

NOTICE OF REGULAR MEETING AND AGENDA



January 9, 2013

**395 South Pratt Parkway
Longmont, Colorado 80501**

John Creighton, President, Board of Education

Dr. Don Haddad, Superintendent of Schools

**DISTRICT VISION
STATEMENT**

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

**DISTRICT MISSION
STATEMENT**

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

**ESSENTIAL BOARD
ROLES**

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

BOARD MEMBERS

*John Creighton, President
Debbie Lammers, Secretary
Mike Schiers, Asst Secretary
Rod Schmidt
Joie Siegrist
Bob Smith, Vice President
Dori Van Lone, Treasurer*

1. CALL TO ORDER:

7:00 pm Regular Business Meeting

2. ADDENDUMS/CHANGES TO THE AGENDA:

3. AUDIENCE PARTICIPATION:

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

LCJP Restorative Justice Student Leadership Team

5. SUPERINTENDENT'S REPORT:

6. REPORTS:

1. Lyons Middle/High School Feeder Report by High School Student Advisory Council Students
2. 2nd Quarter 2012-2013 Gifts to Schools
3. Safety Initiative Update

7. CONSENT ITEMS:

1. Approval: Staff Terminations/Leaves
2. Approval: Staff Appointments
3. Approval: Approval of Minutes for the December 12, 2012 Regular Meeting
4. Approval: Approval of Annual Official Posting Location Notice
5. Approval: Second Reading, Adoption, Board Policies/Regulations/Exhibits EHC – Technology, Access and Digital Communication; JICDE – Bullying Prevention and Education; JK – Student Discipline; JK-R – Student Discipline (Remedial Discipline Plans); JKD/JKE – Suspension/Expulsion of Students; JKD/JKE-R – Suspension/Expulsion of Students; JKD/JKE-E – Grounds for Suspension/Expulsion; JLDAC – Screening/Testing of Students
6. Approval: Approval of Change Order to CMGC Contract-Erie Middle School Addition and Renovation Project
7. Approval: Approval of Cabinet-Level Position Change

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8. ACTION ITEMS:

1. Recommendation: Adoption of Resolution Proclaiming 2013 as Year of the Student
2. Recommendation: Adoption of Resolution Proclaiming Career and Technical Education Month-Feb 2013
3. Recommendation: Approval of Name for Frederick Preschool
4. Recommendation: Approval of Managed Print Services Contract
5. Recommendation: Approval of District & School Turnaround/ Priority Improvement UIP
6. Recommendation: Approval to Include St. Vrain Community Montessori Charter in 2008 Mill Levy Override
7. Recommendation: Approval of Purchase of Second-Year Contract for MyOn Reader Program

9. DISCUSSION ITEMS:

1. Fiscal Year 2013 Amended Budget
2. Appraisals and Plans for School Properties
3. Colorado Association of School Boards 2012 Annual Convention Follow-Up

10. ADJOURNMENT:

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

- | | |
|------------------------|---|
| Wednesday, January 16 | 6:00 – 8:00 pm Study Session to be held at Longs Peak Middle School IMC |
| Wednesday, January 23 | 6:30 pm Financials
7:00 – 9:00 pm Televised Study Session |
| Wednesday, February 13 | 7:00 pm Regular Meeting |

MEMORANDUM

DATE: January 9, 2013
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Lyons High School Feeder Report-High School Student Advisory Council

PURPOSE

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

BACKGROUND

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

MEMORANDUM

DATE: January 9, 2013
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Public Gifts to Schools

PURPOSE

To provide the Board of Education with a list of public gifts given to the St. Vrain Valley School District for the second quarter of the 2012-2013 school year totaling \$236,954.55.

BACKGROUND

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

St. Vrain Valley School District RE-1J

2012-13 PUBLIC GIFTS TO THE SCHOOLS

Reported between July 1, 2012 and December 31, 2012

DATE OF GIFT	DONOR	AMT/VALUE	LOC	PTO	PTO AMT	DESCRIPTION
7/1/2012	Prairie Ridge Elementary PTO	215.00	143	P	215	Cash donation to be used for the purchase of a W.A.T.C.H. Dog renewal kit for Prairie Ridge Elementary.
7/9/2012	David Lu	106.00	305			Donation of assorted tools and photos to be used in the Drama Program at Mead High School.
7/16/2012	RLH Engineering, Inc.	1,000.00				Cash donation to be used as a silver sponsorship for the Classified Welcome Back 8-3-12.
7/23/2012	Autism Society of Boulder County	5,000.00				Cash donation to be used to purchase supplies to set up a new autism classroom.
7/24/2012	Waddell & Reed, Inc.	200.00				Cash donation to be used to support the New Teacher Orientation.
7/30/2012	Mr. Birchmeier	18.37	124			Donation of school supplies/materials for students and staff at Columbine Elementary.
8/2/2012	IBM Corporation	1,500.00	124			Cash donation to be used to acquire educational materials for 5th grade in math & science at Columbine Elem.
8/3/2012	Eagle Crest PTO	2,317.10	142	P	2317	Cash donation to be used for the purchase of handwriting curriculum for students at Eagle Crest Elementary.
8/3/2012	Horace Mann	200.00				Donation of eight \$25 gift cards to support the Classified Staff Welcome Back for student participants.
8/3/2012	VALIC	25.00				Donation of a Starbuck's gift card to be used as a door prize for the Classified Staff Welcome Back.
8/3/2012	Arrow Office Supply	300.00				Cash donation to be used to support the Classified Staff Welcome Back event.
8/3/2012	Elevations Credit Union	500.00				Donation of an iPad for the Classified Welcome Back.
8/6/2012	BCPCS Foundation	164.11	130			Cash donation to be used for field trip reimbursement at Mountain View Elementary.
8/6/2012	Mr. & Mrs. Bruce Warren	200.00	309			Cash donation to be used to support the Forensics Program at Niwot High.
8/7/2012	Jeff Bauer (VALIC)	100.00				Cash donation to be used to support the new Teacher Orientation.
8/8/2012	Micro Motion/Northern Trust	2,000.00				Cash donation to be used to support students and staff of the District.
8/8/2012	Noodles & Company	1,200.00				Donation of lunch for 180 teachers for the New Teacher Orientation.
8/10/2012	Delta Kappa Gamma	25.00				Donation of a Target gift card to be used to support the New Teacher Orientation.
8/10/2012	Legend Group/Securities Benefit	520.00				Donation of lunch for Day 3 of the New Teacher Orientation, and 3 gift cards to support the event.
8/10/2012	Elevations Credit Union	3,978.92				Donation of an iPad, breakfast and snacks for the August 9-10, 2012 New Teacher Orientation.
8/11/2012	Setter Roche, LLP	1,000.00	309			Cash donation to be used for the Football Team at Niwot High School.
8/13/2012	Jill Breninger	267.28	130			Donation of classroom supplies and two room dividers for use at Mountain View Elementary.
8/13/2012	Longmont Ford	945.00	125			Cash donation to pay for four months of tuition for student at Erie Elementary.
8/13/2012	Patricia Fox	150.00	309			Cash donation to be used for the Boys' Tennis Team at Niwot High.
8/14/2012	Blue Mountain Elementary PTO	4,298.24	147	P	4298	Cash donation to be used for the purchase of Apple laptop computers for use at Blue Mtn. Elementary.
8/14/2012	Black Rock PTO	23,533.58	146	P	23534	Cash donation to be used for the purchase of iPads and accessories for student use at Black Rock Elementary.
8/14/2012	Bill Ferguson	2,000.00	215			Donation of musical instruments for needy students in the Band Program at Sunset Middle School.
8/15/2012	Longmont Rotary Club	50.00	131			Cash donation to be used for classroom supplies at Niwot Elementary from the Compassion Essay Award.
8/15/2012	Longmont Rotary Club	50.00	251			Cash donation to be used for classroom supplies at Erie Middle from the Compassion Essay Award.
8/15/2012	Longmont Rotary Club	50.00	309			Cash donation to be used for classroom supplies at Niwot High from the Compassion Essay Award.
8/15/2012	Mead Liquors	100.00	305			Cash donation to be used to support the Girls Soccer Program at Mead High School.
8/15/2012	Custom School Supplies, Inc.	100.00	125			Cash donation to be used to cover material fees for ten students at Erie Elementary.
8/16/2012	Lowe's Home Improvement	660.00	137			Donation of 66 Build & Grow/Kung-Fu Panda kits for Positive Behavior Support at Rocky Mtn. Elementary.
8/16/2012	Blue Mountain Elementary PTO	2,750.00	147	P	2750	Cash donation to be used for school supplies for students at Blue Mtn. Elementary.
8/16/2012	Miguel Garcia Navarro	100.00	122			Donation of a variety of school supplies to be used by students at Burlington Elementary.
8/17/2012	Longmont Twin Peaks Rotary Club	1,200.00	310			Cash donation to be used for the Boys' Golf Team at Skyline High School.
8/17/2012	Longmont Twin Peaks Rotary Club	1,200.00	311			Cash donation to be used to help offset golf tournament entry fees at Erie High School.
8/20/2012	Mr. & Mrs. Daniel Graham	50.00	309			Cash donation to be used to support the Vocal Music/Choir Programs at Niwot High.
8/20/2012	Gretchen Reavis	600.00	220			Donation of a French Horn to be used in the Band Program at Westview Middle School.
8/20/2012	Denise Dunn	600.00	220			Donation of a Clarinet (\$400) and a Flute (\$200) to be used in the Band Program at Westview Middle School.
8/20/2012	Wanda Mullen	8.08	130			Donation of school supplies for students at Mountain View Elementary.
8/20/2012	Lowe's Home Improvement	500.00	137			Donation of 50 Build & Grow/Kung Fu Panda Kits for the PBS student store at Rocky Mtn. Elementary.
8/20/2012	Longmont Twin Peaks Rotary Club	1,200.00	312			Cash donation to be used for the purchase of golf equipment for students at Longmont High School.
8/21/2012	Janette Carson	100.00	122			Cash donation to be used to help families in need with respect to clothing at Burlington Elementary.
8/21/2012	Education Blueprints Association	1,380.00	125			Cash donation to be used for the purchase of a Lego Education Kit for use at Erie Elementary.
8/22/2012	First United Methodist Church	105.00	132			Cash donation to be used to assist with material fees at Spangler Elementary.
8/23/2012	The Import Warehouse Auto Sales	100.00	137			Cash donation to be used for students at Rocky Mtn. Elementary.
8/23/2012	Mark & Christine Barnett	5,000.00	127			Cash donation to be used for inservice, substitutes, and student needs at Hygiene Elementary.
8/24/2012	Abbi McHenry	30.00	130			Donation of school supplies to share with students at Mtn. View Elementary.
8/24/2012	Lyons Booster Club	14,225.60	513	P	14226	Cash donation to be used to purchase computers, expenses for the Homework Club and the BBQ at Lyons M/Sr.
8/25/2012	Longmont Clinic	500.00	311			Cash donation to be used to support the Track Club at Erie High.
8/26/2012	Nancy Parker	115.00	128			Cash donation to be used for the Spelling Bee at Lyons Elementary School.
8/27/2012	Alpine PTO	487.00	141	P	487	Cash donation to be used for office equipment usage at Alpine Elementary.
8/27/2012	Eagle Crest PTO	1,414.92	142	P	1415	Donation of 20 RazKids Licenses for students at Eagle Crest Elementary.
8/27/2012	Mr. & Mrs. Bernard Gillett	20.00	309			Cash donation to be used to support the Vocal Music/Choir Programs at Niwot High.
8/27/2012	Mr. & Mrs. Bill Crawford	20.00	309			Cash donation to be used to support the Vocal Music/Choir Programs at Niwot High.
8/27/2012	Kim Kalinski	20.00	309			Donation of a croquet set to be used to support the P.E. Program at Niwot High.
8/27/2012	Target	371.82	129			Cash donation to be used for the purchase of school supplies for students at Mead Elementary.

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8/27/2012	Rocky Mtn. PTO	3,086.34	137	P	3086	Cash donation to be used for transportation for field trips for each grade level at Rocky Mtn. Elementary.
8/27/2012	Target	669.57	125			Take Charge of Education donation to be used to support education at Erie Elementary..
8/28/2012	Niwot Elementary PTAC	2,079.67	131	P	2080	Cash donation to be used to cover the cost of Handwriting Without Tears materials for students at Niwot Elem.
8/28/2012	Mr. Birchmeier	795.03	124			Donation of six boxes of school supplies to be used at Columbine Elementary.
8/29/2012	Custom School Supplies, Inc.	17.90	125			Cash donation to be used to support education at Erie Elementary..
8/30/2012	Donald Smith	240.00	122			Donation of three write way stands to be used at Burlington Elementary to direct parents/workers in the building.
8/30/2012	Ben & Melanie Bohren	15.00	147			Cash donation to be used for a birthday book donation at Blue Mountain Elementary.
8/30/2012	Chunlei Zhu and Jing Zhu	100.00	147			Cash donation to be used for the Math Olympiad donation at Blue Mountain Elementary.
8/30/2012	Blue Mountain Stone	1,200.00	513			Cash donation to be used for a BBQ held at Lyons Middle/Senior High.
8/31/2012	Bill Hughes	50.00	122			Donation of five headsets for computers in the Special Education classroom at Burlington Elementary.
8/31/2012	Hans & Grishma Elzinga	100.00	123			Cash donation to be used to support the IB Program at Central Elementary.
8/31/2012	Mr. & Mrs. Michael Kosten	60.00	309			Cash donation to be used to support the Vocal Music/Choir Programs at Niwot High.
8/31/2012	Megan Roth	150.00	314			Cash donation to be used for the softball program at Silver Creek High School.
9/3/2012	Marina & Michael Hale	15.00	147			Cash donation to be used for a birthday book donation at Blue Mountain Elementary.
9/4/2012	Oscar Blue's Brewery	500.00	305			Cash donation to be used toward the purchase of a Bass for the Mead High School Orchestra.
9/4/2012	Wal-Mart	1,000.00	132			Donation of twenty \$50 gift cards to be used for classroom supplies at Spangler Elementary.
9/4/2012	Craig Orbanosky	700.00	123			Cash donation to be used for technology for the 3rd grade classroom at Central Elementary.
9/4/2012	Wal-Mart	1,000.00	140			Donation of twenty \$50 gift cards to be used for classroom supplies at Sanborn Elementary.
9/4/2012	Allen & Margaret Richardson	15.00	147			Cash donation to be used for a birthday book donation at Blue Mountain Elementary.
9/5/2012	Suzette Schaff	50.00	305			Cash donation to be used toward the purchase of a Bass for the Mead High School Orchestra.
9/5/2012	Kids Hope	600.00	130			Donation of backpacks and school supplies to be used by students at Mtn. View Elementary.
9/5/2012	Mary Beth Pocalyko	20.00	130			Donation of school supplies to e used by students at Mtn. View Elementary.
9/6/2012	Merrill Bohaning	50.00	305			Cash donation to be used toward the purchase of a Bass for the Mead High School Orchestra.
9/6/2012	Shannon Barton	100.00	305			Cash donation to be used toward the purchase of a Bass for the Mead High School Orchestra.
9/6/2012	Anne Avril	50.00	309			Cash donation to be used to support the Vocal Music/Choir Programs at Niwot High.
9/7/2012	Becca Schultz	15.00	147			Cash donation to be used for a birthday book donation at Blue Mountain Elementary.
9/7/2012	Sanborn PASS	6,225.44	140	P	6225	Cash donation to be used for various programs at Sanborn Elementary.
9/7/2012	Mr. & Mrs. Recchia	90.00	149			Cash donation to be used for the Music Program at Red Hawk Elementary.
9/10/2012	City of Longmont	1,600.00				Donation of 1,600 cardboard boxes to be used by students and staff as needed.
9/10/2012	ARS, Inc.	300.00	310			Cash donation to be used for the Dance Team at Skyline High School.
9/10/2012	Mr. Spoerri	40.00	141			Cash donation to be used for the purchase of gift cards for the Parent Update Meeting raffle at Alpine Elementary.
9/11/2012	Great West Life & Annuity Ins. Co.	5,000.00	141			Cash donation to be used for financial literacy at Alpine Elementary.
9/11/2012	Blue Mountain Elementary PTO	22.08	147	P	22	Cash donation to be used for the difference charged on Apple invoice for Blue Mtn. Elementary.
9/12/2012	Jim Trott	2,500.00	305			Cash donation to be used for the Football Program at Mead High School.
9/12/2012	Longmont Area Economic Council	750.00				Cash donation to be used for the MESA Program.
9/13/2012	Salomon Professional Services	50.60	132			Donation of popsicles for students at Spangler Elementary.
9/14/2012	Alpine PTO	511.00	141	P	511	Cash donation to be used for field trips for 2nd Grade classes at Alpine Elementary.
9/14/2012	IBM Corporation	1,500.00	126			Cash donation to be used for the Gifted and Talented Class at Frederick Elementary.
9/17/2012	Adolfson & Peterson Construction	1,000.00				Cash donation to be used for the Classified Welcome Back.
9/18/2012	Silver Mine Subs	170.00	217			Donation of sandwiches for Parent-Teacher Conferences at Heritage Middle School.
9/19/2012	Dede Frothingham	65.00	141			Cash donation to be used for the purchase of gift cards for the Parent Update Meeting raffle at Alpine Elementary.
9/21/2012	Jaylynn Lawley	25.00	122			Donation of supplies to be used by students at Burlington Elementary.
9/18/2012	Black Rock PTO	711.48	146	P	711	Cash donation to be used for 4th Grade Subscription to Colorado Studies Weekly for students at Black Rock Elem.
9/27/2012	Pam Eppstein	215.00	217			Donating of seven basketballs to use for basketball practice at Heritage Middle School.
	Total Gifts Reported 7/1/12 - 9/30/12	\$ 118,325.13				
	Parent Group Donations	\$ 61,877.45				
7/1/2012	ACE Hardware	50.00	127			Donation of three gallons of paint, rollers, brushes and tape for painting the teachers' lounge at Hygiene Elementary.
7/18/2012	Coridien-Employee Matching Gift Program	1,000.00	254			Cash donation to be used for general school support at Altona Middle School.
7/31/2012	Ewing Family	30.00	254			Cash donation to be used to support the Band Program at Altona Middle School.
8/1/2012	Jeffrey Thramann	1,500.00	309			Cash donation to be used to support the football program at Niwot High School.
8/1/2012	Impact Rock Church	150.00	125			Donation of school supplies for students at Erie Elementary School.
8/1/2012	Jim & Janis Tracy	189.99	125			Donation of school supplies for students at Erie Elementary School.
8/6/2012	Mr. & Mrs. Scott Drake	1,500.00	309			Cash donation to be used to support the football program at Niwot High School.
8/9/2012	Gretchen Reavis	2,600.00	312			Donation of a Double French Horn to be used in the Band Program at Longmont High School.
8/14/2012	Daniel Caruso	9,000.00	309			Cash donation to be used to support the football program at Niwot High School.
8/14/2012	Daniel Caruso	5,000.00	309			Cash donation to be used to support the football program at Niwot High School.

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8/14/2012	Robert Grubb	1,500.00	309			Cash donation to be used to support the football program at Niwot High School.
8/20/2012	Mark & Kathleen Bonaguro	370.00	254			Cash donation to be used to provide yearbooks for students in need at Altona Middle School.
8/20/2012	Longmont High School Music Boosters	500.00	312	P	500	Cash donation to be used for materials and transportation for music students at Longmont High.
8/20/2012	Sun Construction	200.00	127			Cash donation to be used toward the remodeling of the staff lounge at Hygiene Elementary.
8/29/2012	Michael & Ann Marie Ronan	600.00	221			Donation of a tenor saxophone for use by the Band Program at Coal Ridge Middle School.
8/29/2012	Rachel & Donald Long	105.95	221			Donation of a clarinet and a box of clarinet reeds for use by the Band Program at Coal Ridge Middle School.
8/29/2012	Doughan Family	20.00	125			Donation of school supplies for use by students at Erie Elementary School.
8/29/2012	Hygiene Elementary PTO	7,387.49	127	P	7387	Cash donation to be used for various departments at Hygiene Elementary School.
9/2/2012	David & Frances Norman	150.00	215			Cash donation to be used to support student learning in the classrooms at Sunset Middle School.
9/5/2012	Aspen Laser & Technology	100.00	309			Cash donation to be used to support the staff Walk-a-Thon at Niwot High.
9/5/2012	Target	453.01	124			Cash donation to be used for the purchase of school supplies/materials for Columbine Elementary.
9/6/2012	William Hakonson	500.00	312			Cash donation to be used as a student scholarship at Longmont High.
9/6/2012	James & Dana Willett	75.00	254			Cash donation to be used to support the Choir Program at Altona Middle School.
9/7/2012	Black Rock PTO	10,104.07	146	P	10104	Cash donation to be used for iPads for classroom use, copy paper, and 4th grade Studies Weekly subscriptions.
9/10/2012	Leroy and Sharon McCaffrey	25.00	215			Cash donation to be used to support student learning in the classrooms at Sunset Middle School.
9/10/2012	Larry Hayens, III	75.00	215			Cash donation to be used for the school magazine fundraiser at Sunset Middle School.
9/11/2012	Peggy Graham	65.00	309			Cash donation to be used to support the Choir Program at Niwot High.
9/11/2012	First United Methodist Church	358.10	217			Cash donation to be used for students at Heritage Middle School.
9/13/2012	Jane Wolford	620.00	312			Donation of 8 prep catalogues and a laptop computer to benefit the college center at Longmont High School.
9/14/2012	Mr. & Mrs. Scott Musser	50.00	309			Cash donation to be used to support the Fall 2012 musical production at Niwot High.
9/14/2012	Mike & Karen Trafton	100.00	309			Cash donation to be used to support the staff Walk-a-Thon at Niwot High.
9/14/2012	David & Brittany Weibel	150.00	215			Cash donation to be used for the school magazine fundraiser at Sunset Middle School.
9/18/2012	2nd Avenue Hair Studio	100.00	309			Cash donation to be used to support the staff Walk-a-Thon at Niwot High.
9/18/2012	Mtn. View Elementary PTO	250.00	130	P	250	Cash donation to be used for Odyssey of the Mind participation fees for students at Mtn. View Elementary.
9/19/2012	Abbie Carbaugh	15.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Zach Foss	25.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Ian Christoffersen	45.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Patrick Fletcher	15.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Aiden Lantaff	20.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	AnJella Berlova & Andrei Khurshudov	50.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Joseph Kulekaskai	10.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Srekanth Pomalopally	5.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Alan Scharf	15.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Kim Fuhrman	30.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Michael Shell	10.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Darla Evertson	20.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Mare & Barb Arnold	400.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Chae Olinger	90.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Derek Ordway	15.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Mary Hardwick	225.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Patty Serlis	200.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Gary Ellison	150.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Tom & Stephanie Potter	45.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	William & Linda Knight	25.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Jeffery & Julie Nielson	60.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	John & Michelle Burns	45.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Michael & Clarissa Tutkowski	100.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Carol Kraft	10.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Sarel Van Vuuren & Wei Wei	225.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Haleh Nekoerad-Long	100.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Stephen & Dana Wood	60.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Michael & Peggy Shell	15.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Carolyn Bradley	15.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Matthew & Gabriele Bush	20.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Margaret Cummings	20.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Lorane Cushman	15.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Peter Moore	15.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Melanie Hansen	30.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.

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2012-13 PUBLIC GIFTS TO THE SCHOOLS

Reported between July 1, 2012 and December 31, 2012

<i>DATE OF GIFT</i>	<i>DONOR</i>	<i>AMT/VALUE</i>	<i>LOC</i>	<i>PTO</i>	<i>PTO AMT</i>	<i>DESCRIPTION</i>
9/19/2012	Jeffrey Nielson	60.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Keow Ng	90.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Naihong Wei	105.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Murray Elliott	15.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Cheri & John Stringer	20.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Glenn Wager	180.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Steven & Kimberly Roper	225.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	William & Anna Rooney	45.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Jennifer & Glenn Cruger	150.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Ute & Francis Vandenburghe	50.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Martin & Kim Magill	30.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Patricia & John Bizknell	225.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Gregory & Amy Haggquist	30.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/19/2012	Aidan Prasad	1.00	254			Cash donation to be used for the fundraiser to purchase additional technology for classrooms at Altona.
9/20/2012	Emily Wallin	100.00	309			Cash donation to be used to support the staff Walk-a-Thon at Niwot High.
9/20/2012	Gail & Richard Young	75.00	137			Cash donation to be used for the purchase of school supplies for students at Rocky Mtn. Elementary.
9/21/2012	Dennis Daly	100.00	309			Cash donation to be used to support the staff Walk-a-Thon at Niwot High.
9/21/2012	Ronand & Holly Kammerer	225.00	215			Cash donation to be used for the school magazine fundraiser at Sunset Middle School.
9/21/2012	Najeh Chatti	42.00	215			Cash donation to be used for the school magazine fundraiser at Sunset Middle School.
9/24/2012	L. M. Goodwin	100.00	215			Cash donation to be used to support student learning in the classrooms at Sunset Middle School.
9/24/2012	Kiwanis Club of Longmont	100.00	309			Cash donation to be used to support the staff Walk-a-Thon at Niwot High.
9/24/2012	Mr. Birchmeier	128.03	124			Donation of a box of school supplies to be used by students at Columbine Elementary.
9/25/2012	Brian & Shelley Nelson	60.00	215			Cash donation to be used for the school magazine fundraiser at Sunset Middle School.
9/25/2012	Alma Medrano	50.00	254			Cash donation to be used for the fundraiser for general support of school needs at Altona Middle School.
9/26/2012	Black Rock PTO	1,739.95	146	P	1740	Cash donation to be used for A-Z and Brain Pop on-line subscriptions for Black Rock Elementary.
9/26/2012	Kiwanis Club of Longmont Foundation	300.00	309			Cash donation to be used to support the Key Club students at Niwot High to attend Key Leader Conference.
9/26/2012	Longmont High School Band Boosters	300.00	312	P	300	Cash donation to be used for the Band Program at Longmont High.
9/27/2012	Parametric Technology Corporation	225.00	215			Cash donation to be used for the Robotics Team at Sunset Middle School.
9/27/2012	M. Sem	25.00	215			Cash donation to be used for the school magazine fundraiser at Sunset Middle School.
9/27/2012	Frontier Honda	250.00	312			Cash donation to be used to support Homecoming at Longmont High School.
9/28/2012	Niwot Elementary PTAC	20,000.00	131	P	20000	Cash donation to be used for Paraprofessionals at Niwot Elementary School.
9/28/2012	Sunset PAC	500.00	215	P	500	Cash donation to be used for the purchase of 2012-2013 student planners at Sunset Middle School.
9/30/2012	Tina Fredo	10.00	254			Cash donation to be used to purchase supplies for the parent/teacher conference staff dinners at Altona Middle.
10/1/2012	Rotary Club of Niwot	100.00	309			Cash donation to be used to support the staff Walk-a-Thon at Niwot High.
10/1/2012	Fall River Communications Council - PTO	78.75	144	P	79	Cash donation to be used for lunch for the Vision/Hearing Screening Volunteers at Fall River Elementary.
10/1/2012	Bob Borgstrom	6,124.43	408			Donation of materials to be used in the machine shop at the Career Development Center.
10/1/2012	Robert Smith	25.00	148			Cash donation to be used for student activities at Centennial Elementary.
10/1/2012	Donna Gilbert	50.00	254			Cash donation to be used to purchase supplies for the parent/teacher conference staff dinners at Altona Middle.
10/1/2012	Anne Lindahl	40.00	254			Cash donation to be used to purchase supplies for the parent/teacher conference staff dinners at Altona Middle.
10/1/2012	Gwendolyn Borrego	30.00	254			Cash donation to be used to purchase supplies for the parent/teacher conference staff dinners at Altona Middle.
10/1/2012	Mead Elementary PAC	26.00	129	P	26	Donation of four pillows for the benches inside the front entrance to Mead Elementary School.
10/1/2012	Suzanne Johnson	25.00	254			Cash donation to be used for the purchase of supplies for the parent/teacher conference dinners at Altona.
10/2/2012	The Lipstick Ranch	345.00	305			Cash donation to be used to sponsor the 2012 Homecoming Dance at Mead High School.
10/2/2012	Dr. Alan Hoskins	100.00	309			Donation of a camera and printer to support the Photography Class at Niwot High.
10/2/2012	Jeff Dierks	150.00	309			Donation of a camera and lens to be used to support the Photography Class at Niwot High.
10/2/2012	Susan Burnett & Family	100.00	309			Cash donation to be used to support the staff Walk-a-Thon at Niwot High.
10/2/2012	Brenda Everett	50.01	217			Donation of school supplies for the student store at Heritage Middle School.
10/2/2012	Elizabeth Linder	100.00	123			Donation of a heavy-duty stapler to be used at Central Elementary School.
10/2/2012	Office Max	1,088.10	142			Donation of two boxes of office supplies for the A Day made Better Contest at Eagle Crest Elementary.
10/2/2012	Freda Bishop	20.00	254			Cash donation to be used for the purchase of supplies for the parent/teacher conference dinners at Altona.
10/2/2012	Elizabeth Benson	15.00	254			Cash donation to be used for the purchase of supplies for the parent/teacher conference dinners at Altona.
10/2/2012	Hainline Family Foundation	500.00	254			Cash donation to be used to support the Band Program at Altona Middle School.
10/2/2012	Coridien-Employee Matching Gift Program	370.00	254			Cash donation to be used to support the yearbook program at Altona Middle School.
10/3/2012	Black Rock PTO	923.56	146	P	924	Cash donation to be used for various items at Black Rock Elementary.
10/3/2012	Black Rock PTO	29,531.13	146	P	29531	Jog-a-Thon money raised for Paraprofessionals at Black Rock Elementary School.
10/3/2012	Antonucci Family	20.00	254			Cash donation to be used to support the Drama Program at Altona Middle School.
10/3/2012	Robert Rilling	385.00	131			Donation of various items to be used in the classrooms at Niwot Elementary School.
10/3/2012	Julie Nielson	20.00	254			Cash donation to be used for the purchase of supplies for the parent/teacher conference dinners at Altona.

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2012-13 PUBLIC GIFTS TO THE SCHOOLS

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DATE OF GIFT	DONOR	AMT/VALUE	LOC	PTO	PTO AMT	DESCRIPTION
10/3/2012	Karel VanDyke	25.00	254			Cash donation to be used for the purchase of supplies for the parent/teacher conference dinners at Altona.
10/3/2012	Lisa Curtis	25.00	254			Cash donation to be used for the purchase of supplies for the parent/teacher conference dinners at Altona.
10/3/2012	Shawna Sands	50.00	254			Cash donation to be used for the purchase of supplies for the parent/teacher conference dinners at Altona.
10/3/2012	Patricia Bicknell	50.00	254			Cash donation to be used for the purchase of supplies for the parent/teacher conference dinners at Altona.
10/3/2012	Education Foundation for the St. Vrain Valley	400.00	311			Cash donation to be used for technology purchases at Erie High School.
10/4/2012	Mead Mavericks Booster Club	201.00	305	P	201	Cash donation to be used for the French Club at Mead High.
10/4/2012	Rocky Mtn. Bird Observatory	584.32	148			Cash donation to be used for bus costs for 2nd Grade field trip to Bird Observatory for students at Red Hawk Elem.
10/4/2012	Adele Mattox	20.00	215			Cash donation to be used for the school magazine fundraiser at Sunset Middle School.
10/4/2012	Niwot Elementary PTAC	661.99	131	P	662	Cash donation to be used for the purchase of toner cartridges for the computer lab at Niwot Elementary.
10/4/2012	Mary Carol Williams	25.00	125			Cash donation to be used for the STEM Program at Erie Elementary School.
10/4/2012	Anne Turner	10.00	254			Cash donation to be used for the purchase of supplies for the parent/teacher conference dinners at Altona.
10/4/2012	Dianne Suess	20.00	254			Cash donation to be used for the purchase of supplies for the parent/teacher conference dinners at Altona.
10/4/2012	Maya Willis-Tindall	40.00	254			Cash donation to be used for the purchase of supplies for the parent/teacher conference dinners at Altona.
10/4/2012	Sara Hinklin	50.00	254			Cash donation to be used for the purchase of supplies for the parent/teacher conference dinners at Altona.
10/5/2012	Red Hawk Elementary PTO	83.75	149	P	84	Cash donation to be used for the purchase of classroom supplies at Red Hawk Elementary.
10/5/2012	Heidi Schmutz	15.00	147			Cash donation to be used for a birthday book donation at Blue Mountain Elementary.
10/5/2012	Wal-Mart	1,000.00	140			Cash donation to be used for 2nd Grade classrooms at Sanborn Elementary.
10/5/2012	Target	100.00	125			Cash donation to be used to provide resources to improve student success at Erie Elementary.
10/5/2012	Samantha Jensen	20.00	254			Cash donation to be used for the purchase of supplies for the parent/teacher conference dinners at Altona.
10/5/2012	Shelly Knight	10.00	254			Cash donation to be used for the purchase of supplies for the parent/teacher conference dinners at Altona.
10/5/2012	Pamela Ash	30.00	254			Cash donation to be used for the purchase of supplies for the parent/teacher conference dinners at Altona.
10/8/2012	Blue Mountain PTO	10,000.00	147	P	10000	Cash donation to be used for PARA staff salaries at Blue Mountain Elementary.
10/8/2012	Sarh Blisk	15.00	254			Cash donation to be used for the purchase of supplies for the parent/teacher conference dinners at Altona.
10/8/2012	Kymberly Zona	200.00	254			Cash donation to be used for the purchase of supplies for the parent/teacher conference dinners at Altona.
10/8/2012	Amy Gibbs	50.00	254			Cash donation to be used for the purchase of supplies for the parent/teacher conference dinners at Altona.
10/9/2012	Kathleen Frank	50.00	254			Cash donation to be used for the purchase of supplies for the parent/teacher conference dinners at Altona.
10/10/2012	Fall River Communications Council - PTO	660.90	144	P	661	Cash donation to be used for transportation for the 4th grade field trip at Fall River Elementary.
10/10/2012	Kohl's	500.00	122			Cash donation to be used for Odyssey of the Mind registration fees for students at Burlington Elementary.
10/11/2012	Adin Heinritz	24.00	215			Cash donation to be used for the school magazine fundraiser at Sunset Middle School.
10/11/2012	Jing Wang	100.00	254			Cash donation to be used to support the Orchestra Program at Altona Middle School.
10/11/2012	Home Depot		221			Donation of a roll of housewrap to be used as portable screens at Coal Ridge Middle School.
10/11/2012	Mtn. View Elementary PTO	426.52	130	P	427	Cash donation to be used for Weekly Readers for 2nd & 3rd grade classrooms at Mtn. View Elementary.
10/15/2012	Lenny Karsen & Darcia Sanders	1,225.00	128			Donation of telescopes for the MESA Program at Lyons Elementary School.
10/15/2012	Target	50.00	124			Donation of two gift cards to be used for school supplies/materials for Columbine Elementary.
10/15/2012	Carolyn McCullough	35.00	122			Cash donation to be used in Mrs. King's 5th grade class at Burlington Elementary for supplies for students.
10/16/2012	Alea Brim	190.00	305			Donation of 2 Bronco tickets for the silent auction at Mead High School.
10/16/2012	Wells Fargo Foundation	500.00	130			Cash donation to be used for bus transportation to the museum and purchase of classroom magazines at Mtn. View.
10/16/2012	Colorado First Properties	100.00	309			Cash donation to be used to support the staff Walk-a-Thon at Niwot High.
10/17/2012	Steve Tocco	275.00	149			Donation of new and used paperback books for the 3rd grade classroom at Red Hawk Elementary.
10/18/2012	Chris & Karen Padwick	15.00	147			Cash donation to be used for a birthday book donation at Blue Mountain Elementary.
10/18/2012	Anonymous	1,500.00	312			Cash donation to be used for the Drama Program at Longmont High School.
10/19/2012	Mead Mavericks Booster Club	999.00	305	P	999	Cash donation to be used for the purchase of a cello fro the Orchestra Program at Mead High School.
10/19/2012	Madonna & Richard Cunday	30.00	215			Cash donation to be used to help students pay their science class fee for 7th grade at Sunset Middle School.
10/19/2012	Ryan Kloss/Flatirons Aviation	500.00	143			Donation of assorted items to be used for students at Prairie Ridge Elementary.
10/19/2012	First United Methodist Church	253.10	132			Cash donation to be used to assist with student needs at Spangler Elementary.
10/19/2012	Blue Mountain PTO	494.00	147	P	494	Cash donation to be used for the 1st Grade field trip for students at Blue Mountain Elementary.
10/20/2012	Mr. & Mrs. Tim Bevan	100.00	309			Cash donation to be used to support the staff Walk-a-Thon at Niwot High.
10/21/2012	Erie Elementary PTO	600.00	125	P	600	Cash donation to be used for the STEM Program at Erie Elementary School.
10/21/2012	Mr. & Mrs. Robert Dunlap	25.00	309			Cash donation to be used to support the Band Program at Niwot High School.
10/22/2012	Education Foundation for the St. Vrain Valley	1,500.00	318			Cash donation to be used for book set purchases for students at Frederick High School.
10/23/2012	Education Foundation for the St. Vrain Valley	350.00	305			Cash donation to be used for the Music Department at Mead High School.
10/23/2012	Education Foundation for the St. Vrain Valley	360.00	147			Cash donation to be used for the Music Program at Blue Mountain Elementary.
10/23/2012	Education Foundation for the St. Vrain Valley	100.00	140			Cash donation to be used for the 3rd Grade spelling dictionaries for students at Sanborn Elementary.
10/23/2012	Education Foundation for the St. Vrain Valley	700.00	140			Cash donation to be used for the purchase of a document camera and projector for the preschool at Sanborn.
10/23/2012	Education Foundation for the St. Vrain Valley	500.00	140			Cash donation to be used for the 5th Grade field trip to Young Ameritowne for students at Sanborn.
10/23/2012	Education Foundation for the St. Vrain Valley	360.00	140			Cash donation to be used for intervention software for the school psychologist at Sanborn Elementary.
10/23/2012	Education Foundation for the St. Vrain Valley	400.00	148			Cash donation to be used for the special education program at Centennial Elementary.
10/23/2012	Education Foundation for the St. Vrain Valley	1,000.00	301			Cash donation to be used for the purchase of Kindles for the English classroom at Olde Columbine High School.

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10/23/2012	Education Foundation for the St. Vrain Valley	400.00	217			Cash donation to be used for the purchase of math manipulatives for students at Heritage Middle School.
10/23/2012	Education Foundation for the St. Vrain Valley	400.00	217			Cash donation to be used for iPod use for the Math Enrichment Program at Heritage Middle School.
10/23/2012	Education Foundation for the St. Vrain Valley	800.00	217			Cash donation to be used for the trip to International Towne for students at Heritage Middle School.
10/23/2012	Education Foundation for the St. Vrain Valley	600.00	217			Cash donation to be used for starter lab materials for the Science Program at Heritage Middle School.
10/23/2012	Education Foundation for the St. Vrain Valley	400.00	217			Cash donation to be used for the 8th Grade College & Career Field Trip for students at Heritage Middle School.
10/23/2012	Education Foundation for the St. Vrain Valley	600.00	217			Cash donation to be used for navel sets for English Language Learners at Heritage Middle School.
10/23/2012	Education Foundation for the St. Vrain Valley	400.00	217			Cash donation to be used for the purchase of classroom reading books for students at Heritage Middle School.
10/23/2012	Education Foundation for the St. Vrain Valley	400.00	146			Cash donation to be used for the purchase of an iPad for classroom use at Black Rock Elementary.
10/23/2012	Education Foundation for the St. Vrain Valley	500.00	125			Cash donation to be used for the 5th grade class at Erie Elementary School.
10/23/2012	Education Foundation for the St. Vrain Valley	400.00	125			Cash donation to be used for the Gifted and Talented Class at Erie Elementary.
10/23/2012	Education Foundation for the St. Vrain Valley	400.00	217			Cash donation to be used to create interactive literacy carts for the classrooms at Heritage Middle School.
10/23/2012	Education Foundation for the St. Vrain Valley	400.00	217			Cash donation to be used to purchase an iPad to integrate literacy and art at Heritage Middle School.
10/23/2012	Education Foundation for the St. Vrain Valley	400.00	131			Cash donation to be used for the purchase of an iPad for the art teacher at Niwot Elementary.
10/23/2012	Education Foundation for the St. Vrain Valley	400.00	130			Cash donation to be used for technology for Sandy Stubblefield's classroom at Mtn. View Elementary.
10/23/2012	Education Foundation for the St. Vrain Valley	400.00	130			Cash donation to be used for technology for Jasmine McGarr's classroom at Mtn. View Elementary.
10/23/2012	Education Foundation for the St. Vrain Valley	400.00	130			Cash donation to be used for technology for Christine Thomas's classroom at Mtn. View Elementary.
10/23/2012	Education Foundation for the St. Vrain Valley	450.00	130			Cash donation to be used for listening centers for classrooms at Mtn. View Elementary.
10/23/2012	Education Foundation for the St. Vrain Valley	136.00	130			Cash donation to be used for books for classrooms at Mtn. View Elementary.
10/23/2012	Education Foundation for the St. Vrain Valley	700.00	130			Cash donation to be used for library technology at Mtn. View Elementary.
10/23/2012	Education Foundation for the St. Vrain Valley	250.00	130			Cash donation to be used for field trips at Mtn. View Elementary.
10/23/2012	Education Foundation for the St. Vrain Valley	400.00	126			Cash donation to be used for iPads for developing readers with digital devices at Frederick Elementary.
10/23/2012	Education Foundation for the St. Vrain Valley	700.00	126			Cash donation to be used for a leveled book room at Frederick Elementary School.
10/23/2012	Education Foundation for the St. Vrain Valley	360.00	126			Cash donation to be used for iPads for developing readers with digital devices at Frederick Elementary.
10/23/2012	Education Foundation for the St. Vrain Valley	400.00	143			Cash donation to be used for the purchase of an iPad for the literacy teacher at Prairie Ridge Elementary.
10/24/2012	Education Foundation for the St. Vrain Valley	150.00	144			Cash donation to be used for Centered Learning at Fall River Elementary.
10/24/2012	Carol Elliott	20.00	254			Cash donation to be used to support the Band Program at Altona Middle School.
10/24/2012	Lyons Community Foundation	500.00	128			Cash donation to be used for seating options for the 5th grade classroom at Lyons Elementary School.
10/24/2012	Lyons Community Foundation	610.00	128			Cash donation to be used for materials testing for the Music Program at Lyons Elementary School.
10/24/2012	Lyons Community Foundation	1,500.00	128			Cash donation to be used for the purchase of ukulele's for the Music Program at Lyons Elementary School.
10/24/2012	Lyons Community Foundation	1,000.00	128			Cash donation to be used for the purchase of technology for the 1st grade classroom at Lyons Elementary.
10/25/2012	IBM	1,500.00	132			Cash donation to be used for the STEM Program at Spangler Elementary.
10/25/2012	Abigail Kilcayne	270.00	215			Cash donation to be used for the purchase of books for the library at Sunset Middle School.
10/25/2012	Elaine Swenson	30.00	309			Donation of hand sanitizer, disinfectant wipes and facial tissue for health & wellness at Niwot High.
10/26/2012	Darren Winkelhake & Elizabeth Hummel	400.00	215			Cash donation to be used for art supplies for the 8th grade art classes at Sunset Middle School,.
10/26/2012	Education Foundation for the St. Vrain Valley	400.00	144			Cash donation to be used for the Power of Assistive Technology at Fall River Elementary.
10/29/2012	Tamara Carson	30.00	254			Cash donation to be used to support the performing arts fundraiser at Altona Middle School.
10/29/2012	Sarah Meshak	50.00	254			Cash donation to be used to support the performing arts fundraiser at Altona Middle School.
10/29/2012	Ted Rehage	15.00	254			Cash donation to be used to support the performing arts fundraiser at Altona Middle School.
10/29/2012	Sarah Meshak	30.00	254			Cash donation to be used to support the performing arts fundraiser at Altona Middle School.
10/29/2012	Deborah Smith	150.00	254			Cash donation to be used to support the performing arts fundraiser at Altona Middle School.
10/31/2012	Fall River Communications Council - PTO	502.21	144	P	502	Cash donation to be used for music classroom supplies at Fall River Elementary.
10/31/2012	Fall River Communications Council - PTO	435.23	144	P	435	Cash donation to be used for the kindergarten field trip at Fall River Elementary.
10/31/2012	Education Foundation for the St. Vrain Valley	200.00	144			Cash donation to be used for Science We Can Read at Fall River Elementary.
10/31/2012	Araby Leary	300.00	216			Donation of three pine bookshelves for classroom use at Longs Peak Middle School.
11/1/2012	Robert Avery	50.00	305			Cash donation to be used for the Band Program at Mead High School
11/1/2012	William Funk & Mary Sue Dart	50.00	215			Cash donation to be used for the purchase of supplies for the Orchestra Program at Sunset Middle.
11/2/2012	Dr. Vivian Schneider	25.00	310			Cash donation to be used for the Orchestra Program at Skyline High School.
11/3/2012	Mertz Family Dentistry	508.00	147			Cash donation to be used for the Candy Buy Back Program at Blue Mountain Elementary.
11/5/2012	Marc Alber/Boulder Dental Group	112.00	122			Cash donation to be used at the principal's discretion for students at Burlington Elementary School.
11/5/2012	R.D. Metttzner	29.00	254			Cash donation to be used to support the performing arts fundraiser at Altona Middle School.
11/5/2012	Douglas & Laura Koenig	20.00	305			Cash donation to be used for the Band Program at Mead High School
11/6/2012	Eagle Crest PTO	299.99	142	P	300	Donation of playground equipment to be used at Eagle Crest Elementary.
11/6/2012	Eagle Crest PTO	1,213.58	142	P	1214	Cash donation to be used for field trip transportation costs for students at Eagle Crest Elementary.
11/6/2012	Donna Krische	20.00	305			Cash donation to be used for the Band Program at Mead High School
11/7/2012	Francis Wright	150.00	122			Donation of school supplies and backpacks for students at Burlington Elementary.
11/7/2012	Niwot Elementary PTAC	304.13	131	P	304	Cash donation to be used for the purchase of books for the classroom at Niwot Elementary.
11/7/2012	Black Rock PTO	704.98	146	P	705	Cash donation to be used for therapy stretch bands and 5th grade teacher conference registration at Black Rock.
11/7/2012	Black Rock PTO	169.90	146	P	170	Cash donation to be used for the purchase of ten therapy balls for 3rd grade students at Black Rock Elementary.

