Lake County School District
Learning Beyond Walls

District Mission:
 	
To ignite a passion for learning.
 	
Board Priorities:
 	
Ensure all students stay on or above grade level each year and graduate prepared to successfully implement a plan for college or career.
 	
Every day, we are college or career ready.
 	
Provide all students with engaging learning opportunities.
 	
Rigor and engagement are everywhere.
 	
Create a space that is safe, inclusive and welcoming for all.
 	
Diversity and culture make us better.
 	
Plan and execute the capital and human capital investments that will make our district better.
 	
We plan for the future.
	Lake County School District Board of Education
	Nov. 13, 2018 7:00pm Regular Meeting
	Location: District Office—328 West 5th St-Room 11
	
	Regular Meeting
	1. 7:00 Call to order
	2. 7:01 Pledge of Allegiance
	3. 7:02 Roll Call
	4. 7:03 Preview Agenda
	5. 7:04 Reading/Energize item-Ellie Solomon
	6. 7:05 Public Participation
	    Members of the public who wish to address the board on non-agenda items are welcome to do so at this time. Please sign up on the clipboard at the front. We ask you to please observe the following guidelines:
	    • Confine your comments to matters that are germane to the business of the School District.
	    • Recognize that students often attend or view our meetings. Speaker's remarks, therefore, should be suitable for an audience that includes kindergarten through twelfth grade students.
	    • Understand that the board cannot discuss specific personnel matters or specific students in a public forum.
	7. 7:10 Approve Consent Agenda:
	    a. Regular Meeting Minutes Oct. 9, 2018
	    b. Special Meeting Minutes Oct. 23, 2018
	    c. Personnel recommendations
	    d. Resolution NO. 19-06 Increase in Funds 10 & 22
	    e. Head Start: 2018-2019 Program Improvement Plan and Selection Criteria
	8. 7:12 Oversight Calendar
	    a. The Center Update-Tanya Lenhard
	9. 7:45 GOL! Update-Becca Katz
	10. 8:15 DOOR Program update-Rob Duren
	11. 8:45 Action Item
	    a. Resolution NO. 19-05 Accreditation of schools
	12. 8:50 Student Reports
	13. 8:55 Break
	14. 9:00 Oversight Calendar
	    a. Student Achievement-Rigor and Engagement-Wendy
	15. 9:25 Superintendent Update
	16. 9:40 Board Reports
	17. 9:50 Agenda Planning
	    a. Reading/Energize item for next meeting
	    b. The Center Walkthrough
	    c. Work Shop planning-
	       i. Return Cultural Responsive Surveys.
	    d. Next Meeting or event:
	       i. Nov. 14, 2018 The Center Walkthrough 9:00 am @ The Center
	       ii. Nov. 27, 2018 Work Session 6:30 pm @ District Office
	       iii. Dec. 11, 2018 Regular Meeting 7:00 pm @ District Office
	18. Meeting Debrief
	    a. How did we do on time?
	    b. Did we do our most important work first?
	19. Adjournment
	  Estimated duration of meeting is 2.5 to 3 hours **Updated 11/7/2018

SCHOOL BOARD MINUTES

Regular Meeting

Oct. 9, 2018

Pledge of Allegiance –Director Frykholm led the pledge of allegiance.

Roll Call of Members - The regular meeting of the Board of Directors for Lake County School District R-1 was called to order on Oct. 9, 2018 at 7:00 p.m. and was held at the District Office. Directors Contreras, Fiedler, Frykholm, McBride and Superintendent Wyman were present. Director Solomon was absent and excused. Student representative Emma Dallas and Michaela Sanchez were absent and excused.

Preview Agenda –No changes were needed.

Reading or Energize item- Jeff Fiedler provided a reading.

Public Participation- N/A

Approval of consent agenda items- It was moved by Director McBride to approve consent agenda. Director Contreras seconded the motion;

	Contreras	Fiedler	Frykholm	McBride	Solomon
Aye	X	X	X	X	
Nay					
Absent					X

motion carried 4-0.

Action Item: It was moved by Director Fiedler to approve the second reading and adoption of policy SP-2-Mission Statement (Strategic Policy-2). Director McBride seconded the motion;

	Contreras	Fiedler	Frykholm	McBride	Solomon

	Aye	X	X	X	X	
	Nay					
	Absent					X

motion carried 4-0.

Student Representative Report: Student representatives were not in attendance and a break was not needed.

Oversight Calendar-Superintendent Wyman spoke of the district performance and went over DIBELS testing from West Park and LCIS.

Superintendent Update: Superintendent Wyman gave an update on enrollment numbers for the district.

Discussion Item: Strategic policies 1, 3, 4, 4-C1, 4-C2 and 5 were looked and discussed. Updates to the calendar were made.

Board Reports- Director McBride spoke of going to the Community Dinner, being on the calendar committee and the URA will pick up next month. Director Frykholm spoke of working on community groups and how to prioritize them and the onboard of new board members. Director Fiedler spoke of the Master Plan process, the community meeting that was held at the high school, and then planning to attend BOCES this week. Director Contreras spoke of attending the master plan community meeting and a "Count Me In" meeting.

Agenda Planning- Ellie Solomon will do the energizer for next regular meeting. The next meeting will be the Special Meeting and Work Session on Oct. 23, 2018 at 6:30 am in the board room.

Meeting was debriefed and it was moved by Director McBride to adjourn the meeting.

Director Fiedler seconded the motion; motion carried.

Meeting adjourned at 8:32 pm.

ATTEST:

_____
Jeff Fiedler, Secretary

_____
Amy Frykholm, President

SCHOOL BOARD MINUTES

Special Meeting

Oct. 23, 2018

Pledge of Allegiance –Director Frykholm led the pledge of allegiance.

Roll Call of Members - The special meeting of the Board of Directors for Lake County School District R-1 was called to order on Oct. 23, 2018 at 6:37 p.m. and was held at the District Office. Directors Contreras, Frykholm, Solomon and Superintendent Wyman were present. Director Fiedler and Director McBride were absent and excused. Student representative Emma Dallas was present. Student representative Michaela Sanchez was absent and excused.

A+ Colorado- Landon Mascarenaz and Van Scholes were present and gave an update on A+ Plus Colorado.

Action Item: It was moved by Director Solomon to then Head Start Continuation Grant. Director Contreras seconded the motion; Tanya Lenhard was in attendance to answer any questions.

	Contreras	Fiedler	Frykholm	McBride	Solomon
Aye	X		X		X
Nay					
Absent		X		X	

motion carried 3-0.

It was moved by Director Solomon to approve Resolution 19-04 the Increase of Grants Fund 22. Director Contreras seconded the motion;

	Contreras	Fiedler	Frykholm	McBride	Solomon
Aye	X		X		X
Nay					
Absent		X		X	

motion carried 3-0.

Meeting was debriefed and it was moved by Director Solomon to adjourn the meeting.

Director Contreras seconded the motion; motion carried.

Meeting adjourned at 7:32 pm.

ATTEST:

_____

Jeff Fiedler, Secretary

_____

Amy Frykholm, President

Lake County School District R-1
Employee Status Report
November 13, 2018

Certified Staff

Recommended for Hire

Name	**Assignment**	**Degree**	**License**	**Experience**

Transfers

Name	**Current Assignment**	**Transfer Assignment**	**Location**	**Effective**

Resignations/Terminations

| Henline, Gloria | Spanish Teacher | | High School | 11/2/2018 |

_____   _____

Amy Frykholm, President   Jeff Fiedler, Secretary

Lake County School District R-1
Employee Status Report
November 13, 2018

Support Staff/Classified

Recommended for Hire

Chavez, Chantell	PK Assistant Teacher	Center Program
Harkenrider, Stephanie	Afterschool Program	District
Langford, Steven	Recess & Activity Coach	Intermediate School
Lepore, Shelby	PK Teacher	Center Program
Sheleg, Jenny	Substitute PK Teacher	Center Program

Transfers

Byers, Darcy	PK Assistant Teacher - Center Program	Recess Coach - West Park
Dixon, Sarah	Substitute Teacher - District	SPED Paraprofessional - West Park
Gurrola-Perez, Analy		Part-Time Kindergarten Paraprofessional - West Par

Resignations/Terminations

| Finn, Hannah | Assistant PreK Teacher | Center Program |

_____   _____

Amy Frykholm, President   Jeff Fiedler, Secretary

Lake County School District R-1
Employee Status Report
November 13, 2018

Certified/Staff

Spanish Teacher   High School

Classified/Support Staff

Bilingual Early Head Start Home Visitor   Center Program

Coaches/Athletics

MS Soccer
MS Assistant Track
MS Assistant Volleyball
Interim HS Head Boys Basketball

RESOLUTION NO. **19-06**

BE IT RESOLVED THAT, the Board of Education of Lake County School District R-1 authorizes an increase in the 2018-2019 General Fund 10 and Grants Fund 22 as follows:

General Fund 10
    Lake County Build A Generation (Acquisition) $4,000.00

Grant Fund 22
    CDE Healthy Schools Grant (Acquisition) $17,000.00

    CASBHC Resilient School Communities Grant
                         (Acquisition) $12,128.00

                               Total $ **$33,128.00**

_____
Jeff Fiedler, Secretary

_____
Amy Frykholm, President

Dated: Nov. 13, 2018

The Center
Early Childhood Programs
Lake County School District R-1

Head Start, Colorado Preschool Program, Tuition-Based Preschool and School Age Programs, Services for Children with Special Needs

Head Start Approval Items for Governing Board

Contents:

Approval Items:

1. 2018-2019 Program Improvement Plan – this plan serves as our action plan for our 5 Year Program Goals and Year 5 Objectives. It outlines the expected outcomes, steps that we will take to help us achieve the work with a timeline and responsible parties for work completion. This document is updated as work is completed.

