Leadership Team



Summer  
Programming

Consistent targeted reading instruction during Project Launch with the use of Foundations and OG.

06/01/2020  
06/25/2020

Orton Gillingham  
and Foundations

Project Launch  
Summer staff in  
progress

## School Target Setting



### Priority Performance Challenge : ELA and MATH ACADEMIC ACHIEVEMENT AND GROWTH



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

#### MEASURES / METRICS: M

##### ANNUAL PERFORMANCE TARGETS

**2019-2020:** The mean scale score for all students in math will be 716 on CMAS in the Spring of 2020. The mean scale score of students with disabilities will be 692 on CMAS in the Spring of 2020.

**2020-2021:** The mean scale score for all students in math will be 722 on CMAS in the Spring of 2021. The mean scale score of students with disabilities will be 706 on CMAS in the Spring of 2021.

**INTERIM MEASURES FOR 2019-2020:** 20% of students will be On or Above Level according to i-Ready Math in winter, and 40% of students will be On or Above Level according to i-Ready Math.



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

#### MEASURES / METRICS: R



ANNUAL  
PERFORMANCE  
TARGETS

**2019-2020:** The mean scale score for all students in ELA will be 722 on CMAS in the Spring of 2020. The mean scale score of students with disabilities will be 692 on CMAS in the Spring of 2020.

**2020-2021:** The mean scale score for all students in ELA will be 730 on CMAS in the Spring of 2021. The mean scale score of students with disabilities be 706 on CMAS in the Spring of 2021.

**INTERIM MEASURES FOR 2019-2020:** 20% of students will be On or Above Level according to i-Ready Reading in winter, and 40% of students will be On or Above Level according to i-Ready Reading.



**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS: M**

ANNUAL  
PERFORMANCE  
TARGETS

**2019-2020:** The median growth percentile in math will be 50 for all students in the Spring of 2020. The median growth percentile score of students with disabilities in math will be 50 in the Spring of 2020.

**2020-2021:** The median growth percentile in math will be 53 for all students in the Spring of 2021. The median growth percentile score of students with disabilities in math will be 50 in the Spring of 2021.

**INTERIM MEASURES FOR 2019-2020:** Students will show typical growth (national average) according to i-Ready Math from fall to winter as compared to a like peer group.



**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS: R**

ANNUAL  
PERFORMANCE  
TARGETS

**2019-2020:** The median growth percentile in ELA will be 50 for all students in the Spring of 2020. The median growth percentile score of students with disabilities in ELA will be 50 in the Spring of 2020.

**2020-2021:** The median growth percentile in ELA will be 53 for all students in the Spring of 2021. The median growth percentile score of students with disabilities in ELA will be 50 in the Spring of 2021.

**INTERIM MEASURES FOR 2019-2020:** Students will show typical growth (national average) according to i-Ready Reading from fall to winter as compared to a like

peer group.



### Priority Performance Challenge : ACCESS TO GRADE LEVEL STANDARDS IN ELA AND MATH



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

#### MEASURES / METRICS: R

ANNUAL  
PERFORMANCE  
TARGETS

**2019-2020:** The percent of students with significant reading deficiencies will be 20%.

**2020-2021:** The percent of students with significant reading deficiencies will be 15%.

**INTERIM MEASURES FOR 2019-2020:** The percent of students with significant reading deficiencies will be 25% in according to winter i-Ready Reading and PALS-K.



### Priority Performance Challenge : GRADE LEVEL CONTENT WRITING



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

#### MEASURES / METRICS: W

ANNUAL  
PERFORMANCE  
TARGETS

**2019-2020:** The average percent of correct items on CMAS Written Expression will increase from 13% in 2019 to 19% in 2020.

The average percent of correct items on CMAS Written Conventions will increase from 16% in 2019 to 23% in 2020.

**2020-2021:** The average percent of correct items on CMAS Written Expression will increase from 13% in 2019 to 25% in 2021.

The average percent of correct items on CMAS Written Conventions will increase from 16% in 2019 to 30% in 2021.

**INTERIM MEASURES FOR 2019-2020:** 40% of students will achieve a proficient score or above according to the ReadyGen writing rubric for the winter Performance-Based Assessment (PBA).



## Colorado's Unified Improvement Plan for Schools

Timberline PK-8 UIP 2019-20 | School: Timberline PK-8 | District: St Vrain Valley RE1J | Org ID: 0470 | School ID: 6010 | Framework: Priority  
Improvement Plan: Meets 95% Participation | Draft UIP

### Table of Contents

Executive Summary

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

### Executive Summary

If we...

#### STANDARDS-BASED INSTRUCTION, PACING & FORMATIVE ASSESSMENT

##### Description:

Consistent standards-based Tier 1 instruction in math and English Language Arts, use of district pacing guides with fidelity, and implementation of rigorous formative assessments.



#### INSTRUCTIONAL COLLABORATION/COLLECTIVE EFFICACY & WRITING ACROSS THE CURRICULUM

##### Description:

Consistent research-based, grade-level writing instruction across all content areas through the implementation of instructional collaboration or Impact Teams. Impact teams evaluate, analyze, and adjust instruction based upon student outcomes.



## TARGETED STANDARDS-BASED READING INSTRUCTION

### Description:

Consistent implementation of viable reading curriculum and targeted reading interventions to increase reading proficiency PK - 8.



## Then we will address...

### LACK OF TIER 1 INSTRUCTION AND PACING

#### Description:

Inconsistent implementation of standards-based Tier 1 instruction and alignment of pacing guides.



### INCONSISTENT USE OF FORMATIVE ASSESSMENT

#### Description:

Infrequent monitoring of student progress to grade-level mastery, supported by responsive instruction & formative feedback.



### LACK OF RESEARCH-BASED WRITING INSTRUCTION

#### Description:

Inconsistent implementation of research-based grade-level writing instruction across the curriculum.



### INCONSISTENT COLLABORATIVE INSTRUCTIONAL PLANNING

#### Description:

Inconsistent opportunities to collaborate and plan rigorous tier 1 instruction, as well as develop and implement scaffolds and interventions for English Learners and students with disabilities.



### LACK OF CONSISTENT IMPLEMENTATION OF GRADE-LEVEL READING CURRICULUM/INTERVENTION

**Description:**

Inconsistent implementation of reading curriculum and targeted reading interventions across the PK - 8 system.

**Then we will change current trends for students****ACADEMIC PERFORMANCE ELA****Description:**

On the CMAS ELA assessment, median scale scores are below expectations at all levels (Elementary ELA: 2017 = 717.6; 2018 = 720.2; 2019 = 719.3 and Middle ELA: 2017 = 730.4; 2018 = 721.8; 2019 = 721.8). A body of evidence (PALS, iReady, Acadience) shows our number of students in grades kindergarten through third identified as Significant Reading Deficient is increasing.

**ACADEMIC PERFORMANCE MATH****Description:**

On the CMAS math assessment, median scale scores are below expectations at all levels (Elementary Math: 2017 = 718.8; 2018 = 718.4; 2019 = 713.4 and Middle Math: 2017 = 717.8; 2018 = 713.2; 2019 = 713.9).

**ACADEMIC GROWTH ELA****Description:**

On the CMAS ELA assessment, median growth percentiles are below expectations at all levels (Elementary ELA: 2017 = 45.0; 2018 = 44.0, 2019 = 45.5 and Middle ELA: 2017 = 64.0; 2018 = 46.0; 2019 = 45.0).

**ACADEMIC GROWTH MATH****Description:**

On the CMAS math assessment, median growth percentiles are below expectations at the elementary level and inconsistent at the middle level (Elementary Math: 2017 = 42.0; 2018 = 30.5, 2019 = 20.5 and Middle Math: 2017 = 53; 2018 = 44.0; 2019 = 54.0).



## ACADEMIC GROWTH ELP

### Description:

Median growth percentiles are below expectations at all levels (Elementary ELP: 2018 = 51.0; 2019 = 46.0 and Middle ELP: 2018 = 43.0; 2019 = 48.5). On track proficiency is unstable (Elementary On Track: 2018 = 77.6%; 2019 = 68.8% and Middle On Track: 2018 = 52.8%; 2019 = 37.0%).