St. Vrain Valley School District RE-1J

2012-13 PUBLIC GIFTS TO THE SCHOOLS

Reported between July 1, 2012 and December 31, 2012

DATE OF GIFT	DONOR	AMT/VALUE	LOC	PTO	PTO AMT	DESCRIPTION
11/7/2012	Shawn & Katherine Brennan	50.00	215			Cash donation to be used for the purchase of supplies for the Orchestra Program at Sunset Middle.
11/8/2012	Robert Smith	25.00	148			Cash donation to be used for student activities at Centennial Elementary.
11/8/2012	School Store	775.00	148			Cash donation (fundraiser) for classroom materials at Centennial Elementary.
11/8/2012	EnCana Oil & Gas Co.	34,000.00	221			Cash donation to be used to support a mobile computer lab at Coal Ridge Middle School.
11/12/2012	Alice York	200.00	305			Donation of a television to be used for audio-visual use in the classrooms at Mead High School.
11/14/2012	Thelma Dameron	25.00	305			Cash donation to be used for the Band Program at Mead High School
11/14/2012	E. M. Sweet	20.00	305			Cash donation to be used for the Band Program at Mead High School
11/14/2012	Sang & Jalpa Kim	15.00	147			Cash donation to be used for a birthday book donation at Blue Mountain Elementary.
11/14/2012	Lyons Middle/Senior Booster Club	7,026.66	513	P	7027	Cash donation to be used for art, band, choir, athletics and club wrestling at Lyons Middle/Senior High.
11/14/2012	Kevin & Diane Reynolds	50.00	305			Cash donation to be used for the Band Program at Mead High School
11/18/2012	Black Rock PTO	345.00	146	P	345	Cash donation to be used to purchase 5 ActivWands for Kindergarten Interactive Boards at Black Rock Elem.
11/20/2012	Ziggi's Coffee	40.00	305			Cash donation to be used for Girls Basketball at Mead High School.
11/25/2012	Fall River Communications Council - PTO	119.80	144	P	120	Cash donation to be used for PE classroom supplies at Fall River Elementary.
11/28/2012	Robert Smith	25.00	148			Cash donation to be used for student activities at Centennial Elementary.
11/29/2012	Lee & Wendy Keep	20.00	305			Cash donation to be used for the Band Program at Mead High School
11/29/2012	James & Lori Evely	100.00	220			Cash donation to be used for the Band Program at Westview Middle School.
11/29/2012	John & Kristen Delaney	30.00	220			Cash donation to be used for the Band Program at Westview Middle School.
11/30/2012	Glenn Miller & Juliet Larsen	100.00	122			Cash donation to be used for the 5th Grade ski trip fundraiser at Central Elementary.
11/30/2012	Steve & Sherie Dike-Wilhelm	25.00	122			Cash donation to be used for the 5th Grade ski trip fundraiser at Central Elementary.
11/30/2012	IBM	4,400.00	310			Cash donation to be used to support the STEM Program at Skyline High School.
11/30/2012	John & Joni Creighton	50.00	122			Cash donation to be used for the 5th Grade ski trip fundraiser at Central Elementary.
12/1/2012	Wal-Mart	20.00	137			Gift card for 5th grade curriculum, "Growing Up", at Rocky Mtn. Elementary.
12/3/2012	Forest Oil Corp.	250.00	221			Donation of used mice with connectors to be used on school computers at Coal Ridge Middle School.
12/3/2012	Melanie Sidwell	10.00	147			Cash donation to be used for a birthday book donation at Blue Mountain Elementary.
12/3/2012	Wal-Mart	400.00	126			Cash donation to be used for the purchase of classroom supplies at Frederick Elementary.
12/4/2012	Lindsey & David Reeder	15.00	147			Cash donation to be used for a birthday book donation at Blue Mountain Elementary.
12/4/2012	Merry McMahan (Wertz)	40.00	125			Cash donation to be used for material fees at Erie Elementary School.
12/4/2012	Hygiene Elementary PTO	231.13	127	P	231	Cash donation to be used for art supplies and field trips at Hygiene Elementary.
12/5/2012	Mtn. View Elementary PTO	375.00	130	P	375	Cash donation to be used to provide a Perry Conway Presentation to the student body at Mtn. View Elementary.
12/6/2012	Black Rock PTO	1,024.17	146	P	1024	Cash donation to be used for ActivWands for classroom white boards and reading books for 5th graders at Black Rock.
12/7/2012	Cyberlink Corporation	100.00	141			Cash donation to be used for files for the office at Alpine Elementary.
12/7/2012	Fall River Communications Council - PTO	149.55	144	P	150	Cash donation to be used for music classroom supplies at Fall River Elementary.
12/7/2012	Cyberlink Corporation	100.00	141			Donation of two large 5-drawer file cabinets with locks to be used at Alpine Elementary.
12/7/2012	Mark Moller	2,000.00	128			Cash donation to be used for student needs at Lyons Elementary.
12/7/2012	First United Methodist Church	500.00	132			Cash donation to be used for gift cards for families in need at Spangler Elementary.
12/7/2012	First United Methodist Church	243.07	132			Cash donation to be used for the purchase of library books for Spangler Elementary.
12/7/2012	Blue Ribbon Farms	200.00	123			Cash donation to be used for the 5th grade fundraiser at Central Elementary.
12/7/2012	Alfonso Amparan	2,000.00	122			Cash donation to be used for the benefit of students at Burlington Elementary.
12/10/2012	Eagle Crest PTO	2,000.00	142	P	2000	Cash donation to be used for Eagle Crest kindergarten teacher fees and subs for conference.
12/10/2012	Columbine Lions Club	100.00	305			Cash donation to be used for the Mead High School Orchestra.
12/12/2012	Burlington Elementary School Foundation	14,000.00	122	P	14000	Cash donation to assist students and staff at Burlington Elementary.
12/13/2012	St. John the Baptist Catholic Church	2,910.00	132			Donation of holiday gifts for all students at Spangler Elementary.
	Total Gifts Reported 10/1/12 - 12/31/12	\$ 236,954.55				
	Parent Group Donations	\$ 114,369.44				
	TOTAL GIFTS 2012-2013	\$ 355,279.68				
	TOTAL PARENT GROUP DONATIONS	\$ 176,246.89				

St. Vrain Valley School District RE-1J

2012-13 PUBLIC GIFTS TO THE SCHOOLS			
Reported between July 1, 2012 and December 31, 2012			
School	General Gifts	Parent Group Gifts	Total Gifts
Burlington	\$ 3,487.00	\$ 14,000.00	\$ 17,487.00
Central	1,100.00	-	1,100.00
Columbine	2,944.44	-	2,944.44
Erie Elementary	4,537.46	600.00	5,137.46
Frederick Elementary	3,360.00	-	3,360.00
Hygiene	5,250.00	7,618.62	12,868.62
Lyons Elementary	6,950.00	-	6,950.00
Mead Elementary	371.82	26.00	397.82
Mountain View	4,325.47	1,051.52	5,376.99
Niwot Elementary	835.00	23,045.79	23,880.79
Spangler	6,561.77	-	6,561.77
Northridge	-	-	-
Loma Linda	-	-	-
Longmont Estates	-	-	-
Rocky Mountain	1,355.00	3,086.34	4,441.34
Indian Peaks	-	-	-
Legacy	-	-	-
Sanborn	3,660.00	6,225.44	9,885.44
Alpine	5,305.00	998.00	6,303.00
Eagle Crest	1,088.10	7,245.59	8,333.69
Prairie Ridge	900.00	215.00	1,115.00
Fall River	750.00	1,946.44	2,696.44
Black Rock	400.00	68,787.82	69,187.82
Blue Mountain	1,098.00	17,564.32	18,662.32
Centennial	1,834.32	-	1,834.32
Red Hawk	365.00	83.75	448.75
Sunset	3,921.00	500.00	4,421.00
Longs Peak	300.00	-	300.00
Heritage	5,193.11	-	5,193.11
Mead Middle	-	-	-
Westview	1,330.00	-	1,330.00
Coal Ridge	34,955.95	-	34,955.95
Trail Ridge	-	-	-
Erie Middle	50.00	-	50.00
Altona	7,060.00	-	7,060.00
Olde Columbine	1,000.00	-	1,000.00
Mead High	4,836.00	1,200.00	6,036.00
Niwot High	21,840.00	-	21,840.00
Skyline	5,925.00	-	5,925.00
Erie High	2,100.00	-	2,100.00
Longmont High	6,670.00	800.00	7,470.00
Silver Creek	150.00	-	150.00
Frederick High	1,500.00	-	1,500.00
CDC	6,124.43	-	6,124.43
Lyons Middle Senior	1,200.00	21,252.26	22,452.26
All Other Departments	18,398.92	-	18,398.92
	\$ 179,032.79	\$ 176,246.89	\$ 355,279.68

MEMORANDUM

DATE: January 9, 2013
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Safety Initiative Update

PURPOSE

For the Board of Education to receive an update on the District's Safety Initiative.

BACKGROUND

Stacy Davis, Security and Emergency Manager, will be available to report to the Board of Education on the results of the District's Safety Initiative.

Staff Terminations/Leaves of Absence

Effective	Name	Position/Location	FMLA	Non-FMLA Medical	Personal	Extended	Resigned	Retired	Comments
Administrative/Professional/Technical									
12/28/2012	Brodie, Tiffany	Student Services Specialist/Student Services					X		
Licensed									
12/5/2012	Hargett, Deborah	Kindergarten Teacher/Northridge Elementary					X		
11/27/2012	Garston, Alison	Teacher/Mead Elementary	X						
11/26/2012	Elsen, Erin	Teacher/Legacy	X						
12/18/2012	Deines, Kimberly	Program Coordinator/Colorado Preschool					X		
12/18/2012	Boeke, Janet	Integrated Academic Arts Coord/Hygiene Elementary						X	23 Years
12/7/2012	Clear, Melissa	Counselor/Loma Linda		X					
12/7/2012	Saenz, Kaitlyn	Teacher/Mead High	X						
Classified									
12/18/2012	Nye, Carmel	Nutrition Services Worker/Erie Elementary						X	8 years
10/12/2012	Hayden, Gwyn	Speech Therapist/Student Services					X		
12/18/2012	Bergstrom, Linda	Nutrition Services Worker/Columbine Elementary					X		
12/15/2012	Gaffney, Denise	Special Ed Para/Longmont Estates Elementary					X		
1/4/2013	Strayer, Michelle	Instructional Para/Red Hawk Elementary					X		
12/18/2012	Doyle, Donna	Nutrition Services Worker/Longmont Estates Elementary						X	5 years
12/14/2012	Marler, Jason	175 Day Custodian/Erie Middle School					X		
12/10/2012	Davis, Cecil	Painter/O&M	X						
11/30/2012	Martinson, Brittney	Tutor/Olde Columbine	X						
12/18/2012	Ludeman, Janelle	200 Day Secretary/Niwot High School					X		
11/12/2012	Dean, Harold	Custodian/Custodial	X						
11/26/2012	Patrick, Margaret	Bus Driver/Transporation	X						

MEMORANDUM

DATE: January 9, 2013
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Approval of Board of Education Meeting Minutes

RECOMMENDATION

That the Board of Education approve the minutes from the December Regular Meeting.

BACKGROUND

The Board will be asked to approve the minutes for the December 12, 2012 Regular Meeting.

MEMORANDUM

DATE: January 9, 2013

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Designated Posting Locations for Notice of 2013 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 2013 calendar year:

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

BACKGROUND

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

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

MEMORANDUM

DATE: January 9, 2013

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Second Reading, Adoption, Board Policies/Regulations/Exhibits EHC – Technology, Access and Digital Communication; JICDE – Bullying Prevention and Education; JK – Student Discipline; JK-R – Student Discipline (Remedial Discipline Plans); JKD/JKE – Suspension/Expulsion of Students; JKD/JKE-R – Suspension/Expulsion of Students; JKD/JKE-E – Grounds for Suspension/Expulsion; JLDAC – Screening/Testing of Students

RECOMMENDATION

That the Board of Education approve the proposed revisions to the following Board Policies/Regulations/Exhibits:

EHC – Technology, Access and Digital Communication
 JICDE – Bullying Prevention and Education
 JK – Student Discipline
 JK-R – Student Discipline (Remedial Discipline Plans)
 JKD/JKE – Suspension/Expulsion of Students
 JKD/JKE-R – Suspension/Expulsion of Students
 JKD/JKE-E – Grounds for Suspension/Expulsion
 JLDAC – Screening/Testing of Students

BACKGROUND

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

These Board policy changes were first discussed at the December 12, 2012 Regular Board meeting.

STRATEGIC PLAN CORRELATION

Focus Area – All
 Category - All

Technology, Access and Digital Communication

The Board is committed to connecting students and staff with each other and with resources around the world for improved collaboration and fast access to current information. Similarly, the Board is committed to providing access to information and expert resources for all of our students. Our students and staff both consume and create information, and it is the job of the District to provide safe and reliable opportunities and spaces for students and staff to do both.

Students and staff not only need access to valuable information and to available experts around the world, they need to develop the ability to locate, access, evaluate, communicate and apply current information. Developments of these abilities are a fundamental educational outcome for all St. Vrain Valley students.

In pursuit of these commitments, the Board has directed the Superintendent to equip schools and offices with adequate technology equipment and to create and maintain a network that interconnects all District facilities.

Furthermore, the District shall provide access to the Internet via said network. Computer, network and Internet use are privileges the Board wants to offer staff, students, and guests of the District, but these privileges are subject to certain standards of use. They are also subject to the ongoing availability of resources for support and for upgrades to equipment and infrastructure, and to necessary procedures and restrictions imposed for the purpose of managing networks and systems, all with the end goal of supporting teaching and learning within the District.

The District shall serve as stewards of the work produced by students and staff on District-provided resources by allowing access in such a way as to permit students to collect work over time and to take that work with them.

Technology is constantly in flux, but the security, safety and opportunity of and for our staff and students is paramount. Staff and students are encouraged to use our networks in support of teaching and learning, recognizing that there is an inherent responsibility to protect one's self, others, and property in the process. To minimize risk, the District employs a number of tools and monitoring technologies, such as filters, designed to comply with relevant laws as well as to create a reasonable expectation of safety. It is ultimately up to each individual student or staff member to be responsible for his or her use of these networks and to understand the specifics of EHC-R and other policies as they pertain to computer, network and Internet use. The District shall provide web filtering that blocks material and information that is obscene, child pornography or otherwise harmful to minors, as defined by the Superintendent, in compliance with Federal and State mandates.

Adopted September 27, 1995

Revised April 10, 2002

Revised March 9, 2005

Revised May 12, 2010

LEGAL REFS.: 47 U.S.C. 254(h) Children's Internet Protection Act of 2000
47 U.S.C. 231 Child Online Protection Act of 1998
20 U.S.C. 6801 et seq. Elementary and Secondary Education Act
CRS 24-72-201 et seq. Colorado Open Records Act
CRS 24-80-101 et seq. State archives and public records

CROSS REF.: EGAEA, Electronic Mail
JRA/JRC, Student Records/Release of Information on Students
JRA/JRC-E, Student Records/Release of Information on Students

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

Bullying Prevention and Education

The Board of Education supports a safe school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable.

Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental or emotional harm to another person. Bullying can occur through written, verbal or electronically transmitted expression or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that it is directed toward a student on the basis of his or her academic performance or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry or the need for special education services, whether such characteristic(s) is actual or perceived.

Bullying is prohibited on District property, at District or school-sanctioned activities and events, when students are being transported in any vehicle dispatched by the District or one of its schools, or off school property when such conduct has a nexus to school or any District curricular or non-curricular activity or event.

A student who engages in any act of bullying and/or a student who takes any retaliatory action against a student, who reports in good faith an incident of bullying, is subject to appropriate disciplinary action including but not limited to suspension, expulsion and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made. Bullying behavior that constitutes unlawful discrimination or harassment shall be subject to investigation and discipline under related Board policies and procedures. Students targeted by bullying when such bullying behavior may constitute unlawful discrimination or harassment also have additional rights and protections under Board policies and procedures regarding unlawful discrimination and harassment.

The principal of each District school shall develop a program to address bullying appropriate for the age level served by that school. The program shall be aimed toward accomplishing the following goals:

1. To send a clear message to students, staff, parents and community members that bullying and retaliation against a student who reports bullying will not be tolerated.
2. To train staff and students in taking pro-active steps to prevent bullying from occurring.
3. To implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.

4. To initiate efforts to change the behavior of students engaged in bullying behaviors through re-education on acceptable behavior, discussions, counseling, and appropriate negative consequences.
5. To foster a productive partnership with parents/guardians and community members in order to help maintain a bully-free environment.
6. To support victims of bullying by means of individual and peer counseling.
7. To help develop peer support networks, social skills and confidence for all students.
8. To recognize and praise positive, supportive behaviors of students toward one another on a regular basis.

Adopted: May 8, 2002

Revised September 28, 2005

Revised December 14, 2011

LEGAL REFS.: C.R.S. 22-32-109.1 (2)(a)(~~X~~)(I)(K) (policy required as part of safe schools plan)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity
ACE, Nondiscrimination on the Basis of Disability
EHC, Technology, Access and Digital Communication
JB, Equal Educational Opportunities
JBB, Sexual Harassment
JICDA, Code of Conduct
JK, Student Discipline

Student Discipline

The Board believes that effective student discipline is a prerequisite for sound educational practice and productive learning. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline and socially acceptable behavior.

All policies and procedures for handling general and major student discipline problems shall be designed to achieve these broad objectives. Disorderly students shall be dealt with in a manner which allows other students to learn in an atmosphere which is safe, conducive to the learning process and free from unnecessary disruptions.

The Board, in accordance with state law, has adopted a written student conduct and discipline code based upon the principle that every student is expected to follow accepted rules of conduct and to show respect for and to obey persons in authority. The code also emphasizes that certain behavior, especially behavior that disrupts the classroom, is unacceptable and may result in disciplinary action. The code shall emphasize proportionate disciplinary interventions and consequences, including in-school suspensions, and keeping students engaged in learning. The code shall also include plans for use of prevention, intervention, restorative justice, peer mediation, counseling, or other approaches to address student misconduct.

Immunity for enforcement of discipline code

An act of a teacher or other employee shall not be considered child abuse if the act was performed in good faith and in compliance with Board policy and procedures.

A teacher or any other person acting in good faith and in compliance with the discipline code adopted by the Board shall be immune from civil liability unless the person is acting willfully or wantonly. It is an affirmative defense in any criminal action that a person is acting in good faith and in compliance with the discipline code.

Disciplinary information to school personnel

In accordance with state law, the principal or designee is required to communicate disciplinary information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. The purpose of this requirement is to keep school personnel apprised of situations that could pose a risk to the safety and welfare of others.

For purposes of this policy, "disciplinary information" means confidential records maintained by or in possession of the principal or designee on an individual student which indicate the student has committed an overt and willful act which constitutes a violation of the District's code of student conduct and/or there is reasonable cause to believe, through information provided to the principal from another credible source, that the student could pose a threat to the health and safety of other students and school personnel based on prior misbehavior.

"Disciplinary information" is intended to include only that information of a serious nature that is not otherwise available to teachers and counselors as part of the education records maintained on students or other reports of disciplinary actions. It is appropriate for instructional staff members to request disciplinary information from the principal or designee on students in their classrooms if there is concern that the student poses a threat to the safety of other students or school officials.

Any teacher or counselor to whom disciplinary information is reported shall maintain the confidentiality of the information and shall not communicate it to any other person. The principal or designee is required to inform the student and the student's parent or guardian when disciplinary information is communicated and to provide a copy of the disciplinary information. The student and/or the student's parents or guardian may challenge the accuracy of disciplinary information through the administrative regulations which accompany this policy.

The District may share factual information regarding a behavior incident with parents of victims and witnesses as long as the disclosure does not indicate whether the perpetrator was found to be at fault or whether the perpetrator received any disciplinary consequences of the behavior.

Remedial discipline plans

The principal may develop a remedial discipline plan for any student who causes a material and substantial disruption in the classroom, on school grounds, in school vehicles or at school activities or events. The goal of the remedial plan shall be to address the student's disruptive behavior and educational needs while keeping the child in school.

Discipline of habitually disruptive students

Students who have ~~been suspended three times for causing a~~ caused a material and substantial disruption in the classroom, on school grounds, in school vehicles or at school activities or events three times during the school year in violation of their individual remedial discipline plans shall be declared habitually disruptive students. Any student enrolled in District schools may be subject to being declared a habitually disruptive student which may result in expulsion.

No student shall be declared habitually disruptive prior to the development and implementation of a remedial discipline plan. The remedial discipline plan is to address the child's disruptive behavior and their educational needs with the goal of keeping the child in school.

Discipline of special education students

Appropriate discipline for special education students shall be in accordance with the student's individual education plan (IEP), any behavior intervention plan and this policy. In order to comply with all state and federal laws, the special education director shall be contacted prior to the use of any disciplinary measure which is not authorized by the student's IEP or behavior intervention plan.

Distribution of conduct and discipline code

The superintendent shall arrange to have ~~the~~ a copy of the conduct and discipline code ~~distributed~~ provided once to each student in elementary, middle and high school and once to each new student in the District. The superintendent shall ensure reasonable measures are taken to ensure each student is familiar with the code. Copies shall be posted in each school of the District. In addition, any significant change in the code shall be distributed to each student and posted in each school.

The Board shall consult with administrators, teachers, parents, students and other members of the community in the development of the conduct and discipline code.

Adopted February 28, 1969
Revised January 19, 1976
Revised August 8, 1984
Revised September 29, 1993
Revised September 25, 1996
Revised January 14, 1998
Revised September 9, 1998
Revised January 12, 2005
Revised August 12, 2009

LEGAL REFS.: C.R.S. 18-6-401 (1) Definition of child abuse
C.R.S. 22-32-109.1 (2)(a) Adoption and enforcement of conduct and discipline code
C.R.S. 22-32-109.1 (2)(a)(I) School district shall take reasonable measures to familiarize students with the conduct and discipline code
C.R.S. 22-32-109.1(2)(a)~~(H)~~(I)(C) Discipline of habitually disruptive students is required part of safe schools plan
C.R.S. 22-32-109.1 (3) Agreements with state agencies
C.R.S. 22-32-109.1 (9) Immunity provisions in safe schools law
~~C.R.S. 22-32-126 (5) Disciplinary information to staff~~
C.R.S. 22-33-106 (1)~~(a-e)~~ Grounds for suspension, expulsion and denial of admission
C.R.S 22-33-106 (1) (c.5) Habitually disruptive students
C.R.S. 22-33-202 Identification of at-risk students
Jensen v. Reeves, United States Court of Appeals for the 10th Circuit, Case # 99-4142, by Murphy, J.; Anderson, J.; and Kane, J. entered February 9, 2001. (schools can disclose disciplinary information to victims and witnesses in some circumstances)

CROSS REFS.: GBG, Liability of School Personnel/Staff Protection
JIC, Student Conduct, and subcodes
JK, Student Discipline, and subcodes (all relate to student discipline)
JKD/JKE-2, Suspension/Expulsion of Students with Disabilities
JKBA, Disciplinary Removal from Classroom
JRA/JRC, Student Records/Release of Information on Students

CONTRACT REF.: SVVEA Agreement, Article 18--Student Discipline

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

Student Discipline (Remedial Discipline Plans)

1. Disciplinary information

Open communication between principals and the professional staff is essential to accomplish the educational mission of the District. It is recognized that principals have access to information about individual students that may not be otherwise available to others because this information is not recorded as part of the student's education record. To assure that information is shared with the professional staff that may be important to understanding the particular needs of individual students and any potential risk that a student might pose to the safety or welfare of others, state law requires that the principal take steps to communicate this information to teachers and counselors who have direct contact with the student.

In addition, to make sure that the information communicated is accurate, state law gives students and parents/guardians the right to challenge disciplinary information.

Whenever the principal or designee determines that disciplinary information as defined in **bB**oard policy must be communicated to a teacher or counselor, the following steps will be followed:

- a. The principal will prepare a brief written statement which sets forth the information to be communicated to a teacher or counselor pertaining to an individual student. If disciplinary information regarding a disabled student is transmitted, the current IEP must also be included. The statement will indicate it is a confidential document. The source of the information will be noted, if applicable.
- b. The principal will communicate the information in the statement to the teacher or counselor by providing a copy of the statement. Alternatively, the principal/designee may wait until the student/parent/guardian has had a chance to challenge the content of the statement before communicating the statement to any teachers or counselors. The teacher/counselor and principal/designee may discuss the information in the statement. The principal/designee will record the names of all individuals who are given a copy of the statement.
- c. A copy of the written statement regarding disciplinary information will be provided to the student and the student's parent or guardian. However, if a student is 18 years old or older, the student may choose to inspect their own records and the parent or guardian may not inspect or review student records without written permission from the student. Such student 18 years old or older will be known as an eligible student. However, if the eligible student is a dependent for federal income tax purposes, parents/guardians are entitled along with the student to access student records.

- d. The principal/designee will take steps to see that the parent/guardian of a student under 18 years of age receives a copy of the statement, either by mailing a copy directly to them and/or alerting them to the fact that the statement has been sent to them, either by sending it home with their child or in the mail.
- e. The written statement will indicate that the student and/or parent/guardian may challenge the accuracy of the disciplinary information on the basis that it is inaccurate, false or misleading unless the statement is solely a summary of an incident for which the student and parent/guardian has already been afforded a due process hearing prior to imposition of school discipline. In that case, the challenge procedures do not apply.

2. Challenges

The following procedures apply when an interested person challenges the statement of disciplinary information:

Step 1

A Step 1 review will be requested in writing within seven days after the receipt by the parent/guardian of the written statement. If the interested persons fail to file an intent to challenge within seven days after receiving a copy of the statement, the statement will stand as written and there will be no further opportunity to challenge that particular statement. If the parent/student challenges any part of the statement, the principal will review the part of the statement being challenged and may, by mutual agreement with the person making the challenge, destroy, delete or add the information in question.

Step 2

If the principal does not agree to change the written statement as requested during the Step 1 review, the parent/student may request an informal hearing with the superintendent within 10 days after the principal's decision not to change the written statement. This request must be in writing and will state the reasons for the request. The principal may file a written response to the parent's request for a Step 2 review to be considered by the superintendent. The superintendent will make a decision within 10 school days after receiving the request for Step 2 review. The superintendent may take whatever steps necessary to make a determination about the content of the statement, including discussing the matter with the parent/guardian and/or principal and making independent inquiries to determine the accuracy of the statement.

The superintendent may decide that the statement should be revised in accordance with the parent/guardian position or may decide to uphold the principal's statement as accurate. The superintendent's decision is final.

Once an appeal has been held on the disciplinary information contained in a statement, that statement may be communicated to teachers/counselors during the

school year without any further challenge. If the statement had been communicated prior to the conclusion of the challenge, and changes were made to the statement, the principal/designee will see that all those who received the original statement are provided a copy of the revised statement.

Any teacher or counselor who receives a statement containing disciplinary information will maintain the confidentiality of the information and will not communicate the information to any other person. A violation of this provision will result in appropriate disciplinary action.

3. Remedial discipline plans

The principal will develop a remedial discipline plan for every student who is suspended for the second time for a material and substantial disruption. (All references to duties performed by a principal may be delegated to other school officials as appropriate.)

The following provisions will apply to the remedial discipline plan:

- a. The principal has the discretion to develop a plan for any student prior to a suspension.
 - b. To develop the plan, the principal will arrange for a meeting with the student, the student's parent/guardian and any members of the staff whom the principal believes should attend.
 - c. The purpose of the meeting will be to address the reasons for the student's disruptive behavior and cooperatively to establish goals, objectives and timelines to modify such behavior. A written plan will be prepared which addresses the child/student's disruptive behavior, specific educational needs and what steps are necessary to keep the child in school. The plan will include consequences if the student is disruptive in violation of the plan.
 - d. The plan may be written in the form of a contract which the student, parent/guardian, and the principal/designee will sign and date.
 - e. The parent/guardian will be provided a copy of the remedial discipline plan and it will be placed in the student's cumulative file.
4. Disruptive behavior by special education students will be dealt with in accordance with the student's individual education plan (IEP), any behavior intervention plan and Policy JK, Student Discipline. These procedures for disruptive student behavior apply only to the extent that staff members must file incident reports on disruptive behavior by all students. It will be the responsibility of the disciplinary officer and other appropriate District personnel to coordinate these procedures with a special education student's IEP and any behavior intervention plan.

5. Habitually disruptive students

A student will be declared "habitually disruptive" if ~~he has been suspended~~ three times during the course of the school year ~~for causing~~ the student causes a material and substantial disruption in the classroom, on school grounds or at school activities or events ~~caused by student behavior that was initiated, willful and overt.~~

a. The principal will inform the superintendent or designee if/when a student is disruptive for the second time in violation of his or her remedial discipline plan.

b. The student and the parent/guardian will be notified in writing of each suspension disruption which counts toward declaring the student habitually disruptive.

c. ~~District procedures for expulsion may be initiated when the student is suspended for the third time. The period of suspension will be extended, if necessary, to conduct an expulsion proceeding.~~ A student who has been declared habitually disruptive may be suspended or expelled in accordance with Board policy JKD/JKE.

6. The term "material and substantial disruption" includes but is not limited to the following willful or reckless conduct which causes a disruption in the classroom, on school grounds, in school vehicles or at school activities or events and which requires the attention of school personnel to deal with the disruption:

a. Making coarse and offensive utterances, gestures or displays

b. Abusing, harassing or threatening another person

c. Making loud or offensive noise

d. Violating any State Statute or Board policy governing student conduct

7. Expulsion prevention *(This information is contained in Board policy JKG)

The principal is directed to work with the professional staff to identify students who are at risk of suspension or expulsion from school. Among those students who may be at risk are those who have been or are likely to be declared habitually truant or habitually disruptive.

Support services will be provided to students who are identified as at risk of suspension or expulsion to help them avoid expulsion. The parent/guardian will be included when determining an appropriate support service for the student. In some cases, a remedial discipline plan may be the means by which various intervention and prevention services are identified and made available to a student.

Support services to assist a student in avoiding an expulsion may also be available through local and state governmental agencies, community-based organizations and institutions of higher education.

Approved September 29, 1993
Revised to conform with practice June 8, 1994
Revised September 25, 1996
Revised January 14, 1998
Revised September 9, 1998
Revised January 12, 2005
Revised August 12, 2009

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

Suspension/Expulsion of Students

The Board of Education shall provide due process of law to students, parents/guardians and school personnel through written procedures consistent with law for the suspension or expulsion of students and the denial of admission (see JKD/JKE-R).

The Board and its designee(s) may consider the following factors in determining whether to suspend or expel a student:

1. the student's age;
2. the student's disciplinary history;
3. the student's eligibility as a student with a disability;
4. the seriousness of the violation committed by the student;
5. the threat posed to any student or staff; and,
6. the likelihood that a lesser intervention would properly address the violation.

Delegation of authority

1. The Board of Education delegates to each principal of the school district or to a person designated in writing by the principal the power to suspend a student in his/her school for not more than five school days on the grounds stated in C.R.S. 22-33-106 (1) (a), (1) (b), (1) (c) or (1) (e) or not more than 10 school days on the grounds stated in C.R.S. 22-33-106 (1) (d) unless expulsion is mandatory under law (see Exhibit coded JKD/JKE-E).
2. The Board of Education delegates to the Superintendent the authority to suspend a student, in accordance with C.R.S. 22-33-105, for an additional 10 school days plus up to and including an additional 10 days necessary in order to present the matter to the Board. The total period of suspension shall not exceed 25 school days.
3. The Board of Education delegates to the Superintendent, or to a designee who shall serve as a hearing officer, the authority to deny admission to or expel for any period not extending beyond one year any student whom the Superintendent, in accordance with the limitations imposed by Title 22, Article 33, of the Colorado Revised Statutes, shall determine does not qualify for admission to or continued attendance at the public schools of the District. If the hearing is conducted by a designee serving as a hearing officer, the hearing officer shall prepare findings of fact and recommendations for the Superintendent at the conclusion of the hearing. The Superintendent shall render a written opinion in the expulsion matter within five days after the hearing, whether the hearing is conducted by the hearing officer or the Superintendent.

Denial of admission or expulsion by the Superintendent shall be subject to appeal to the Board. The appeal shall consist of a review of the facts that were presented, arguments relating to the decision and questions of clarification from the Board.

Each semester, the Superintendent will provide a written summary of expulsion information to the Board.

Alternative to suspension

As an alternative to suspension, the principal or designee, at their discretion, may permit the student to remain in school with the consent of his/her teachers if his/her parent, guardian or legal custodian attends class with the student for a period of time specified by the principal or designee. If the parent, guardian or legal custodian does not agree or fails to attend class with the student, the student shall be suspended in accordance with the accompanying regulations.

This alternative to suspension shall not be used if expulsion proceedings have been or are about to be initiated or if the principal or designee determines that the student's presence in school, even if accompanied by a parent or guardian, would be disruptive to the operations of the school or be detrimental to the learning environment.

Expulsion for unlawful sexual behavior or crime of violence

When a petition is filed in juvenile court or district court that alleges a student between the ages of 12 to 18 years has committed an offense that would constitute unlawful behavior or a crime of violence if committed by an adult, basic identification information, as defined in state law, along with the details of the alleged delinquent act or offense, is required by law to be provided immediately to the school district in which the juvenile is enrolled.

The information shall be used by the Board of Education to determine whether the student has exhibited behavior that is detrimental to the safety, welfare, and morals of the other students or school personnel and whether educating the student in the school may disrupt the learning environment in the school, provide a negative example for other students, or create a dangerous and unsafe environment for students, teachers, and other school personnel. The Board shall take appropriate disciplinary action, which may include suspension or expulsion, in accordance with the student code of conduct and related policies.

The Board may determine to wait until the conclusion of court proceedings to consider expulsion in which case it shall be the responsibility of the District to provide an alternative educational program for the student as specified in state law.

Restrictions imposed on suspended/expelled students

1. Suspension

During a period of suspension, a student shall not attend any classes or participate in any school or District activities or extracurricular activities or functions and shall not be present on any school grounds or on any school property within the District without the express advance consent of the suspending principal. A violation of this policy may result in criminal charges of trespass.

A suspended student shall be required to make up all missed course work.

Upon termination of the suspension, the student shall return to school and shall be eligible to participate in school activities and functions.

2. Expulsion

During a period of expulsion, a student shall not attend any classes or attend or participate in any school or District activities or extracurricular activities or functions on or off District property. An expelled student shall not be present on any school grounds, which includes busses, within the District without the express advanced consent of the Superintendent. A violation of this policy may result in criminal charges of trespass.

Educational programs may be made available to expelled students with the approval of the Superintendent/designee.* An expelled student shall remain subject to the requirements of the school attendance law, and if the student is of compulsory attendance age the student's parents/guardians shall remain responsible for the expelled student's education either through a home school program, private school or other approved means.

Annual reports

As part of its annual report to the State Board of Education, the Board shall include the number of students expelled from District schools for disciplinary reasons or for failure to submit certificates of immunization. Expelled students shall not be included in calculating the dropout rate for the school or the District.

Information to parents/guardians

Upon expelling a student, District personnel shall provide information to the student's parent or guardian concerning the educational alternatives available to the student during the period of expulsion. Upon the request of the expelled student's parent(s)/guardian(s), the District will provide educational services during the period of expulsion, as determined by the District.* If the parent or guardian chooses to provide a home-based education program for the student, District personnel shall assist the parent or guardian in obtaining appropriate curricula for the student if requested by the parent or guardian.

If a student is expelled for the remainder of the school year and is not receiving educational services through the District pursuant to policy JKF*, the school district shall contact the expelled student's parent or guardian at least once every 60 days until the beginning of the next school year to determine whether the child is receiving educational services from some other source.

Adopted February 28, 1968
Revised September 21, 1977

Revised August 26, 1992
Revised September 29, 1993
Revised November 17, 1993
Revised to conform with practice June 8, 1994
Revised September 27, 1995
Revised September 25, 1996
Revised October 22, 1997
Revised September 9, 1998
Revised February 9, 2005
Revised June 8, 2005

*Educational services will be provided to the extent they are funded by the State Legislature, the Department of Education, grants or by existing agreements with community agencies.

LEGAL REFS.: C.R.S. 16-11-309 crime of violence
C.R.S. 16-22-102 (9) unlawful sexual behavior
C.R.S. 18-1.3-406 crime of violence
C.R.S. 22-32-109.1 (2)(a) adoption and enforcement of discipline code
C.R.S. 22-32-109.1 (2)(a)(~~V~~)(E) policy required as part of safe schools plan
C.R.S. 22-32-109.1 (3) agreements with state agencies
C.R.S. 22-33-105 suspension, expulsion and denial of admission
C.R.S. 22-33-106 grounds for suspension, expulsion and denial of admission
C.R.S. 22-33-106.3 use of student's written statements in expulsion hearing
C.R.S. 22-33-106.5 information concerning offenses committed by students
C.R.S. 22-33-107 compulsory attendance law
C.R.S. 22-33-107.5 notice of failure to attend
C.R.S. 22-33-108 juvenile judicial proceedings
C.R.S. 25-4-903 (1) immunization

CROSS REFS.: ECAC, Vandalism
GBGB, Staff Personal Security and Safety
JEA, Compulsory Attendance Ages
JF, Admissions and Denial of Admissions
JHD, Exclusions and Exemptions from School Attendance
JIC, Student Conduct
JICI, Weapons in School
JK, Student Discipline
JKD/JKE-2, Suspension/Expulsion of Students with Disabilities
JKF, Educational Alternatives for Expelled Students
JLCB, Immunization of Students

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

Suspension/Expulsion of Students

A. Procedure for suspension of 10 days or less

Through written policy the Board of Education has delegated to any school principal or to a person designated in writing by the principal, the power to suspend a student for not more than five or 10 days, depending upon the type of infraction. Pursuant to policy JKD/JKE, the Superintendent has been delegated the power to suspend a student for additional periods of time. However, the total period of suspension shall not exceed 25 school days. As a general rule, a suspension will be 10 days or less.

The following procedures will be followed in any suspension, unless the student is suspended pending an expulsion proceeding, in which case the expulsion procedures will apply.

When the term "parent/guardian" is used, it refers to the parent/guardian of students under 18 years of age; if the student is 18 years or older, it refers to the student. All references to parent/guardian are intended to also include legal custodian.

1. Notice The principal, their designee or the Superintendent at the time of contemplated action will give the student and parent/guardian notice of the contemplated action. Such notice may be oral or in writing. If oral, such notice will be followed by written notice. If written, delivery will be deemed to be completed at such time as the notice is deposited in the United States mail addressed to the last known address of the student or their parent/guardian.
2. Contents of notice The notice will contain the following basic information:
 - a. A statement of the charges against the student.
 - b. A statement of what the student is accused of doing.
 - c. A statement of the basis of the allegation. Specific names may be withheld if necessary to shield a witness.

This information need not be set out formally but should sufficiently inform the student or their parent/guardian of the basis for the contemplated action.

3. Informal hearing The student will be given an opportunity to admit or deny the accusation and to give their version of the events. The principal or designee may go further in allowing the student to present witnesses or may themselves call the accuser and hold a more extensive hearing in order to make a proper decision on the contemplated action. The notice and informal hearing should precede removal of the student from school. There need be no delay between the time notice is given and the time of the hearing.

4. Emergency suspension (If the student's presence in school presents a danger) Notice and an informal hearing need not be given prior to removal from school where a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, but notice and informal hearing should follow as soon thereafter as practical.
5. Decision If following the informal hearing the disciplinary action contemplated involves suspension, the principal or designee will base their decision as to whether to suspend primarily on the informal hearing.

If a principal or designee determines that suspension is warranted, they may suspend the student for a period not to exceed five school days. However, if the suspension is for serious violations, the period of suspension may be up to and including 10 school days. The duration of the suspension will be subject to the policies and regulations of the Board.

6. Notification following suspension If a student is suspended, the principal or designee delegated the authority to suspend immediately will notify the parent/guardian that the student has been suspended, the grounds for such suspension and the period of such suspension. The notification will include the time and place for the parent/guardian to meet with the principal or designee to review the suspension.
7. Removal from school grounds A suspended student must leave the school building and the school grounds immediately following a determination by the parent/guardian and the principal or designee of the best way to transfer custody of the student to the parent/guardian.
8. Readmittance No student will be readmitted to school until the meeting with the parent/guardian has taken place or until, in the opinion of the principal or designee, the parent/guardian has substantially agreed to review the suspension with the principal or designee. However, if the principal or designee cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the principal or designee may readmit the student. The meeting shall address whether there is a need to develop a remedial discipline plan for the student in an effort to prevent further disciplinary action.
9. Make-up work Suspended students shall be provided an opportunity to make up school work during the period of suspension, so the student is able to reintegrate into the educational program of the District following the period of suspension. ~~Elementary and middle school students will receive not more than 50% credit for make-up work which is completed satisfactorily. High school students will receive not more than 25% credit for make-up work which is completed satisfactorily.~~ Students will receive full or partial academic credit to the extent possible for make-up work which is completed satisfactorily. In determining whether to provide full or partial credit, pursuant to state law, the goal is to

reintegrate the student back into the classroom and help prevent the student from dropping out.

10. Procedure in lieu of suspension In lieu of suspension, a student may remain in school with the consent of their teachers if their parent/guardian agrees to attend all classes with the student for a period of time specified by the principal or designee. If the parent/guardian does not agree or fails to attend classes with the student, the student will be suspended. The principal or designee may determine that the student's presence in school, even with their parent/guardian, poses a threat or potential for disruption. In this case, the option for the student to attend with a parent/guardian may not be permitted.

B. Procedure for extension of suspensions

1. The Superintendent at his/her discretion may extend a suspension imposed by a principal or designee for a period not to exceed 10 school days. Such extension may be accomplished without further conference or prior notice. The student and their parent/guardian will be given written notice of the extension.
2. Following an initial extension of a suspension, the Superintendent may extend the suspension for an additional 10 school days if necessary in order to present the matter at the next meeting of the Board. If it is determined that an additional suspension is warranted, the parent/guardian will be notified as soon as practical. The total period of suspension shall not exceed 25 school days.
3. No student will be readmitted to school until a meeting or conference with the Superintendent has taken place and the circumstances of the suspension reviewed.

C. Procedure for expulsion or denial of admission

In the event that the Superintendent contemplates action denying admission to any student or prospective student or expelling any student, the following procedures will be followed (If mandatory expulsion proceedings are pending and the student(s) involved chooses to withdraw from school prior to the expulsion hearing, the District will proceed with the expulsion process.):

1. Notice Prior to the date of the contemplated action, the Superintendent will cause written notice of such proposed action to be delivered to the student and their parent/guardian. Such delivery may be in person or by United States mail and will be deemed to be completed when the notice is deposited in the United States mail addressed to the last known address of the student or their parent/guardian.
2. Emergency Notice In the event it is determined that an emergency exists necessitating a shorter period of notice, the period of notice may be shortened

providing that the student or the student's parent/guardian have actual notice of the hearing prior to the time it is held.

3. Contents of notice The notice will contain the following basic information:
 - a. A statement of the alleged reasons for the contemplated denial of admission or expulsion.
 - b. A statement that a hearing on the question of expulsion or denial of admission will be held if requested by the student or their parent/guardian.
 - c. A statement of the date, time and place of the hearing in the event one is requested.
 - d. A statement that the student may be present at the hearing and hear all information against them, that they will have an opportunity to present such information as is relevant and that they may be accompanied and represented by their parent/guardian and an attorney.
 - e. A statement that failure to participate in such hearing constitutes a waiver of further rights in the matter.
4. Conduct of hearing The hearing will be conducted by the Superintendent or designee. The hearing may be conducted in open session or may be closed except to those individuals deemed advisable by the Superintendent or designee but including in all events the student, their parent/guardian and, if requested, an attorney. Such individuals as may have pertinent information will be admitted to a closed hearing to the extent necessary to provide such information.

Testimony and information will be presented under oath if requested by either party. However, technical rules of evidence will not be applicable, and the Superintendent or designee may consider and give appropriate weight to such information or evidence deemed appropriate. The student or their representative may question individuals presenting information.

A sufficient record of the proceedings will be kept so as to enable a transcript to be prepared in the event either party so requests. Preparation of the transcript will be at the expense of the party requesting the same.

If the hearing is conducted by a designee, findings and recommendations will be forwarded to the Superintendent. The Superintendent will render a written decision no later than five school days after the hearing. The decision will be delivered to the student or their parent/guardian in the manner described above. In his/her opinion, the Superintendent may establish reasonable conditions for readmission as well as the duration of the expulsion which may not extend beyond one calendar year.

Each semester, the Superintendent will provide a written summary of expulsion information to the Board.

5. Appeal The student or their parent/guardian will have the right to appeal the decision of the Superintendent to the Board provided that the Superintendent is given written notice of such appeal within 10 school days of the Superintendent's decision. The Board will set the matter for hearing at its next regular meeting.

The appeal will consist of a review of the facts which were presented and which were determined at the expulsion hearing conducted by the Superintendent or designee, arguments relating to the decision, and questions of clarification from the Board. No additional facts or evidence may be presented except with Board approval.

Upon conclusion of the hearing, the Board may vote to affirm, reverse or modify the Superintendent's decision. The Board's decision will be communicated orally and entered in the minutes of the meeting. Upon written request, the Board's decision will be reduced to writing for purposes of further judicial review pursuant to state law.

6. Parental responsibility If a student between the ages of six and 16 is expelled, the parent/guardian will be responsible for ensuring compliance with the compulsory school attendance law during the expulsion period. Upon expelling a student, District personnel will provide information to the student's parent/guardian concerning the educational alternatives available to the student during the period of expulsion, including the right of a parent/guardian to request that the District provide services during the expulsion. If the parent/guardian chooses to provide a home-based education program for the student, District personnel will assist the parent/guardian in obtaining appropriate curricula for the student if requested by the parent/guardian.

