ST. VRAIN VALLEY SCHOOLS
academic excellence by design

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

Joie Siegrist, President, Board of Education   Dr. Don Haddad, Superintendent of Schools

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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*

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1. **CALL TO ORDER:**

   6:00 pm Regular Business Meeting

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

3. **AUDIENCE PARTICIPATION:**

4. **VISITORS:**

5. **SUPERINTENDENT REPORT:**

6. **REPORTS:**

   1. School Board Recognition
   2. Safety & Security Report

7. **CONSENT ITEMS:**

   1. Approval: Staff Terminations/Leaves
   2. Approval: Staff Appointments
   3. Approval: Approval of Minutes for the December 9, 2020 Regular Meeting and the December 16, 2020 Special Meeting
   4. Approval: Approval of Designated Posting Locations for Notice of 2021 St. Vrain Valley Board of Education Meetings
   5. Approval: First Reading, Adoption, Board Regulation JLIF-R – Use of Safety and Security Technologies
   6. Approval: Approval of Recommendation to Hire Principal of Career Development Center/Olde Columbine High School
   7. Approval: Approval of Recommendation to Hire Principal of Elementary #28
   8. Approval: Approval of Contract Award for Clover Basin Data Center Server Room Cooling Upgrade
   9. Approval: Approval of Change Order 2 to Contract for School Security Disbursement Grant Project
   10. Approval: Approval of Contract Award for Districtwide School Security Disbursement Grant Project
   11. Approval: Approval of Contract Award for Mead Middle School Irrigation Pump Station
   12. Approval: Approval of Easement Agreement for the Niwot High School Renovation Project
   13. Approval: Approval of Fee Adjustment 3 to Architect Agreement for Pool Addition Project at Silver Creek High School
   14. Approval: Approval of Request to Grant Exception to Board Policy GBEA – Staff Ethics/Conflict of Interest-Strah

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Joie Siegrist, President

15. Approval: Approval of Purchase of NetScout Hardware, Software, and Support

8. **ACTION ITEMS:**

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

9. **DISCUSSION ITEMS:**

10. **ADJOURNMENT:**

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

Wednesday, January 20   6:00 – 8:00 pm Study Session-**Longmont High School**
Wednesday, January 27   5:30 pm 2nd Quarter Financials
                                                  6:00 pm Regular Meeting

MEMORANDUM

DATE: January 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Resolution Proclaiming January 2021 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 2021 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 2021 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 2021 to be

SCHOOL BOARD RECOGNITION MONTH

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

MEMORANDUM

DATE: January 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Report on School Safety and Security
            Strategic Priority – Districtwide Safety and Security

PURPOSE

To inform the Board of Education on the strategies used in the District to provide an overall safe school environment.

BACKGROUND

The Board of Education adopted policy ADD, Safe Schools in 1999 to systematically "develop and maintain a safe schools plan."

District departments, schools, and staff have the responsibility to create a safe school environment. In Regulation ADD-R it states, "To plan, implement and orchestrate deliberate, focused activity to increase the probability that the school or facility remains as safe as possible, within a reasonable context, given the nature of the school business and limited resources." The areas of activity are focused around:

- Mitigation/Prevention
- Preparedness
- Response
- Recovery

ST. VRAIN VALLEY SCHOOLS

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Annual Report to the Board of Education

January 2021

Office of Safety and Security

Executive Summary

The St. Vrain Valley School District recognizes that a safe learning environment is a fundamental component in the provision of an exemplary education. The Office of Safety and Security, along with other departments, is responsible for delivering relevant safety and security programs, training, services, and support to schools and community stakeholders.

The Executive Director leads the department in collaboration with 35 Campus Supervisors, 31 School Resource Officers (including supervisors), and the Emergency Preparedness Specialist. The Executive Director is responsible for establishing program vision, setting objectives and directing the work of the safety and security teams throughout the District.

This Annual Report is a requirement of the Colorado Safe Schools Act and summarizes the safety and security related activities of the St. Vrain Valley School District from July 1, 2019 through June 30, 2020.

Questions regarding this report can be directed to Richard Peebles at peebles_richard@svvsd.org or 303-682-7207.

Richard Peebles
Executive Director, Security and Safe Schools
St. Vrain Valley Schools

Our Mission

To enhance the educational environment, ensuring each and every
student has the opportunity to thrive and reach their full   potential for
academic achievement and success. We accomplish this through a
partnership with the whole community, which includes students, staff,
parents, local businesses and government organizations, and a high
functioning school board.

Office of Security and Safe Schools

The Colorado Safe School Act

Colorado Revised Statute 22-32-109.1 §

The Safe School Act embodies a framework for school safety, readiness, and incident management plans. (Summation)

The critical components of the Safe School Act consist of:

➢ Adopt and implement a safe school plan
➢ General policies and procedures for dealing with disruptive students
➢ Provisions for the initiation of suspension or expulsion proceedings
➢ Policies and procedures for the use of acts of reasonable and appropriate physical intervention or force in dealing with disruptive students
➢ General policies and procedures for determining the circumstances under and the manner in which disciplinary actions, including suspension and expulsion, shall be imposed
➢ A specific policy concerning gang-related activity on school grounds, vehicles and/or at school events
➢ Written prohibition of students bringing or possessing dangerous weapons, drugs, or other controlled substance on school grounds, in vehicles and/or at school sanctioned events
➢ Written prohibition of students from using or possessing tobacco products on school grounds, in vehicles and/or at sanctioned school events
➢ A written policy concerning searches on school grounds, including searches of student lockers
➢ A dress code policy
➢ A policy concerning bullying prevention and education
➢ Impose proportionate interventions and consequences
➢ Safe school reporting requirements
➢ Internet safety plan
➢ Prevention plan for child sexual abuse and assault
➢ School Response framework -- school safety, readiness, and incident management plan
  ● Adopt the National Response Framework
  ● Institutionalize the incident command system
  ● Develop a school safety, readiness and incident management plan, including emergency communications
  ● Safety teams and backups
  ● Enter into a memorandum of understanding with community partners
  ● Create an all-hazard exercise program
  ● Conduct all-hazard drills and tabletop exercises

- Inventory and test emergency equipment on an annual basis
- Adopt procedures for taking action and communicating with law enforcement agencies, community emergency services, parents, students, and the media in the event of certain incidents
- Safety and Incident management training for all key emergency personnel, including safety teams and backups
- Adopt a safety and security policy
- Information sharing
- Open school policy
- Employee screening
- Immunity
- Compliance with safe school reporting
- Review of Reporting Requirements

Significant Milestones

School Security Disbursement Grant

In the spring of 2019, the district was awarded the School Security Disbursement Grant, which totaled $687,044.00. The intent of this grant is to provide funding to improve security in public school facilities and vehicles. Much of this work began in the summer of 2019 and was completed over the course of the school year, with a few projects continuing into the 2020/21 school year. Below is a brief summary of the projects related to the grant:

InformaCast Fusion - 18 sites have been upgraded. This will allow us to more effectively communicate to students and staff during emergency events.

- 911 Call Aware: This will allow us to track who, where and when the 911 call is placed and allows us to integrate that notification to the necessary security personnel. These are currently only tested and confirmed at Longmont Schools, but this will be expanded to the entire school district.
- Ip Speakers with flashing lights and message boards were added to all Fusion compatible sites. These allow for messages to be displayed as well as different color combinations programmed to flash during a specific emergency event type. This allows for clearer, more direct communication of the emergency event.

Beacon Strobes - Added 105 strobes to Elementary, Middle, K through 8, and High Schools. These were placed in noisy areas, primarily gyms, cafeterias, weight rooms, and music rooms. Elementary schools generally got 3 strobes and Middle schools received 3-5 and High Schools received 5-7 strobes. These strobes are amber and flash when the PA system is engaged for an announcement. The goal being to get students and staff attention in loud areas so they can hear announcements and emergency notifications.

Law Enforcement Lock Boxes - 97 lock boxes were installed at all district schools. Every school received 2 lock boxes that were installed at locations marked by a blue exterior sign with a black circle in the middle. These signs are reflective and are used to mark entrance points to the buildings, where the lock boxes are installed. The lock boxes are mounted to the wall or in the wall depending on the surface material, and have tamper switches which will activate an emergency notification via email and text to the pre-programed recipients.

- The lock boxes themselves hold 6 sets of keys and a map of the building layout. All lock box locations were vetted by local police departments or the SROs from the schools.
- Each box is card reader activated, which means the police departments that already have key-fobs for entering district buildings, during an emergency, can access the lock boxes with the same tool. This will grant them access to hard keys, thus allowing them to open locked doors on the interior of school sites.
- Each box is tied into the Access Control Manager software, that allows us to remotely lock or unlock the boxes, as well as monitor who accessed the lock box, when and with what card.
- Lastly, the lock boxes are covered by security cameras, so that anytime anyone uses the lock box, or tampers with it, they are recorded.

Student Behavior

The District is committed to providing a safe environment where students can flourish in their educational experience. When student behavior conflicts with this mission, systems are in place to address and redirect the behavior of the students with a goal to keep the student engaged in their education. Over the course of the last three years, the District has not had any expulsions. Support services provide wraparound opportunities to address the students' needs and assist with getting them back on track educationally while maintaining a safe school environment.

Automated External Defibrillator (AED)

AED Everywhere is contracted to service and maintain the District's AEDs. The Office of Safety and Security oversees the coordination with the contractor to ensure all schools are compliant with state regulations. All schools are supplied with one or more AED units. This year, three more AED's were added to the program to ensure they are readily available for various athletic programs.

Community Partnerships

The vitality of our District is dependent on building and maintaining strong community relationships. Our schools reap the benefits, on multiple levels, of strong community support. The relationships with first responders are critical in the overall scope of providing safe and secure schools.   The Office of Security and Emergency Management maintains strong relationships with local law enforcement agencies, Fire Districts, Offices of Emergency Management in both Weld and Boulder Counties, local and county Victim Services, Public Health and several nonprofits that support the well-being of students.

The importance of these relationships has been highlighted by our response to COVID-19 pandemic. The office of Safety and Security, along with Student Services, has been engaged with local public health agencies, emergency management agencies, and our law enforcement partners from the beginning. Our primary focus was student and staff safety to ensure we could deliver and students would receive a high-quality, rigorous education.

Enhanced Physical Security

- Upgraded four high schools with new security cameras
  - 60 cameras total
- Completed burglar alarm upgrades in 12 buildings.
- Upgraded door hardware as part of a secure entrance renovation at five schools.
- Improved monitoring of freezers and coolers to prevent future loss
- Digitized the emergency response books for the on-call section of the low-volt/ maintenance group.
- Completed a portion of a major, multi-year door hardware upgrade to enhance the safety of students and staff during an emergency. Phase one of this project was an upgrade of door and locking hardware. Staff completed upgrades to approximately 323 doors at a cost of $120,000.00.

Sustainable Initiatives

Standard Response Protocols (SRP)

HOLD   SECURE (LOCKOUT)   LOCKDOWN   EVACUATE   SHELTER

The SRP focuses on five actions taken in case of an emergency in the school, LOCKDOWN, SECURE, EVACUATE, SHELTER, HOLD. These actions were practiced throughout the year at all schools through required drills and actual incidents. The Office of Safety and Security provides staff training and monitors drills to ensure compliance and to assist the school in adopting the concepts. Schools conduct two lockdown drills, a secure drill, and two shelter-in-place drills (such as tornado drills) every year, per Board Policy EBCB – Safety Drills and Exercises. In addition to the SRP drills, schools must complete monthly fire drills. Every three years, schools are required to conduct a full evacuation exercise and test their reunification plans.

To enhance the efficiency and to provide a consistent approach across the District, all administrators were provided written procedures on how to conduct SRP mandated drills. The Emergency Preparedness Specialist in the District attends and supports schools during the execution of the SRP drills.

Safe2Tell

The Safe2Tell program provides a means for students to remain anonymous when reporting incidents that may impact the safety of a student(s) and/or a school. During the 2019-2020 school year, SVVSD saw a decrease in anonymous incident reports from Safe2Tel. This decrease was due to the COVID-19 pandemic and the absence of students in our buildings.

Efforts to support the Safe2Tell Program in the District included:

- The Safe2Tell logo and reporting information is added to the back of all student ID cards in collaboration with the ID card vendors.
- Individual school presentations to promote the program.
- Posters displayed in all school buildings.
- Brochures, magnets and other marketing tools distributed to schools.

Stop the Bleed Program

Uncontrolled bleeding is a major cause of preventable deaths. Approximately 40% of trauma-related deaths worldwide are due to bleeding or its consequences, establishing hemorrhage as the most common cause of preventable death in trauma. The Stop the Bleed Campaign encourages bystanders to become trained, equipped, and empowered to help in a bleeding emergency before professional help arrives. In addition to the training and equipment received by Campus Supervisors, the district continues to expand the availability of the program to others who desire to participate in this advanced training.

Access Control

Driven by strong District policies and procedures, staff are trained to secure all facilities during school business hours. All exterior doors are locked, monitored, and visitors are carefully screened prior to entering the school. Additionally, an access control matrix is used to identify key positions within the District and the level of access required to operate within their scope of responsibility, thus reducing the number of false alarms in the District.

School Safety Committees

All schools submitted a record of their 2019-2020 safety committee activities, including their meeting dates and safety drill dates. Activities also include updating the Emergency Management template, reviewing building safety procedures, setting safety goals and

monitoring progress, executing and debriefing drills and incidents, discussing climate and culture issues, inspecting buildings for safety hazards, and establishing and maintaining the First Aid Teams. School-based safety team meetings are provided annual discussion items, including quick 15-minute emergency scenarios to discuss. Schools record and submit meeting minutes to the security office.

School-Based First Aid Teams
Every school has a First Aid Team to render First Aid (including CPR) when there is a serious injury or medical emergency. The District standard, established in 2001, is that 5-7 staff on the team is certified in First Aid and at least two staff on the team be certified in CPR.

District Safety Committee
The District Safety Committee is supported by local law enforcement agencies, Fire Districts, the Office of Emergency Management for Boulder County, Weld County, Longmont and Carbon Valley, Longmont United Hospital and the District's department directors and cabinet members. The purpose of this committee is to help establish strong practices within the District relating to student, staff and visitor safety and security.

District Incident Management Team
The District Incident Management Team is composed of representatives from all departments, nurses, custodial, operations and maintenance, transportation, nutritional services, etc. The team members train bi-annually to ensure the team has clear direction on roles and responsibilities during a large-scale incident. Currently, the structure and purpose of the team is being reevaluated to ensure it is being utilized in a manner to most effectively service the needs of students, staff, and facilities during an emergency.

Emergency Call Center
The emergency call center was developed to assist families during an emergency at a school. When a school evacuates the building, the call center is initiated. The call center has the main phone line at the school transferred to the ESC and trained staff can answer the calls from their desks. The call takers answer questions and record critical information that is then transferred to the incident commander at the scene.

Key Positions in the District
- **Executive Director of Safety and Security** provides oversight on safety and security issues for the District. The Executive Director serves as a liaison to first responders and community partners. The Executive Director also monitors all the Safe2Tell tips for the district 24 hours a day, 7 days a week. Lastly, the Executive Director assists administrators in responding to situations at all schools, is the liaison to legal counsel, and assists in establishing processes for emergency preparedness, response and recovery.

- **Emergency Preparedness Specialist** supports the efforts of the Office of Safety and Security. Functions include monitoring drills, assisting schools with the development of

emergency plans, participating in fire safety inspections, coordinating safety activities with Campus Supervisors, SROs, and Administrators. Representing the District with Safety, and Emergency Management organizations at the national (InfraGard, DHS, School Safety Task Force), state (CASSLEO, Safe2Tell), county (Weld, Boulder, & Carbon Valley Emergency Management teams), and local (City of Longmont Office of Emergency Management) levels. Manages the District AED program.

- **Campus Supervisors** adhere to a job description from the District in addition to site-specific job duties determined by the secondary school building administration. They function as building security, ensuring that staff and students are in a safe environment that is conducive to learning. Campus Supervisors make recommendations concerning security and safety issues, facilitate compliance around drills and exercises and communicate with students and staff to support all schools' safety efforts. Campus Supervisors provide assistance at after-school functions such as football and basketball games.

- **School Resource Officers (SROs)** provide a police presence in secondary schools, interact with staff and students, and let them see that police officers are more than enforcers of the law. SROs have the authority to arrest, ticket, or refer a student to a restorative justice process. SROs provide education on sexting, domestic violence, bullying, and teen police academies where students are given an opportunity to see the type of training a police officer receives.

- **School administration and staff** set the climate in their schools. This is done by providing ongoing support to staff, parents, and students. Administrators reach out beyond the student and support families. Administrators and staff maintain resources within their community to assist families in need. Whether it is a coat for a child, food bank resources or gas money, staff embrace the belief that it takes a community to raise a child.

- **School Counselors and Interventionists** play a significant role in our schools. Both positions provide students a safe haven in which they can share their thoughts and concerns. Interventionists and counselors participate and provide valuable feedback in the threat assessment process.