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

## Improvement Plan Information

### Additional Information about the school

### School Contact Information

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**Phone:**(303) 827-1680

**Title:** Principal

**Mailing City / State/ Zip Code:** Longmont Colorado 80504

**Email:** borski\_karolyn@svvsd.org

## Narrative on Data Analysis and Root Cause Identification

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

#### Demographics and Local Context

Timberline PK8 is a Title I, prekindergarten through eighth grade STEM school located in the St. Vrain Valley Schools. The building opened as a unified school in 2013, following the consolidation of three neighborhood schools: Loma Linda Elementary, Spangler Elementary, and Heritage Middle School. According to the 2018 official October Count, 918 students attended Timberline PK8 last year, and the student body was comprised of 85% Hispanic, 12% White, 1% African American, .7% American Indian or Alaskan Native, .3% Asian, and .9% are two or more races. Timberline PK8 has a mobility rate of 16% and an overall attendance rate of 93.7%. .3% of students are migrant. 82.1% of students at Timberline PK8 qualify for free or reduced lunch. 66.2% of students are English language learners, and Timberline PK8 offers bi-literacy programming from kindergarten through third grade which serves approximately one-half of students in those grades. 12.9% of students have Individual Education Plans and 1.4% receive Gifted and Talented services. Students are afforded many enrichment opportunities both within and outside of the regular school day, some of which include: Playworks, Community Schools, CU Teams Engineering, Monthly Engineering Clubs, VEX Robotics, Thorne Science Explorers, CU STEM Explorers, Math Homework Success Club, Meeting of the Minds, Drama Club, Literacy Club, Math Club, Homework Club, Band, Choir, Orchestra, Art Enrichment Club, and Intramural Sports.

Community partnerships are important to our school as they provide our students with rich, meaningful experiences. Specific partnerships include University of Colorado, Thorne Nature Center, City of Longmont, Intercambio (offers English classes to our Spanish-speaking parents on site), and PIE (Parents Involved in Education). In addition, we partner with local entities, such as Sphero, Junior Achievement, and Growing Gardens to provide our students with learning extensions grounded in real-world experiences.

Highlights from the 2018-2019 school year:

- Implementation of Timberline's Standards of Excellence
- STEM Focus school integrating rigorous academics with innovation and 21st-century skills
- Social Emotional In-Focus lessons delivered through elementary homeroom classes
- Social Emotional 7-Mindsets curriculum training and development of middle school advisory classes
- Continued implementation of ICAP (Individual Career and Academic Plans) in grades 5-8
- Opportunities for student leadership including Playworks Junior Coaches, reading buddies and student technology team
- Staff training in Cooperative Learning structures, Accountable Talk and Leveled Language Frames, and SIOP best practices
- Elementary school robotics qualified for state
- Strong participation of STEM-focused clubs including VEX IQ, VEX RC, CU STEM Explorers, CU Teams Engineering, and Thorne Outdoor Science
- Middle school Mariachi band performances in city and state events
- Focus on 8th grade to 9th grade transition
- High number of applicants accepted into Skyline High School's P-TECH program
- Strong community partnerships with Sphero, Growing Gardens and University of Colorado Boulder

## **Performance Status**

Timberline moved from Priority Improvement to Performance in 2016 with a School Performance Framework of 54.2. In 2017, the School Performance Framework slightly decreased to 52 which resulted in an Improvement designation. (Performance rating at or above 53%). In 2018, Timberline scored 39.2 on the School Performance Framework rating our school as Priority Improvement. Timberline's School Performance Framework score remained the same in 2019 at 39.2 with the middle school percent score increasing by 4.2% to Improvement status while the elementary school percent score decreasing by 4.1%

### **General Process and Stakeholders Involved**

Collaboration between the Timberline Administrative Team, St. Vrain Assistant Superintendents and the Assessment and Curriculum Department began at the start of the 2019-2020 school year with data review and the development of Impact Teams on August 1st, 2019. This was followed by adding our St. Vrain Learning Leaders to our Impact Teams on August 22nd. Our building-level preschool through eighth grade teacher teams began meeting immediately on August 21st and August 27th-29th where we identified Input Trends and delved into the power of collective efficacy. During a Professional Learning Community meeting on September 17th, along with District Learning Leaders, our Assistant Superintendent and members of the Assessment and Curriculum Department, staff reviewed Timberline's 2019 School Performance Framework and began the data driven dialogue process. Impact Teams were solidified following this in-service and intensive work around unpacking standards, learning progressions and the teaching and learning cycle began the week of September 23rd. During the month of September, preschool through eighth grade teachers continued to meet to review current performance, describe significant trends, prioritize performance challenges, and determine root causes. Our Timberline Parent Leadership Team acting as our School Accountability Committee met on September 30th and again on November 18th to outline their plan to engage our parent community, and to review school data and goals as the Unified Improvement Plan was being developed. Our Parent Leadership Team also developed our plan for Timberline's monthly Cafecitos to personally connect to our community; the first Cafecito was held on October 17th. During a Professional Learning Community meeting on November 6th, along with District Learning Leaders, our Assistant Superintendent and members of the Assessment and Curriculum Department, staff reviewed our 2019-2020 Major Improvement Strategies to ensure root causes were being addressed. Our School Performance Framework and Unified Improvement Plan was shared with all stakeholders at our community meeting on November 7th seeking feedback and parent support. The Timberline Leadership Team met on November 12th for one final review of goals and our Action Plan prior to district submission and the St. Vrain School Board review on December 18th.

### **Prior Year Targets**

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

Our middle school students increased by ten growth percentiles to 54 in math growth meeting the goal of "middle school students in the area of Academic Growth in Mathematics will have a median growth percentile of 50 or above". Other goals were not met. Specifically, middle school students with disabilities in the area of Academic Growth in Mathematics increased by two growth percentiles from 37 to 39, however the goal: "Middle school students with disabilities in the area of Academic Growth in Mathematics will be at or above the 55th Growth Percentile" was not met. Special Education Impact Teams are meeting every six weeks to review performance and growth data of student on Individualized Education Plans as compared to their peers. Impact Teams also meet to examine Least Restrictive Environment and access to General Education with a goal of 80%.



When reviewing Major Improvement Strategies and ranking Input Trends, meaningful and authentic writing across all contents and grades scored as "high". Members of both our district and site-based English Language Learners Department collaborated with staff to ensure increased accountable talk in classrooms through scaffolds such as leveled-language speaking frames, solve and shares, and collaborative learning structures. Targeted reading interventions were provided and our extended school year focusing on elementary literacy was implemented. These are all elements of our Action Plan identified in our 2018-2019 Unified Improvement Plan.

After completing the pilot program with selected teachers, last year we fully implemented the Envisions 2.0 math curriculum with our elementary teachers. Highlights of the curriculum included increased accountable talk and use of math academic vocabulary. Middle school math teachers collaborated with our District Math Coordinator to ensure math teachers followed the Digits math curriculum with fidelity. Routine walk-throughs with administration and the District Math Coordinator took place to ensure district pacing guides and unit plans aligned with observed instruction. During Professional Learning Communities, science and math teachers met to share insights to reinforce standards instruction. Across all grade levels, the STEM Department aligned their math and science instruction to reinforce standards being taught by elementary classroom and secondary core content teachers. Collaboration across and between grade levels and multiple contents was imbedded in our Action Plan.