If a student is expelled for the remainder of the school year, the school district will contact the expelled student's parent/guardian at least once every 60 days until the beginning of the next school year to determine whether the child is receiving educational services. District personnel need not contact the parent/guardian after the student is enrolled in another school district or in an independent or parochial school, or if the student is committed to the department of human services or sentenced ~~to a juvenile or adult detention facility~~ through the juvenile justice system.

7. Readmittance A student who has been expelled shall be prohibited from enrolling or re-enrolling in the same school in which the victim of the offense or member of the victim's immediate family is enrolled or employed when:
 - a. the expelled student was convicted of a crime, adjudicated a juvenile delinquent, received a deferred judgment or was placed in a diversion program as a result of committing the offense for which the student was expelled;
 - b. there is an identifiable victim of the expelled student's offense; and
 - c. the offense for which the student was expelled does not constitute a crime against property.

If the District has no actual knowledge of the name of the victim, the expelled student shall be prohibited from enrolling or re-enrolling only upon request of the victim or a member of the victim's immediate family.

Additionally, the District retains the right to assign the student returning from expulsion to any school site in the District, if deemed appropriate.

No student will be readmitted to school until after a meeting between the principal or designee and the parent/guardian has taken place, except that if the principal or designee cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the principal or designee may readmit the student.

D. Procedure for expulsion for crimes of violence or unlawful sexual behavior

The following procedures will apply when the District receives notification that a student has been charged in juvenile or district court with a crime of violence or unlawful sexual behavior as defined by state law.

1. The Board or its designee will make a preliminary determination whether it will proceed with an expulsion hearing, based on the following factors:
 - a. The student's behavior was detrimental to the safety or welfare of other students, teachers or school personnel.
 - b. Educating the student in school would disrupt the learning environment, provide a negative example for other students or create a dangerous and unsafe environment for students, teachers or other school personnel.
 - c. Grounds for expulsion of the student exist.

~~The determination may be made in executive session to the extent allowed by state law.~~

2. If it is determined that the student should not be educated in the schools of the District and that grounds for expulsion exist, the District will proceed with the expulsion of the student, in accordance with the procedures set forth above.
3. Alternatively, expulsion proceedings may be postponed, pending the outcome of the court proceedings. If the expulsion proceedings are postponed, the student will not be permitted to return to school during that period. An appropriate alternative education program or home-based education program will be established for the student during the period pending the resolution of the juvenile proceedings. The time that a student spends in an alternative education program shall not be considered a period of expulsion.

4. If the student pleads guilty to the charge, is found guilty or is adjudicated a delinquent juvenile, the Board or designee may proceed to expel the student following the procedures set forth in these regulations.
5. If a crime of violence is committed by a student with disabilities, the student will not be expelled or removed from school unless a qualified manifestation committee has determined that the student's conduct was not a manifestation of the student's disability. Discipline procedures for any student with a disability will be in accordance with state and federal law and Board policy.
6. Information regarding the details of the alleged crime of violence will be used by the Board or its designee for the purposes set forth in this policy, but will remain confidential unless the information is otherwise available to the public by law.

Approved September 21, 1977

Revised August 26, 1992

Revised September 29, 1993

Revised to conform with practice June 8, 1994

Revised September 27, 1995

Revised September 25, 1996

Revised October 22, 1997

Revised September 9, 1998

Revised February 9, 2005

Revised April 27, 2005

- Educational services will be provided to the extent they are funded by the State Legislature, the Department of Education, grants or by existing agreements with community agencies.

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

Grounds for Suspension/Expulsion

According to Colorado Revised Statutes 22-12-105 (3) and 22-33-106 (1) (a-~~ge~~) and 3 (e), the following ~~shall~~ may be grounds for suspension or expulsion from a public school:

1. Continued willful disobedience or open and persistent defiance of proper authority.
2. Willful destruction or defacing of school property.
3. Behavior on or off school property which is detrimental to the welfare or safety of other pupils or of school personnel including behavior which creates a threat of physical harm to the child or other children except that if the child who creates such a threat is a disabled child pursuant to Section 22-20-103 (4). Such child may not be expelled if the actions creating such threat are determined to be a manifestation of such child's disabling condition.
4. Declaration of a habitually disruptive student ~~may be grounds for expulsion.~~
 - a. For purposes of this paragraph, "habitually disruptive student" means a child who has ~~been suspended pursuant to paragraph (1), (2), (3), or (5) of this exhibit three times during the course of the school year for causing a material and substantial disruption in the classroom, on school grounds, in school vehicles or at school activities or events because of behavior that was initiated, willful and overt on the part of the child~~ caused a material and substantial disruption three times during the course of the school year on school grounds, in a school vehicle, or school activities or events. Any student who is enrolled in a public school may be subject to being declared a habitually disruptive student.
 - b. The student and the parent, guardian, or legal custodian shall have been notified in writing of each ~~suspension~~ disruption counted toward declaring the student as habitually disruptive and the student and parent, legal guardian, or legal custodian shall have been notified in writing and by telephone or other means at the home or the place of employment of the parent or legal guardian of the definition of "habitually disruptive student".
 - c. No child shall be declared to be a habitually disruptive student prior to the development of a remedial discipline plan for the child that shall address the child's disruptive behavior, personal educational needs, and the goal of keeping the child in school. ~~The remedial discipline plan shall be developed after the second suspension for a material and substantial disruption.~~ The District shall encourage and solicit the full participation of the child's parent, guardian, or legal custodian in the development of the remedial discipline plan.
5. ~~Serious violations in a school building or in or on school property for which suspension or expulsion shall be mandatory~~ The use, possession or sale of a drug or controlled substance as defined in C.R.S. 12-22-203.

~~—Expulsion is mandatory for:~~

~~a. The sale of a drug or controlled substance as defined in C.R.S. 12-22-303.~~

~~b. 6.~~ The commission of an act which, if committed by an adult, would be robbery pursuant to Part 3 of Article 4, Title 18, C.R.S., or assault pursuant to Part 2, Article 3, Title 18, C.R.S. other than the commission of an act that would be third degree assault under C.R.S. 18-3-204 if committed by an adult.

~~c. 7. The C~~carrying, bringing, using or possessing a dangerous weapon without the authorization of the school or the school district administration, ~~except that if a student discovers that he or she has carried, brought or is in possession of a dangerous weapon and the student notifies a teacher, administrator or other authorized person in the school district, and as soon as possible delivers the dangerous weapon to that person, expulsion shall not be mandatory.~~ In accordance with federal law, expulsion shall be mandatory and for no less than one full calendar year for a student who is determined to have brought to or possessed a firearm at school. The superintendent may modify the length of this federal requirement for expulsion on a case-by-case basis. Such modification will be in writing.

~~As used in paragraph c~~For purposes of this paragraph, "dangerous weapon" means:

~~i. a.~~ a. A firearm, whether loaded or unloaded.

~~ii. b.~~ b. Any pellet or BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.

~~iii. c.~~ c. A fixed blade knife with a blade that measures longer than three inches in length or a spring loaded knife or a pocket knife with a blade longer than three and one-half inches.

~~iv. d.~~ d. Any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury.

~~6. 8.~~ Repeated interference with a school's ability to provide educational opportunities to other students.

~~9. Carrying, using, actively displaying, or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm in a school building or in or on school property.~~

~~7. 10.~~ Failure to comply with the provisions of Part 9, Article 4, Title 25, C.R.S. (immunization requirements). Any suspension, expulsion or denial of admission for such failure to comply shall not be recorded as a disciplinary action but may be recorded with the student's immunization record with an appropriate explanation.

~~8. 11.~~ Making a false accusation of criminal activity against a District employee to law enforcement or to the District.

According to C.R.S. 22-33-106(2), subject to the District's responsibilities under the Exceptional Children's Education Act, the following shall be grounds for expulsion from or denial of admission to a public school or diversion to an appropriate alternate program:

1. Physical or mental disability such that the child cannot reasonably benefit from the programs available.
2. Physical or mental disability or disease causing the attendance of the child suffering there from to be detrimental to the welfare of other students.

Approved September 9, 1998
Revised February 9, 2005
Revised August 12, 2009

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

Screening/Testing of Students (And Treatment of Mental Disorders)

Parents/guardians and eligible students have the right to review, ~~upon request,~~ any survey, assessment, analysis or evaluation administered or distributed by a school to students whether created by the District or a third party. For purposes of this policy, "eligible student" means ~~either 1) a student 18 years of age or older or an emancipated minor, or 2) a special education student who has reached majority at 21 years of age.~~ Any survey, assessment, analysis or evaluation administered or distributed by a school to students shall be subject to applicable state and federal laws protecting the confidentiality of student records.

Survey, assessment, analysis or evaluation for which consent is required

Except as otherwise permitted by law, students shall not be required to submit to a survey, assessment, analysis, or evaluation that is intended to reveal information, whether the information is personally identifiable or not, without prior written consent of the parent/guardian or eligible student, if that survey, assessment, analysis, or evaluation reveals information in the following areas ("protected information"):

1. political affiliations or beliefs of the student or the student's parent/guardian
2. mental or psychological problems-conditions of the student or the student's family
3. sexual behavior or attitudes
4. illegal, anti-social, self-incriminating or demeaning behavior
5. critical appraisals of other individuals with whom the student has a close family relationship
6. legally recognized privileged or analogous relationships, such as those with lawyers, physicians and ministers
7. religious practices, affiliations or beliefs of the student or the student's parent/guardian
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)

9. social security number

School personnel responsible for administering any such survey, assessment, analysis or evaluation shall give written notice at least two weeks in advance to the student's parent/guardian or the eligible student and shall make a copy of the document available for viewing at convenient times and locations. The notice shall offer to provide the following written information upon request:

1. records or information that may be examined and required in the survey, assessment, analysis or evaluation
2. the means by which the records or information shall be examined, reviewed, or disseminated
3. the means by which the information is to be obtained
4. the purposes for which the records or information are needed
5. the entities or persons, regardless of affiliation, who will have access to the information; and
6. a method by which a parent/guardian can grant or deny permission to access or examine the records or information

These notice provisions also apply to any survey, analysis or evaluation funded by the U.S. Department of Education.

Exceptions to policy

Nothing in this section of the policy shall:

1. prevent a student who is working under the supervision of a journalism teacher or sponsor from preparing or participating in a survey, assessment, analysis or evaluation without obtaining consent as long as such participation is not otherwise prohibited by law
2. be construed to prevent a District employee from reporting known or suspected child abuse or neglect as required by state law
3. be construed to limit the ability of a health professional that is acting as an agent of the District to evaluate an individual child
4. be construed to require parental notice or consent for a survey, assessment analysis or evaluation related to educational products or services for or to students or educational institutions. These products and services include, but are not limited to, the following:
 - college or other postsecondary education recruitment or military recruitment activities
 - book clubs, magazines and programs providing access to low-cost literary products
 - curriculum and instructional materials used by District schools
 - tests and assessments used by District schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students

- the sale by students of products or services to raise funds for school-related or education-related activities
- student recognition programs

5. be construed to require parental notice or consent for assessments used to collect evidence of what a student knows and is able to do and to measure a student's academic progress toward attaining a content standard

6. limit the ability of the District to administer a suicide assessment or threat assessment

Surveys, assessments, analysis or evaluation for marketing purposes

Parents/guardians and eligible students shall receive notice and have the opportunity to opt a student out of activities involving the collection, disclosure or use of personal information collected from the student for the purpose of marketing or selling that information or otherwise providing the information to others for that purpose.

Annual notice

At the beginning of each academic year, the District shall inform parents/guardians and eligible students that the parent/guardian or eligible student has the right to consent before students are required to submit to a survey that concerns one or more of the protected areas and to opt out of the following:

1. activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information;
2. the administration of any protected information survey; or
3. any non-emergency, invasive physical examination or screening that is:
 - required as a condition of attendance;
 - administered by the school and scheduled by the school in advance; and
 - not necessary to protect the immediate health and safety of the student or of other students.

Psychiatric/psychological/behavior testing methods or procedures

School personnel are prohibited under state law from recommending or requiring the use of psychotropic drugs for students. They are also prohibited from testing or requiring testing for a student's behavior without giving notice to the parent/guardian describing the recommended testing and how any test results will be used. Prior to conducting any such testing, school personnel shall obtain written permission from the parent/guardian or eligible student in accordance with applicable law.

School personnel are encouraged to discuss concerns about a student's behavior with the parent/guardian, and such discussions may include a suggestion that the parent/guardian speak with an appropriate health care professional regarding any behavior concerns that school personnel may have. Only those persons appropriately certified or licensed may expose students to any psychiatric or psychological method or procedure for the purpose of diagnosis, assessment or treatment of any emotional, behavioral or mental disorder or disability. Such methods or procedures may only be performed after acquiring written permission from a student's parent/guardian, or from the student in those circumstances in which federal or state law allows the student to obtain such services in confidence or without prior notice to the parent/guardian.

Licensed school personnel are encouraged to be knowledgeable about psychiatric or psychological methods and procedures but shall not be involved in any diagnosis, assessment or treatment of any type of mental disorder or disability unless appropriately certified. In accordance with state law, school personnel including certified school psychologists are not authorized to practice psychotherapy or utilize any psychiatric or psychological procedure outside of or beyond their area of training, experience or competence.

Ordinary classroom instruction, activities and techniques involving the approved curriculum that teach about psychological or psychiatric methods or procedures shall be permissible and considered outside the scope of this policy. It is understood that there is a significant difference between practicing therapy and providing activities that may be therapeutic in nature. Any teacher who questions whether a planned activity is one involving psychiatric or psychological methods or procedures for which the teacher may not be properly certified or licensed shall consult with the school principal.

Special education evaluation

The giving of parental permission for evaluation or re-evaluation of a student with disabilities and any required consent to the provision of special education services to a student with disabilities is governed by state and federal law and is outside the scope of this policy.

Adopted May 22, 1996
Revised June 11, 2008

LEGAL REFS.: C.R.S. 13-22-101 (18 is age of competence for certain purposes)
C.R.S. 22-1-123 (district shall comply with federal law on pupil rights, Colorado provisions regarding survey, assessment, analysis and evaluation of students)
C.R.S. 22-32-109(1)(ee) (duty to adopt policy prohibiting personnel from ordering behavior tests without parent permission)
C.R.S. 22-32-109.2 (screening and treatment of emotional/mental disorders or disabilities)
C.R.S. 27-10-103 (voluntary applications for mental health services)
20 U.S.C. 1232h (Protection of Pupil Rights Act)

20 U.S.C. 1232g (Family Education Rights and Privacy Act)
20 U.S.C. 1232h (rights of students and parents to inspect instructional materials and give prior consent for certain surveys, analysis and evaluation)

CROSS REFS.: GBEB, Staff Code of Conduct
GCS, Professional Research and Publishing
ILBA, District Program Assessments
ILBB, State Program Assessments
JLCA, Physical Examinations of Students
JRA/JRC, Student Records/Release of Information on Students

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

MEMORANDUM

DATE: January 9, 2013

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Change Order to CMGC Contract – Erie Middle Addition and Renovation Project

RECOMMENDATION

That the Board of Education approve Change Order Twelve of the Construction Manager/General Contractor (CMGC) contract with AP Mountain States, LLC (d/b/a Adolfsen & Peterson Construction), for the Erie Middle School gym repairs cost for an amount not-to-exceed \$925,000, which includes 10% contingency, and further authorize Rick Ring, Chief Operations Officer, to sign appropriate documents.

BACKGROUND

The CMGC contract with AP Mountain States, LLC, for the Erie Middle School Addition and Renovation Project was approved at the February 9, 2011 Board of Education meeting.

The additional work was incurred due to the gym incident on August 1, 2012. This change order is for phase 1 of the gym repairs which are scheduled to start winter of 2012.

The Erie Middle School gym costs are funded in the 2008 Bond program but reimbursed by insurance coverage.

MEMORANDUM

Date: January 9, 2013
To: Board of Education
From: Dr. Don Haddad, Superintendent of Schools
Subject: Approval of Cabinet-Level Position Change

RECOMMENDATION

That the Board of Education approve a Cabinet-level position change.

BACKGROUND

David Burnison, Assistant Superintendent of Human Resources, will announce the position change for Regina Renaldi from Executive Director of Priority Programs to Assistant Superintendent for Priority Programs, effective January 2, 2013.

MEMORANDUM

DATE: January 9, 2013
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Adoption of Resolution Proclaiming "2013: Year of the Student"

RECOMMENDATION

That the Board of Education adopt a resolution proclaiming "2013: Year of the Student".

BACKGROUND

As a result of the Great Recession, the State of Colorado has faced multiple years of budget shortfalls resulting in over \$2.6 billion in cumulative cuts to P-12 and higher education funding between the 2009-2010 and the 2012-2013 school years.

Students, organizations and individuals all over Colorado are coming together under the name of "Year of the Student Project" to demand meaningful legislative action in 2013 toward improved investment in Colorado's schools, colleges and universities.

The St. Vrain Valley School District Board of Education supports the efforts of these individuals to create and find funding for a public education finance system that matches reforms, mandates, and accountability measures with the resources necessary to make all students successful.

RESOLUTION

In Support of “2013: Year of the Student” Project.

A Resolution calling on the Sixty-Ninth Colorado General Assembly to take meaningful legislative action in 2013 to improve education funding.

WHEREAS, public education is the bedrock of our democracy, fundamental to individual opportunity, and the key to Colorado’s economic recovery, prosperity and future; and

WHEREAS, the lives and livelihoods of Colorado’s children depend on the quality of the education and the breadth of the opportunities available to them, from preschool through higher education; and

WHEREAS, our community will thrive when *every* student graduates as a contributing, well-rounded, well-prepared citizen and life-long learner; and

WHEREAS, Colorado was already \$1,809 behind the national average in per pupil funding before the recession began according to data from the National Center for Education Statistics and ranked 48th in per capita funding of higher education according to the National Center for Higher Education Management Systems; and

WHEREAS, as a result of the subsequent Great Recession, the State of Colorado has faced multiple years of budget shortfalls resulting in over \$2.6 billion in cumulative cuts to P-12 and higher education funding between the 2009-2010 and 2012-2013 school years; and

WHEREAS, these cuts in state funding are impeding the ability of the St. Vrain Valley School District to implement all the strategies necessary to ensure the successful educational experience of every student; and

WHEREAS, local and federal funding sources cannot overcome recent budget cuts and chronic state underfunding; and

WHEREAS, Colorado has put in place reforms, policies, mandates, and pilot programs involving standards and accountability for preschool, K-12 schools, colleges and universities; educator quality; student achievement; and effective use of time and resources, so that Colorado students stand to benefit profoundly from new investment in public education; and

WHEREAS, the need to reverse the impact of state cuts is urgent and Colorado students cannot afford to wait even one more year for Colorado to start restoring lost opportunities, programs and teaching positions, investing in quality teaching, early childhood education, expanded learning opportunities and quality, affordable higher education; and

WHEREAS, a broad coalition of organizations and individuals throughout Colorado have joined together under the name of the “Year of the Student Project” to demand meaningful legislative action in 2013 toward improved investment in Colorado’s schools, colleges and universities;

NOW, THEREFORE, BE IT RESOLVED THAT the St. Vrain Valley School District Board of Education hereby joins with the Year of the Student Project in calling on the members of the 69th General Assembly to make 2013 the “Year of the Student” by using the 2013 legislative session to create and find funding for a public education finance system that matches reforms, mandates, and accountability measures with the resources necessary to make all students successful.

ADOPTED AND APPROVED on January _____, 2013.

John Creighton, President, Board of Education

MEMORANDUM

DATE: January 9, 2013

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Adoption of Resolution Proclaiming Career and Technical Education Month, February 2013

RECOMMENDATION

That the Board of Education approve a Resolution proclaiming February 2013 as Career and Technical Education Month.

BACKGROUND

- There are 14.4 million secondary and postsecondary career and technical education students in the U.S. Career and technical education is offered in middle school, high schools, two-year community and technical colleges and other postsecondary schools.
- Career and technical education has a wide range of careers including: entrepreneurship, automotive technician, architect, carpenter, nursing, dental, medical technicians, careers related to food and fiber production and agribusiness, culinary arts, management and life skills, marketing, technology, and engineering.
- Career and technical education prepares both youth and adults for a wide range of careers that may require varying levels of education—from high school to postsecondary certificates to two- and four-year college degrees.
- According to the U.S. Department of Education's Office of Vocational and Adult Education (OVAE), almost all high school students take at least one CTE course, and one in four students take three or more courses in a single program area. One-third of college students are involved in CTE programs, and as many as 40 million adults engage in short-term postsecondary occupational training.
- According to the BLS, of the 20 fastest growing occupations, 10 require an associate's degree or less. Furthermore, of the 20 occupations with the largest numbers of new jobs projected for 2018, 13 require on-the-job training or an associate's degree.
- A person with a CTE-related associate degree or credential will earn an average of between \$5,000 and \$15,000 more a year than a person with a humanities or social sciences associate degree—and those with

credentials in high-demand fields such as healthcare can average almost \$20,000 more a year.

- CTE students are significantly more likely than their non-CTE counterparts to report that they developed problem-solving, project completion, research, math, college application, work-related, communication, time management, and critical thinking skills during high school.

**RESOLUTION
CAREER AND TECHNICAL EDUCATION MONTH
FEBRUARY 2013**

WHEREAS: February 1-28, 2013, has been designated Career and Technical Education Month by the Association for Career and Technical Education; and

WHEREAS: profound economic and technological changes in our society are rapidly reflected in the structure and nature of work, thereby placing new and additional responsibilities on our educational system; and

WHEREAS: career and technical education provides Americans with a school-to-careers connection and is the backbone of a strong, well-educated workforce, which fosters productivity in business and industry and contributes to America's leadership in the international marketplace; and

WHEREAS: career and technical education gives high school students experience in practical, meaningful applications of skills such as reading, writing and mathematics, thus improving the quality of their education, motivating potential dropouts and giving all students leadership opportunities in their fields and in their communities; and

WHEREAS: career and technical education offers individuals life-long opportunities to learn new skills, which provide them with career choices and potential satisfaction; and

WHEREAS: the ever-increasing cooperative efforts of career and technical educators, business and industry stimulate the growth and vitality of our local economy and that of the entire nation by preparing graduates for career fields forecast to experience the largest and fastest growth in the next decade;

WHEREAS: our nation is celebrating the month of February 2013 as **CAREER AND TECHNICAL EDUCATION MONTH**, as is the St. Vrain Valley School District. We further encourage community members to support our local CTE programs.

BOARD OF EDUCATION

John Creighton
Debbie Lammers
Mike Schiers
Rod Schmidt
Joie Siegrist
Bob Smith
Dori Van Lone

SUPERINTENDENT OF SCHOOLS

Dr. Don Haddad

110TH CONGRESS
2D SESSION

H. RES. 930

Supporting the goals and ideals of “Career and Technical Education Month”.

IN THE HOUSE OF REPRESENTATIVES

JANUARY 17, 2008

Mr. BAIRD (for himself and Mr. ENGLISH of Pennsylvania) submitted the following resolution; which was referred to the Committee on Education and Labor

RESOLUTION

Supporting the goals and ideals of “Career and Technical Education Month”.

Whereas there are over 15,000,000 secondary and postsecondary career and technical education students in the United States;

Whereas nationwide, there are over 10,000 secondary high schools and career tech centers and over 9,000 postsecondary institutions offering career and technical education programs;

Whereas a competitive global economy requires workers trained in skilled professions;

Whereas career and technical education plays a crucial role in preparing a well-educated and skilled workforce in America;

Whereas career and technical education prepares students for all of the 20 fastest occupations identified by the U.S. Department of Labor;

Whereas according to the U.S. Chamber of Commerce, nearly 75 percent of employers report severe conditions when trying to hire qualified workers and 40 percent say that applicants are poorly skilled;

Whereas students taking career and technical education courses have higher grade point averages in college, are less likely to drop out in high school and college, and have better employment and earnings outcomes than other students;

Whereas, in 2006, Congress reauthorized with bipartisan support the Carl D. Perkins Career and Technical Education Act, which provides states with Federal resources to support career and technical education programs; and

Whereas the Association for Career and Technical Education has designated February as “Career and Technical Education Month” to celebrate career and technical education across the country: Now, therefore, be it

1 *Resolved*, That the United States House of Rep-
2 resentatives—

3 (1) supports the goals and ideals of Career and
4 Technical Education month;

5 (2) recognizes the importance of career and
6 technical education in preparing a well-educated and
7 skilled workforce in America; and

- 1 (3) encourages educators, counselors, and ad-
- 2 ministrators to promote career and technical edu-
- 3 cation as an option to students.

○

MEMORANDUM

DATE: January 9, 2013

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Selection of Name for Preschool (located at Frederick Elementary in 2013)

RECOMMENDATION

We recommend the Board of Education select one of the following names as the official name of the preschool to be located at what is currently Frederick Elementary. The Committee submits the following four names for consideration. They are listed in order of preference:

#1 Choice: Spark! Discovery School

- The committee submits this name as a reference to preschool as the first opportunity we have to expose preschoolers to formalized education. We see early childhood learning as a time to spark curiosity, passion, and interest which will become life-long learning. We like the exclamation point as an enunciation of importance.
- We submit as mascot suggestions a light bulb, lightening bolt, robot, rocketship, or earth, with yellow, purple, and black as the colors.
- The preferred “tags” after this school name were: “Discovery School,” “Early Learning School,” or “Academy.”

#2 Choice: Ignite! Early Learning

- The committee submits this name, similar to the one above, as a reference to how education ignites the passion for life-long learning, especially important as preschoolers enter our PK-12 system. When we think of the term “ignite”, we think of inspiring and enlightening young minds. We like the exclamation point as an enunciation of importance.
- We submit as mascot suggestions a light bulb, lightening bolt, robot, rocketship, or earth, with yellow, purple, and black as the colors.
- The preferred “tags” after this school name were: “Early Learning” or “Early Learning School.”

#3 Choice: Early Explorers Discovery School

- The committee submits this name to reference both to preschool and to exploration, as much of the preschool experience is about exploring our world. This name also references the age and spirit of exploration often found in the west—both in history and during current times. In the past, explorers lived by asking, “What’s on the other

side of the hill?” We will develop an environment in which children are enabled to explore and feel a sense of wonder about what they are learning.

- We submit a mascot that includes a personified earth, with blue and green colors.
- The preferred “tag” after this school name was “Discovery School.”

#4 Choice: Explore and Discover Early Learning School

- This is also an ideal name. Both terms, explore and discover, evoke a sense of active learning: to go beyond what is known, to investigate, and to examine.
- We submit a mascot that includes a scientist or robot, male and female, with white, orange, and blue as the colors.
- The preferred “tag” after this school name was “Early Learning School.”

BACKGROUND

Pursuant to Board of Education policy FF and FF-R, an advisory committee was created and convened. The committee participants represented St. Vrain Schools staff, business, and community representation.

The committee worked to inform the public of the opportunity to submit possible names for the preschool. This included, through the Community Relations & Communication Department, a web-server hyperlink on the District’s main homepage. This also included a request of four elementary principals from the feeder to include the naming information in electronic communications. Additionally, flyers were sent home with PK-5 students from each of the four elementary schools: Centennial, Frederick, Legacy, and Prairie Ridge. This netted 23 entries, from which the committee discussed and selected their nominations. The committee narrowed the input to five names, and then at our feeder-wide meeting for preschool parents on December 11, 2012, we gathered input in which parents had the opportunity to contribute input on the name, the mascot, and the colors. This caused us to narrow the selection to four names.

The committee also set guidelines that included: avoiding names that closely resemble other school names in the area—including public, charter, private, and national “chain” preschools, selecting names that would give the public the idea that this school serves preschoolers, avoiding names that would allow us to offer only one type of preschool programming, and considering possible mascots and colors given the selected names.

We considered what “tag” to include at the end of each of the four names to further define what happens at this facility. We discussed many options for creating combinations of proper names, such as “Preschool,” “Early Learning School,” “School,” or “Discovery School.” We were careful to stay away from “Academy” as it may not be appropriate (developmentally) and often is used in charter school naming. We were careful to not include “STEM” in the name, as we want flexibility to offer more than one programming option. In reference to the lightbulb as a mascot, there were a few comments regarding the difference between lightbulbs and CFL’s, especially in relation to energy conservation and efficiency. Also, one person at the December 11th meeting commented that they did not like how two of the names included “fire analogies”.

MEMORANDUM

DATE: January 9, 2012
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Approval to Award a Contract for Managed Print Services

RECOMMENDATION

That the Board of Education approve a contract with Konica Minolta for Managed Print Services, pending successful contract negotiation and legal approval and further authorize Terry Schueler, Chief Financial Officer, to sign all necessary contract documents.

BACKGROUND

The Purchasing Department and DTS leveraged an existing Request for Proposals (RFP) process recently completed by Douglas County School District. The RFP process resulted in ten (10) vendor responses. Copiers were then evaluated from three (3) finalists. Konica Minolta was selected as the most advantageous solution to the District. The contract will cover a five-year fixed Lease Purchase Agreement of \$861,840.00 and annual estimated copy costs of \$161,181.24 per year. Substantial savings are anticipated due to the transition to a Managed Print Services program.

Historically, St. Vrain Valley School District has purchased and maintained copiers for use throughout the District. New copiers will be leased and supported under a managed print service model. Moving to a managed print services model will decrease print costs, improve support, meet compliance requirements and reduce energy costs.

MEMORANDUM

DATE: January 9, 2013

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Adoptions of District Unified Improvement Plan and School Priority Improvement and Turnaround Unified Improvement Plans (UIPs)

RECOMMENDATION

That the Board of Education adopt the District Unified Improvement Plan, as well as School Priority Improvement and Turnaround UIPs.

BACKGROUND

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

- Adult Education – Priority Improvement
- Frederick Elementary School – Priority Improvement
- Spangler Elementary School – Priority Improvement
- St. Vrain Online Global Academy – Turnaround

The deadline for adoption is January 15, 2013.

Tori Teague, Executive Director of Assessment, Curriculum and Instruction, and Connie Syferd, Assistant Superintendent for Student Achievement, will be present to answer questions.

Colorado's Unified Improvement Plan for Districts for 2012-13

Organization Code: 0470 District Name: ST VRAIN VALLEY RE 1J AU Code: 07010 AU Name: Boulder RE1J, St. Vrain Valley DPF Year: 3 Year

Section I: Summary Information about the District/Consortium

Directions: This section summarizes your district/consortium's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the district/consortium's data in blue text. This data shows the district/consortium's performance in meeting minimum federal and state accountability expectations. Most of the data is pulled from the District Performance Framework (DPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 District Results			Meets Expectations?	
			Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 th percentile by using 1-year or 3-years of data	R	72.19%	69.22%	71.31%	73.1%	73.35%	72.21%	Overall Rating for Academic Achievement: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
		M	70.37%	49.11%	30.51%	70.21%	58.99%	41.5%	
		W	55.78%	56.8%	49.7%	58.04%	61.89%	55.22%	
		S	47.5%	46.81%	49.18%	50.13%	56.14%	54.97%	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate Student Growth Percentile (SGP)			Median SGP			Overall Rating for Academic Growth: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	28	26	12	51	55	49	
		M	47	63	75	46	55	45	
		W	39	47	40	53	57	49	
ELP	40	54	71	50	51	48			

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 District Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your district's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your district's performance frameworks for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>81.3% using a 7 year grad rate</p>	Meets	<p>Overall Rating for Post Secondary Readiness: Meets</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your district's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	Approaching	
	<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	3.9%	2.7%	Meets	
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	20.1	20.3	Meets	

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 Grantee Results		Meets Expectations?
English Language Development and Attainment	AMAO 1 Description: Academic Growth CELApro sub-indicator (median and adequate growth percentiles) rating on the District Performance Framework.	Meets or Exceeds rating on Academic Growth CELApro sub-indicator on District Performance Framework	Approaching		NO
	AMAO 2 Description: % attaining English proficiency on CELA	7% of students meet AMAO 2 expectations	10.25%		YES
	AMAO 3 Description: Academic Growth Gaps content sub-indicator ratings (median and adequate growth percentiles in reading, mathematics, and writing) for English Learners; Disaggregated Graduation Rate sub-indicators for English Learners; and Participation Rates for English Learners.	(1) Meets or Exceeds ratings on Academic Growth Gaps content sub-indicators for English Learners, (2) Meets or Exceeds rating on Disaggregated Graduation Rate sub-indicator for English Learners, and (3) 95% Participation Rate for English Learners.	R	Approaching	NO
			W	Meets	
M	Approaching				
Grad	Approaching				
		Participation	Meets 95%		

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
State Accountability and Grant Programs			
Recommended Plan Type for State Accreditation	Plan assigned based on district's overall district performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Accredited	Based on final results, the district meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on the plan submission process, as well as the Quality Criteria to ensure that all required elements are captured in the district's plan at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .
Student Graduation and Completion Plan (Designated Graduation District)	District had a graduation rate (1) below 70% in 2007-8, and (2) below 59.5% in 2008-09 and (3) a dropout rate above 8%.	No, District does not need to complete a Student Graduation Completion Plan.	The district does not need to complete the additional requirements for a Student Graduation Completion Plan.
ESEA and Grant Accountability			
Title IA	Title IA funded Districts with a Priority Improvement or Turnaround plan assignment.	No, District does not have specific Title I requirements in the UIP.	District does not need to complete the additional Title I requirements.
Title IIA	Title IIA funded Districts with a Priority Improvement or Turnaround plan assignment.	No, District does not have specific Title IIA requirements in the UIP.	District does not need to complete the additional Title IIA requirements.
Program Improvement under Title III	District/Consortium missed AMAOs for two consecutive years	Title III Improvement – Year 5	Based upon final results for Title III, grantee must complete an Improvement plan for Title III using the UIP template and submit the plan by January 15, 2013. At a minimum, make sure to address any missed targets in 2010-11 and 2011-12 in the plan. An optional addendum form specific to these requirements is available to supplement your UIP at www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp . In addition, the Quality Criteria can be referenced to ensure all Title III requirements are met. Pay special attention to the added requirements for Title III grantees that are identified as Program Improvement – Year 3 or more.
Improvement Support Partnership (ISP) or Targeted District Improvement Partnership (TDIP) Grants	Competitive Title I grant to support district improvement through a diagnostic review (i.e., facilitated data analysis, CADI) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	The district does not need to include the additional requirements for this grant.

Section II: Improvement Plan Information

Directions: This section should be completed by the district.

Additional Information about the District

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the district received a grant that supports the district's improvement efforts? When was the grant awarded?	No
CADI	Has (or will) the district participated in a CADI review? If so, when?	Yes, 07-08
External Evaluator	Has the district(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	Yes, Internal Audit of Student Services, 08-09, Provider – Don Saul

Improvement Plan Information

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

- State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 District Partnership Grant
 Improvement Support Partnership Grant
 Other: _____

For districts with less than 1,000 students: This plan is satisfying improvement plan requirements for: District Only District and School Level Plans

If schools are included in this plan, attach their pre-populated reports and provide the names of the schools: _____

District/Consortium Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Tori Teague, Executive Director of Assessment, Curriculum, and Instruction
	Email	teague_tori@svvdsd.org
	Phone	303-682-7242
	Mailing Address	395 S. Pratt Parkway, Longmont, CO 80501
2	Name and Title	Regina Renaldi, Executive Director of Priority Schools and Special Projects
	Email	renaldi_regina@svvdsd.org
	Phone	303-682-7413
	Mailing Address	395 S. Pratt Parkway, Longmont, CO 80501

Section III: Narrative on Data Analysis and Root Cause Identification

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



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

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year’s plan). While this worksheet should be included in your UIP, *the main intent is to record your district/consortium’s reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	By the end of the 2011-2012 school year, 70% of high school students will score proficient or advanced overall on the reading TCAP, and 51% of ELL students will score proficient or advanced in reading.	The reading academic achievement goal was partially met. The District met the high school reading achievement goal with 72% proficient or advanced on the reading TCAP, but did not meet the ELL reading achievement goal. Forty-five percent of ELL students scored proficient or advanced on the reading TCAP and the goal was 51%.	Some of our goals were met and some were not. We believe this is a result of several initiatives being fairly early in implementation. Staying the course and deepening the implementation of the action plan will result in the achievement of the goals. <ul style="list-style-type: none"> Sheltered instruction is a district-wide initiative and is in the beginning stages of implementation. SIOP strategies were first introduced to all staff members in 2011-2012 with continued introduction and implementation planned for the next two years. Access to rigorous core reading instruction is the goal and plan and will
	The District 2011-12 goal will be to decrease unsatisfactory scores on Reading CSAP by an additional 10% for these disaggregated groups: Hispanic, English Language Learners, Economically Disadvantaged and	The AYP academic reading goal was not met. The disaggregated groups did not decrease the unsatisfactory scores by 10% on the reading TCAP.	

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	<p>Students with Disabilities.</p> <p>The District 2011-12 goal will be to decrease unsatisfactory scores on Math CSAP by an additional 10% for these disaggregated groups: Hispanic, English Language Learners, Economically Disadvantaged and Students with Disabilities.</p>	<p>The AYP academic math goal was not met. The disaggregated groups did not decrease the unsatisfactory scores by 10% on the math TCAP.</p>	<p>positively impact ELL reading performance.</p> <ul style="list-style-type: none"> • Tier I core instruction as identified by the district in a Tier I walk through document and plan was implemented for the first time in the 2011-2012 school year. This core instruction guide and plan support the strong implementation of best first instruction in reading. The further implementation of Tier I reading instruction will continue to be a focus for all schools in the next two years with plans for support and reporting of best practice by all schools.
Academic Growth	<p>By the end of the 2011-12 school year, the median growth percentile in high school reading will be 47.</p> <p>By the end of the 2011-12 school year, the median growth percentile in high school math will be 55.</p>	<p>The high school reading academic growth goal was met with a 52 MGP.</p> <p>The math academic growth goal was not met. High school math median growth percentile was 47 and the target was 55 MGP.</p>	<ul style="list-style-type: none"> • Adoption and implementation of the CELP standards for increased rigor and focus on strong core instruction and intervention for ELLs did not occur until December of 2011. Further review of the new standards and continued professional development will support strong access to core reading for ELLs and further improve performance and levels of proficiency.
Academic Growth Gaps	<p>By the end of the 2011-12 school year, the median growth percentile in reading for IEP students will be 55.</p> <p>By the end of the 2011-12 school year, the median growth percentile in math for all subgroups (FRL, IEP, Minority, ELL, and Non-Proficient) will be 55.</p>	<p>The academic growth gap goal for IEP students was not met. Students with disabilities had a median growth percentile of 44 and the target was 55 MGP.</p> <p>The math academic growth gap target was not met. Math median growth percentiles for the disaggregated groups were as follows: FRL-44, Minority-46, IEP-42, ELL-45, and Non-Proficient - 46 (E), 53(M), 49(H). All groups still need more growth to approach the target.</p>	<ul style="list-style-type: none"> • Development of a plan for integration and instruction regarding vocabulary and the infusion of intentional supports for the teaching of academic language as part of core reading instruction at all levels. This integration has been a recent focus of professional development planning and

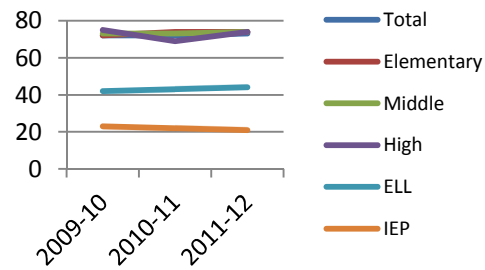
Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	By the end of the 2011-12 school year, the median growth percentile in writing for IEP and FRL students will be 55.	The writing academic growth gap target was not met. Writing median growth percentiles for the disaggregated groups were as follows: FRL-50 and IEP-47. Free/Reduced Lunch students are all getting close to the target, but Individual Education Plan students still need more growth to approach the target.	<p>will be the intentional focus of this year's action plan.</p> <ul style="list-style-type: none"> The need for improved data driven dialogue regarding ELL performance data in reading. Staff needs to continue improving conversations regarding rigor for ELLs. Data review of Galileo data, ACCESS data and reading performance data to include PALS, SRI, and DRA will be focus areas for data conversations and action plans. Dialogue must include conversation about growth and the need for ELLs to make more than one year of growth in reading to be part of the catch up group.
Post Secondary Readiness	By the end of the 2011-2012 school year, the graduation rate for all students will be 80.5%, with Hispanic students at 65.9%, ELL students at 58%, and IEP students at 67.9%.	The post secondary readiness goal was very close to being met. The overall graduation goal of 80.5% was met with an 81.3%. Hispanic students did not meet the 65.9% goal but were very close with a 64.9% graduation rate. ELL students met their goal of 58% with a 67.5%, and IEP students met the 67.9% goal with a 74.5% graduation rate.	<ul style="list-style-type: none"> Improved implementation of the new math program at the elementary level. Last year was the first year of implementation and pacing guides were not efficiently implemented to fidelity. Teachers have received additional support with the spiraling of the new program and have gained experience with understanding mastery in terms of grade level concepts. Further professional development will better define the fidelity of pacing and introduction to new concepts each year.
English Language Development and Attainment (AMAOs)	n/a	n/a	

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																
Academic Achievement (Status)	<p>Reading (SPF – meets for all levels)</p> <table border="1"> <thead> <tr> <th colspan="4">Reading TCAP (% Proficient and Advanced)</th> </tr> <tr> <th></th> <th>2009-10</th> <th>2010-11</th> <th>2011-12</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>72</td> <td>72</td> <td>73</td> </tr> <tr> <td>Elementary</td> <td>72</td> <td>74</td> <td>74</td> </tr> <tr> <td>Middle</td> <td>73</td> <td>73</td> <td>74</td> </tr> <tr> <td>High</td> <td>75</td> <td>69</td> <td>74</td> </tr> <tr> <td>ELL</td> <td>42</td> <td>43</td> <td>44</td> </tr> <tr> <td>IEP</td> <td>23</td> <td>22</td> <td>21</td> </tr> </tbody> </table>	Reading TCAP (% Proficient and Advanced)					2009-10	2010-11	2011-12	Total	72	72	73	Elementary	72	74	74	Middle	73	73	74	High	75	69	74	ELL	42	43	44	IEP	23	22	21	<p>Persistent achievement gap in reading TCAP for ELL students (gap of 29-30 percentage points) and IEP students (gap of 49-52 percentage points). Performance for ELL (15.5% of student population) and IEP (9.3% of student population) students is substantially below the state expectations of 69%-72% proficient/advanced on reading TCAP.</p>	<p>Lack of consistent English Language Development instruction for ELL students</p> <p>Low expectations for English Language Learners</p> <p>Lack of clarity and consistent implementation of transition to English model in bilingual schools</p> <p>Inconsistent Tier 1 instruction in reading</p> <p>Inconsistent implementation of reading interventions</p>
Reading TCAP (% Proficient and Advanced)																																			
	2009-10	2010-11	2011-12																																
Total	72	72	73																																
Elementary	72	74	74																																
Middle	73	73	74																																
High	75	69	74																																
ELL	42	43	44																																
IEP	23	22	21																																

Reading TCAP (% Proficient and Advanced)



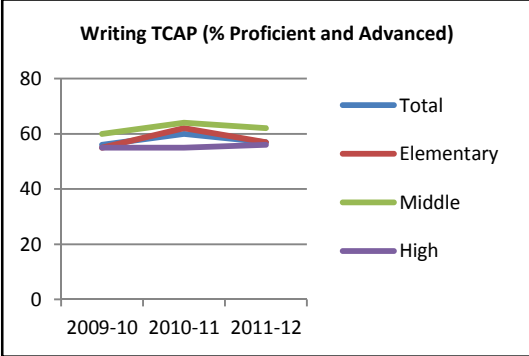
- Performing at or above state percentages across all grade levels
- Performing above state expectations at all levels
- Large gap between total students and the subgroups of ELL (29-30 percentage point gap) and IEP(49-52 percentage point gap) students
- Achievement gaps for ELL and IEP students are consistent and persistent for the past three years

Writing (SPF – meets for all levels)

Writing TCAP (% Proficient and Advanced)			
	2009-10	2010-11	2011-12
Total	56	60	57
Elementary	55	62	57
Middle	60	64	62
High	55	55	56

n/a

n/a



- Performing at or above state percentages across all grade levels
- Performing above state expectations at all levels

Math (SPF – meets for middle and high school and approaching for elementary)

Math TCAP (% Proficient and Advanced)			
	2009-10	2010-11	2011-12
Total	59	60	58
Elementary	70	71	70
Middle	58	61	58
High	43	40	41
ELL	33	37	33
IEP	17	17	16

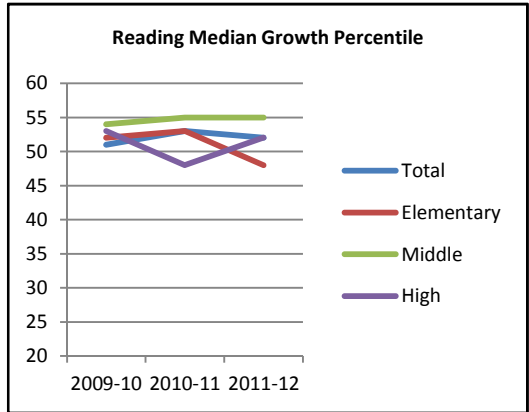
Persistent achievement gap in math TCAP for ELL students (gap of 23-26 percentage points) and IEP students (gap of 42-43 percentage points). Performance for ELL (15.5% of student population) and IEP (9.3% of student population) students is substantially below the state expectations of proficient/advanced on math TCAP.