2. Selection Criteria – we have added to new components to the Family Needs portion of our selection criteria to account for serving pregnant women within our Early Head Start Program option. These are red-lined. There are no other recommended changes.

The Center
Early Childhood Programs
Lake County School District R-1

PROGRAM IMPROVEMENT PLAN
For 2018-2019

During our annual Strategic Planning meeting, we review the results of our self-assessment and develop goals and strategies that will respond to the areas identified and lead to the improvement of our program. The action plan for each goal outlines Year Five objectives and the specific steps we plan to take to support our progress toward tangible program improvement. Some of our Year 5 objectives were changed or revised from our original 5 year plan based on self-assessment data and adjustments to the direction of the program.

Program Goal 1: Our program will be productive and efficient with respect to building use and school district partnerships.

Year 5 Objective: Continue to refine program-wide systems and program design in order to transition as a birth to five program with full implementation of Early Head Start Services.

Expected Outcome:
1. Initial start-up of Early Head Start Home Visiting Program with EHS enrollment
2. Effective use of building space for EHS staff and socialization space
3. Expanded program providing services from birth-five

Action	Timeline	Person Responsible	Data Tools or Methods for Tracking Progress	Progress Made
Restructure physical program space to better support the addition of Early Head Start (EHS).	Summer 2018	Director of Early Childhood Programs (DECP), Family and Community Partnerships Manager (FCPM), Health Manager (HM), Transportation Manager (TM)	• Completion of project	In June 2018, the family engagement office moved into library space to provide a "one-stop shop" for families in Head Start and EHS. The HM, FCPM, TM and EHS home visitor will all be housed in this space. The library book area was reorganized to create parent meeting space and group socialization space if held on-site.

Create a full recruitment plan for the addition of EHS.	September-October 2018	FCPM, DECP	• Plan created and in use	Complete and in use	
Update all program materials to include EHS	Ongoing - June 2019	FCPM, HM	• Written program materials include EHS	Enrollment Applications Complete	
Reach out to local community partners to make connections specific to EHS (ex. La Leche League, Lake County Wraparound, Intramountain Nurse Family Partnership, local doctors, etc.)	October – December 2018	FCPM, HM	• List of Community Partners reflect EHS specific resources • Up to date Community Partnership Agreements referencing Early Head Start services and partnerships	Initial contacts made to local agencies to support referrals to EHS	
Establish a connection with Lake County High School and DOOR Program to identify teen pregnancies for possibly EHS recruitment and support	November 2018 and ongoing	FCPM, DECP	• Number of teen parents referred and enrolled in EHS program option		
Visit neighboring EHS programs as a learning resource to support high quality program development in Lake County	November 2018 and ongoing	FCPM, DECP	• At least 2 visits scheduled	Visit to Salida EHS completed in Sept 2018	
Review each structure currently in place at The Center to develop consistent structures for EHS that are both compliant with the Quality Standards and modeled off of our current systems (i.e. screening, enrollment, orientation, group socialization within already offered family events, etc.)	November 2018 and ongoing	FCPM, DECP, HM, TM, Assistant Director of Education (ADE)	• EHS processes created for: -Developmental Screening -Enrollment -Family Orientation -Family Goal Setting -Group Socialization within current family events if possible		
Research and implement developmental screening tools for infant/toddler	November 2018 and ongoing	FCPM, DECP, HM, ECSE, ADE, EHS HV	• Procure new OAE device for use on younger children • Procure new vision screening machine • Identify current screening tools and potential needs for updating for Early Head Start Services	• New OAE device purchased that is appropriate for use on children ages birth to 5 • Currently have ASQ and ASQ-SE for immediate screening use	
Create a structure for group socialization	December	FCPM, DECP, EHS	• Schedule for group		

Action	Timeline	Person Responsible	Data Tools or Methods for Tracking Progress	Progress Made
that includes meeting 22 times per year and fits within the systems already in place	2018	Home Visitor (EHS HV)	socialization	
Coordinate resources and training for EHS staff and staff that support EHS to ensure common vocabulary and background knowledge of EHS processes	November 2018 and Ongoing 2018	FCPM, DECP, EHS HV, ADE	• Identified staff attend **PAT Training** • Identified staff attend HS **Nutrition Training** in November 2018	
Develop tracking systems and tools for home visitation	December 2018 and ongoing	DECP, EHS HV	• Tracking system created and in use	
Create a system for sharing resources with EHS families (possibly something like family resource binders)	January 2019	FCPM, DECP, HM, TM, ADE, EHS HV	• System created and in place	
Create systems for collecting and entering EHS PIR data into the CAP60 data system	June 2019	DECP, FCPM, HM, ADE, EHS HV	• EHS PIR data to be collected identified • Tools for PIR data collection updated to include EHS requirements • New tools created for collection of EHS specific data	

Program Goal 2: Our program will provide high quality services through clear communication of updated policies and resources.

Year 5 Objective: Research and refine systems to provide families with more direct communications related to the preschool services and progress toward school readiness.

Expected Outcomes:
1. Aligned and updated parent community systems with Creative Curriculum Studies and Pyramid model
2. Updated processes for sharing individual child progress and school readiness connections with families

Action	Timeline	Person Responsible	Data Tools or Methods for Tracking Progress	Progress Made
Include a monthly article in The Center's Newsletter from ADE specific to Creative Curriculum, TS GOLD and/or Pyramid along with how parents can be involved at	October 2018	ADE	• Each newsletter includes an article from ADE	

school or home.				
Provide frequent written communication home to parents specific to each Study, Investigations and ways parents can both support and participate.	September 2018	ADE	• Monthly Classroom Corner Calendars • Home to School Connection practice packs	
Review current practices for sharing data specific to child progress with parents.	Fall 2018	ADE, DECP	• Strengths and Challenges with current systems identified	
Co-create connections with teachers across Pyramid, Creative Curriculum and TS GOLD to ensure common language, expectations and clarity of how they are interwoven in the way The Center staff teach, assess and communicate with parents	Ongoing through May 2019	ADE, DECP	• Updated Checklists for Parent Teacher Conferences and Home Visits	
Identify plan for how TS GOLD data on student progress toward school readiness goals will be shared with parents and when it is most meaningful, taking into consideration Creative Curriculum, Pyramid and the structure of conferences and home visits.	November 2018	ADE, DECP	• Annual timeline created for when data is shared with parents • Specific TS GOLD reports are identified to be shared as most informative and parent friendly	
Update practice packs to align with Creative Curriculum Studies rather than specific skills.	Ongoing through May 2019	ADE, Teacher leaders	• Practice packs aligned to the current Study	
Revise how the classroom monthly calendar looks to ensure that the curriculum is reflected more clearly and families see the connections .	August 2018	ADE	• Revised form and expectations for monthly calendars	
Create parent bulletin board connecting at-home activities with Creative Curriculum Small Group activities happening in the classroom.	November 2018	ADE	• Bulletin Board created • List of topics and activities • Parent survey results specific to the effectiveness of this resource	
Develop system for sharing and			• Parent Teacher	

			Conference and Home Visit Checklists • Parent survey results regarding this practice	
modeling a home to school activity from Small Group classroom activities within Parent Teacher Conferences and Home Visits				

Program Goal 3: Our program will focus on mentoring, team building, and targeted professional development to provide high quality learning experiences for children.

Year 5 Objective: Provide ongoing professional development on the implementation and fidelity with the Creative Curriculum and utilize coaching systems to support individual teacher goals and progress.

Expected Outcomes:

1. Full Implementation of Creative Curriculum 6th edition – focus on large group, small group, and use of studies
2. Increase in CLASS Scores for Instructional Support domain (baseline March 2018 scores)
3. Increase in % of children meeting expectations in content areas (Literacy, Math)