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

Based on the reflection of our 2018-2019 Major Improvement Strategies and Action Plan, the following adjustments were made:

In regards to the first 2018-2019 Major Improvement Strategy (Improve CMAS ELA achievement by increasing student engagement through accountable talk, meaningful writing across all contents and grade levels, and providing targeted reading interventions), staff and leadership strongly feel we need to address reading interventions at an urgent level and create a separate Major Improvement Strategy for this year focusing solely on reading, thus creating our new third Major Improvement Strategy: **"Consistent implementation of viable reading curriculum and targeted reading interventions to increase reading proficiency PK - 8."**

Furthermore, following close examination of our CMAS math data, our staff and leadership strongly feel the meaningful writing across all contents, including math, will have an impact on the need to increase Math Expressing Reasoning. Therefore, our math goals will be addressed in our revised first and second Major Improvement Strategies: **"Consistent standards-based Tier 1 instruction in math and English Language Arts, use of district pacing guides with fidelity, and implementation of rigorous formative assessments,"** and **"Consistent research-based grade-level writing instruction across all content areas through instructional collaboration or Impact Teams. Impact teams evaluate, analyze, and adjust instruction based upon student outcomes."**

Our second 2018-2019 Major Improvement Strategy (Improve CMAS math achievement by consistent implementation of district adopted math curricula across all grade levels with reinforced math instruction in science and STEM contents) was eliminated due to the consolidation of math with ELA in our revised first and second Major Improvement Strategies. Instead, again examining root causes and needs of our school, staff and leadership strongly feel the need to embrace John Hattie's research around collective efficacy/effect size and improve our teacher collaboration. Impact Teams were created to address the implementation of our new second Major Improvement Strategy: **"Consistent research-based grade-level writing instruction across all content areas through instructional collaboration or Impact Teams. Impact teams evaluate, analyze, and adjust instruction based upon student outcomes."**

Supporting characteristics of high functioning schools to address these new Major Improvement Strategies are:

- Collaborative time with impact teams to evaluate, analyze, and act on various sources of student data and student work:

- Reliable, and valid summative assessments;

- Students set learning goals and employ specific strategies to achieve them, with feedback and reflection loops built-in

- Learning intentions & success criteria communicated with students, along with outlined learning progressions and transparent mastery thresholds;

- Supported opportunities for self- and peer-assessment;

- Frequent monitoring of growth and progress, supported by responsive instruction & feedback

- Maximized instructional time for all students spent on standards-based, grade-level content;

Our 2019-2020 Action Plan identifies specific benchmarks and steps to implement our Major Improvement Strategies. Other significant items to support achievement in our school include:

- Increasing elementary Impact Team minutes from 45 to 90 minutes each week while also increasing elementary instructional minutes with fewer interruptions and transitions. This was made possible by creating a new elementary master schedule.

- Implementing a restricted disruption block of minutes in the elementary master schedule when Foundational Reading Skills are taught. Furthermore, a designated block of time was also created to provide minutes for Literacy Teachers to push-in or pull-out small literacy groups where they use Wilson's Orton Gillingham or Foundations reading intervention strategies.

- Increasing middle school math and language arts minutes by implementing a similar middle school master schedule that was in place the year Timberline was on a Performance Plan.

- Implementing a flexible enrichment/intervention middle school period(s) when students can access:

  - Extended Advanced Math enrichment

  - Tier II and III math and reading interventions

  - English Language Learner support thus providing ELL students access to all core content classes, as well as electives

  - Special Education academic and social development support thus providing students on Individualized Education Plans access to all core content classes, as well as electives

Along with the above-mentioned elements and the updated 2019-2020 Action Plan, we are confident our laser-like focus on academic achievement will result in meeting our goals and moving Timberline PK8 off of a Priority Improvement Plan.

Current Performance

- On the School Performance Framework we are accredited with a Priority Improvement performance plan.

Academic Achievement – Does Not Meet		
	Elementary	Middle
English Language Arts	Does Not Meet	Does Not Meet
Mathematics	Does Not Meet	Does Not Meet
Science	Does Not Meet	Does Not Meet

Academic Growth – Approaching		
	Elementary	Middle
English Language Arts	Approaching	Approaching
Mathematics	Does Not Meet	Meets

Academic Growth Gaps		
	Elementary	Middle
English Language Arts	-	-
English Learners	Approaching	Approaching
Free/Reduced Lunch Eligible	Approaching	Approaching
Minority Students	Approaching	Approaching
Students with Disabilities	Does Not Meet	Approaching

<b>Mathematics</b>	-	-
English Learners	Does Not Meet	Approaching
Free/Reduced Eligible	Does Not Meet	Meets
Minority Students	Does Not Meet	Meets
Students with Disabilities	Does Not Meet	Approaching
<b>Overall</b>	Approaching	Approaching

<b>Academic Growth – English Language Proficiency</b>		
	<b>Elementary</b>	<b>Middle</b>
<b>English Language Proficiency</b>	Approaching	Approaching
<b>On Track to Proficiency</b>	Approaching	Approaching

#### Local Measures - iReady

When analyzing local data, we see that students in 1st-8th grade lack foundational reading skills in vocabulary and comprehension of literary and nonfiction texts, which greatly impact their ability to achieve at high levels. A closer look at the foundations of phonics instruction would also help our students perform better. In math, students in 1st-8th grade are lowest in numbers and operations, algebra and algebraic thinking, and geometry. This, too, greatly impacts students' ability to achieve at high levels in mathematics because of deficits in foundational skills. As a whole, we are not meeting expectations within our school, which would indicate that much work is needed in Tier I instruction. A close analysis of our Tier II and Tier III programming is also warranted.

<b>Ready Reading - Fall 2017 (% On or Above Grade-Level)</b>							
Grade	Overall Reading Level	Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
1st	3	16	15	11	10	8	13

2nd	11	63	20	41	12	12	7
3rd	30	0	41	90	22	34	31

iReady Reading - Fall 2018 (% On or Above Grade-Level)							
Grade	Overall Reading Level	Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
1st	3%	14%	15%	11%	1%	7%	11%
2nd	12%	70%	15%	47%	7%	12%	12%
3rd	21%	100%	34%	90%	17%	26%	27%
4th	12%	100%	48%	93%	11%	19%	14%
5th	16%	100%	66%	95%	18%	17%	14%
6th	11%	100%	83%	98%	6%	17%	15%
7th	18%	100%	71%	96%	18%	21%	21%
8th	21%	100%	79%	92%	24%	21%	21%

iReady Reading - Fall 2019 (% On or Above Grade-Level)							
Grade	Overall Reading Level	Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
1st	1%	15%	10%	10%	4%	6%	7%
2nd	6%	65%	13%	49%	4%	10%	7%
3rd	27%	100%	34%	80%	20%	29%	23%
4th	14%	100%	48%	92%	15%	21%	19%
5th	13%	100%	55%	99%	12%	19%	13%

6th	16%	100%	56%	88%	18%	15%	15%
7th	11%	100%	76%	89%	10%	17%	17%
8th	19%	100%	82%	95%	19%	19%	19%

iReady Math - Fall 2018 (% On or Above Grade-Level)						
Grade	Overall Math Level	Numbers & Operations	Algebra & Algebraic Thinking	Measurement & Data	Geometry	
1st	1%	4%	8%	6%	10%	
2nd	1%	6%	7%	10%	10%	
3rd	2%	12%	9%	12%	7%	
4th	19%	25%	22%	22%	17%	
5th	17%	19%	15%	31%	20%	
6th	8%	11%	11%	25%	11%	
7th	11%	15%	14%	24%	17%	
8th	18%	22%	18%	21%	17%	

iReady Math - Fall 2019 (% On or Above Grade-Level)						
Grade	Overall Math Level	Numbers & Operations	Algebra & Algebraic Thinking	Measurement & Data	Geometry	
1st	0	1%	10%	6%	14%	
2nd	3%	10%	4%	7%	12%	
3rd	4%	11%	11%	16%	13%	
4th	4%	16%	14%	18%	7%	
5th	10%	17%	19%	19%	10%	

6th	13%	16%	15%	15%	15%
7th	4%	7%	10%	12%	13%
8th	15%	15%	15%	18%	14%

#### Local Measures -

We utilize the Acadience Reading Composite scores for grades 1-3. These assessments are nationally norm-referenced for administration three times during the school year, and Acadience identifies instructional groupings based on student performance. In addition, we administer the PALS Reading Assessment to kindergarten students three times yearly.

