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Kathy D. Plomer, President
 Laura P. Mitchell, Vice President
 Norman L. Jennings, Secretary
 Brian M. Batz, Director
 Jamey L. Lockley, Director

Enter through the northwest entrance of the ESC to attend this meeting. The main entrance will be locked. Access the west parking lot and entrance from the east via the street that runs along the south side of the building off of Claude Court and from the west via 126th Avenue from Washington. Contact the Communication Center via the buzzer at the northwest entrance to enter the building. Staff will provide direction to the meeting room.

Special Board Meeting/Retreat
Educational Support Center, 1500 E. 128th Ave., Thornton
Training Center, Dogwood Room

June 4, 2016
8:30 a.m. – 4:00 p.m.

RETREAT AGENDA

Batz
Jennings
Lockley
Mitchell
Plomer

Item

A-1 Call to Order - Plomer

Motion A-2 Roll Call – Plomer

 Second A-3 Approval of Agenda – Plomer

 Action Recommended motion: "... to approve the agenda as stated."

BOARD BUSINESS

B-1 Ends Policy Review and Discussion – Plomer (8:30 – 11:30 a.m.)

Priscilla Straughn, Executive Director of Curriculum and Instruction will present information regarding the Colorado State Standards to inform the Board’s discussion around defining literacy.
 (8:30–9:30 a.m.) [[Enclosures B-1\(a\)](#) and [B-1\(b\)](#)]

B-2 Lunch and Superintendent Update – Plomer/Gdowski (11:45 – 12:30 p.m.)

B-1 Ends Policy Review and Discussion (continued) – Plomer (12:45 – 3:00 p.m.)

B-3 Operating Limitations Policy 2.4.1 Financial Condition and Activities: General Fund Balance – Plomer/Gdowski (3:00 – 4:00 p.m.)

FUTURE AGENDA ITEMS

C-1 Calendar – Plomer

June 15 Regular Board Meeting, 5 p.m. Work Study Session, 7 p.m. Regular Mtg. ESC, Training Center, Aspen Room

Agenda Items:

- Monitoring Report: Operating Limitations Policy 2.1 Treatment of Students, Their Families and Community Members
- Monitoring Report: Operating Limitations Policy 2.3 Financial Planning and Budgeting
- Direct Inspection Monitoring: Operating Limitations Policy 2.7 Communication and Support to the Board
- Revised Operating Limitations Policy 2.4 Financial Condition and Activities: Action
- Superintendent Presentation of Recommended Bond Package
- Fiscal Year 2015-2016 Supplemental Budget and Appropriations Resolution
- Fiscal Year 2016-2017 Budget Resolution
- Fiscal Year 2016-2017 Appropriation Resolution
- Fiscal Year 2016-2017 Use of a Portion of Beginning Fund Balance Resolution
- Resolution Authorizing the Collection of Fees for 2016-2017

C-2 Adjournment

BOE Retreat 6.4.2016

Standards define what students should know, understand and be able to demonstrate at the end of a school year and/or course. These grade specific expectations produce a progression that culminates in a student's ability to demonstrate the knowledge and skills necessary to meet college and career readiness expectations as outlined by CAP4K (Colorado's Achievement Plan for Kids 2008) no later than the end of high school.

The following describe a student who is considered to be college and career ready. In other words they exhibit the capacities of a literate individual and the ability to be a productive, global citizen. Underneath each capacity are example descriptors that could be used to define the capacity and or be used to begin conversation as to how these capacities might support Board ends and/or provide a starting point in more clearly defining how Adams 12 Five Star Schools defines a graduate who is prepared for college, career and workforce expectations.