Action	Timeline	Person Responsible	Data Tools or Methods for Tracking Progress	Progress Made
Create a PD schedule that keeps Creative Curriculum implementation and support at the forefront	August 2018	ADE, DECP	• PD Schedule	Created in August 2018
Provide an initial overview training of Creative Curriculum prior to the start of school	August 2018	ADE, DECP, Creative Curriculum Trainer	• Training scheduled for August	Training was provided by Krisi Kimball from Creative Curriculum on August 13 and 14, 2018
Plan and provide in-depth professional development and follow-up support on key components of the curriculum	Ongoing through May 2019	ADE, DECP	• Exit Tickets	After initial overview training in August developed plan for further Curriculum training: September – Studies and Large Group October – Small Group Nov- New Study, Small Group Continued
ADE provide monitoring of monthly PD through formal implementation	Ongoing through	ADE, DECP	• Monthly walk through documentation	

walk throughs monthly with other various leaders (DECP, Blueprint Education Coach, Superintendent). Use data from these walk throughs to identify focus for individual teacher and team support through coaching.	May 2019		• Monthly coaching schedule and notes	
ADE build coaching expertise through attendance at various identified coaching trainings through HS (Practice-based Coaching) and Relationship-based Professional Development along with support from Blueprint Education.	Ongoing through May 2019	ADE	Attendance at: • HS Practice-based Coaching Training • Relationship-based Professional Development • Schedule 1-1 onsite coaching with Blueprint Education	
Provide regular meetings between ADE and each teaching team including ECSE teachers to check in, set short-term goals, provide support and identify program-wide areas for additional professional development.	Ongoing through May 2019	ADE, Preschool Teachers	• Structure for ADE/Teacher Meetings created and in use • Schedule of bi-weekly ADE/Teacher Meetings	
Plan and implement weekly PLC time with all staff as an opportunity to share quick practices (ex. Mighty Minutes) and offer clarifications or models and sharing from classrooms where specific strengths have been identified in CC implementation.	Ongoing through May 2019	ADE	• Schedule and agendas for PLC time	
ADE attend training on CC Fidelity Tool Checklist to ensure effective implementation of Creative Curriculum. Analyze and plan for how to best use it as a coaching support along with other tools already in place.	October – November 2018	ADE	• Training attendance • Plan for how the CC Fidelity Tool Checklist will be used alongside other tools already in place at The Center	ADE attended Creative Curriculum Fidelity Tool Training in October 2018
ADE attend CLASS training and complete certification and interrater reliability.	October-November 2018	ADE, DECP	• CLASS training attendance • Completion of certification and interrater reliability	ADE attended CLASS training in Oct 2018.

Develop structure and timeline for on-going monitoring with implementation of Creative Curriculum based on provided Professional Development	October 2018 and ongoing	ADE, DECP	• Developed Progress Monitoring Timeline	
Determine key indicators of implementation based on provided professional development and develop walk through protocols to help measure progress and implementation		ADE, DECP	• Walk Through documents for use to monitor classrooms	
Plan for Formal CLASS Observations to track progress on goal areas in March/April 2019 and identify ways to tie CLASS Instructional Support to Creative Curriculum Implementation training.	January 2019	ADE, DECP	• Schedule for Formal CLASS Observations in 2019	
Identify examples of strong implementation of Creative Curriculum for the purpose of videotaping those practices to share at coaching or PD.	Through May 2019	ADE, DECP	• Video library created with examples from current staff members	

Program Goal 4: Our program will celebrate and enhance parent's role as their child's first and most important teacher by providing access to resources about child development, early learning, health, wellness, and strong families.

Year 5 Objective: Continue to streamline program systems for a coordinated approach with health, family engagement and community partners with a specific focus on dental requirements and follow up care.

Expected Outcomes:
1. Increase in completed dental exams
2. Increase in percentage of follow-up care for dental care

Action	Timeline	Person Responsible	Data Tools or Methods for Tracking Progress	Progress Made
Provide dental screenings through	October	HM	# of children who have teledental	18 children had teledental

teledental exams provided by the School-based Health Center during family events such as Open House and identified Family Fun Nights.	2018		exams at family events	exams at Open House 7 children had teledental exams at FFN
Review individual child dental reports that reflect a concern with SBHC dental hygienist and provide written report and follow-up to parents.	October 2018 and ongoing	HM	# of children who receive written follow-up	
For children with a dental concern, provide additional follow-up re: restorative care via phone or in person within 6-8 weeks.	October 2018 and ongoing	HM	# of children who need and receive follow-up care	
Track any children who have not had dental screening within the first 2 months of school and plan an event to offer dental screenings such as a Dental Night to ensure all children get screened within 90 days of enrollment.	November 2018	HM, FCPM, DECP, TM	• Event planned if necessary • Follow-up with families of children who have not been screened.	
Utilize dental exam data to determine trends and patterns with dental concerns within the program and develop a plan for addressing identified needs	December 2018 and ongoing	HM, Management Team, Health Advisory Committee	• Dental Data showing exam results and restorative care or other oral health needs	
Provide at least one group opportunity for parents to learn more about the importance of dental screenings, blood lead screenings and immunization with representation from the public health department.	March 2019	HM, FCPM	• Schedule a Coffee Talk with health screenings and immunizations as the focus and a nurse present to answer questions • # of parents who attend and feedback from them	
Build the partnership with the School-based Health Center (SBHC) and provide parents with more information on the services provided by SBHC.	Through May 2019	HM, FCPM, DECP	• # of events SBHC representatives are invited to attend • # of families who have utilized SBHC services	
Schedule SBHC dental professionals to come and do Cavity Free at Three	Jan 2019	HM, ADE	Scheduled school visit	

visit as a classroom activity				
Schedule an optional Flouride Application with parent permission through Cavity Free at Three 1-2 times this year.	Jan-May 2019	HM	# of children who receive fluoride application at each visit	
Create a survey or tool to gather parent feedback specific to on-site dental services	Spring 2019	HM	% of parents providing positive feedback on on-site dental services	

Program Goal 5. Our program will understand and promote the connection between family engagement and school readiness.

Year 5 Objective: Continue with family engagement and outcomes data and analysis to refine family goal setting with parent training and resource systems.

Expected Outcome:
1. Identify strengths and barriers with current system
2. Identify data sources to support family engagement and outcomes connections
3. Increase in attendance and follow through with goal setting process with families

Action	Timeline	Person Responsible	Data Tools or Methods for Tracking Progress	Progress Made
Review current system for family goal setting to identify strengths and areas for growth.	June 2018	FCPM, DECP	• Strategic planning notes	
Adjust timeline for family orientation to earlier to ensure there is more time for quality planning and goal setting.	May 2018	FCPM, DECP	• Program calendar	Family orientation in June to have more time with families, set bus schedules and class lists with more accurate information and to allow for more effective goal setting. A second option for orientation was still provided in August for families who

				enrolled later.
Schedule Open House before preschool starts to create a more family-friendly transition	August 2018	FCPM, ADE, DECP	• Program calendar	Open House took place on August _____.
Create a simpler and more open-ended initial family goal-setting form to allow for more meaningful goals to be created.	August 2018	FCPM	• Family Goal Setting Form (updated)	
Update the schedule and expectations for how and when goal setting and check ins will happen throughout the year.	August 2018	FCPM		
Build the Family Orientation schedule such that there is enough time to complete the questionnaire face to face with FCPM.	August 2018	FCPM, DECP		
Create HS PIR Information/Update sheet and binder for documentation of family goal progress, resources shared and contacts to better track goal data.	August 2018	FCPM, TM	• HS PIR Information/Update Sheet and Binder	
Create and plan for Coffee Talk structure to provide parents with an opportunity to learn about identified topics, collaborate among other parents and make connections	August 2018	FCPM, HM, TM, ADE, DECP	• Annual Schedule for Coffee Talks • Agenda for Coffee Talks	
Identify and plan Coffee Talk topics based on common family goals and parent surveys and make revisions based on current family needs and requests throughout the year; invite community partners as appropriate	Ongoing through May 2019	FCPM, HM, TM, ADE, DECP	• Schedule of Coffee Talk topics and identified partner list for presentation	
Use technology to increase ability for parents to access Coffee Talks (i.e. streaming the learning and sharing)	Ongoing through May 2019	FCPM	• Videos of the streamed Coffee Talk • # of parents who took advantage of streaming and if it was helpful	
Share all events through various	Ongoing	FCPM	# of parents in attendance	

electronic and paper formats (Facebook, website, notes in cubbies, flyers, newsletter) to maximize attendance at Coffee Talks	through May 2019			
Build questions specific to the effect of changes in goal setting structures and additional parent resources and supports through Coffee Talks into the Parent Survey at the end of the school year	Spring 2019	FCPM, DECP	Parent survey responses	

SCHOOL READINESS GOALS and ACTION PLAN

For the 2018-2019 school year, we have identified three focus areas within our program school readiness goals to further school readiness and child outcomes. The following sources were used to help us identified these areas of focus: Teaching Strategies GOLD Child Outcome Data, Kindergarten Entry Data and Behavior and CAT Referral Data.

School Readiness Focus Areas:
- Social Emotional Development
- Language Development
- Literacy Development

Social Emotional:

Action Steps	Timeline	Anticipated Outcome Performance Benchmarks	Progress Made
Utilize GOLD data, Head Start Early Learning Outcomes Framework, Colorado State Standards and Kindergarten entry data to identify alignments and determine school readiness outcomes	September 2018 and ongoing	• Targeted Levels within GOLD to best support school readiness outcomes	
Provide Professional Development with the use of the Pyramid model and use of materials and resources	September 2018 and ongoing	• Staff PD Exit Tickets • Classroom Walk Throughs	
Develop a scope and sequence for instruction in the following areas: feelings, self-regulation, friendships, and problem solving	September 2018 and ongoing	• Scope and Sequence • Lesson Plans	

Action Steps	Timeline	Anticipated Outcome Performance Benchmarks	
Monitor implementation of program wide routines and social emotional instruction and support within the preschool classrooms	September 2018 and ongoing	• Pyramid Walk Through Documents • CLASS Emotional Support	
Utilize Child Outcomes data to determine recommendations for Dinosaur School	Nov 2018	• Teaching Strategies GOLD Data	
Provide small group instruction with Dinosaur School curriculum 3 days a week to identified children	Jan-May 2019	• Teaching Strategies GOLD Data	

Language: All children will improve their expressive and receptive language skills in addition to demonstrating competency in their home language. English language learners will increase engagement and understanding in English literacy activities.

