

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 33 Elementary schools (includes K-8)
 - 11 Middle/Junior high schools
 - 5 High schools
 - 3 K-12 schools
- 52 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 13 | 14 | 27 |
| K | 64 | 47 | 111 |
| 1 | 46 | 47 | 93 |
| 2 | 62 | 40 | 102 |
| 3 | 45 | 50 | 95 |
| 4 | 53 | 51 | 104 |
| 5 | 47 | 37 | 84 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 or higher | 0 | 0 | 0 |
| Total Students | 330 | 286 | 616 |

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 10 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 73 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 10%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

| Steps For Determining Mobility Rate | Answer |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year | 31 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year | 30 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 61 |
| (4) Total number of students in the school as of October 1, 2016 | 616 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.10 |
| (6) Amount in row (5) multiplied by 100 | 10 |

6. English Language Learners (ELL) in the school: 6%
37 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Tagalog, Vietnamese, and Mandarin

7. Students eligible for free/reduced-priced meals: 43%
Total number students who qualify: 262

8. Students receiving special education services: 8 %
49 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>4</u> Developmentally Delayed | <u>16</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>19</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>2</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 9
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

| | Number of Staff |
|--|------------------------|
| Administrators | 2 |
| Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher. | 37 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc. | 2 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students. | 8 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 3 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| Required Information | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 | 2012-2013 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 95% | 95% | 94% | 95% | 95% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

| Post-Secondary Status | |
|---|----|
| Graduating class size | 0 |
| Enrolled in a 4-year college or university | 0% |
| Enrolled in a community college | 0% |
| Enrolled in career/technical training program | 0% |
| Found employment | 0% |
| Joined the military or other public service | 0% |
| Other | 0% |

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Tavelli is a school of academic, character and wellness. Our mission is to engage students for academic and social success. We will inspire a community of diverse learners through collaboration and accountability so our children succeed in a global society.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Tavelli is a public neighborhood school which accepts students on a school of choice basis as enrollment numbers allow.

PART III – SUMMARY

Tavelli Elementary School, located in Fort Collins, Colorado, was built in 1968 and housed 110 students. Our school has grown significantly since then and is now pK-5 with 616 students, of which 43% are eligible for free and reduced lunch. Our staff consists of 43 licensed staff, 23 classified staff and 2 administrators. From 2013-2018 Tavelli has been recognized by the Colorado Department of Education as a High Achieving School. With this award we have had the honor of hosting 18 schools identified for improvement in the state's accountability system to glean insight into our success. Over 50% of those schools are no longer identified for improvement. In 2016 we received the John Irwin Schools of Excellence and Governor's Distinguished Improvement for Colorado awards.

Collaboration is a common occurrence at Tavelli both inside and outside the classroom. Students learn the importance of discovering multiple ways to solve problems and find when we learn from each other, our brain grows and deep learning occurs. Teachers have high expectations for students and value their High Impact Teams. Our teachers understand that when our work is focused on multiple sources of data, that data is analyzed to make action plans that not only close the achievement gap for students who are struggling, but also advance learning for all students. This collective belief that all students can learn at a high level instills a sense of responsibility to all students, not just the students in their classroom.

We strive to prepare students to be 21st Century learners through being Assessment Capable Learners. Students use SMART notebooks to set goals, reflect on their learning and understand their own role in their learning. Teachers provide specific feedback and have meaningful conversations with students, thereby building positive relationships.

At Tavelli we see ourselves as an educational family where we support each other through collaboration, learning together, and challenging each other while finding joy in our work. We not only do this through collaboration days as part of our school calendar, but also through faculty meetings. These meetings are a time when we intentionally schedule teachers to present a specific topic or strategy that they are using in their classroom. This not only fosters their leadership skills, but gives teachers the opportunity to evaluate whether the topic discussed will enhance their own skills. Teachers get excited about these opportunities and often ask administrators to drop by and give them feedback on something new they have implemented. The amount of trust this requires from the staff is a huge part of the cohesive group we call our educational family.

Providing leadership opportunities for students is also an important component of our positive climate and culture. Tavelli Dream Team was designed to grow leadership among our older students. Fifth grade students apply to become a mentor to a younger student during their fifth-grade year. Dream Team meets an hour before our school day starts. These students become a positive role model for their younger student and tutor them in reading, writing, and math before school. Relationships that are developed are positive and give our younger students the desire to become Dream Team Mentors when they are older.