Elementary math

- Inconsistent Tier 1 math instruction
- Lack of diagnostic math assessments
- Lack of math interventions aligned with student needs
- Lack of consistent English Language Development instruction for ELL students
- Low expectations for English Language Learners

	<p style="text-align: center;">Math TCAP (% Proficient and Advanced)</p> <table border="1"> <caption>Math TCAP (% Proficient and Advanced) Data</caption> <thead> <tr> <th>Year</th> <th>Total</th> <th>Elementary</th> <th>Middle</th> <th>High</th> <th>ELL</th> <th>IEP</th> </tr> </thead> <tbody> <tr> <td>2009-10</td> <td>58</td> <td>70</td> <td>58</td> <td>43</td> <td>33</td> <td>16</td> </tr> <tr> <td>2010-11</td> <td>61</td> <td>71</td> <td>61</td> <td>40</td> <td>37</td> <td>16</td> </tr> <tr> <td>2011-12</td> <td>58</td> <td>70</td> <td>58</td> <td>41</td> <td>33</td> <td>15</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ▪ Performing at or above state percentages in all grades except for 6th grade ▪ Far above state expectations in middle (9.88% above) and high (10.99% above) math achievement ▪ Slightly below state expectations in elementary (0.16% below) ▪ Large gap between total students and the subgroups of ELL (23-26 percentage point gap) and IEP (42-43 percentage point gap) students ▪ Achievement gaps for ELL and IEP students are consistent and persistent for the past three years 	Year	Total	Elementary	Middle	High	ELL	IEP	2009-10	58	70	58	43	33	16	2010-11	61	71	61	40	37	16	2011-12	58	70	58	41	33	15	<p>achievement (70.21%) is slightly below state expectations (70.37%) in percent proficient and advanced on TCAP.</p>	
Year	Total	Elementary	Middle	High	ELL	IEP																									
2009-10	58	70	58	43	33	16																									
2010-11	61	71	61	40	37	16																									
2011-12	58	70	58	41	33	15																									
<p style="text-align: center;">Academic Growth</p>	<p>Reading: Meet adequate growth for all levels; stable</p>	<p style="text-align: center;">n/a</p>	<p style="text-align: center;">n/a</p>																												

Reading Median Growth Percentile			
	2009-10	2010-11	2011-12
Total	51	53	52
Elementary	52	53	48
Middle	54	55	55
High	53	48	52

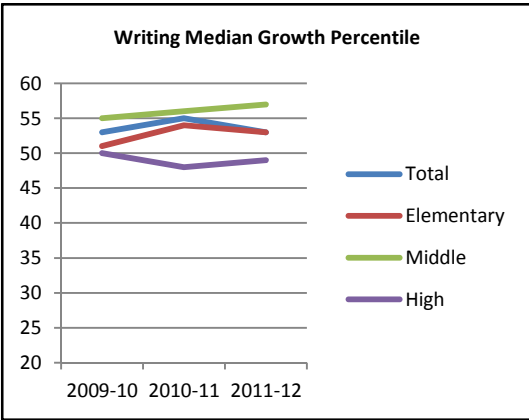


- Performing far above state expectations at all levels (MGP's are 23-37 above)

Writing: Meets adequate growth for all levels (SPF - meets); stable

Writing Median Growth Percentile			
	2009-10	2010-11	2011-12
Total	53	55	53
Elementary	51	54	53
Middle	55	56	57
High	50	48	49

n/a



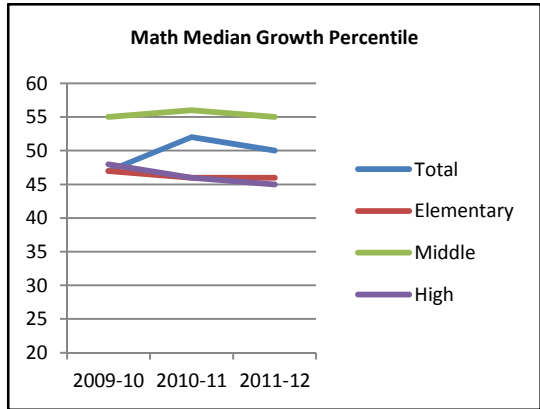
- Performing far above state expectations at all levels (MGP's are 9-14 above)

Math: Meets for middle level; approaching for elementary and high school levels; not making adequate growth for all levels; stable overall

Math Median Growth Percentile			
	2009-10	2010-11	2011-12
Total	47	52	50
Elementary	47	46	46
Middle	55	56	55
High	48	46	45

Below state expectation of 55 and lower than adequate math median growth percentile for elementary (46) and high school (45) levels.

- Inconsistent Tier 1 math instruction
- Lack of diagnostic math assessments
- Lack of math interventions aligned with student needs
- Lack of consistent English Language Development instruction for ELL students
- Low expectations for English Language Learners



- At the state median overall and above state at the middle level (55)
- A little below the state median at elementary (46) and high (45)
- Median growth percentiles are consistent for the past three years
- MGP's are below the state expectations for adequate growth so not meeting state expectations for elementary and high school but middle is meeting expectations with a 55

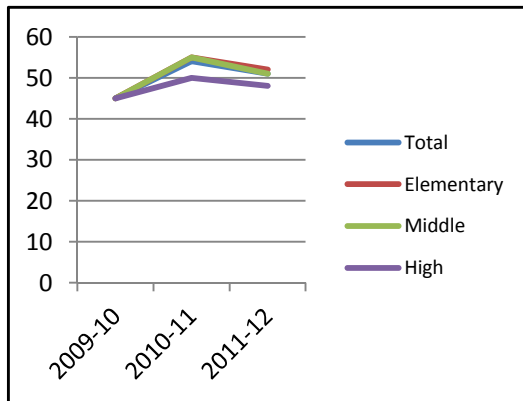
English Language Proficiency: Meets for elementary level; approaching for middle and high school levels; not making adequate growth middle and high

For the past three years inconsistent performance of ELL's (15.5% of student population) making progress in English. CELApro growth performance below state expectations overall and not making adequate growth at the middle (MGP 51, AGP

- Lack of consistent English Language Development instruction for ELL students
- Low expectations for English Language Learners
- Lack of clarity and consistent implementation of transition to English model in bilingual schools

2011-12 CELApro Growth				
	MGP	AGP	Pts.	Pts. Possible
Elem	52	44	1.5	2
Middle	51	55	1	2
High	48	76	1	2
Overall			3.5	6

CELA Median Growth Percentile			
	2009-10	2010-11	2011-12
Total	45	54	51
Elementary	45	55	52
Middle	45	55	51
High	45	50	48



- Above the state median overall and above state at elementary and middle levels in CELApro growth
- A little below the state median at high school

55) and high (MGP 48, AGP 76) school levels.

	<p>level (48)</p> <ul style="list-style-type: none"> Median growth percentiles are inconsistent but gaining for the past three years 																													
<p>Academic Growth Gaps</p>	<p>Growth Gaps in Reading: Elementary: (SPF) Approaching – IEP, Non-Prof Middle: (SPF) Approaching – IEP, ELL, Non-Prof High: (SPF) Approaching – FRL, IEP, ELL, Non-Prof</p> <table border="1" data-bbox="478 667 982 948"> <thead> <tr> <th colspan="4">Reading Median Growth Percentile</th> </tr> <tr> <th></th> <th>2009-10</th> <th>2010-11</th> <th>2011-12</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>52</td> <td>53</td> <td>52</td> </tr> <tr> <td>FRL/Non</td> <td>47/54</td> <td>50/56</td> <td>50/54</td> </tr> <tr> <td>Min/Non</td> <td>48/53</td> <td>52/54</td> <td>51/53</td> </tr> <tr> <td>IEP/Non</td> <td>38/52</td> <td>46/54</td> <td>45/53</td> </tr> <tr> <td>ELL/Non</td> <td>50/52</td> <td>54/53</td> <td>53/52</td> </tr> </tbody> </table> <ul style="list-style-type: none"> At or above the state median overall and for each subgroup except IEP (45) Increasing MGP over the past three years for all subgroups Starting to close the gap in MGP for FRL, minority, IEP, and ELL Making the best progress closing the gap for IEP students but still have the largest gap for this subgroup 	Reading Median Growth Percentile					2009-10	2010-11	2011-12	Total	52	53	52	FRL/Non	47/54	50/56	50/54	Min/Non	48/53	52/54	51/53	IEP/Non	38/52	46/54	45/53	ELL/Non	50/52	54/53	53/52	<p>Below state expectation of 55 and lower than adequate reading median growth percentile for IEP (9.3% of student population, MGP-45), ELL (15.5% of student population, MGP-53), and Non-Proficient (MGP-52, 54, 49) students.</p> <p>Lack of consistent English Language Development instruction for ELL students</p> <p>Low expectations for English Language Learners</p> <p>Lack of clarity and consistent implementation of transition to English model in bilingual schools</p> <p>Inconsistent Tier 1 instruction in reading</p> <p>Inconsistent implementation of reading interventions</p>
Reading Median Growth Percentile																														
	2009-10	2010-11	2011-12																											
Total	52	53	52																											
FRL/Non	47/54	50/56	50/54																											
Min/Non	48/53	52/54	51/53																											
IEP/Non	38/52	46/54	45/53																											
ELL/Non	50/52	54/53	53/52																											

Growth Gaps in Writing:

Elementary: (SPF)

Approaching – FRL, IEP

Middle: (SPF)

Approaching – FRL, Minority, IEP, ELL

High: (SPF)

Approaching – FRL, Minority, IEP, ELL,
Non-Prof

Writing Median Growth Percentile			
	2009-10	2010-11	2011-12
Total	53	55	53
FRL/Non	47/56	50/57	50/55
Min/Non	49/55	53/56	52/54
IEP/Non	38/54	46/56	47/54
ELL/Non	50/53	54/55	56/53

- At or above the state median overall and for each subgroup except IEP (47)
- Increasing MGP over the past three years for all subgroups
- Starting to close the gap in writing MGP for FRL, minority, and IEP
- ELL students are outperforming non-ELL students by 3 percentile points
- Making the most progress closing the gap with IEP students but still have the largest gap for this subgroup

Below state expectation of 55 and lower than adequate writing median growth percentile for IEP (9.3% of student population, MGP-47) and FRL (32% of students, MGP-50) students.

Inconsistent Tier I writing instruction

Lack of writing interventions connected to reading interventions and/or core reading instruction

Inconsistency in the development of vocabulary for ELL students

Lack of explicit writing instruction and expectations for ELL students

Growth Gaps in Math:

Elementary: (SPF)

- Does not meet – FRL, IEP
- Approaching – Minority, ELL, Non-Prof

Middle: (SPF)

- Approaching – FRL, Minority, IEP, ELL, Non-Prof

High: (SPF)

- Approaching – FRL, Minority, IEP, ELL Non-Prof

Math Median Growth Percentile			
	2009-10	2010-11	2011-12
Total	47	52	50
FRL/Non	39/52	46/55	44/53
Min/Non	40/51	48/54	46/52
IEP/Non	31/48	41/53	41/51
ELL/Non	40/49	47/53	45/51

- At the state median overall but below for each subgroup
- Inconsistent but increasing MGP over the past three years for all subgroups
- Math MGPs are lower than reading and writing overall and for all subgroups
- Starting to close the gap in math MGP for FRL, minority, ELL, and IEP
- Making the most progress closing the gap with IEP students but still have the largest gap for this subgroup

Declining but persistent median growth percentile gap in math TCAP for FRL (gap of 9), Minority (gap of 6), IEP (gap of 10), and ELL (gap of 6) students. Performance for FRL (32% of students), Minority (35% of students), ELL (15.5% of student population) and IEP (9.3% of student population) students is considerably below the state expectations of 55 MGP on math TCAP.

- Inconsistent Tier 1 math instruction
- Lack of diagnostic math assessments
- Lack of math interventions aligned with student needs
- Lack of consistent English Language Development instruction for ELL students
- Low expectations for English Language Learners

Post Secondary & Workforce Readiness	<p>Graduation Rate: SPF – meets; best of 4-7 year rates is above state expectation of 80%, increasing; Meets - overall Approaching – FRL, IEP, ELL Does not meet – Minority</p>																																			
	<table border="1"> <thead> <tr> <th colspan="5">2009-2011 Aggregate Graduation Rate (%)</th> </tr> <tr> <th></th> <th>4yr</th> <th>5yr</th> <th>6yr</th> <th>7yr</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>76.7</td> <td>78.7</td> <td>79.5</td> <td>81.3</td> </tr> <tr> <td>FRL</td> <td>61.9</td> <td>64.9</td> <td>66.2</td> <td>65.5</td> </tr> <tr> <td>MIN</td> <td>61.5</td> <td>63.9</td> <td>64.9</td> <td>64.5</td> </tr> <tr> <td>IEP</td> <td>56.2</td> <td>62.4</td> <td>67.8</td> <td>74.5</td> </tr> <tr> <td>ELL</td> <td>57.4</td> <td>62.6</td> <td>65.2</td> <td>67.5</td> </tr> </tbody> </table>	2009-2011 Aggregate Graduation Rate (%)						4yr	5yr	6yr	7yr	Total	76.7	78.7	79.5	81.3	FRL	61.9	64.9	66.2	65.5	MIN	61.5	63.9	64.9	64.5	IEP	56.2	62.4	67.8	74.5	ELL	57.4	62.6	65.2	67.5
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	<p>4 year Graduation Data: Overall: 2009 - 77.62% 2010 – 76.5% 2011 – 78% Hispanic: 2009 – 61.5% 2010 – 55.9% 2011 – 59.1% ELL: 2009 – 63.7% 2010 – 54.9% 2011 – 53.4%</p>	<p>Lack of consistent English Language Development instruction for ELL students</p> <p>Low expectations for English Language Learners</p> <p>Lack of clarity and consistent implementation of transition to English model in bilingual schools</p> <p>Inconsistent Tier 1 instruction in reading</p> <p>Inconsistent implementation of reading interventions</p> <p>Inconsistent Tier 1 math instruction</p> <p>Lack of diagnostic math assessments</p> <p>Lack of math interventions aligned with student needs</p> <p>Lack of consistent English Language Development instruction for ELL students</p> <p>Low expectations for English Language Learners</p>																																		

	<p>IEP: 2009 – 71.8% 2010 – 57.9% 2011 – 55.3%</p>		
	<p>Dropout Rate: 2.7% for 3 year (meets on SPF), state average is 3.9% 2009: 2.9% (state 3.6%) 2010: 2.3% (state 3.1%) 2011: 2.9% (state 3.6%)</p>	n/a	n/a
	<p>Mean ACT Composite Scores: above expectation, meets on SPF 2010 – 20.3 (above state) 2011 – 20.4 (above state) 2012 – 20.2 (above state)</p>	n/a	n/a
<p>Student Graduation and Completion Plan (Designated Graduation District)</p>	n/a	n/a	n/a
<p>English Language Development and Attainment (AMAOs)</p>	<p>AMAO #1: Making Progress in English 2009-10: Did not meet target, 46.22% of students made progress (below expectation of 48%) 2010-11: Met target, 50.42% of students made progress (expectation 50%) 2011-12: Approaching target (CELApro Growth)</p>	<p>For the past three years inconsistent performance of ELL's (15.5% of student population) making progress in English. CELApro growth performance below state expectations overall and not making adequate growth at the middle (MGP 51, AGP 55) and high (MGP 48, AGP 76) school levels.</p>	<p>Lack of consistent English Language Development instruction for ELL students</p> <p>Low expectations for English Language Learners</p> <p>Lack of clarity and consistent implementation of transition to English model in bilingual schools</p>

2011-12 CELApro Growth				
	MGP	AGP	Pts.	Pts. Possible
Elem	52	44	1.5	2
Middle	51	55	1	2
High	48	76	1	2
Overall			3.5	6

<p>AMAO #2: Attaining Proficiency in English 2009-10: Met target, 5.87% of students attained proficiency (meets expectation of 5%) 2010-11: Met target, 9.6% of students attained proficiency (meets expectation of 6%) 2011-12: Met target, 10.25% of students attained proficiency (meets expectation of 7%)</p>	n/a	n/a
<p>AMAO #3: Proficiency and Graduation Rate for EL's (TCAP Growth and Graduation Rate) 2009-10: Did not meet target, 70.59% of AYP ELL targets (below expectation of 100%) 2010-11: Did not meet target, 82.35% of AYP ELL targets met (below expectation of 100%) 2011-12: Approaching Target (24/40, 60% of points, below expectation of 62.5% or above)</p>	<p>Median Growth Percentiles for ELL's (15.5% of student population) are not meeting or exceeding the adequate growth needed for students to become proficient. Math MGPs are the lowest for ELL's with 40 for elementary, 49 for middle, and 45 for high.</p> <p>Graduation rates for ELL's (67.5%) consistently lag behind</p>	<p>Lack of consistent English Language Development instruction for ELL students</p> <p>Low expectations for English Language Learners</p> <p>Lack of clarity and consistent implementation of transition to English model in bilingual schools</p> <p>Inconsistent Tier 1 math instruction</p> <p>Lack of diagnostic math assessments</p> <p>Lack of math interventions aligned with student needs</p>

2011-12 TCAP Proficiency and Grad Rate				
		MGP	AGP	Pts.
Elem	Reading	51	48	3/4
	Writing	55	58	3/4
	Math	40	63	2/4
Middle	Reading	53	55	2/4
	Writing	57	74	3/4
	Math	49	85	2/4
High	Reading	53	61	2/4
	Writing	57	92	3/4
	Math	45	99	2/4
		Grad Rate	Year Used	Pts.
Grad Rate		67.5	7	2/4
Overall				24/40

all students (81.3%) and are far below the state expectation of 80%.

Inconsistent Tier 1 instruction in reading

Inconsistent implementation of reading interventions

Data Narrative for District/Consortium

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the district/consortium, including review of prior years’ targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for District/Consortium

<p>Description of District(s) Setting and Process for Data Analysis: Provide a very brief description of the district(s) to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>		<p>Review Current Performance: Review the SPF and document any areas where the district(s) did not meet state/ federal expectations. Consider the previous year’s progress toward the district’s targets. Identify the overall magnitude of the district’s performance challenges.</p>		<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>		<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the district’s over-all performance challenges.</p>		<p>Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the district, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.</p>
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Narrative:

Description of District

The St. Vrain Valley School District (SVVSD) celebrated its 50th anniversary this year. We are a district that encompasses 411 square miles, 8 municipalities and is the 9th largest school district in the State of Colorado. There are currently 54 schools and programs with over 28,000 students, and we continue to grow. Our schools have received 27 John Irwin School of Distinction Awards, numerous Governors’ Distinguished Improvement Awards and have graduated multiple Boettcher Scholarship winners. The SVVSD IB (International Baccalaureate) program was recognized for student scores that exceed the IB world average performance. The graduation rate among our traditional high schools is 89%. The 28,000+ student population includes 65% white students, 28.5% Hispanic, along with 3.5% Asian and a small variety of other ethnicities. Within the population, 15.5% are considered ELL, 33% Free and Reduced and 9% have IEPs. Only 1% of SVVSD teachers are considered less than “highly qualified” by national standards. More than half hold a Master’s Degree or higher. Academic excellence by design is a benchmark that we strive to meet each day.

Process for Data Analysis

The completion of the data analysis process was the result of collaboration between principals and teacher representatives from the elementary, middle, and high school, as well as representatives from Title I, special education, our ELA office, Superintendent’s Office and the Department of Learning Services leadership. The team considered three years of data related to academic performance trends, including graduation rates. An in-depth review of several data points included TCAP results and additional district-administered interim assessment results from Galileo and CELApro. The process for data review was data driven dialogue with an extensive focus on identifying trends and root causes. Trends in achievement were consistent across these measures supporting the identification of priority performance challenges. ELL scores were inconsistent and low in math, especially at the high school level which resulted in meetings with ESL staff from all levels to gather additional information regarding ELL performance. The specific data review for ELLs in math content classes as well as a review of the implementation of SIOP in the math departments is a focus area. This was the second year for implementation of the SIOP model district wide and the ESL department representatives expressed a need for improved identification of math strategies that would support improving ELL student access to math core. We met with the math department coordinator and representative math teachers from all school levels to review data and define root causes with regard to overall flat math performance. Title 1 principals also met with the math department coordinator and the executive director of assessment and curriculum to define root causes and possible solutions to lower math performance at Title 1 schools. Meetings with representatives from Student Services to review IEP student data and the low performance by IEP students resulted in an in-depth exploration of IEP interventions and strategies. Though we saw improvement in IEP student performance, the gap between IEP students and non IEP students increased. Since reading performance remained flat overall district wide, a data review of reading performance trends occurred and revealed that inferential comprehension, reflection, and justification were low for many subgroups and an important aspect of the district adopted Common Core Standards. These skills are essential to student success in all core subjects and this

trend must be addressed to assure student success in reading. All of the trends, priority performance challenges, root causes were examined thoroughly to identify goals and strategic improvement strategies. Finally, the District Accountability/Accreditation Committee reviewed the District and schools' data and achievement results, and District Unified Improvement Plan extensively using the UIP Quality Criteria documents and checklists. The Committee made recommendations about the District and schools' plans.

Current Performance Review

Overall on the District Performance Framework we are accredited with a performance plan. We meet expectations for Academic Achievement, Academic Growth, and Postsecondary and Workforce Readiness. We are approaching expectations in Academic Growth Gaps. While we meet a majority of the indicators as a whole, when we disaggregate our data we see a sizable, persistent gap in most academic and postsecondary workforce readiness areas for two subgroups of students: English Language Learners (ELL) and students with disabilities (IEP). ELL students represent 15.5% of our student population and IEP students are 9.3% of students. Academic Growth Gaps is an indicator we have struggled to meet. There is a growth gap for most subgroups (FRL, Minority, IEP, ELL, and students needing to catch up) in all contents and most levels. In looking at specific contents, math has the greatest need for improvement. Reading and writing meet all targets in Academic Achievement and Academic Growth while math only meets half of the targets. For Academic growth gaps reading and writing meet some of the targets, but math misses all targets. We have made some progress in closing the achievement and growth gap for all subgroups in all contents especially with ELL students, but there still is a need for more intense intervention for all subgroups and improved Tier One instruction.

Academic Achievement - Meets			
	Elem	Middle	High
Reading	Meets	Meets	Meets
Math	Approaching	Meets	Meets
Writing	Meets	Meets	Meets
Science	Meets	Meets	Meets

Academic Growth - Meets			
	Elem	Middle	High
Reading	Meets	Meets	Meets
Math	Approaching	Meets	Approaching
Writing	Meets	Meets	Meets
ELA	Meets	Approaching	Approaching

Academic Growth Gaps - Approaching			
	Elem	Middle	High
Reading	Meets	Approaching	Approaching
Math	Approaching	Approaching	Approaching
Writing	Meets	Approaching	Approaching

Postsecondary Workforce Readiness- Meets	
	High
Graduation Rate	Meets
Disaggregated Graduation Rate	Approaching
Dropout Rate	Meets
ACT	Meets

Prior Year's Targets Review

One of our goals last year was met, two were very close to meeting, and six were not. We believe this is a result of several initiatives being fairly early in implementation. Staying the course and deepening the implementation of the action plan will result in the achievement of the goals.

- Sheltered instruction is a district-wide initiative and is in the beginning stages of implementation. SLOP strategies were first introduced to all staff members in 2011-2012 with continued introduction and implementation planned for the next two years. Access to rigorous core reading instruction is the goal and plan and will positively impact ELL reading performance.
- Tier I core instruction, as identified by the district in a Tier I walk through document and plan, was implemented for the first time in the 2011-2012 school year. This core instruction guide and plan support the strong implementation of best first instruction in reading. The further implementation of Tier I reading instruction will continue to be a focus for all schools in the next two years with plans for support and reporting of best practice by all schools.
- Adoption and implementation of the CELP standards for increased rigor and focus on strong core instruction and intervention for ELLs did not occur until December of 2011. Further review of

the new standards and continued professional development will support strong access to core reading for ELLs and further improve performance and levels of proficiency.

- Development of a plan for integration and instruction regarding vocabulary and the infusion of intentional supports for the teaching of academic language as part of core reading instruction at all levels. This integration has been a recent focus of professional development planning and will be the intentional focus of this year's action plan.
- The need for improved data driven dialogue regarding ELL performance data in reading. Staff needs to continue improving conversations regarding rigor for ELLs. Data review of Galileo data, ACCESS data and reading performance data to include PALS, SRI, and DRA will be focus areas for data conversations and action plans. Dialogue must include conversation about growth and the need for ELLs to make more than one year of growth in reading to be part of the catch up group.
- Improved implementation of the new math program at the elementary level. Last year was the first year of implementation and pacing guides were not efficiently implemented to fidelity. Teachers have received additional support with the spiraling of the new program and have gained experience with understanding mastery in terms of grade level concepts. Further professional development will better define the fidelity of pacing and introduction to new concepts each year.

Trend Analysis

Academic Achievement

Reading and writing TCAP achievement overall is stable over the past three years and meeting state and federal expectations. There is a sizable gap in TCAP reading achievement for ELL (gap of 29-30 percentage points) and IEP (gap of 49-52 percentage points) students over the past three years. District TCAP math achievement is far above state expectations at the middle and high school levels, but slightly below (by 0.16%) expectations at the elementary level. Again there is a gap in TCAP math achievement for ELL (gap of 23-26 percentage points) and IEP (gap of 42-43 percentage points) students over the past three years.

Academic Growth

Reading and writing TCAP academic growth percentiles are far above state expectations at all levels, meeting adequate growth, and are stable over time. Math median growth percentiles are meeting at the middle (55) level but only approaching for elementary (46) and high (45) school levels and median growth percentiles are not adequate for all levels. Math median growth percentiles are fairly stable over time. English Language Proficiency as measured by growth on CELApro is meeting expectations at the elementary (52) level but approaching for the middle (51) and high (48) levels. CELApro median growth percentiles are not making adequate growth at the middle and high school levels.

Academic Growth Gaps

Reading, writing, and math combined academic growth gaps are approaching state expectations. Reading median growth percentile (MGP) is lower than adequate growth for IEP (45), ELL (53), and non-proficient (52, 54, 49) students. Reading MGPs are increasing for all subgroups over time and the gap is starting to close in reading growth for FRL, minority, IEP, and ELL students. Writing median growth percentiles are also lower than adequate for IEP (47) and FRL (50) students. Writing MGPs are increasing for all subgroups and the gap is closing for FRL, minority, and IEP students. ELL students have a higher MGP than non-ELL students by three percentile. We are making the most progress closing the writing growth gap with IEP students but this is still the largest gap compared to other subgroups. Math median growth percentiles are at the state median overall but below the state median for each subgroup. The math growth gap is declining but there is still a math significant growth gap for FRL (44), minority (46), IEP (41), and ELL (45) students. As with writing, the math median growth percentile gap for IEP students is decreasing but remains the largest gap.

Postsecondary Workforce Readiness

Overall our graduation rate is meeting state expectations with an 81.3%. We are only approaching graduation state expectations with FRL (66.2%), IEP (74.5%), ELL (67.5%) students, and not meeting expectations with minority (64.9%) students. Graduation rate remains stable over time, but IEP and ELL graduation rates are showing strong improvement. Dropout rate continues to be considerably below the state average and meeting expectations. ACT composite scores are also meeting expectation and above state scores.

English Language Development and Attainment (AMAOs)

We are approaching AMAO #1 Making Progress in English. We are above the state median growth on CELApro for the elementary (52) and middle (51) levels and slightly below at the high (48) school level. We are meeting AMAO #2 Attaining Proficiency in English and have met this target the last three years. AMAO #3 is Proficiency and Graduation Rate for EL's (TCAP Growth and Graduation Rate) and we are approaching this target by scoring 24/40 or 60% of the points which is below the expectation of 62.5%. EL's median growth percentiles in reading and writing are all above the state median, but math growth percentiles are below state scores.

Notable trends exist in particular for ELL and IEP students. These trends are notable because they occur in almost every indicator and the size of the gap in performance is larger and more persistent over time than for other groups of students. The gap for ELL students is of higher magnitude because it impacts 15.5% of the student population.

Priority Performance Challenges

Priority performance challenges reflect the notable trend that the performance gap occurs in all indicators with ELL and IEP students.

- Persistent achievement gap in reading TCAP for ELL students (gap of 29-30 percentage points) and IEP students (gap of 49-52 percentage points). Performance for ELL (15.5% of student population) and IEP (9.3% of student population) students is substantially below the state expectations of 69%-72% proficient/advanced on reading TCAP.
- Persistent achievement gap in math TCAP for ELL students (gap of 23-26 percentage points) and IEP students (gap of 42-43 percentage points). Performance for ELL (15.5% of student population) and IEP (9.3% of student population) students is substantially below the state expectations of proficient/advanced on math TCAP.
- Elementary math achievement (70.21%) is slightly below state expectations (70.37%) in percent proficient and advanced on TCAP.
- Below state expectation of 55 and lower than adequate math median growth percentile for elementary (46) and high school (45) levels.
- For the past three years inconsistent performance of ELL's (15.5% of student population) making progress in English. CELApro growth performance below state expectations overall and not making adequate growth at the middle (MGP 51, AGP 55) and high (MGP 48, AGP 76) school levels.
- Below state expectation of 55 and lower than adequate reading median growth percentile for IEP (9.3% of student population, MGP-45), ELL (15.5% of student population, MGP-53), and Non-Proficient (MGP-52, 54, 49) students.
- Below state expectation of 55 and lower than adequate writing median growth percentile for IEP (9.3% of student population, MGP-47) and FRL (32% of students, MGP-50) students.
- Declining but persistent median growth percentile gap in math TCAP for FRL (gap of 9), Minority (gap of 6), IEP (gap of 10), and ELL (gap of 6) students. Performance for FRL (32% of students), Minority (35% of students), ELL (15.5% of student population) and IEP (9.3% of student population) students is considerably below the state expectations of 55 MGP on math TCAP.
- For the past three years, there is a significant gap in graduation rate for minority (64.9%, gap of 16.8%, 35% of students), FRL (66.2%, gap of 15.8%, 32% of students), IEP (74.5%, gap of 6.8%, 9.3% of students), and ELL (67.5%, gap of 13.8%, 15.5% of students) students compared to the overall graduation rate of 81.3%.
- For the past three years inconsistent performance of ELL's (15.5% of student population) making progress in English. CELApro growth performance below state expectations overall and not making adequate growth at the middle (MGP 51, AGP 55) and high (MGP 48, AGP 76) school levels.
- Median Growth Percentiles for ELL's (15.5% of student population) are not meeting or exceeding the adequate growth needed for students to become proficient. Math MGPs are the lowest for ELL's with 40 for elementary, 49 for middle, and 45 for high.
- Graduation rates for ELL's (67.5%) consistently lag behind all students (81.3%) and are far below the state expectation of 80%.

Root Causes

- Lack of consistent English Language Development instruction for ELL students
- Low expectations for English Language Learners
- Lack of clarity and consistent implementation of transition to English model in bilingual schools
- Inconsistent Tier 1 instruction in reading
- Inconsistent implementation of reading interventions
- Inconsistent Tier 1 math instruction
- Lack of diagnostic math assessments
- Lack of math interventions aligned with student needs
- Inconsistent Tier I writing instruction
- Lack of writing interventions connected to reading interventions and/or core reading instruction
- Inconsistency in the development of vocabulary for ELL students

- Lack of explicit writing instruction and expectations for ELL students

Root Cause: Low reading, writing, and math performance by ELL students

We have spent significant time reviewing ELL student performance data and programming that would support improved performance by ELL students. With 85% of our ELL population Spanish speaking and approximately 70% of families choosing bilingual education, we have spent time reviewing our bilingual model in terms of transition to English and time spent in Spanish instruction vs. English instruction. We have found that misunderstandings regarding our bilingual model may be contributing to the poor performance by ELL students since most of the unsatisfactory reading and math performance is occurring at our bilingual schools. We have improved English language instruction and are in the process of implementing the SIOP sheltered instruction model in all schools. We are currently meeting regularly with all bilingual teachers by grade level to ensure that agreements regarding language acquisition and student interaction are clear and implemented with fidelity. Based on teacher and principal feedback and data review to include AMAO target review, we have identified the above root causes.

Verification:

Our initial discussions of TCAP, Galileo (formative assessment) and CELA data led us to examine more closely Tier One instruction in reading and math and English language acquisition particularly in bilingual schools. We met with our bilingual teachers to gather more information about the content of classroom instruction and timeframes for teaching in English and in Spanish as a large percentage of ELL students in St. Vrain are in bilingual schools for initial reading and math instruction. The information attained from these discussions verified our root cause determination that ELL students do not receive consistent English instruction and opportunities for practice in English reading and math before they are transitioned to English only instruction. When students are learning concepts in their second language, a consistent plan for sheltering instruction to improve access to the core has not existed. The implementation of the SIOP Sheltered Instruction Model will be a benefit to supporting consistency.

Root Cause: Low reading, writing, and math performance by IEP students

An extensive review of data for students on IEPs resulted in the identification of multiple root causes for low reading, writing and math performance by students on IEPs. SPED teachers and Student Services leadership as well as principals and core classroom teachers expressed the need for more intentional Tier One instructional strategies that would benefit students on IEPs. Also of note was the continued identification of need regarding access to interventions that are based on specific student profiles and need. The above root causes that specify Tier 1 instruction and access to interventions were identified.

Verification:

Consistent review of IEP data, goal setting planning and discussion by teams to include the Department of Learning Services leadership team, the Student Services leadership team, and representative SPED teachers confirmed the identification of the root causes listed. Data review from IEP student performance over the past three years confirmed that performance gaps exist for this subgroup. Though the District has worked to implement a pyramid of interventions with a focus on differentiated interventions, time for intervention has proven to be an area of consideration and concern. Principals have noted in self-assessment surveys of RtI implementation that time for intervention and interventions that match student need continue to be of concern.

Root Cause: Graduation Rate not meeting the state expectation for ELL and IEP students

Our graduation rate is meeting the state expectations for all students. We have been focused on improving the graduation rate of Hispanic students with a district goal of increasing the rate for the past three years. Graduation rate goals were not met for minority students (64.9%) and ELL students (67.5%). We have implemented procedures for timely identification of students who are not on track to graduate. We continue to refine a plan for improved use of Infinite Campus (IC) to track student performance with regard to credit accumulation for individual students. Teachers and counselors have been trained to use IC to effectively monitor student access to core classes, monitor Fs, and monitor credit accumulation. We are in the process of refining a more aggressive plan for credit recovery options when students fail classes. The District leadership has defined a plan for reviewing alternative options for students who are not successful in traditional school settings.

Verification:

In order to gain additional information on the reasons our graduation rate does not meet the state expectation for ELL and IEP student, we met with District leadership, teachers, counselors and

secondary administrators. There was consistent response that there were few interventions and alternatives available for students who fall behind in earning credits. There is a belief that a plan for earlier intervention with secondary students who present as at-risk is needed. Much discussion regarding mentoring of at risk students with a focus on Hispanic students occurred resulting in a recommendation that this option be explored.

Root Cause Verification also consisted of the review and comparison of PALS and Galileo data to TCAP data. We found that our data is fairly consistent across assessments.

PALS (% of Students Achieving Summed Score Cut Off)			
	2009-10	2010-11	2011-12
Kindergarten	80%	75.3%	81.4%
1 st grade	79.1%	80%	87.3%
2 nd grade	79.3%	77.7%	85.3%
3 rd grade	80.2%	82.3%	85%

Reading Galileo (% Proficient and Advanced)	
	2011-12
Total	70%
Elementary	74%
Middle	67%
High	68%

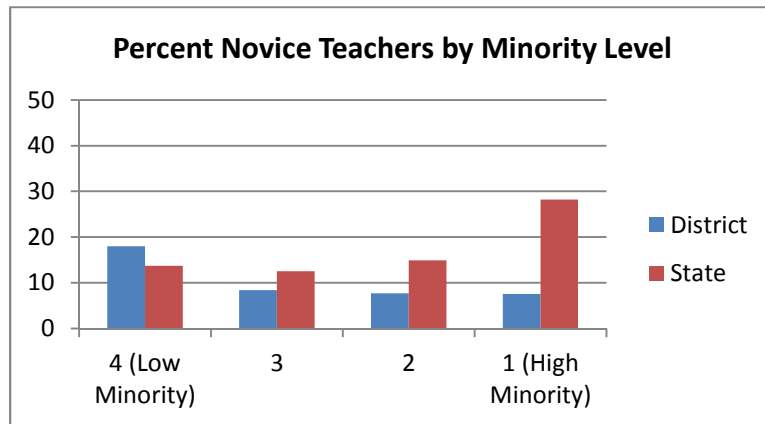
Writing Galileo (% Proficient and Advanced)	
	2011-12
Total	57%
Elementary	59%
Middle	61%
High	52%

Math Galileo (% Proficient and Advanced)	
	2011-12
Total	52%
Elementary	61%
Secondary	43%

Equitable Distribution of Teachers

With regard to the equitable distribution of teachers, the District does not have a higher percentage of novice teachers in high minority schools. The District significantly outperforms the state in this area with a 20.65% gap between the state and St. Vrain. We only have 7.55% novice teachers in our high minority schools compared to 17.98% in the low minority schools. The only Title 1 school that has a higher than average (District average is 11.24%) percent of novice teachers and a growth rating of approaching is Spangler Elementary (19.23% novice) and this school will be closed at the end of the 2012-13 school year. This school's higher rate of novice teachers is a direct result of planning for closure which prompted a higher than normal turnover rate in the staff. Since the lowest percent of novice teachers is in the high minority schools in St. Vrain Valley School District, no further action is needed at this time.

Teacher Equity – Novice Teachers by Minority Level						
Metric	Percent of Novice Teachers			Metric	Experience Gap	
Minority	District	State	Gap w/ State	Minority	District	State
4 (Low Minority)	17.98%	13.74%	4.24%	Gap between 4 (low) and 1 (high)	-10.44%	14.46%
3	8.44%	12.5%	-4.06%	Gap between 4 (low) and 1 (high)	-10.29%	1.16%
2	7.69%	14.89%	-7.2%	Gap between 4 (low) and 1 (high)	-0.89%	15.7%
1 (High Minority)	7.55%	28.2%	-20.65%			



Title 1 Teacher Equity - Percent Novice and Minority Level			
Title 1 School	Percent Novice Teachers	Minority Level	Growth Rating
Columbine Elementary	4.17%	88.86%	Meets
Indian Peaks Elementary	3.45%	91.70%	Approaching
Loma Linda Elementary	0%	77.21%	Approaching
Northridge Elementary	7.69%	82.38%	Approaching
Rocky Mountain Elementary	0%	93.93%	Approaching
Spangler Elementary	19.23%	90.95%	Approaching

Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required District/Consortium Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

District/Consortium Target Setting Form

Directions: Complete the worksheet below. While districts/consortia may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

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



District/Consortium Target Setting Form

Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
			2012-13	2013-14		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R Persistent achievement gap in reading TCAP for ELL students (gap of 29-30 percentage points) and IEP students (gap of 49-52 percentage points). Performance for ELL (15.5% of student population) and IEP (9.3% of student population) students is substantially below the state expectations of 69%-72% proficient/advanced on reading TCAP.	State Expectation: 70.9% By the end of the 2012-2013 school year, 49% of ELL students will score proficient or advanced overall on the reading TCAP, and 26% of IEP students will score proficient or advanced in reading.	By the end of the 2013-2014 school year, 55% of ELL students will score proficient or advanced overall on the reading TCAP, and 32% of IEP students will score proficient or advanced in reading.	Galileo Assessments administered three times per year in elementary and four times per year in secondary. Scholastic Reading Inventory administered to all 3-5 grade students and Literacy Plan identified 6-12 students three times per year.	Increase reading and writing performance by all students with specific focus on IEP and ELL students through improved Tier 1 instruction and the defining of intentional intervention including English language development.
		M Persistent achievement gap in math TCAP for ELL students (gap of 23-26 percentage points) and IEP students (gap of 42-43 percentage points). Performance for ELL (15.5% of student population) and IEP (9.3% of student population) students is substantially below the state expectations of proficient/advanced on math TCAP.	State Expectation: 50.0% By the end of the 2012-2013 school year, 37% of ELL students will score proficient or advanced overall on the math TCAP, and 21% of IEP students will score proficient or advanced in math.	By the end of the 2013-2014 school year, 40% of ELL students will score proficient or advanced overall on the math TCAP, and 26% of IEP students will score proficient or advanced in math.	Galileo Assessments administered three times per year in elementary and four times per year in secondary.	Increase math performance by all students with specific focus on IEP and ELL students through improved Tier 1 instruction and the defining of intentional math interventions.

			Elementary math achievement (70.21%) is slightly below state expectations (70.37%) in percent proficient and advanced on TCAP.				
		W	n/a	n/a	n/a	n/a	n/a
		S	n/a	n/a	n/a	n/a	n/a
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	n/a	n/a	n/a	n/a	n/a
		M	Below state expectation of 55 and lower than adequate math median growth percentile for elementary (46) and high school (45) levels.	State Expectation: 55 By the end of the 2012-13 school year, the median growth percentile for elementary and high school math will be 55.	By the end of the 2013-14 school year, the median growth percentile for elementary and high school math will be 55.	Galileo Assessments administered three times per year in elementary and four times per year in secondary.	Increase math performance by all students with specific focus on IEP and ELL students through improved Tier 1 instruction and the defining of intentional math interventions.
		W	n/a	n/a	n/a	n/a	n/a
		ELLP	For the past three years inconsistent performance of ELL's (15.5% of student population) making progress in English. CELApro growth performance below state expectations overall and not making adequate growth at the middle (MGP 51, AGP 55) and high (MGP 48, AGP 76) school levels.	State Expectation: 55 By the end of the 2012-13 school year, the median growth percentile for middle and high school ELP growth will be 55.	By the end of the 2013-14 school year, the median growth percentile for middle and high school ELP growth will be 55.	Improved performance on <i>Avenues</i> program unit assessments in elementary following each unit. Progress on the district adopted language development continuum. Improved performance on <i>Inside</i> unit assessments in middle schools following each unit. Improved performance on <i>Edge</i> unit assessments in	Increase reading and writing performance by all students with specific focus on IEP and ELL students through improved Tier 1 instruction and the defining of intentional intervention including English language development.

						high schools following each unit.	
Academic Growth Gaps	Median Student Growth Percentile	R	Below state expectation of 55 and lower than adequate reading median growth percentile for IEP (9.3% of student population, MGP-45), ELL (15.5% of student population, MGP-53), and Non-Proficient (MGP-52, 54, 49) students.	State Expectation: 55 By the end of the 2012-13 school year, the median growth percentile in reading for IEP, ELL, and Non-Proficient students will be 55.	By the end of the 2013-14 school year, the median growth percentile in reading for IEP, ELL, and Non-Proficient students will be 55.	Galileo Assessments administered three times per year. Scholastic Reading Inventory administered to all 3-5 grade students and Literacy Plan identified 6-12 students three times per year. PALS assessment for K-2 students in the spring.	Increase reading and writing performance by all students with specific focus on IEP and ELL students through improved Tier 1 instruction and the defining of intentional intervention including English language development.
		M	Declining but persistent median growth percentile gap in math TCAP for FRL (gap of 9), Minority (gap of 6), IEP (gap of 10), and ELL (gap of 6) students. Performance for FRL (32% of students), Minority (35% of students), ELL (15.5% of student population) and IEP (9.3% of student population) students is considerably below the state expectations of 55 MGP on math TCAP.	State Expectation: 55 By the end of the 2012-13 school year, the median growth percentile in math for IEP, ELL, FRL, and Minority students will be 55.	By the end of the 2013-14 school year, the median growth percentile in math for IEP, ELL, FRL, and Minority students will be 55.	Galileo Assessments administered three times per year.	Increase math performance by all students with specific focus on IEP and ELL students through improved Tier 1 instruction and the defining of intentional math interventions.
		W	Below state expectation of 55 and lower than adequate writing median growth percentile for IEP (9.3% of student	State Expectation: 55 By the end of the 2012-13 school year, the median growth	By the end of the 2013-14 school year, the median growth	Galileo Assessments administered three times per year.	Increase reading and writing performance by all students with specific focus on IEP and ELL students through improved

		population, MGP-47) and FRL (32% of students, MGP-50) students.	percentile in writing for IEP and FRL students will be 55.	percentile in writing for IEP and FRL students will be 55.		Tier 1 instruction and the defining of intentional intervention including English language development.
Post Secondary & Workforce Readiness	Graduation Rate	n/a	n/a	n/a	n/a	n/a
	Disaggregated Grad Rate	For the past three years, there is a significant gap in graduation rate for minority (64.9%, gap of 16.8%, 35% of students), FRL (66.2%, gap of 15.8%, 32% of students), IEP (74.5%, gap of 6.8%, 9.3% of students), and ELL (67.5%, gap of 13.8%, 15.5% of students) students compared to the overall graduation rate of 81.3%.	State Expectation: 80% By the end of the 2012-13 school year, the best of 4-7 year graduation rates for the following subgroups of students will be: Minority – 68% IEP – 77% ELL – 69% FRL – 69%	By the end of the 2012-13 school year, the best of 4-7 year graduation rates for the following subgroups of students will be: Minority – 71% IEP – 80% ELL – 72% FRL – 72%	Galileo Assessments (reading, writing, and math) administered three times per year. Scholastic Reading Inventory administered to all 3-5 grade students and Literacy Plan identified 6-12 students three times per year. Decrease in Fs earned in high school classes (monitored weekly).	Increase reading and writing performance by all students with specific focus on IEP and ELL students through improved Tier 1 instruction and the defining of intentional intervention including English language development. Increase math performance by all students with specific focus on IEP and ELL students through improved Tier 1 instruction and the defining of intentional math interventions.
	Dropout Rate	n/a	n/a	n/a	n/a	n/a
	Mean ACT	n/a	n/a	n/a	n/a	n/a
English Language Development & Attainment	CELA (AMAO 1)	For the past three years inconsistent performance of ELL's (15.5% of student population) making progress in English. CELApro growth performance below state	State Expectation: 55 By the end of the 2012-13 school year, the ELA median growth percentile for middle and high school will be	By the end of the 2013-14 school year, the ELA median growth percentile for middle and high school will be	Improved performance in core classes for ELLs with percent of ELL students who pass core content courses increasing annually with a decrease in Fs. ACCESS assessment	Increase reading and writing performance by all students with specific focus on IEP and ELL students through improved Tier 1 instruction and the defining of intentional

		expectations overall and not making adequate growth at the middle (MGP 51, AGP 55) and high (MGP 48, AGP 76) school levels.	55.	55.	growth for middle and high school students annually.	intervention including English language development.
	CELA (AMAO 2)	n/a	n/a	n/a	n/a	n/a
	TCAP (AMAO 3)	<p>Median Growth Percentiles for ELL's (15.5% of student population) are not meeting or exceeding the adequate growth needed for students to become proficient. Math MGPs are the lowest for ELL's with 40 for elementary, 49 for middle, and 45 for high.</p> <p>Graduation rates for ELL's (67.5%) consistently lag behind all students (81.3%) and are far below the state expectation of 80%.</p>	<p>By the end of the 2012-13 school year, the math median growth percentile for ELL students will be 55.</p> <p>By the end of the 2012-13 school year, the best of 4-7 year graduation rates for ELL students will be 69%.</p>	<p>By the end of the 2013-14 school year, the math median growth percentile for ELL students will be 55.</p> <p>By the end of the 2013-14 school year, the best of 4-7 year graduation rates for ELL students will be 72%.</p>	<p>Galileo Assessments (reading, writing, and math) administered three times per year.</p> <p>Decrease in Fs earned in high school classes (monitored weekly).</p>	<p>Increase reading and writing performance by all students with specific focus on IEP and ELL students through improved Tier 1 instruction and the defining of intentional intervention including English language development.</p> <p>Increase math performance by all students with specific focus on IEP and ELL students through improved Tier 1 instruction and the defining of intentional math interventions.</p>

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the district/consortium may add other major strategies, as needed.