January 13, 2021
Terminations/Leaves of Absence

EFFECTIVE	NAME	POSITION/LOCATION	LEAVE OF ABSENCE	RESIGNED	RETIRED	COMMENTS
	ADMINISTRATIVE/PROFESSIONAL/TECHNICAL					
11/13/2020	Alvarez, Carlos	Custodial Supervisor / Custodial Services	X			
11/23/2020	Mahan, April	Accounts Payable Manager / Financial Services	X			
11/11/2020	Padilla, Paula	Terminal Manager / Transportation	X			
12/18/2020	Pearson, Jessica	Energy & Sustainability Manager / Operations & Maintenance		X		
	LICENSED					
12/1/2020	Antell, Pamela	Literacy Teacher / LaunchED	X			
11/30/2020	Byxbe, Jennifer	Dean of Students, ESL & MTSS Teacher / Legacy ES	X			
11/17/2020	Cochran, Deborah	Licensed Substitute / Human Resources	X			
12/11/2020	Delmontagne, Aimee	ESL Teacher / LaunchED	X			
12/18/2020	Digsby, Kathy	1st Grade Teacher / LaunchED			X	4.5 Years
11/10/2020	Gage, Jason	Art Teacher / Central ES	X			
1/4/2021	Goerlitz, Jennifer	Elementary Music Teacher / Rocky Mountain ES	X			
11/16/2020	Hite, Joseph	Science Teacher / Skyline HS	X			
12/18/2020	Hutchinson, Julia	Special Education Teacher / Student Services		X		
1/4/2021	Jadin, Brennan	Physical Education Teacher / Longmont HS	X			
12/1/2020	Jennings, Jon	Kindergarten Teacher / Mountain View ES	X			
11/11/2020	Lawver, Kaitlin	Counselor & Social Worker / Grand View ES & Student Assistance Services	X			
12/18/2020	Leips, Michelle	Physical Education Teacher / Northridge ES		X		
11/9/2020	Main, Joshua	Licensed Substitute / Human Resources	X			
11/16/2020	Overlease, Christa	Special Education Teacher / Eagle Crest ES	X			
11/5/2020	Parker, Aaron	Licensed Substitute / Human Resources	X			
11/20/2020	Parsons, Kristin	5th Grade Teacher / Fall River ES		X		
12/14/2020	Phillips, Jacqueline	Licensed Substitute / Human Resources	X			
11/16/2020	Phillips, Sarah	Kindergarten Teacher / LaunchED	X			
12/7/2020	Redard, Wendy	Special Education Teacher / Skyline HS	X			
11/16/2020	Rojas-Rodriguez, Olga	ESL Teacher / Thunder Valley K-8	X			
1/4/2021	Shepard, Cara	Kindergarten Teacher / Sanborn ES	X			
11/18/2020	Silva, Noelia	Bilingual Kindergarten Teacher / Columbine ES	X			
12/7/2020	Valdez, Tambrie	Art Teacher / Centennial ES	X			
11/16/2020	Vela, Elisabeth	Literacy Teacher / Central ES	X			
1/7/2021	Weinzetl, Lindsey	Speech/Language Pathologist / Student Services		X		
12/9/2020	Young, Mendi	2nd Grade Teacher / Indian Peaks ES	X			
	CLASSIFIED					
11/19/2020	Adams, Lindsay	Child Care Director / Centennial ES	X			

*Will work a 110 Day Contract for 2020-2021

EFFECTIVE	NAME	POSITION/LOCATION	LEAVE OF ABSENCE	RESIGNED	RETIRED	COMMENTS
11/30/2020	Adler, Cynthia	Kitchen Manager / Rocky Mountain ES	X			
11/9/2020	Andersen, Seth	Custodian/ Altona MS	X			
11/16/2020	Aragon-Vigil, Mary	Campus Supervisor / Silver Creek HS	X			
11/30/2020	Archuleta, Beverley	Principal Secretary / Erie ES	X			
11/25/2020	Arellano Soto, Luis	Custodian / Trail Ridge MS	X			
11/19/2020	Arias, Alexis	Specialized Program Para / Longmont Estates ES	X			
11/12/2020	Arlington, Deborah	Instructional Para / Grand View ES	X			
11/16/2020	Bendzel, Stacie	Specialized Program Para / Longmont HS	X			
11/20/2020	Beneteau, Ryan	Electrical Technician / Operations & Maintenance	X			
11/12/2020	Berens, William	Fleet Mechanic / Transportation	X			
11/30/2020	Berens, William	Fleet Mechanic / Transportation		X		
11/16/2020	Berringer, Kalyssa	Student Worker - Community Schools / Soaring Heights PK-8	X			
12/8/2020	Blancarte, Socorro	Nutrition Services Worker / Alpine ES	X			
11/30/2020	Boddiger, Deborah	Specialized Program Para / Longmont Estates ES	X			
11/13/2020	Brown, Melissa	Child Care Director & Special Education Para / Fall River ES	X			
12/4/2020	Brown, Melissa	Child Care Director & Special Education Para / Fall River ES		X		
12/10/2020	Bush, Matthew	Campus Supervisor / Sunset MS	X			
11/18/2020	Bushey, Loyce	Preschool Para / Mountain View ES	X			
11/13/2020	Cameron, Raymond	Fleet Mechanic / Transportation	X			
11/30/2020	Campos, Luana	Accounting Technician / Operations & Maintenance	X			
11/18/2020	Cantor de Mejia, Maritza	Instructional Para / Rocky Mountain ES	X			
11/30/2020	Caquelin, Ria	Non-Instructional Para / Career Technical Education	X			
11/30/2020	Carbajal, Maria	Custodian / Trail Ridge MS			X	16 Years
11/3/2020	Carmona, Krystal	Special Education Para / Northridge ES	X			
12/18/2020	Carmona, Krystal	Special Education Para / Northridge ES		X		
12/15/2020	Castillo Morales, Yonatan	Custodian / Longmont HS	X			
12/15/2020	Ceto, Araceli	Child Care Group Leader / Lyons ES	X			
11/20/2020	Champman, Louis	Bus Driver / Transportation		X		
11/12/2020	Chavez, Shannon	Instructional Para / Grand View ES	X			
11/10/2020	Coleman, Sasha	Lead Custodian / Mead HS	X			
11/24/2020	Cuffel, Matthew	Head Custodian / Lyons ES	X			
12/7/2020	Davis, Susan	Nutrition Services Worker / Mead ES	X			
12/7/2020	De Santiago, Alejandro	Truancy Advocate / Student Services	X			
11/13/2020	Decker, Ethan	Bus Assistant / Transportation	X			
11/13/2020	Dews, Katherine	Specialized Program Para / Longmont HS	X			
11/12/2020	Diaz, Katherine	Special Education Para / Grand View ES	X			
12/15/2020	Dinkel, Maria	Child Care Group Leader / Mountain View ES	X			
12/1/2020	Domenico, James	Custodian / Erie HS	X			

*Will work a 110 Day Contract for 2020-2021

EFFECTIVE	NAME	POSITION/LOCATION	LEAVE OF ABSENCE	RESIGNED	RETIRED	COMMENTS
11/16/2020	Edson, Ryan	Child Care Director / Fall River ES	X			
11/30/2020	Farabee, Nicole	Child Care Director / Black Rock ES	X			
11/30/2020	Farnsworth, Michael	Bus Driver / Transportation	X			
11/16/2020	Ficuciello, Christopher	Fleet Mechanic / Transportation	X			
11/18/2020	Fischer, Devin	Custodian / Auxiliary Services	X			
11/12/2020	Fitzgibbons, Patrick	Electrician / Operations & Maintenance	X			
11/20/2020	Fowler, Gwendolyn	Custodian / Longs Peak MS	X			
12/8/2020	Garcia DeMartinez, Guadalupe	Child Care Director / Sanborn ES	X			
11/20/2020	Gilstrap, William	Low Volt Technician / Operations & Maintenance	X			
12/4/2020	Glassburn, Balena	Kitchen Manager / Mead MS	X			
11/30/2020	Goane, Thomas	Bus Driver / Transportation	X			
12/9/2020	Gomez Caamano, Olga	Child Care Group Leader / Longmont Estates ES	X			
11/13/2020	Granados, Ismael	Head Custodian / Silver Creek HS	X			
12/18/2020	Guzman, Ricky	Custodian / Erie MS	X			
11/12/2020	Haley, Ted	Electrician / Operations & Maintenance	X			
11/16/2020	Hammond, David	Bus Driver / Transportation	X			
11/16/2020	Hanscome, Elizabeth	Community Schools Manager / Fall River ES	X			
11/17/2020	Hanvey, Misty	Special Education Para / Grand View ES	X			
12/14/2020	Himler, Morgan	Student Apprentice / Mountain View ES	X			
11/11/2020	Holle, Kent	Senior Groundskeeper / Operations & Maintenance	X			
12/18/2020	Hollermann, Bonnie	Bus Driver / Transportation	X			
11/16/2020	Hosmer, Samantha	Special Education Para / Erie MS	X			
11/16/2020	Hunnel, Carla	Special Education Para / Eagle Crest ES	X			
11/16/2020	Imhof, Molly	Extra Duty Worker - Community Schools / Soaring Heights PK-8	X			
11/12/2020	Ioerger, Todd	Fleet Mechanic / Transportation	X			
12/2/2020	Jacobs, Benjamin	Campus Supervisor / Main St School	X			
11/10/2020	Jenner, Amanda	Special Education Para / Mead MS	X			
11/17/2020	Johnson, Lori	Special Education Para / Silver Creek HS	X			
11/30/2020	Kenfield, Jennifer	Community Schools Manager / Centennial ES	X			
11/13/2020	Kirk, Melvin	Custodian / Mead HS	X			
12/2/2020	Kirtley, Paul	Nutrition Services Worker / Niwot HS	X			
11/16/2020	Kissell, Stephanie	Special Education Para / Eagle Crest ES	X			
11/18/2020	Koenigseker, Nathan	Child Care Director / Lyons ES	X			
11/12/2020	Laganosky, Christine	Nutrition Services Worker / Coal Ridge MS	X			
1/7/2021	Lang, Linda	Secretary / Learning Services	X			
11/13/2020	Lanham-Wagner, Tawna	Extra-Duty Community Schools / Centennial ES	X			
11/20/2020	Lockwood, Mary	Bus Driver / Transportation	X			
11/16/2020	Loomis, Brenda	Kitchen Manager / Sanborn ES	X			

*Will work a 110 Day Contract for 2020-2021

January 13, 2021
Terminations/Leaves of Absence

EFFECTIVE	NAME	POSITION/LOCATION	LEAVE OF ABSENCE	RESIGNED	RETIRED	COMMENTS
11/19/2020	Lux, Janie	Health Clerk / Trail Ridge MS	X			
11/24/2020	Macias Soto, Christian	Custodian / Longmont HS	X			
11/13/2020	Manut, Mariana	Instructional Para / Soaring Heights PK-8	X			
11/19/2020	Martinez Ayala, Alan	Custodian / Indian Peaks ES				Job Abandonment
11/20/2020	Mason, Alexander	Electrical Technician / Operations & Maintenance	X			
12/14/2020	McCabe, Kevin	Bus Driver / Transportation	X			
12/10/2020	McGuinn, Amanda	Nutrition Services Worker / Red Hawk ES	X			
11/30/2020	McNitt, Susan	Bus Driver / Transportation	X			
11/18/2020	Medina Amaya, Raquel	Extra Duty - Community Schools / Hygiene ES	X			
12/11/2020	Mein, Korri	Bus Driver / Transportation	X			
1/11/2020	Merzweiler, Gary	Warehouse Delivery / Warehouse	X			
11/16/2020	Miles, Tracey	Specialized Program Para / Longmont HS	X			
11/16/2020	Moncallo, Frank	Lead Electrician / Operations & Maintenance	X			
12/11/2020	Mountain, Susan	Instructional Para & Child Care Group Leader / Centennial ES	X			
10/20/2020	Munoz, Audra	Extra Duty Worker - Community Schools / Erie ES	X			
11/18/2020	Musick, Daniel	Repairer - Fac/Grounds / Operations & Maintenance	X			
11/13/2020	Nelson, William	Carpenter / Operations & Maintenance	X			
11/13/2020	Nirschl, Joseph	Carpenter / Operations & Maintenance	X			
11/12/2020	Norris, Tara	Nutrition Services Worker / Coal Ridge MS	X			
11/16/2020	Olivares, Bertha	Community Liaison / Student Services	X			
11/16/2020	Ortiz, Rachel	Specialized Program Para / Soaring Heights PK-8	X			
11/20/2020	Oster, Carrie	Bus Driver / Transportation	X			
11/16/2020	Overlease, Christopher	Lead Custodian / Skyline HS	X			
11/23/2020	Pacheco, Quinn	Head Custodian / Black Rock ES	X			
11/30/2020	Patrick, Margaret	Bus Assistant - SPED / Transportation	X			
11/10/2020	Patterson, Maureen	Bus Driver / Transportation	X			
11/20/2020	Pearson, Tiffany	Bus Driver / Transportation	X			
11/24/2020	Penfold, Steven	Carpenter / Operations & Maintenance	X			
11/9/2020	Perez, Blanca	Preschool Para / Indian Peaks ES	X			
11/20/2020	Pike, Jeff	Electrical Technician / Operations & Maintenance	X			
11/16/2020	Ramirez Medrano, Galilea	Extra Duty - Community Schools / Fall River ES	X			
10/20/2020	Ramirez, Adriana	Community Schools Manager / Burlington ES	X			
11/12/2020	Ramsay, Kevin	Carpenter / Operations & Maintenance	X			
11/10/2020	Ramsey, Joanna	Behavior Coach / Main St School	X			
12/18/2020	Raynor, Karen	Preschool Para / Longmont Estates ES & Mountain View ES			X	16 Years
12/8/2020	Razo, Marisol	Nutrition Services Worker / Silver Creek HS	X			
11/19/2020	Reger, Thomas	Carpenter / Operations & Maintenance	X			
11/9/2020	Reyes, Rocio	Community Liaison / Northridge ES	X			

*Will work a 110 Day Contract for 2020-2021

EFFECTIVE	NAME	POSITION/LOCATION	LEAVE OF ABSENCE	RESIGNED	RETIRED	COMMENTS
11/30/2020	Reynolds, Julie	Specialized Program Para / Longmont Estates ES	X			
11/12/2020	Rios, Daniel	Lead Mechanic / Transportation	X			
12/7/2020	Rios, Pascuala	Nutrition Services Worker / Rocky Mountain ES	X			
11/18/2020	Rivera, Rosa	Specialized Program Para / Rocky Mountain ES	X			
11/30/2020	Rodriguez, Maria	Kitchen Manager / Niwot ES	X			
12/7/2020	Rogers, Alan	Head Custodian / Mead MS	X			
11/16/2020	Rosado, DeSean	Special Education Para / Blue Mountain ES	X			
12/7/2020	Ryan, Linda	Kitchen Manager / Mead ES	X			
11/30/2020	Safranek, Mandy	Specialized Program Para / Longmont Estates ES	X			16 Years
11/6/2020	Schulter, Janis	Custodian / Erie ES	X			
11/30/2020	Schwarz, Jeff	Bus Driver - SPED / Transportation	X			
11/16/2020	Scott, Christine	Community Schools Coordinator / Centennial ES	X			
12/3/2020	Segovia Contreras, Jose	Bus Assistant - SPED / Transportation	X			
11/18/2020	Sena, Heather	Special Education Para / Centennial ES	X			
11/30/2020	Shimer, Marcy	Bus Driver / Transportation	X			
11/30/2020	Silbernagel, Rachel	Student Worker - Community Schools / Centennial ES	X			
11/16/2020	Singateh, Aminata	Child Care Group Leader / Hygiene ES	X			
12/7/2020	Solinger, Jamie	Special Education Para / Spark Discovery PS	X			
11/13/2020	Swanson, Norman	HVAC Technician / Operations & Maintenance	X			
12/4/2020	Thomas, Timothy	Electrical Technician / Operations & Maintenance	X			
11/20/2020	Tomczak, Dylan	Electrical Technician / Operations & Maintenance	X			
11/10/2020	Tow, Patrick	Substitute Bus Driver / Transportation	X			
11/30/2020	Trejo, Enrique	Campus Supervisor / Erie MS		X		
12/4/2020	Tuel, Heidi	Bus Assistant / Transportation	X			
11/12/2020	Uhlry, Vicki	Kitchen Manager / Coal Ridge MS	X			
11/30/2020	Ulmer, Christopher	Head Custodian / Alpine ES	X			
12/14/2020	Van Treeck, Brittany	Community Schools Manager / Prairie Ridge ES	X			
10/20/2020	Varela, Natalya	Child Care Group Leader / Burlington ES	X			
12/10/2020	Vargas, Carolina	Nutrition Services Worker / Silver Creek HS	X			
12/7/2020	Veum, Wendy	Nutrition Services Worker / Mead ES	X			
11/16/2020	Villagran, Moraima	Instructional Para / Columbine ES	X			
11/18/2020	Villarreal, Eusebio	Custodian / Timberline PK-8	X			
11/30/2020	Walser, Carrie	Specialized Program Para / Longmont Estates ES	X			
11/12/2020	Willis, Jason	Electrician / Operations & Maintenance	X			
11/16/2020	Willis-Tindall, Maya	Special Education Para / Blue Mountain ES	X			
11/16/2020	Wixom, Amy	Special Education Para / Erie MS	X			
11/11/2020	Wycoff, Baylie	Extra Duty - Community Schools / Legacy ES	X			
12/8/2020	Zaynor, Teri	Kitchen Manager / Silver Creek HS	X			

*Will work a 110 Day Contract for 2020-2021

HIRE DATE	NAME	POSITION	LOCATION	NEW POSITION	REPLACEMENT
	ADMINISTRATIVE/PROFESSIONAL/TECHNICAL				
	LICENSED				
1/4/2021	Andes, Alexa	1st Grade Teacher	Hygiene ES		X
12/14/2020	Gonzales, Mistyrose	1st Grade Teacher	LaunchED		X
1/4/2021	Kargar, Victoria	Foreign Language Teacher	Niwot HS		X
1/4/2021	Sabatka, Zachary	Language Arts Teacher	Westview MS		X
1/4/2021	Thuis, Samantha	Special Education Teacher	Student Services		X
1/4/2021	Windle, Anthony	Vocal Music Teacher	Longs Peak MS		X
	CLASSIFIED				
12/2/2020	Castillo, Nadya	Preschool Para	Mead ES		X
12/2/2020	Compton, Sierra	Special Education Para	Altona MS		X
12/9/2020	Cooper, Jeremiah	Special Education Para	Rocky Mountain ES		X
12/17/2020	Gonzalez, Wendy	Preschool Para	Timberline PK-8		X
1/6/2021	Guay, James	Specialized Program Para	Niwot ES		
12/14/2020	Gutierrez, Jessica	Health Clerk	Sunset MS		
1/6/2021	Hickman, Laurie	Instructional Para	Mead HS		X
1/6/2021	Loper, Richard	Campus Supervisor	Erie MS		X
1/6/2021	Martinez, Jesed	Special Education Para	Columbine HS	X	
12/14/2020	Romero, Dianne	Bus Driver Non-CDL	Transportation	X	

MEMORANDUM

DATE: January 13, 2021

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 9, 2020 Regular Meeting and the December 16, 2020 Special Meeting.

