

The background is a warm, orange-toned illustration of an autumn landscape. It features rolling hills in shades of orange and yellow, several green evergreen trees, and a large, dark brown tree on the right with a massive, bright orange-red circular canopy. Scattered throughout are small orange and green leaves, and two white, fluffy clouds in the sky. In the foreground, there are several red pumpkins with green stems.

Collaborative School Committee September 18th



Agenda

1. Review of CSC Responsibilities
2. **Green Announcement!**
3. BVMS Major Improvement Strategies (MIS)
4. Title I - What is it at MV
5. Budget and Projections 25-26





CSC Responsibilities

- ✓ **Monitoring** of UIP
- ✓ **Input** on school budget priorities
- ✓ **Input** on program design changes
- ✓ **Review** of school-specific policies such as safety & discipline
- ✓ **Principal feedback** related to CSC work
- ✓ **Family & Community Engagement** related to CSC work





WE ARE GREEN AGAIN!!



2025 Preliminary School Performance Framework

1077: Bear Valley Middle School | 0880: Denver County 1

Grade Levels: M - (1 Year)

Plan Type Official Rating based on SINGLE-YEAR SPF Report

Performance Plan

57.4/100
Points Earned

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Indicator Rating Totals

| Performance Indicator | Percent of Points Earned | Points Earned/Eligible | Rating |
|-----------------------|--------------------------|------------------------|-------------|
| Academic Achievement | 48.6% | 19.4/40 | Approaching |
| Academic Growth | 63.4% | 38.0/60 | Meets |

Assurances

| Assurance | Rating |
|---------------|-------------------------|
| Participation | Meets 95% Participation |

Test Participation Rates and Total Participation Rate Descriptor*

| Subject | Total Records | Valid Scores | Total Participation Rate | Parent Excusals | Accountability Participation Rate | Rating |
|-----------------------|---------------|--------------|--------------------------|-----------------|-----------------------------------|-------------------------|
| English Language Arts | 310 | 267 | 86.1% | 39 | 98.9% | Meets 95% Participation |
| Math | 310 | 268 | 86.5% | 39 | 98.9% | Meets 95% Participation |

Total Participation Rate Descriptor for Planning Purposes:

Does Not Meet 95%
Total Participation

Summary of Ratings by EMH Level

| EMH Level | Performance Indicator | Percent of Points Earned | Points Earned/Eligible | Rating | Points by Level | Overall Rating by Level |
|-----------|-----------------------|--------------------------|------------------------|-------------|-----------------|-------------------------|
| Middle | Academic Achievement | 48.6% | 19.4/40 | Approaching | 57.4% | Performance |
| | Academic Growth | 63.4% | 38.0/60 | Meets | | |



School plan types are based on the total percentage of points earned.

Performance Plan:
53.0% - 100%

Improvement Plan:
42.0% - 52.9%

Priority Improvement Plan:
34.0% - 41.9%

Turnaround Plan:
0.0% - 33.9%

Insufficient State Data:
No reportable achievement and growth data.

We are super proud of...

- Math GROWTH
- Language arts GROWTH
- Science STATUS
- Steady consistent SPF gains over last 4 years



BVMS 2025-2026 MAJOR IMPROVEMENT STRATEGIES

01

Attendance

BVMS Attendance team engages in the DPS Attendance Learning Cohort to implement

attendance and decrease chronic absenteeism.

Goals: DPS attendance target = 93%

Chronic absenteeism target = 36%

Last year our attendance was:

Chronic was: 86.9% (goal last year was 90% for BV)

All staff implement clear expectations for student behavior to decrease the number of

Goal: Decrease the number of resolutions resulting in 1 or more days of OSS by 22% (from 45 to 35 OSS)

02

Student Culture

Last year we went from 94 OSS to 45.

03

Data Driven Instruction

All teachers will engage in weekly DDI meetings to identify student gaps and plan re-teach lessons in order to increase the number of students scoring meets or exceeds on district and state assessments.