Major Improvement Strategy #1: Increase reading and writing performance by all students with specific focus on IEP and ELL students through improved Tier 1 instruction and the defining of intentional intervention including English language development.

Root Cause(s) Addressed: Lack of consistent English Language Development instruction for ELL students, low expectations for English Language Learners, lack of clarity and consistent implementation of transition to English model in bilingual schools, lack of explicit writing instruction and expectations for ELL students, inconsistency in the development of vocabulary for ELL students, inconsistent Tier 1 reading instruction, inconsistent implementation of reading interventions, inconsistent Tier I writing instruction, lack of writing interventions connected to reading interventions and/or core reading instruction

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

- State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 District Partnership Grant
 Improvement Support Partnership Grant
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Implementation of Colorado Academic Reading, Writing, Communicating Standards and standards/data-driven instruction with accountability	August 2012- May 2014	Director of Curriculum Ex. Dir. of Assessment/Curriculum Principals Teachers Assistant Superintendents Language Arts Coordinators Professional Development Learning Leader and Coaches	General fund covers all salaries Title IIA covers PD learning leaders and coaches' salaries	Quarterly review of Galileo data Monthly review of Tier 1 Walk-through data by administrators	In progress

<p>Implement Tier 1 core instruction template to be used as an accountability measure</p>	<p>August 2012- May 2014</p>	<p>Asst. Supts. Principals Rtl Coordinator Executive Directors of Assessment, Curriculum, and Instruction and Priority Programs Professional Development Director, Learning Leader and Coaches</p>	<p>General fund covers salaries Title I covers part of salary for Executive Director of Priority Programs (\$59,130 salary and \$14,782benefits) Title IIA funds coaches' salaries Title IIA funds Director of Professional Development salary</p>	<p>Use of walk-through template by administrators Coaching work with novice 1 teachers – Use of pre-mid-post Tier 1 Self-Assessment and planning, observation and reflective coaching conversations</p>	<p>In progress</p>
<p>Professional development plan for teachers in Tier 1 best practice literacy instruction</p>	<p>August 2012- May 2013</p>	<p>Assistant Superintendents Principals Professional Development Learning Leader and Coaches</p>	<p>General fund covers salaries Title IIA covers PD salaries</p>	<p>PLC and staff development schedules Induction Academy schedules</p>	<p>In progress</p>
<p>Parent Update Meetings at each school site to share current data (SPF) and practices regarding reading and writing (UIP)</p>	<p>September – February 2012-14</p>	<p>Assistant Superintendents and Principals</p>	<p>General fund</p>	<p>Meeting schedule and agendas, web site and local newspaper notification</p>	<p>In progress</p>
<p>Implementation of Colorado English Language Proficiency (CELP) standards</p>	<p>August 2012- May 2014</p>	<p>Executive Director of Priority Schools Executive Director of Assessment, Curriculum, and Instruction, Director of Curriculum Area Assistant Superintendents Principals</p>	<p>Title III funds for SIOP training and ESL meetings (15% of allocation \$42,000 and benefits for extra duty = \$7980 (12% of allocation \$35,000 and 15% benefits for substitutes total =\$6650) General fund</p>	<p>SIOP training agendas ESL teacher meeting agendas Curriculum leadership team meeting agendas Principal meeting agendas PLC meeting agendas Walk-through data using Tier 1 Best Practices with</p>	<p>In progress</p>

		Teachers		SIOPI Identification Document	
English language development through improved bilingual transition model	August 2012 – May 2014	Executive Director of Priority Programs	General fund (monitoring) Title III (12% of allocation \$35,000 and 15% benefits for substitutes total = \$6650)	Principal and ELA office monitor bilingual class scheduling Quarterly meetings between ELA office and bilingual teachers to review daily schedules	In progress
District-wide Annual ELL Parent Meeting	October 2012 - May 2014	Executive Director of Priority Programs	General funds	Meeting agenda posting in ELA parent newsletter, invitations to each parent	In progress
Sheltered Instruction (SIOPI) professional development and implementation (5 hours for every staff member/year)	August 2012 – May 2014	Executive Director of Priority Programs Professional Development Learning Leader and Coaches	General fund (salaries) Title IIA funds coaches' salaries	Walk-through data using Tier 1 Best Practices with SIOPI Identification Document Attendance data Survey data PD make-up sessions for novice 1 teachers & ongoing staff training support for identified schools	In progress
Implementation of ELD curriculum and programming with an emphasis on vocabulary development – Avenues, Edge, Inside	August 2012 – May 2014	Executive Director of Priority Programs	Salary covered from Title I Executive Director (\$59,130 salary and \$14,782 benefits) General fund	Review of AMAO targets met annually Review of principal walk through data using the Tier 1 Best Practices with SIOPI Identification walk through template	In progress
Formative assessment program – Galileo	August 2012-	Ex. Dir. of Assessment,	General fund covers salaries	Quarterly review of Galileo	In progress

implementation District-wide	May 2014	Curriculum and Instruction; Assessment Coord.	and training	data Data driven dialogue using Galileo assessment data to include root cause analysis	
Provide professional development to improve RtI process by matching students to interventions for teachers and administrators	August 2012 – May 2014	RtI Coordinator	General fund covers salaries	Building RtI meeting agendas	In progress
Provide professional development and support for full implementation of literacy interventions to include Linda Mood Bell Strategies, Scholastic Read 180 and System 44	August 2012	Scholastic and Department Interventionist	Stipend/substitute costs included in reading training. General Fund: Purchase written language intervention curriculums for Linda Mood Bell schools (5) \$600 x 5 schools = \$3,000	Quarterly Student Services meetings Quarterly ELA office meetings Quarterly Curriculum meetings with language arts coordinator leading discussions and data review	Completed
Provide professional development to support the inclusion of written language component to both the Scholastic Interventions and Linda Mood Bell interventions	August 2011 – October 2011	Scholastic and Department Interventionist	Stipend/substitute costs included in reading training. General Fund: Purchase written language intervention curriculums for Linda Mood Bell schools (5) \$600 x 5 schools = \$3,000	Students will have designated time for written language intervention documented on their IEPs	Completed
Provide professional development on data collection, progress monitoring, and gap analysis in the areas of reading and written language for Building Team Leaders and RtI Liaisons	August 2012 – May 2014	Administrative Coordinators RtI Coordinator Professional Development Coaches CLD Coordinator	Stipend/substitute costs included with reading training	Individual student data will be analyzed at quarterly team meetings	In progress
Provide professional development for staff/administrators on how to develop a flexible schedule to support varying needs of students and	January 2011- May 2014	Administrative Coordinators	Substitutes to provide release time for special education staff to meet as a	Schedules submitted to Student Services	Training–Complete Support Meetings –

support intervention design			team. \$100 X approximately 150 staff = \$15,000 IDEA funds		Ongoing Implementation - Ongoing
Provide more time for at-risk students in literacy - augmented 7 week program, summer school	May 2012 – June 2014	Executive Director of Priority Programs	Salary for Executive Director of Priority Programs (\$59,130 salary and \$14,782 benefits) covered from Title I General fund	Review of individual DRA student pre and post-performance data collected by the Literacy Dept.	In progress
Identify and provide literacy exemplars to ensure high expectations for all students including ELL and IEP students	August 2012- August 2014	Language Arts Coordinator Language Arts Leadership Team	General funds cover salaries	Curriculum and Instruction Department review of submitted exemplars	In progress
Continue training for counselors and ESL teachers in the use of Infinite Campus to track grades and monitor individual student progress supporting improved graduation rate.	August 2012- August 2014	Principals and Assistant Superintendents Executive Director of Priority Programs	General funds Title III funds subs for ESL meetings (12% of allocation \$35,000 and 15% benefits for substitutes total =\$6650)	Regular administrative and counselor meetings to review student grades and individual progress ESL meeting agendas to review of data	In progress
Professional development that will support improved data analysis and small group reading instruction for Title I Literacy teachers at Title I schools. Consultants will be hired to support phonics and comprehension growth as well as fluency interventions with specific support for the phonics intervention by Lynn Kuhn using the LETRS program, Lexia and a comprehension focus with training by Ellin Keene and Stephanie Harvey for fluency.	August 2012 – August 2014	Literacy Coaches Literacy Teachers Executive Director of Priority Programs	Salaries for literacy coaches \$205,661 Benefits for literacy coaches \$45,300 Consultant costs for seminars \$16,500	Notes from regular literacy coach visits to Title I schools. Notes and agendas from 8 scheduled Title I literacy seminars	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: Increase math performance by all students with specific focus on IEP and ELL students through improved Tier 1 instruction and the defining of intentional math interventions.

Root Cause(s) Addressed: Lack of consistent English Language Development instruction for ELL students, low expectations for English Language Learners, lack of clarity and consistent implementation of transition to English model in bilingual schools, inconsistent Tier 1 math instruction, lack of diagnostic math assessments, lack of math interventions aligned with student needs

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

- State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 District Partnership Grant
 Improvement Support Partnership Grant
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Implementation of Colorado Academic Math Standards and standards/data-driven instruction with accountability	August 2012-May 2014	Director of Curriculum Ex. Dir. of Assessment/Curriculum Principals Teachers Assistant Superintendents Math Coordinator PD Coaches	General fund covers all salaries Title IIA covers coaches' salaries	Quarterly review of Galileo data Monthly review of Tier 1 Walk-through data by administrators	In progress
Continue implementation of new, more rigorous math program (Math Expressions) and curriculum at the elementary level to improve core instruction	August 2012 – May 2014	Director of Curriculum Principals Teachers Assistant Superintendents Math Coordinator Professional Development Coaches	General fund covers all salaries and materials Title IIA covers coaches' salaries	Quarterly review of Galileo data Monthly review of Tier 1 Walk-through data by administrators Monthly review of unit assessments	In progress

Provide ongoing professional development to support the fidelity of implementation of the elementary math curriculum	August 2012 – May 2014	Director of Curriculum Principals Teachers Assistant Superintendents Math Coordinator Professional Development Coaches	General fund covers all salaries and materials Title IIA covers coaches' salaries	Training agendas and attendance sign in sheets for all teachers PLC agendas Review of Tier 1 math walk-through data	In progress
Implement Tier 1 core instruction template as an accountability measure	August 2012- May 2014	Asst. Supts. Principals Rtl Coordinator Executive Directors of Assessment, Curriculum, and Instruction and Priority Programs	General fund covers salaries Title I covers part of salary of Executive Director of Priority Programs (\$59,130 salary and \$14,782 benefits)	Use of walk-through template by administrators	In progress
Professional development plan for teachers in Tier 1 best practice math instruction	August 2012- May 2014	Asst. Supts. Principals Math Coordinator	General fund covers salaries Title IIA	PLC and staff development schedules	In progress
Parent Update Meetings at each school site to share current data (SPF) and practices (UIP) regarding math	November – February 2012-14	Assistant Superintendents and Principals	General fund	Meeting schedule and agendas, website and local newspaper notification	In progress
Implementation of Colorado English Language Proficiency (CELP) standards	August 2012- May 2014	Executive Director of Priority Schools Executive Director of Assessment, Curriculum, and Instruction, Director of Curriculum Area Assistant	Title III (subs and extra duty for SIOP training and ESL meetings (15% of allocation \$42,000 and benefits for extra duty = \$7980 (12% of allocation \$35,000 and 15% benefits for	BOE agenda item for adoption of CELP SIOP training agendas ESL teacher meeting agendas Curriculum leadership team meeting agendas Principal meeting	In progress

		Superintendents Principals Teachers	substitutes total =\$6650)	agendas PLC meeting agendas Walk-through data using Tier 1 Best Practices with SIOPI Identification Document	
English language development through improved bilingual transition model	August 2012 – May 2014	Executive Director of Priority Programs	General fund Salary covered from Title I (\$59,130 salary and \$14,782 benefits) Title III subs for ESL meetings (12% of allocation \$35,000 and 15% benefits for substitutes total =\$6650)	Principal and ELA office monitor bilingual class scheduling Quarterly meetings between ELA office and bilingual teachers to review daily schedules	In progress
Sheltered Instruction (SIOPI) professional development and implementation (5 hours for every staff member/year)	August 2012 – May 2014	Executive Director of Priority Programs	General fund Salary covered from Title I (\$59,130 salary and \$14,782 benefits)	Walk-through data using Tier 1 Best Practices with SIOPI Identification Document Attendance data Survey data	In progress
Implementation of ELD curriculum and programming with an emphasis on vocabulary development – Avenues, Edge, Inside	August 2012 – May 2014	Executive Director of Priority Programs	General fund Salary covered from Title I (\$59,130 salary and \$14,782 benefits)	Review of AMAO targets met annually; review of principal walk through data using the Tier 1 Best Practices with SIOPI Identification walk through template	In progress

Formative assessment program – Galileo implementation District-wide	August 2012- May 2014	Executive Director of Assessment, Curriculum and Instruction Coordinator of Assessment	General fund covers salaries and training	Quarterly review of Galileo data Data driven dialogue using Galileo assessment data to include root cause analysis	In progress
Provide professional development to improve RtI process by matching students to interventions for teachers and administrators	August 2012 – May 2014	RtI Coordinator	General fund covers salaries	Building RtI meeting agendas	In progress
Math Interventionist added to support students with disabilities and at risk students in the area of math	August 2012	Executive Director of Special Education	IDEA Funds	Monthly meetings with Math Interventionist and Executive Director of Special Education	Complete
Provide training and coaching to Special Ed teachers to include classroom strategies, consultation for individual students, and co-teaching strategies in the area of math	August 2012- May 2014	Math Interventionist Math Coordinator Director of Professional Development	IDEA Funds	Quarterly Student Services meetings Training agendas Coaching Schedule Meeting agendas between Math Interventionist and Math Coordinator	In progress
Provide professional development and support for full implementation of Math interventions to include Scholastic math interventions.	August 2012 – May 2014	Scholastic and Department Interventionist	Stipend/substitute costs included in reading training.	Quarterly Student Services meetings Quarterly ELA office meetings Quarterly Curriculum meetings with math coordinator leading discussions and data review	In progress
Provide professional development on data	August 2012 – May 2014	Scholastic and Department	Stipend/substitute costs included in reading training.	Quarterly Student	In progress

collection, progress monitoring, gap and error analysis, and diagnostic assessments in the area of mathematics to include the use of the Scholastic Math Inventory.		Interventionist		Services meetings Quarterly ELA office meetings Quarterly building Special Ed meetings Quarterly Curriculum meetings with math coordinator leading discussions and data review	
Provide professional development for staff/administrators on how to develop a flexible schedule to support varying needs of students and support intervention design.	August 2012 – May 2014	Administrative Coordinators and Department Interventionist.	Stipend/substitute costs included with reading training.	Schedules submitted to Student Services	Training– Completed Support Meetings – In progress Implementation - Ongoing
Provide exemplars to ensure high expectations for all students including ELL and IEP students	August 2012- August 2014	Math Coordinator Math Leadership Teams	General funds cover salaries and substitutes	Curriculum and Instruction Department review of submitted exemplars	In progress
Continue training for counselors in the use of Infinite Campus to track grades and monitor individual student progress supporting improved graduation rate.	August 2012- August 2014	Principals and Assistant Superintendents	General funds	Regular administrative and counselor meetings to review student grades and individual progress	In progress

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required for identified districts)
- Districts designated as a Graduation District (Required for identified districts)
- Title IA (Required for Title I funded Districts with a Turnaround or Priority Improvement plan type)
- Title IIA (Required for Title IIA funded Districts with a Turnaround or Priority Improvement plan type)
- Title III (Optional for Grantees identified under Title III)

Section V: Supportive Addenda Forms

Optional Form for Grantees Identified for Improvement under Title III (AMAOs)

Grantees identified for improvement under Title III may use this format to ensure that all improvement planning requirements are met. As a part of this process, some grantees may meet some of the requirements in earlier sections of the UIP. This form provides a way to make sure all components of the program are met through descriptions of the requirements OR a cross-walk of the Title III improvement requirements in the UIP.

Description of Title III Improvement Plan Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Analysis of data. Identify and describe the factors that prevented the LEA from achieving the AMAOs. This includes an analysis or data using a variety of recent data sources, identification of factors that prevented the LEA from achieving AMAOs, and identification of strengths and weaknesses of the current plan.</p>	<p>Section III: Narrative on Data Analysis and Root Cause Identification</p>	<p>Data analysis of ELL data with a focus on AMAO targets and gaps in reaching all three target goals. p. 3, 6,8, 21, 23, 24, 25, and 40</p> <p>Root cause analysis of causes that impede ELL student growth. P. 23, 25, 26, 27</p>
<p>Scientifically Based Research Strategies. Describe scientifically based research strategies to improve English Language Development (ELD), Reading/Language Arts and Mathematics. The plan includes</p> <ul style="list-style-type: none"> • Specific scientifically based research strategies that will be used to improve student skills. • Timeline with annual targets, interim measures and personnel responsible. 	<p>Section IV: Action Plan Form</p>	<p>SIOP training for all district staff to develop strategies for ELL access to core curriculum and content reading, writing, and math p. 38, 43</p> <p>Identification of Executive Director of Priority Programs as lead administrator in supporting action plan to implement SIOP and Avenues, Inside and Edge level respective programming. P. 43</p> <p>Tier I instruction Best Practice document use to include regular principal walk-through in support of SIOP implementation. P. 32, 33, 36, 38, 42, 43</p> <p>Defining and reviewing exemplars in reading, writing and math for ESL students as a means of improving ELD and identifying rigorous standards for ELLs p. 40</p>
<p>Professional Development Strategies. Describe high quality professional development strategies and activities including coordination efforts with other NCLB programs. Strategies should have a positive and long-term impact on teachers and administrators in acquiring the knowledge and skills necessary to improve the educational program provided to ELLs.</p>	<p>Section IV: Action Plan Form</p>	<p>PD plan with training for ESL teachers in collaboration, monitoring, progress monitoring, and access to core content. P. 37,</p> <p>Implementation of plan for bilingual students transitioning from Spanish instruction to English instruction p. 15, 17,19, 21, 38</p> <p>Implementation of CELP standards p. 37, 42</p>
<p>Parent Involvement and Outreach Strategies. Describe the parent involvement and outreach strategies to assist parents in becoming active participants in the education of their children, including coordination efforts with other NCLB programs.</p>	<p>Section IV: Action Plan Form</p>	<p>Communication with parents regarding district and student performance through parent survey, parent update meetings, ESL annual meeting for parents to describe program components, accomplishments, and challenges. p 37, 38, 42, District Parent Involvement plan</p>

Colorado's Unified Improvement Plan for Alternative Education Campuses for 2012-13

Organization Code: 0470 District Name: St. Vrain Valley RE 1J

School Code: 6499

School Name: Adult Education

SPF Year: 2012

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. For federal accountability, Alternative Education Campuses (AECs) may be accountable to certain requirements for programs (e.g., Title I, TIG grant). For state accountability, AECs have a modified state AEC SPF report that uses AEC norms to focus on the key performance indicators of Achievement, Growth, Student Engagement and Postsecondary and Workforce Readiness. Where there are required state measures, these are noted below, but AECs may also have optional supplemental measures. AECs will need to complete the table to reflect their results on both required federal and state measures and any optional supplemental measures. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		% Proficient/Advanced at the 60 th percentile for AECs			School's % Proficient/Advanced				
Academic Achievement (Status)	State Required Measure: TCAP/CSAP, CoAlt, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science. Expectation: %P+A is at/above the 60 th percentile for AECs.	R	Elem	MS	HS	Elem	MS	HS	Overall AEC Rating for Academic Achievement: Insufficient Data * Consult your AEC School Performance Framework for the ratings for each content area at each level.
		[%]	[%]	[%]	[%]	[%]	[%]	N/A	
		M	[%]	[%]	[%]	[%]	[%]	N/A	
		W	[%]	[%]	[%]	[%]	[%]	N/A	
		S	[%]	[%]	[%]	[%]	[%]	N/A	
	CASAS Reading	N/A	4%						
	CASAS Math	N/A	3%						
CELA	N/A	0							

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
Academic Growth	State Required Measure: Median Student Growth Percentile (MGP) Description: Growth in TCAP/TCAP for reading, writing and math. Expectation: Median Student Growth Percentile (MGP) at/above the 60th percentile for AECs.		MGP at the 60 th percentile for AECs		School's MGP			Overall AEC Rating for Academic Growth: Insufficient Data * Consult your AEC School Performance Framework for the ratings for each content area at each level.	
			Elem		Elem	Elem	MS		HS
		R	[#]		[#]	[#]	[#]		N/A
		M	[#]	M	[#]	[#]	[#]		N/A
	W	[#]	W	[#]	[#]	[#]	N/A		
	CASAS Lifeskills Math, Life & Work Reading – % of students continuously enrolled 60+ hours of instruction to achieve their target growth (≥ 4 points). CELA – % of students increased one level from previous year's testing	CASAS Reading	N/A		4%				
		CASAS Math	N/A		4%				
CELA		N/A		0					
Student Engagement	State Required Measure: Average Daily Attendance Description: Total days attended out of total days possible to attend. Expectation: At/above the 60 th percentile of all AECs.	[%]			N/A			Overall AEC Rating for Growth Gaps: Insufficient Data * Consult your AEC School Performance Framework for the ratings for each measure.	
	State Required Measure: Truancy Rate Description: Total days unexcused absent out of total days possible to attend. Expectation: At/above the 60 th percentile of all AECs.	[%]			N/A				
	Optional Supplemental Measures % of current year's students enrolled the prior year	N/A			70%				



Post Secondary/ Workforce Readiness	State Required Measure: Completion Rate Description: % of students completing. Expectation: At/above the 60 th percentile of all AECs using 4-year, 5-year, 6-year or 7-year completion rate.	Completion Rate at/above 60 th percentile for AECs	School's Completion Rate	No Data	Overall AEC Rating for Post Secondary Readiness: Insufficient Data * Consult your AEC School Performance Framework for the ratings for each measure.
		[%]	8%		
	State Required Measure: Dropout Rate Description: % of students dropping out. Expectation: At/below the 60 th percentile of all AECs.	Dropout Rate at/above 60 th percentile for AECs	School's Dropout Rate	No Data	
		[%]	34%		
	State Required Measure: ACT Composite Score Description: Mean ACT composite score. Expectation: At/above the 60 th percentile of all AECs.	Mean ACT Comp. Score at/above 60 th percentile for AECs	Mean ACT Comp. Score	No Data	
		[%]	14.6		

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Priority Improvement	The school has not met state expectations for attainment on the performance indicators and is required to adopt and implement a Priority Improvement Plan. The plan must be submitted to CDE by January 15, 2013 to be reviewed by CDE. Refer to the UIP website for more detailed instructions on plan submission, as well as the UIP Handbook to ensure that required elements are captured in the school's plan at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Program does not receive Title I funds	In addition to the general requirements, all schools operating a Title I [Schoolwide/Targeted Assistance] program must complete the [Schoolwide/Targeted Assistance] addendum. Schools identified under another program (e.g., state accountability, Title I Focus School) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Program not identified as Title I Focus School	In addition to the general requirements, Focus Schools must identify the performance challenges for the lowest achieving disaggregated student group(s). The plan must include a root cause(s) and associated action steps that address the performance challenge(s) for the disaggregated student group(s). The UIP must be approved before CDE will release 2013-14 Title IA funds to the LEA. For required elements in the improvement plans, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Program not a TIG Awardee	In addition to the general requirements, TIG schools are expected to align activities funded through the grant with overall school improvement efforts in the UIP. All TIG activities must be included in the action steps of the action plan (e.g., activity, resources). All grantees will be expected to submit the school plan for CDE review by January 15, 2013. For required elements in the improvement plans, go to the Quality Criteria: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp
Improvement Support Partnership (ISP) or TDIP	Competitive Title I grant to support district improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Program not a Title I School Improvement Grant Awardee	[If NOT a grantee] n/a [If a grantee] In addition to the general requirements, the school is expected to align activities funded through the grant with overall school improvement efforts in the UIP. All grant activities must be included in the action steps of the action plan (e.g., activity, resources). All grantees will be expected to submit the school plan for CDE review by January 15, 2013. For required elements in the improvement plans, go to the Quality Criteria: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

Additional Information about the School

Improvement Plan Information

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

- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Deniece Cook, Principal
	Email	Cook_deniece@svvsd.org
	Phone	303-678-5662
	Mailing Address	820 Main St., Longmont, CO 80501
2	Name and Title	Kristin Denton, Rtl Interventionist, Olde Columbine High School
	Email	Denton_kristin@svvsd.org
	Phone	720) 494-3961
	Mailing Address	1200 S. Sunset St., Longmont, CO 80501

- Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

Section III: Narrative on Data Analysis and Root Cause Identification

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

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year’s plan). While this worksheet should be included in your UIP, *the main intent is to record your school’s reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)		Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	CASAS Life & Work Reading & Lifeskills Math	R 75% of students enrolled a min. of 120 hrs of instruction will score ≥ the norm for their grade and AEC status.	4% -- Does not meet -- Only 5 of the students reached 120 hours of attendance.	Poor engagement and poor implementation of Sheltered English instruction are issues.
		M 50% of students enrolled a min. of 120 hrs of instruction will score ≥ the norm for their grade and AEC status.	3% -- Does not meet -- As above, only three of the five students who reached 120 hours of attendance scored at or above the norm in math.	Poor engagement and poor implementation of Sheltered English instruction are issues.
	CELA	R 30% of students enrolled a min. of	0 – Does not meet -- None of the students who reached 120 hours scored at the FEP level. Only one	Poor engagement and poor implementation of Sheltered English instruction are issues.

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)		Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
			120 hrs of instruction will score at the FEP level.	ELL student reached 120 hours of attendance. She scored at the LEP level.
Academic Growth	CASAS Math and Reading	%75 of students that have been enrolled for 60+ hours of instruction will score 4+ points higher on posttest.	4% -- Does not meet.	Methods for assessment of students were insufficient to gather the needed data to demonstrate growth. Poor engagement and poor implementation of Tier 1 Instruction are issues.
	CELA	%75 of students that have been enrolled for 60+ hours of instruction will score one level higher on posttest.	0 – Does not meet.	Poor engagement and poor implementation of Sheltered English instruction are issues.
Student Engagement	Continuous Enrollment	45% of current year's students will enroll for the following school year	70% -- Meets and exceeds established target.	Continuous enrollment may be deceptively high as an indicator of student engagement. Many of these students dropped out after continuing to the new school year.
Post Secondary Readiness	Completion Rate	Meets norms = 49.5%	8% -- Does not meet.	A large number of students lack too many credits to overcome deficits in one school year.
	Dropout Rate	Meets norms = 12.8%	34% -- Does not meet. The school's lack of retention is less than one-half the norm.	A lack of student engagement strategies exacerbates poor attendance.
	ACT Composite Avg.	Meets norms = 15.7%	14.6 – Does not meet. The average score is not far below the norm (only one point lower).	Those students who do attend and study are able to see some measure of success.
	Graduation Rate	Meets norms = 33.3%	8% -- Does not meet.	A large number of students lack too many credits to overcome deficits in one school year.

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes
	2009-10 CASAS		2010-11 CASAS		2011-12 CASAS			
Academic Achievement (Status) Lifeskills Math, Life & Work Reading percent scoring at or above 'norm' for grade and enrolled for at least 120 hrs.	Rdg	90	Rdg	73	Rdg	4	Over the last 3 years, the percentage of students reaching the 'norm' went from 90 to 70 then down to 4 percent. This is a large decrease. (SY09-10 and 10-11 reflect the full population of students served. SY11-12 scores reflect only students in attendance at October Count.)	Lack of consistent Tier 1 instruction Inconsistent application of sheltered English instructional methods Underutilization of data to drive instruction
	Mth	64	Mth	49	Mth	3		
	CELA -- FEP		CELA -- FEP		CELA -- FEP			
	0		0		0			
Academic Growth CASAS Math, Reading - % continuously enrolled 60+ hours to achieve target growth (≥ 4	2009-10 CASAS		2010-11 CASAS		2011-12 CASAS		The percentage of students attending a minimum of 60 hours who showed an increase of 4 or more points in reading and/or math has decreased from 71 to 51 and then 4 percent (different data set for the	Lack of consistent Tier 1 instruction Inconsistent application of sheltered English instructional methods Underutilization of data to drive
	71%		51%		4%			

Performance Indicators	Description of Notable Trends (3 years of past state and local data)			Priority Performance Challenges	Root Causes
points)				last percentage, as noted above.)	instruction Instruction not aligned with K-12 state standards
CELA Percent of students that increased one level from previous year's testing.	CELA	CELA	CELA	There is no data on the CELA tests for SY9-10. In 10-11 it was only 27% increasing one level. In 11-12 there weren't any students who increased. There is a significant downward trend in growth.	Inconsistent application of sheltered English instructional methods
	No data	27%	0		
Student Engagement Continuous enrollment - % of current year's students enrolled the previous year	2009-10	2010-11	2011-12	Each year about 70% of the students previously enrolled at the school return for the fall semester.	Lack of consistent Tier 1 instruction Inconsistent application of sheltered English instructional methods Underutilization of data to drive instruction Instruction not aligned with K-12 state standards
	68%	72%	70%		
Post-Secondary & Workforce Readiness	2009-10	2010-11	2011-12		
Completion Rate	N/A	4.4%	8%	The percentage of students completing their studies is unavailable for 09 – 10. The next two years the rate climbed from 4.4% to 8%, but is still well below the 49.5% required for AECs.	Inconsistent application of sheltered English instructional methods Underutilization of data to drive instruction
Dropout Rate	N/A	29%	34%	The percentage of students dropping out is	

Performance Indicators	Description of Notable Trends (3 years of past state and local data)			Priority Performance Challenges	Root Causes
				unavailable for 09 – 10. The next two years, the rate climbed from 29% to 34%, and is still well above the 12.8% required for AECs.	Lack of structured scheduling practices
ACT Composite Avg.	15.5	12.4	14.6	The average ACT Composite score dropped from 15.5 in 09-10 to 12.4 in 10-11 and then came up a bit more during 11-12. However, it is still below the 15.7% required for AECs.	Instruction not aligned with K-12 state standards
Graduation Rate	N/A	4%	8%	The percentage of students completing their studies is unavailable for 09 – 10. The next two years the rate climbed from 4.4% to 8%, but is still well below the 33.3% required for AECs.	
Students earning credit of all students enrolled	N/A	29%	31.2%	The percentage of students earning credit — of all students enrolled -- increased from 29% the 10-11 SY, the first year measured, to 31.2% the 11-12 SY.	

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>	<p>Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, district average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.</p>	<p>Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.</p>
<p>St. Vrain Valley Adult Education provides services through three different components. The first provides English as a Second Language instruction. The second provides math and literacy instruction for students working at the zero through 6th grade levels. The third component is the high school diploma program for those students working at a 7th grade level or higher. We enroll new students once per month. These students represent a higher percentage of Hispanic students than that of the school district. The district is 25% Hispanic students and Adult Ed is 52% Hispanic.</p>	<p>Over the past three years, the St. Vrain Valley School District has been working closely with the staff and administration of the Adult Education program to determine how to improve the school's performance. Over these years, the performance indicators have remained low. The Adult Ed program also duplicates services provided by the district's long-standing alternative high school program, Olde Columbine High School. After staff meetings, community meetings and discussions with the Board of Education, it was decided that, although the program is an important contribution to the community, its mission can be better served by absorbing the Adult Ed students into other alternative settings within the community and closing the school.</p>	<p>As the staff and students of Adult Education complete their final year, the teachers, staff and administration strive to improve the quality of education provided. The UIP process provides the framework for this improvement. The first step in the process for the leadership team was to review our core indicators. These showed the achievement levels are low, especially in math. In the area of student engagement, the data shows that many students drop out, but many re-enroll the following year. Finally, the graduation rate is extremely low and the dropout rate high. Altogether, the data indicate a school that is only minimally meeting the needs of the students and community.</p>	<p>Upon analysis of this data, we found many probable causes for the problems in the school. Through a group ranking strategy at one of our staff meetings, we almost unanimously agreed that the most urgent need is student persistence. Students must attend school to receive the instruction they need to be successful. Along with this, we need the ability to track student attendance and truancy better. We need instruction for the students that covers the academic standards. In addition, the students need teachers who are knowledgeable in quality Tier 1 instructional strategies and the teaching-learning cycle. We decided that these are the root causes for the low achievement, growth, engagement and post-secondary readiness troubling our school.</p>	

Next, we gathered pertinent data to verify that these were indeed the root causes. We researched possible improvement strategies known to influence student learning, and we are currently implementing these strategies and will be able to report on their effectiveness at the end of the school year.

Achievement

To find out why math scores were trending down in the three-year data, we tried to verify whether instruction is aligned with standards. We looked at summative test scores, but one teacher pointed out that our summative assessment, the CASAS test, is a life-skills oriented test, not an academic one. In the past we researched a better assessment that is aligned with state content area standards. However, it was decided that since the school is closing this would be too costly an acquisition. We decided to continue with the CASAS test for this school year.

Growth

Academic growth data shows that very few of the students, only 4%, showed growth of four or more points on the CASAS test. Also, the students who were tested with the CELA exam for language acquisition did not show any growth in their language levels.

The St. Vrain Valley School District has adopted the SIOPs protocol for sheltered English instruction. The SIOP Model helps teachers plan and implement instruction that is comprehensible to all of the students in the classroom, which is also part of effective Tier 1 instruction. The leadership group decided that it would benefit all of our students to take advantage of this adoption. We sent one teacher to the train-the-trainer workshops for this program so that she can share it with our staff. This improvement strategy has already been implemented (and so is not reported as an improvement strategy at the end of this document).

Student Engagement

In order to make sense of how many students drop out, we looked at the number of credits earned across disaggregated groups. We found that of our 101 October Count students only 15 earned credit. These students were predominantly Hispanic and male, even though the October Count students were more Hispanic and female. In our staff meetings we discussed a need to engage all students in learning and particularly the Latino students.

Despite the low number of students actually earning credit, there was a high number of students re-enrolling at 70%. Students were showing a desire to attend school, but not the ability to stay with it, as demonstrated by the drop out and graduation rates. After discussion and ranking the many elements that go into this lack of engagement, we identified our lack of scheduled courses as a root cause of our low engagement, attendance and graduation rates. We decided the benefits of scheduling students into a classroom in order to track their attendance and growth would help immensely, even though it might be more difficult on the students who work full time. By scheduling, we would be able to generate tracking data with our current student database software. Without the scheduling, most of the students were having trouble finding the self-motivation to come to the open lab setting. During the current (12-13) school year, we have implemented scheduling and will be able to report the effects on learning at the end of the year.

	Total Oct Cnt	Earned Credit	No Credit Earned
N =	101	15	86
Hispanic	52%	66.60%	48%
White	43%	26.60%	45%
Other	5%	6.60%	7%
Female	57%	40%	43%
Male	43%	60%	57%

Post-Secondary and Workforce Readiness

Finally, in looking at teacher quality and the preparedness of teachers to implement Tier 1 instruction, we realized that many were not prepared to meet all of these demands of the classroom. Marzano, in his 2003 work *What Works in Schools: Translating Research into Action* identifies quality instruction as the single most important indicator of student achievement. At the same time, we were facing a reduction in the number of faculty we could employ. We needed to cut the faculty, and our budget, by one-half. Faculty re-applied for their positions in a process that began with identifying their preparedness to meet the rigors of instruction needed for our students to succeed. The principal conducted interviews and eventually roughly one-half of the faculty was cut using teacher preparedness as the criteria for continuing at the school. This single change will affect the instruction in our school.

The following table represents our leadership team's combined analysis of the situation at our school concerning low achievement, growth, engagement and readiness:

	Trend	Priority Performance Challenge	Root Cause	Verification	Improvement Strategy
Achievement and Growth	Low achievement and growth especially in math	Over the last 3 years, the percentage of students reaching the 'norm' went from 90 to 70 then down to 4 percent. This is a large decrease.	Instruction not aligned with K-12 state standards	Lack of alignment of CASAS w/ state standards	Implement structured scheduling and transition students to alternative educational settings.
Student Engagement	Many students re-enroll, but poor engagement thereafter.	Each year about 70% of the students previously enrolled at the school return for the fall semester.	Lack of structured scheduling practices	Rate of credits earned per hour of attendance	Implement structured scheduling and transition students to other alternative settings.
PSWR	Low graduation rates, high drop out rates.	The percentage of students completing their studies is unavailable for 09 – 10. The next two years the rate climbed from 4.4% to 8%, but is still well below the 49.5% required for AECs.	Underutilization of data to drive instruction	Lack of data	Implement structured scheduling and transition students to alternative educational settings.
Achievement and Growth	Low growth and achievement by ELL group	ELL students have consistently failed to increase in English language skills enough to move to the FEP level.	Inconsistent application of sheltered English instructional methods	Classroom observations for sheltered English instructional strategies	Implement structured scheduling and transition students to alternative educational settings.

The Improvement Strategies listed at this end of this document have allowed for continued improvement in our current instructional practices, while simultaneously preparing for the closure of the school. The combination of structured scheduling to aide in the collection and use of data in the teaching process, the continued use of sheltered English instructional strategies to support all learners, and a leaner, better-prepared teaching staff are helping, this year, to improve results for all students.

Section IV: Action Plan(s)

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

School Target Setting Form

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

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

School Target Setting Form

Performance Indicators	Measures/Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
				2012-13	2013-14		
Academic Achievement (Status)	CASAS Life & Work Reading and Lifeskills Math	R	Over the last 3 years, the percentage of students reaching the ‘norm’ went from 90 to 70 then down to 4 percent. This is a large decrease. (SY09-10 and 10-11 reflect the full population of students served. SY11-12 scores reflect only students in attendance at October Count.)	75% of students enrolled for a minimum of 120 hours of instruction will score greater than or equal to the norm for their grade and AEC status.	N/A	Continue CASAS assessment after every 40 – 60 hours of instruction.	Restructure current program and transition students to alternative educational settings.
		M		55% of students enrolled for a minimum of 120 hours of instruction will score greater than or equal to the norm for their grade and AEC status	N/A		
	CELA	Over the last 3 years, ELL students have consistently failed to increase in English language skills enough to		35% of students enrolled for a minimum of 120 hours of instruction will score at	N/A	Continue CASAS assessment after every 40 – 60 hours of instruction.	

			move to the FEP level.	the FEP level.			educational settings.
Academic Growth	CASAS Life & Work Reading and Lifeskills Math	R	The percentage of students attending a minimum of 60 hours who showed an increase of 4 or more points in reading and/or math has decreased from 71 to 51 and then 4 percent (different data set for the last percentage, as noted above.)	50% of students that have been enrolled for 60 + hours of instruction will score 5 or more points higher on posttest.	N/A	Continue CASAS assessment after every 40 – 60 hours of instruction.	Restructure current program and transition students to alternative educational settings.
		M	Trending down in math scores	32% of students that have been enrolled for 60 + hours of instruction will score 5 or more points higher on posttest.	N/A	Continue CASAS assessment after every 40 – 60 hours of instruction.	
	CELA	There is no data on the CELA tests for SY9-10. In 10-11 it was only 27% increasing one level. In 11-12 there weren't any students who increased. There is a significant downward trend in growth.	30% of students enrolled for a minimum of 60+ hours of instruction will score one level higher on posttest.	N/A	Continue CASAS assessment after every 40 – 60 hours of instruction.		
Student Engagement	Attendance Rate	N/A					Implement structured scheduling system
	Truancy Rate	N/A					
	Continuous enrollment - % of current year's students enrolled the prior year	Each year about 70% of the students previously enrolled at the school return for the fall semester.	80% of students enrolled at the end of the school year will continue the next fall	N/A	Assess % of students continuing their studies on a quarterly basis.		
Post Secondary & Workforce Readiness	Completion Rate	The percentage of students completing their studies is unavailable for 09 – 10. The next two years the rate climbed from 4.4% to 8%,	55.4% At/above the 60 th percentile of all AECs using 4-, 5-, 6- or 7-year completion rate	N/A	Assess % of students completing their studies on a quarterly basis.	Implement structured scheduling system	

		but is still well below the 49.5% required for AECs.				
	Dropout Rate	The percentage of students dropping out is unavailable for 09 – 10. The next two years, the rate climbed from 29% to 34%, and is still well above the 12.8% required for AECs.	11.4% At/below the 60 th percentile of all AECs	N/A	Assess % of students completing their studies on a quarterly basis.	
	Mean ACT Composite Score	The average ACT Composite score dropped from 15.5 in 09-10 to 12.4 in 10-11 and then came up a bit more during 11-12. However, it is still below the 15.7% required for AECs.	N/A	N/A	N/A	
	Graduation Rate	The percentage of students completing their studies is unavailable for 09 – 10. The next two years the rate climbed from 4.4% to 8%, but is still well below the 33.3% required for AECs.	55.4% At/above the 60 th percentile of all AECs using 4-, 5-, 6- or 7-year completion rate	N/A	Assess % of students continuing their studies on a quarterly basis.	

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: Restructure current program and transition students to alternative educational settings

Root Cause(s) Addressed: Lack of consistent Tier 1 instruction, inconsistent application of sheltered English instructional methods, underutilization of data to drive instruction, lack of structured scheduling practices

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance Plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Evaluate student transcripts for needs	Sept. 2012 – Oct. 2012	Principal	\$0 – local	List of completion status for all students.	Completed
Individual transition Interviews with students	Nov. 2012 thru Feb. 2013	Principal	\$0 – local	Individualized transition plans	In progress
Conduct transition interviews with students in cooperation with Student Services (Special Education).	April 2013	Principal	\$0 – local	Document listing transition plans of all students.	In progress
School closure	June 2013	Principal	\$0 – local	Publication of school closure in local newspaper of record.	Not begun

Major Improvement Strategy #2: Implement structured scheduling system

Root Cause(s) Addressed: Lack of structured scheduling practices, underutilization of data to drive instruction

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Develop a system of scheduling students in accordance with their academic needs.	March - April 2012	Scheduling Team	\$300.00 - Local	Master schedule	Completed
Implement scheduling system.	May and June 2012 for fall term	Staff and Leadership Team	\$600.00 - Local	Individual schedules	Completed
Develop and implement mentoring program to assist students in setting and attaining academic goals.	Sept. 2012 – June 2013	Instructors and Staff	0\$	Individual schedules	In progress
All stakeholders complete survey on effectiveness of scheduling system.	Month of May 2013	Instructors, Staff, and Students	\$50.00 - Local	Evaluation report disseminated to instructors and staff	Not begun
School closure	June 2013	Principal	\$0 – local	Publication of school closure in local paper of record.	Not begun

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)

Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 0470 District Name: ST VRAIN VALLEY RE 1J School Code: 3192 School Name: FREDERICK ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
			Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	71.65%	-	-	59.35%	-	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	52.44%	-	-	
		W	53.52%	-	-	38.21%	-	-	
		S	47.53%	-	-	30.77%	-	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	35	-	-	44	-	-	
		M	59	-	-	37	-	-	
		W	50	-	-	42	-	-	
ELP	43	-	-	40	-	-			

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps:</p> <p style="text-align: center; color: blue;">Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	<p>Overall Rating for Post Secondary Readiness:</p> <p style="text-align: center;">-</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	-	-	-	
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Priority Improvement – Entering Year 3 as of July 1, 2013.	Based on final results, the school has not met state expectations for attainment on the performance indicators and is required to adopt and implement a Priority Improvement Plan. The Plan must be submitted by January 15, 2013 to be reviewed by CDE. Refer to the UIP website for more detailed instructions on the plan submission process, as well as the Quality Criteria to ensure that all required elements are captured in the school's plan at http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Does not receive Title I funds	The school does not receive Title I funds and does not need to meet the additional Title I requirements.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

Improvement Plan Information

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

- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Karen Musick, Principal
	Email	musick_karen@svvdsd.org
	Phone	303-833-2456
	Mailing Address	555 8 th Street, Frederick CO 80530
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

Section III: Narrative on Data Analysis and Root Cause Identification

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



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

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year’s plan). While this worksheet should be included in your UIP, *the main intent is to record your school’s reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	<p>Reading: By the end of the 2011-2012 school year, 70% of the students will score proficient or advanced overall on the reading TCAP and at least 70% of students will correctly answer items related to vocabulary and non-fiction reading.</p> <p>At the same time, 60% of minority, English Language Learners, or those who qualify for free-reduced price lunch will score proficient or advanced on TCAP.</p>	<p>The overall reading Academic Achievement target was not met. 61% of the students scored proficient or advanced overall on the reading TCAP. 61% of students correctly answered items related to vocabulary and non-fiction reading. The target was not met. Both of these were a small increase from the previous year.</p> <p>The minority target was met. 69% of minority students scored proficient or advanced, which did meet the target. This was an increase of 28% from the previous year. ELL or free-reduced price lunch targets were not met. 45% of ELL students scored proficient or advanced which did not meet the target. This score was slightly higher than the previous year. 59% of students who qualify for free-reduced price lunch scored proficient or advanced, which also did not meet the target, but was within one percentage point and was 18% higher than the previous year.</p>	<p>The overall Academic Achievement target was not met. However, there was a small increase and this is due to the increased focus on Tier I reading instruction and focused intervention.</p> <p>The minority target, ELL target and free-reduced lunch targets were met or increased due to the increased focus on English language instruction, sheltered instruction and teacher/staff understandings of minority students and students in poverty.</p>

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	<p>Math: By the end of the 2011-2012 school year, 70% of the students will score proficient or advanced overall on the math TCAP and at least 70% of students will correctly answer items related to number sense and computation.</p> <p>At the same time, 60% of minority, English Language Learners, or those who qualify for free-reduced price lunch will score proficient or advanced on TCAP.</p>	<p>The overall math Academic Achievement target was not met. 52% of students scored proficient or advanced, down from 55% the previous year on math CSAP. 52% of students correctly answered items related to number sense and computation.</p> <p>The minority target was met. 68% of minority students were proficient or advanced on TCAP. This was an increase of 30% from the previous year. ELL or free-reduced price lunch targets were not met. 44% of ELL students scored proficient, up from 38% the previous year. 58% of students who qualify for free-reduced price lunch scored proficient or advanced. While not quite meeting the target, this was an increase of 11%.</p>	<p>The overall math Academic Achievement target was not met due to the implementation, with fidelity, of a new and more rigorous math program which teachers struggled to implement.</p> <p>The minority target, ELL target and free-reduced lunch targets were met or increased due to the increased focus on English language instruction, sheltered instruction and teacher/staff understandings of minority students and students in poverty.</p>
	Writing: N/A	N/A	
	Science: N/A	N/A	
	Reading: N/A	N/A	
Academic Growth	<p>Math: By the end of the 2011-2012 school year, the Median Student Growth Percentile in Math will be 55.</p>	The Academic Growth target was not met. The Median Student Growth Percentile in Math was 37, up from 34 of the previous year.	The overall math Academic Achievement target was not met due to the implementation, with fidelity, of a new and more rigorous math program which teachers struggled to implement.
	Writing: N/A	N/A	
Academic Growth Gaps	<p>Reading: N/A</p> <p>Math: By the end of the 2011-2012 school year, 60% of students designated as ELLs, F/R Lunch eligible or Minority will have a growth percentile that is greater than or equal to adequate growth for that group.</p>	The school did not meet these targets. The ELL Median Growth Percentile was 43 and 71 was needed for adequate growth, F/R Lunch eligible student percentile was 37 and 65 was needed for adequate growth, and minority percentile was 43 and 47 was needed for adequate growth for that group.	The overall math Academic Achievement target was not met due to the implementation, with fidelity, of a new and more rigorous math program which teachers struggled to implement.