- Students demonstrate independence
 - Become self-directed learners, effectively seeking out and using resources to assist them
 - Demonstrate personal accountability, effective work habits such as punctuality, working productively with others, and time and workload management
 - Demonstrate originality and inventiveness in work; communicate new ideas to others; integrate knowledge from across different disciplines
 - Comprehend and evaluate complex texts across a range of types (genres) and disciplines
 - Discern a speaker's key points, request clarification and ask relevant questions
 - Make sense of problems and persevere in solving them
- Students build strong content knowledge
 - Establish a base of knowledge across a wide range of subject matter by engaging in work of quality and substance
 - They become proficient in new subjects through research and study
 - Read purposefully and listen attentively to gain both general knowledge and content specific knowledge
 - Refine and share knowledge through writing and speaking

- Students respond to the varying demands of audience, task, purpose and discipline
 - Adapt communication based in relation to audience, task, purpose and discipline
 - Realize that different disciplines require different types of evidence
 - Build on other's ideas, articulate their own ideas through writing and speaking
- Students comprehend as well as critique
 - Engaged and open-minded as well as discerning readers and listeners
 - Construct effective arguments
 - Exercise sound reasoning and analytical thinking
 - Use knowledge, facts, and data to solve real world problems
 - Reason abstractly and qualitatively
 - Apply math and science concepts to problem solving
- Students value evidence
 - Can cite specific evidence when offering an oral or written interpretation of a text
 - Attend to precision
- Students use technology and digital media strategically and capably
 - Employ technology thoughtfully to enhance their learning
 - Tailor their searches online to efficiently acquire useful information
 - Familiar with the strengths and limitations of various technology tools and select those best suited to their communication goals
 - Use appropriate tools strategically
- Students come to understand other perspectives and cultures
 - Appreciate that the 21st century classroom and workplace reflect widely divergent cultures, represent diverse experiences and perspectives who must learn to effectively work together
 - Build collaborative relationships, work with diverse teams, negotiate and manage conflict
 - Demonstrate integrity and ethical behavior, act responsibly with the interests of the larger community in mind
 - Leverage the strengths of others to achieve common goals; use interpersonal skills to coach and develop others

English Language Arts Grade 3 Unit 3: Illustrations Illuminate (25-30 days)

Year at a Glance	Unit Considerations	Digital Literacy Supports	Differentiation Strategies	ELL Supports
<p>Summary Statement: A study of fables, folktales and myths from diverse cultures, explaining how specific aspects of illustrations contribute to what is conveyed by the words in a story. Students will write opinion pieces on topics or texts, supporting a point of view with reasons.</p>				
Focus Standards		Standards Addressed in Multiple Units		
<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><u>Unit 3 Foundational Skills, Speaking & Listening, and Language Standards</u></p>		<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>		

Reading Focus Standards		
<p>Students know...</p> <ul style="list-style-type: none"> ● recounts are detailed accounts of what happens in a story. ● fables, folktales, and myths have a central message, lesson, or moral. ● the central message is the main idea in a text. ● mood is how an author wants the reader to feel based on words and illustrations. ● illustrations add emphasis to story elements. 	<p>Students understand...</p> <ul style="list-style-type: none"> ● stories have a central message, lesson, or moral. ● fables, folktales, and myths can come from a variety of cultures. ● central messages in stories are supported by key details. ● illustrations can contribute to the creation of mood in stories. ● illustrations can emphasize characteristics or features of characters or settings. 	<p>Students can...</p> <ul style="list-style-type: none"> ● recount stories, including fables, folktales, and myths from diverse cultures. ● determine the central message, lesson, or moral in a fable, folktale, or myth. ● explain how the central message is conveyed through key details. ● explain how aspects of illustrations contribute to what is conveyed by the words in a story to create mood. ● explain how aspects of illustrations contribute to what is conveyed by the words in a story to add emphasis to characteristics or features of characters or settings. ● read and comprehend instructional level N/O text.
<p>Reading Key Vocabulary: (<i>Bolded words indicate vocabulary that is introduced in this grade level.</i>)</p>		
<p>aspects (<i>of characters or settings</i>) central message character contribute convey cultures determine emphasize</p>	<p>explain fables folktales illustrations key details lesson mood moral</p>	<p>myths recount setting stories text</p>
Writing Focus Standards		
<p>Students know...</p> <ul style="list-style-type: none"> ● an opinion is a view or judgment formed about something. ● introductions state an opinion about a topic or text. ● a point of view needs to be supported with reasons. ● related ideas in texts are grouped together. 	<p>Students understand...</p> <ul style="list-style-type: none"> ● writers make judgments about topics and texts. ● writers use introductions to establish their opinion about topics or texts. ● writers support their point of view with reasons. ● writers use linking words and phrases to help readers connect opinions with 	<p>Students can...</p> <ul style="list-style-type: none"> ● write an opinion piece on a topic or text. ● introduce the topic or text about which they are writing. ● state an opinion. ● supply reasons that support their point of view. ● create an organizational structure that lists reasons.