Year 5 Objective: Focus professional development effort with language development and use of curriculum to foster oral language use and redefine our approach for supporting dual language learners in our program.

Action Steps	Timeline	Anticipated Outcome Performance Benchmarks	Progress Made
Utilize GOLD data, Head Start Early Learning Outcomes Framework, Colorado State Standards and Kindergarten entry data to identify alignments and determine school readiness outcomes	September 2018 and ongoing	• Teaching Strategies GOLD Language Objectives • ELOF Language and Literacy	
Build an understanding of language development and second language acquisition for preschool staff	Nov 2018 and ongoing	• Staff PD Exit Tickets	
Build a repertoire of Dual Language Learner Strategies to support DLL children	Nov 2018 and ongoing	• Walk Throughs/Informal Observation of Implementation • Teaching Strategies GOLD ELA	
Provide professional development and strategies around scaffolding children's interactions during choice time	Jan 2019	• CLASS Scores Language Modeling Scores • (March 2018 serves as baseline)	

| Support and encourage families to engage in oral language activities in their native language | Feb 2019 and ongoing | • Parent Survey | |

Literacy: All children will gain knowledge of literacy through a love of books, letter and sound recognition, emergent writing skills, and environmental print in their home language.

Year 5 Objective: Implement the Creative Curriculum with fidelity to foster daily exposure to writing and small group experiences to foster early literacy skills.

Action Steps	Timeline	Anticipated Outcome Performance Benchmarks	Progress Made
Utilize GOLD data, Head Start Early Learning Outcomes Framework, Colorado State Standards and Kindergarten entry data to identify alignments and determine school readiness outcomes	September 2018 and ongoing	• Teaching Strategies GOLD Language Objectives • ELOF Language and Literacy	
Provide Professional Development with the Creative Curriculum specifically focused on shared writing experiences, Book Read-Alouds, Intentional Teaching Cards, and Mighty Minutes	September 2018 and ongoing	• PD Exit Tickets	
Monitor implementation and use of Creative Curriculum components	September 2018 and ongoing	• Creative Curriculum Fidelity Tool; Walk Throughs	
Daily use of Mighty Minutes and Intentional Teaching Cards to increase exposure to Literacy content skills	September 2018 and ongoing	• Creative Curriculum Fidelity Tool; Walk Throughs	
Incorporate the use of CR Success within the Creative Curriculum Work with identified scope and sequence for letter instruction		• Walk Throughs • Lesson Plans • Kinder Entry Data • Teaching Strategies GOLD 16a and 16b	
Provide families with information regarding the importance of reading daily		• Parent Surveys	
Focus home to school activities on early literacy activities		• Parent Surveys	

| | | • Checklists | |
| | | • Practice Pack Calendars | |

Fewer than 15% of children will end the year below the widely held expectations for their age in *all* domains.

Action	Timeline	Anticipated Outcome	Progress Made
Classrooms will meet all checkpoint deadlines on time and with fidelity.	Ongoing	We will have complete and accurate data at all times.	
Teachers will participate in regular data dialogues that will allow them to look at data and individualize for their classroom and their children.	Ongoing	We will understand the data at all times.	
We will aggregate data at least three times per year, and will look for and respond to trends.	Ongoing	We will see trends in our data and will put plans in place to meet our objective by the end of the year.	

Revise program school readiness goals to reflect goals for birth to three and preschool

Action	Timeline	Anticipated Outcome	Progress Made
Continue alignment with Teaching Strategies GOLD, Head Start Early Learning Frameworks, and current school readiness goals to further determine strengths and gaps	Jan 2019	We will have a list of strengths and gaps as our current school readiness goals relate to the ELOF, Colorado Preschool Standards, our curriculum, and our assessment system.	
Utilize resources to identify key skills for birth to three development for school readiness	Feb-March 2019		
Research potential formats for school readiness goals in similar programs to explore possible options for birth to five goals	March 2019	We will have options for our school readiness goals that are both parent and teacher friendly.	
Develop a draft of revised school readiness goals with above information	April 2019	We will have revised school readiness goals that span from birth to age five.	
Share draft with families, kindergarten staff, preschool, and home visiting staff for input and feedback	May 2019	We will have finalized birth to five school readiness program goals.	

Selection Policy

Performance Standard: 1302.14

POLICY: To systematically select children who meet eligibility requirements to ensure a fair and equal opportunity for enrollment for children and families in Lake County, without regard to race, sex, creed, or national origin, ensuring funded enrollment, and to provide enrollment opportunities for children with disabilities., chronic illness, homeless children, and children in Foster care..

PROCEDURE:

1. Annual selection will take place the first week in June. Available openings will be filled first with income-eligible applicants according to the selection criteria in 6 below, which were determined using input from the Community Assessment.
2. If there are not sufficient income-eligible applicants to fill funded enrollment, over-income children on an IEP for a disability will be enrolled and may be limited to 10% of funded enrollment.
3. If any openings remain following annual selection, a second selection will be held the first week in August, following the process as in 1 and 2 above.
4. If openings remain after all income eligable families and Foster care or homeless children have been selected, families are assigned spots and 10% of over-income slots are not filled, applicants will be chosen whose family income is over 100% of the Federal Poverty Level (FPL), according to selection criteria below.
5. If any openings still remain, they will be filled with applicants from 101-130% of FPL, at a maximum of 35% of enrollment, according to selection criteria. This guideline will be used only when there are no income-eligible applicants and 10% over-income slots are filled.
6. The following point system shall be used to prioritize eligibility for enrollment and in filling vacancies from the waiting list.

	Selection Criteria		Points
a.	**Age** by Kindergarten cut-off date of program year	Age 4	10
		Age 3	0
b.	**Disability** Determined by IEP staffing team	Once 10% of openings are filled by children with disabilities, these priority points no longer apply, and children with disabilities compete for openings equally with other applicants.	5
c.	Transfer from another Head Start program		2
d.	**Child needs**	Developmental concerns	1
		Referral from agency	1
		Speech/language concerns	1
e.	**Family needs** May include the following, determined by Family Partnerships Staff	Parent on active duty in US military	1
		Drug/alcohol	1
		Family Violence/abusive adult	1
		Homeless/more than 1 family in home	2
		One parent home	2
		Teen parent (less than 18 at child's birth)	2
		Abuse/neglect	1
		Family in crisis/ multiple needs	2
		Family member incarcerated	1
		Income below poverty guidelines	1
		Single parent unemployed	1
		Both parents unemployed	1
		Out of home placement	1
		Reliance on public assistance	1
		Frequent relocations	1
		Parent unmarried at time of child's birth	1
		Parent education- less than HS diploma	2
		First Pregnancy	1
		High Risk or Difficult Pregnancy	1

Full Day/Full Year Selection- Following annual selection, Head Start enrolled children whose families request the Full Day/Full Year option and who are eligible for Full Day services, will be selected using the above point system to prioritize them for enrollment and for the Full Day/Full Year waiting list.

Policy Council Approval:
Governing Board Approval:

The Center
Early Childhood Programs
Lake County School District R-1

315 West 6th Street
Leadville, CO 80461

Phone 719 486-6928
Fax 719 486-9992

Head Start, Colorado Preschool Program, Tuition-Based Preschool and School Age Programs, Services for Children with Special Needs

Head Start Items for Governing Board

Contents:

1. Creative Curriculum Information
   - We will be sharing aspects of the Creative Curriculum during our upcoming presentation with the school board. This document shares the key components of the Creative Curriculum including the use of Studies to support learning through investigation in preschool.

This year our program will use *The Creative Curriculum* for preschool, sixth edition. The Center has been using Creative Curriculum to inform environmental design and schedule components for many years. This updated version is a comprehensive, research based curriculum, which features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills. The Center chose to implement this curriculum because it focuses on the skills and knowledge that are most important to help students with future success in school.

This curriculum is linked to the 38 learning objectives that teachers are already using to inform their teaching practice: Teaching Strategies GOLD. These objectives include, social emotional, cognitive, math, literacy, physical, language social studies, science, technology and the arts, are built into every activity that happens in the classroom.

Learning is shifting from themes to studies. Studies, which last several weeks, are in depth, project based investigations of topics that are part of a child's everyday life. Study topics include: trees, clothing, buildings, balls, and reduce reuse and recycle. We began our year with Beginning of the Year study. This provided the structure, systems, and routines to delve into future investigations.

Another new component of our day is question of the day and shared writing. These two components that occur during large group time encourage language interactions and provide a model for writing as children investigate study topics.

Small group provides an intentional time for teaching specific skills in the areas of language and literacy, math, social emotional and physical skills.

Mighty Minutes ensure that every moment of the day is a learning opportunity. Mighty minutes provide short intentional teachings to support transitions. We will have an opportunity to try one out at the board meeting!

Wow Experiences incorporate field experiences or expert visitors to come and support further investigation into topics.

We look forward to sharing more about Creative Curriculum with you on November 13th!

Community Learning Director's Report

Culture Building

5104 student-hours of culture building outdoors in Sept. & Oct.

Academics
1430 student-hours of outdoor learning experiences in Sept. & Oct.

Teacher PD
32% TKO grads
13% OTAP grads
23% COBS grads

59% of teachers are doing something outdoors with support from Becca!

Overview

Since we last saw each other in September 2017…LCSD students and staff have spent a lot of time outdoors :).