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	50% of the students scoring below proficient will make catch-up growth	Only 6% of students made catch-up growth.	
	Writing: N/A	N/A	
Post Secondary Readiness	N/A	N/A	

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																
Academic Achievement (Status)	<table border="1" data-bbox="415 613 877 764"> <thead> <tr> <th>Reading</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>67</td> <td>79</td> <td>68</td> </tr> <tr> <td>Grade 4</td> <td>54</td> <td>45</td> <td>57</td> </tr> <tr> <td>Grade 5</td> <td>49</td> <td>60</td> <td>51</td> </tr> </tbody> </table> <p>The percent of students (Grade 3-5) scoring proficient or advanced on reading TCAP has remained stable (61%, 60%, 61%) between 2010 and 2012, but is lower than state reading TCAP averages.</p> <p>The percent of ELL students (Grade 3-5) scoring proficient or advanced on reading TCAP increased from 32% to 42% to 45% between 2010 and 2012.</p> <p>The percent of minority students (Grade 3-5) scoring proficient or advanced on reading TCAP increased from 40% to 41% to 69% between 2010 and 2012, decreasing the achievement gap between white and minority students from 28 points in 2009 to 3 points in 2012.</p> <p>The percent of students qualifying for free/reduced lunch (Grade 3-5) scoring proficient or advanced on reading TCAP increased from 38% to 41% to 59% between 2010</p>	Reading	2010	2011	2012	Grade 3	67	79	68	Grade 4	54	45	57	Grade 5	49	60	51	<p>Increasing, but low reading performance for all grade (K-5) cohort groups (61% P/A – as measured by Grade 3-5 TCAP) especially: minority students (69% P/A) representing 63% of the student body, ELL students (45% P/A) representing 36% of the student body, and F/R lunch students (59% P/A) representing 65% of the student body; which is below the state average of 70%.</p>	<p>There has not been a sense of shared accountability for student learning. Progress monitoring has not occurred on a regular basis and students who are struggling have not been properly identified or receive research-based additional support and interventions.</p> <p>There have been low expectations for minority students, ELL students and students impacted by poverty; with a lack of understanding on how to instruct, engage, and motivate these students.</p> <p>Limited exposure to English and English Language Development instruction, especially in Primary Bilingual classrooms.</p> <p>Lack of sheltered instruction; including academic language and vocabulary development. There is almost no direct instruction of vocabulary other than that provided through the reading program.</p> <p>There has been inconsistent implementation of guided reading groups, as part of Tier I classroom instruction.</p>
Reading	2010	2011	2012																
Grade 3	67	79	68																
Grade 4	54	45	57																
Grade 5	49	60	51																

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																				
	<p>and 2012, but is still lower than the percent of students not qualifying for free/reduced lunch scoring proficient or advanced (79%)..</p> <p>While less than 50% of students (K-3) were at grade level (Spring 2009, 2010, 2011), as measured by PALS; Spring 2012 showed an increase in percentages of students at grade level. K – 63%, 1st – 63%, 2nd – 68%, and 3rd – 73% (which is similar to 2012 3rd grade Reading TCAP results).</p> <table border="1" data-bbox="415 1096 846 1269"> <thead> <tr> <th>Writing</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>49</td> <td>57</td> <td>53</td> </tr> <tr> <td>Grade 4</td> <td>36</td> <td>32</td> <td>23</td> </tr> <tr> <td>Grade 5</td> <td>32</td> <td>38</td> <td>38</td> </tr> <tr> <td>Overall</td> <td>39</td> <td>42</td> <td>38</td> </tr> </tbody> </table> <p>Scores remain stable (within 4 points overall), but are below state TCAP Writing expectations.</p>	Writing	2010	2011	2012	Grade 3	49	57	53	Grade 4	36	32	23	Grade 5	32	38	38	Overall	39	42	38	<p>N/A</p>	<p>N/A</p>
Writing	2010	2011	2012																				
Grade 3	49	57	53																				
Grade 4	36	32	23																				
Grade 5	32	38	38																				
Overall	39	42	38																				

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																
	<table border="1" data-bbox="415 397 846 537"> <thead> <tr> <th>Math</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>64</td> <td>67</td> <td>58</td> </tr> <tr> <td>Grade 4</td> <td>52</td> <td>56</td> <td>54</td> </tr> <tr> <td>Grade 5</td> <td>29</td> <td>47</td> <td>44</td> </tr> </tbody> </table> <p>The percent of students (Grade 3-5) scoring proficient or advanced on math TCAP has remained relatively stable (48%, 52%, 55%) between 2010 and 2012, but is lower than state math TCAP averages.</p> <p>The percent of ELL students (Grade 3-5) scoring proficient or advanced on math TCAP increased from 34% to 38% to 44% between 2010 and 2012.</p> <p>The percent of minority students (Grade 3-5) scoring proficient or advanced on math TCAP declined from 37% to 30% from 2010 to 2011, and then increased to 68% in 2012, erasing the achievement gap between white and minority students from 24 points in 2010 to -4 points in 2012 (white student performance was 64%).</p> <p>The percent of students qualifying for free/reduced lunch (Grade 3-5) scoring proficient or advanced on math TCAP increased from 38% to 47% to 58% between 2010 and 2012, but is still lower than the percent of students not qualifying for free/reduced lunch scoring proficient or advanced (80%).</p>	Math	2010	2011	2012	Grade 3	64	67	58	Grade 4	52	56	54	Grade 5	29	47	44	<p>Persistent low math performance for all grade (K-5) cohort groups (52% P/A - as measured by Grade 3-5 TCAP) especially: minority students (68% P/A) representing 63% of the student body, ELL students (44% P/A) representing 36% of the student body, and F/R lunch students (58% P/A) representing 65% of the student body; which is below the state average of 68% P/A.</p>	<p>There has not been a sense of shared accountability for student learning. Progress monitoring has not occurred on a regular basis and students who are struggling have not been properly identified or receive research-based additional support and interventions.</p> <p>There have been low expectations for minority students, ELL students and students impacted by poverty; with a lack of understanding on how to instruct, engage, and motivate these students.</p> <p>Limited exposure to English and English Language Development instruction during math instruction, especially in Primary Bilingual classrooms.</p> <p>Lack of sheltered instruction; including academic language and vocabulary development.</p> <p>There has been inconsistent implementation of district math curriculum.</p>
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes								
	<table border="1" data-bbox="415 342 846 412"> <tr> <td>Science</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Grade 5</td> <td>17</td> <td>40</td> <td>30</td> </tr> </table> <p>Scores increased from 2010 to 2011, but declined in 2012 and are below state averages.</p>	Science	2010	2011	2012	Grade 5	17	40	30	N/A	N/A
Science	2010	2011	2012								
Grade 5	17	40	30								
Academic Growth	<p>The median growth percentile in reading for Grades 3-5 on TCAP was stable from 2010-2011 (38%), then increased in 2012 to 44%, meeting the minimum expectation of 35.</p>	N/A	N/A								
	<p>The median growth percentile in math for Grades 4-5 on TCAP increased from 20% in 2010 to 34% in 2011 to 37% in 2012, but is below the minimum expectation of 59.</p> <p>The percent of students catching up in math for Grades 4 and 5 on TCAP increased from 7% in 2010 to 12% in 2011 and then decreased to 6% in 2012, for an average of 8% over three years.</p>	<p>For the past three years, 40% of students in grades 4 and 5 have not made enough growth to catch up to proficient within three years as measured by Math TCAP.</p>	<p>There has not been a sense of shared accountability for student learning. Progress monitoring has not occurred on a regular basis and students who are struggling have not been properly identified or receive research-based additional support and interventions.</p> <p>There have been low expectations for minority students, ELL students and students impacted by poverty; with a lack of understanding on how to instruct, engage, and motivate these students.</p>								

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
			<p>Limited exposure to English and English Language Development instruction during math instruction, especially in Primary Bilingual classrooms.</p> <p>Lack of sheltered instruction; including academic language and vocabulary development.</p> <p>There has been inconsistent implementation of district math curriculum.</p>
Academic Growth	The median growth percentile in writing for Grades 4-5 on TCAP increased from 34% in 2010 to 38% in 2011 to 42% in 2012, but is below the minimum expectation of 50.	N/A	N/A
Academic Growth Gaps	<p>Reading: In 2011-12, one subgroup of students (Free/Reduced Lunch Eligible) made adequate growth.</p> <p>Free/Reduced Lunch Eligible Median Growth Percentile: 44 Adequate Growth Percentile: 40</p> <p>Minority Students Median Growth Percentile: 43 Adequate Growth Percentile: 47</p> <p>Students w/ Disabilities Median Growth Percentile: 34 Adequate Growth Percentile: 75</p> <p>English Language Learners Median Growth Percentile: 47 Adequate Growth Percentile: 59</p> <p>Students needing to catch up</p>	N/A	N/A

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Median Growth Percentile: 45 Adequate Growth Percentile: 69</p> <p>The median growth percentile of minority students has increased from 39 in 2010 and 39 in 2011 to 43 in 2012. The median growth percentile of Free/Reduced Lunch students has increased from 38 in 2010 to 37 in 2011 to 44 in 2012, surpassing the MGP of non-Free/Reduced Lunch students (43). The median growth percentile of students with disabilities decreased from 35 in 2010 to 31 in 2011 and increased to 34 in 2012. The median growth percentile of ELL students has increased from 36 in 2010 to 38 in 2011 to 47 in 2012, surpassing the non-ELL percentile (40).</p> <p>Writing: In 2011-12, no subgroups of students made adequate growth.</p> <p>Free/Reduced Lunch Eligible Median Growth Percentile: 43 Adequate Growth Percentile: 61</p> <p>Minority Students Median Growth Percentile: 46 Adequate Growth Percentile: 61</p> <p>Students w/Disabilities Median Growth Percentile: 52 Adequate Growth Percentile: 85</p> <p>English Language Learners Median Growth Percentile: 54 Adequate Growth Percentile: 70</p>	<p>N/A</p>	<p>N/A</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Students needing to catch up Median Growth Percentile: 46 Adequate Growth Percentile: 74</p> <p>The median growth percentile of minority students has increased from 32 in 2010 to 34 in 2011 to 46 in 2012, surpassing the non-minority percentile (31). The median growth percentile of Free/Reduced Lunch students has increased from 32 in 2010 to 32 in 2011 to 43 in 2012, surpassing the MGP for non-Free/Reduced Lunch students (36). The median growth percentile of students with disabilities has increased from 16 in 2010 to 24 in 2011 to 52 in 2012, which surpassed the MGP for the school (39). The median growth percentile of ELL students has increased from 33 in 2010 to 48 in 2011 to 54 in 2012, surpassing the non-ELL percentile (34).</p>		
	<p>Math: In 2011-12, no subgroups of students made adequate growth.</p> <p>Free/Reduced Lunch Eligible Median Growth Percentile: 37 Adequate Growth Percentile: 65</p> <p>Minority Students Median Growth Percentile: 42 Adequate Growth Percentile: 69</p> <p>Students w/Disabilities Median Growth Percentile: 38 Adequate Growth Percentile: 82</p> <p>English Language Learners Median Growth Percentile: 43 Adequate Growth Percentile: 71</p>	<p>Increasing, but low and inadequate growth of all subgroups in math: minority students (from 21 in 2010 to 34 in 2011 to 42 in 2012) representing 63% of the student body, ELL students (from 27 in 2010 to 34 in 2011 to 43 in 2012) representing 36% of the student body, and F/R lunch students (from 27 in 2010 to 34</p>	<p>There has not been a sense of shared accountability for student learning. Progress monitoring has not occurred on a regular basis and students who are struggling have not been properly identified or receive research-based additional support and interventions.</p> <p>There have been low expectations for minority students, ELL students and students impacted by poverty; with a lack of understanding on how to instruct, engage, and motivate these students.</p> <p>Limited exposure to English and English Language Development instruction during math instruction, especially in</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Students needing to catch up Median Growth Percentile: 37 Adequate Growth Percentile: 80</p> <p>The median growth percentile of minority students has increased from 21 in 2010 to 34 in 2011 to 42 in 2012, surpassing the non-minority percentile (34). The median growth percentile of Free/Reduced Lunch students has increased from 22 in 2010 to 35 in 2011 to 37 in 2012. The median growth percentile of students with disabilities has increased from 18 in 2010 to 34 in 2011 to 38 in 2012, which surpassed the MGP for the school (37). The median growth percentile of ELL students has increased from 27 in 2010 to 34 in 2011 to 43 in 2012, surpassing the non-ELL percentile (34).</p>	<p>in 2011 to 43 in 2012) representing 65% of the student body.</p>	<p>Primary Bilingual classrooms.</p> <p>Lack of sheltered instruction; including academic language and vocabulary development.</p> <p>There has been inconsistent implementation of district math curriculum.</p>
<p>Post Secondary & Workforce Readiness</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>		<p>Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>		<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.</p>		<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.</p>		<p>Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.</p>
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Narrative:

Description of School Setting and Process for Data Analysis

Frederick Elementary School is located in the St Vrain Valley School District, serving K-5 students from the towns of Dacono and Frederick. Enrollment is 508 of which 60% are Free/Reduced Lunch eligible, 60% are minority students, and 40% are ELL students. The school is in the process of closing at the end of the current school year. It will move and open as a K-8 in the Fall of 2013. It is the intent of the K-8 planning team to re-image the reputation of Frederick Elementary school and staff. As a result, that planning team was very involved in the development of this UIP. The K-8 planning team (which includes district administrators), along with the Academic Accountability team and the School Accountability Committee met every other week starting in mid-August to have data driven dialogues about the state TCAP results (both achievement and growth), district-administered interim assessments (Galileo, PALS), as well as school-administered DRA2 testing, trends collected over the past school year during classroom walkthroughs, and parent/staff perception surveys. Trends in achievement were consistent across these measures. The team spent the most time in the areas of reading and math – taking each content area and reviewing current performance, identifying notable trends, prioritizing performance challenges, and refining the root causes to those challenges.

Review Current Performance

Frederick Elementary School will be entering Year 3 of Priority Improvement or Turnaround. We missed Improvement by 2.2%.

Academic Achievement: We did not meet the state targets in TCAP for reading, writing, math or science. We received “approaching” in these areas.

Academic Growth: We did not meet the state targets in TCAP for reading, writing, math, or English Language Proficiency. We received “approaching” in all areas except math.

Academic Growth Gaps: We did not meet the state targets for any sub-group. We received “approaching” in all sub-groups except reading: students with disabilities, mathematics: overall, F/R lunch, students with disabilities, and students needing to catch up. We received “approaching” in all sub-groups for writing.

Magnitude of the school's performance challenges: The magnitude of the challenges is significant – impacting at least 60% of the students in the school. The challenges are evident across all content areas, with math being the weakest. Significant performance challenges are evident across all disaggregated groups, with students with disabilities being the weakest.

The team also considered the performance targets set for the previous year and whether the targets were met and why the targets were met or not.

Reading Academic Achievement: By the end of the 2011-2012 school year, 70% of the students will score proficient or advanced overall on the reading TCAP and at least 70% of students will correctly answer items related to vocabulary and non-fiction reading. At the same time, 60% of minority, English Language Learners, or those who qualify for free-reduced price lunch will score proficient or advanced on TCAP.

The overall reading Academic Achievement target was not met. 61% of the students scored proficient or advanced overall on the reading TCAP. 61% of students correctly answered items related to vocabulary and non-fiction reading. The target was not met. Both of these were a small increase from the previous year.

The minority target was met. 69% of minority students scored proficient or advanced, which did meet the target. This was an increase of 28% from the previous year. ELL or free-reduced price lunch targets were not met. 45% of ELL students scored proficient or advanced which did not meet the target. This score was slightly higher than the previous year. 59% of students who qualify for free-reduced price lunch scored proficient or advanced, which also did not meet the target, but was within one percentage point and was 18% higher than the previous year.

The overall Academic Achievement target was not met. However, there was a small increase and this is due to the increased focus on Tier I reading instruction and focused intervention. The minority target, ELL target and free-reduced lunch targets were met or increased due to the increased focus on English language instruction, sheltered instruction and teacher/staff understandings of students of color and poverty.

Math Academic Achievement: By the end of the 2011-2012 school year, 70% of the students will score proficient or advanced overall on the math TCAP and at least 70% of students will correctly answer items related to number sense and computation. At the same time, 60% of minority, English Language Learners, or those who qualify for free-reduced price lunch will score proficient or advanced on TCAP.

The overall math Academic Achievement target was not met. 52% of students scored proficient or advanced, down from 55% the previous year on math CSAP. 52% of students correctly answered items related to number sense and computation. The minority target was met. 68% of minority students were proficient or advanced on TCAP. This was an increase of 30% from the previous year. ELL or free-reduced price lunch targets were not met. 44% of ELL students scored proficient, up from 38% the previous year. 58% of students who qualify for free-reduced price lunch scored proficient or advanced. While not quite meeting the target, this was an increase of 11%. The overall math Academic Achievement target was not met due to the implementation, with fidelity, of a new and more rigorous math program which teachers struggled to implement. The minority target, ELL target and free-reduced lunch targets were met or increased due to the increased focus on English language instruction, sheltered instruction and teacher/staff understandings of students of color and poverty.

Math Growth: By the end of the 2011-2012 school year, the Median Student Growth Percentile in Math will be 55. The Academic Growth target was not met. The Median Student Growth Percentile in Math was 37, up from 34 of the previous year.

Math Growth Gaps: By the end of the 2011-2012 school year, 60% of students designated as ELLs, F/R Lunch eligible or Minority will have a growth percentile that is greater than or equal to adequate growth for that group. 50% of the students scoring below proficient will make catch-up growth. The school did not meet these targets. The ELL Median Growth Percentile was 43 and 71 was needed for adequate growth, F/R Lunch eligible student percentile was 37 and 65 was needed for adequate growth, and minority percentile was 43 and 47 was needed for adequate growth for that group. As with the Math Academic Achievement, the goals for growth and growth gaps for math were not met due to the implementation of a new and more rigorous math program which teachers struggled to implement.

Based on small but mostly positive growth, the team feels that current performance supports continuation of current major improvement strategies and action steps that were outlined in the school target setting form and action planning forms for 2011-2012.

Trend Analysis

Using part of the data driven dialogue process, the team analyzed and interpreted the past three years of performance data (TCAP achievement scores, TCAP growth and growth gap scores, and local reading scores for primary grades). We looked for trends in the data (for each performance indicator) and determined that the most notable trends were those that compared our data with state expectations or where we were looking at sub-groups that had been the focus of much of our work and targets for 2011-12.

Academic Achievement Notable Trends

Reading

- The percent of students (Grade 3-5) scoring proficient or advanced on reading TCAP has remained stable (61%, 60%, 61%) between 2010 and 2012, but is lower than state reading TCAP averages.
- The percent of ELL students (Grade 3-5) scoring proficient or advanced on reading TCAP increased from 32% to 42% to 45% between 2010 and 2012.
- The percent of minority students (Grade 3-5) scoring proficient or advanced on reading TCAP increased from 40% to 41% to 69% between 2010 and 2012, decreasing the achievement

gap between white and minority students from 28 points in 2009 to 3 points in 2012.

- The percent of students qualifying for free/reduced lunch (Grade 3-5) scoring proficient or advanced on reading TCAP increased from 38% to 41% to 59% between 2010 and 2012, but is still lower than the percent of students not qualifying for free/reduced lunch scoring proficient or advanced (79%).
- While less than 50% of students (K-3) were at grade level (Spring 2009, 2010, 2011), as measured by PALS; Spring 2012 showed an increase in percentages of students at grade level. K – 63%, 1st – 63%, 2nd – 68%, and 3rd – 73% (which is similar to 2012 3rd grade Reading TCAP results).

Math

- The percent of students (Grade 3-5) scoring proficient or advanced on math TCAP has remained relatively stable (48%, 52%, 55%) between 2010 and 2012, but is lower than state math TCAP averages.
- The percent of ELL students (Grade 3-5) scoring proficient or advanced on math TCAP increased from 34% to 38% to 44% between 2010 and 2012.
- The percent of minority students (Grade 3-5) scoring proficient or advanced on math TCAP declined from 37% to 30% from 2010 to 2011, and then increased to 68% in 2012, erasing the achievement gap between white and minority students from 24 points in 2010 to -4 points in 2012 (white student performance was 64%).
- The percent of students qualifying for free/reduced lunch (Grade 3-5) scoring proficient or advanced on math TCAP increased from 38% to 47% to 58% between 2010 and 2012, but is still lower than the percent of students not qualifying for free/reduced lunch scoring proficient or advanced (80%).

Writing

- Scores remain stable (within 4 points overall), but are below state TCAP Writing expectations.

Science

- Scores increased from 2010 to 2011, but declined in 2012 and are below state averages.

Academic Growth Notable Trends

Reading

- The median growth percentile in reading for Grades 4-5 on TCAP was stable from 2010-2011 (38%), then increased in 2012 to 44%, meeting the minimum expectation of 35.

Math

- The median growth percentile in math for Grades 4-5 on TCAP increased from 20% in 2010 to 34% in 2011 to 37% in 2012, but is below the minimum expectation of 59.
- The percent of students catching up in math for Grades 4 and 5 on TCAP increased from 7% in 2010 to 12% in 2011 and then decreased to 6% in 2012, for an average of 8% over three years.

Writing

- The median growth percentile in writing for Grades 3-5 on TCAP increased from 34% in 2010 to 38% in 2011 to 42% in 2012, but is below the minimum expectation of 50.

Academic Growth Gaps

Reading

- The median growth percentile of minority students has increased from 39 in 2010 and 39 in 2011 to 43 in 2012.
- The median growth percentile of Free/Reduced Lunch students decreased from 38 in 2010 to 37 in 2011 and increased to 44 in 2012, surpassing the MGP of non-Free/Reduced Lunch students (43). This sub-group made adequate growth as measured by the state.
- The median growth percentile of students with disabilities decreased from 35 in 2010 to 31 in 2011 and increased to 34 in 2012.
- The median growth percentile of ELL students has increased from 36 in 2010 to 38 in 2011 to 47 in 2012, surpassing the non-ELL percentile (40).

Writing

- The median growth percentile of minority students has increased from 32 in 2010 to 34 in 2011 to 46 in 2012, surpassing the non-minority percentile (31).
- The median growth percentile of Free/Reduced Lunch students has increased from 32 in 2010 to 32 in 2011 to 43 in 2012, surpassing the MGP for non-Free/Reduced Lunch students (36).
- The median growth percentile of students with disabilities has increased from 16 in 2010 to 24 in 2011 to 52 in 2012, which surpassed the MGP for the school (39) and is a celebration!
- The median growth percentile of ELL students has increased from 33 in 2010 to 48 in 2011 to 54 in 2012, surpassing the non-ELL percentile (34).

Math

- The median growth percentile of minority students has increased from 21 in 2010 to 34 in 2011 to 42 in 2012, surpassing the non-minority percentile (34).
- The median growth percentile of Free/Reduced Lunch students has increased from 22 in 2010 to 35 in 2011 to 37 in 2012.
- The median growth percentile of students with disabilities has increased from 18 in 2010 to 34 in 2011 to 38 in 2012, which surpassed the MGP for the school (37).
- The median growth percentile of ELL students has increased from 27 in 2010 to 34 in 2011 to 43 in 2012, surpassing the non-ELL percentile (34).

Priority Performance Challenges

As stated earlier in this narrative, the magnitude of the challenges is significant – impacting at least 60% of the students in the school. The challenges are evident across all content areas. As the team looked at notable trends, and compared those trends to local, current data (for which we do not have three years of data to analyze) – a number of trends came together to support the following priority performance challenges.

In **reading academic achievement**: the notable trends (stated above) of students scoring P/A on reading TCAP along with trends for ELL students, minority students, and students qualifying for free/reduced lunch were supported by our local data. In spring of 2012, the Frederick staff voted to voluntarily assess every student on DRA2 (in addition to district required PALS). The results of that data showed over 60% of students K-5 were not at grade level as measured by the DRA2. Further looks into that data showed that the majority of those 60% were minority, ELL, and/or Free/Reduced. It was the consensus of the team that this is a significant set of trends that cut across all grades and student groups. While the trends for specific groups are showing an increase, the achievement levels are not satisfactory. This led to the following priority performance challenge: Increasing, but low reading performance for all grade (K-5) cohort groups (61% P/A – as measured by Grade 3-5 TCAP) especially: minority students (69% P/A) representing 63% of the student body, ELL students (45% P/A) representing 36% of the student body, and F/R lunch students (59% P/A) representing 65% of the student body; which is below the state average of 70%.

In **math academic achievement**: the notable trends (stated above) of students of students scoring P/A on math TCAP along with trends for ELL students, minority students, and students qualifying for free/reduced lunch were supported by our local data. For students in grades 1-5, fall 2013 Galileo data shows grade level proficiency between 50-60%. This is comparable to TCAP trend data. Again, further looks into that data showed that the majority of those not at proficiency were minority, ELL, and/or Free/Reduced. It was the consensus of the team that this is a significant set of trends that cut across all grades and student groups. While the trends for specific groups are showing an increase, the achievement levels are not satisfactory. This led to the following priority performance challenge: Persistent low math performance for all grade (K-5) cohort groups (52% P/A - as measured by Grade 3-5 TCAP) especially: minority students (68% P/A) representing 63% of the student body, ELL students (44% P/A) representing 36% of the student body, and F/R lunch students (58% P/A) representing 65% of the student body; which is below the state average of 68% P/A. The magnitude of this low math performance is significant and needs to be addressed immediately.

When reviewing the notable trends in **academic growth**, the team considered that the MGP for **reading** did increase and did meet the minimum expectation. However, the school did not meet the minimum expectation for **math**. While the MGP has trended upward, 37 is still significantly below the minimum expectation of 59. In looking at the growth data, the team was specifically struck by the three year trend of students “catching up”. If, on average, 8% of students that score Unsatisfactory or Partially Proficient on math TCAP make enough growth to catch up to proficient within three years and the school has, on average, 48% of students scoring U or PP; that means that 40% of all students will not catch up to their grade level peers. That led to this priority performance challenge in academic growth: For the past three years, 40% of students in grades 4 and 5 have not made enough growth to catch up to proficient within three years as measured by Math TCAP. Again, the magnitude of this challenge is significant and needs to be addressed immediately.

While reviewing the notable trends in **academic growth gaps**, the team again considered the overall math achievement of just barely above 50% of the school. While the MGP of sub-groups have increased (which supports continuation of current major improvement strategies and action steps), the percentiles are low in comparison to adequate growth percentiles needed (minority students 42/69, ELL students 43/71, F/R Lunch students 37/65). Once again, significant magnitude in the priority performance challenge of: Increasing, but low and inadequate growth of all subgroups in math: minority students (from 21 in 2010 to 34 in 2011 to 42 in 2012) representing 63% of the student body, ELL students (from 27 in 2010 to 34 in 2011 to 43 in 2012) representing 36% of the

student body, and F/R lunch students (from 27 in 2010 to 34 in 2011 to 43 in 2012) representing 65% of the student body.

Root Cause Analysis

As we considered root causes for the priority performance challenges, we considered the significant magnitude of the challenges. The significance of all four priority performance challenges is school-wide and therefore, we knew that our root causes would be school-wide statements. The root cause statements we identified relate to one or more of the priority performance challenges, as well as being interrelated throughout the school and content areas. We considered additional school-wide data as we engaged in root-cause analysis. In particular, the planning team: surveyed teachers, collected data about the content addressed in reading and math, considered district school-walkthrough data, looked at documented interventions or additional support provided to low performing students, looked at plans that documented the amount of instructional time in English, and examined classroom walkthrough data documenting ELL strategies used on a consistent basis.

Our analysis led us to identify the following root causes:

- There has not been a sense of shared accountability for student learning. Progress monitoring has not occurred on a regular basis and students who are struggling have not been properly identified or receive research-based additional support and interventions.
- There have been low expectations for minority students, ELL students and students impacted by poverty; with a lack of understanding on how to instruct, engage, and motivate these students.
- Limited exposure to English and English Language Development instruction, especially in our Primary Bilingual classrooms.
- Lack of sheltered instruction; including academic language and vocabulary development. There is almost no direct instruction of vocabulary other than that provided through the reading program.
- There has been inconsistent implementation of guided reading groups, as part of Tier I classroom instruction.
- There has been inconsistent implementation of district math curriculum.
- There is a need for continued systematic and intentional District leadership and support.

Verification of Root Cause

After drafting initial root cause statements, the planning team then examined more closely what was happening in classrooms with regard to expectations for student learning, particularly students significantly below grade level. We also gathered data on what student progress monitoring looked like in classrooms. The result was verification that progress monitoring was not occurring in any systematic and purposeful way. Further discussions with staff and a survey of parents verify that there appears to be a climate of low expectations for our students. We don't expect our students to do well and therefore they don't. In fact, teachers acknowledge that they are inconsistent with implementation of guided reading and use of the district math curriculum. In student surveys, administered in our intermediate classrooms, students expressed a lack of motivation or buy-in to classroom instruction. This was particularly true of our Hispanic boys. Staff acknowledges lacking understanding on just how to engage and motivate minority students, and students impacted by poverty. Staff acknowledged that ELL students were not being immersed into social and academic English language opportunities as they could. The small but increasing notable trends, encouraged the planning team that the systematic and intentional District leadership and support was a continued need and root cause. Further verification of root causes will continue as further data is examined throughout the school year by the planning team and school and district leadership.

Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
				2012-13	2013-14		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	Increasing, but low reading performance for all grade (K-5) cohort groups (61% P/A – as measured by Grade 3-5 TCAP) especially: minority students (69% P/A) representing 63% of the student body, ELL students (45% P/A) representing 36% of the student body, and F/R lunch students (59% P/A) representing 65% of the student body; which is below the state average of 70%.	By the end of the 2012-2013 school year, 70% of the students will score proficient or advanced overall on the reading TCAP, including minority students and F/R lunch students; and 60% of ELL students.	By the end of the 2013-2014 school year, 75% of the students will score proficient or advanced overall on the reading TCAP, including minority students and F/R lunch students; and 65% of ELL students.	DRA2 administered 3X a year (Aug, Dec, April) on every student. DRA2 Progress Monitoring monthly for students below grade level. Running Records on unseen text and/or DIBELS every other week for students at risk.	Major Improvement Strategy #1: School Management: Continue the reorganization of the oversight and management structure within the school to provide greater, more effective support to educators and learners. Major Improvement Strategy #2: Support learning needs of students, most represented in achievement and growth gaps, by providing: standardized instructional minutes in English instruction for bilingual students; sheltered instruction for all students, to include academic language and vocabulary development; and effective, motivational, and engaging instruction through staff understanding of ELL students, minority students, and students of poverty.

							<p>Major Improvement Strategy #3: Provide standards-based, teaching/learning cycle reading programming that meets the learning needs of all students; including incoming kindergarten and students below grade level, to include: monitoring student progress through Grade Level Teams and Data Analysis Team using: DRA2 administered 3X a year (Aug, Dec, April) on every student, SRI administered 3X a year grades 3-5, DRA2 Progress Monitoring monthly for students below grade level, Running Records on unseen text and/or DIBELS every other week for students at risk; daily guided reading groups as part of Tier I classroom instruction; research-based support and intervention for Tier 2 and Tier 3 (students with disabilities) students; and augmented instructional school years.</p>
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		M	<p>Persistent low math performance for all grade (K-5) cohort groups (52% P/A - as measured by Grade 3-5 TCAP) especially: minority students (68% P/A) representing 63% of the student body, ELL students (44% P/A) representing 36% of the student body, and F/R lunch students (58% P/A) representing 65% of the student body; which is below the state average of 68% P/A.</p>	<p>By the end of the 2012-2013 school year, 70% of the students will score proficient or advanced overall on the math TCAP, including minority students and F/R lunch students; and 60% of ELL students.</p>	<p>By the end of the 2013-2014 school year, 75% of the students will score proficient or advanced overall on the math TCAP, including minority students and F/R lunch students; and 65% of ELL students.</p>	<p>Galileo administered 4X a year (Aug, Nov, Jan, April) District adopted end- of-unit assessments Grade level team generated progress monitoring for students at risk.</p>	<p>Major Improvement Strategy #1: School Management: Continue the reorganization of the oversight and management structure within the school to provide greater, more effective support to educators and learners. Major Improvement Strategy #2: Support learning needs of students, most represented in achievement and growth gaps, by providing: standardized instructional minutes in English instruction for bilingual students; sheltered instruction for all students, to include academic language and vocabulary development; and effective, motivational, and engaging instruction through staff understanding of ELL students, minority students, and students of poverty. Major Improvement Strategy #4: Provide standards-based, teaching/learning cycle mathematics programming</p>
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							that meets the learning needs of all students; including students below grade level, to include: monitoring student progress using Galileo Math (4 times yearly), District-adopted end-of unit math assessments, Grade Level team created progress monitoring (at least monthly); fidelity to implementation of district math curriculum; and research-based support and intervention for Tier 2 and Tier 3 students.
		W					
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M	For the past three years, 40% of students in grades 4 and 5 have not made enough growth to catch up to proficient within three years as measured by Math TCAP.	By the end of the 2012-2013 school year, the Median Student Growth Percentile in Math will be 50, additionally 50% of the students scoring below proficient the previous year will make catch-up growth.	By the end of the 2013-2014 school year, the Median Student Growth Percentile in Math will be 55, additionally 55% of the students scoring below proficient the previous year will make catch-up growth.	Galileo administered 4X a year (Aug, Nov, Jan, April) District adopted end- of-unit assessments Grade level team generated progress monitoring for students at risk.	See Major Improvement Strategy #1 above See Major Improvement Strategy #2 above See Major Improvement Strategy #4 above
		W					
		ELP					
Academic Growth	Median Student	R					
		M	Increasing, but low and	By the end of the 2012-	By the end of the 2013-	Galileo administered 4X a year	See Major Improvement

Gaps	Growth Percentile		inadequate growth of all subgroups in math: minority students (from 21 in 2010 to 34 in 2011 to 42 in 2012) representing 63% of the student body, ELL students (from 27 in 2010 to 34 in 2011 to 43 in 2012) representing 36% of the student body, and F/R lunch students (from 27 in 2010 to 34 in 2011 to 43 in 2012) representing 65% of the student body.	2013 school year, 60% of students designated as ELLs, F/R Lunch eligible or minority will have a growth percentile that is greater than or equal to adequate growth for that group.	2014 school year, 60% of students designated as ELLs, F/R Lunch eligible or minority will have a growth percentile that is greater than or equal to adequate growth for that group.	(Aug, Nov, Jan, April) District adopted end- of-unit assessments Grade level team generated progress monitoring for students at risk.	Strategy #1 above See Major Improvement Strategy #2 above See Major Improvement Strategy #4 above
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: School Management: Continue the reorganization of the oversight and management structure within the school to provide greater, more effective support to educators and learners.

Root Cause(s) Addressed: There has not been a sense of shared accountability for student learning. Progress monitoring has not occurred on a regular basis and students who are struggling have not been properly identified or receive research-based additional support and interventions. There is a need for continued systematic and intentional District leadership and support.

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Restructure school leadership team (Academic Accountability Team - AAT) to include RtI facilitators, Grade Level Team representatives from the Data Analysis Team, and representatives from the K8 planning team.	Fall 2012	Principal Classroom teachers and Interventionists representing District-level teams	None	School Leadership Team will be restructured by October 1, 2012.	Completed
Create Data Analysis Team and set up a monthly schedule for progress monitoring, reviewing student achievement data and adjusting instruction to include: SRI, Benchmarks, DRA2, and Galileo.	October 2012 – May 2014	Principal Academic Accountability Team	None	Team will be created by November 15, 2012. Minutes of monthly Grade Level Team meetings will be kept and submitted to the principal and Data Analysis Team. Collated school progress monitoring data and trend analysis report.	In-progress
Principal will meet with each teacher within the first six weeks of school to develop a plan with specific academic goals for each student scoring at the partially-proficient or	September 2012 – October 2012	Principal	None	Individual learning plans will be written for each student and sent home no later than	In-progress

<p>unsatisfactory level in reading or math. Plans will be sent to parents with suggestions for home support. Parents will be asked to sign and return the plans.</p>	<p>September 2013- October 2013</p>			<p>October 1, 2012.</p> <p>Individual learning plans will be written for each student and sent home no later than October 1, 2013.</p>	
<p>Set up a schedule of monthly meetings , through-out year, with principal and each teacher to:</p> <ul style="list-style-type: none"> - Review student progress-monitoring data. - Discuss plans and intervention options and revise instruction. - Revise academic goals as necessary. 	<p>September 2012</p> <p>September 2013</p>	<p>Principal</p>	<p>None</p>	<p>Schedule will be established no later than September 30, 2012.</p> <p>Schedule will be established no later than September 30, 2013.</p> <p>Copies of plans and revisions will be on file in the principal's office.</p>	<p>Completed</p> <p>Meetings in-progress</p>
<p>Principal and AAT, with input from staff, will plan professional development for teachers on a monthly basis, with a focus on:</p> <ul style="list-style-type: none"> - Progress-monitoring - Research-based instructional strategies - Effective practices with ELL, minority, and Free/Reduced lunch eligible students - Tier I reading instruction - Progress monitoring in math - Other areas as identified 	<p>September, 2012-May, 2014</p>	<p>Principal, AAT, Teachers</p>	<p>None</p>	<p>Evaluations of each professional development opportunity will indicate that participants felt that information was useful and improved their skills in working with their students.</p> <p>Principal walk-throughs will document that research-based instructional strategies are being implemented.</p>	<p>In-progress</p>
<p>Continue use of District Support Team with input from principal and area assistant superintendent to include representation from: area assistant superintendent, principal, members of school leadership team, District support staff.</p>	<p>August 2012 - May 2014</p>	<p>Principal, Area Assistant Superintendent</p>	<p>None</p>	<p>Documentation of Team Identification.</p>	<p>In-progress</p>
<p>Monthly Planning and Progress Review Meetings of District Support Team with Feedback and</p>	<p>August 2012 – May 2014</p>	<p>Principal, Area Assistant Superintendent</p>	<p>None</p>	<p>Completed template with results of District Support</p>	<p>In-progress</p>

Recommendations to include Monthly Site Classroom Visits by District Support Team with Feedback and Recommendations				Team meetings – to include but not limited to walkthroughs and feedback, data analysis, change ideas, and planning.	
Communicate Results of Monthly Support Team Site Visits and Planning Meetings with Staff	August 2012 – May 2014	Principal and AAT	None	Completed template with results of District Support Team meetings.	In-progress
Collaboration with School Accountability Committee – tri-annual report	August 2012 – May 2014	Principal, Area Assistant Superintendent, School Accountability Committee Chairperson	None	Tri-annual reports and meeting minutes of School Accountability Committee (including parents).	In-progress
Review Building Capacity to Determine Adequate Infrastructure to Support School Improvement to include: infrastructure capacity, leadership capacity, instructional capacity of staff, and results	April 2012 – May 2014	Area Assistant Superintendent	None	Building Capacity Report shared with Superintendent and principal three times per year (September, January, May).	In-progress

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. “Status of Action Step” may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: Support learning needs of students, most represented in achievement and growth gaps, by providing: standardized instructional minutes in English instruction for bilingual students; sheltered instruction for all students, to include academic language and vocabulary development; and effective, motivational, and engaging instruction through staff understanding of ELL students, minority students, and students of poverty.

Root Cause(s) Addressed: There have been low expectations for minority students, ELL students and students impacted by poverty; with a lack of understanding on how to instruct, engage, and motivate these students. Limited exposure to English and English Language Development instruction, especially in our Primary Bilingual classrooms. Lack of sheltered instruction; including academic language and vocabulary development. There is almost no direct instruction of vocabulary other than that provided through the reading program.

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance Plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
<ul style="list-style-type: none"> Teachers in all classrooms will plan and deliver their instruction so as to align with the district's Bilingual Transitional Instruction Model (which is designed to standardize the instructional minutes of English instruction for bilingual and transitioning students). 	August 2012 – May 2014	Principal, teachers	None	Principal walk-throughs will document that the model is being implemented as designed.	In-progress
<ul style="list-style-type: none"> Provide training to teachers in <ul style="list-style-type: none"> Sheltered Instruction Academic Language Vocabulary Development Under-resourced learners Monitor implementation of new training by teachers to ensure that strategies are effective in improving student achievement. 	August 2012 – May 2014 Sept 2012 – May 2014	District personnel, principal, and school-level teacher-leaders District personnel, principal, and school-level teacher-leaders	None – training will occur during contract time. None	100% of teachers will have participated in the training. Classroom walk-throughs will document that the training is being implemented in all classrooms.	In-progress In-progress

<ul style="list-style-type: none"> Administer teacher survey to measure teacher confidence and understandings of how to instruct, engage, and motivate ELL students, minority students, and students of poverty. Based on survey results, provide continued training to teachers in <ul style="list-style-type: none"> Cultural, gender and socio-economic proficiency Sheltered Instruction Monitor implementation of new understandings by teachers 	<p>May 2013</p> <p>Aug 2013- May 2014</p> <p>Sept 2013 – May 2014</p>	<p>Principal, AAT</p> <p>District personnel, principal, and school-level teacher-leaders</p> <p>District personnel, principal, and school-level teacher-leaders</p>	<p>None</p> <p>None – training will occur during contract time.</p> <p>None</p>	<p>100% of teachers will complete the survey administered in May.</p> <p>100% of teachers will have participated in the training.</p> <p>Classroom walk-throughs will document that the training is being implemented in all classrooms.</p>	<p>Not Begun</p>
<ul style="list-style-type: none"> Research and plan for increased parent engagement to support student success especially for ELL and/or minority parents, and parents impacted by poverty. Develop K8 opening plan that will ensure increased parent engagement. 	<p>Dec 2012 – May 2013</p>	<p>District personnel and trainers, K8 Planning Team</p>	<p>None</p>	<p>Report from team to school community March and May, 2013.</p>	<p>Not Begun</p>

Major Improvement Strategy #3: Provide standards-based, teaching/learning cycle reading programming that meets the learning needs of all students; including incoming kindergarten and students below grade level, to include: monitoring student progress through Grade Level Teams and Data Analysis Team using: DRA2 administered 3X a year (Aug, Dec, April) on every student, SRI administered 3X a year grades 3-5, DRA2 Progress Monitoring monthly for students below grade level, Running Records on unseen text and/or DIBELS every other week for students at risk; daily guided reading groups as part of Tier I classroom instruction; research-based support and intervention for Tier 2 and Tier 3 (students with disabilities) students; and augmented instructional school years.

Root Cause(s) Addressed: There has not been a sense of shared accountability for student learning. Progress monitoring has not occurred on a regular basis and students who are struggling have not been properly identified or receive research-based additional support and interventions. There has been inconsistent implementation of guided reading groups, as part of Tier I classroom instruction.