Goals: DPS math target = 36%

ELA target 49%

BIG emphasis on looking at student work this year, trending gaps in student's understanding and next steps for a re-teach



MIS #1 Attendance

- We have joined the DPS attendance cohort
 - Monthly meetings with a plethora of resources
- Basically...
 - More family check ins
 - Keen eye on chronic absence (12 days+ missed a year; 10% of school missed)
- We have 25 people getting trained on Home Visits on Sep 22nd
 - Pay Info - exempt staff (teachers, deans, anyone with salary based pay) get paid \$40.019 **per visit** and non-exempt staff (paraprofessionals, office support, anyone with hourly based pay) get paid \$30.019 **per hour**.





MIS #2

Changes this year - Yeti Watch changes

- More student accountability
- No single class ISS
- Don't meet goals = ISS all the next day
- Multiple Phases to Yeti Watch to ensure we're working out way through various steps IF Yeti Watch Phase 1 doesn't work

*Show culture tracker



Bear Valley Middle School Culture Playbook 25-26

Our Mission: It is our goal at Bear Valley to provide our students with the skills they will need to be successful in the world. Restorative Practices are built on the philosophy that we are all a part of a greater community. When we are involved in a conflict, it is our responsibility as members of the community to restore the damage caused by that conflict. This empowers students to achieve academic excellence, build community and creates productive members of society.

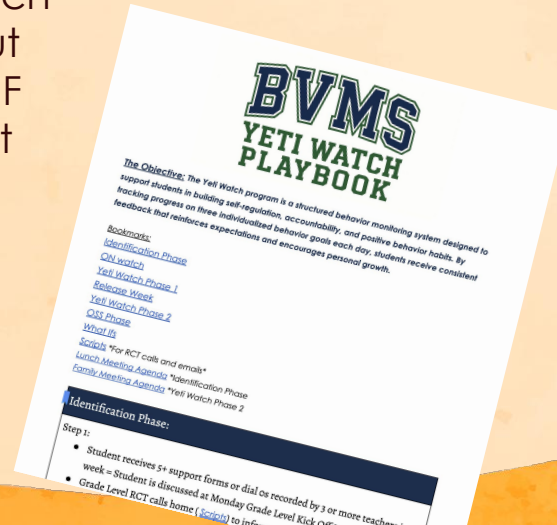
Our ROAR Values:
Responsibility
Open-mindedness
Antiracist and Inclusive School
Relationships

Goals:

- Create and maintain a predictable and safe school environment
- Continuously build a positive school culture that serves all students
- Develop and reinforce culture and values
- Maximize meetings with grade level specialist

Table of Contents

| | |
|----------------------------------|--|
| General Culture Resources | <ul style="list-style-type: none"> • Culture Folder • 25-26 Support Form • Classroom Refocus Resource • Logging in IC • Student Facing Rollout (Academy Slides) • BVMS/DPS Discipline Matrix • 25-26 RCT Roles & Responsibilities |
| Schoolwide Routines | <ul style="list-style-type: none"> • Attendance Policy • Minute by Minute Daily Routines - Morning Entry, Lunch, Dismissal • I/C (Learning Community) • Hallways & Transitions • Hallways & Transitions • Yeti In, Yeti Out |



General Culture Resources

- Culture Folder
- 25-26 Support Form
- Classroom Refocus Resource
- Logging in IC
- Student Facing Rollout (Academy Slides)
- BVMS/DPS Discipline Matrix
- 25-26 RCT Roles & Responsibilities

Schoolwide Routines

- Attendance Policy
- Minute by Minute Daily Routines - Morning Entry, Lunch, Dismissal
- I/C (Learning Community)
- Hallways & Transitions
- Yeti In, Yeti Out