My work has been divided into 3 areas: Culture-building, Academics, and Teacher Professional Development. After looking back on the 2017-2018 academic year, I committed to the following principles to guide my work for the 2018-2019 academic year (~year 2 of the 3-year grant):

- Reduce costs and increase impact by bringing more programming "in-house" rather than relying on external partners when possible.
- Leverage partner expertise in key areas: 7th (CMC) and 9th (COBS) grade cornerstones; STEAM fieldwork (GARNA, C4).
- Provide stipends to teachers for outdoor lesson plan development.
- Build capacity among teachers through outdoor PD opportunities.
- Purchase outdoor teaching supplies & build connections to the GOL! gear library.

Culture-building

Outdoor experiences build connections among students, foster relationships with trusted adults, develop the Habits of a Learner, and honor key rites of passage.

LCHS

Chamber Choir Campout

7th Grade Cornerstone - 2 day, 1-night hiking trip to 10th Mountain Hut (CMC, 10th Mountain Division Hut Association)

9th Grade Cornerstone - 3 day, 2 night basecamp team building, high ropes course, and hiking experience at Colorado Outward Bound School

LCIS

3rd Grade Cornerstone - Habits of a Learner @ Turquoise Lake

6th Grade Leadership day @ Fish Hatchery

"I pushed myself physically significantly more than I would if I didn't have to, and it helped me learn that I can do a lot more than what I thought and I need to take more good opportunities because I can actually do things. So, thank you for helping me learn about that stronger part of myself."

-9th Grade student

Academics

From the rivers to lakes to woods to mountains, LCSD students have been learning outdoors all around Lake County!

LCHS

Woods & Fly Fishing (CPW, Trout Unlimited)

Life Skills Internship @ Cloud City Farm (C4)

Wilderness Experience CEPA class (CMC)

7th & 8th Grade Math Outdoor Project Days

LCIS

LCIS School-wide Family Nature Night (CPW)

5th Grade "In Collaboration with Nature" Art

5th Grade Matter in Ecosystems (GARNA)

6th Grade Sustainable Fisheries (GARNA)

WPE

Kindergarten - Preparing for Weather Hike (Nordic Center)

1st Grade Garden Tools (C4)

"Having my students work on a project outside has exponentially increased their engagement and ownership over their work. I have found that my 7th graders are much more attentive to details, they collaborate better using stronger communication, and they take more pride in their work. They really look forward to our "Outdoor Project Days" at the end of each unit."   -Ari Gino, 7th grade math

Teacher PD

Teachers have been engaging in 3 primary trainings — and have been taking advantage of outdoor teaching support.

TKO – TAKING KIDS OUTDOORS

TKO is an interactive, outdoor workshop for youth program providers of all stripes who want to take kids outdoors. Educators leave with:
- An understanding of *WHY* taking kids outdoors is the awesomest
- A concrete sense of *HOW* to teach and lead kids outdoors effectively including planning/prep, student management, risk management, Leave No Trace, inclusivity in outdoor spaces.

OUTDOOR TEACHING ACTION PLANNING (OTAP)

OTAP IS ALL ABOUT MAKING YOUR OUTDOOR TEACHING DREAMS A REALITY. GO DEEPER INTO THE VALUE OF LEARNING OUTDOORS FOR ACADEMIC AND CULTURAL BENEFITS IN OUR SCHOOLS, IDENTIFY BARRIERS TO MAKING THIS HAPPEN, AND WORK WITH COLLEAGUES TO DEVELOP SOLUTIONS AND MAKE A PLAN.

*Facilitated by Devin Riggs, Amanda Good, & Becca Katz

LAKE COUNTY EDUCATORS COURSE (W/ COBS)

Explore the basics of effectively teaching any topic in the outdoor environment; Increase your awareness of risk management considerations of teaching outdoors, and practice mitigating them proactively and reactively; Orient yourself to potential outdoor classrooms in the local area; Network and brainstorm with other inspired teachers; Participate in group and individual workshops designed to bring out your subject-specific creativity; Consider how time outdoors can contribute to district-wide culture and norms.

"I really enjoyed the workshop. It pushed me to really think about my intentions with my classes and how I can use the outdoors to improve performance and increase rigor. Thank you." -TKO Participant

CLOUD CITY ALTERNATIVE

WHO WE SERVE

AECs Defined

- Through legislation, Colorado has defined alternative education campuses (AECs) as those who have a specialized mission, who have non traditional methods of instructional delivery, who serve students with severe limitations, and whose student population is compromised of at least 90% "high-risk" students

"High Risk"

- Juvenile delinquent
- Dropped out of school
- Expelled from school
- History of personal drug/alcohol abuse
- History of child abuse/neglect/foster care
- Has a parent/guardian in prison
- Has an IEP
- Family history of domestic violence
- Repeated school suspensions
- Pregnant or parenting
- Migrant child
- Homeless child
- History of serious psychiatric or behavioral disorder
- **Over-age/under-credited**
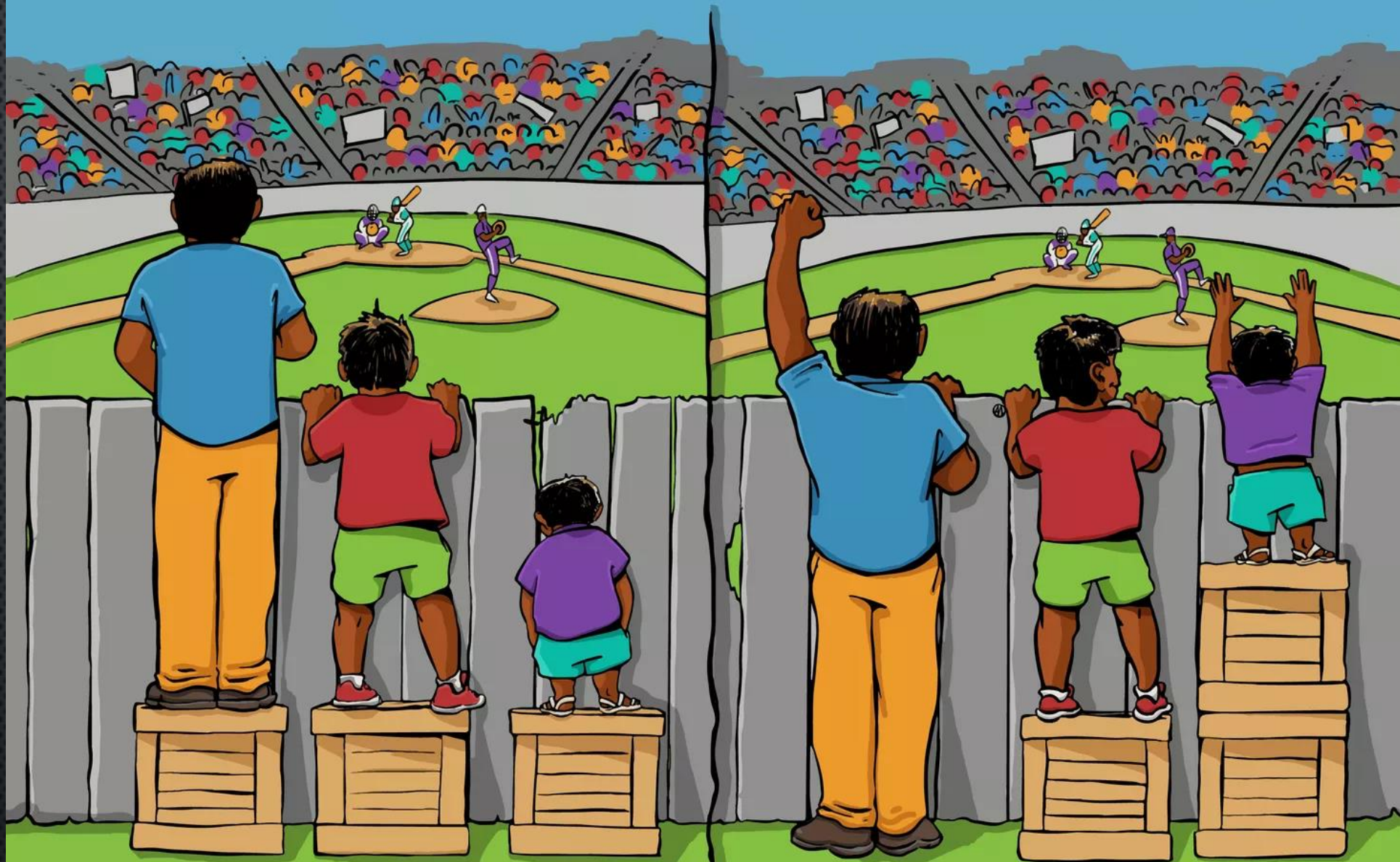
EQUALITY   EQUITY

COMPLETION & DROPOUT RATES

- LAKE COUNTY: 50, OR 4%

- EAGLE COUNTY: 103, OR 33%

- SUMMIT COUNTY: 6, OR .3%

- TOTAL= 129 STUDENTS

Graduation | Dropout | ACT | Completion | AP/Higher Ed.

