

Points of Pride

- ♦ **Quality Liberal Arts Education:** In addition to receiving instruction in core content areas, our students have the opportunity to engage their minds in science, cultural awareness, world language, technology, art, and music.
- ♦ **Support and Involvement:** We are extremely fortunate to have outstanding support and involvement from our community. Our parent involvement with our FVEA's fundraising efforts and our SAC's collaboration with administration are vital operations key to our students' academic success. In addition, we have dedicated parents assisting on a daily basis in classrooms and throughout the school to propel student learning.
- ♦ **Technology:** We are one of 12 elementary schools with a certified Library/Media specialist as well as a technology specialist who help to integrate technology skills across content areas. We have 60 laptop computers serving as our rolling technology labs. Our classrooms also are equipped with a document camera and projector.
- ♦ **Academic Support:** We offer individualized support for struggling students. We utilize the Response to Intervention model to provide specific resources and appropriate interventions for our students.
- ♦ **Y.E.S. Clubs:** Youth Experiencing Success clubs occur after school hours and are set up to expand opportunities beyond the classroom. These clubs are of an academic or enrichment nature.
- ♦ **Our Students:** We are proud to boast of our 785 students who grace our classrooms at FVE. Their desire to learn, share and grow is truly inspirational to all of us!
- ♦ **Dedicated Staff:** Our certified, classified and support staff are dedicated to providing students with the necessary support to ensure overall student success.

About Our District

Douglas County School District is the third largest school district in Colorado and we remain one of the highest achieving and fastest growing districts in Colorado.

Superintendent Jim Christensen and the Board of Education attribute this continued success to a focus on students. Engaged parents, outstanding teachers and staff contribute greatly to student learning in our District. Our Vision is to help students acquire the knowledge and abilities to become responsible citizens who contribute to society.

In addition to the information found in this school report, state-required accountability and accreditation information is also available in the Colorado Department of Education's "ONE REPORT," linked to the District web site at www.dcsdk12.org. Or, send an email to communications@dcsdk12.org for additional information.

We have outstanding students in our District who go far beyond what required reports can tell us. We celebrate their successes daily. Thank you for being part of our school community!

School Mission Statement

The mission of our school . . . Learning.
Encouraging, exploring, extending . . . Together.

Frontier Valley Elementary School



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Principal's Perspective



I would like to begin by saying that it is an honor to be the principal of Frontier Valley Elementary School. As a learning community, we strive to insure that all students experience success and growth. Every child who attends FVE will have the opportunity to develop their individual skills and their ability to be a critical thinker. We value learning at the highest level. We encourage students and one another. We have the courage to explore the unknown. We extend our thinking and actions beyond what is possible. And most importantly, we embark on this journey together.

Utilizing a rich curriculum and a workshop model approach, our staff is highly committed to meeting the needs of all our students. We are able to support student learning and differentiate our instruction using our instructional support services team, gifted and talented teacher, English Language learner teacher, literacy teacher, building resource teacher, and educational assistants. Our students are able to extend their learning during their music, physical education, art, science, and technology classes. We also offer specific activities after school to engage our students further.

Our school improvement plan has two main areas of focus. We will focus on narrowing the achievement gaps in Reading and Writing by ensuring that all students acquire the essential skills to achieve a year or more of growth. Our staff will also focus on increasing our knowledge and application of the Response to Intervention model to meet the needs of all students. This is accomplished by implementing specific interventions to increase our students' skills in the specific areas they are not proficient in or are having difficulty. Frontier Valley's goals are tightly aligned with the district's learning goals.

As the principal of Frontier Valley, it is my personal mission to ensure that we focus our efforts on each child that walks through our doors. I am committed to working with students, staff, parents and our community to broaden the opportunities and experiences our children have at FVE. In establishing this relationship I am confident that our children will be ready to face the challenges of tomorrow!

As always, please contact me if you have any questions. Thank you for your continued support!

Sincerely,

Ty Muma

Principal

Goals and Measures

2008 – 2009 School Improvement Goals

Our school improvement plan continues to focus on the academic needs of our students in all areas. Analyzing our data at grade levels and on formal assessments, we have determined that our greatest needs are in the area of literacy. We will utilize student progress reports and CSAP to measure both student performance and growth. We will also increase staff knowledge of best practices, monitoring student progress, and developing a culture of thinking in classrooms to meet the needs of our students. We have developed the following goals to address these areas.

Reading and Writing Growth

We have a goal to narrow the achievement gaps in reading and writing by ensuring that all students acquire the essential skills to achieve a year or more of growth.

(BOE: 1.1, 1.3, 1.4, 1.7, 1.8)

Response to Intervention

Our staff will begin to increase their knowledge and application of the Response to Intervention model to meet student needs. (BOE: 1.1, 1.3, 1.4, 1.7, 1.8)

Strategies Used to Meet Our Goals

- Teachers will identify students who are not proficient in literacy and implement specific grade level interventions to increase skills.
- Teachers will implement a culture of thinking in their classroom by embedding critical thinking indicators into literacy instruction.
- Each grade level will develop an action plan specific to their grade level needs in the area of literacy.
- Our staff will begin to increase their knowledge and application of the Response to Intervention model using AIMS web as a progress monitoring tool.
- Initial implementation of Positive Behavior Support (PBS) will be developed over the course of the year.
- RtI committee will meet regularly to develop implementation flowchart and increase effectiveness of student support teams. The committee will also monitor staff needs and inform staff development.

2008 CSAP Results

Percentage of students proficient or advanced on CSAP

Grade	Math	Reading	Writing
3rd	81	79	51
4th	90*	87*	71*
5th	83*	84	67*
6th	80*	82	67

Percentage of students demonstrating a year of growth on CSAP

Grade	Math	Reading	Writing
4th	81	73	74
5th	67	89	89
6th	74	95	83

*At or above the District average