1

| | |
|--|---|
| | <ul style="list-style-type: none"> • Restroom Policy • Restroom Escort • Hall Passes • Leaving Class Without Permission • Lunch System & Routine • Auditorium Norms • Dismissal Routine |
| Student Expectations | <ul style="list-style-type: none"> • Backpacks & Lockers • Student Tech (Personal) • Chromebooks • Dress Code |
| Behavior Systems & Next Steps | <ul style="list-style-type: none"> • Restorative Justice at BVMS • Classroom Refocus • Support Form & Dial o • Restroom Escort • Lunch Detention • Lunch Repair • Hall Sweeps • Tardy Policy • ISS • Yeti Watch • Tech Policy • Title IX & DPR • Bullying Policy • Academic Dishonesty • Substance Use & Possession • Responding to Incidents with Students with Disabilities |
| PBIS at Bear Valley | <ul style="list-style-type: none"> • Yeti Bus • Celebrations <ul style="list-style-type: none"> ◦ Spirit Weeks ◦ Monthly Awards ◦ Honor Roll Parties • Progress Reports • Continuation Week |



MIS #2

- Phones 3+ = ISS
- Uniform 3+ = ISS
- Dial 0s 3+ = ISS
- Tardy 3+ = ISS
 - *Considering changing this as our ISS #s are pretty high and we are unsure if ISS all day for 3 tardies is needed. We are considering doing a revamped Lunch Detention + phone call from Sutherland + 1:1 with Sutherland*
 - *Will take to SLT for a vote to try and see if tardy's improve / if data stays the same without pulling RCT off the floor.*





MIS #3

- Unit Tests in a new platform off to a good start
 - Better tools for teachers to analyze data
 - 7th math performing ahead of district!
- All content teams already looking at student work and planning reteaches in data meetings
- Grade level teams are sharing lesson plans and norming on literacy/writing expectations





Projections

- **District Projection:** 280 students
 - *Down ~32 students from end of 24-25*
 - 6th - 100
 - 7th - 88
 - 8th - 92
- **Current 25-26 Enrollment:** 314 students
 - 6th - 114 (+12 from projection, +19 from 24-25)
 - 7th - 98 (+10 from projection, +5 from 24-25)
 - 8th - 102 (+10 from projection, -22 from 24-25)
- ***We are up ~34 students at the moment!***





Fall Budget Update

- **Carry Forward from 24-25:** \$215k (one time funds)
 - Unfilled positions, leaves, etc
- **Increased Enrollment 25-26:** \$221k (potentially ongoing)
 - +33 students @ \$6685 (money received)
 - \$396k value in January (\$175k difference)
- **Increased expenses 25-26:**
 - Projected and unprojected staff salary increases
 - DCTA new contract
 - 1:1 Para Costs
 - Hired back 1.0 School Psychologist (from 0.5)





Fall Budget Update

- Net Funding Increase of \$385k at Fall Adjustment
- ~215k One Time Funds, ~170k Ongoing
- So far we have...
 - Hired 1.0 psychologist
 - Hired additional paraprofessional to support RCT
 - Funded all 1:1 paras at 7 hours





Forward Looking Considerations

- Increase our reserves to allow us to gain more funding in January next year
 - Students funded at a higher rate in January vs September
- Consideration of one time capital expenses to improve our school facilities (ex: bleachers)
- More flexibility with field trips (more fun, more students)
- Offset loss of tiered supports funding
 - -\$175k next year, -\$110k in following two years
- Hiring back additional full time staff
 - Paras, Teachers, Interventionists





WE ARE A TITLE I SCHOOL

Title I Annual Parent Meeting





What is Title I?

- ❑ Written into law in 1965. Title I is a federal grant which supports our student populations with high needs.
- ❑ It ensures that all students are receiving high quality well-rounded education to meet challenging academic standards.
- ❑ Funds are allocated to schools according to Free & Reduced Lunch (FRL) populations.