Completion % Rates by Year

Rate State
Rate District

2013   2014   2015   2016

Summary ▾
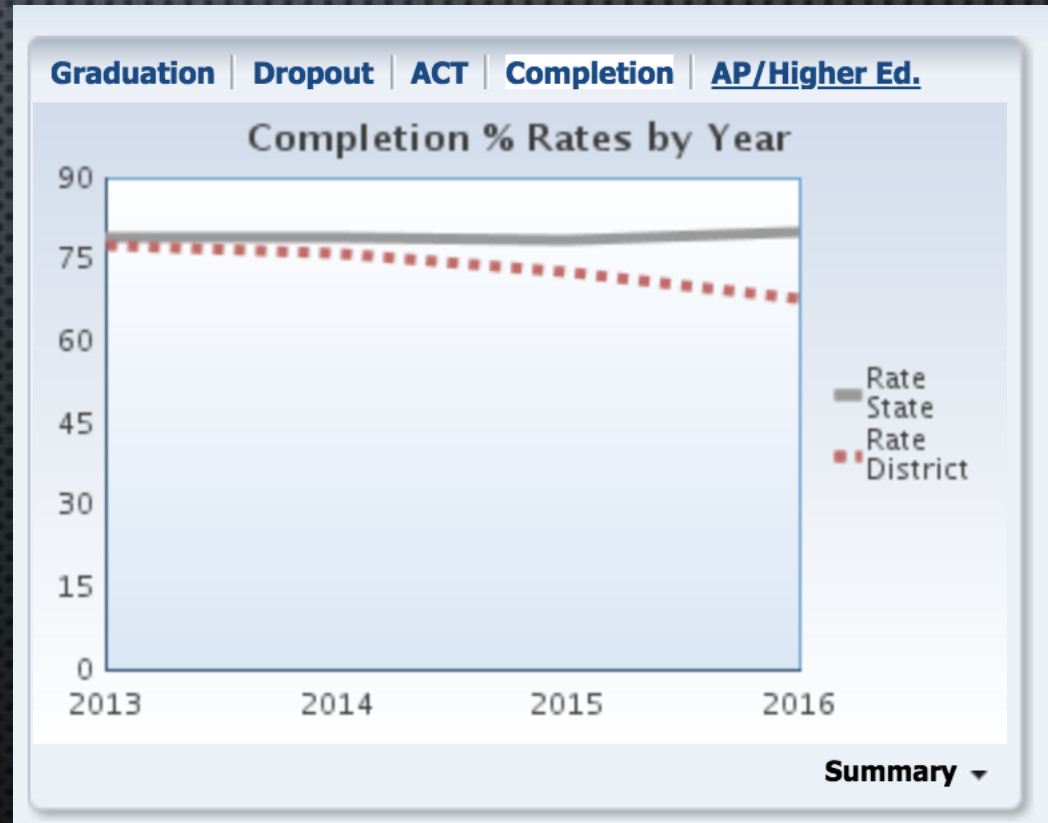
THE DOOR PROGRAM.......CLOUD CITY ALTERNATIVE
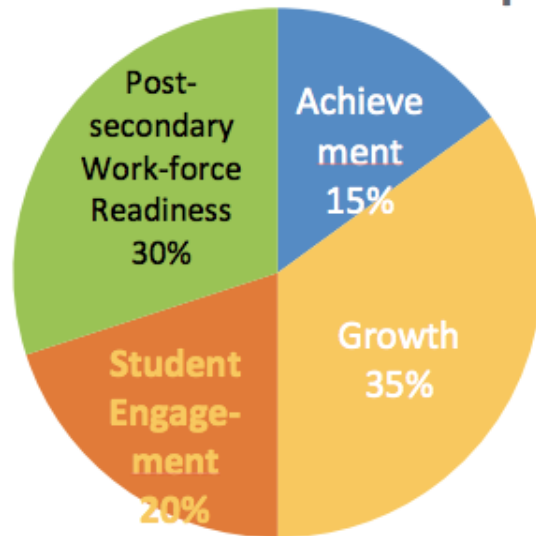
PROGRAM MISSION

- INNOVATIVE OPTION FOR STUDENTS WHO WERE PREVIOUSLY UNSUCCESSFUL IN A TRADITIONAL SCHOOL SETTING. WE PRIDE OURSELVES ON CREATING AND SUSTAINING A STUDENT-CENTERED LEARNING COMMUNITY THAT PLACES EMPHASIS ON AN INDIVIDUALIZED EXPERIENCE FOR EVERY STUDENT.

  OUR SELF-PACED, COMPETENCY BASED PROGRAMMING PROVIDE THE MOTIVATED STUDENT THE NECESSARY TOOLS TO COMPLETE HIGH SCHOOL, BECOME ACTIVE PARTICIPANTS IN THE 21ST CENTURY, AND OBTAIN THE KNOWLEDGE AND SKILLS CRUCIAL FOR ENTRY INTO THE WORKFORCE, ADVANCED TRAINING, OR POST SECONDARY EDUCATION.

- TIER 3

Performance of AECs in Colorado

2017 AECs by School Plan Type

- Turnaround 1%
- Priority Improvement 10%
- Performance 47%
- Improvement 42%
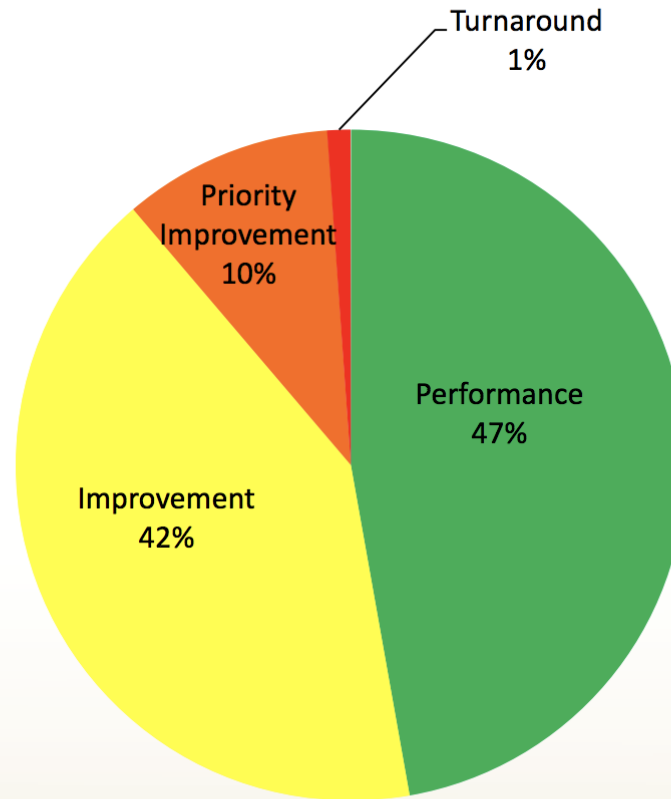
DESIGNATION REQUIREMENTS

IN ORDER TO BE CONSIDERED AN ALTERNATIVE EDUCATION CAMPUS, A SCHOOL MUST MEET ALL OF THE FOLLOWING REQUIREMENTS AS OUTLINED IN C.R.S. 22-7-604.5:

- IS AN AUTONOMOUS PUBLIC SCHOOL

- HAS AN ADMINISTRATOR WHO IS NOT UNDER THE SUPERVISION OF AN ADMINISTRATOR AT ANOTHER SCHOOL

- HAS A SEPARATE BUDGET FROM ANY OTHER PUBLIC SCHOOL

- HAS NONTRADITIONAL METHODS OF INSTRUCTIONAL DELIVERY

- HAS A PUBLIC PROCESS TO ENSURE ACCOUNTABILITY

- SERVES ONE OF THE FOLLOWING STUDENT POPULATIONS AT THE TIME OF THE MOST RECENT OCTOBER COUNT ADMINISTRATION:

  - ALL STUDENTS HAVE SEVERE LIMITATIONS WHICH PRECLUDE APPROPRIATE ADMINISTRATION OF STATE ASSESSMENTS

  - ALL STUDENTS ATTEND THE SCHOOL ONLY ON A PART-TIME BASIS AND COME FROM OTHER PUBLIC SCHOOLS WHERE THE PART-TIME STUDENTS ARE COUNTED IN THE ENROLLMENT OF THE OTHER PUBLIC SCHOOL; OR

  - MORE THAN 90% OF STUDENTS HAVE EITHER AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND/OR MEET THE DEFINITION OF A "HIGH-RISK" STUDENT AS ILLUSTRATED BELOW

- HAS A SPECIALIZED MISSION TO SERVE SPECIAL NEEDS OR AT-RISK POPULATION

DESIGNATION TIMELINE

Designation Timeline

School Year	Month/ Year	Newly opened AEC (Application)	Existing AEC (Renewal of Status)
2017-2018	August 2017	District/Authorizer and/or AEC School collects information about entering students' high-risk status and keeps that information secure per district/authorizer policies.	District/Authorizer and/or AEC School collects information about entering students' high-risk status and keeps that information secure per district/authorizer policies.
	September 2017		
	October 2017		
	November 2017		
	December 2017		
	January 2018	District/Authorizer notifies CDE of intent to apply for AEC designation by January 15th (sanders_b@cde.state.co.us).	
	February 2018	CDE pre-populates Data Pipeline with applicant school information.	CDE pre-populates Data Pipeline with renewal school information.
	April 2018	Districts/Authorizers complete AEC designation application through Data Pipeline.	Districts/Authorizers complete AEC designation renewal application through Data Pipeline.
	May 2018	CDE audits AEC applications. District/Authorizer may receive site visit given it is a new application. CDE makes recommendation to State Board.	CDE audits AEC applications. District/Authorizer may receive site visit if CDE has additional questions. CDE makes recommendation to State Board.
	June 2018		
	July 2018		
2018-2019	August 2018	State Board votes on AEC designations for 2018-2019.	State Board votes on AEC designations for 2018-2019.
	September 2018	AEC SPF plan type calculations are based on 2017-18 AEC status. If a district/authorizer would like a new AEC school to receive a 2018 AEC SPF, the district must request this through the request to reconsider process. Schools with AEC status are evaluated on an AEC SPF.	AEC SPF plan type calculations are based on 2017-18 AEC status. Schools with AEC status for the 2017-18 school year are evaluated on and 2018 AEC SPF.
	October 2018	Final AEC SPF plan types are released.	Final AEC SPF plan types are released.