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Create Data Analysis Team and set up a monthly schedule for progress monitoring, reviewing student achievement data and adjusting instruction to include: SRI, Benchmarks, DRA2, and DRA-progress monitoring.	October 2012 – May 2014	Principal AAT	None	Team will be created by November 15, 2012. Minutes of monthly Grade Level Team meetings will be kept and submitted to the principal and Data Analysis Team. Collated school progress monitoring data and trend analysis report.	In-progress
<ul style="list-style-type: none"> • Provide training in: <ul style="list-style-type: none"> ○ Interpretation of SRI and DRA2 data for instructional planning and establishing intervention groups; ○ Administration and interpretation of DRA progress-monitoring for instructional planning, 	August 2012- February 2013	District personnel and school-level teacher-leaders.	None (training held during contract time).	100% of teachers in grades K-5 and special education and specialists will participate in the trainings.	In-progress

<p>setting goals with students, and establishing intervention groups.</p> <ul style="list-style-type: none"> Establish and follow a progress-monitoring schedule. Administer, score, and disseminate results of DRA2 for entire school (K-5) for benchmarking (3 times yearly). Discuss results of progress monitoring at monthly vertical team meetings and monthly individual teacher student-goals meetings with principal. Adjust instruction based on discussion. Administer teacher survey at end of year to measure teacher confidence and comfort in interpreting SRI and DRA2 assessment data and using that data to identify students at-risk in reading, to plan instruction, and to establish intervention groups. The results of this survey will be used to guide PD efforts around progress-monitoring for SY 2013-2014. 	<p>Sept 2012-May 2013, Sept 2013-May 2014</p> <p>May 2012, August 2012, Dec 2012, May 2013</p> <p>Sept 2012-May 2013, Sept 2013-May 2014</p> <p>May 2012</p>	<p>Principal, AAT</p> <p>Teachers, Principal</p> <p>Principal, AAT, Teachers</p> <p>Principal, Academic Accountability Team</p>	<p>None</p> <p>None</p> <p>None</p> <p>None</p>	<p>Schedule will be in place by September 15, 2012. Principal and AAT will verify that progress-monitoring schedule is followed.</p> <p>Entire school will be benchmarked in DRA2, 3 times a year and classroom teachers will be using the information as part of their planning for students as discussed in monthly individual teacher student-goals meetings with principal. Minutes of meetings will show that meetings were held, which students were discussed, and what adjustments in instruction and groups were made. Principal and AAT will review minutes on a monthly basis.</p> <p>100% of teachers will complete the survey administered in May. The results of the survey will have been used to guide the PD efforts around progress-monitoring for SY 2013-2014. Teacher survey administered in Sept., Jan.</p>	<p>In-progress</p> <p>In-progress</p> <p>In-progress</p>
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<ul style="list-style-type: none"> Revise intervention groups (size, program used, amount of time each day and frequency) based on data analysis and discussions of student needs, during collaboration. 	<p>Sept. 2012, Jan. 2013, May 2013 Sept. 2013, Jan. 2014, May 2014</p>	<p>Principal, Data Analysis Team, teachers</p>	<p>Substitutes provided so teachers and specialists can meet to revise groups (\$800/twice yearly, from building funds).</p>	<p>and May will show increased teacher confidence and comfort in interpreting Galileo, PALS, and DIBELS Next assessment data and using those data to identify students at-risk in reading and/or math, to plan instruction, and to establish intervention groups.</p> <p>Intervention groups will be adjusted as necessary.</p>	<p>In-progress</p>
<ul style="list-style-type: none"> Provide training in guided reading, using research-based strategies, for all classroom and intervention teachers. Every student (K-5), not at or above grade level, will receive small group reading instruction with classroom teacher daily. 	<p>August 2012 – May 2013 Sept 2012 – May 2013</p>	<p>District personnel and school-level teacher-leaders Classroom teachers</p>	<p>None, training during contract hours None</p>	<p>100% of classroom and intervention teachers will participate in trainings.</p> <p>Principal walk-throughs will document that guided reading is occurring for every student, not at grade level or above, daily.</p>	<p>In-progress In-progress</p>

<ul style="list-style-type: none"> Principal and District support team walkthroughs and observations, will document regularity and quality of guided reading lessons. Administer teacher survey to measure teacher confidence and understanding of effective guided reading instruction, as part of quality Tier 1 reading instruction. 	<p>Sept 2012 – May 2013</p> <p>May 2013</p>	<p>Principal, District personnel</p> <p>Principal, AAT</p>	<p>None</p> <p>None</p>	<p>100% of teachers will have been observed doing guided reading lessons and data collected on components observed. The results of the data collection will be used to guide the PD efforts and individual teacher growth goals around guided reading instruction for SY 2013-2014.</p>	<p>In-progress</p> <p>Not begun</p>
<ul style="list-style-type: none"> Tier 2 (students identified as needing intervention – as based on SRI, DRA2), or Tier 3 (students with disabilities) students will receive research-based support and intervention; in addition to regular classroom instruction. The intervention received will be based on student need and will utilize: Lindamood Bell, Lexia Reading, and/or Intervention by Design. 	<p>Aug 2012 – May 2013</p> <p>Aug 2013 – May 2014</p>	<p>Classroom teachers, interventionists, principal, Certified Lindamood Bell teachers</p>	<p>Licenses for Lexia (local funds)</p> <p>2 FTE for: Certified Lindamood Bell teachers (ECIS funding through IDEA)</p> <p>Consumables for Lindamood Bell: \$500 yearly (local funds)</p>	<p>Documentation of interventions will be noted on each student’s ILP or RTI form. Student progress monitored by principal and Data Analysis Team.</p>	<p>In-progress</p>
<ul style="list-style-type: none"> 50 below-grade-level students (1-5) will access augmented instructional school time through a 6-week Literacy program. 	<p>June-July 2013</p> <p>June-July 2013</p>	<p>Teachers</p>	<p>Stipends: 5 teachers x 96 hours x \$25/hr = \$12,000</p>	<p>Documentation of student attendance, intervention programming, and progress-monitoring provided to school principal – August 2013, August 2014.</p>	

Major Improvement Strategy #4: Provide standards-based, teaching/learning cycle mathematics programming that meets the learning needs of all students; including students below grade level, to include: monitoring student progress using Galileo Math (4 times yearly), District-adopted end-of unit math assessments, Grade Level team created progress monitoring (at least monthly); fidelity to implementation of district math curriculum; and research-based support and intervention for Tier 2 and Tier 3 students.

Root Cause(s) Addressed: There has not been a sense of shared accountability for student learning. Progress monitoring has not occurred on a regular basis and students who are struggling have not been properly identified or receive research-based additional support and interventions. There has been inconsistent implementation of district math curriculum.

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
<ul style="list-style-type: none"> • Provide training in: <ul style="list-style-type: none"> ○ Interpretation of Galileo benchmark data for instructional planning and establishing intervention groups; ○ Creating math progress-monitoring, to include fluency, for progress-monitoring, instructional planning, and establishing intervention groups. 	August 2012-March 2013	District personnel and school-level teacher-leaders	None	100% of teachers in grades K-5 and special education and specialists will participate in the trainings.	In-progress
<ul style="list-style-type: none"> • Establish and follow a progress-monitoring schedule. • Discuss results of progress monitoring at monthly Grade level team meetings and monthly individual teacher student goals meetings with principal. Adjust instruction based on discussion. 	Sept 2012-May 2013, Sept 2013-May 2014 Sept 2012-May 2013, Sept 2013-May 2014	Principal, Academic Accountability Team Principal, AAT, Teachers	None	Schedule will be in place by September 15, 2011. Principal and AAT will verify that progress-monitoring schedule is followed. Minutes of meetings will show that meetings were held, which students were discussed, and what adjustments in instruction.	Completed In-progress

				and groups were made. Principal and AAT will review minutes on a monthly basis.	
<ul style="list-style-type: none"> Administer teacher survey at end of year to measure teacher confidence and comfort in interpreting Galileo assessment data and using that data to identify students at-risk in math, to plan instruction, and to establish intervention groups. The results of this survey will be used to guide PD efforts around progress-monitoring for SY 2013-2014. 	May 2013	Principal, AAT	None	100% of teachers will complete the survey administered in May. The results of the survey will have been used to guide the PD efforts around progress-monitoring for SY 2013-2014.	Non begun
<ul style="list-style-type: none"> Based on teacher surveys, administered in May 2013, provide review training in: <ul style="list-style-type: none"> Interpretation of Galileo data for instructional planning and establishing intervention groups; Creation, administration, and interpretation of grade level team progress-monitoring tools for progress-monitoring, instructional planning, and establishing intervention groups for math. 	Aug-October 2013	District personnel and school-level teacher-leaders		100% of teachers in grades K-5 and special education and specialists will participate in the trainings.	
<ul style="list-style-type: none"> Provide additional training in: Math Expressions progress monitoring for unit interventions. 	Aug-Dec 2012	District personnel and school-level teacher-leaders	None	100% of interventionists will participate in the trainings.	
<ul style="list-style-type: none"> Revise intervention groups (size, program used, amount of time each day and frequency) based on data analysis and discussions of student needs. 	Oct 2012-May 2013, Sept 2013-May 2014	Principal, AAT, teachers	None	Intervention groups will be adjusted as necessary.	In-progress
<ul style="list-style-type: none"> Provide training in implementation of new district math curriculum (Math Expressions) for Tier 1 classroom instruction, for all new teachers. 	Aug 2012	District personnel and school-level teacher leaders		100% of teachers will participate in trainings.	Completed
<ul style="list-style-type: none"> Math Expressions will be implemented with fidelity in every classroom, everyday, for every student. 	Aug 2012 – May	Principal, District personnel and school-	None	Principal walk-throughs will document that Math	In-progress

	2013 Aug 2013 – May 2014	level teacher leaders, teachers		Expressions is being implemented with fidelity in every classroom, every day, for every student.	
<ul style="list-style-type: none"> • Tier 2 (students identified as needing intervention – as based on Galileo, Math Expressions), or Tier 3 (students with disabilities) students will receive research-based support and intervention; in addition to regular classroom instruction. The intervention received will be based on student need and will utilize: small group reteaching, Math Expressions interventions, Fastt Math. • Provide training in <ul style="list-style-type: none"> ○ Small group reteaching ○ Fastt Math ○ Math Expressions interventions 	Aug 2012 – May 2013 Aug 2013 – May 2014 Aug 2012 - ongoing	Classroom teachers, interventionists, principal Lead teachers, classroom teachers, principal Principal, teachers, computer lab para-professional District personnel and school-level teacher leaders	None: training provided during contract time	Documentation of interventions will be noted on each student's ILP or RTI form. Student progress monitored by principal and Data Analysis Team. 100% of teachers delivering the interventions will have been trained and/or will be receiving ongoing support.	In-progress

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)

Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 0470 District Name: ST VRAIN VALLEY RE 1J School Code: 8140 School Name: SPANGLER ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		R	Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	72.05%	-	-	41.6%	-	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	39.79%	-	-	
		W	54.84%	-	-	31.79%	-	-	
		S	45.36%	-	-	11.69%	-	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	60	-	-	47	-	-	
		M	59	-	-	23	-	-	
		W	68	-	-	51	-	-	
ELP	39	-	-	45	-	-			

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps:</p> <p style="text-align: center; color: blue;">Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	<p>Overall Rating for Post Secondary Readiness:</p> <p style="text-align: center;">-</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	-	-	-	
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Priority Improvement – Entering Year 1 as of July 1, 2013.	Based on final results, the school has not met state expectations for attainment on the performance indicators and is required to adopt and implement a Priority Improvement Plan. The Plan must be submitted by January 15, 2013 to be reviewed by CDE. Refer to the UIP website for more detailed instructions on the plan submission process, as well as the Quality Criteria to ensure that all required elements are captured in the school's plan at http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Targeted Assistance Program	In addition to the general requirements, all schools operating a Title I Targeted Assistance program must complete the Targeted Assistance addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Identified as a Title I Focus School	In addition to the general requirements, Focus Schools must identify the performance challenges for the lowest achieving disaggregated student group(s). The plan must include a root cause(s) and associated action steps that address the performance challenge(s) for the disaggregated student group(s). The UIP must be approved before CDE will release 2013-14 Title IA funds to the LEA. Because the school's plan is required under state accountability to be submitted by January 15, CDE will review the plan for Title I purposes at that same time. For required elements in the improvement plans, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Yes; February 2006
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	Yes; 2008-2009
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	no

Improvement Plan Information

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

- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Kathi Jo Walder, Principal
	Email	walder_kathijo@svvsd.org
	Phone	720-494-3761
	Mailing Address	1440 Collyer Street, Longmont, CO 80501
2	Name and Title	Amy Herrman, Dean of Students
	Email	Herrman_amy@svvsd.org
	Phone	720-494-3761
	Mailing Address	1440 Collyer Street, Longmont, CO 80501

Section III: Narrative on Data Analysis and Root Cause Identification

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



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

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year’s plan). While this worksheet should be included in your UIP, *the main intent is to record your school’s reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	By the end of the 2011-2012 school year, 54% of the students will score proficient or advanced overall on the reading TCAP.	The reading Academic Achievement target was not met. 41.6% students scored proficient or advanced on the reading TCAP. The difference between goal and actual performance was 12.4%.	Staff did not have the collaboration time to meet with their own grade level and especially in vertical teams to plan for instruction.
Academic Growth	By the end of the 2011-2012 school year, the median student growth percentile in math will be 55.	The math Academic Growth target was not met. The student growth percentile in math for 2011-2012 was 23.	Observations of teachers in other schools did not start occurring until March, which did not allow enough time to make a difference in achievement.
Academic Growth Gaps	By the end of the 2011-2012 school year, ELL’s will achieve a median growth percentile of 55 in math.	The math Academic Growth Gap target was not met for ELL students. The subgroup median growth percentile for ELL students in 2011-2012 was 22. The difference between the goal and the actual target was 33.	It took a while for the feedback teachers were receiving from walk through observations to actually start changing their practice in the classroom.
Post Secondary Readiness	n/a	n/a	There was a lack of clear focus on which tier one strategy we were looking at that teachers could

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
			use throughout the year. The focus would change each month depending on the walk through data.

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
Academic Achievement (Status)	Reading CSAP % Proficient and Advanced	For the past three years, the percent of students scoring proficient or advanced in reading TCAP in grades 3-5 has remained flat with 35% in 2010, 31% in 2011 and 34% in 2012, which is well below the state expectation of 72%.	<p>There is insufficient explicit instruction in academic language needed to access items on the test items.</p> <p>In K-3, there is insufficient instruction in English to make a smooth transition from Spanish to English instruction.</p> <p>There is not intentional grouping of ELL students to enable differentiation of content has lacking.</p> <p>There is lack of explicit instruction in test taking skills.</p> <p>There is an insufficient understanding of what proficiency looks like in order to hold high expectations for students.</p> <p>There is inconsistent tier 1 instruction in reading.</p>																								
	<table border="1"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>3rd English</td> <td>45</td> <td>38</td> <td>29</td> </tr> <tr> <td>3rd Spanish</td> <td>80</td> <td>90</td> <td>88</td> </tr> <tr> <td>4th</td> <td>31</td> <td>16</td> <td>20</td> </tr> <tr> <td>5th</td> <td>33</td> <td>44</td> <td>19</td> </tr> <tr> <td>overall</td> <td>35</td> <td>31</td> <td>34</td> </tr> </tbody> </table>				2010	2011	2012	3 rd English	45	38	29	3 rd Spanish	80	90	88	4 th	31	16	20	5 th	33	44	19	overall	35	31	34
				2010	2011	2012																					
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	Reading TCAP % Proficient & Advance – fiction & Poetry subscore performance																										
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	2010	2011	2012																								
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5 th	46	37	27																								
The percent of 3 rd grade students who scored proficient or advanced on the English reading TCAP declined from 45% to 38% to 29% between 2010 and 2012 which is																											

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
	<p>well below the minimum state expectation.</p> <p>The percentage of students performing proficient or advanced in 3rd grade on the Spanish reading TCAP has remained relatively stable at 80% in 2010, 90% in 2011 and 88% in 2012.</p> <p>The percent of 4th grade students who scored proficient or advanced on the reading TCAP has started to increase again from 31% in 2010 to 16% in 2011 and back up to 20% in 2012.</p> <p>The percent of 5th grade students who scored proficient or advanced in fiction and poetry on the reading TCAP has decreased from 46% in 2010 to 37% in 2011 to 27% in 2012.</p> <p>The percent of 3rd grade students who scored proficient or advanced on the reading TCAP dramatically decreased in 2012 from 48% in 2010 and 46% in 2011 down to 29% in 2012.</p>																										
	<table border="1" data-bbox="415 1027 1018 1328"> <thead> <tr> <th colspan="4">Math CSAP % Proficient and Advanced</th> </tr> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>59</td> <td>58</td> <td>25</td> </tr> <tr> <td>4th</td> <td>44</td> <td>39</td> <td>30</td> </tr> <tr> <td>5th</td> <td>28</td> <td>46</td> <td>23</td> </tr> <tr> <td>overall</td> <td>44%</td> <td>42%</td> <td>26%</td> </tr> </tbody> </table> <p>The percentage of 3rd grade students scoring proficient</p>	Math CSAP % Proficient and Advanced					2010	2011	2012	3 rd	59	58	25	4 th	44	39	30	5 th	28	46	23	overall	44%	42%	26%	n/a	n/a
Math CSAP % Proficient and Advanced																											
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																												
	<p>or advanced on the TCAP in math decreased dramatically in 2012 from 59% in 2010 to 58% in 2011 down to 25% in 2012</p> <p>The percentage of 4th grade students scoring proficient or advanced on the TCAP in math has decreased for the past 3 years from 44% in 2010 to 39% in 2011 to 30% in 2012</p> <p>The percentage of 5th grade students scoring proficient or advanced on the TCAP in math has fluctuated for the past 3 years from 28% in 2010 to 46% in 2011 to 23% in 2012.</p> <p>Overall, the percentage of proficient and advanced kids in math decreased dramatically in 2012 from 44% in 2010 to 42% in 2011 to 26% in 2012.</p>																														
	<table border="1"> <thead> <tr> <th colspan="4">Writing CSAP % Proficient and Advanced</th> </tr> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>3rd English</td> <td>26</td> <td>24</td> <td>13</td> </tr> <tr> <td>3rd Spanish</td> <td>67</td> <td>82</td> <td>78</td> </tr> <tr> <td>4th</td> <td>7</td> <td>14</td> <td>10</td> </tr> <tr> <td>5th</td> <td>20</td> <td>44</td> <td>21</td> </tr> <tr> <td>Overall</td> <td>17</td> <td>28</td> <td>28</td> </tr> </tbody> </table>	Writing CSAP % Proficient and Advanced					2010	2011	2012	3 rd English	26	24	13	3 rd Spanish	67	82	78	4 th	7	14	10	5 th	20	44	21	Overall	17	28	28	n/a	n/a
Writing CSAP % Proficient and Advanced																															
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
	<p>(English)</p> <p>3rd grade students scoring proficient and advanced on the writing TCAP in Spanish have scored consistently high at 67% in 2010 to 82% in 2011 to 78% in 2012</p> <p>4th grade students fluctuated between 7-14% proficient and advanced in writing for the past three years with 7% in 2010, 14% in 2011 and 10% in 2012</p> <p>The amount of 5th grade students scoring proficient or advanced in writing has fluctuated over 20 percentage points over the past 3 years with 20% in 2010, 44% in 2011 and 21% in 2012</p> <p>Overall, writing TCAP scores grew between 2010 and 2011 from 17% in 2010 to 28% in 2011 and 2012. This is still well below the state expectation of 56%</p>																										
Academic Growth	<table border="1" data-bbox="415 867 1018 1161"> <thead> <tr> <th colspan="4">Reading Median Growth Percentile</th> </tr> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>4th</td> <td>37</td> <td>27</td> <td>21</td> </tr> <tr> <td>5th</td> <td>57</td> <td>69</td> <td>45</td> </tr> <tr> <td>ELL</td> <td>54</td> <td>70</td> <td>54</td> </tr> <tr> <td>males</td> <td>50</td> <td>57</td> <td>33</td> </tr> </tbody> </table> <p>ELL students have consistently made more growth than the overall population of students on the reading TCAP</p> <p>Growth on the 4th grade reading TCAP has been declining over the past three years from 37 in 2010 to 27 in 2011 to 21 in 2012</p>	Reading Median Growth Percentile					2010	2011	2012	4 th	37	27	21	5 th	57	69	45	ELL	54	70	54	males	50	57	33	n/a	n/a
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	<p>5th grade growth on the reading TCAP has a sharp decline in 2012 to 45 from 57 in 2010 and 69 in 2011</p> <p>The growth percentile for males in 2012 was 33 which was a sharp decline from the previous two year with 50 in 2010 and 57 in 2012</p>																																		
	<table border="1" data-bbox="415 686 1020 1092"> <thead> <tr> <th colspan="4">Math Median Growth Percentile</th> </tr> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>4th</td> <td>20</td> <td>47</td> <td>5</td> </tr> <tr> <td>5th</td> <td>15</td> <td>37</td> <td>23</td> </tr> <tr> <td>ELL</td> <td>20</td> <td>46</td> <td>7</td> </tr> <tr> <td>female</td> <td>20</td> <td>48</td> <td>14</td> </tr> <tr> <td>male</td> <td>22</td> <td>47</td> <td>11</td> </tr> <tr> <td>overall</td> <td>20</td> <td>48</td> <td>11</td> </tr> </tbody> </table> <p>The median growth percentile for 4th grade students in math has declined sharply to 5 from 20 in 2010 and 47 in 2011</p> <p>Overall, the median growth percentile in math has declined from 20 in 2010 to 48 in 2011 down to 11 in 2012</p> <p>The ELL population median growth percentile declined</p>	Math Median Growth Percentile					2010	2011	2012	4 th	20	47	5	5 th	15	37	23	ELL	20	46	7	female	20	48	14	male	22	47	11	overall	20	48	11	<p>In the past year, growth in math has sharply declined in 4th grade to 5 and to 7 among the ELL population (75.4% of students) which is well below the state expectation of 59</p>	<p>Inconsistent tier 1 math instruction</p> <p>Lack of math interventions to meet students needs and gaps in their learning</p> <p>Low expectations for English language learners as well as students on free and reduced lunch</p> <p>There is an insufficient understanding of what proficiency looks like in order to hold high expectations for students.</p> <p>Lack of instruction focusing on in-depth understanding of mathematics with more of a focus on memorization of isolated facts and algorithms instead of developing number sense in students</p> <p>Lack of diagnostic math assessments in order to determine student's needs and strengths</p>
Math Median Growth Percentile																																			
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																												
	<p>sharply from 20 in 2010 to 46 in 2011 down to 7 in 2012</p> <p>There was no noticeable difference in the median growth percentiles between females and males- they both followed the same trend as the overall growth scores</p>																														
	<table border="1" data-bbox="415 531 1018 885"> <thead> <tr> <th colspan="4">Writing Median Growth Percentile</th> </tr> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>4th</td> <td>22</td> <td>21</td> <td>15</td> </tr> <tr> <td>5th</td> <td>43</td> <td>74</td> <td>64</td> </tr> <tr> <td>ELL</td> <td>41</td> <td>70</td> <td>54</td> </tr> <tr> <td>males</td> <td>17</td> <td>69</td> <td>57</td> </tr> <tr> <td>overall</td> <td>37</td> <td>67</td> <td>50</td> </tr> </tbody> </table> <p>Median growth percentiles in 4th grade writing declines in 2012 to 15 from 22 in 2010 and 21 in 2011</p> <p>Median growth scores has continued to be meet or exceed state expectations in 5th grade writing with scores of 43 in 2010, 74 in 2011 and 64 in 2012</p> <p>Median growth for males in writing has been at or near state expectations for two years with 69 in 2011 and 57 in 2012 from a low of 17 in 2010</p> <p>Overall, growth in writing has been increasing and approaching state expectations of 68 with 37 in 2010, 67</p>	Writing Median Growth Percentile					2010	2011	2012	4 th	22	21	15	5 th	43	74	64	ELL	41	70	54	males	17	69	57	overall	37	67	50	n/a	n/a
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Academic Growth Gaps	<table border="1"> <thead> <tr> <th colspan="4">Reading Growth Gaps in Percentile</th> </tr> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Minority/non</td> <td>52/-</td> <td>54/-</td> <td>39/-</td> </tr> <tr> <td>FRL/Non</td> <td>51/-</td> <td>50/-</td> <td>36/-</td> </tr> <tr> <td>IEP/Non</td> <td>-/52</td> <td>-/51</td> <td>-/38</td> </tr> <tr> <td>ELL/Non</td> <td>54/46</td> <td>70/24</td> <td>39/-</td> </tr> <tr> <td>Girls/Boys</td> <td>49/52</td> <td>47/57</td> <td>40/34</td> </tr> </tbody> </table> <p>Boys were out performing girls in median growth percentile until 2012 when girls surpassed boys 40/34</p> <p>No median growth targets were met in 2012 with all growth gap percentiles falling below state expectations</p>	Reading Growth Gaps in Percentile					2010	2011	2012	Minority/non	52/-	54/-	39/-	FRL/Non	51/-	50/-	36/-	IEP/Non	-/52	-/51	-/38	ELL/Non	54/46	70/24	39/-	Girls/Boys	49/52	47/57	40/34	n/a	n/a
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ELL/Non	54/46	70/24	39/-																												
Girls/Boys	49/52	47/57	40/34																												
<table border="1"> <thead> <tr> <th colspan="4">Math Growth Gaps in Percentile</th> </tr> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Minority/non</td> <td>20/-</td> <td>44/-</td> <td>11/-</td> </tr> <tr> <td>FRL/Non</td> <td>20/-</td> <td>47/-</td> <td>14/-</td> </tr> <tr> <td>IEP/Non</td> <td>-/20</td> <td>-/47</td> <td>-/14</td> </tr> </tbody> </table>	Math Growth Gaps in Percentile					2010	2011	2012	Minority/non	20/-	44/-	11/-	FRL/Non	20/-	47/-	14/-	IEP/Non	-/20	-/47	-/14	In the past year, the ELL median growth percentile (75.4% of students) compared to the non-ELL growth percentile math shows a significant growth gap of 20 percentile	<p>Inconsistent tier 1 math instruction</p> <p>Lack of math interventions to meet students needs and gaps in their learning</p> <p>Low expectations for English language learners as well as students on free and reduced lunch</p>									
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)				Priority Performance Challenges	Root Causes
	ELL/Non	16/23	43/52	7/27	<p>points. The performance of ELL students is well below state expectations of a median growth percentile of 58</p>	<p>There is an insufficient understanding of what proficiency looks like in order to hold high expectations for students</p> <p>Lack of instruction focusing on in-depth understanding of mathematics with more of a focus on memorization of isolated facts and algorithms instead of developing number sense in students</p> <p>Lack of diagnostic math assessments in order to determine student's needs and strengths</p>
Girls/Boys	18/22	48/44	15/11			
<p>No subgroup outperformed the state with most falling well below 50</p> <p>None of the subgroups met their median adequate growth percentile</p> <p>ELL performance based on percentile has declined sharply from 16 in 2010, 43 in 2011 down to 7 in 2012</p> <p>Girls are slightly outperforming boys at 15/11</p>						
	Writing Growth Gaps in Percentile				n/a	n/a
		2010	2011	2012		
Minority/non	38/-	69/-	53/-			
FRL/Non	37/-	67/-	51/-			
IEP/Non	-/40	-/67	-/55			
ELL/Non	38/25	71/39	55/-			
Girls/Boys	43/17	66/69	48/64			
<p>In 2012, all subgroups outperformed the state except girls in writing</p>						

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	English Language learners met the median adequate growth percentile in 2012. Boys are outperforming girls 48/64 in writing.		
Post Secondary & Workforce Readiness	n/a	n/a	n/a

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>	<p>Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.</p>	<p>Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.</p>
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Narrative:

Description of School

Spangler Elementary is a PK-5 elementary school in the St Vrain Valley School District. It is located on the eastern side of Longmont, CO. Spangler current has an 88% minority population, with 91% of its students receiving free or reduced lunch. The school has 2 rounds of kindergarten (1 bilingual), 3 round of 1-3 grade (2 bilingual classrooms at each grade and one English. 2 rounds of fourth grade and two rounds of 5th grade. Additionally, 75.4% of Spangler students qualify for ELL services. Spangler Elementary School will be closing at the end of the 2012-2013 school year.

UIP Process

The UIP at Spangler Elementary was a collaborative effort. First, the entire staff met to work on trends and root causes. The data analysis at Spangler elementary consisted of two main steps of data driven dialogue conducted by all staff members and then refinement through the leadership team of the school. First, the whole staff looked at TCAP data as well as district level assessments to identify trends in order to start to refine our focus. The trend data was placed in a document and shared. Once the trends were identified, the staff was able to clearly identify priority performance challenge areas to focus on. Reading has been stagnant and well below state expectations. Math achievement saw a significant decline in growth in all grade levels and especially with ELL learners. Root causes were then discussed in small groups and shared with the whole staff for agreement. Once these were developed, the leadership team, consisting of representative team members determined priority improvement challenges and presented them to the entire staff. The staff brainstormed and used root causes to create the major improvement strategy. Key input was then received from leadership and the school's accountability team, including parents, to create action plan items that would help us meet our priority improvement challenges over the coming year.

Current Performance

The following information is a summary of current performance at Spangler Elementary based on the 3 year school performance framework.

Academic Achievement

Does Not Meet Expectations

- Reading 41.6% Proficient or Advanced
- Mathematics 39.8% Proficient or Advanced
- Writing 31.8% Proficient or Advanced
- Science 11.7% Proficient or Advanced

As the data shows, Spangler Elementary did not meet expectations in all four subject areas. The staff at Spangler Elementary chose to focus on reading for academic achievement because of the stagnant nature of the percentage of proficient and advanced over the past three years. Additionally, reading has been a focus for Spangler and this caused concern with a Title One reading

program in place and many students not meeting expectations. Based on one year data (2012), only 35% of students are proficient or advanced in reading, which affects 65% of our student population as reading is the foundation for other subject areas. The staff felt that working on a priority improvement challenge in reading would have a positive impact on all other subjects as well as better prepare our students for the rigors of instruction.

Academic Growth (median growth percentile/median adequate growth percentile)

Meets Expectations

English Language Proficiency 45/39

Approaching Expectations

Reading 47/60

Writing 51/68

Does Not Meet Expectations

Mathematics 23/59

Mathematics is the only area where Spangler Elementary does not meet expectations in academic growth. Therefore, staff at Spangler chose to focus on improving math growth for all of our students in our priority improvement challenge. The decision to create a challenge in math was also made because of the large gap between the actual academic growth and the expectation, which is a 36 percentile difference.

Academic Growth Gaps (subgroup median growth percentile/subgroup median adequate growth percentile)

Reading

Approaching Expectations

Free and reduced Lunch Eligible 47/60

Minority Students 47/60

Students With Disabilities 40/84

English Learners 53/65

Students needing to catch up 48/70

Mathematics

Does not Meet Expectations

Free and reduced Lunch Eligible 23/59

Minority Students 23/59

Students With Disabilities 24/84

English Learners 22/58

Students needing to catch up 31/77

Writing

Meets Expectations

Minority Students 55/68

English Learners 60/70

Approaching Expectations

Free/Reduced Lunch Eligible 50/68
 Students Needing to Catch Up 51/74

Does Not Meet Expectations

Students with disabilities 33/84

After looking at both the one year and three year data for academic growth gaps, the staff at Spangler chose to write a goal for English Learners in math. Based on one year data, there is an academic growth gap of 20 percentile points with ELL students having 7 percentile points and non-ELL students having 27 percentile points. This is significant for Spangler because 75.4% of Spangler's population is ELL. Helping to lower the gap between the two subgroups could make a significant impact on achievement as well as growth scores in addition to helping the growth gap that exists.

In summary, there are many areas that Spangler did not meet expectations on. While the challenges Spangler faces are great, the staff feels that the priority improvement challenges that were chosen from data analysis will facilitate the success of the goals set.

Targeted Assistance Plan:

We are identified as a Targeted Assistance program with a reading focus. Supplementary literacy instruction and intentional literacy intervention are the focus components of Title I programming. All elementary students are assessed in literacy upon entry into a school or in an identified time frame for testing new students using the following assessments:

- PALS – Spring Grades K-3 (Fall for incoming Kindergarten students)
- DRA 2 – Fall, Winter, Spring Title I students progress monitoring or students graduating from services
- EDL for bilingual students K-3 – Fall, Spring and progress monitoring
- DIBELS – Fall Grade 2 and progress monitoring for others needing fluency intervention
- SRI online assessment Grades 3-5– Fall , Winter, Spring
- CSAP - Spring Grades 3-5
- Galileo Reading – Grades 1-5 Fall, Winter, Spring
- Rigby Benchmark assessments using Fountas and Pinnell levels – K-5 progress monitoring
- Rigby theme tests every two weeks to assess growth on skills taught in the Rigby lesson

Scores on these assessments are rank-ordered, relative to grade-level proficiency criteria to identify students most in need of additional support to ensure grade level or better reading success. Banding charts are created based on student scores on the above assessments identifying categories of students. Students are selected for Title I services beginning with Band One. Title I teachers are to serve Band One then Band Two students based on availability of slots. Literacy plans are developed with parents at conferences with building administrators overseeing this process. Spangler seeks continuous improvement in its intervention models and services and has implemented a scientifically research based core curriculum for all elementary students with an RtI plan in place to support those students needing reading intervention. Tier I core instruction is a focus with a school identified Tier I core instruction best practices model in place.

Classroom teachers and Title I reading teachers work collaboratively to support readers first by including them in the district adopted core curriculum called Literacy by Design. Classroom teacher and literacy teacher analysis of the student data occurs collaboratively and intentionally. Title I Literacy teachers intervene with identified Band One and then Band Two students providing a focused and intentional second instructional dip using the progress monitoring data and ongoing assessment data. The intentional use of a body of evidence also includes weekly running record, benchmark assessments that align with the core curriculum, Fountas and Pinnell reading levels, and online reading assessment (SRI). The Literacy Lab model fosters collaboration among classroom teachers, literacy teachers, special education teachers, speech/language therapists, and bilingual/ ESL specialists.

Highly Qualified literacy teachers intervene using research based intervention strategies which focus on the five components of literacy with identification of individual student need using spring, fall, and winter assessment data. Data is analyzed using the data driven dialogue process. All literacy teachers have been trained to use this process at monthly literacy seminars that provide ongoing professional development with a focus on data and intervention in the five components of reading. An additional focus has been the inclusion of intentional language development for all students in Title I literacy lab. This focused and intentional intervention is implemented based on current research that identifies the need for language learning for all students of poverty.

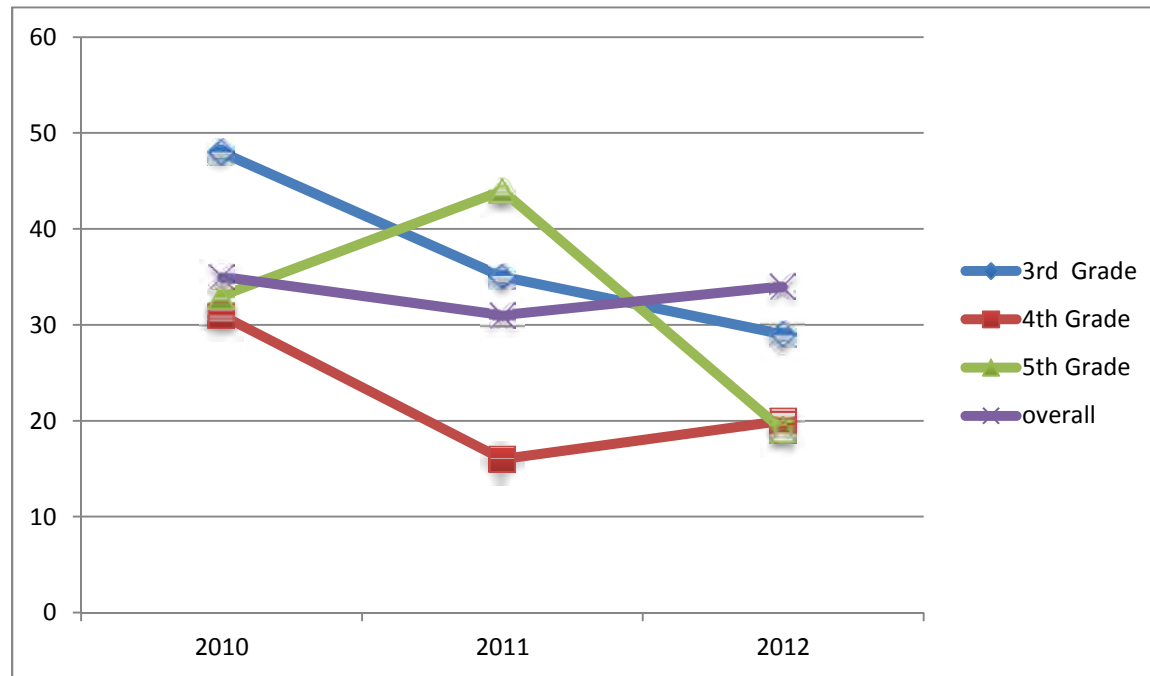
The Literacy Lab intervention team goal is to accelerate the student achievement of low-performing students in literacy through intensive, research-based interventions to include Right Start, Intervention by Design (Intervention program that aligns with core district wide curriculum programming), PRINT (phonics based intervention program), Word Forward, (Vocabulary intervention), Read180, Systems 44, and Lexia.. Also, Phonics kits from Steck Vaughn called Elements of Phonics have been purchased for each Title I school to support improved phonics intervention. Literacy Coaches have trained Title I literacy teachers to use interventions based on the five components of reading. Identified students in need based on reading assessment data, receive daily supplemental Literacy instruction from a highly qualified literacy teacher during the school day or after school in addition to and in collaboration with classroom instruction based on a schedule that supports regular classroom instruction for each student.

Trend Analysis

Academic Achievement Trend Data

When Spangler staff looked at overall academic achievement, one notable trend arose: reading achievement has not improved or has declined over the past three years despite efforts to increase achievement.

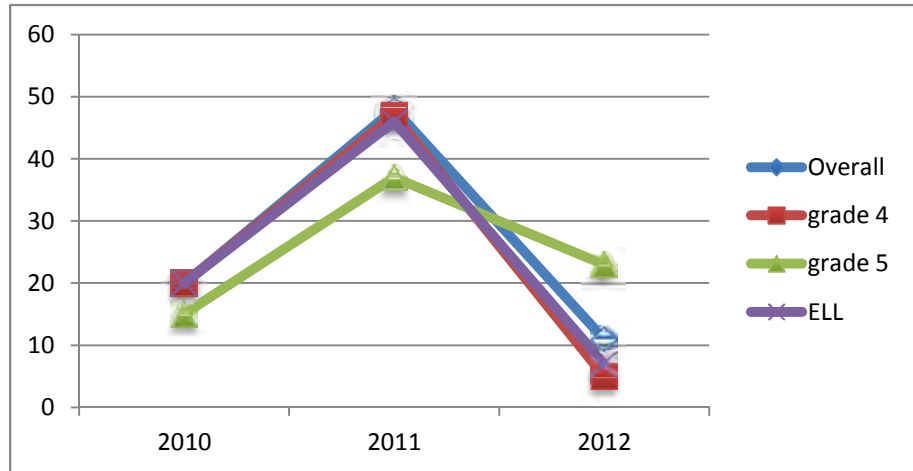
Spangler Elementary Reading Achievement- Percent Proficient and Advanced 2010-2012



Median Growth Percentile Trend Data

The Spangler staff saw that students had a significant decline in growth in math over the past three years. The decline was especially evident for ELL students, which constitute a large majority of Spangler's population (75.4%). The current levels of growth are well below the state expectation of 58 as well. Because of this trend, we made math median growth percentile a priority improvement challenge.

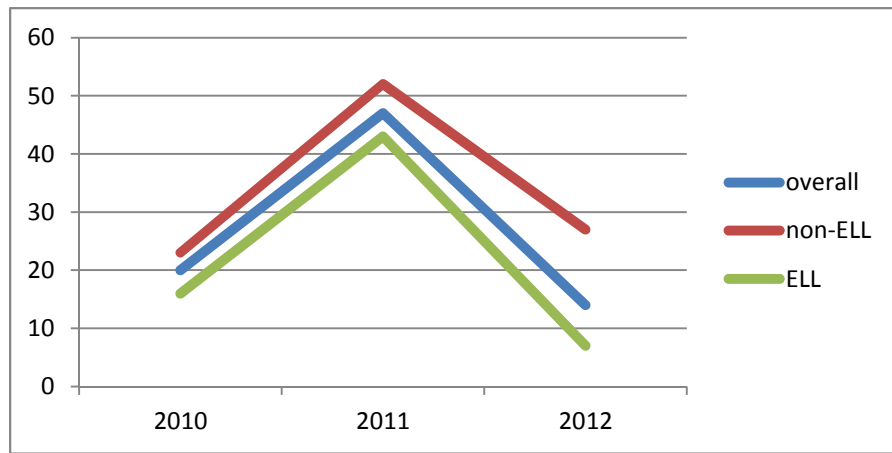
Spangler Elementary-Median Growth Percentiles in Math 2010-2012



Academic growth gap trend data

This graph shows the trend data the staff saw in ELL math growth vs. non-ELL growth and caused the staff to choose ELL students in math for our priority performance challenge. It was very clear to staff that there was a significant gap between math growth in ELL students as opposed to non-ELL students.

3year Trends Mathematics growth percentiles – ELL vs. Non-ELL at Spangler Elementary



Priority Improvement Challenges

Based on detailed analysis of trends in data, three priority performance challenges were created:

Academic Achievement:

For the past three years, the percent of students scoring proficient or advanced in reading TCAP in grades 3-5 has remained flat with 35% in 2010, 31% in 2011 and 34% in 2012, which is well below the state expectation of 72%.

This challenge was created because of the stagnant scores in reading the staff had seen for the past three years and the level of difference between the flat scores for the past three years and the state expectation of 72%. Reading has been a focus in the past and the staff felt that it was time to try a new action plan to improve scores in this area and move closer to state expectations.

Median Growth Percentile:

In the past year, growth in math has sharply declined in 4th grade to 5 and to 7 among the ELL population (75.4% of students) which is well below the state expectation of 59.

The staff at Spangler Elementary chose math as our focus area for increasing median growth percentile because of the large drop in growth scores, specifically in 4th grade and among the ELL population at Spangler. The growth percentile fell way below state expectations and it was a priority that students make more growth in math.

Academic Growth Gaps

In the past year, the ELL (75.4% of students) median growth percentile compared to the non-ELL growth percentile math shows a significant growth gap of 20 percentile points. The performance of ELL students is well below state expectations of a median growth percentile of 58.

The need for an academic growth gap priority challenge was very evident when staff looked at data that showed the difference in growth between ELL and non-ELL students at Spangler Elementary. There was a 20 percentile difference among these groups. The need for high growth among ELL students is a significant challenge the staff at Spangler is facing and therefore, a priority performance challenge was created.

Root Causes:

We had multiple meetings with teachers and staff to review data in the areas of reading, writing and math in order to complete our root cause analysis. We looked for trends in the areas of reading and math, discussed interventions or support provided to low performing students and ELL strategies used on a consistent basis. Our analysis led us to identify the following root causes:

1. There is insufficient explicit instruction in academic language needed to access items on the test items.
2. In K-3, there is insufficient instruction in English to make a smooth transition from Spanish to English instruction.
3. Intentional grouping of ELL students to enable differentiation of content has lacking.
4. There is lack of explicit instruction in test taking skills.
5. There is an insufficient understanding of what proficiency looks like in order to hold high expectations for students.
6. There is inconsistent tier 1 instruction in reading.
7. There is inconsistent tier 1 math instruction.

8. There is a lack of math interventions to meet students needs and gaps in their learning.
9. There are low expectations for English language learners as well as students on free and reduced lunch.
10. There is a lack of instruction focusing on in-depth understanding of mathematics with more of a focus on memorization of isolated facts and algorithms instead of developing number sense in students.
11. There is a lack of diagnostic math assessments in order to determine student's needs and strengths.

Verification of Root Cause:

Utilizing collaborative tools from Bruce Wellman's, Data-Driven Dialogue and the 5 Whys root cause protocol, our staff examined instructional practices and student learning in greater detail. Additional data driven meetings were held throughout the year. Monthly walk throughs provided information on trends and instructional practices in the building. It included a team of teachers and administrator and served as an additional tool for teachers to come to root cause.

Additionally, the root causes were verified by looking at other district assessment measures. In reading, We looked at PALS, SRI and DRA2 data from the end of the 2011-2012 school year and it mirrored the data we were seeing from TCAP, confirming that reading achievement was indeed not growing at a pace that was acceptable to the staff. It also showed us what specific strategies students were not proficient at, including writing summaries, retelling a story and fluency.

Mathematics data was gathered on our students based on the Galileo end of year math assessment at all grade levels and gave us specific information on which standards our students were not perform. This helped us to see specific strategies our students were missing. The information we analyzed helped us confirm our root causes around mathematics

Staff was given a self-evaluation of tier one strategies and it was determined by the leadership team that several tier one strategies would need to be emphasized in professional development including the use of exemplars to model proficiency, allowing interaction among students to promote language development, and how to use differentiation to meet the needs of students who are not proficient and need extra support. This data was then shared with other Title One schools in the district to create a checklist for use on walk through and observations.

Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
				2012-13	2013-14		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	For the past three years, the percent of students scoring proficient or advanced in reading in grades 3-5 has remained flat with 35% in 2010, 31% in 2011 and 34% in 2012, which is well below the state expectation of 72%	By the end of the 2012-13 school year, 48% of the students will score proficient or advanced overall on the reading TCAP	School closing	Galileo administered 3 x per year- % scoring at 50 th percentile or higher SRI administered 3 x per year (3 rd grade- 5 th grade)- % of students on grade level increasing at a pace that matches end of year target Rigby Theme Tests administered every 2 weeks- students increasing scoring proficient based on curriculum benchmark DRA/ELD2 3 x per year- % of students on grade level increasing at a pace that matches end of year target Running Records- 1x a week showing students making progress towards end of year goals	<p>Major Improvement Strategy #1</p> <p>Improve reading and math achievement for all students through consistent implementation of Tier One Instructional Strategies including differentiation and use of formative assessment data</p> <p>Major Improvement Strategy #2</p> <p>Improve reading and math achievement for all students with a focus on the achievement of ELL students (75.4% of student population) by increasing English instruction through implementation of sheltered instructional strategies (SIOP) and increased instructional time in English</p>
		M					
		W					

		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M	In the past year, growth in math has sharply declined in 4 th grade to 5 and to 7 among the ELL population (75.4% of student population) which is well below the state expectation of 59	By the end of the 2012-13 school year, the median student growth percentile in math will be 35 overall and 40 for ELL's	School Closing	Math end of unit assessments- every 5-6 weeks; % of kids scoring proficient on test as determined by percentages	<p>Major Improvement Strategy #1</p> <p>Improve reading and math achievement for all students through consistent implementation of Tier One Instructional Strategies including differentiation and use of formative assessment data</p> <p>Major Improvement Strategy #2</p> <p>Improve reading and math achievement for all students with a focus on the achievement of ELL students (75.4% of student population) by increasing English instruction through implementation of sheltered instructional strategies (SIOP) and increased instructional time in English</p>
		W					
		ELP					
		R					

Academic Growth Gaps	Median Student Growth Percentile	M	In the past year, the ELL median growth percentile (75.4% of student population) compared to the non-ELL growth percentile math shows a significant growth gap of 20 percentile points. The performance of ELL students is well below state expectations of a median growth percentile of 58	By the end of the 2012-2013 school year, ELL students will have a growth percentile within 5 percentile points of non-ELL students and will rise to 30	School closing	Math end of unit assessments- every 5-6 weeks; % of kids scoring proficient on test as determined by percentages	<p>Major Improvement Strategy #1</p> <p>Improve reading and math achievement for all students through consistent implementation of Tier One Instructional Strategies including differentiation and use of formative assessment data</p> <p>Major Improvement Strategy #2</p> <p>Improve reading and math achievement for all students with a focus on the achievement of ELL students (75.4% of student population) by increasing English instruction through implementation of sheltered instructional strategies (SIOP) and increased instructional time in English</p>
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1:

Improve reading and math achievement for all students through consistent implementation of Tier One Instructional Strategies including differentiation and use of formative assessment data.