MEMORANDUM

DATE: January 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Designated Posting Locations for Notice of 2021 St.
           Vrain Valley Board of Education Meetings

RECOMMENDATION

That the Board of Education approve the following designated posting locations
for notice of meetings of this District's Board of Education for the 2021 calendar
year:

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

BACKGROUND

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

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

MEMORANDUM

DATE: January 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: First Reading, Adoption, Board Policy JLIF-R – Use of Safety and Security
          Technologies
          Strategic Priority – Districtwide Safety and Security

RECOMMENDATION

That the Board of Education adopt revisions to Board regulation JLIF-R – Use of Safety
and Security Technologies.

BACKGROUND

This Board regulation has revisions to reflect current practice that are recommended by
District administration and outside legal counsel. Board Policy BG states that "Approval
of all regulations and exhibits shall require only a single reading and vote of the Board."

Use of Safety and Security Technologies

Use

1. Electronic recording equipment may be utilized on school premises, district property and on district vehicles for the purpose of promoting safety.

2. The district shall notify its students and staff that electronic recording equipment may be in use on any school/district property or on any district vehicle. ~~The district shall incorporate said notice in the transportation services discipline code pamphlet and the annual notification to parents/guardians and behavioral code of conduct.~~

3. Written signage will be displayed ~~at facilities~~ on school/district property or district vehicles where electronic recording equipment is used and will include notice that electronic recording equipment may or may not be in use at any time.

4. Staff and students are prohibited from unauthorized use, tampering with or otherwise interfering with the district's electronic recording equipment and will be subject to appropriate disciplinary action for such violations. Disciplinary action shall be in accordance with district policies and procedures.

5. The building principal, authorized district administration and designated trained staff shall be the only personnel allowed to view recorded images. However, recorded images showing discipline, legal or policy violations may be viewed by other appropriate district personnel or legal authorities.

6. Recorded images may be copied for the purpose of evidence in a criminal investigation. A formal written request by law enforcement and case number must accompany the request to the district ~~director of security and emergency management~~ executive director of safety and security.

7. Electronic technologies shall not monitor areas where students, staff, and the public have a reasonable expectation of privacy, such as locker rooms and adult and student restrooms.

8. The district shall provide reasonable safeguards, including but not limited to password, code and/or firewall protection and controlled physical access to the equipment or stored recordings, to protect from unauthorized use.

Use on school property

1. The use of electronic recording equipment on school property shall be supervised and controlled by the building principal/designee and the district ~~director of security and emergency management~~ executive director of safety and security. The district ~~director of security and emergency management~~ executive director of safety and security will also designate who operates the system and who monitors and maintains the recordings.

2. Electronic recording equipment may be installed on outside grounds at schools and district buildings and in common, areas inside the school, as deemed necessary by the district and approved by the superintendent. The superintendent may approve the use of covert electronic recording equipment on an as-needed basis. Electronic recording equipment shall not be located in any

area in which the public has a reasonable expectation of privacy, i.e., restrooms, locker rooms, etc.

3. Electronic cameras may be in use 24 hours per day with signage to notify patrons who use the premises that electronic recording equipment is in use.

4. When video monitors are used in schools, they shall be located in the administrative and/or security offices at the school. Staff will take appropriate precautions (closing and locking door, locking computer screen, etc.) to ensure unauthorized personnel do not have access to view video footage. Unauthorized personnel may include, students, parents, visitors, and other staff members.

Use in district vehicles

1. The use of electronic recording equipment on district vehicles shall be supervised by the director of transportation. The director of transportation will also designate who operates the system and who maintains the recordings.

2. ~~Electronic recording equipment may be rotated on district vehicles transporting students to and from school and extracurricular activities at the discretion of the Director of Transportation~~.

3. A notice will be posted on all school buses that electronic recording equipment may be used for student management purposes.

4. When a district vehicle is equipped with electronic recording equipment, such equipment may or may not be actively recording and specific notice shall not be given other than the notice that the equipment is used.

~~4.~~5. Electronic recordings from district vehicles may be stored for a maximum of six months.

Storage/security/chain of custody

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

2. ~~Electronic~~ Unless otherwise specified in this policy, electronic recordings shall be stored for a maximum of ~~7~~ 20 days after initial recording, whereupon such recordings ~~may~~ will be released for rerecording or erasure unless otherwise directed by the ~~director of security and emergency management~~ executive director of safety and security. The storage method will be dependent upon the type of system installed, which may vary from school to school, and with the introduction of new technology.

3. Electronic recordings held for review of student or staff incidents shall be maintained in their original form pending resolution of the issue. ~~Tapes~~ Recordings then will be released for erasure, copied for authorized law enforcement agencies, ~~or~~ retained as a necessary part of the student's behavioral record, or retained as a necessary part of a personnel record in accordance with applicable Board policy.

4.   All requests for copying a recorded image must be done through submitting a ~~chain of custody tracking~~ Law Enforcement Records Request form to the ~~director of security and emergency management office~~ executive director of safety and security. The ~~director of security and emergency management~~ executive director of safety and security will track all requests. ~~and a chain of custody log~~.

Viewing and copying requests

1.   Law enforcement requesting a copy of a recorded image shall complete the ~~chain of custody tracking~~ Law Enforcement Record Request form and submit to the ~~director of security and emergency management~~ executive director of safety and security for authorization of copying ~~DVR~~ recorded footage. Authorization will be considered on a "need to know" basis only and released in accordance with applicable law.

2.   Written requests for viewing will be limited to those whom the district determines have a need to ~~see~~ view the ~~tapes~~ recordings to substantiate evidence that has led to a disciplinary and/or legal action. This also applies to district employees who are requesting to view video outside the scope of their normal job duties (e.g. a staff member wanting to view an incident involving their own child would have to make a written request).

3.   Only a specific incident and/or related incident will be made available when a request for viewing is made and approved.

Viewing

1.   Approved viewing will be permitted only at district facilities and supervised by the building principal/designee, the ~~director of security and emergency management~~ executive director of safety and security or the director of transportation.

2.   To the extent required by law, a written log will be maintained of those viewing electronic recordings including the date of viewing, reasons for viewing, the date the recording was made, name of the viewer and, when appropriate, district vehicle ~~videotaped~~ recorded and name of the vehicle's driver.

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

Student records

1.   The district shall comply with the requirements of federal and state laws and Board policies regarding student records as applicable in the district's use of electronic recordings.

2.   Electronic recordings may be considered for retention as part of a student's behavioral record or as part of an employee's personnel record. Such records shall be maintained in accordance with applicable law and Board policy.

Training of electronic recording equipment

1.   District employees who are responsible for the installation, maintenance, and surveillance monitoring shall be required to attend a district-sponsored training

on the use and legal requirements associated with electronic recording equipment.

Approved: February 27, 2002
Revised: August 1, 2012
Revised: February 12, 2014
Revised: June 24, 2015

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

MEMORANDUM

DATE: January 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Recommendation to Hire Principal for CDC/Olde Columbine
           High School
           Strategic Priority – Strong/Visionary Leadership

RECOMMENDATION

That the Board of Education approve the recommendation to hire Ms. ToniJo Niccoli as
the Principal for CDC/Olde Columbine High School, effective July 1, 2021.

BACKGROUND

Ms. Niccoli graduated from the University of Northern Colorado with a Bachelor's
degree in Elementary Education. She continued her education at the University of
Northern Colorado where she completed her Master's degree in Special Education. Ms.
Niccoli also completed her Education Specialist degree in Educational Leadership at the
University of Northern Colorado.

For the past 3.5 years, Ms. Niccoli has been the Assistant Principal at CDC/Olde
Columbine High School. From 2011 to 2017, Ms. Niccoli served as the Assistant
Principal and Athletic Director at Winograd K-8 School in the Greeley-Evans Weld
County School District 6. Prior to that, she served as a Special Education Teacher and
Alternative Cooperative Education Teacher at Central High School in the Greeley-Evans
School District from 2006 to 2011. Ms. Niccoli has also served as a High School
Recovery Credit Teacher/Adviser and School to Work Facilitator.

SALARY

Annual salary will be according to schedule.

MEMORANDUM

DATE: January 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Recommendation to Hire Principal for Elementary 28
            Strategic Priority – Strong/Visionary Leadership

RECOMMENDATION

That the Board of Education approve the recommendation to hire Mr. Ryan Ball as the Principal for Elementary 28, effective July 1, 2021.

BACKGROUND

Mr. Ball graduated from the University of Wyoming with a Bachelors degree in Elementary Education. He continued his education at the University of Phoenix where he completed his Master's degree in Administrative Leadership.

For the past 16 years, Mr. Ball has been the Principal at Eagle Crest Elementary School where he has built a strong school based on the foundation of high expectations, outstanding teachers, and strong community partnerships. From 2002 to 2004, Mr. Ball served as the Assistant Principal supporting three different elementary schools in the Montezuma-Cortez RE-1 School District. Prior to that, he served as a 1st and 3rd grade teacher in Wyoming and in Colorado from 1998 to 2002.

SALARY

Annual salary will be according to schedule.

MEMORANDUM

DATE: January 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Contract Award for Clover Basin Data Center Server Room
             Cooling Upgrade
             Strategic Priority – Cutting-Edge Technology and Innovation

RECOMMENDATION

That the Board of Education approve the execution of a formal agreement with Advanced
Network Management for a maximum amount of $250,000 and an initial contract award
of $212,073 for the Data Center Server Room Cooling Upgrade at Clover Basin ESC.
Further, to authorize Brian Lamer, Assistant Superintendent of Operations, to sign
contract documents and initiate scope changes up to the approved amounts in
accordance with Board of Education policy.

BACKGROUND

The scope of this project is to upgrade the cooling system at the Data Center with the
removal of existing units and the replacement with new cooling equipment.

Advanced Network Management was selected as the most qualified for this project
through contractor's response to RFP 2019-029.

The budget for this project has been established at $250,000. Funding for the project is
available from Capital Reserve funds. This item is being brought forth to comply with
Board policy FEG stating any items over $100,000 must have Board approval.

MEMORANDUM

DATE: January 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Change Order 2 to the Contract for the School Security
            Disbursement (SSD) Grant Project
            Strategic Priority – Districtwide Safety and Security

RECOMMENDATION

That the Board of Education approve Change Order 2 for $29,065 to the contract with
Inteconnex for the Districtwide SSD Grant Project for a $314,111 new total contract
value. Further, that the Board authorize Brian Lamer, Assistant Superintendent of
Operations, to sign contract documents and initiate scope changes in accordance with
Board of Education policy.

BACKGROUND

This Change Order includes the addition of 9 security cameras to district buildings, and
5 lock boxes for future use.

The total budget for the project has been established at $687,044 as part of the School
Security Disbursement Grant. This item is being brought forth to comply with Board
policy FEH stating that any individual or accumulative changes that exceed the
previously approved budget shall be presented for Board approval.

Original Agreement Amount (a)	$ 199,696.00
Previous change orders (b)	$ 85,350.00
Current change order (c)	$ 29,065.00
Total changes (previous + current) (d)	$ 88,256.00
New contract amount (e)	$ 314,111.00

MEMORANDUM

DATE: January 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Contract Award for Districtwide SSD Grant Project
           Strategic Priority – Districtwide Safety and Security

RECOMMENDATION

That the Board of Education approve the execution of a formal agreement with American Datapath, Inc., a maximum amount of $125,000 and an initial contract award of $122,150 for the Districtwide SSD Grant Project. Further, to authorize Brian Lamer, Assistant Superintendent of Operations, to sign contract documents and initiate scope changes up to the approved amounts in accordance with Board of Education policy.

BACKGROUND

This project includes the installation of IP speaker strobes for emergency notifications in noisy areas in certain school buildings where they had not been previously installed.

American Datapath, Inc., was selected for this project through the bid process (see attached bid tabulation - #2020-058).

The budget for this project has been established at $687,044. Funding for the project is available from School Security Disbursement Grant funds. This item is being brought forth to comply with Board policy FEG stating any items over $100,000 must have Board approval.

ST. VRAIN VALLEY SCHOOLS
academic excellence by design

BID TABULATION SHEET
ITB 2020-058
CABLING AND IP SPEAKER/STROBE INSTALLATION SERVICES
JUNE 24, 2020   2:00PM

Recommended for Award

		American Datapath Inc.	LVW Electronics
Signed Bid		Y	Y
Insurance		Y	Y
Immagrant Worker Regulations		Y	Y
Comscope Certification		Y	N
Bid Bond		Y	Y

		Bid Price	Bid Price
1	Alpine Elementary	$ 5,100.00	$ -
2	Black Rock Elementary	$ 5,100.00	$ -
3	Blue Mountain Elementary	$ 5,100.00	$ -
4	Centennial Elementary	$ 5,100.00	$ -
5	Eagle Crest Elementary	$ 5,100.00	$ -
6	Fall River Elementary	$ 5,100.00	$ -
7	Grandview Elementary	$ 5,650.00	$ -
8	Legacy Elementary	$ 5,100.00	$ -
9	Prairie Ridge Elementary	$ 5,100.00	$ -
10	Main Street School	$ 2,020.00	$ -
11	APEX	$ 2,050.00	$ -
12	Soaring Heights	$ 5,300.00	$ -
13	Altona Middle	$ 11,000.00	$ -
14	Coal Ridge Middle	$ 11,000.00	$ -
15	Sunset Middle	$ 1,700.00	$ -
16	Trail Ridge Middle	$ 11,000.00	$ -
	Bonding	$ -	$ -
	TOTAL BID PRICE:	$ 90,520.00	$ -

1. SLEEVE	Unit Price per Each	Unit Price per Each
1" Sleeve (if needed)	$ 10.00	$ -
2" Sleeve (if needed)	$ 14.50	$ -
3" Sleeve (if needed)	$ 23.00	$ -
4" Sleeve (if needed)	$ 25.50	$ -

2. ADDITIONAL IP STROBE/SPEAKER AND CAGES	Unit Price per Each	Unit Price per Each
IP Strobe/Speaker	$ 1,290.00	$ -
Cage	$ 70.00	$ -

2. ADDITIONAL DROPS	Unit Price per Drop	Unit Price per Drop
Additional drop needed during this project (per drop)	$ 283.00	$ -

MEMORANDUM

DATE: January 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Contract Award for Mead Middle School Irrigation Pump
             Station
             Strategic Priority – Portfolio of 21st-Century Instructional Focus Schools
             and Robust Co-Curricular Opportunities

RECOMMENDATION

That the Board of Education approve the execution of a formal agreement with Cascade Industries Inc. for a maximum amount of $122,000 and an initial contract award of $111,072 for the Irrigation Pump Station at Mead Middle School. Further, to authorize Brian Lamer, Assistant Superintendent of Operations, to sign contract documents and initiate scope changes up to the approved amounts in accordance with Board of Education policy.

BACKGROUND

This project is to provide a new irrigation pump station at Mead Middle School that will serve irrigation needs at both Mead Middle School and Mead Elementary School.

The budget for this project has been established at $122,000. Funding for the project is available from Capital Reserve funds. This item is being brought forth to comply with Board policy FEG stating any items over $100,000 must have Board approval.

MEMORANDUM

DATE: January 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Easement Agreement for the Niwot High School Renovation
           Project
           Strategic Priority – Student and Staff Well-Being, Districtwide Safety and
           Security

RECOMMENDATION

That the Board of Education approve the Permanent Utility and Access Easement for the
Left Hand Water District at Niwot High School for the Water Line Improvement Project.
Further, to authorize Brian Lamer, Assistant Superintendent of Operations, to sign
contract documents in accordance with Board of Education Policy.

BACKGROUND

The Permanent Utility and Access Easement for the Left Hand Water District is necessary
to extend the existing Niwot High School water service into a higher pressure water zone.

Funds for this portion of the project will come from cash-in-lieu dollars.

<u>**PERMANENT UTILITY and ACCESS**</u>
<u>**EASEMENT AGREEMENT**</u>

THIS AGREEMENT is made this thirteenth day of January, 2021, between **SAINT VRAIN VALLEY SCHOOL DISTRICT RE-1J**, a public school district of the State of Colorado, whose address is 395 South Pratt Parkway, Longmont, CO 80501, (individually or collectively referred to as "Grantor"), and **LEFT HAND WATER DISTRICT**, a quasi-municipal corporation and political subdivision of the State of Colorado (the "District"), whose legal address is 6800 Nimbus Road, Longmont, Colorado 80503.

        FOR GOOD AND VALUABLE CONSIDERATION, the receipt and sufficiency whereof are acknowledged, Grantor hereby grants to the District, its successors and assigns, a permanent non-exclusive twenty-five foot (25') ("Easement") to occupy and use a portion of the property in the SW Quarter of Section 29, T2N, R69W, of the 6th PM, in the County of Boulder, State of Colorado, (the "Property") which Easement is more fully described on Exhibit 1 attached and incorporated herein by reference, to construct, lay, install, inspect, monitor, maintain, repair, renew, substitute, change the size of, replace, remove, operate and use one (1) underground water pipeline, and all underground and surface appurtenances and facilities thereto, of such size and capacity as necessary or required by the District, in, through, over and across the Easement.