A current project at Tavelli is M.A.C. Mobile Academic Classroom. This will convert a bus into a classroom which will travel to neighborhoods where Tavelli's high-risk students live. Teachers will provide educational opportunities to prevent summer slide and develop enthusiasm in learning through extended learning projects. The cost of this project, including the purchase of the bus, is being funded by community members and businesses who have shown their support for Tavelli and its students. This indicates their confidence in our staff for their dedication and commitment to making this innovative project a success. The complete renovation of the bus and M.A.C. will be implemented this summer.

The job of education gets increasingly difficult each year. Tavelli staff works extremely hard every day to meet the educational and social emotional needs of our students. Our staff is amazing and we intentionally provide moments for celebration, laughter, relaxation, and fun. This changes each year, but some of our traditional go to's include: The Tavelli Staff Band, coffee cart, yoga, Tavelli Thanks, Chili Cook off, Birthday Celebrations, FAC's, and Fantastic February when we plan a multitude of ways to show the staff we care and appreciate them.

We are honored that Tavelli was selected to pursue the Blue Ribbon Award, which validates the dedication and focused work that our teachers do every day in their classrooms. Our students believe in having a growth mindset and never give up. Our families and community support and rally around our school in ways that go above and beyond. We understand the importance of being an educational family and know that we are working together to achieve excellence.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Tavelli Elementary is a school of academics, character, and wellness. Our mission is to engage students for academic and social success. We inspire a community of diverse learners through collaboration and accountability, ensuring our children's success in a global society. Tavelli Elementary School utilizes the Colorado State Academic Standards for all curricular areas including language arts, math, science, and social studies. Teachers plan instruction utilizing many resources to meet their grade-level standards. Foundational skills are acquired at the universal level through differentiation to meet the needs of all students.

Pre-K children use Little Treasures comprehensive curriculum, supplemented by Everyday Math, Handwriting without Tears, and Second Step curricula. Each curricular component is aligned with the Office of Head Start's Early Learning Outcomes Framework and the Colorado Pre-Kindergarten Standards, which are themselves aligned in Colorado with the upper grade standards, and our PK and K assessment, TS GOLD. Through the formative use of the curricula and assessment, we address all the identified areas of early development and learning, including social/emotional, physical, language, cognition, literacy, mathematics, and English language acquisition.

The language arts curriculum is composed of blended reading and writing instruction. To develop the five essential components of reading instruction as well as writing, all teachers at Tavelli have been trained in Language Essentials for the Teachers of Reading and Spelling (LETRS). This program bridges content and pedagogical knowledge with classroom application. Our universal instruction in English Language Arts is based on the standards and guided reading best practices. Treasures (McMillan McGraw Hill) is the district's adopted resource. Various supplemental programs allow teachers to offer a continuum of support for students as they develop from basic phonemic awareness and phonics skills to higher level vocabulary, spelling, and comprehension. Numerous print and digital resources allow practice of these skills with a balance of fiction and non-fiction literature in all grade levels. Explicit spelling and writing instruction is focused on developing effective communication skills as students progress from single words to multi-paragraph essays.

Tavelli has seen high math growth over the last five years. All staff members working with students in math have been trained in Add+Vantage Math Recovery (AVMR) which has provided a fundamental understanding of how children conceptually learn math. Classroom instruction based on standards teaches students to demonstrate conceptual understanding and solve math problems in multiple ways. Math resources are selected to support the conceptual understanding of mathematics in such areas as number sense, operations, geometry, data, and problem solving. There is an emphasis on being able to model and explain thinking while encouraging students to develop multiple strategies when approaching work with numbers.

In 2012, Tavelli added a STEAM (Science, Technology, Engineering, Art, and Math) focus integrating all curricular areas into units of study that allow relevant application of 21st century skills. To enhance our already robust classroom science curriculum, we added a Science/Engineering Lab where students extend and apply their classroom learning. Many teachers at Tavelli have attended summer science trainings with the Smithsonian Institute focusing on Next Generation Science Standards. Our science/engineering specialist collaborates with classroom teachers to develop standards-based learning opportunities utilizing a variety of resources including FOSS and engineering kits as well as Vernier probes to gather data. Student activities are hands-on, inquiry-based using the scientific method, engineering design process, and problem-based learning. Students apply their new knowledge in 3D design and printing, science/engineering fair, outdoor education, science-focused field trips, and nutrition using tower gardens.