Root Cause(s) Addressed: There is insufficient explicit instruction in academic language needed to access items on the test items, Intentional grouping of ELL students to enable differentiation of content is lacking; There is lack of explicit instruction in test taking skills; There is an insufficient understanding of what proficiency looks like in order to hold high expectations for students; Inconsistent tier 1 instruction in reading

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
10 school district tier 1 strategies will be chosen to focus on for the academic school year <ul style="list-style-type: none"> • Get feedback from leadership teams and grade levels • Title One principal meeting to come to consensus on final 10 • Roll out to staff with self evaluation on the ten focus areas 	October 2012	Principal, dean, leadership teams, district title one principals		Leadership Team agendas In-service and staff meeting agendas Title One walk through document	completed
Teams of teachers and administrators will walk through all classrooms one day a month looking for evidence of specific Tier One instructional strategies being implemented in all classrooms. <ul style="list-style-type: none"> • Develop schedule & order substitutes 	August 2012- May 2013	Leadership team Teachers administration	Title One collaboration funds to cover subs	Walk through schedule for year Walk through feedback notes Leadership agendas	In progress

<ul style="list-style-type: none"> Debrief findings with leadership each month Develop professional development based on findings and Tier One document 				In-service and staff meeting agendas	
Teachers will collaborate vertically to create K-5 continuum of achievement expectations that match district and state.	November 2012-May 2013	Classroom teachers administration	n/a	Weekly team collaboration minutes In-service and staff meeting agendas	In progress
Teachers will visit other classrooms in district to further their development of their understanding of proficiency for the grade level they teach <ul style="list-style-type: none"> Visits scheduled based on action plan needs through professional development Teachers report back to staff on findings during monthly in-service time 	September 2012-May 2013	Classroom teachers district professional development department administration	Title One collaboration dollars to fund substitutes	Visitation schedules In-service and staff meeting agendas	In progress
Teachers will develop proficiency levels for all interim assessments to be used to progress monitor students in a standardized way <ul style="list-style-type: none"> Staff reviews interim assessments from math expressions Consensus is sought for proficiency levels Staff work time to help create inter-rater reliability 	December 2012-May 2013	Classroom teachers administration	n/a	In-service and staff meeting agendas and handouts Weekly team collaboration minutes	Not begun
Team collaboration time will be built into the school day to provide time to meet and discuss student achievement data and progress <ul style="list-style-type: none"> Schedule is created Administration visits collaboration meetings at least 1x a month Collaboration occurs 1x a week for all grade levels 	August 2012-May 2013	Administration Classroom teachers media technician	n/a	Weekly Team collaboration minutes School master schedule	In progress
Monthly 1 hour professional development on Tier One Instructional Strategies. Specific strategies will	August 2012-May 2013	Administration Classroom teachers	Title One collaboration dollars to fund substitutes	In-service and staff meeting agendas	In progress

<p>be decided upon from data collected during the monthly walk through</p> <ul style="list-style-type: none"> • Schedule of walk throughs is created • Walk throughs occur 1x a month with 5 of the walk throughs including district personnel and all walk throughs including administration and staff members 		District personnel		Walk through feedback	
School Closing	June 2013	Principal Superintendent Assistant Superintendent	n/a		In progress

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: Improve reading and math achievement for all students with a focus on the achievement of ELL students (75.4% of student population) by increasing English instruction through implementation of sheltered instructional strategies (SIOP) and increased instructional time in English

Root Cause(s) Addressed: In K-3, there is insufficient instruction in English to make a smooth transition from Spanish to English instruction; Intentional grouping of ELL students to enable differentiation of content is lacking; There is an insufficient understanding of what proficiency looks like in order to hold high expectations for students

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance Plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
5 hours of SIOP training for staff on specific sheltered English strategies <ul style="list-style-type: none"> • Schedule trainings • Walk throughs after each training to ensure implementation 	August 2012-May 2013	ELL Staff Administration Classroom teachers	n/a	In-service and staff meeting agendas Walk through feedback	In progress
Students in second and third grade bilingual classrooms will have 50% of their day in English instruction <ul style="list-style-type: none"> • Staff creates plan for instruction • Walk throughs ensure core subject teaching 	August 2012-May 2013	Second grade teachers Third grade teachers Administration	n/a	Walk through feedback Staff schedules	In progress
Students in k-3 bilingual classrooms will have part of their reading and writing instruction in English every day <ul style="list-style-type: none"> • Bilingual classroom teachers attend district trainings on what this looks like • English is evident in each classroom during walk throughs 	August 2012-May 2013	District ELL staff Bilingual classroom teachers Administration	n/a	District training agendas and minutes Walk through schedule Walk through feedback	In progress
Team collaboration time will be built into the school day to provide time to meet and discuss student	August 2012-May 2013	Administration Media technician	n/a	Create schedule School master schedule	In progress

<p>achievement data and progress</p> <ul style="list-style-type: none"> • Create schedule • Implement schedule • Administration attends collaboration meetings on regular basis • Team submit collaboration notes to administration 		Classroom teachers		Weekly team collaboration minutes	
<p>Teams of teachers and administrators will walk through all classrooms one day a month looking for evidence of specific Tier One instructional strategies being implemented in all classrooms</p> <ul style="list-style-type: none"> • Schedule is created • Staff is chosen for each walk through • Walk throughs conducted and data is shared with leadership team 	August 2012- May 2013	District personnel Administration All Spangler staff	Title One collaboration dollars for substitutes	Walk through schedule Walk through feedback Leadership team agendas and minutes	In progress
School Closing	August 2012- May 2013	Principal Superintendent Assistant Superintendent	n/a		In progress

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)

Title I Accountability Provision #1: Parent Involvement/Communication

- School Plan under State Accountability.
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant.
 Title I targeted assistance requirement.
 School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Hold a beginning of the year orientation meeting for Title I parents to explain our program, answer questions, and invite parent participation.	September, 2012	Title I Teachers Family Liaison Principal	Funds from Title I for Parent involvement to cover costs of supplies and teacher extra duty pay Title I funds \$26,000 Investing in Innovation funds \$26,000 \$2500 available in Title I per school	Meeting will be held no later than September 30. Evaluation of meeting by parents will show that it was useful and informative.
Hold Parent/Teacher Conferences each semester with parents to discuss progress of their student regarding literacy lab intervention	October, 2012 January 2013	Title I Teacher	None	Conferences with parents regarding student progress.
Hold two Family Reading/Parent information Nights. We will provide Make-and Takes for parents, provide ideas for supporting reading at home and ideas for homework help all with an emphasis on strengthening student reading skills.	December 2012 May 2013	Principal Teachers Title I Teachers Family Liaison	Funds from Title I for Parent involvement to cover costs of supplies and teacher extra duty pay \$2500 available in Title I per school	Parent evaluation of the Family Reading Nights will indicate that parents found it to be enjoyable and informative. Parent sign in sheet.
Send written notification in English and Spanish to all parents that the school is Priority Improvement or Turnaround if applicable	August 15, 2012	Principal	\$200 for printing and postage (Title I funds)	Letters will be sent by August 15.

Increase our efforts to get parents of minority students, ELLs and students with disabilities involved in our parent advisory Committee. Attendance is low and we need minority representation. We will send letters, make phone calls, and urge parents to contact other parents. Family Liaison will make direct contact with parents to support this effort.	August 2012 – May 2013	Principal School Leadership Team Title I Teachers Family Liaison	\$500 for printing Title I Parent Involvement funds	Involvement of parents of minority students, ELLs and students with disabilities will increase by 20% from September through May.
Monitor enrollment of students to insure early identification of migratory students. Provide outreach to parents. School will access the Homeless Liaison to support students.	August 2012 – May 2013	Principal Secretary Homeless Liaison	None	100% of migratory students will be identified and parents will be notified of their academic status and, if necessary, of intervention program(s) into which the student has been placed.
The school's Unified Plan and Parent Involvement Policy will be discussed at the fall meeting and key points will be communicated in the fall newsletter. The plan and policy will be available for review by all parents upon request.	August 2012 – May 2013	Principal	None	All parents will be informed of and will have access to the school's Unified Plan, Parent-School Policy, and Parent/Student Compact.
A Parent-School Policy has been developed by the district and a Parent-School Compact has been developed at our school in collaboration with parents.	August 2012 – May 2013	Principal	None	The Policy and Compact are available for review upon request.

Title I Accountability Provision #2: Teacher Qualifications Highly Qualified and high quality Professional Development

- School Plan under State Accountability.
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant.
 Title I targeted assistance requirement.
 School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
The certification of the Title I teachers will be monitored to ensure that they are highly qualified.	August 2011 ongoing as necessary	Principal	Local funds	The Title I teachers are all highly qualified.
The Executive Director of Priority Programs and principal will work with the Human Resources Department to attract and maintain high-quality highly qualified teachers. <ul style="list-style-type: none"> a. Attend job fairs b. Access the district sponsored new teacher mentoring program and new teacher orientation. 	Spring, 2012	Principal Executive Director of Priority Programs	Office of Professional Development supports all costs with regard to the mentors/coaches through Title IIA	Our school will retain 90% of teachers, including Title I and special education teachers.

Monthly reading seminars (professional development) for all Title I Teachers with a focus on the five components of literacy, data driven dialogue, intervention strategies, and trajectory graphing models.	August 2012- May 2013	Literacy coaches Title I teachers	Subs for Title I teachers (\$5,000 per year for subs and extra duty pay) Title I funds - Cost for Consultants \$3000 per year covered through Title I funds	Agendas for seminars, teacher evaluation of the training and review of data driven dialogue strategies.
Training on the use of running record for all Title I teachers to include analysis of the data and targeted, intentional intervention strategies based on running record information.	May 2012	Principal	None	Review of running record protocols samples from each Title I teacher and teacher evaluation of the training.
Title I teachers will participate in four half day trainings each year which focus on reading and language intervention strategies for students of poverty and second language learners to be led by the Literacy office.	May 2012	Literacy Office Executive Director of Priority Programs Title I teachers	Subs for Title I teachers (\$5000 for subs and extra duty) Title I funds	Teacher evaluation of the training and agendas for Title I meetings.

Title I Accountability Provision #3: Coordination and Integration of Federal, State, and Local Services and Programs

- School Plan under State Accountability.
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant.
 Title I targeted assistance requirement.
 School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
We coordinate funds in the following ways: <ul style="list-style-type: none"> • Title I funds: <ul style="list-style-type: none"> ○ salaries of the Title I teachers ○ to purchase intervention materials ○ coaches for Title I teachers • Title II funds <ul style="list-style-type: none"> ○ Mentor/coaching of new teachers • Title III funds <ul style="list-style-type: none"> ○ Sheltered Instruction collaboration and training • PTA and Foundation funds <ul style="list-style-type: none"> ○ Additional technology to support literacy intervention and instruction 	2011-12 school year 2013-2014 school year	Principal Leadership Team Title I Teachers	Title I teachers Total \$1,241,000 Intervention materials \$2000 Title IIA Coaches \$260,000 Total Title III \$5000 Consultant \$79,000 Sheltered Instruction Parent-Teacher Organization Local funds	Review of expenditures with the Leadership Team and the Parent Advisory Group. Use of evaluations of the teacher professional development and parent activities to make adjustments throughout the year as necessary.

Title I Accountability Provision #4: Student Progress and program effectiveness monitoring

- School Plan under State Accountability.
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant.
 Title I targeted assistance requirement.
 School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
DRA testing of all Title I identified students fall, winter, and spring.	April 2012 – May 2013	Title I Teachers Principal Title I Literacy coach	Title I funds DRA Testing \$9,300	Testing results roster with name, grade and annual assessment data.
Monthly review of individual student data for reading proficiency and student need by the Title I team in collaboration with the principal and school leadership team.	May 2012 – May 2013	Title I Teachers Principal Classroom teachers Literacy coach	Collaboration time Title I funds (Total \$5000 per year for subs and extra duty pay)	Monthly meeting notes of data review process.
Running record completed weekly for all lit lab Title I students with review of running record and design of student trajectory graphs to be part of the literacy coaching conversations.	May 2012 – May 2013	Title I Teachers Principal Title I Literacy coach	None	Running record forms and trajectory charts.
Collaboration meetings at least 3 times per year between Title I teachers and classroom teachers to include review of Title I student data and progress in reading.	April 2012 - May 2013	Title I Teachers Classroom teachers	Collaboration time Title I funds (Total \$5,000 per year for subs and extra duty pay)	Notes from collaboration meetings.

Title I Accountability Provision # 5: Augmented school year

- School Plan under State Accountability.
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant.
 Title I targeted assistance requirement.
 School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Success for All seven week summer program. Reading and language development interventions for at risk students.	June 20 – August 5, 2012	Principal Leadership team	Investing in Innovation grant funds \$120,000 Local funds	DRA pre and post data roster of student progress.
Jump Start two week summer program for PreK and K students focusing on early intervention for the development of routines and literacy skills.	July – August 2012	Principal Leadership team	Investing in Innovation grant funds \$5000 Local funds	Spring PALS assessment data review.

Section V: Appendices

Schools may add additional documentation to meet their unique needs. In particular, optional forms are available to supplement the improvement plan for schools to ensure that the requirements for the following have been fully met:

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- Title I Improvement, Corrective Action or Restructuring
- Additional Requirements for Turnaround Status Under State Accountability
- Competitive School Grants (e.g., Tiered Intervention Grant, Closing The Achievement Gap)

Other Title I Requirements:

Parent Involvement Policy and Parent Compact :

Spangler Elementary Title 1 and Parent Compact
Revised October 6, 2011

This compact has been developed and agreed upon by the parents and teachers of Title 1 students at Spangler Elementary School.

We believe that the academic achievement of each student is the shared responsibility of the community. Parents, students, teachers, administrators and other adults are all members of the Spangler community. We all believe that all children can and should learn and are committed to the success of all of our students.

The school will:

1. Provide a high quality curriculum
2. Provide quality instruction in a supportive and effective learning environment.
3. Involve the parents of the Title 1 students in the improvement of Title 1 programs.

The administration will:

1. Facilitate and implement Title 1 Parent involvement policy.
2. Involve parents in planning and review of Title 1 School Involvement policy.
3. Hold meetings to inform parents of Title 1 requirements. If parents cannot attend there will be other methods of communication to ensure that all are informed.
4. Submit parent suggestions for improvement to the District.
5. Help to build ties between the school and the families.
6. Provide support for parent involvement activities.

The staff will:

1. Inform and invite parents of meetings about Title 1 issues.

2. Provide information about how to help their children succeed academically.
3. Be readily accessible to parents, giving parents opportunities to meet with them.
4. Invite parents to be part of the decisions made regarding the academic opportunities for their children.
5. Assist in providing opportunities for parents to volunteer or observe in their children's classrooms.

The parents will:

1. Support their students' learning.
2. Make sure that their children attend school.
3. Monitor homework.
4. Provide a quiet place to work at home.
5. Encourage activities at home that increase academic development.
6. Be aware of the school rules and ask their children to follow them.
7. Participate, when possible, in school activities and in decisions about their children.
8. Communicate with the school staff about their children's needs and circumstances.

Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 0470 District Name: ST VRAIN VALLEY RE 1J School Code: 7839 School Name: ST. VRAIN ONLINE GLOBAL ACADEMY SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		R	Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	-	-	73.33%	-	-	-	Overall Rating for Academic Achievement: - * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	33.52%	-	-	-	
		W	-	-	50%	-	-	-	
		S	-	-	50%	-	-	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: - * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	-	-	-	-	-	
		M	-	-	-	-	-	-	
		W	-	-	-	-	-	-	
ELP	-	-	-	-	-	-			

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps:</p> <p>-</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	<p>Overall Rating for Post Secondary Readiness:</p> <p>Does Not Meet</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	3.6%	-	-	
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	20	16.1	Does Not Meet	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Turnaround – Entering Year 1 as of July 1, 2013.	Based on final results, the school has not met state expectations for attainment on the performance indicators and is required to adopt and implement a Turnaround Plan. The plan must be submitted by January 15, 2013 along with the required Turnaround Plan addendum to be reviewed by CDE. Refer to the website for more detailed directions on the plan submission process, as well as the Quality Criteria to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp .
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Does not receive Title I funds	The school does not receive Title I funds and does not need to meet the additional Title I requirements.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

Improvement Plan Information

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

- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Joann Dawe, Principal
	Email	Dawe_joann@svvsd.org
	Phone	720-494.3975
	Mailing Address	1200 S Sunset ST, Longmont, CO 80501
2	Name and Title	Scott Bergamo
	Email	Bergamo_scott@svvsd.org
	Phone	720-494-3975
	Mailing Address	1200 S Sunset ST, Longmont, CO 80501

Section III: Narrative on Data Analysis and Root Cause Identification

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



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

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year’s plan). While this worksheet should be included in your UIP, *the main intent is to record your school’s reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.																												
Academic Achievement (Status)	By the end of the 2011-12 school year, Reading TCAP will be at 47% proficient or advanced.	Performance in 2011-12 indicates 44% of the students were proficient or advanced. SVOGA students were within three percentage points of meeting the target goal. <table border="1" data-bbox="951 979 1514 1200"> <thead> <tr> <th colspan="2">Reading</th> <th colspan="5">CSAP Percent</th> </tr> <tr> <th>2012</th> <th>Number of Students</th> <th>U</th> <th>PP</th> <th>P</th> <th>A</th> <th>NS</th> </tr> </thead> <tbody> <tr> <td>9th Grade</td> <td>10</td> <td>10</td> <td>50</td> <td>40</td> <td>0</td> <td>0</td> </tr> <tr> <td>10th Grade</td> <td>15</td> <td>7</td> <td>53</td> <td>27</td> <td>0</td> <td>13</td> </tr> </tbody> </table>	Reading		CSAP Percent					2012	Number of Students	U	PP	P	A	NS	9th Grade	10	10	50	40	0	0	10th Grade	15	7	53	27	0	13	Targets were not met for several reasons that include: <ol style="list-style-type: none"> 1. New school with little/no interventions for reading and math in place. 2. High transient population—43.4% of student body have been enrolled in 3 or more high schools. 3. Deficiency in credits—71% of student body is below credit requirements for their grade level resulting in little or no math or English instruction. 4. Truancy: 20% of student body is
	Reading		CSAP Percent																												
2012	Number of Students	U	PP	P	A	NS																									
9th Grade	10	10	50	40	0	0																									
10th Grade	15	7	53	27	0	13																									
By the end of the 2011-12 school year, Math TCAP will be at 13% proficient or advanced.	Performance in 2011-12 indicates 9% of the students were proficient or advanced. SVOGA students were within 4 percentage points of meeting the target goal. <table border="1" data-bbox="932 1321 1528 1359"> <thead> <tr> <th>Math</th> <th>CSAP Percent</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Math	CSAP Percent																												
Math	CSAP Percent																														

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.																					
		<table border="1"> <thead> <tr> <th data-bbox="934 337 1087 435">2012</th> <th data-bbox="1087 337 1218 435">Number of Students</th> <th data-bbox="1218 337 1276 435">U</th> <th data-bbox="1276 337 1335 435">PP</th> <th data-bbox="1335 337 1394 435">P</th> <th data-bbox="1394 337 1453 435">A</th> <th data-bbox="1453 337 1528 435">NS</th> </tr> </thead> <tbody> <tr> <td data-bbox="934 435 1087 480">9th Grade</td> <td data-bbox="1087 435 1218 480">10</td> <td data-bbox="1218 435 1276 480">50</td> <td data-bbox="1276 435 1335 480">10</td> <td data-bbox="1335 435 1394 480">10</td> <td data-bbox="1394 435 1453 480">20</td> <td data-bbox="1453 435 1528 480">10</td> </tr> <tr> <td data-bbox="934 480 1087 519">10th Grade</td> <td data-bbox="1087 480 1218 519">15</td> <td data-bbox="1218 480 1276 519">73</td> <td data-bbox="1276 480 1335 519">13</td> <td data-bbox="1335 480 1394 519">0</td> <td data-bbox="1394 480 1453 519">0</td> <td data-bbox="1453 480 1528 519">13</td> </tr> </tbody> </table>	2012	Number of Students	U	PP	P	A	NS	9th Grade	10	50	10	10	20	10	10th Grade	15	73	13	0	0	13	<p>on an attendance contract with the district for previous non-attendance issues.</p> <p>5. Health-related issues: 7% of student body has health-related issues that have keep students out of school.</p>
2012	Number of Students	U	PP	P	A	NS																		
9th Grade	10	50	10	10	20	10																		
10th Grade	15	73	13	0	0	13																		
Academic Growth	Reading: By the end of the 2011-12 school year, median student growth percentile will be 30.	Performance in 2011-12 indicates that the median student growth percentile was at 27% with 9 th graders showing 9% median growth percentile and 10 th graders showing a 29% median growth percentile.																						
	Mathematics: By the end of the 2011-12 school year, median student growth percentile will be 60.	Performance in 2011-12 indicates that the median student growth percentile was at 20% with 9 th graders showing a 16% median growth percentile and 10 th graders showing a 34% median growth percentile.																						
Academic Growth Gaps	NA	NA																						
Post Secondary Readiness	By the end of 2011-12, mean ACT will be 17.0.	The target of 17.0 was not met. The mean ACT was 16.1 and the school was .9 away from meeting the target.																						

Worksheet #2: Data Analysis

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

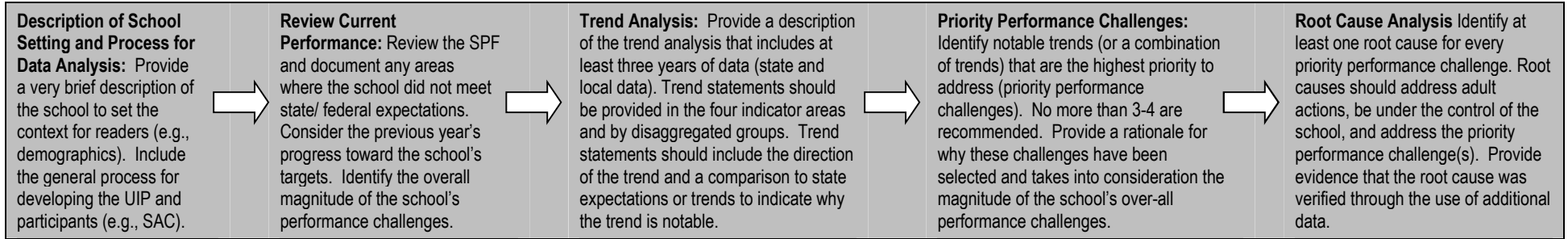
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
Academic Achievement (Status)	<p>Three years of past data is unavailable as school opened its doors in August 2011.</p> <p>Reading: For the ten 9th grade students tested in 2012, 40% of the students tested at the proficient or advanced level, below the school district at 73% and the state at 67% For the fifteen 10th grade students tested, 27% of the students tested at the proficient or advanced level below the school district at 72% and the state at 68%.</p> <table border="1" data-bbox="541 841 1047 987"> <thead> <tr> <th></th> <th>SVOGA</th> <th>District</th> <th>Colorado</th> </tr> </thead> <tbody> <tr> <td>Grade 9</td> <td>40</td> <td>73</td> <td>67</td> </tr> <tr> <td>Grade 10</td> <td>27</td> <td>72</td> <td>68</td> </tr> </tbody> </table>		SVOGA	District	Colorado	Grade 9	40	73	67	Grade 10	27	72	68	<p>Low performance (40% proficient/advanced) in reading on TCAP that is below the state expectation of 73% proficient/advanced.</p>	<p>Low reading achievement expectations with no access to Reading interventions.</p>
		SVOGA	District	Colorado											
Grade 9	40	73	67												
Grade 10	27	72	68												
<p>Writing: For the ten 9th grade students tested in 2012, 30% of the students tested at the proficient of advanced level, below the school district at 56% and the state at 51%. For the fifteen 10th grade students tested, 13% tested at the proficient of advanced level, below the school district at 54% and the state at 48%.</p> <table border="1" data-bbox="525 1234 1064 1380"> <thead> <tr> <th></th> <th>SVOGA</th> <th>District</th> <th>Colorado</th> </tr> </thead> <tbody> <tr> <td>Grade 9</td> <td>30</td> <td>56</td> <td>51</td> </tr> <tr> <td>Grade 10</td> <td>13</td> <td>54</td> <td>48</td> </tr> </tbody> </table>		SVOGA	District	Colorado	Grade 9	30	56	51	Grade 10	13	54	48	<p>NA</p>	<p>NA</p>	
	SVOGA	District	Colorado												
Grade 9	30	56	51												
Grade 10	13	54	48												

	<p>Mathematics: For the ten 9th grade students tested in 2012, 30% of the students tested at the proficient of advanced level, below the school district at 44% and the state at 37%. For the fifteen 10th grade students tested, 0% tested at the proficient of advanced level, below the school district at 36% and the state at 33%.</p> <table border="1" data-bbox="457 354 1024 474"> <thead> <tr> <th></th> <th>SVOGA</th> <th>District</th> <th>Colorado</th> </tr> </thead> <tbody> <tr> <td>Grade 9</td> <td>30</td> <td>44</td> <td>37</td> </tr> <tr> <td>Grade 10</td> <td>0</td> <td>36</td> <td>33</td> </tr> </tbody> </table>		SVOGA	District	Colorado	Grade 9	30	44	37	Grade 10	0	36	33	<p>Low performance (30% proficient/advanced) in mathematics on TCAP that is below the state expectation of 34% proficient/advanced.</p>	<p>Low mathematics achievement expectations with no access to Mathematics interventions.</p>
	SVOGA	District	Colorado												
Grade 9	30	44	37												
Grade 10	0	36	33												
<p>Academic Growth</p>	<p>Reading Median Growth Percentile: 27 Writing Median Growth Percentile 25 Mathematics Median Growth Percentile: 20</p>	<p>Low reading (27) and mathematics (20) median growth percentile on TCAP that is below the state median of 50.</p>	<p>Reading and Math interventions unavailable.</p>												
<p>Academic Growth Gaps</p>	<p>Not applicable as disaggregated groups are too small for data analysis.</p>	<p>NA</p>	<p>NA</p>												
<p>Post Secondary & Workforce Readiness</p>	<p>ACT scores are below state average and declined from 17.73 in 2011 to a 16.1 in 2012 with a very low percentage of students meeting college readiness benchmarks in English, Math, Reading, and Science.</p>	<p>ACT composite score (16.1) below State and District average. Low performance in college readiness benchmarks in all four areas: English, Mathematics, Reading and Science.</p>	<p>Reading and Mathematics interventions unavailable. Low course completion rate.</p>												

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School



Narrative:

St. Vrain Online Global Academy (SVOGA) is a virtual high school providing high-quality, personalized education for students in grades 9-12 outside of the brick and mortar classroom. The school is designed as an educational opportunity for a diverse population of students who need or prefer the flexibility and convenience of online education.

Pearson Virtual Learning powered by Florida Virtual School (FLVS) provides both the high-quality instruction and curriculum. The curriculum meets not only Colorado Academic Standards but also the iNACOL National Teaching and Learning Standards for Quality Online Programs. FLVS teachers communicate regularly with students and parents regarding all phases of instruction, and students are expected to check in for a minimum of four hours once a week with SVOGA staff, once the student completes the orientation period that requires students to be present onsite for four hours daily. This weekly interaction is utilized to provide additional assistance with course work, structured intervention, and to facilitate FLVS instructor interaction.

Demographic Data:

SVOGA currently has a student population of 85 full-time students comprised of 3 freshmen, 12 sophomores, 27 juniors, and 43 seniors (9 of the seniors are in their 5th or 6th year). Seventy-one percent of our students are lacking the appropriate credits for their grade level. Additionally, there are 20 part-time students comprised of 15 students taking one Advanced Placement course and 5 students finishing course work from the 2011-12 school year. Forty-five percent of our student population is female; fifty-five percent is male. Caucasian students make up 69.4% of the student body; 25.9% are Hispanic; 1.1% is Asian; 3.5% are considered mixed.

		2011-12	2012-13
Ethnicity	Asian	2.30%	1.10%
	Black	1.40%	0.00%
	Hispanic	28.40%	25.90%
	Caucasian	66.20%	69.40%
	Mixed	1.00%	3.50%

	Student Services	IEP's	NA	3.50%
		504's	4.1%	3.50%
		ALP's	2.7%	3.50%
	Qualify for Free/Reduced Lunch		23.00%	27.10%
	Grade Level Distribution	Freshmen (Grade 9)	10.8%	3.5%
		Sophomores (Grade 10)	17.6%	14.1%
		Juniors (Grade 11)	43.2%	31.8%
		Seniors (Grade 12)	28.4%	50.6%
	Gender	Female	49.0%	45.0%
		Male	51.0%	55.0%

Trends and Priority Performance Challenges

As our student numbers are low, particularly for Grades 9 and 10, data either does not exist or there is not enough data to analyze. Our data team, however, did review TCAP and ACT data for both our students from last year as well as our current students. Additionally, we reviewed our course completion data from our first year of operation.

The **TCAP** data represents ten 9th graders and fifteen 10th graders for the 2011-12 school year. Forty percent of the 9th graders tested at the proficient/advanced level in reading, while 27% of the 10th graders tested at the proficient/advanced level. In writing, 30% of the 9th graders tested proficient/advanced; 13% of the 10th graders tested proficient/advanced. Mathematics showed 30% of the 9th graders proficient/advanced with 0% of the 10th graders testing at proficient/advanced. The median growth percentile for 9th graders indicates Reading at 9, Writing at 21, and Mathematics at 16. For 10th graders, the median growth percentile indicates Reading at 29, Writing at 38, and Mathematics at 34. The overall median growth percentile for the 25 total students was Reading at 27, Writing at 25 and Mathematics at 20.

CSAP Median Overall Growth Percentile		
	2011	2012
Reading	30	27
Writing	22	25
Mathematics	60	20

ACT data for 31 students indicated a composite score of 16.1 below the District composite of 20.2 and the State composite of 20.0. Data indicates that students are below the college readiness benchmarks in English (14.8, 5 points behind the District average and 4.4 points behind the State average); Mathematics (16.5, 3.6 points behind the District and State averages); Reading (16.7, 3.3 points behind the District average and 3.1 points behind the State average); Science (16.1, 3.2 points behind the District average and 3.1 points behind the State average.) Eight of our students, however, showed college readiness in all four of the benchmark areas.

	English	Mathematics	Reading	Science	Composite
SVOGA	14.8	16.5	16.7	16.1	16.1
District	19.8	20.1	20.0	20.3	20.2
State	19.4	20.1	19.8	20.1	20.0

CELA data exists for 3 students (one 11th grader and two 12th graders). The 11th grader showed a growth percentile of 17, while the 12th graders showed a growth percentile of 0.

Nine of our forty-three seniors (20.9%) are in their 5th or 6th year and 71% of students enrolling with us lack the appropriate number of credits for their credit level. Six of our students (7.1%) are dropouts, returning to SVOGA to work on earning their diploma. These numbers not only affect our graduation rate (13.6% with a 27.3% completion rate) but also have a significant impact on our course completion status. Three of the four seniors who came in with the appropriate number of credits for their credit level earned their high school diploma in May 2012.

Four hundred ten (410) courses were ordered for 117 students throughout the 2011-12 school year. Students completed 210 courses with a grade of C or better for a completion rate of 51.2%. Students withdrew with an F from 177 courses (43.2%). Still outstanding and being worked on are 23 courses or 5.6% of the courses. As these courses are completed, the completion rate for 2011-12 will stand at 56.8%.

Other contributing factors to low reading mathematics scores include lack of attendance/health issues (20% of our student body), school migration (43.4% of our student body have attended two or more high schools in addition to SVOGA), and a lack of motivation.

Growth Summary

After analysis of growth data by our staff, we chose to focus on the two areas of Reading and Mathematics. Reading and mathematics are the two areas in which growth declined for both the TCAP's and the ACT's while Writing increased in growth.

Root Cause: Low Reading, Writing and Math Achievement and Growth

To identify root causes, trend data was shared with the staff and analyzed weekly as staff reviewed weekly progress of each student. Root causes found were:

- Low reading achievement expectation with no access to Reading interventions.
- Low mathematic achievement expectations with no access to Mathematics interventions.
- Reading and Mathematics interventions unavailable.
- Moderate course completion rate.

Root Cause Verification

Root causes are a combination of many factors that includes the student's past history in their brick and mortar schools. Seventy-one percent of students enrolling with St. Vrain Online Global Academy have below grade level credits due to truancy issues and/or failing grade level equivalent classes. TCAP and ACT scores reflect their lack of academic performance and preparedness. Additionally, there have been no reading or mathematics interventions in place at St. Vrain Online Global Academy to address the deficiencies. The course completion rate is a direct result of a student's ability to read, write and perform mathematical computations, skills that many of our students lack. A student's regular attendance onsite at St. Vrain Online Global Academy has a direct correlation to course completion.

Once root causes were identified, data team questions centered around:

1. How can we increase Reading, Writing, and Mathematics achievement for students?
2. How can we increase College and Workforce Readiness skills?
3. What interventions are currently in place, and what interventions could be put into place to help students who are not making adequate progress?
4. What reading, writing, and mathematics skills are necessary to define a successful online student?
5. How can we change our current model to increase course completion for students?
6. How can we change our attendance policy to increase course completion for students?

Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
				2012-13	2013-14		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	Low performance (40% proficient/advanced) in reading on TCAP that is below the state expectation of 73% proficient/advanced.	By the end of the 2012-13 school year, Reading TCAP will be 47% proficient or advanced.	By the end of the 2013-14 school year, Reading TCAP will be at 50% proficient or advanced.	<p>One-on-one weekly progress monitoring.</p> <p>Live lessons and tutoring sessions with FLVS teachers.</p> <p>Discussion-based assessments prior to all module exams.</p> <p>English I and/or II required as a first class for all students with deficient English credit</p> <p>Galileo testing to measure reading progress.</p> <p>Utilize a computer reading program for all students as needed</p> <p>Explore possible remediation courses available through Florida Virtual Schools or other curriculum providers</p>	Increase reading achievement through structured intervention.
		M	Low performance (30%)	By the end of the 2012-	By the end of the 2013-	One-on-one weekly	Increase math

			proficient/advanced) in mathematics on TCAP that is below the state expectation of 34% proficient/advanced.	13 school year, Math TCAP will be 13% proficient or advanced.	14 school year, Math TCAP will be at 18% proficient or advanced.	<p>progress monitoring.</p> <p>Live lessons and tutoring sessions with FLVS teachers and/or SVOGA staff.</p> <p>Discussion-based assessments prior to all module exams.</p> <p>Algebra I required as a first class for all students with deficient Math credit.</p> <p>For all Algebra I students, required daily structured time (not online).</p> <p>Galileo testing to measure mathematics progress</p> <p>Explore possible remediation courses available through Florida Virtual Schools or other curriculum providers</p>	achievement through structured intervention.
		W	NA	NA	NA	NA	NA
		S	NA	NA	NA	NA	NA
Academic Growth	Median Student Growth	R	Low reading median growth percentile on TCAP	By the end of the 2012-13 school year, median student growth	By the end of the 2013-14 school year, median student growth	One-on-one weekly progress monitoring	Increase reading achievement through structured intervention

	Percentile (TCAP/CSAP & CELApro)			percentile will be 55.	percentile will be 55.	Live lessons and tutoring sessions with FLVS teachers Discussion-based assessments prior to all module exams Utilize a computer reading program for all students as needed	
		M	Low math median growth percentile on TCAP	By the end of the 2012-13 school year, median student growth percentile will be 55.	By the end of the 2013-14 school year, median student growth percentile will be 55.	One-on-one weekly progress monitoring. Live lessons and tutoring sessions with FLVS teachers and/or SVOGA staff Discussion-based assessments prior to all module exams.	Increase math achievement through structured intervention.
		W	NA	NA	NA	NA	NA
		ELP	NA	NA	NA	NA	NA
Academic Growth Gaps	Median Student Growth Percentile	R	NA	NA	NA	NA	NA
		M	NA	NA	NA	NA	NA
		W	NA	NA	NA	NA	NA
Post Secondary & Workforce Readiness	Graduation Rate	The graduation rate (13.6%) is below the State and District average.	By the end of 2012-13, the graduation rate will be 16.0%.	By the end of 2013-14, the graduation rate will be 18.0%.	Continuous weekly monitoring of student progress, course completion, and credit	Increase graduation rate and decrease dropout rate through structured progress intervention with	

					expectations.	school staff.
	Disaggregated Grad Rate	NA	NA	NA	NA	NA
	Dropout Rate	The dropout rate (7.8%) is above the State and District average.	By the end of 2012-13, the dropout rate will be 7.2%.	By the end of 2013-14, the dropout rate will be 6.8%.	Continuous weekly monitoring of student progress, course completion, and credit expectations.	Increase graduation rate and decrease dropout rate through structured progress intervention with school staff.
	Mean ACT	ACT composite score below State and District average. Low performance in college readiness benchmarks in all four areas: English, Mathematics, Reading, and Science.	By the end of 2012-13, mean composite ACT will be 17.0	By the end of 2013-14, mean composite ACT will be at 17.3	ACT Prep Course as required elective for all juniors.	Increase ACT scores and graduation credits per student through course completion in a timely manner.

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: Increase reading achievement through structured intervention.

Root Cause(s) Addressed: Low performance in reading on TCAP and ACT

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

- School Plan under State Accountability Title I Schoolwide or Targeted Assistance plan requirements Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG) Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Online Reading program available for all students needing additional reading support.	December 2012-May 2014	Principal and Counselor	NA	Course completion	In Progress
Discussions with FLVS around use of literacy coaches/support for all levels of English	January 2013-May 2014	Principals of both SVOGA and FLVS	NA	Course completion	In Progress
Utilization of FLVS English II recorded/audio materials.	January 2013-May 2014	Principal and FLVS English II instructor	NA	Course completion	In Progress
Galileo pre- and post-testing to measure reading growth for all students grades 9-12.	August 2013-May 2014.	Principal and Counselor	\$8 per test	Reading growth and course completion	Not Begun
Live lesson participation with FLVS English classes.	September 2012-May 2014	Principal, counselor, and FLVS English staff	NA	Course completion	In Progress
ACT structured prep class once a week that includes reading hints, timed assessments, and paragraph analysis.	September 2012-May 2014	Principal	NA	Reading growth and course completion	In Progress

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: Increase math achievement through structured intervention.

Root Cause(s) Addressed: Low performance in mathematics on TCAP and ACT

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance Plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Structured pre-algebra review for all students who are deficient in Algebra I credit.	August 2013-May 2014	Principal and Counselor	FLVS curriculum	Module completion	Not begun
Structured math class required for all students who are deficient in Algebra I credit	August 2013-May 2014	Principal and Counselor	FLVS curriculum	Course completion	Not begun
Galileo pre- and post-testing to measure mathematics growth for all students grades 9-12.	August 2013-May 2014	Principal and Counselor	\$8 per test	Mathematics growth and course completion	Not begun
Live lesson participation with FLVS mathematics classes.	October 2013-May 2014	Principal, counselor, and FLVS Mathematics staff	NA	Course completion	In Progress
ACT structured prep class once a week that includes mathematics review of algebra and geometry fundamentals.	September 2012-May 2014	Principal	NA	Mathematics growth and course completion	In Progress

Major Improvement Strategy #3: Increase ACT scores and graduation credits per student through course completion in a timely manner.

Root Cause(s) Addressed: Low course completion rate

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance Plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Students will take no more than 1 class at a time and will complete within a 3- to 4-week time period.	August 2012-May 2014	Principal and Counselor	NA	Course completion	In Progress
Reading for College Success course required for all juniors.	August 2012-May 2014	Principal and Counselor	FLVS curriculum	Course completion	In Progress
Structured ACT prep class once a week required for all juniors including English grammar, algebra and geometry fundamentals, reading readiness and science graph analysis and interpretation.	September 2012-April 2014	Principal and Counselor	NA	Subset score group improvement and composite score growth. Course completion	In Progress
Individual parent meetings held 25-27 days after initial enrollment	January 2013 – May 2014	Principal and Counselor	NA	Meeting Schedules	In Progress
Word-of-the-Week (WOW words) for ACT, students use WOW words in at least one assignment weekly	November 2012 – May 2014	Principal, Counselor, FLVS staff	NA	WOW word list and student use in assignments	In Progress

Major Improvement Strategy #4: Increase graduation rate and decrease dropout rate through structured progress intervention.

Root Cause(s) Addressed: Low course completion rate and credit deficient

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance Plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Students will take no more than 1 class at a time and will complete within a 3- to 4-week time period.	August 2012-May 2014	Principal and Counselor	NA	Course Completion	In Progress
Weekly monitoring of student progress, course completion and credit.	August 2012-May 2014	Principal and Counselor	NA	Course Completion	In Progress
Students will complete ICAP Career Cluster survey to better define their college readiness skills.	August 2013-May 2014	Principal	NA	Course Completion	Not Begun

Major Improvement Strategy #5: Reorganizing the oversight and management structure within the school to provide greater, more effective support
Root Cause(s) Addressed: Need for more systematic and intentional District leadership and support.

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

- School Plan under State Accountability Title I Schoolwide or Targeted Assistance plan requirements Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG) Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Identify District Support Team with input from principal and area assistant superintendent to include representation from: area superintendent, school principal, school counselor, district support staff.	January 2013- March 2013	Principal and Area Assistant Superintendent	NA	Documentation of Team Identification	Not Begun
Monthly Planning and Progress Review Meetings of District Support Team with feedback and recommendations to include monthly update of student progress.	February 2013 through May 2014	Principal and Area Assistant Superintendent	NA	Completed template with results of District Support Team meetings—to include but not limited to feedback, data analysis, change ideas, and planning	Not Begun
Identify School Accountability Committee	January 2013- March 2013	Principal	NA	Documentation of Committee Identification	Not Begun
Collaboration with School Accountability Committee—bi-annual report	August 2013- May 2014	Principal, Area Assistant Superintendent, and School Accountability Chair	NA	Bi-annual reports and meeting minutes of School Accountability Committee (including parents and students)	Not Begun
Monthly identification and analysis of progress monitoring data to include: Galileo Reading and Math Assessments and course progress	December 2012- May 2014	Principal and Counselor	NA	Collated school progress monitoring data and trend analysis report	Not Begun

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)

Section V: Supporting Addenda Forms

For Schools or Districts with a Turnaround Plan under State Accountability

All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the Quality Criteria (located at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp). Schools and districts with a Turnaround Plan must also identify one or more turnaround strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP's Action Plan form. This addendum is required and should be attached to the district/school's UIP.

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

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

MEMORANDUM

DATE: January 9, 2013

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval to Include St. Vrain Community Montessori Charter School in the 2008 Mill Levy Override

RECOMMENDATION

That the Board of Education approve that the St. Vrain Community Montessori Charter School benefit from the St. Vrain Valley 2008 Mill Levy Override monies.

BACKGROUND

The St. Vrain Community Montessori Charter School was approved by the St. Vrain Valley School District as an official St. Vrain charter school in late October of 2008, and the District passed a mill levy override and bond in November of that year.

The Board of Education would like to offer that the St. Vrain Community Montessori Charter School benefit from the monies of the 2008 mill levy override, based on their 2009 student enrollment count. This would not include 2008 bond money, and would only be for future years, beginning in budget year 2013-2014, and not be retroactive to 2008.

MEMORANDUM

DATE: January 9, 2013

TO: Board of Education

FROM: Regina Renaldi, Executive Director of Priority Programs

SUBJECT: Approval of Purchase of myON Reader Program for all 26 Elementary Schools- 2nd Year Contract Option - 2013-2014 School Year

RECOMMENDATION

That the Board of Education approve the purchase of the myON reader program as an opportunity to leverage technology and support reading at home for families in St. Vrain Valley Schools for a second-year contract option for the 2013-2014 school year for \$138,060.

BACKGROUND

St. Vrain Valley Schools currently has a one-year contract with myON Reader through Capstone Digital. We have the opportunity to extend the contract for a second year at a reduced rate of \$138,060 for the 2013-14 school year. All 26 elementary schools will participate in the plan to encourage at-home reading and increased student access to quality books. Our goal with this program implementation is to increase learning time at home with the infusion of reading for all students daily. We will collect individual student reading at home data through the myON data collection system and evaluate the impact of increased reading at home opportunities for all students on reading performance overall.

Regina Renaldi, Executive Director of Priority Programs, will be present to answer questions about this proposal.

MEMORANDUM

DATE: January 9, 2013
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: FY13 Amended Budget

PURPOSE

To provide the Board of Education with information related to the FY13 Amended Superintendent's Budget.

BACKGROUND

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

The administration will be bringing forward a list of items that are under consideration for the FY13 Amended Budget.

MEMORANDUM

DATE: January 9, 2013
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Appraisals and Plans for School Properties

PURPOSE

For the Board of Education to be updated on appraisals of school properties.

BACKGROUND

Rick Ring, Chief Operations Officer, will be available to discuss appraisals of schools and plans for those school properties that will be scheduled for sale.

MEMORANDUM

DATE: January 9, 2013

TO: Board of Education

FROM: John Creighton, President, Board of Education

SUBJECT: Colorado Association of School Boards (CASB) Annual Convention
Follow-Up

PURPOSE

For the Board of Education members to discuss details, observations, seminars attended, etc., from the 2012 CASB Annual Convention.

BACKGROUND

Annually, CASB holds a convention in Colorado Springs for school board members and school district administration throughout Colorado to exchange ideas, gather input, and develop skills. The Board would like the opportunity to share the information they gathered from this Convention.