AS DESCRIBED ON
EXHIBIT 1 ATTACHED HERETO

        IT IS HEREBY MUTUALLY COVENANTED AND AGREED by and between the parties as follows:

1.   The District shall have and may exercise the right of ingress and egress in, to, over, through and across the Easement for any purpose needed for the full enjoyment of any other right of occupancy or use provided for herein.

2.   Except as provided for herein, Grantor shall neither cause nor permit the parking or storage of goods or equipment, or the installation of street light, power pole, or yard light, of any kind, within eight (8) feet of the installed water line within the Easement. Grantor shall neither cause nor permit the parallel installation of wet utilities within ten (10) feet of the installed waterline within the easement. Grantor shall not permit placement of any structure or building, planting of any tree, woody plant or nursery stock within any portion of the easement. Subject to the Excepted Improvements described herein, any prohibited use or installation located on the Easement as of or after the date of this Agreement, including installations not conforming to Paragraph 7 hereof, may be removed by the District without liability to it for damages arising therefrom.

3.   Fences existing as of the date hereof which are disturbed or destroyed by the District in the exercise of its rights in this agreement shall be replaced by the District to their original condition as nearly as may reasonably be done. Grantor shall not, however, construct or install new fencing across or within the Easement without the advance written consent of the District; such consent shall not be unreasonably withheld.

4.   All water pipelines installed within the Easement shall be laid not less than four feet below the surface of the adjacent ground. Grantor shall have the right to relocate the pipeline, at its cost, in the event a conflict arises between crossings of other utilities which cannot reasonably be laid to avoid conflicts. Where minimum vertical separation is in conflict, Grantor and the District will work together to agree on alternatives to allow reduced separation.

5.   The District shall have and may exercise the right of subjacent and lateral support to whatever extent is necessary or desirable for the full, complete and unmolested enjoyment of the rights herein granted. Grantor shall neither take nor permit any action which would impair the lateral or subjacent support for any water pipelines or appurtenances. Grantor shall not modify the earth cover over a District pipeline without advance written authorization from the District, which shall provide for full payment or reimbursement to the District of all costs of adjusting District facilities made necessary by such modification.

6.   The District shall not disturb the surface of the Property outside of the Easement. After any construction or other operations by the District which disturbs the surface of the Property, the District will restore the general surface of the ground, including paving and authorized appurtenances, as nearly as may reasonable be done to the grade and condition it was in immediately prior to construction, except as necessarily modified to accommodate District facilities. All topsoil removed shall be replaced and any excess earth resulting from installations by the District shall be removed

from the Property at the sole expense of the District. For a period of two years following disturbance of the surface of the Easement by the District, the District will maintain the surface elevation and quality of the soil by correcting any settling or subsiding that may occur as a result of the work done by the District. Seeding or sod replacement will be completed by the District as soon as is practical after completion of the installation and grading.

7. Service lines from adjacent properties receiving service from District facilities in the Easement, and other public utilities such as water, storm, sewer, gas, electric, telephone, data transmission, communication, and cable television lines may be installed in the Easement, provided that they do not interfere with the District's rights herein granted. Dry utilities which parallel or cross the District's facilities shall not be located closer than eight feet (8') horizontally and two feet (2') vertically thereto. Wet utilities which parallel or cross the District's facilities shall not be located closer than ten feet (10') horizontally and two feet (2') vertically thereto. Additional uses listed above, not related to the Left Hand Water District in providing water service, shall be at the sole discretion of the Grantor.

8. Grantor retains the right to the undisturbed use and occupancy of the Easement area located on the Property insofar as such use and occupancy are consistent with and do not impair any grant or covenant herein contained.

9. If the District, by written instrument, releases its rights herein granted and ceases to use the Easement, all right, title and interest of the District in this agreement shall cease and terminate, and the Grantor or its successors in title shall hold the Property, as the same may then be, free from the rights so released and shall own all material and structures of the District so released, but nothing herein shall be construed as working a forfeiture of abandonment of any interest derived in this agreement and not owned by the District at the time of the termination of the District's rights.

10. Granting of this Easement is subject to general taxes for the year this instrument is recorded, and subject further to easements, encumbrances, exceptions, limitations, restrictions and reservations contained in instruments of record prior to the date this Agreement is recorded.

11. Each and every one of the benefits and burdens of this Agreement shall inure to and be binding upon the respective legal representatives, heirs, executors, administrators, successors and assigns of the parties hereto.

12. This writing constitutes the whole agreement between the parties and no additional or different oral representation, promise or agreement shall be binding on any of the parties hereto with respect to the subject matter of this instrument.

IN WITNESS WHEREOF, the parties hereto have executed this instrument as of the day and year first above written.

<div align="center">

GRANTOR:

SAINT VRAIN VALLEY SCHOOL DISTRICT RE-1J

</div>

By: _____
                              Brian Lamer
                              Assistant Superintendent of Operations

STATE OF   )
) ss.
COUNTY OF _____)

The foregoing instrument was acknowledged before me by _____, this _____ day of _____, 2021.

          My commission expires:

          Witness my hand and official seal.   Notary Public

<div align="center">

DISTRICT:

</div>

LEFT HAND WATER DISTRICT

By _____
                         Christopher P. Smith, Manager
                         Left Hand Water District

STATE OF COLORADO   )
) ss.
COUNTY OF BOULDER)

      The foregoing instrument was acknowledged before me by Christopher P. Smith, as General Manager of Left Hand Water District, this _____ day of_____, 2020.

My commission expires:

                                        _____
Witness my hand and official seal.   Notary Public
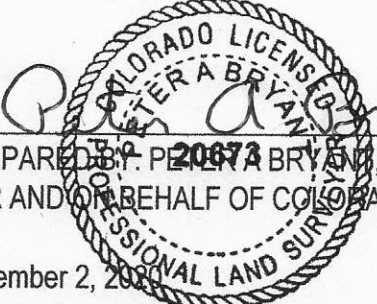
EXHIBIT 1
LEGAL DESCRIPTION
A WATERLINE EASEMENT

A WATERLINE EASEMENT, ACROSS A PORTION OF THE EAST ONE-HALF OF THE SOUTHWEST ONE-QUARTER OF SECTION 29, TOWNSHIP 2 NORTH, RANGE 69 WEST OF THE 6TH PRINCIPAL MERIDIAN, COUNTY OF BOULDER, STATE OF COLORADO, MORE PARTICULARLY DESCRIBED AS FOLLOWS:

COMMENCING AT A THE SOUTHWEST CORNER OF THE EAST ONE-HALF OF THE SOUTHWEST ONE-QUARTER OF SECTION 29 WHENCE THE SOUTH ONE-QUARTER CORNER OF SECTION 29 BEARS NORTH 89°08'25" EAST, SAID LINE FORMING THE BASIS OF BEARINGS FOR THIS DESCRIPTION; THENCE ALONG THE WEST LINE OF THE EAST ONE-HALF OF THE SOUTHWEST ONE-QUARTER OF SECTION 29 NORTH 01°17'45" WEST 60.00 FEET TO A POINT ON THE NORTH LINE OF A 60.00 FEET WIDE ROADWAY AND UTILITY EASEMENT RECORDED AT RECEPTION NUMBER 2407382 OF BOULDER COUNTY RECORDS; THENCE ALONG THE NORTH LINE OF SAID EASEMENT AND PARALLEL WITH THE SOUTH LINE OF THE EAST ONE-HALF OF THE SAID SOUTHWEST ONE-QUARTER NORTH 89°08'25" EAST 811.20 FEET TO **THE POINT OF BEGINING**;

THENCE NORTH 44°49'55" WEST 112.20 FEET;
THENCE NORTH 89°49'55" WEST 402.68 FEET;
THENCE NORTH 00°00'00" EAST 25.00 FEET;
THENCE SOUTH 89°49'55" EAST 413.11 FEET;
THENCE SOUTH 44°49'55" EAST 125.83 FEET;
THENCE NORTH 89°08'25" EAST 85.15 FEET;
THENCE SOUTH 67°19'55" EAST 37.58 FEET TO A POINT ON THE NORTH LINE OF SAID EASEMENT AT RECEPTION NUMBER 2407382;
THENCE ALONG SAID NORTH LINE SOUTH 89°08'25" WEST 139.87 FEET TO THE **TRUE POINT OF BEGINNING**.

CONTAINING 14,861 SQUARE FEET (0.341 ACRES), MORE OR LESS.

PREPARED BY: PETER A BRYANT, PLS #20673
FOR AND ON BEHALF OF COLORADO SURVEY, LLC

December 2, 2020

EXHIBIT 1

A WATERLINE EASEMENT

SITUATED IN THE SOUTHWEST ONE-QUARTER OF SECTION 29,
TOWNSHIP 2 NORTH, RANGE 69 WEST OF THE 6TH PRINCIPAL
MERIDIAN, COUNTY OF BOULDER, STATE OF COLORADO

DECEMBER 2, 2020

OVERBROOK SUBDIVISION

WEST LINE
EAST HALF
SW QUARTER
SEC 29

NIWOT HIGH SCHOOL

L5 L6 L4 L7 L3 L8 L9 L10 L2

P.O.C.

L1

NIWOT ROAD

60' ROADWAY & UTILITY EASEMENT
REC. NO. 2407382

P.O.B.

N89°08'25"E   S. LINE E HALF SW 1/4 SEC 29

SOUTHWEST CORNER
EAST 1/2, SOUTHWEST 1/4
SEC 29, T2N, R69W, 6th P.M.

S1/4 COR
SEC 29, T2N,
R69W 6th P.M.
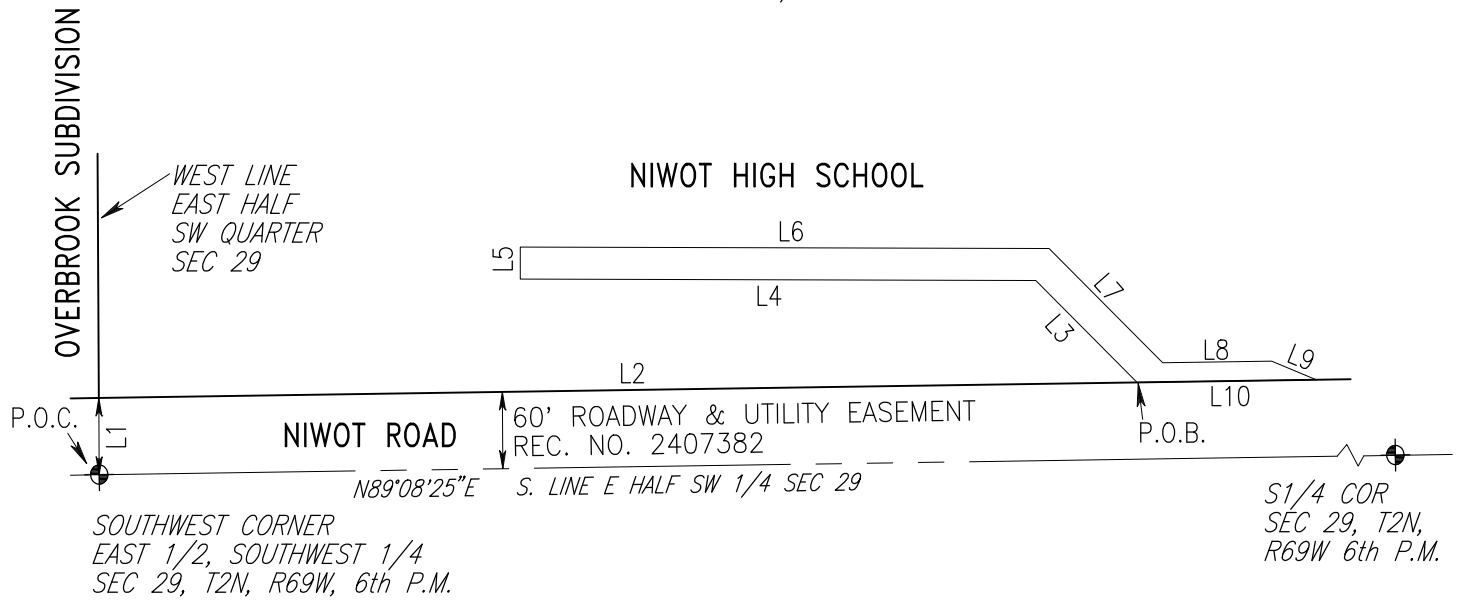
LINE TABLE	
L1	S01°17'45"E 60.00 ft
L2	N89°08'25"E 811.20 ft
L3	N44°49'55"W 112.20 ft
L4	N89°49'55"W 402.68 ft
L5	N00°00'00"E 25.00 ft
L6	S89°49'55"E 413.11 ft
L7	S44°49'55"E 125.83 ft
L8	N89°08'25"E 85.15 ft
L9	S67°19'55"E 37.58 ft
L10	S89°08'25"W 139.87 ft

DEFINITIONS:
P.O.C. = POINT OF COMMENCEMENT
P.O.B. = POINT OF BEGINNING

North

1"=150'

NOTE: THIS GRAPHIC MAP HAS BEEN PROVIDED
AS A COURTSEY TO COMPLIMENT A CORRESPONDING
LEGAL DESCRIPTION. IT IS NOT A SUBDIVISON PLAT OR
MONUMENTED LAND SURVEY AS DEFINED BY ANY LOCAL,
COUNTY REGULATIONS OR STATE OF COLORADO STATUTES.
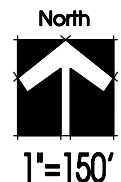
Sheet 2 of 2

MEMORANDUM

DATE: January 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Fee Adjustment 3 to Architect Agreement for the Pool Addition
            Project at Silver Creek High School
            Strategic Priority – Portfolio of 21st-Century Instructional Focus Schools
            and Robust Co-Curricular Opportunities

RECOMMENDATION

That the Board of Education approve Fee Adjustment 3 for $4,600 to the Architect
Services Agreement with Cuningham Group Architecture, Inc., for the Silver Creek High
School Pool Addition for a total contract value of $882,935. Further, that the Board
authorize Brian Lamer, Assistant Superintendent of Operations, to sign contract
documents and initiate scope changes in accordance with Board of Education policy.

BACKGROUND

This Fee Adjustment includes the design, engineering, and coordination effort to re-
route the water line in accordance with the City of Longmont requirements.

The budget for the project has been established at $900,000 as part of the 2016 Bond
program fund. This item is being brought forth to comply with Board policy FEH stating
any items over $99,999 must have Board approval.

Original Agreement Amount	$ 704,335
Previous fee adjustments	$ 174,000
Current fee adjustment	$ 4,600
Total changes (previous + current)	$ 178,600
New contract amount	$ 882,935

MEMORANDUM

DATE: January 13, 2021

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 – Adam Strah
              Strategic Priority – Student and Staff Well-Being

RECOMMENDATION

That the Board of Education allow an exception to the current Board Policy GBEA – Staff
Ethics/Conflict of Interest. This one-time exception would enable Adam Strah, a member
of Niwot Baseball, Inc., to sell used turf mats to Skyline High School baseball.

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."

Adam Strah is currently employed as the Head Baseball Coach at Niwot High School.
Due to his standing as a District employee, he is requesting a waiver from Board Policy
GBEA, so that he can facilitate the sale of used turf mats to the District.

The administration has reviewed the cost proposal and recommends approval of this
exception, with services for the 2020-2021 school year not to exceed $5,000. If his
services should exceed $5,000, his exception will be brought back to the Board of
Education for additional approval.

MEMORANDUM

DATE: January 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Purchase of NetScout Hardware, Software, and Support
           Strategic Priorities – Strong District Finances/Cutting Edge Technology and
           Innovation

RECOMMENDATION

That the Board of Education approve the purchase of NetScout Hardware, Software, and
Support for a net bid amount of $152,462.29 from Axelliant, LLC.

BACKGROUND

This purchase will provide monitoring and insight into traffic within our network environment. It
will provide insights into network health as well as throughput from client devices all the way out to
our internet service providers for troubleshooting purposes. The funding for this purchase is
from General Fund dollars dedicated to technology.

The Purchasing Department issued Bid No. 2021-021 on November 20, 2020. Five (5)
responses were received on Tuesday, December 8, 2020. Award is recommended to the low
responsive and responsible vendor, Axelliant, LLC.

Axelliant, LLC.	vCloud Tech, Inc.	Converge One	Peak Resources	Insight Public Sector, Inc.
$152,462.29	$152,859.89	$155,192.41	$155,746.52	$156,710.54

MEMORANDUM

DATE: January 13, 2021

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, 2021.

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

COLORADO
Department of Education

Colorado's Unified Improvement Plan for Schools

Rocky Mountain Elementary School UIP 2020-21 | **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

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 embedded 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...

COLLECTIVE EFFICACY & IMPACT TEAMS

Description:

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

CONSISTENT IMPLEMENTATION OF 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.

TIER I INSTRUCTION

Description:

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

Then we will change current trends for students

GRADE LEVEL CONTENT WRITING

Description:

For the past two years, the writing domain has been declining and significantly below district and state levels.

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, populations, and grade levels.

GRADE LEVEL STANDARDS BASED INSTRUCTION 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, especially students with disabilities, and English Learners. Instruction is not consistently at grade level,nor implemented collaboratively and adjusted based upon student data.

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
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
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. (Due to the current environment, Rocky Mountain Elementary is not able to offer the following opportunities for students, as they were able to be offered during the 2019-2020 school year.) 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. We plan to bring these partnerships back once we are able to safely and by following the safe and healthy guidelines established by Boulder County Health in collaboration with the St. Vrain Valley School District.