Lake County School District
328 West 5ᵗʰ Street
Leadville, CO 80461
719-486-6800

RESOLUTION NO. 19-05

WHEREAS, Lake County School District has been accredited by the Colorado Department of Education; and

WHEREAS, the local board of education is required to accredit local schools;

THEREFORE, the Board of Education of Lake County School District R-1 accredits Lake County High School with an Improvement Plan; Lake County Intermediate School with an Improvement Plan; and West Park Elementary with an Improvement Plan for the 2018-2019 school year.

Secretary

President

Dated: November 13, 2018

Lake County School Board November 13th, DIBELS/CMAS Comparisons

This data looks at how DIBELS and CMAS relate for two groups of students. The trends sheet captures overall reflections and is followed by student data.

Current 4th Grade Trend Statements:

*Of 10 students who **MET** expectations on CMAS ELA03, ALL of them (100%) started 4th grade with a DIBELS BOY Composite Score in the Above Benchmark (blue) range.

*Of 9 students who **APPROACHED** expectatations on CMAS ELA03, 7 students or 78% had a DIBELS BOY Composite Score in the ranges At Benchmark (green) or Above Benchmar (blue) at the start of 3rd grade. (1 student did not have a BOY DIBELS score and one scored in the yellow range)

*Of the 22 third graders who **DID NOT MEET** expectations on CMAS ELA03,77% were below benchmark on DIBELS at the end of 2nd grade. More specifically, 23% (5/22) scored Below (yellow) or 55% (12/22) scored Well Below Benchmark (red) on their DIBELS Composite score at the end of 2nd grade. Additionally, the majority (68%) also scored Well Below Benchmark (red) on their DIBELS Composite score at EOY 3rd grade after the CMAS test was administered. 21/22 or 95% of these students were still on a READ Plan at the end of 3rd grade.

*The "thirds" scores reflect that ALL students (3 of 9) who scored in the top third of the **APPROACHING** range, also had a DIBELS Composite Score in the At or Above Benchmark (green or blue) range at the start of 3rd Grade.

*Of the 19 students who scored MET or APPROACHING, 74% (14/19) scored Above Benchmark (blue) on DIBELS Composite at EOY 3rd grade.

Current 5th Grade Trend Statements:

*Of 15 students who **MET** expectations on CMAS ELA04, all but 2 of them (87%) had a DIBELS Composite Score in the Above Benchmark (blue) range at the beginning of the year (BOY). Of those 2 students- one scored in the green range and another in the yellow range. Both were in the bottom 3rd of meeting expectations on CMAS.

*Of 20 students who **DID NOT MEET** expectations on CMAS ELA04, 17 of them (85%) scored Well Below Benchmark (red) on DIBELS at BOY 4th grade and the other 3 scored Belo Benchmark.

*5/18 or 27% of students who **APPROACHED** expectations on CMAS ELA04 scored in the highest 3rd or were close to meeting expectations. Of these 5, 4 scored At or Above Benchmark (blue or green) on their DIBELS Composite at the end of 3rd Grade. (one student did not have DIBELS data at EOY 3rd grade)

*75% of students who **DID NOT MEET** expectations on CMAS ELA04 were on READ Plans at the end of 3rd grade.

Current 4th Graders 2018-19
CMAS ELA03 and DIBELS

Student #	17-18 CMAS ELA03			DIBELS-NEXT			
	Overall PL	Thirds	Percentile	EOY 16-17 COMP (2nd)	BOY 17-18 COMP (3rd)	EOY 17-18 Comp	EOY 17-18 DORF Fluency
Student1	Met	M	84	362	368	492	134
Student2	Met	M	88	333	360	421	99
Student3	Met	L	62	333	338	427	103
Student4	Met	H	90	468	493	586	162
Student5	Met	L	73	372	415	503	123
Student6	Met	L	63	323	373	550	152
Student7	Met	L	76	423	404	599	155
Student8	Met	L	76	329	377	564	158
Student9	Met	L	70	265	341	427	103
Student10	Met	L	63	345	379	422	124
Student11	Approached	H	52	338	426	433	123
Student12	Approached	L	38	244	284	356	86
Student13	Approached	H	59	276	286	410	124
Student14	Approached	L	43	250	259	384	98
Student15	Approached	M	46	322	334	433	127
Student16	Approached	M	48			397	111
Student17	Approached	H	53	324	350	466	108
Student18	Approached	M	51	183	199	314	80
Student19	Approached	L	43	256	237	375	93
Student20	Partially Met	M	29	188	185	299	71
Student21	Partially Met	M	27	346	290	430	116
Student22	Partially Met	L	19	267	275	317	113
Student23	Partially Met	H	30	261	184	315	85
Student24	Partially Met	L	23	134	185	319	95
Student25	Partially Met	L	20	263	229	347	85
Student26	Partially Met	M	29	183	147	359	97
Student27	Partially Met	M	24	268	264	370	78

Current 4th Graders 2018-19
CMAS ELA03 and DIBELS

| Student # | 17-18 CMAS ELA03 | | | DIBELS-NEXT | | | |
	Overall PL	Thirds	Percentile	EOY 16-17 COMP (2nd)	BOY 17-18 COMP (3rd)	EOY 17-18 Comp	EOY 17-18 DORF Fluency
Student28	Partially Met	L	23	278	254	332	84
Student29	Partially Met	L	23	205	187	226	74
Student30	Partially Met	L	23	63	51	198	48
Student31	Partially Met	L	21	175	196	323	71
Student32	Partially Met	H	30	86	150	234	64
Student33	Partially Met	L	22	189	179	308	66
Student34	Partially Met	L	22	316	246	488	152
Student35	Partially Met	M	24	213	165	348	96
Student36	Did Not Meet	H	11	232	220	333	83
Student37	Did Not Meet	H	10	247	207	308	82
Student38	Did Not Meet	L	1	9			
Student39	Did Not Meet	M	5	114	48	154	28
Student40	Did Not Meet	M	6	16	8	27	11
Student41	Did Not Meet	H	15	191	201	415	107
Student42	Did Not Meet	H	12	194	213	292	70
Student43	Did Not Meet	M	5		6	28	10
Student44	Did Not Meet	H	14	5	1	5	5
Student45	Did Not Meet	M	7	192	142	214	56
Student46	Did Not Meet	H	10	151	99	166	50
Student47	Did Not Meet	L	3	32	46	86	48
Student48	Did Not Meet	H	16	42	28	46	36
Student49	Did Not Meet	L	3	276	319	345	103
Student50	Did Not Meet	L	3	90	77	208	64
Student51	Did Not Meet	L	2	50	63	89	43
Student52	Did Not Meet	H	15	32	21	68	16
Student53	Did Not Meet	M	7	140	92	142	28

Current 4th Graders 2018-19

CMAS ELA03 and DIBELS

| Student # | 17-18 CMAS ELA03 | | | DIBELS-NEXT | | | |
	Overall PL	Thirds	Percentile	EOY 16-17 COMP (2nd)	BOY 17-18 COMP (3rd)	EOY 17-18 Comp	EOY 17-18 DORF Fluency
Student54	Did Not Meet	H	16	245	173	281	73
Student55	Did Not Meet	L	1	28	7	9	9
Student56	Did Not Meet	M	7	217	167	227	55
Student57	Did Not Meet	H	16		162	326	80

DIBELS COMP. CUTPOINTS:

0-279	Red
280-329	Yellow
330-404	Green
405+	Blue

DORF Accuracy

0-93%	Red
94%-96%	Yellow
97=98%	Green
99%+	Blue

DORF Fluency

0-79	Red
80-99	Yellow
100-117	Green
118+	Blue

DAZE

| 0-13 | Red |

Current 4th Graders 2018-19
CMAS ELA03 and DIBELS

	17-18 CMAS ELA03			DIBELS-NEXT		EOY 17-18 Comp	EOY 17-18 DORF Fluency
Student #	Overall PL	Thirds	Percentile	EOY 16-17 COMP (2nd)	BOY 17-18 COMP (3rd)		
	14-18	Yellow					
	19-22	Green					
	23+	Blue					

EOY 17-18 Accuracy	EOY 17-18 DAZE	READ Status
		READ Plan EOY 3rd
100	22	
100	14	
100	23	
99	31	
98	22	
99	30	
100	42	
100	34	
100	29	
99	13	
99	14	
98	17	
97	17	
98	22	
100	21	
99	16	
99	15	
99	13	Yes
98	20	
96	13	Yes
99	22	
97	13	
96	23	
98	28	Yes
96	19	2nd grade
98	11	2nd grade
99	11	