	DIBELS Next (DIBELS Oral Reading Fluency)						Acadience Oral Reading Fluency		
	Fall 2017 At Benchmark	Fall 2017 Below Benchmark	Fall 2017 Well Below Benchmark	Fall 2018 At Benchmark	Fall 2018 Below Benchmark	Fall 2018 Well Below Benchmark	Fall 2019 At Benchmark	Fall 2019 Below Benchmark	Fall 2019 Well Below Benchmark
2nd	41%	11%	48%	43%	21%	36%	40%	17%	43%
3rd	57%	16%	27%	42%	20%	38%	39%	28%	33%
4th	39%	20%	41%	41%	22%	37%	N/A		
5th	20%	15%	65%	30%	15%	55%	N/A		

#### Kinder PALS Data - Percentage of Students Identified with Significant Reading Deficiency

	Fall	Winter	Spring
2016-2017	77%	36%	21%
2017-2018	76%	27%	19%
2018-2019	84%	20%	21%

#### Kinder PALS Subtest Data - Mean Score

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	2016-2017			2017-2018			2018-2019		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Alphabet Knowledge	7	19.3	23.2	5.8	19.9	23.5	5.5	22.4	23.8
Letter Sound	4.3	21.2	23.1	3.3	22.3	23.2	3.5	23.5	24.2
Spelling	1.5	13.3	16.2	1.4	13.5	16.9	2.1	14.3	16.8
COW Pointing	0.2	2.7	2.7	0.2	2.3	3.1	0.1	2.5	3.6
COW ID	0.4	4.5	6.4	0.2	3.7	6.4	0.2	3.5	5.4

### Gifted and Talented (GT) and Advanced Courses

50% of our sixth and seventh grade students are enrolled in advanced math courses with our target of increasing algebra enrollment to 50% in the 2020-2021 school year. Likewise, 50% of sixth, seventh and eighth grade students are enrolled in advanced language arts courses. Beginning in fourth and fifth grades, our goal is to intentionally recruit underrepresented students for advanced middle school coursework through a body of evidence including teacher recommendation, parent recommendation, classroom assessments, as well as CMAS and iReady data. Currently 38.46% of our eighth grade white students are enrolled in algebra, 18.26% of our eighth grade hispanic students are enrolled in algebra, and 44.44% of our eighth grade students designated as other are enrolled in algebra. We are striving to make this an equitable number to mirror our population. Improvements are made in large part due to the examination of the practices for identifying students for advanced courses, as well as retention of diverse learners in these classes.

Currently, Timberline has 8 identified GT students and 3 GT Program Monitored students. Each year, we increase our nomination numbers as our staff learns about how to recognize potential GT students in a high impact school. Our school does a yearly Universal Screen for our 3rd grade students in the areas of Reading, Math and Non-Verbal. In addition to our Universal Screen for the 2018/19 school year, teachers and parents have nominated a total of 40 middle school and 32 elementary students. A list of GT students is sent out to classroom teachers, counselors and administration to increase awareness of our GT and Program Monitored students and support their giftedness through advanced coursework and individualized learning opportunities throughout the school year.

- GT Identified, K-5 (4 students)
- GT Identified, 6-8 (4 students, review of records in progress now)
- GT Program Monitored, K-5 (1 student)
- GT Program Monitored, 6-8 (2 student)

Testing for 2019/20 School Year:

- Universal Screen of 3rd Grade in Spring (April), grade level screening in Reading, Math & Non-Verbal



- K-8 Nominations for 2019/20
  - Teachers are provided resources about characteristics of gifted kids from poverty and different backgrounds in order to create a broad list of names versus requesting specific strengths.

## Trend Analysis



**Trend Direction:** Increasing then decreasing

**Notable Trend:** Yes

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

Elementary students in the area of ELA academic achievement median scale score increased slightly over the last several years and then decreased slightly in 2019 (2017 = 717.6; 2018 = 720.2, 2019 = 719.3). This is a notable trend because it is well below the state expectation (739.5) by 20.2 points. (Source: SPF)



**Trend Direction:** Decreasing then increasing

**Notable Trend:** Yes

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

Students in kindergarten through third grade identified with a Significant Reading Deficiency slightly decreased and then slightly increased over the last three years (2017 = 107/374, 29%; 2018 = 98/350, 28%; 2019 = 108/343, 31%). This is a notable trend because of the increase of 3% last year. (Source: Read Act Reported Files submitted to the Colorado Department of Education)



**Trend Direction:** Decreasing

**Notable Trend:** Yes

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

Elementary students in the area of Math academic achievement median scale score decreased slightly over the last three years (2017 = 718.8; 2018 = 718.4; 2019 = 713.4). This is a notable trend because it is well below the state expectation (734.3) by 20.9 points. (Source: SPF)



**Trend Direction:** Decreasing then stable

**Notable Trend:** Yes

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

Middle school students in the area of ELA academic achievement median scale score decreased two years ago and remained the same from 2018 to 2019 (2017 = 730.4; 2018 = 721.8; 2019 = 721.8). This is a notable trend because it is well below the state expectation (740.1) by 18.3 points. (Source:SPF)



**Trend Direction:** Decreasing then increasing

**Notable Trend:** Yes

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

Middle school students in the area of Math academic achievement median scale score decreased then increased slightly over the last three years (2017 = 717.8; 2018 = 713.2; 2019 = 713.9). This is a notable trend because it is well below the state expectation (731.2) by 17.3 points. (Source: SPF)



**Trend Direction:** Decreasing then increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Growth

Elementary school students in the area of ELA academic growth median growth percentile decreased slightly two years ago then increased slightly in 2019 (2017 = 45.0; 2018 = 44.0; 2019 = 45.5). This is a notable trend because it is below the state expectation (50) by 4.5 percentiles. (Source: SPF)



**Trend Direction:** Decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Growth

Elementary school students in the area of Math academic growth median growth percentile decreased significantly (2017 = 42.0; 2018 = 30.5; 2019 = 20.5). This is a notable trend because it is below the state expectation (50) by 29.5 percentiles. (Source: SPF)



**Trend Direction:** Decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Growth

Middle school students in the area of ELA academic growth median growth percentile increased significantly in 2017 and then decreased (2017 = 64.0; 2018 = 46.0; 2019 = 45.0). This is a notable trend because it is below the state expectation of 50 by 5 percentiles. (Source: SPF)



**Trend Direction:** Increasing then decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Disaggregated Achievement

Elementary school students in the area of ELA disaggregated achievement mean scale score for English learners increased over two years and then decreased (2017 = 714.8; 2018 = 719.5; 2019 = 705.3); for Free/Reduced price lunch eligible increased (2017 = 716.5; 2018 = 718.5; 2019 = 718.7), for minority students increased and then decreased slightly (2017 = 716.6; 2018 = 719.7; 2019 = 719.1). This is a notable trend because English learners decreased in 2019. (Source: SPF)



**Trend Direction:** Decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Disaggregated Achievement

Elementary school students in the area of Math disaggregated achievement mean scale score for English learners decreased (2017 = 718.6; 2018 = 717.9; 2019 = 703.2), for Free/Reduced price lunch eligible decreased (2017 = 718.7; 2018 = 717.2; 2019 = 713.2), for minority students decreased (2017 = 718.4; 2018 = 717.9; 2019 = 712.4). This is a notable trend because disaggregated groups are below the mean scale scores for all students (713.4). (Source: SPF)



**Trend Direction:** Decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Disaggregated Achievement

Middle school students in the area of ELA disaggregated achievement mean scale score for English learners decreased (2017 = 728.7; 2018 = 720.7; 2019 = 696.6), for Free/Reduced price lunch eligible decreased (2017 = 730.2; 2018 = 720.5; 2019 = 720.1), for minority students decreased (2017 = 728.2; 2018 = 720.7; 2019 = 720.6). This is a notable trend because English learners decreased in 2019. (Source: SPF)



**Trend Direction:** Decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Disaggregated Achievement

Middle school students in the area of Math disaggregated achievement mean scale score for English learners decreased (2017 = 716.3; 2018 = 712.1; 2019 = 697.0), for Free/Reduced price lunch eligible remained the same (2017 = 716.3; 2018 = 712.0; 2019 = 712.0), for minority students increased slightly (2017 = 715.5; 2018 = 712.4; 2019 = 712.7). This is a notable trend because English learners decreased in 2019. (Source: SPF)

## Priority Performance Challenges and Root Causes

### Priority Performance Challenge: Academic Performance ELA



On the CMAS ELA assessment, median scale scores are below expectations at all levels (Elementary ELA: 2017 = 717.6; 2018 = 720.2; 2019 = 719.3 and Middle ELA: 2017 = 730.4; 2018 = 721.8; 2019 = 721.8). A body of evidence (PALS, iReady, Acadience) shows our number of students in grades kindergarten through third identified as Significant Reading Deficient is increasing.