Rocky Mountain has 369 students in Preschool through 5th grade primarily enrolled and 67 students as secondary enrollment in LaunchED. 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 89% Hispanic and 4% white with a small variety of other ethnicities. Roughly 89% of our students qualify for the Free or Reduced lunch program, and 48% of our students are identified ESL. The percentage of students receiving special education services is 18%; 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 March we moved to remote learning as did the entire St. Vrain Valley School District as a result of the Global Pandemic COVID-19. Teachers and students pivoted to learning online and really tried to navigate this new way of remote learning. During the Spring our overall student engagement rate averaged 90% from March to May of 2020. Both students and teachers developed more capacity around synchronous and asynchronous work as it related to remote learning. Throughout the summer over a dozen teachers from Rocky Mountain Elementary enrolled in professional development courses to become more savvy using Blended Learning, Seesaw, Schoology, and other technology to enhance instruction in a remote environment. Students were able to take advantage of the MyOn Summer Reading Challenge by using the iPads they received for remote instruction from the Spring. In fact as a school Rocky Mountain Elementary was one of two Title I schools to place in the top 3 across the district in the MyOn Summer Reading Challenge. This is a true testament of breaking the digital divide and supporting learning regardless of zip code.

In August and September of 2020, considerable time was spent as a whole staff on professional development around Blended Learning, Seesaw, Schoology, the infusion of technology for teacher lesson delivery with synchronous and asynchronous learning, and ways to increase parent engagement in this online learning environment. We as a staff also adapted to going from having a STEM Coordinator/Learning Leader in building to utilizing a Learning Leader out of the building, as well as going from 3 rounds in 4th and 5th grades respectively to having 2 rounds in each grade level. Teachers used time on Fridays to collaborate with their colleagues as well as connect with parents, students individually, and/or in small groups to address academic as well as social and emotional needs. The School Counselor and Family Liaison established a weekly virtual parent/guardian group to support all parties with becoming more familiar with online learning and platforms used with online learning such as: Webex, Seesaw, and/or Schoology. In late September all staff prepared for the return to Hybrid instruction and getting students back into the building for the first time since March 13, 2020. As a staff we built capacity around using the Safe with 7 guidelines, wearing a mask in and around the various school areas, and social distancing guidelines to set up classrooms, hallways, bathrooms, the cafeteria, and the playground. Virtual tours were shared with staff, students, and parents/guardians to build familiarity as well as ensure all parties involved were made aware of the health and safety guidelines to return to in person learning all while wearing masks to ensure everyones health and safety.

During October 2 through October 9 we had over 20 students enroll in LaunchED, which caused a 3rd grade class to be divided into two classes as one of the 3rd grade teachers transitioned into teaching for LaunchED. Which brought 2nd through 5th grades to two rounds as opposed to three rounds prior to the 2020-2021 school year. This was another adaptation that students and staff overcame during the ambiguity of the COVID-19 Pandemic.

Up to date Rocky Mountain Elementary has gotten back to work with our Impact Teams in analyzing 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 from the 2019-2020 school year data digs. 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 determined the work that was put into place during the 2019-2020 school year was making a positive impact across all of Rocky Mountain Elementary and will continue the work during the 2020-2021 school year. We have also streamlined our focus for Impact Team work around vocabulary in all areas of academics. 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 to continue the work that has been established from the 2019-2020 school year. Student achievement and growth data is shared with the Parent Leadership Team in order to collect feedback and better define root cause. During Parent/Teacher 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 on going dialogue of observations and data collection on specific elements related to the Seven Characteristics of High Functioning Schools, as tied to the goals of our UIP. Further, the Parent Leadership Team contributed to the UIP process by meeting to review school data and and provide input on school goals. We are also providing additional Literacy Tutoring for students across Kindergarten through 5th grade after school on Mondays through Thursday and during set times for students on Fridays as we are currently operating in a Hybrid model.

The following are attendance rates, enrollment and mobility rates over time:

All Students | Total Enrollment

2015-16	2016-17	2017-18	2018-19	2019-20
353	368	353	343	344
All Students (100.0%)	All Students (100.0%)	All Students (100.0%)	All Students (100.0%)	All Students (100.0%)

☐ All Students

Attendance and Mobility Rates

The rates displayed here reflect information collected by CDE's Data Services Unit, which is published on the CDE Education Statistics page. The orange lines on the Attendance Rate graph represent the overall state rates for each year. Note that the mobility calculation timeframe was modified in the 2017-2018 school year so that only entries and exits that occur from the October Count date to the end of the school year are included in the calculation. Students must have a gap in attendance of more than 10 days for a move to be considered mobile. See here for more information:
https://www.cde.state.co.us/cdereval/mobility-stabilitycurrent

Attendance Rate

2014-15	2015-16	2016-17	2017-18	2018-19
95.6%	96.3%	95.4%	94.5%	93.8%

Mobility Rate

2014-15	2015-16	2016-17	2017-18	2018-19
14.5%	7.6%	8.7%	9.7%	9.7%

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).

Due to Covid 19, state testing for the spring of 2020 was paused and local data was not collected. Consequently, the prior year targets are not able to be evaluated as they are based upon Colorado Measures of Academic Success (CMAS) growth and achievement. It is clear that the culture of reading and writing were noticeable across the building through instruction, student work and student outcomes. The level of writing discussed and analyzed in impact teams was grade level and rigorous. Furthermore, Rocky Mountain Elementary was the 3rd place winner in St. Vrain Valley School's MyOn Challenge Summer Reading Contest.

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

Based upon the local data, district level walk throughs, and student work, it is clear that the major improvement strategies in the prior year's plan are moving Rocky Mountain in the right direction. This year's plan will be a continuation as the school navigates the challenges of COVID 19.

Current Performance

- Rocky Mountain scored 38.9 points out of 100 possible on the 2019 School Performance Framework earning a Priority Performance Rating. This is a significant decrease from 2018 when we earned 51.2 points out of 100 and were rated Improvement.

Achievement

In 2019, our students were rated Does Not Meet in achievement in English Language Arts with a mean scale score of 718.1 for All Students. Student achievement in ELA remained static between 2018 and 2019 for All Students. Both 3rd and 4th grade students decreased in mean scale score between 2017 and 2019. However, 5th grade students increased between 2018 (720.3) to 2019 (730). All sub groups remained at a Does Not Meet rating for both 2018 and 2019. In 2019, English Learners (701.2 MSS) and Students with Disabilities (677.4 MSS) were the most impacted. These students decreased significantly in MSS between 2019 and 2018 (EL 721.5; SWD 679.3). Only 19.5% of students earned a Met or Exceeded rating on 2019 CMAS ELA.

In 2019, our students were rated Does Not Meet in achievement in Math with a mean scale score of 711.8 for All Students. This is a decrease from 2018 when the mean scale score for All Students was 718.2. We decreased in percentile rank from the 13th percentile in 2018 to the 6th percentile in 2019. 3rd, 4th and 5th grade students all decreased in mean scale score between 2017 and 2019 with 3rd grade students showing the most significant decrease from 721.1 in 2017 to 705.3 in 2019. All sub groups remained at a Does Not Meet rating for both 2018 and 2019. English Learners decreased from 719 MSS in 2018 to 699 MSS in 2019. Students with Disabilities decreased from 687 MSS in 2019 to 676 MSS in 2019. Only 11.4% of students earned a Met or Exceeded rating on 2019 CMAS Math.

Grade	2017 CMAS Math MSS - All Students	2018 CMAS Math MSS - All Students	2019 CMAS Math MSS - All Students	2017 CMAS ELA MSS	2018 CMAS ELA MSS	2019 CMAS ELA MSS
3	721.1	715.5	705.3	723.9	709.4	705.6
4	713.7	715.1	708.8	725.6	723.5	718.3
5	725.5	723.7	721.3	729.5	720.3	730

Growth

On the 2019 School Performance Framework, Rocky Mountain earned an Approaching rating for growth in English Language Arts for All Students. We decreased from a median growth percentile of 36.5 in 2018 to an mgp of 35 in 2019. While Free/Reduced-Price Lunch Eligible and Minority Students remained in the Approaching category for 2018 and 2019, English Language Learners decreased from a mgp of 36.5 in 2018 to an mgp of 34 in 2019 which moved them into the Does Not Meet category. Both 4th and 5th grade students decreased in mgp between 2018 and 2019.

Rocky Mountain earned an Approaching rating for growth in Math on the 2019 SPF. This is a significant decrease from 2018 when the mgp for All Students was 57 and the rating earned was Meets. In 2018, all sub groups earned a Meets rating for growth while in 2019 no sub groups earned a Meets rating and English Learners moved from a Meets rating in 2018 (55 mgp) to a Does Not Meets rating in 2019 (28). While 4th grade students increased between 2017 (36 mgp) and 2018 (47 mgp), they decreased to 31 mgp in 2019. A similar trend is noted with 5th grade students who increased between 2017 and 2018, but decreased to 55 mgp in 2019.

Grade	2017 CMAS Math MGP	2018 CMAS Math MGP	2019 CMAS Math MGP	2017 CMAS ELA MGP	2018 CMAS ELA MGP	2019 CMAS ELA MGP
4	36	47	31	55	35.5	33
5	62	70	55	49.5	38.5	37

Of positive note, is that students are increasing their achievement in both reading and math as measured by the iReady diagnostic. In Reading, the percent of 1st through 5th grade students on grade level increased from 21% in 2017 to 31% in 2019. In Math, the percent of 1st through 5th grade students on grade level increased from 22% in 2017 to 27% in 2019.

Grade	Spring 2017 Math	Spring 2018 iReady Math	Spring 2019 iReady Math	Spring 2017 iReady ELA	Spring 2018 iReady ELA	Spring 2019 iReady ELA
K- 5	22%	25%	27%	21%	25%	31%

Rocky Mountain continues to focus on students with significant reading deficiencies (SRD). The percentage of students identified with a significant reading deficiency in Spring, 2019 was 28%. which remained static between 2018 and 2019. However, the percentage of kindergarten through 2nd grade students identified SRD decreased significantly between 2018 and 2019. The percent of students identified overall remained static because the percentage of 3rd graders identified SRD increased between 2018 (43%) and 2019 (53%). Currently, 68.6 % of students are on track to proficiency in reading.

SRD by Grade

Grade	2017-18	2018-19
K	20.60%	14.00%
1	23.10%	18.30%
2	27.30%	22.40%
3	42.90%	53.20%
Total	28.30%	28.10%

The average percentage of points earned in the Writing domain is declining. It is one of the lowest schools in the Writing domain across the school district. It is an area that can impact ELA achievement if the instructional focus in writing improves.

Average Percentage of Points in the Writing Domain

Grade	2018 Writing Overall	2019 Writing Overall	2018 Written Expression	2019 Written Expression	2018 Language and Conventions	2018 Language and Conventions
3	7%	9%	6%	8%	8%	12%
4	17%	17%	16%	16%	20%	16%
5	15%	14%	16%	14%	21%	18%

ACCESS 2020

Year	# of Students Taking ACCESS	Rocky MGP All Grades
2015	382	50
2018	264	54
2019	252	46
2020	266	44

ACCESS was administered in January of 2020. The median growth percentile (mgp) continues to be below 50 mgp. This an area of concern as developing English language proficiency is crucial for our students.

Local Data

i-Ready is an adaptive diagnostic test for grades K-8. It is one of the approved Diagnostic tests for READ Act testing. Winter Benchmark data is used in this analysis as it represents the most consistent in person test administration prior to Covid 19. iReady was not administered during the Spring of 2020 and Fall 2020 and Winter 2020 are remote test administrations.

iReady Reading

Grade	Winter Reading 2019-2020 % Students On (Mid/Late) or Above Overall Grade-Level Placement	Winter Reading 2018-2019 % Students On (Mid/Late) or Above Overall Grade-Level Placement	Winter Reading 2017-2018 % Students On (Mid/Late) or Above Overall Grade-Level Placement
1	35%	39%	20%
2	15%	28%	25%
3	23%	17%	11%
4	8%	12%	11%
5	6%	6%	5%

Grade	Winter Reading 2019-2020 % Students On (Mid/Late) or Above Overall Grade-Level Placement	Winter Reading 2019-2020 % Students Two or More Below Overall Grade-Level Placement	Winter Reading 2019-2020 Phonological Awareness % Students Below Grade Level	Winter Reading 2019-2020 Phonics % Students Below Grade Level	Winter Reading 2019-2020 High-Frequency Words % Students Below Grade Level	Winter Reading 2019-2020 Vocabulary % Students Below Grade Level	Winter Reading 2019-2020 Comprehension: Literature % Students Below Grade Level	Winter Reading 2019-2020 Comprehension: Informational Text % Students Below Grade Level
1	35%	12%	51%	61%	61%	78%	71%	78%
2	15%	11%	9%	78%	40%	87%	76%	76%
3	23%	19%	0%	42%	5%	79%	63%	77%
4	8%	35%	0%	43%	12%	93%	87%	92%
5	6%	40%	0%	19%	4%	96%	87%	91%

The longitudinal reading achievement data indicates inconsistent gains/losses in reading over time. The Winter 2020 Reading data indicates a pervasive lack of proficiency in the area of vocabulary across the grades. The lack of vocabulary development is clearly hindering the students ability to comprehend literature and informational text.

iReady Math

Grade	Winter Math 2019-2020 % Students On (Mid/Late) or Above Overall Grade-Level Placement	Winter Math 2018-2019 % Students On (Mid/Late) or Above Overall Grade-Level Placement	Winter Math 2017-2018 % Students On (Mid/Late) or Above Overall Grade-Level Placement
1	18%	16%	12%
2	9%	25%	7%
3	9%	7%	5%
4	7%	15%	8%
5	8%	8%	9%

Grade	% Students On (Mid/Late) or Above Overall Grade-Level Placement	% Students Two or More Below Overall Grade-Level Placement	Number and Operations % Students Below Grade Level	Algebra and Algebraic Thinking % Students Below Grade Level	Measurement and Data % Students Below Grade Level	Geometry % Students Below Grade Level
1	18%	14%	80%	61%	84%	82%
2	9%	20%	91%	89%	87%	91%
3	9%	22%	91%	80%	76%	84%
4	7%	42%	88%	90%	85%	90%
5	8%	30%	92%	92%	81%	85%

The longitudinal math achievement data indicates inconsistent gains/losses in math over time. Winter Math iReady data shows a need to focus on numbers and operations across the grades.

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)

The percent of students on grade level in math as measured by iReady is decreasing in the majority of grades.

Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

The percent of students on grade level as measured by iReady is decreasing in the majority of grades.

Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

The percentage of points earned in the Writing Domain is decreasing and negatively impacting the ELA achievement across grades 3 - 5.

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 disaggregated 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. The 2020 Growth was the 44th percentile

Additional Trend Information:

CMAS - English Language Arts and Math: Elementary Results
Reference lines show state-level mean scale scores.
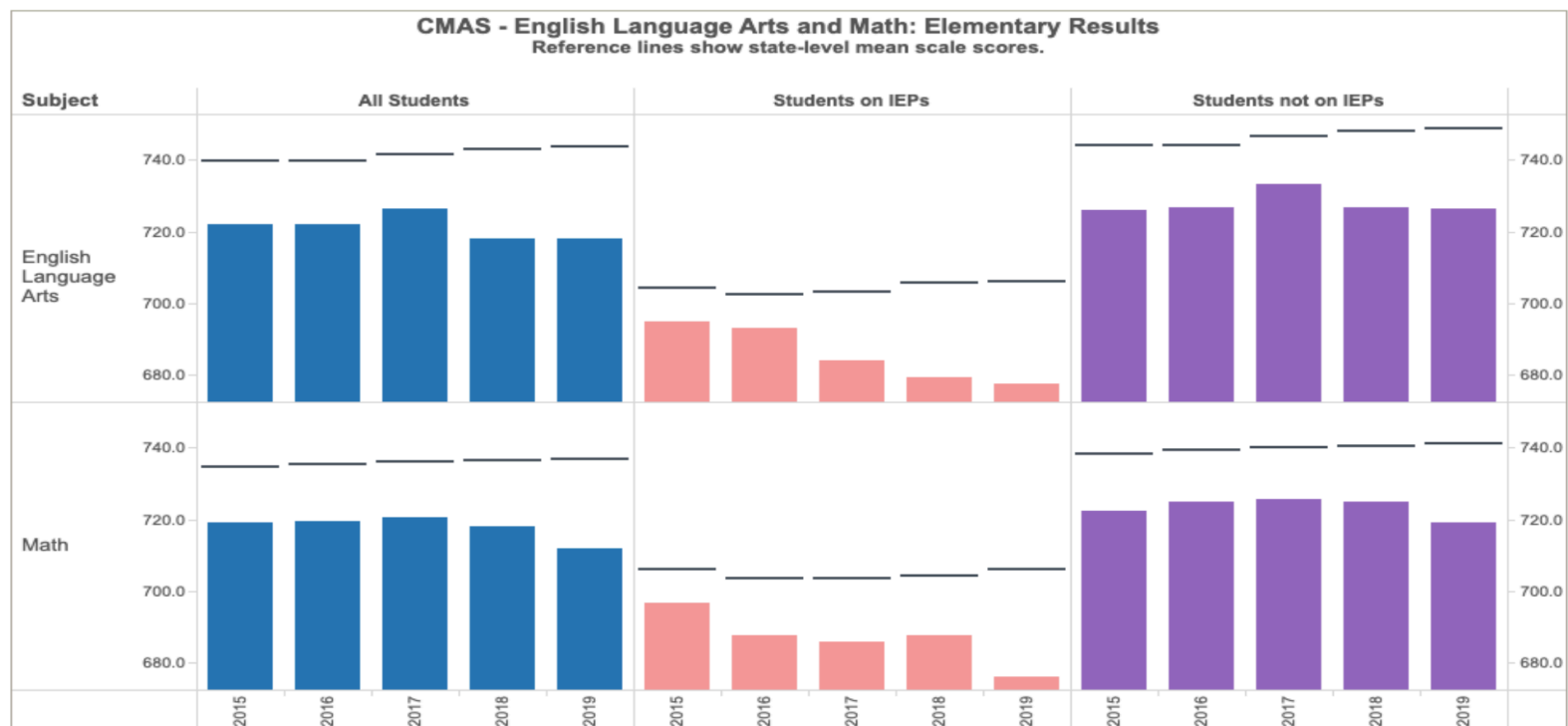
Growth Data from CMAS ELA and Math (Median Growth Percentiles)

CMAS Math 2017	50		CMAS ELA 2017	54
CMAS Math 2018	36.5		CMAS ELA 2018	57
CMAS Math 2019	35		CMAS ELA 2019	40.5

Priority Performance Challenges and Root Causes

Priority Performance Challenge: GRADE LEVEL CONTENT WRITING

For the past two years, the writing domain has been declining and significantly below district and state levels.