EOY 17-18 Accuracy	EOY 17-18 DAZE	READ Status
		READ Plan EOY 3rd
97	13	1st grade
95	7	SRD
89	4	SRD
96	11	Yes
94	9	SRD
92	8	SRD
99	16	
97	10	SRD
97	17	
98	9	Yes
		SRD
82	6	SRD
52	3	SRD
98	17	Yes
93	14	Yes
50	1	SRD
42	0	SRD
90	11	SRD
91	7	SRD
87	3	SRD
82	0	SRD
97	14	
93	6	SRD
83	4	SRD
62	7	SRD
78	4	SRD

	READ Status	
EOY 17-18 Accuracy	**EOY 17-18 DAZE**	**READ Plan EOY 3rd**
96	8	Yes
45	0	SRD
90	9	SRD
96	16	Yes

EOY 17-18 Accuracy	EOY 17-18 DAZE	READ Status
		READ Plan EOY 3rd

Current 5th Graders 2018-19
CMAS ELA04. ELA03 and EOY 3rd grade DIBELS

Student #	CMAS ELA03 (2016-17) 3rd Overall PL	Thirds	Percentile	CMAS ELA04 (2017-18) 4th Overall PL	Thirds	Percentile	DIBELS-NEXT 4th BOY Comp	EOY 4th Comp	EOY 4th DORF	EOY 4th Accuracy	EOY 4th DAZE	EOY 3rd Gr: Comp
Student1	Approached	M	45	Met	M	73	427	528	146	99	35	479
Student2	Approached	M	51	Met	L	67	263	413	113	98	23	284
Student3	Met	L	72	Met	H	82	364	435	123	100	26	443
Student4	Approached	H	53	Met	L	61	346	562	152	99	37	393
Student5	Approached	L	37	Met	L	59	383	489	129	100	31	
Student6	Met	L	71	Met	M	70	547	660	180	100	43	596
Student7	Approached	L	42	Met	L	66	310	414	96	95	28	394
Student8	Approached	H	59	Met	M	70	386	536	120	98	31	379
Student9	Met	M	89	Met	M	78	520	606	176	100	36	530
Student10	Met	H	91	Met	H	85	428	477	145	99	24	490
Student11				Met	M	77	425	554	158	99	34	
Student12	Met	L	70	Met	M	78	472	518	156	99	36	437
Student13	Met	L	75	Met	L	65	473	581	147	100	41	485
Student14				Met	L	57	436	567	171	100	38	
Student15	Met	L	77	Met	L	59	406	531	167	100	30	448
Student16	Partially Met	H	35	Approached	L	33	350	502	150	99	35	384
Student17	Partially Met	M	30	Approached	L	34	245	387	113	99	22	299
Student18	Did Not Meet	H	18	Approached	L	32	284	392	106	98	23	339
Student19	Partially Met	H	34	Approached	M	44	302	428	120	98	23	300
Student20	Partially Met	M	30	Approached	L	34	140	444	116	96	29	241
Student21	Approached	M	49	Approached	M	41	272	451	129	98	27	350
Student22				Approached	L	32	190	346	102	95	20	
Student23	Approached	L	44	Approached	M	44	253	392	100	98	21	346
Student24	Met	L	63	Approached	M	39	361	452	120	98	30	447
Student25	Partially Met	H	33	Approached	H	47	172	458	120	97	27	338
Student26	Did Not Meet	H	14	Approached	H	47	427	519	125	100	31	466

Student	Rating 1			Rating 2				A	B	C	D	E	F
Student27	Did Not Meet	H	14	Approached	L	28		260	402	118	99	28	360
Student28	Partially Met	H	35	Approached	H	50			416	96	99	27	
Student29	Partially Met	L	24	Approached	L	31		370	468	158	100	37	396
Student30	Approached	M	49	Approached	M	42		312	440	140	99	22	342
Student31	Met	L	60	Approached	M	42		347	450	114	97	26	442
Student32	Approached	M	47	Approached	H	50		368	434	150	99	22	409
Student33	Met	L	63	Approached	H	50		284	501	131	100	28	389
Student34	Partially Met	L	23	Partially Met	L	14		158	382	104	97	25	248
Student35	Did Not Meet	M	7	Partially Met	H	22		326	394	108	99	26	399
Student36	Partially Met	L	19	Partially Met	M	17		346	439	133	99	29	330
Student37	Partially Met	L	21	Partially Met	L	12		198	315	93	94	19	257
Student38	Approached	L	41	Partially Met	M	20		354	385	113	97	23	350
Student39	Did Not Meet	M	5	Partially Met	L	12		165	357	71	97	16	174
Student40	Partially Met	H	33	Partially Met	H	23		232	357	111	98	22	297
Student41	Did Not Meet	L	2	Partially Met	H	23		250	490	154	98	32	378
Student42	Approached	L	41	Partially Met	L	12		240	454	110	98	27	334
Student43	Approached	L	44	Partially Met	H	27		366	465	139	100	31	404
Student44	Did Not Meet	H	16	Partially Met	H	23		318	450	102	100	31	337
Student45	Did Not Meet	H	14	Partially Met	L	15		281	447	87	99	20	303
Student46	Did Not Meet	L	2	Partially Met	L	12		130	321	75	96	15	222
Student47	Partially Met	L	24	Partially Met	M	20		298	415	139	97	24	375
Student48				Partially Met	L	14		38	212	62	94	5	44
Student49	Approached	L	37	Partially Met	H	23		254	456	116	96	28	357
Student50	Did Not Meet	L	3	Partially Met	H	22		85	153	51	89	3	115
Student51	Partially Met	M	27	Partially Met	M	17		246	462	112	99	25	291
Student52	Partially Met	L	20	Did Not Meet	M	3		224	395	81	98	15	232
Student53	Did Not Meet	L	1	Did Not Meet	H	8		219	365	107	99	19	317
Student54	Did Not Meet	L	3	Did Not Meet	L	1		68	97	39	83	0	83
Student55	Did Not Meet	H	14	Did Not Meet	M	2		111	331	97	99	19	224
Student56	Did Not Meet	H	16	Did Not Meet	L	1		237	365	95	97	20	273
Student57	Approached	M	51	Did Not Meet	H	10		276	438	104	98	25	386

Student						
Student58	Did Not Meet	H	16	Did Not Meet	H	7
Student59	Did Not Meet	M	5	Did Not Meet	H	5
Student60	Did Not Meet	L	2	Did Not Meet	L	1
Student61	Did Not Meet	L	1	Did Not Meet	H	10
Student62	Did Not Meet	H	16	Did Not Meet	M	3
Student63	Partially Met	M	25	Did Not Meet	H	8
Student64	Did Not Meet	M	5	Did Not Meet	H	10
Student65				Did Not Meet	H	4
Student66	Did Not Meet	H	14	Did Not Meet	H	7
Student67	Did Not Meet	H	11	Did Not Meet	H	10
Student68	Partially Met	M	29	Did Not Meet	H	8
Student69	Did Not Meet	H	11	Did Not Meet	M	2
Student70	Partially Met	H	35	Did Not Meet	H	5
Student71				Did Not Meet	H	6

142	324	100	97	12	309
54	80	38	84	2	56
80	294	78	95	14	81
71	231	53	95	19	82
176	287	71	93	17	196
88	117	47	82	2	105
144	310	98	99	13	276
	73	25	78	7	
124	264	84	97	16	234
137	223	67	89	15	123
46	144	50	89	12	91
285	403	115	99	20	348
281	428	96	97	25	389
80	61	27	77	2	

DIBELS CUT POINTS

3rd Grade	Composite		4th Grade
0-279	Red		0-329
280-329	Yellow		330-390
330-404	Green		391-445
405+	Blue		446+

3rd Grade	DORF Accuracy		4th Grade
0-93%	Red		0-94%
94%-96%	Yellow		95-97%
97=98%	Green		98-99%
99%+	Blue		100%

3rd Grade	DORF Fluency		4th Grade
0-79	Red		0-94
80-99	Yellow		95-114

100-117	Green	115-132
118+	Blue	133+

3rd Grade	DAZE (we	4th Grade
0-13	Red	0-19
14-18	Yellow	20-23
19-22	Green	24-27
23+	Blue	28+

READ Status		
EOY 3rd DORF	EOY 3rd Accuracy	3rd Gr EOY READ
143	99	
88	94	Yes
139	99	
95	99	
176	100	
116	96	
87	97	
156	100	
136	100	
129	98	
133	100	
144	97	
110	96	
79	93	Yes
71	91	
102	97	SRD
87	95	SRD
100	97	
96	97	
127	98	
80	98	Yes
138	100	

76	99	Yes
146	98	
124	97	
96	99	
119	99	
117	98	
76	93	SRD
101	98	
112	98	
69	93	SRD
100	95	
52	78	SRD
91	98	SRD
108	94	Yes
80	98	
106	100	2nd Grade
109	99	
75	96	
66	93	SRD
109	97	Yes
24	65	
89	97	Yes
35	85	SRD
87	98	
56	95	SRD
95	99	SRD
19	68	SRD
76	95	SRD
71	97	SRD
112	98	

101	97	Yes
22	79	SRD
35	80	SRD
28	82	SRD
70	91	SRD
33	75	SRD
68	91	SRD
56	93	SRD
37	82	SRD
31	89	SRD
80	95	
111	97	