**Root Cause: Lack of Tier 1 Instruction and Pacing**

Inconsistent implementation of standards-based Tier 1 instruction and alignment of pacing guides.



**Root Cause: Inconsistent Use of Formative Assessment**

Infrequent monitoring of student progress to grade-level mastery, supported by responsive instruction & formative feedback.



**Root Cause: Lack of Research-Based Writing Instruction**

Inconsistent implementation of research-based grade-level writing instruction across the curriculum.



**Root Cause: Inconsistent Collaborative Instructional Planning**

Inconsistent opportunities to collaborate and plan rigorous tier 1 instruction, as well as develop and implement scaffolds and interventions for English Learners and students with disabilities.



**Root Cause: Lack of Consistent Implementation of Grade-Level Reading Curriculum/Intervention**

Inconsistent implementation of reading curriculum and targeted reading interventions across the PK - 8 system.



**Priority Performance Challenge: Academic Performance Math**

On the CMAS math assessment, median scale scores are below expectations at all levels (Elementary Math: 2017 = 718.8; 2018 = 718.4; 2019 = 713.4 and Middle Math: 2017 = 717.8; 2018 = 713.2; 2019 = 713.9).



**Root Cause: Lack of Research-Based Writing Instruction**

Inconsistent implementation of research-based grade-level writing instruction across the curriculum.



**Root Cause: Lack of Tier 1 Instruction and Pacing**

Inconsistent implementation of standards-based Tier 1 instruction and alignment of pacing guides.



**Root Cause: Inconsistent Use of Formative Assessment**

Infrequent monitoring of student progress to grade-level mastery, supported by responsive instruction & formative feedback.



**Root Cause: Inconsistent Collaborative Instructional Planning**

Inconsistent opportunities to collaborate and plan rigorous tier 1 instruction, as well as develop and implement scaffolds and interventions for English Learners and students with disabilities.



**Priority Performance Challenge: Academic Growth ELA**

On the CMAS ELA assessment, median growth percentiles are below expectations at all levels (Elementary ELA: 2017 = 45.0; 2018 = 44.0, 2019 = 45.5 and Middle ELA: 2017 = 64.0; 2018 = 46.0; 2019 = 45.0).



**Root Cause: Lack of Tier 1 Instruction and Pacing**

Inconsistent implementation of standards-based Tier 1 instruction and alignment of pacing guides.



**Root Cause: Inconsistent Use of Formative Assessment**

Infrequent monitoring of student progress to grade-level mastery, supported by responsive instruction & formative feedback.



**Root Cause: Lack of Research-Based Writing Instruction**

Inconsistent implementation of research-based grade-level writing instruction across the curriculum.



**Root Cause: Inconsistent Collaborative Instructional Planning**

Inconsistent opportunities to collaborate and plan rigorous tier 1 instruction, as well as develop and implement scaffolds and interventions for English Learners and students with disabilities.



**Root Cause: Lack of Consistent Implementation of Grade-Level Reading Curriculum/Intervention**

Inconsistent implementation of reading curriculum and targeted reading interventions across the PK - 8 system.



**Priority Performance Challenge: Academic Growth Math**

On the CMAS math assessment, median growth percentiles are below expectations at the elementary level and inconsistent at the middle level (Elementary Math: 2017 = 42.0; 2018 = 30.5, 2019 = 20.5 and Middle Math: 2017 = 53; 2018 = 44.0; 2019 = 54.0).



**Root Cause: Lack of Tier 1 Instruction and Pacing**

Inconsistent implementation of standards-based Tier 1 instruction and alignment of pacing guides.



**Root Cause: Inconsistent Use of Formative Assessment**

Infrequent monitoring of student progress to grade-level mastery, supported by responsive instruction & formative feedback.



**Root Cause: Lack of Research-Based Writing Instruction**

Inconsistent implementation of research-based grade-level writing instruction across the curriculum.



**Root Cause: Inconsistent Collaborative Instructional Planning**

Inconsistent opportunities to collaborate and plan rigorous tier 1 instruction, as well as develop and implement scaffolds and interventions for English Learners and students with disabilities.



**Priority Performance Challenge: Academic Growth ELP**

Median growth percentiles are below expectations at all levels (Elementary ELP: 2018 = 51.0; 2019 = 46.0 and Middle ELP: 2018 = 43.0; 2019 = 48.5). On track proficiency is unstable (Elementary On Track: 2018 = 77.6%; 2019 = 68.8% and Middle On Track: 2018 = 52.8%; 2019 = 37.0%).



**Root Cause: Inconsistent Collaborative Instructional Planning**

Inconsistent opportunities to collaborate and plan rigorous tier 1 instruction, as well as develop and implement scaffolds and interventions for English Learners and students with disabilities.



**Root Cause: Lack of Tier 1 Instruction and Pacing**

Inconsistent implementation of standards-based Tier 1 instruction and alignment of pacing guides.



**Root Cause: Inconsistent Use of Formative Assessment**

Infrequent monitoring of student progress to grade-level mastery, supported by responsive instruction & formative feedback.



**Root Cause: Lack of Research-Based Writing Instruction**

Inconsistent implementation of research-based grade-level writing instruction across the curriculum.



**Root Cause: Lack of Consistent Implementation of Grade-Level Reading Curriculum/Intervention**

Inconsistent implementation of reading curriculum and targeted reading interventions across the PK - 8 system.

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





### Selecting Challenges

These challenges represent student performance needs across grade levels and content areas. These challenges are based on negative performance trends identified within the Empathy Phase of the Design Thinking Process, in which we reviewed Current Performance and Described Significant Trends. Throughout this process, we found that many of the initial trends were focused on smaller groups (such as a few grade levels or one subgroup). To better meet the needs of all students at Timberline PK8, we narrowed, focused, and synthesized the trends to develop overarching Priority Performance Challenges that will enable us to:

1. Collaborate school-wide to meet the needs of all learners.
2. Focus on the areas of highest need throughout the school.
3. Better prepare our students for academic success in both achievement and growth.

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



#### Root Cause Identification

During large group and multiple small team professional development meetings, teachers followed procedures to create an Input Trend Analysis. Input Trends with mixed implementation, low implementation, absence of implementation, or don't know if it is being implemented were identified. Areas of concern were: Student ownership of learning (mixed), Teacher collective efficacy (mixed), Vertical teaming (low), Standards-based instruction (don't know or absent), Formative assessment (don't know or absent), and Rigor (don't know or absent). After reviewing the research supporting the characteristics of high functioning schools, the following roots causes were identified:

- Inconsistent structures in place to support opportunities for teacher collective efficacy in order to reflect and improve on Tier 1 instruction, as well as develop and implement scaffolds and supports for English Learners.
- Inconsistent opportunities to build common, reliable, and valid summative assessments.
- Infrequent monitoring of student growth & progress to grade-level mastery, supported by responsive instruction & formative feedback.