Root Cause: Tier I Instruction

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

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, populations, and grade levels.

Root Cause: Consistent implementation of 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 STANDARDS BASED INSTRUCTION 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, especially students with disabilities, and English Learners. Instruction is not consistently at grade level,nor implemented collaboratively and adjusted based upon student data.

Root Cause: Collective Efficacy & Impact Teams

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

Magnitude of Performance Challenges and Rationale for Selection:

These challenges have been selected due to persistent low performance in Academic Achievement and Growth for ELA and Math on CMAS at all grade levels since the 2014-15 school year. Our data is persistently below expectations and declining from one grade level to the next. While student outcomes are slightly increasing on iReady, the growth is not significant enough to close achievement gaps and it is below the district average. It is a critical time to increase grade level expectations and standards based collaborative instructional practices that use student data to inform instruction. The magnitude of concern extends to EL, students with disabilities and minority populations.

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: Collective planning of standards based instruction, implementation of instructional strategies, and collective review of student outcomes is best practice and increases student achievement. It also increases collective teacher efficacy and results in a collective belief that all students can meet grade level expectations. With an effect size of d=1.57, Collective Teacher Efficacy is strongly correlated with student achievement. (John Hattie's 2017)

Associated Root Causes:

Consistent implementation of 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.

Tier I Instruction:

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

Collective Efficacy & Impact Teams:

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
Weekly Impact Meetings	Staff will meet with administration and district content specialists to unpack standards and review student data.	08/14/2020 05/01/2022 Monthly	certified staff, district level curriculum staff, STEM coordinator, principal	Partially Met
Walk-throughs Observations	Weekly walk-throughs to monitor classroom instruction and student output based upon impact team collaboration.	08/14/2020 05/01/2022 Weekly	Admin, district level personnel	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Implement	Grade level teams collaborate to address depth and complexity of			Teachers, Support	

		08/01/2020 05/15/2022	General Fund	staff, district specialists	
Teaching and Learning Cycle (Standards-based Planning)	lesson planning and learning progressions related to district approved curriculum including pacing guides.				
Collaboration with District Level Curriculum Staff and Building Staff	Professional Development and Support Plan developed in collaboration with district curriculum staff and implemented through whole staff and grade level team meetings. Focus on utilizing summative assessment data aligned with district unit plans to inform instruction.	08/14/2020 05/01/2022	Building funds for Professional development.	Leadership Team, Principal, District Level Curriculum Staff	In Progress
Vertical Alignment across grade levels	Staff meets in bimonthly professional development sessions to develop vertical alignment of grade level writing standards and instruction PreK-5.	08/15/2020 05/01/2022	General Fund	Staff, Administration, District specialists	

Writing Across the Curriculum & Formative Assessments

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

Describe the research/evidence base supporting the strategy and why it is a good fit: Formative Assessment is a highly researched practice to inform instruction and to change student outcomes when used collaboratively. Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the Classroom. Phi Delta Kappan, 86(1), 8–21. https://doi.org/10.1177/003172170408600105

Associated Root Causes:

Collective Efficacy & Impact Teams:
Lack of consistent standards based collaborative structure and use of data to drive instruction.

Writing Across Curriculum Including Formative Assessments:
Lack of rigorous grade level writing instruction across the grade levels. Lack of use of formative assessment in the area of writing to meet student need.

Tier I Instruction:
Lack of consistent standards based collaborative structure and use of data to drive instruction.

Consistent implementation of 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
ReadyGen PBAs & Quickwrite	Instructional planning and implementation of performance based assessments (PBAs)	08/15/2020 05/01/2022 Weekly	Grade level teams	
Observation Walk Throughs	Weekly classroom walk throughs to observe implementation of grade level, content based writing instruction and provide feedback to teachers.	08/19/2020 05/10/2022 Weekly	Principal, District Support Staff	Partially Met
Writing Data	Track student progress utilizing data from summative assessments in writing.	09/03/2020 05/10/2022 Monthly	Teachers, Principal, District Support Staff	Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Vertical Alignment Collaboration	Vertical Team Collaboration utilizing 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.	08/15/2020 05/20/2022	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
Impact Team Meetings	Meet weekly in grade level Impact Teams to unpack writing standards and district curricular resources, and plan instruction based on results of student writing assessments.	08/15/2020 05/10/2022	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
Writing Across all	District supported and school level PD around strategies to increase content rich meaningful writing across all content areas.	08/15/2020 05/13/2022	District PD support by designated district staff personal. District Writing Unit Plans with the ReadyGen	certified staff, Elementary Language Arts coordinator, Elementary Literacy	In Progress

Content Areas		Curriculum, Quick Writes, and PBAs from the various units.	coordinator, Math coordinator, principal
Classroom Conferences	Teachers will share writing data, student progress, and specific ways families can support students with writing during family conferences twice yearly.	10/01/2020 05/01/2022	Teacher, Principal, Parent or Guardian,Leadership Team

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.

Describe the research/evidence base supporting the strategy and why it is a good fit: Consistent implementation of grade level standards based viable curriculum for all students is critical to improving student outcomes. Schmoker, M., & Marzano, R. J. (1999). Realizing the promise of standards-based education. Educational Leadership, 56, 17-21.

Associated Root Causes:

Tier I Instruction:
Lack of consistent standards based collaborative structure and use of data to drive instruction.

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.

Consistent implementation of 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.

 Collective Efficacy & Impact Teams:
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
ECE and Kindergarten Readiness	Preschool and Kindergarten teachers analyze TS Gold and Fundations assessment data to guide fall planning.	04/06/2020 05/10/2022 Monthly	Preschool and Kindergarten teachers, Principal	
Fundations Implementation	District Dyslexia Support Team meet with teachers to assess implementation progress and provide support.	08/12/2020 05/10/2022 Quarterly	Principal, teachers, District Level Support Team	
i-Ready Math and Reading	Students will average 125% median progress toward typical growth on as measured by iReady Reading and Math Fall to Spring.	08/19/2020 05/10/2022 Quarterly	Teachers, Specialists, Principal	
Classroom Walk Throughs	Principal and District Support Staff observe implementation of district curricular resources and pacing during weekly classroom walk throughs.	10/01/2020 05/10/2022 Weekly	Principal, District Support Team	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Preschool Fundations Implementation	Preschool staff implements Fundations Curriculum and tracks student progress utilizing Fundations and TS Gold Assessments	08/12/2020 05/10/2022	Fundations Curriculum, TS Gold Assessments	Preschool Teachers, District Curriculum Support Team	
Consistent Implementation	Consistent Implementation of Fundations, OG, Ready Gen, Envisions	08/19/2020 05/23/2022	Fundations Curriculum, Orton Gillingham Curriculum, Ready Gen and Envision Curriculums	preschool through 3rd grade teachers, Literacy and ELL teachers, principal	In Progress
Intervention Support	Special Education intervention, co-teaching, and intervention block will be used consistently according to the master schedule.	08/19/2020 05/23/2022	Master schedule, Foundational Skills, (Orton Gillingham and Fundations Curriculums)	Special Education Team, Literacy Specialist, ELL teacher, MTSS teacher, principal	
Progress Monitoring	MTSS and progress monitoring Special Education intervention , co-teaching and intervention block	08/19/2020 05/23/2022	Dibels, iReady, Fundations, Orton Gillingham	MTSS, Literacy, and ELL teachers, principal, resource teachers	In Progress
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.	10/07/2020 04/17/2022	i-Ready data, reading and math games and activities	Teachers, Specialists, Parent Leadership Team	

| | Consistent targeted reading instruction during Project Launch with the use of Fundations and OG. | 06/01/2021 06/25/2021 | Orton Gillingham and Fundations | Project Launch Summer staff in progress |

Summer Programming

School Target Setting

Priority Performance Challenge : GRADE LEVEL CONTENT WRITING

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: W

| ANNUAL PERFORMANCE TARGETS | **2020-2021:** The average percent of correct items on CMAS Written Expression will increase from 13% in 2019 to 20% in 2021. The average percent of correct items on CMAS Written Conventions will increase from 16% in 2019 to 25% in 2021. |
| | **2021-2022:** 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 2020-2021: PBA and quick write writing samples in language arts will be scored in impact teams to determine written expression and written conventions achievement and growth.

Priority Performance Challenge : ELA and MATH ACADEMIC ACHIEVEMENT AND GROWTH

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

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.

2021-2022: The mean scale score for all students in math will be 724 on CMAS in the Spring of 2021. The mean scale score of students with disabilities will be 708 on CMAS in the Spring of 2021.

INTERIM MEASURES FOR 2020-2021: iReady Math Benchmarks

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS

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.

2021-2022: The mean scale score for all students in ELA will be 733 on CMAS in the Spring of 2021. The mean scale score of students with disabilities be 708 on CMAS in the Spring of 2021.

INTERIM MEASURES FOR 2020-2021: iReady reading benchmarks

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

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.

2021-2022: The median growth percentile in math will be 55 for all students in the Spring of 2021. The median growth percentile score of students with disabilities in math will be 53 in the Spring of 2021.

INTERIM MEASURES FOR 2020-2021: iReady growth Fall to Winter and Fall to Spring.

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

| ANNUAL PERFORMANCE TARGETS | **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. |
| | **2021-2022:** The median growth percentile in ELA will be 55 for all students in the Spring of 2021. The median growth percentile score of students with disabilities in ELA will be 53 in the Spring of 2021. |

INTERIM MEASURES FOR 2020-2021: iReady growth Fall to Winter and Fall to Spring.

Priority Performance Challenge : GRADE LEVEL STANDARDS BASED INSTRUCTION ELA AND MATH

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

| ANNUAL PERFORMANCE TARGETS | **2020-2021:** The percent of students with significant reading deficiencies will be 18%. |
| | **2021-2022:** The percent of students with significant reading deficiencies will be 15%. |

INTERIM MEASURES FOR 2020-2021: iReady benchmarks

Colorado's Unified Improvement Plan for Schools

Timberline PK-8 UIP 2020-21 | **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

If we...

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.

FOCUSED STANDARDS-BASED READING INSTRUCTION

Description:

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

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.

Then we will address...

LACK OF TIER 1 INSTRUCTION AND PACING

Description:

Root Cause: Lack of Tier 1 Instruction and Pacing

INCONSISTENT USE OF FORMATIVE ASSESSMENT

Description:

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

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 FOCUSED ACADEMIC VOCABULARY INSTRUCTION ACROSS GRADES

Description:

Inconsistent professional development and training on vocabulary instruction and reading instruction.

INCONSISTENT VERTICAL ARTICULATION AND INSTRUCTIONAL ALIGNMENT ACROSS THE GRADES

Description:

Inconsistent professional development and vertical planning to align rigorous math instruction across the PK-8 system.

LACK OF RESEARCH-BASED WRITING INSTRUCTION

Description:

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

Then we will change current trends for students

PRIORITY PERFORMANCE CHALLENGE: 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 grade identified with a Significant Reading Deficiency is increasing.

PRIORITY PERFORMANCE CHALLENGE: 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).

PRIORITY PERFORMANCE CHALLENGE: 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).

PRIORITY PERFORMANCE CHALLENGE: 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).
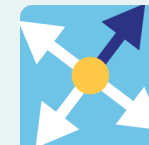
ACADEMIC GROWTH ENGLISH LANGUAGE PROFICIENCY

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
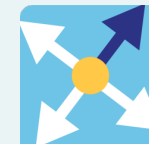
Improvement Plan Information

Additional Information about the school

Timberline PK-8 continues consistent and strategic school improvement efforts in spite of the continuously changing learning environment due to the Covid 19 pandemic. Capitalizing on the positive elements of the each learning environment - synchronous, asynchronous and hybrid - as well as meeting the challenging aspects of each has been a focus of professional development and instructional practice. Supporting the structures needed to implement major improvement strategies such as dedicated collaborative meeting time for staff, uninterrupted instructional time for students, and paired student staff mentorships to increase engagement and support academics has been a priority. Due to the pause in state testing in spring, 2020, we are relying on local measures to track progress. In addition, our community has been highly impacted by Covid 19 so ensuring support is there for students and families has also been a priority for our school.

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Timberline PK-8 is a Title 1 School serving preschool through eighth grade students. TPK-8 is located in Longmont, Colorado and is a part of the St. Vrain Valley School District. We are a STEM (Science Technology Engineering Math) focus school and offer biliteracy classrooms from kindergarten through third grade. Timberline has 834 students enrolled which includes 142 students whose current primary enrollment is in SVVS LaunchED, our district's fully online program. 40 percent of our students are open enrolled - 119 at the middle school level and 205 at the elementary level. Our student population mirrors our ethnically diverse community where the majority of our students identify as Hispanic (84 percent) and 47 percent are English Language Learners. Our attendance rate for the 2019-2020 school year was 92.8 percent. TPK-8 provides dedicated STEM programming for all students from preschool through eighth grade including robotics, partnerships with the University of Colorado, Boulder, Thorne Nature Center and Growing Gardens. Partnership with Parents Involved in Education, Padres Involucrados en Educación is valuable for our community and we are the host school for 2020-2021.

All building staff participated in the UIP process through grade level and content team meetings in September, 2020. Grade level and content teams analyzed fall, iReady diagnostic data for reading and math, and PALS data for kindergarten during team meetings in early September, 2020. Data reporting the percentage of students identified with a Significant Reading Deficiency in 2019-2020 supports a school wide focus on reading instruction. Fall, 2020 iReady data indicated that the vocabulary domain was an area of challenge for first grade through eighth grade students. All staff received professional development in best practices in vocabulary development during the month of September, 2020 and continued the impact team cycle of instructional improvement with the focus on foundational skills in the early grades and morphology in the intermediate and upper grades. The impact team cycle includes development and implementation of formative and summative assessment to monitor student progress. Our parent community provided valuable feedback for the development of the UIP at a community meeting held November, 5, 2020. Our Building Leadership Team provides continued feedback on development and implementation of the UIP in monthly meetings.

Timberline PK8 has new leadership beginning fall, 2020. The transition process began just prior to school closures due to Covid 19 during the spring of 2020. CMAS and iReady testing were not administered in spring, 2020 due to COVID 19 and the Colorado Department of Education (CDE) pause for assessment and accountability. The School Performance Rating of Priority Improvement, year 2, remains in place per CDE. Furthermore, SVVS began the 2020 school year in a fully remote environment. The iReady diagnostic assessments in both reading and math were delivered in this remote environment meaning students took the assessments at home. In early October, we transitioned to a hybrid environment where the majority of our students attended in person two days per week, participated synchronously two days per week and all were asynchronous one day per week. As of December 2020, we have transitioned back to fully remote learning. During these transitions, TPK8 staff participated in extensive professional development to support teaching in a blended learning environment, both synchronously and asynchronously.
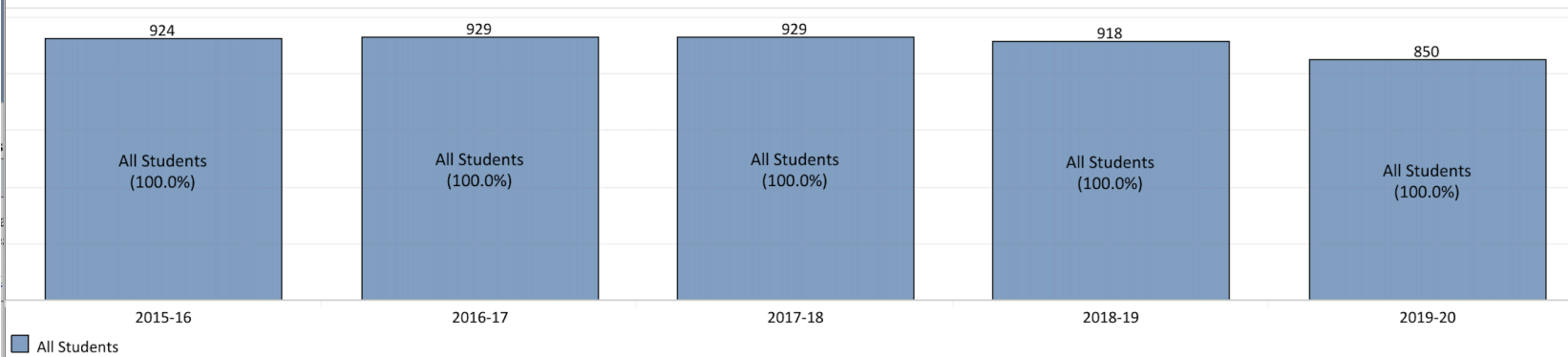
2020-2021 Enrollment	Number of Students	Percent of Students
Student population	834	100.00%
LaunchEd enrollment	142	17.03%
Students with disabilities	140	16.79%
Hispanic students	700	83.93%
EL students	395	47.36%
FRL	705	84.52%

LaunchEd Enrollment

Grade	Numer of Students
PK	7
K	11
1	10
2	10
3	15
4	14
5	14
6	14
7	23
8	24
Grand Total	**142**

Prior Years Enrollment, Attendance, and Mobility Rates

All Students | Total Enrollment

2015-16	2016-17	2017-18	2018-19	2019-20
924	929	929	918	850
All Students (100.0%)	All Students (100.0%)	All Students (100.0%)	All Students (100.0%)	All Students (100.0%)

☐ All Students

Attendance and Mobility Rates

The rates displayed here reflect information collected by CDE's Data Services Unit, which is published on the CDE Education Statistics page. The orange lines on the Attendance Rate graph represent the overall state rates for each year. Note that the mobility calculation timeframe was modified in the 2017-2018 school year so that only entries and exits that occur from the October Count date to the end of the school year are included in the calculation. Students must have a gap in attendance of more than 10 days for a move to be considered mobile. See here for more information: https://www.cde.state.co.us/cdereval/mobility-stabilitycurrent