PARENTS RIGHT TO KNOW

As a Title I parent you have the Right to Know:

- ❑ Your child is attending a Title I school.
- ❑ The qualifications of your child's teacher.
- ❑ May opt-out of state assessments.
- ❑ Assessment results (if taken) and the academic progress.
- ❑ Your child has been identified as an English Learner.
- ❑ Can be involved and provide feedback on the development of the school's Unified Improvement Plan (UIP), the Parent Engagement Plan, and the School Parent Compact.



TITLE I SCHOOLWIDE PROGRAM

What is a Title I Schoolwide Program?

- ❑ The school uses Title I funds to upgrade the entire educational program.
 - *How is our school using Title I funds?*
- ❑ Title I funds are used to serve all children in order to raise academic achievement.
 - *What is our school doing to raise academic achievement?*
- ❑ 1% of the district's Title I budget is distributed to schools for parent engagement.
 - *You have the right to have input as to how this money is spent.*

TEACHER QUALIFICATIONS

As a parent you have the right to request information about the qualification of your child's teacher.

You are entitled to know if:

- ❑ Your child's teacher has met state qualification and licensing requirements.
 - ❑ If your child's teacher doesn't meet applicable state licensure requirements for more than 4 weeks you will be notified by the school.
- ❑ Your child's teacher is teaching under emergency or other provisional status.
- ❑ Your child's teacher is teaching in the certified field of discipline.

To request your child's teacher qualifications please contact the school.



ASSESSMENTS

As parents, you have the legal right to receive your child's assessment results and academic progress. As parents, you also have the legal right to exempt your child from certain assessments, including:

- ❑ CMAS (English Language Arts, Mathematics, Science, Social Studies)
- ❑ CoAlt (English Language Arts, Mathematics, Science, Social Studies)
- ❑ Colorado Spanish Language Arts (CSLA)
- ❑ PSAT 9 and PSAT 10
- ❑ SAT

ACCESS, TS Gold, WAPT, and READ Act assessments are not included.

If you wish to request an exemption for your student, you must fill out the online form in Parent Portal **two weeks** prior to the CMAS testing window. If you do not have access to the Internet or do not have a Parent Portal account, please speak with one of the front office staff to fill out a paper form.



IMPACT OF OPTING-OUT OF ASSESSMENTS

We do encourage parents to consider the impact of opting-out of assessments

Assessment data allows us to:

- ❑ Provide tailored instruction to improve student academic performance
- ❑ Support teachers in improving their teaching strategy
- ❑ Guide school leaders in making decisions regarding curriculum and instruction
- ❑ Understand how a school is serving students of color, FRL students, English Learners and students with disabilities compared to other student populations.
- ❑ Ensure the school's accreditation status is not negatively impacted



LANGUAGE INSTRUCTION

We are required to provide language instruction is a student is identified as an English Learner (EL)

How DPS meets this requirement:

- ❑ During registration parents complete a Home Language Questionnaire.
 - ❑ If parents indicates a language other than English on the questionnaire, parents receive MLE Program information.
- ❑ After potential English Learners have been tested, parents receive a letter explaining:
 - ❑ how their child was identified
 - ❑ MLE programs offered at the school
 - ❑ assessment information showing the child's English proficiency and overall academic achievement.
- ❑ If you have questions about the MLE (Multi Language Education) program at the school or your child's English proficiency level, please contact the school.

PARENT ENGAGEMENT

Parent engagement is vital to the success of our students. As a Title I school we are required to provide opportunities for parent engagement.

- ❑ The Unified Improvement Plan (UIP) is our school's roadmap to increasing student achievement. ***What is your school performance rating?***
- ❑ Our school's Parent Engagement Policy outlines parent engagement opportunities. ***Do you know your school's parent engagement strategies?***
- ❑ Our School Parent Compact outlines our responsibility as a school and your responsibility as a parent to help us raise students' achievement. ***Did you review your School Parent Compact already?***
- ❑ If you are interested in participating in the development of our school's UIP, Parent Engagement Policy and School Parent Compact, contact the school.