This work was followed by connecting the roots causes to supporting characteristics of high functioning schools, and Major Improvement Strategies were developed. On November 6, 2019, during a Professional Development Community meeting, staff reviewed the Major Improvement Strategies which resolves Root Causes. Staff further examined seven specific supporting characteristics of high functioning schools and identified what these strategies might look, sound and feel like in our school if fully implemented on a frequent and consistent basis. The seven identified supporting characteristics of high functioning schools are:

- Common, reliable, and valid summative assessments
- Learning intentions & success criteria communicated with students, along with outlined learning progressions and transparent mastery thresholds
- Supported opportunities for self- and peer-assessment

- Frequent monitoring of growth and progress, supported by responsive instruction & feedback
- Maximized instructional time for all students spent on standards-based, grade-level content
- Students set learning goals and employ specific strategies to achieve them
- Collective Efficacy: Collaborative time with impact teams to evaluate, analyze, and act on various sources of student data and student work

Furthermore, in collaboration with our St. Vrain Special Education and Priority Programs Departments, English Learner and Students with Disabilities data was analyzed, along with reviewing master schedules to ensure access to general education and least restrictive environments are being provided. Low achievement and growth for students on Individualized Education Plans or identified as English Learners was noted as a concern. This collaboration took place in the month of September during principal and Title 1 meetings.

Multiple components of our prior year's Unified Improvement Plan are currently being implemented while elevating our work to an even higher and more urgent level in our Impact Teams. Furthermore, these root causes were reviewed by our Assistant Superintendent and members of the Assessment and Curriculum Department and verified as being viable options. Current performance, root causes, and goals were shared with parents during our Unified Improvement Plan parent meeting on November 7, 2019, as well as during our fall Parent Leadership Team meetings where parents were given opportunities to voice concerns as well as enroll their child in additional interventions.

## Action Plans

### Planning Form



#### Standards-Based Instruction, Pacing & Formative Assessment

**What will success look like:** Consistent standards-based Tier 1 instruction in math and English Language Arts, use of district pacing guides with fidelity, and implementation of rigorous formative assessments.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** The Standards-Based Teaching/Learning Cycle, Sheltered Instruction Observation Protocol (SIOP), and a guaranteed and viable curriculum.

#### Associated Root Causes:



#### Lack of Tier 1 Instruction and Pacing:



Inconsistent implementation of standards-based Tier 1 instruction and alignment of pacing guides.




**Inconsistent Use of Formative Assessment:**

Infrequent monitoring of student progress to grade-level mastery, supported by responsive instruction & formative feedback.

**Implementation Benchmarks Associated with MIS**

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Professional Development	90% of professional development will be directly aligned to the 7 Characteristics of High Functioning Schools, needs of Impact Teams, Tier I Instruction/Best Practices document, SIOP, and St. Vrain Valley School's Strategic Priorities, as evidenced by agendas and minutes from Timberline Leadership Team meetings, grade level and content area data collaboration, and the professional development calendar.	08/06/2019 05/20/2021 Weekly	Timberline Leadership Team, Administration Team, District Assessment & Curriculum Department	
 Instruction	In at least 90% of walk-throughs and observations, evidence of implementation of Impact Team effectiveness should be observed. Examples include: meaningful writing, formative assessments, various forms of feedback, rigorous summatives, grade-level instruction, SIOP, and intentionally addressing Colorado's Essential Skills.	09/03/2019 05/14/2021 Weekly	Teachers, Administration Team, District Assessment & Curriculum Department	

**Action Steps Associated with MIS**

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Special Education Targeted Support and Improvement Collaboration	Special Education teachers will meet weekly to review services provided to students with disabilities, specifically examining accommodations, access to core, and least restrictive environments. Special Education teachers will provide targeted support and improvement and data-based targeted instruction to students with disabilities in conjunction with core content teachers in the areas of reading, writing and math.	08/21/2019 05/13/2021	Student Data	Special Education Teachers, Administration, District Special Education Coordinator	In Progress



Preschool/Administration  
Meetings

Preschool teachers and administration will meet weekly to review preschool academic and behavior performance, programming needs, and plan to support instruction.

08/23/2019  
05/21/2021

Preschool  
performance data,  
observation notes

Preschool  
Teachers,  
Administration

In Progress



Student Support Team  
Collaboration

MTSS teachers, counselors, special education staff and administration will meet once per week to discuss student reading, writing and math data, Tier 2 and 3 interventions and layers of support.

08/23/2019  
05/21/2021

Student Data

MTSS Teachers,  
Counselors,  
Special Education  
Staff,  
Administration

In Progress



Elementary Grade-Level  
Impact Teams/Data  
Collaboration

Grade-Level Impact Teams will meet weekly with administration and members of the District Assessment & Curriculum Department to participate in data driven dialogues to examine practice and align instruction and expectations in reading, writing and math. Reading, writing and math data will be examined and writing across all contents will be reinforced.

08/27/2019  
05/13/2021

ReadyGen  
Curriculum, Writing  
Samples, Reading  
Data

Administration,  
District  
Assessment &  
Curriculum  
Department,  
Teachers

In Progress



EL  
Department/Administration  
Collaboration

Members of the EL Department will meet twice a month with administration and members of the Priority Programs Department to review NEP, LEP and FEP student data, plan supports for teachers, create professional development and locate resources needed by teachers.

08/28/2019  
05/19/2021

SIOP Modules,  
Student Data

EL Teachers,  
Administration,  
Priority Programs  
Department



ELA & Social Studies  
Collaboration/Impact  
Teams

Middle school ELA and social studies teachers will engage in monthly collaboration and professional development seven times throughout the year focused on unpacking standards, building learning progressions, creating rigorous summative assessments, developing formative assessments, and examining student data and work samples.

09/04/2019  
05/05/2021

Language Arts  
Standards, 7  
Characteristics of  
High Functioning  
Schools

Middle school  
ELA and Social  
Studies Teachers,  
Department of  
Assessment &  
Curriculum  
Learning Leaders

In Progress



Math & Science  
Collaboration/Impact  
Teams

Middle school math and science teachers will engage in monthly collaboration and professional development seven times throughout the year focused on unpacking standards, building learning progressions, creating rigorous summative assessments, developing formative assessments, and examining student data and work samples.

09/04/2019

05/05/2021

Math and Science  
Standards, 7  
Characteristics of  
High Functioning  
Schools, Harvard's  
Researched-Based  
Mathematics  
Quality of  
Instruction  
coaching rubrics

Middle school  
Math and Science  
Teachers,  
Department of  
Assessment &  
Curriculum  
Learning Leaders



SIOP

All teachers will attend a one hour CLD/SIOP training in order to implement most promising practices such as Accountable Talk and Leveled Language Frames throughout content areas.

12/04/2019

05/05/2021

SIOP Modules

EL team, District  
Priority Programs In Progress  
Department



Preschool to Kindergarten  
Transition Planning (Year  
2)

Preschool teachers, kindergarten teachers, elementary specialists and administration will meet each spring to plan preschool to kindergarten transition.

03/30/2020

05/21/2020

Master Schedule

Preschool  
Teachers,  
Kindergarten  
Teachers,  
Elementary  
Specialists,  
Administration



Preschool to Kindergarten  
Transition Implementation  
(Year 2)

In the last month of school, preschool students (attending kindergarten in the fall) will attend one elementary specials per week including art, physical education, music and computers in addition to attending two kindergarten classroom visits.

04/27/2020

05/21/2020

Master Schedule

Preschool  
Teachers,  
Kindergarten  
Teachers,  
Elementary  
Specialists



Preschool teachers, kindergarten teachers, elementary

Preschool  
Teachers,  
Kindergarten

Preschool to Kindergarten Transition Planning (Year 3)	specialists and administration will meet each spring to plan preschool to kindergarten transition.	03/29/2021 05/20/2021	Master Schedule	Teachers, Elementary Specialists, Administration
--------------------------------------------------------	----------------------------------------------------------------------------------------------------	--------------------------	-----------------	-----------------------------------------------------------



Preschool to Kindergarten Transition Implementation (Year 3)	In the last month of school, preschool students (attending kindergarten in the fall) will attend one elementary specials per week including art, physical education, music and computers in addition to attending two kindergarten classroom visits.	04/26/2021 05/20/2021	Master Schedule	Preschool Teachers, Kindergarten Teachers, Elementary Specialists
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### Instructional Collaboration/Collective Efficacy & Writing Across the Curriculum

**What will success look like:** Consistent research-based, grade-level writing instruction across all content areas through the implementation of instructional collaboration or Impact Teams. Impact teams evaluate, analyze, and adjust instruction based upon student outcomes.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** The Standards-Based Teaching/Learning Cycle, Sheltered Instruction Observation Protocol (SIOP), and a guaranteed and viable curriculum.