Attendance Rate

2014-15	2015-16	2016-17	2017-18	2018-19
94.2%	94.6%	94.3%	93.9%	93.7%

Mobility Rate

2014-15	2015-16	2016-17	2017-18	2018-19
17.3%	21.3%	19.6%	16.0%	16.2%
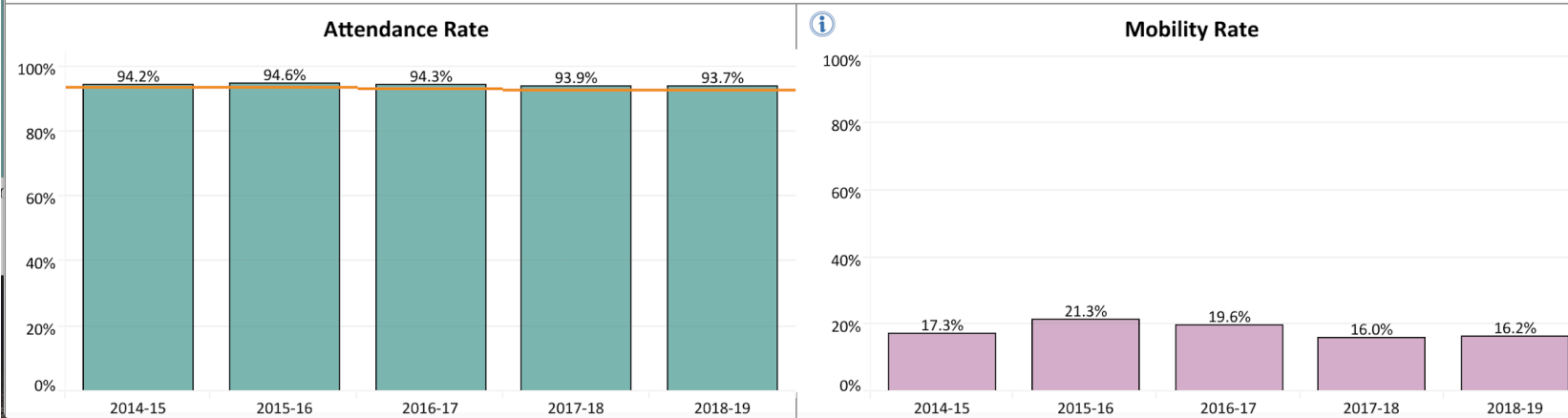
This environment has proven to be challenging during COVID 19, but the focus remains on building a strong cohesive school community. Part of this process included building a School Accountability Committee based upon our Parent Leadership Team. This committee consists of parents, teachers, and school administration. The

following is the timeline for the UIP process:

Date	Staff Data and UIP Review & Development Process
August - November, 2020	Focus on blended learning and student engagement in a remote and hybrid instruction formats
August- ongoing	Grade Level and Content Impact Teams (weekly collaboration) including data analysis to guide instructional decision making
November 2, 2020	Intensive data review to inform data trends and short and long term goals.
November 5, 2020	Community meeting to solicit feedback on unified improvement planning prior to district submission.
November 10, 2020	TPK8 Building Leadership Team reviews all feedback and finalizes Action Plan.
December 9, 2020 January 13, 2020	Board of Education Presentation Board of Education UIP Approval
January 15, 2021	UIP Submission to CDE

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).

Prior year targets relied on data from CMAS Math and English Language Arts Assessments, and iReady Fall 2019 to Spring 2020 Assessments. These assessments were not given due to the pause in person learning because of Covid 19. Consistent standards based tier 1 instruction, use of district pacing guides and implementation of rigorous formative assessment was supported through grade level and content team meetings facilitated by district curriculum experts until in person learning was paused in Spring, 2020. Meetings consisted of professional development and collaboration to develop formative assessments and analyze student data to determine progress. Meeting time was limited due to scheduling constraints. Impact teams at both the elementary and middle school level spent

significant time focusing on best practices in writing instruction, analyzing student work samples and targeting instruction based on student results. Middle school teachers met in cross content teams to apply consistency in instruction and expectations across contents. The use of research based, targeted reading intervention at the elementary level was increased due to increased FTE in literacy and professional development in Wilson's Fundations Reading Curriculum. Extended school year programming for 2020 was cancelled due to Covid 19.

It is apparent that building teacher efficacy and collaboration through the implementation of impact teams has been an effective and vital part of school culture based upon qualitative data. There is sense of urgency among staff and an understanding of the importance of focusing on instructional rigor, research based practices and alignment to the Colorado Academic Standards.

Fortunately, the 2020 ACCESS test was administered and that data source demonstrates a gain in median growth percentile. The goal for 2019-2020 of elementary and middle school students, identified as English Language Proficient (ELP) showing a median growth percentile of 50 or above was met. This supports the major improvement strategies implemented during the 2019-2020 school year, especially since 314 students took the assessment that measures English Language proficiency.

ACCESS Growth	
Year	Median Growth Percentile
2015	69
2018	49
2019	47
2020	52

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

Although the 2020 school year began in a fully online model, students in grades one through eight completed the iReady Diagnostic for both reading and math. Kindergarten students were given the PALS assessment in person. This provided baseline data to ensure appropriate targeted intervention and goal setting. Scheduling changes were made at both the elementary and middle school level to provide consistent, weekly grade level and content team collaboration. The focus on tier 1 instruction, adherence to district pacing guides, and development and implementation of rigorous formative assessment continues and is aligned to foundational skills at the primary level and morphology at the intermediate levels. This additional focus on vocabulary acquisition is supported by data from the

iReady Reading Diagnostic. In addition, classroom teachers in grades preschool through three have implemented the Wilson Fundations curriculum to support foundational skills in reading. Primary grade teachers will complete Orton-Gillingham training by the beginning of the 2021-2022 school year.

Through data analysis completed in grade level, content and building leadership teams, the following became clear pathways for school improvement:

Focus on early literacy and academic vocabulary across grades and contents

Consistent literacy training (Wilson Fundations, Orton-Gillingham) and professional development

Mathematics focus and professional development on number sense and algebraic thinking across all grades in math and science

Building a PK-8 school system based upon leveraging articulation and focus standards

Focus on student engagement

Partnerships within school feeder and community to enhance student opportunities and connection to advanced curriculum

Continue impact teams with grade level standards expectations and related instruction

Current Performance

Official Performance Rating Information

	Official Performance Ratings	Official Report Type	Official Years on Clock	Official Participation
2019	Priority Improvement Plan: Meets 95% Participation (39.2%)	1-Year	Year 2 of Priority Improvement or Turnaround	Meets 95% Participation
2018	Priority Improvement Plan: Meets 95% Participation (39.2%)	1-Year	Year 1 of Priority Improvement or Turnaround	Meets 95% Participation
2017	Improvement Plan: Meets 95% Participation (52.0%)	1-Year	-	Meets 95% Participation
2016	Performance Plan (54.2%)	1-Year	-	Meets 95% Participation

Official Performance Indicator Ratings

Academic Achievement	2019	Does Not Meet (25.0%)
	2018	Does Not Meet (25.0%)
	2017	Does Not Meet (34.6%)
	2016	Does Not Meet (35.4%)
Academic Growth	2019	Approaching (48.7%)
	2018	Approaching (48.6%)
	2017	Meets (63.6%)
	2016	Meets (66.7%)

CMAS

Timberline PK-8's rating of Priority Improvement remains for the 2019-2020 school year as school accountability was paused due to Covid 19. Since CMAS was not administered in Spring 2020, current CMAS data is not available to track progress toward goals. However, a review of the data from CMAS ELA and Math from

2016 to 2019 demonstrates inconsistency in both growth and achievement. Between 2018 and 2019, the percent of students scoring meets or exceeds in both ELA and Math decreased across all grade levels (3-8). In grades 4 and 8, the median growth percentile in ELA increased between 2018 and 2019. However, in the remaining grade levels, it decreased. In Math, the median growth percentile for 6th grade students increased from 38 to 62 between 2018 and 2019. 8th graders also increased in that two year span from 50 to 58. During the same year span, 3rd graders decreased from 32 to 22 and 5th graders from 30 to 20. The following grade level detail for CMAS achievement and growth underscores the degree of inconsistency from 2016 to 2019.

English Language Arts Achievement

ELA Grade	2016 MSS	2016 % Met/Exc.	2017 MSS	2017 % Met/Exc.	2018 MSS	2018 % Met/Exc.	2019 MSS	2019 % Met/Exc.
3	705	7.8	716	22.7	714	14.9	711	17
4	718	15.5	716	14	725	20	724	22
5	721	18.8	720	16.7	721	16.5	722	22
6	723	24.5	730	23.7	724	19.3	719	13
7	726	28.1	720	27.8	719	20.6	715	24
8	723	23.1	732	33.3	716	19.6	721	24

ELA Growth

ELA Median Growth Percentile Grade	2016	2017	2018	2019
4	40	43	35	52
5	60	48.5	50	39
6	67	73	57	52
7	45	52	42	36
8	54	64	37	50

Math Achievement

Math Grade	2016 MSS	2016 % Met/Exc.	2017 MSS	2017 % Met/Exc.	2018 MSS	2018 % Met/Exc.	2019 MSS	2019 % Met/Exc.
3	717	12	725	26.3	729	24.4	720	22
4	719	17.9	712	10.6	717	14.7	715	10
5	722	21.6	718	14.2	710	7.7	707	7
6	714	8.5	717	17.8	712	9.6	713	7
7	718	15.8	718	10.4	717	16.2	715	10
8	701	5.7	704	8.5	701	6.7	714	18

Math Growth

Math Median Growth Percentile Grade	2016	2017	2018	2019
4	47.5	32	32	22
5	47.5	44	30	20
6	47	45.5	38	62
7	48	55	45	46.5
8	57	60	50	58

ACCESS

The ACCESS assessment measures English Language proficiency and was administered prior to the pause in in person learning due to Covid 19. As a result, it is the one state assessment data point that we have for the 2019-2020 school year. Student growth on this assessment is encouraging as the median growth percentile for all grades at Timberline PK-8 was 52. This is an increase from 2019 where the median growth percentile for all grades was 47. As is true historically for both CMAS and local measures, Timberline PK-8 growth on ACCESS is inconsistent across years and grades. In 2020, Timberline PK-5 (54 MGP) outpaced the district in ACCESS growth. However, Timberline 6-8 (41 MGP) underperformed the district (45 MGP). ACCESS growth is a significant measure for Timberline PK-8 as it impacts a large percentage of our student population. In 2020, 314 Timberline students took the ACCESS assessment.

Year	Timberline N Count	Timberline MGP All Grades	Timberline Elementary	SVVSD Elementary	Timberline Middle	SVVSD Middle
2015	440	69	72	60	60	43
2018	342	49	51	54.5	43	52
2019	329	47	46	50	48.5	49
2020	314	52	54	53	41	45

Local Measures

TS Gold

Teaching Strategies GOLD, Birth through Kindergarten, is an ongoing observational system based on 38 objectives that include predictors of school success and are aligned with state early learning standards. They help identify children's developmental levels and describe children's knowledge, skills, and behaviors. Historically, Timberline PK-8 students score significantly below the district average on TS Gold when entering preschool. For example, in fall, 2018, SVVS students scored 60 percent in literacy and 40 percent in math while TPK-8 students scored 10 percent in literacy and 6 percent in math. By Spring 2019, SVVS students scored 95 percent in literacy and TPK-8 students scored 90 percent. TPK-8 preschool students outpaced SVVS growth by 45 percent. In math, SVVS students scored 87 percent in spring, 2019 and TPK-8 students scored 81 percent. TPK-8 preschool students outpaced SVVS growth by 28 percent. Timberline currently has 27 preschool students which is a significant drop from previous years. Covid 19 has highly impacted our community causing a number of families to send their students to SVVS LaunchED or to keep them out of school altogether to avoid exposure. In addition, our second preschool teacher is also teaching for SVVS LaunchED.

PRESCHOOL	17-18			18-19			19-20			
Developmental and Content Areas	Fall	Spring	Growth	Fall	Spring	Growth	Fall	Winter*	Spring	Growth*
SVVSD Literacy	56%	95%	39%	60%	95%	35%	52%	75%	*	*
Timberline Literacy	23%	92%	69%	10%	90%	80%	21%	58%	*	*
SVVSD Mathematics	39%	88%	49%	40%	87%	47%	46%	69%	*	*
Timberline Mathematics	17%	83%	66%	6%	81%	75%	0%	39%	*	*

TS Gold 2 Year Average
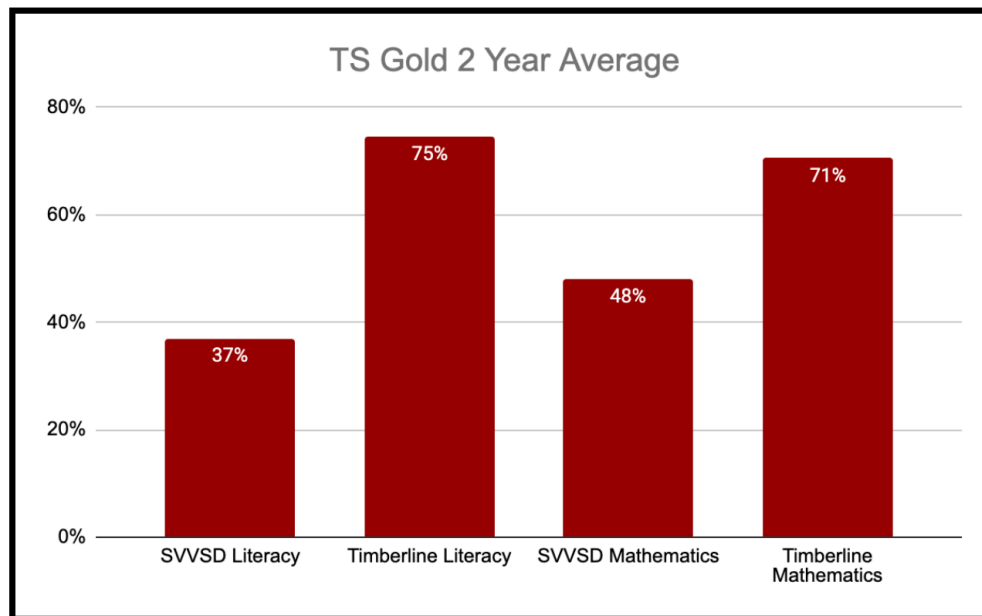
PALS

The Phonological Awareness and Literacy Screening (PALS) assesses young children's knowledge of several literacy fundamentals. SVVS utilizes PALS-K as the reading diagnostic for kindergarten students. PALS-K is approved by CDE as a diagnostic assessment for kindergarten students for the Read ACT. The Virginia Department of Education developed PALS through Virginia's Early Intervention Reading Initiative. This assessment was not administered in the spring of 2020 due to remote learning in response to COVID 19. PALS-K was administered in person in the fall of 2020. Historically, Timberline PK-8 has decreased the number of kindergarten students identified with a Significant Reading Deficiency significantly between fall and winter. In comparison to the district, a significantly greater

percentage of Timberline PK-8 students enter kindergarten identified SRD. For example, in the fall of 2018, 36 percent of SVVS kindergarten students were identified SRD as compared to 84 percent of TPK-8 kindergarten students. By spring, 13 percent of SVVS kindergartners were identified SRD as compared to 21 percent of TPK-8 kindergarten students. Although the percentage of TPK-8 students identified SRD remained higher than the district, TPK-8 reduced the number of identified students by 63 percent compared to 23 percent for our district. Currently, Timberline has 55 students enrolled in full day kindergarten.

Timberline PK-8

Kinder PALS - Percentage of Students Identified with Significant Reading Deficiency				
Year	Enrollment	Fall	Winter	Spring
2017-2018	74	76%	27%	19%
2018-2019	78	84%	20%	21%
2019-2020	71	83%	31%	*
2020-2021	66	80%	-	-

SVVS Kinder PALS- Percentage of Students Identified with Significant Reading Deficiency

Year	Fall	Winter	Spring
2017-2018	33%	18%	11%
2018-2019	36%	19%	13%
2019-2020	36%	15%	*

iReady

i-Ready is an adaptive diagnostic test for grades K-8. It is one of the approved Diagnostic tests for READ Act testing. Winter Benchmark data is used in this analysis as it represents the most consistent in person test administration prior to Covid 19. iReady was not administered during the spring of 2020, and both fall 2020 and winter 2020 administration was remote.

iReady Reading

The three year trend across grade levels in iReady Reading matches the inconsistency seen in CMAS ELA. Percentage of students scoring on or above grade level decreased across all grade levels (1-8) between 2017 and 2019. The vast majority of students are reading significantly below grade level underscoring the need for a focus on reading instruction across grade levels. A common thread across grade levels is the low level of mastery in the domain of vocabulary. Students' inability to access vocabulary impacts their ability to comprehend both literary and informational text hence the all school focus on increasing the use of best practice strategies in vocabulary instruction.

Grade	2019 Winter % Students On (Mid/Late) or Above Overall Grade-Level Placement	2018 Winter % Students On (Mid/Late) or Above Overall Grade-Level Placement	2017 Winter % Students On (Mid/Late) or Above Overall Grade-Level Placement	2019 Winter Vocabulary % Students Below Grade Level	2018 Winter Vocabulary % Students Below Grade Level	2017 Winter Vocabulary % Students Below Grade Level
1	9%	31%	9%	94%	76%	93%
2	12%	25%	9%	94%	84%	94%
3	11%	19%	15%	91%	86%	84%
4	10%	12%	15%	89%	92%	91%
5	8%	10%	6%	95%	91%	97%
6	11%	15%	15%	90%	88%	92%
7	5%	13%	16%	93%	82%	79%
8	16%	18%	18%	81%	72%	80%

iReady Math

The percentage of TPK-8 1st through 8th grade students scoring on or above grade level in math is equally concerning. Although the low number of students demonstrating mastery is consistent, there is a lack of consistency in increase and decrease across grade levels between 2017 and 2019. The critical domains of Number and Operations and Algebra and Algebraic Thinking show high percentages of students below grade level. These critical areas of number sense and algebraic thinking are primary areas of focus standards across the grades in order to increase math achievement.