<ul style="list-style-type: none"> • conjunctions and transitional words and phrases link opinions and reasons. • conclusions summarize the information presented. 	<p>reasons.</p> <ul style="list-style-type: none"> • writers use conclusions to bring a sense of closure to writing. 	<ul style="list-style-type: none"> • use linking words and phrases to connect opinion with reasons. • provide a concluding statement or section.
<p><u>Writing Key Vocabulary:</u> (<i>Bolded words indicate vocabulary that is introduced in this grade level.</i>)</p>		
<p>conclusion introduce linking words linking phrases opinion</p>	<p>organizational structure point of view reasons</p>	<p>support texts topics</p>
<p>Instructional Resources and Tools</p>		<p>Assessments and Rubrics</p>
<ul style="list-style-type: none"> • 3-5 Literacy Framework • Resources for Word Study • Resources for Teaching Reading • Sample Texts • Sample Lessons • Exemplars and Anchor Papers • Lesson Templates • Protocols and Graphic Organizers 		<ul style="list-style-type: none"> • Formative and Summative Assessments • Rubrics • GRCs

Adams 12 Five Star Schools Third Grade Curriculum Year At A Glance - Routes 5 & 6

Third Grade ELA units span approximately 165 instructional days. Note that writing spans lessons across the year, not days.

Reading Units	The Reader and Characters	Signaling Connections	Illustrations Illuminate	Structures and Features of Informational Text	Similar Stories and Structures	Double Vision: Comparing Points
Days	20-25 days	20-25 days	25-30 days	25-30 days	25-30 days	20-25 days
Summary Statement	A study of fiction, focusing on distinguishing the reader's point of view from that of the narrator or characters.	A study of informational texts, describing the connection between particular sentences and paragraphs in order to determine the main idea and its relationship to supporting details.	A study of fables, folktales and myths from diverse cultures, explaining how specific aspects of illustrations contribute to what is conveyed by the words in a story.	A study of historical and scientific texts, using text features to locate information efficiently, and how illustrations such as maps and photographs support understanding.	A study of multiple stories by the same author, comparing themes, settings, and plots using terms to refer to parts of stories, describing how each part builds upon earlier sections.	A study of informational texts on the same topic, comparing the most important points and key details, distinguishing the reader's point of view from that of the author.

Response to Text Mini Unit	Literary Analysis Task <i>Aligned to both reading and writing standards</i>	Research Simulation/Informational Task <i>Aligned to both reading and writing standards</i>	Continued practice with response to text throughout the 2 nd semester
Days	10 days <i>The first series of lessons in this unit are taught during the last 5 days of Reading Unit 1 (The Reader and the Characters) and the subsequent lessons are taught after Writing Unit 1 (Personal Narrative).</i>	10 days <i>The first series of lessons in this unit are taught during the last 5 days of Reading Unit 2 (Signaling Connections) and the subsequent lessons are taught after Writing Unit 2 Information).</i>	
Summary Statement	After close, analytic reading of two or more texts, students will respond to a text dependent prompt by discerning and citing evidence from the text(s) to support their response. Students will quote accurately from the text when both explicitly explaining the text and making inferences.	After gathering and integrating relevant information from several literary or informational texts in various media or other formats, students will respond to a question or prompt, citing evidence from their sources. This response may include note taking, completing graphic organizers, and citing sources.	