#### Associated Root Causes:



##### **Lack of Research-Based Writing Instruction:**

Inconsistent implementation of research-based grade-level writing instruction across the curriculum.





##### **Inconsistent Collaborative Instructional Planning:**


Inconsistent opportunities to collaborate and plan rigorous tier 1 instruction, as well as develop and implement scaffolds and interventions for English Learners and students with disabilities.

#### Implementation Benchmarks Associated with MIS

Start/End/

IB Name	Description	Repeats	Key Personnel	Status
 Professional Development	90% of professional development will be directly aligned to the 7 Characteristics of High Functioning Schools, needs of Impact Teams, Tier I Instruction/Best Practices document, SIOP, and St. Vrain Valley School's Strategic Priorities, as evidenced by agendas and minutes from Timberline Leadership Team meetings, grade level and content area data collaboration, and the professional development calendar.	08/06/2019 05/20/2021 Weekly	Timberline Leadership Team, Administration Team, District Assessment & Curriculum Department	
 Instruction	In at least 90% of walk-throughs and observations, evidence of implementation of Impact Team effectiveness should be observed. Examples include: meaningful writing, formative assessments, various forms of feedback, rigorous summatives, grade-level instruction, SIOP, and intentionally addressing Colorado's Essential Skills.	09/03/2019 05/14/2021 Weekly	Teachers, Administration Team, District Assessment & Curriculum Department	

#### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Facilitating Impact Teams	Administration will meet weekly with members of the District Assessment & Curriculum Department to review student data, discuss teacher needs, and develop a plan for Grade-Level Impact Teams.	08/01/2019 05/21/2021	Leading Impact Teams, Building a Culture of Collective Efficacy book by Paul Bloomberg & Barb Pitchford; 7 Characteristics of High Functioning Schools	Administration and Department of Assessment & Curriculum Learning Leaders	
	Kindergarten through 8th grade Grade-Level Impact Teams will meet weekly with administration and members of the District		Leading Impact Teams, Building a Culture of	Teachers,	



#### Grade-Level Impact Teams

Assessment & Curriculum Department to participate in data driven dialogues, unpack standards, build learning progressions, create rigorous summative assessments, develop formative assessments, and examine student data and work samples. Reading, writing and math data will be examined and writing across all contents will be reinforced.

08/21/2019  
05/20/2021

Collective Efficacy  
book by Paul  
Bloomberg & Barb  
Pitchford; 7  
Characteristics of  
High Functioning  
Schools

Administration,  
Department of  
Assessment &  
Curriculum  
Learning Leaders



#### EL Writing Expectations

Elementary grade level teams will meet weekly with the district Bilingual Coordinator to examine writing expectations in ReadyGen and supports for EL students.

08/27/2019  
05/13/2021

ReadyGen  
Curriculum, SIOP

Elementary  
teachers, District  
staff support:  
Bilingual  
Coordinator



#### EL Writing Implementation

EL writing strategies will be implemented into classroom instruction.

08/27/2019  
05/13/2021

Leveled Language  
Frames, SIOP

Elementary  
teachers,  
Administration,  
District staff  
support: Bilingual  
Coordinator



#### 1:1 District Coaching

5th grade teachers and members of the District Assessment and Curriculum Department are partnered to create 1:1 coaches to strengthen instructional practices.

10/01/2019  
05/14/2020

Tier 1 Best  
Practices, 7  
Characteristics of  
High Functioning  
Schools

5th Grade  
Teachers, District  
Coaches



#### Special Education Targeted Support

Special Education Impact Team teachers and district/building administration will meet once every 6 weeks/5 times per year to review data and plan for instruction. Students with disabilities growth and progress will be compared to growth and progress of peers who are not identified as needing support services. Special Education Impact Team teachers will provide targeted support

11/21/2019  
05/13/2021

Student Data;  
Leading Impact  
Teams, Building a  
Culture of  
Collective Efficacy  
book by Paul  
Bloomberg & Barb

Special Education  
teachers,  
Administration,  
District Special

and Improvement  
Impact Teams

and improvement and data-based targeted instruction to students with disabilities in conjunction with core content teachers in the areas of reading, writing and math.

Pitchford; 7  
Characteristics of  
High Functioning  
Schools

Education  
Coordinator



District  
Walk-Throughs

Three times per year in 2019-2020 and 2020-2021, St. Vrain District Administration and members of the District Assessment and Curriculum Department will conduct building walk-throughs to assess implementation of building-level Impact Teams products.

11/21/2019  
02/27/2020

7 Characteristics  
of High  
Functioning  
Schools rubric and  
Likert Scale

St. Vrain District  
Administration and  
members of the  
District  
Assessment and  
Curriculum  
Department



### Targeted Standards-Based Reading Instruction

**What will success look like:** Consistent implementation of viable reading curriculum and targeted reading interventions to increase reading proficiency PK - 8.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** The Standards-Based Teaching/Learning Cycle, Sheltered Instruction Observation Protocol (SIOP), and a guaranteed and viable curriculum.

### Associated Root Causes:



#### Lack of Consistent Implementation of Grade-Level Reading Curriculum/Intervention:

Inconsistent implementation of reading curriculum and targeted reading interventions across the PK - 8 system.

### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Intervention	90% of reading intervention minutes will be targeted, individualized and directly aligned to researched-based interventions.	08/20/2019 05/27/2021 Monthly	Teachers, Administration, District Assessment & Curriculum Department	








Intervention

Implementation of an all-day extended school year program in the month of June.

06/01/2020  
06/24/2021  
Weekly

Teachers, Administration, Office of  
Priority Programs, District Assessment  
& Curriculum Department

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Title 1 Intervention Teachers	Increase FTE in Title 1 Literacy from 1.0 in elementary to 2.6.	04/01/2019 05/23/2019	Title 1 Budget	Priority Program Personnel, Administration, Teacher Interview Committee	
 Reading Curriculum Professional Development	Administration, Kindergarten Teachers and Literacy Teachers will attend professional development training in Wilson's Foundations Reading Curriculum.	05/28/2019 07/31/2019	Fundations Curriculum materials	Administration, Kindergarten Teachers, Literacy Teachers, Office of Professional Development	
 Intervention Programming	Title 1 Reading Specialist Teachers will flood K-3rd grade level classrooms to support students in small groups and foundational skills block daily.	08/14/2019 05/27/2021	CDE approved Interventions that are currently in use: iReady instruction Lexia Reading Core 5 Sound Partners SPIRE Orton Gillingham CDE approved Supplemental Programs that are	Title 1 Reading Intervention Teachers	





#### Reading Intervention Collaboration

Interventionist staff (MTSS, ELL, Literacy) will meet with administration and Impact Teams twice a month to review progress monitoring data (from district approved measures), schedule small group interventions, plan for professional development and modify intervention groups and instruction, as needed.

08/27/2019  
05/13/2021

currently in use:  
Phonics for  
Reading-  
Curriculum  
Associates Quick  
Reads- Pearson  
Words their Way-  
Pearson

Reading Data,  
Reading  
Intervention  
Curriculum

Title 1 Reading  
Intervention  
Teachers,  
Administration,  
Grade-Level  
Impact Teams



#### Reading Intervention Professional Development

Elementary & Literacy teachers will attend professional development training in Orton Gillingham Reading Interventions as space is available.

01/06/2020  
05/28/2021

Orton Gillingham  
Reading  
Intervention  
materials

Elementary  
Teachers, Title 1  
Teachers, Office  
of Professional  
Development



#### Reading Curriculum Professional Development

1st & 2nd Grade Teachers (and Administrators & Literacy Teachers who did not attend summer 2019) will attend professional development training in Wilson's Foundations Reading Curriculum.