Grade	2019 Winter % Students On (Mid/Late) or Above Overall Grade-Level Placement	2018 Winter % Students On (Mid/Late) or Above Overall Grade-Level Placement	Winter 2017 % Students On (Mid/Late) or Above Overall Grade-Level Placement	2017-2019 Average Winter Number and Operations % Students Below Grade Level	2017 -2019 Average Winter Algebra and Algebraic Thinking % Students Below Grade Level
1	7%	9%	2%	86%	76%
2	9%	9%	2%	82%	90%
3	5%	4%	7%	91%	78%
4	1%	9%	10%	86%	79%
5	4%	7%	5%	90%	94%
6	3%	3%	7%	91%	95%
7	5%	0%	11%	87%	95%
8	7%	6%	5%	91%	93%

Read Act

PALS in kindergarten and iReady Reading for 1st through 3rd graders are the assessments utilized to identify students with a significant reading deficiency using cut scores determined by CDE. Of concern is the fact that the percentage of students identified SRD, Spring 2020, at TPK-8 increased rather than decreased between kindergarten and 3rd grade. This points to a lack of implementation of consistent, researched based instruction in foundational skills aligned throughout the grades. Currently, all preschool through 3rd grade teachers at Timberline PK-8 have participated in training for the Wilson Fundations' curriculum. Consistent, weekly grade level team meetings are focused on implementing Fundations with fidelity. By fall, 2021, all kindergarten through 3rd grade teachers will have completed Orton Gillingham training to support dedicated, best practice in foundational literacy skills.

2019 -2020 Significant Reading Deficiencies by Grade			
Grade	# of SRD	Total	% SRD
K	20	70	28.57%
1	25	70	35.71%
2	22	67	32.84%
3	48	98	48.98%

In the intermediate and middle grades, the number of TPK-8 students on Read plans in spring, 2020 decreased significantly between the grades going from 58 percent of 5th graders to 13 percent of 8th graders. As is true of students identified with SRD, students with Read plans increased between kindergarten and 3rd grade. 3rd grade teachers completed Wilson Fundations' training one year in advance of the district planned roll out to meet student need and align with the earlier grades.

2019-20 Read Plans by Grade

Grade	# of Read Plans	Total Students	% Read Plans
K	20	70	28.57%
1	32	70	45.71%
2	35	67	52.24%
3	64	98	65.31%
4	52	90	57.78%
5	35	82	42.68%
6	46	109	42.20%
7	32	119	26.89%
8	18	139	12.95%
Total	**334**	**844**	**39.57%**

Gifted and Talented and Advanced Coursework

Currently, 14 students at Timberline PK-8 are identified as gifted and talented. Each year, the number of students nominated for gifted and talented assessment increases as our staff increases their knowledge about the learning behaviors of gifted and talented students. TPK-8 administers a yearly Universal Screen for 3rd grade students in the areas of Reading, Math and Non-Verbal. Identified and progress monitored students are supported through differentiation in the classroom, advanced coursework, individualized learning opportunities and extra curricular activities throughout the school year.

Since 2015, the percentage of middle school students taking advanced coursework at TPK-8 has increased by 25 percent while the percentage of students taking Algebra 1 or higher has decreased slightly. Increasing the number of students taking advanced coursework in math is an important goal as it supports further opportunities for our students as they move onto high school and beyond.

Middle School Advanced Coursework		
Year	% Taking Advanced Coursework	% Taking Algebra 1 or >
2015-2016	25.27%	21.97%
2016-2017	24.81%	21.32%
2017-2018	16.55%	25.78%
2018-2019	31.40%	20.57%
2019-2020	48.80%	20.86%
2020-2021	50.17%	18.69%

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 mean 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 then stable

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Elementary students in the area of Math academic achievement mean 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 increasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

Middle school students in the area of ELA academic achievement mean 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 mean 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: Increasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

Percentage of TPK8 kindergarten students entering in fall identified with a significant reading deficiency (SRD) and exiting by spring outperforms the same percentage in the district over the past two years (2017-2018 TPK8 57% ; SVVS 11%; 2018-2019 TPK8 63%; SVVS 13%) This is a notable trend because TPK8 outperformed SVVS by a significant percentage.

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

Preschool students outperformed the district in growth on TS Gold in both literacy and math over the past two years (2017-18 Literacy: TPK8 69%; SVVS 39%; Math: TPK8 66%; SVVS 39%; 2018-2019 Literacy: TPK8 80%; SVVS 35%; Math: TPK8 %; SVVS 47% This is a notable trend because TPK8 growth outperformed the district growth by significant percentages.

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: 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 grade identified with a Significant Reading Deficiency is increasing.

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
Root Cause: Lack of Tier 1 Instruction and Pacing

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.

Root Cause: Lack of focused academic vocabulary instruction across grades

Inconsistent professional development and training on vocabulary instruction and reading instruction.

Priority Performance Challenge: 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: Inconsistent Use of Formative Assessment

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

Root Cause: Lack of Tier 1 Instruction and Pacing

Root Cause: Lack of Tier 1 Instruction and Pacing

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: Inconsistent vertical articulation and instructional alignment across the grades

Inconsistent professional development and vertical planning to align rigorous math instruction across the PK-8 system.

Priority Performance Challenge: 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

Root Cause: Lack of Tier 1 Instruction and Pacing

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.

Root Cause: Lack of focused academic vocabulary instruction across grades

Inconsistent professional development and training on vocabulary instruction and reading instruction.

Priority Performance Challenge: 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

Root Cause: Lack of Tier 1 Instruction and Pacing

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.

Root Cause: Inconsistent vertical articulation and instructional alignment across the grades

Inconsistent professional development and vertical planning to align rigorous math instruction across the PK-8 system.

Priority Performance Challenge: Academic Growth English Language Proficiency

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: Lack of Tier 1 Instruction and Pacing

Root Cause: Lack of Tier 1 Instruction and Pacing

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.

Root Cause: Lack of focused academic vocabulary instruction across grades

Inconsistent professional development and training on vocabulary instruction and reading instruction.

Magnitude of Performance Challenges and Rationale for Selection:

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:

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

Magnitude of Root Causes and Rationale for Selection:

Root causes were selected and verified utilizing the following process.

During large group and multiple small team professional development meetings, teachers developed an Input Trend Analysis.

Areas of concern identified were the following:

- Student ownership of learning
- Teacher collective efficacy
- Vertical teaming
- Standards-based instruction
- Formative assessment
- Rigor

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. 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 SVVS 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.

In fall, 2020, Building Leadership Team reviewed and provided feedback on the chosen root causes. Revisions were made to major improvement strategies based on grade level and content team analysis of current data and instructional practices. The building schedule was modified to increase collaboration time for grade level/content and support staff teaming. Parent Leadership Team reviewed and provided feedback on the updated UIP plan, fall, 2020.

Action Plans

Planning Form

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: Bloomberg, P., & Pitchford, B. (2017). Leading impact teams: Building a culture of efficacy. 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. HATTIE, J. (2015): The Applicability of Visible Learning to Higher Education. In: Scholarship of Teaching and Learning in Psychology, 1 (1), 79-91.

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

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

	Implementation of researched based best practices in writing instruction observed in bi-weekly physical or virtual classroom observations	08/11/2020 05/20/2022 Monthly	Teacher, Administrative Team, District Assessment & Curriculum Department
Classroom Observation			
Collaborative Practice	Grade level/content team analysis of student writing sample data Collaborative instructional planning utilizing results of data analysis to inform instruction Lesson planning to include elements of culturally responsive practice	08/11/2020 05/20/2022 Weekly	Teachers, Administration Team, District Assessment & Curriculum Department

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Grade Level/Content Team Meetings	Grade Level (elementary) and Content (secondary) teams meet monthly with administrative team and learning services staff for professional development in best writing practices, analysis of student writing and planning of instruction	08/11/2020 05/20/2022	Collective Efficacy book by Paul Bloomberg & Barb Pitchford; 7 Characteristics of High Functioning Schools	Department of Assessment & Curriculum Learning Leaders	
EL Support	Grade level (elementary) and Content (secondary) teams will meet biweekly with EL support staff to share student data, and provide specific planning support for EL students.	08/11/2020 05/20/2022	SIOP, "Culturally Responsive Teaching and the Brain," by Hammond, District Unit Plans	Elementary classroom teachers, EL teachers, Adminstrative team, District level Bilingual Coordinators	
			Student Data; Leading Impact Teams, Building a		

SPED Support	Grade level (elementary) and Content (secondary) teams will meet biweekly with SPED support staff to share student data, and provide specific planning support in writing instruction for students with an IEP	08/11/2020 05/20/2022	Culture of Collective Efficacy book by Paul Bloomberg & Barb Pitchford; 7 Characteristics of High Functioning Schools	Special Education teachers, Administration, District Special Education Coordinator
District Walk-Throughs	Three times per year in 2020-2021 and 2021-2022, 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. This may done virtually in remote learning.	08/11/2020 05/20/2022	7 Characteristics of High Functioning Schools rubric and Likert Scale	St. Vrain District Administration and members of the District Assessment and Curriculum Department

Focused Standards-Based Reading Instruction

What will success look like: Consistent implementation of viable reading curriculum and focused 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. Orton-Gillingham method has been studied for over 70 years. Studies are as follows: Silberberg et al., 1973, Vickery et al., 1987, Foorman et al., 1997, Oakland et al., 1998, Torgesen et al., 1999.

Associated Root Causes:

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

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
Intervention	90% of reading intervention minutes will be targeted, individualized and directly aligned to researched-based interventions.	08/11/2020 05/20/2022 Weekly	Teachers, Administration, District Assessment & Curriculum Department	
Extended School Year	Implementation of an all-day extended school year program in the month of June	08/11/2020 05/20/2022 Weekly	Teachers, Administration, Office of Priority Programs, District Assessment & Curriculum Department	
Classroom Observation	Implementation of researched based best practices in vocabulary instruction observed in physical or virtual classroom observations	08/11/2020 05/20/2021 Monthly	Teachers, Administrative Team	
Foundational Skills	Preschool through 3rd grade teachers implement consistent, daily foundational literacy skills instruction as measured by classroom observations and lesson plans	12/11/2020 05/21/2021 Weekly	PK-3 teachers, literacy teachers, district level literacy support staff	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Reading	Administration, PK-3 and Literacy Teachers will attend professional development training in Wilson Fundations Reading	08/11/2020	Fundations Curriculum	Administration, PK-3 Teachers, Literacy Teachers,	

Curriculum Professional Development	Curriculum in order to implement research based foundational literacy skills in the classroom.	05/20/2022	materials	Office of Professional Development
Intervention Programming	Title 1 Reading Specialist Teachers will deliver a double-dip in foundational skills instruction to K-3rd grade level classrooms to support student mastery of foundational skills	08/11/2020 05/20/2022	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 currently in use: Phonics for ReadingCurriculum Associates Quick Reads- Pearson Words their WayPearson	Title 1 Reading Intervention Teachers
Reading Intervention Collaboration	Interventionist staff (MTSS, ELL, Literacy) and Administrative Team will meet with Grade Level/Content teams bimonthly 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.	08/11/2020 05/20/2022	Reading Data, Reading Intervention Curriculum	Title 1 Reading Intervention Teachers, Administration, Grade-Level Impact Teams
	Preschool through 3rd grade & Literacy teachers will attend professional development training in Orton Gillingham to support			Elementary Teachers, Title

Foundational Literacy Skills Training	implementation of research based foundational literacy skills instruction.	08/11/2020 05/20/2022	Orton Gillingham Materials	1Teachers, Office of Professional Development
Collaborative Practice	Grade Level/Content Impact Teams meet weekly with administration and district learning services team for professional development in best practices in vocabulary instruction, designing rigorous formative & summative assessment, analyzing and planning instruction based on student data.	08/11/2020 05/21/2021	Instructional planning resources provided by district support staff	Teachers, Administrative Team, Assessment & Curriculum Department
Academic Support	Teachers will provide after hours support for students with specific academic needs in literacy utilizing district approved interventions.	11/30/2020 05/20/2021	Orton Gillingham, Fundations, iReady instruction, Lexia	Teachers, Administrative Team, Literacy Team, Priority Programs
Extended School Year Implementation	District support teams, administration and teachers will implement an all-day extended school year program incorporating best practices in reading instruction (ie. Orton Gillingham, Fundations), 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.	06/01/2021 06/30/2021	Reading Curriculum, Fundations, Orton Gillingham, STEM Modules	Extended School Year Teachers, Administration

 ## 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: Standards based instruction and differentiation can be used to raise student

achievement for all students. Tomlinson, C. (1999). The differentiated classroom: Responding to the needs of all learners. Alexandria, VA: ASCD. Wiggins, G., & McTighe, J. (1998). Understanding by design. Alexandria, VA: ASCD.

Associated Root Causes:

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

Inconsistent vertical articulation and instructional alignment across the grades:
Inconsistent professional development and vertical planning to align rigorous math instruction across the PK-8 system.

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.	08/11/2020 05/20/2022 Weekly	Timberline Leadership Team, Administration Team, District Assessment & Curriculum DepartmentTeachers, 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 including standards based, grade level aligned instruction, rigorous formative and summative assessments across contents, meaningful, actionable feedback including peer feedback, SIOP and culturally responsive teaching practices.	08/11/2020 05/20/2022 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 math and language arts and will support core teachers' implementation of foundational literacy skills utilizing Wilson Fundations and Orton Gillingham at the elementary level and morphology at the intermediate and middle levels.	08/11/2020 05/20/2022	Student Data	Special Education Teachers, Administration, District Special Education Coordinator
Preschool/Administration Meetings	Preschool teachers and administration will meet weekly to review preschool academic and behavior performance, programming needs, and plan to support instruction including implementation of Wilson Fundations foundational literacy skills curriculum ensure vertical alignment in primary grades.	08/11/2020 05/20/2022	Preschool performance data, observation notes	Preschool Teachers, Administration
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.	08/11/2020 05/20/2022	Student Data	MTSS Teachers, Counselors, Special Education Staff, Administration In Prog
Elementary Grade-Level Impact Teams/Data	Grade-Level Impact Teams will meet weekly with administration and members of the District Assessment and 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. Special focus on research based	08/11/2020 05/20/2022	ReadyGen Curriculum, Writing Samples, Reading	Administration, District Assessment & Curriculum

Collaboration	vocabulary instruction will be emphasized: foundational literacy skills to support student access to vocabulary in primary grades and emphasis on morphology in intermediate grades.		Data	Department, Teachers
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.	08/11/2020 05/20/2022	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.	08/11/2020 05/20/2022	Language Arts Standards, 7 Characteristics of High Functioning Schools	Middle school ELA and Social Studies Teachers, Department of Assessment & Curriculum Learning Leaders
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	08/11/2020 05/20/2022	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
	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	08/11/2020 05/20/2022	SIOP Modules	EL team, District Priority Programs

SIOP	content areas.			Department
PreK and Kindergarten Instructional Alignment (Year 3)	PreK and Kindergarten teachers meet monthly to collaborate and align foundational literacy skills instruction and assessments including implementation of Fundations curriculum	08/11/2020 05/20/2022	Master Schedule	Preschool Teachers, Kindergarten Teachers, Elementary Specialists, Administration
Preschool to Kindergarten Transition Planning	PreK and Kindergarten teachers meet with literacy specialists and administration to review Spring TS Gold and Fundations assessment results for fall instructional planning.	08/11/2020 05/20/2022	Master Schedule	Preschool Teachers, Kindergarten Teachers, Elementary Specialists, Administration

School Target Setting

 Priority Performance Challenge : Priority Performance Challenge: Academic Performance ELA

 PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS	**2020-2021:** 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).
	2021-2022: 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 2020-2021: 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	**2020-2021:** Timberline students identified as Significant Reading Deficient (SRD) will decrease in K from 28% to 20%, in grade 1 from 35% to 25%, in grade 2 from 32% to 22%, and in grade 3 from 49% to 39%.
	2021-2022: Timberline students identified as Significant Reading Deficient (SRD) will decrease an additional 10% per grade level.

INTERIM MEASURES FOR 2020-2021: 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 : Priority Performance Challenge: Academic Performance Math

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	**2020-2021:** 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).
	2021-2022: 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 2020-2021: 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 : Priority Performance Challenge: Academic Growth ELA

 PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS	**2020-2021:** 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
	2021-2022: 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 2020-2021: 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: ELA

ANNUAL PERFORMANCE TARGETS	**2020-2021:** 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.
	2021-2022: 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 55 or above.

INTERIM MEASURES FOR 2020-2021: 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 : Priority Performance Challenge: Academic Growth Math

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

| ANNUAL PERFORMANCE TARGETS | **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 50 or above. |
| | **2021-2022:** 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 2020-2021: iReady Math Diagnostic for all students grades 3rd-8th; Acadience Math in grades 4th-5th; Acadience Math for targeted students in grades 6th-8th

PERFORMANCE INDICATOR: Disaggregated Growth

MEASURES / METRICS: M

| ANNUAL PERFORMANCE TARGETS | **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 50 or above. |
| | **2021-2022:** 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 2020-2021: 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 English Language Proficiency

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELP

ANNUAL
PERFORMANCE
TARGETS

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

2021-2022: Elementary and middle school students, identified as English Language Proficient (ELP) will have a median growth percentile of 58 or above.

INTERIM MEASURES FOR 2020-2021: : 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.