Writing Units	Launching Personal Narrative	Information Writing	Opinion Writing	Research Writing	Narrative Writing	Opinion Writing Using Text-Based Evidence
Lessons	18 lessons	17 lessons	16 lessons	21 lessons	19 lessons	17 lessons
Summary Statement	Students will write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.	Students will write informative or explanatory texts to examine a topic and convey ideas and information clearly.	Students will write opinion pieces on topics supporting a point of view with reasons in which they introduce the topic, state an opinion and create an organizational structure that lists reasons to support the opinion.	Students will conduct short research projects, gather information from print and digital sources, take brief notes on sources, and sort evidence into provided categories in order to write informative or explanatory texts to examine topics and convey ideas and information clearly.	Students will write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.	Students will read several texts on a debatable topic, form an opinion and write an opinion piece in which they introduce the topic, state an opinion and create an organizational structure that lists reasons to support the opinion.

Social Studies units span approximately 85 instructional days.

Social Studies Units	Our Democratic Community	Regions of the World	Investigating Geographic Problems	Economics and You
Timeline	16-19 days	15-18 days	30-33 days	7-10 days
Summary Statement	A study of how democratic communities solve problems through civil discourse.	A study of the similarities and differences of world regions.	A study of geographic based problems and how communities respond.	A study of how to earn money to save for short-term financial goals and the impacts of trade on the economy.

Science units span approximately 85 instructional days. [Click here](#) to view the science kit delivery schedule.

Science Units	States of Matter	Life Cycles	Earth Materials: Rock Cycle
Days	18-20 days	26-28 days	30-32 days
Summary Statement	A study of how matter can change from one state to another (solid, liquid, gas) by adding or removing heat energy.	A study of the similarities and variation across the life cycles of organisms.	A study of how rocks and soil (Earth's surface material) can be broken down through the processes of weathering and erosion.

See a suggested social studies and science calendar for [Route 5](#) and Route 6. To see recommended instructional minutes for K-3, [click here](#).

The units within each content area are to be taught in order, from left to right.

**Ends Policy Review
May 9, 2016 Special Meeting
Board Discussion Notes**

What results / for which kids?

1. Will students meet or exceed the expectations of their employer
2. What do we mean re: literacy
 - read/write for what reason?
 - reading is not just to meet State Standards
 - State Standards not clear to most about what they do
 - problem solving
 - critical thinking
3. What do we do for kids already meeting State Standards?
4. State Standards are minimum
5. Communicate effectively & appropriately based on given circumstances (work/school)
6. What do we want for kids who come to us behind? – How do we talk about growth for those students who need to catch up more than 1 year?
 - Accelerated growth
 - Appropriate growth
7. Continue Ends on State Standards:
 - Why do we care if kids know State Standards?
 - Standards are intermediate goal = meet the State average
8. Engaging learning or want kids excited to learn
9. Helping each student reach their potential – differentiation for students as individuals
10. Problem solving, critical thinking (see bullet 6 in Core Beliefs)
11. Perseverance is important to be equipped for the future. Tenacity to stick through challenges
12. Common Core Math – may lead to critical thinking and other skills people deem as important – Most people do not look at the Standards with the broad skills they teach, goes beyond just mathematical functions
13. Do kids and parents feel welcome and safe and valued
14. Healthy students (nutrition, exercise, mental health)
15. Make basic literacy relevant across subjects. Use other subjects as important ways/methods to get to literacy (i.e. Social Studies).
16. Value in offering opportunity. May not be able to measure in a cost ratio but can measure that we offered opportunity for all.
17. Need milestones and progress, concrete measures vs. just big goals
18. Mentorships and human connections at school, kids see role models that look like them
19. District needs to communicate long term plans for educational growth. Our community needs to know where the District is heading.
20. Treatment of parents and community is important to consider – District needs to communicate (could be overlap in Operating Limitations Policies 2.1 Treatment of Students Their Families and Community Members and 2.10 Family School Partnerships and Community Engagement)
21. Institutionalize continuous improvement.
22. Equal opportunity to experience X (make sure there is choice)
23. Enhanced opportunities available throughout the system