05/26/2020  
07/31/2020

Foundations  
Curriculum  
materials

Administration, 1st  
& 2nd Grade  
Teachers, Literacy  
Teachers, Office  
of Professional  
Development

District support teams, administration and teachers will implement an all-day extended school year program incorporating best practices in reading instruction (ie. Orton Gillingham, Foundations),

Reading



Extended School  
Year  
Implementation  
(Year 2)

STEM integrated modules and opportunities for teacher collaboration. Students will attend a full school day filled with extended core instruction in math and ELA, interventions, and a rotation of specials providing collaborative opportunities for teachers to review student data and plan for intervention, as well as highly engaging lessons.

06/01/2020  
06/25/2020

Curriculum,  
Foundations, Orton  
Gillingham, STEM  
Modules  
Extended School  
Year Teachers,  
Administration



Extended School  
Year  
Implementation  
(Year 3)

District support teams, administration and teachers will implement an all-day extended school year program incorporating best practices in reading instruction (ie. Orton Gillingham, Foundations), STEM integrated modules and opportunities for teacher collaboration. Students will attend a full school day filled with extended core instruction in math and ELA, interventions, and a rotation of specials providing collaborative opportunities for teachers to review student data and plan for intervention, as well as highly engaging lessons.

06/07/2021  
07/01/2021

Reading  
Curriculum,  
Foundations, Orton  
Gillingham, STEM  
Modules  
Extended School  
Year Teachers,  
Administration

## School Target Setting



### Priority Performance Challenge : Academic Performance ELA



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

#### MEASURES / METRICS: ELA

#### ANNUAL PERFORMANCE TARGETS

**2019-2020:** Elementary students in the area of Academic Achievement in English Language Arts mean scale score will increase from 719.3 to 722.3 (15th percentile). Middle school students in the area of Academic Achievement in English Language Arts mean scale score will increase from 721.8 to 724.1 (15th percentile).

**2020-2021:** Elementary students in the area of Academic Achievement in English Language Arts mean scale score will be at least 728 (one third of the way from 15th percentile to 50th percentile). Middle school students in the area of Academic

Achievement in English Language Arts mean scale score will be at least 729.4 (one third of the way from 15th percentile to 50th percentile).

**INTERIM MEASURES FOR 2019-2020:** iReady Reading Diagnostic for all students grades 3rd-8th; iReady Reading Progress Monitoring for targeted students in grades 3rd-8th; Acadience Reading in grades 3rd-5th.



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

#### MEASURES / METRICS: R

##### ANNUAL PERFORMANCE TARGETS

**2019-2020:** Timberline students from kindergarten through third grade identified as Significant Reading Deficient (SRD) will decrease by 10% or more from fall 2019 to spring 2020.

**2020-2021:** Timberline students from kindergarten through third grade identified as Significant Reading Deficient (SRD) will decrease by 10% or more from fall 2020 to spring 2020.

**INTERIM MEASURES FOR 2019-2020:** Kinder PALS Quick Checks for kindergarten students; iReady Reading Diagnostic for all students grades 1st-3rd; iReady Reading Progress Monitoring for targeted students in grades 1st-3rd; Acadience Reading in grades 1st-3rd.



#### Priority Performance Challenge : Academic Performance Math



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

#### MEASURES / METRICS: M

##### ANNUAL PERFORMANCE TARGETS

**2019-2020:** Elementary students in the area of Academic Achievement in Mathematics mean scale score will increase from 713.4 to 719.1 (15th percentile). Middle school students in the area of Academic Achievement in Mathematics mean scale score will increase from 713.9 to 716.5 (15th percentile).

**2020-2021:** Elementary students in the area of Academic Achievement in Mathematics mean scale score will be at least 724.2 (one third of the way from 15th percentile to 50th percentile). Middle school students in the area of Academic Achievement in Mathematics mean scale score will be at least 721.4 (one third of the way from 15th percentile to 50th percentile).

**INTERIM MEASURES FOR 2019-2020:** iReady Math Diagnostic for all students grades 3rd-8th; Acadience Math in grades 4th-5th; Acadience Math for targeted students in grades 6th-8th



### Priority Performance Challenge : Academic Growth ELA



**PERFORMANCE INDICATOR:** Academic Growth

#### MEASURES / METRICS: ELA

##### ANNUAL PERFORMANCE TARGETS

**2019-2020:** Elementary and middle school students in the area of Academic Growth in English Language Arts will have a median growth percentile of 50 or above.

**2020-2021:** Elementary and middle school students in the area of Academic Growth in English Language Arts will have a median growth percentile of 55 or above.

**INTERIM MEASURES FOR 2019-2020:** iReady Reading Diagnostic for all students grades 3rd-8th; iReady Reading Progress Monitoring for targeted students in grades 3rd-8th; Acadience Reading in grades 3rd-5th.



### Priority Performance Challenge : Academic Growth Math



**PERFORMANCE INDICATOR:** Academic Growth

#### MEASURES / METRICS: M

##### ANNUAL PERFORMANCE TARGETS

**2019-2020:** Elementary and middle school students, including all sub-groups, in the area of Academic Growth in Mathematics will have a median growth percentile of 50 or above.

**2020-2021:** Elementary and middle school students, including all sub-groups, in the area of Academic Growth in Mathematics will have a median growth percentile of 55 or above.

**INTERIM MEASURES FOR 2019-2020:** iReady Math Diagnostic for all students grades 3rd-8th; Acadience Math in grades 4th-5th; Acadience Math for targeted

students in grades 6th-8th



## Priority Performance Challenge : Academic Growth ELP



**PERFORMANCE INDICATOR:** Academic Growth

### MEASURES / METRICS: ELP

#### ANNUAL PERFORMANCE TARGETS

**2019-2020:** Elementary and middle school students, identified as English Language Proficient (ELP) will have a median growth percentile of 50 or above.

**2020-2021:** Elementary and middle school students, identified as English Language Proficient (ELP) will have a median growth percentile of 55 or above.

**INTERIM MEASURES FOR 2019-2020:** Kinder PALS Quick Checks for kindergarten students; iReady Reading Diagnostic for all students grades 1st-8th; iReady Reading Progress Monitoring for targeted students in grades 1st-8th; Acadience Reading in grades 1st-5th.



**PERFORMANCE INDICATOR:** Disaggregated Growth

### MEASURES / METRICS: ELA

#### ANNUAL PERFORMANCE TARGETS

**2019-2020:** Students with Disabilities in elementary and middle school in the area of Academic Growth in English Language Arts will have a median growth percentile of 50 or above.

**2020-2021:** Students with Disabilities in elementary and middle school students in the area of Academic Growth in English Language Arts will have a median growth percentile of 55 or above.

**INTERIM MEASURES FOR 2019-2020:** iReady Reading Diagnostic for all students grades 3rd-8th; iReady Reading Progress Monitoring for targeted students in grades 3rd-8th; Acadience Reading in grades 3rd-5th.



**PERFORMANCE INDICATOR:** Disaggregated Growth

**MEASURES / METRICS: M**

**ANNUAL  
PERFORMANCE  
TARGETS**

**2019-2020:** Students with Disabilities in elementary and middle school in the area of Academic Growth in Mathematics will have a median growth percentile of 50 or above.

**2020-2021:** Students with Disabilities in elementary and middle school in the area of Academic Growth in Mathematics will have a median growth percentile of 55 or above.

**INTERIM MEASURES FOR 2019-2020:** iReady Math Diagnostic for all students grades 3rd-8th; Acadience Math in grades 4th-5th; Acadience Math for targeted students in grades 6th-8th

## MEMORANDUM

DATE: January 8, 2020

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Adoption of Resolution to Change Board Member Representation on the  
Frederick Urban Renewal Authority  
Strategic Priority – High-Functioning School Board and Strong District  
Finances

RECOMMENDATION

That the Board of Education adopt a resolution to approve the change in Board member representation for the Frederick Urban Renewal Authority (FURA) to Chico Garcia, Director District G.

BACKGROUND

Currently, John Ahrens serves as the Board Member Representative for the FURA. John served FURA in lieu of Chico being newly appointed to the Board in January 2019. Now that Chico has been officially elected to Director District G for a four-year term, District administration is requesting a change in Board member representation.

Greg Fieth, Chief Financial Officer, will be present for questions.