Social Studies is integrated throughout the curriculum. Students are consistently reading and completing activities aligned to the Social Studies standards. An example is having our third grade students present a

program about history. They learn songs, movements and trivia about history, pulled together in a program. Our adopted resource is TCI. Teachers attended training on PBL (Problem Based Learning). Students spend several weeks working on how to solve a real world problem. Last year students in fourth grade looked at air quality around our school and created several opportunities to make the air better.

The STEAM focus of our school has provided an avenue for teachers and students to practice and apply learned skills in all academic areas as related to an area of study. Reading skills are employed through student research topics. Math skills are practiced as students collect and analyze data. Writing and speaking skills are enhanced as students present their learning. The scientific method is utilized to conduct experiments and explorations. Social studies content knowledge is applied as students become engaged in activities to strengthen their communities.

2. Other Curriculum Areas:

Specials classes: art, music, p.e., technology and science at Tavelli Elementary strive to provide an environment that facilitates creative thinking, critical thinking, and problem-solving skills while integrating cross curricular concepts and ideas. These classes support the core of our STEAM focus. Specials classes are a great place for students to connect who may not be connecting in the traditional classrooms. Collaboration among the special teachers provides rich opportunities to align lessons and ideas that bring STEAM to life at our school for all of our students.

The art room is home to two Makerspace areas that are rooted in the STEAM ideology and incorporate activities for individual and group creative experiences. These self-directed activities build problem solving skills, afford students the time and opportunity to invent and create in a student-centered choice-based environment.

The art curriculum also includes skills-based teacher directed projects that often align across the curriculum with the other STEAM subject areas to provide a holistic experience of ideas and concepts. Learning basic art skills and theory are important building blocks for students to be able to express themselves in a variety of ways with multiple mediums.

In Physical Education, we break skill acquisition down into two parts. In kindergarten through 2nd grade we work to develop general working knowledge of manipulative skills, loco-motor skills, movement concepts, health-related ideas, safety and self-ownership into health concepts. In 3rd-5th grades we take these general PE concepts and begin to use them in higher level activities that require strategy, teamwork and the use of skills in specific sports. Within each class throughout all grades K-5, we work progressively to learn specific skills through modeling, visual learning, hands-on learning and cooperative learning.

The Tavelli Computer Lab program includes regular practice in skills of basic computer use, keyboarding, research, digital citizenship, in addition to the 21st century skills of collaboration, communication, critical thinking, and creativity. The computer lab is home to four 3D printers, a 3D filament recycling system, a 3D camera, and a green screen. We use a variety of software/ web apps in the computer lab, including Google's G Suite for Education, Pixie, Wixie, Tinker Cad, World book Online, PebbleGo Database, WeVideo, Google Earth, and Scratch. Student's build portfolios to showcase their projects. Students demonstrating proficiency in the basic skills work on more complex projects such as coding, CAD, and digital storytelling.

Music at Tavelli provides many opportunities for students to demonstrate their musical abilities. Students learn concepts through games, songs, stories, and acting. Our lessons in music also include math skills, social studies information, and history of music. Performances incorporate science and social studies concepts while learning music.

Fourth and fifth graders are able to be a part of Little Kids Rock (LKR) after-school Modern Bands. This year we have two bands with over 30 students in each and six teachers. These students get to take their knowledge of musical concepts to the instrumental and performance levels on acoustic guitars, electric guitars, electric basses, synthesizers, and microphones.

Students audition for our summer touring band, “The Tiger Stripes”. For the past three years these students have performed in various local venues including: Realities Rides for Children, Bohemian Nights at NewWestFest, and the CSU’s Lagoon Concert Series. This year our students have recorded two songs at a local recording studio.

3. Instructional Methods, Interventions, and Assessments:

Our instructional model is based on practices having the greatest effect size on learning. Using Hattie’s work, we are focused on a body of evidence to provide data-informed instruction, building Collective Teacher Efficacy and Assessment Capable learners. Students are setting goals based on meaningful feedback from teachers to increase achievement. High Impact teams use data to intentionally plan and deliver instruction.

Instruction is based on a combination of best practices and ongoing formative feedback on student performance. Lessons are developed on grade-level standards that are sequenced intentionally to maximize learning opportunities. Learning targets are clearly stated and are understood by the students. Criteria for success is clear to the students and provides evidence of learning in context. Student work in the classroom engages them to take ownership and develop, test, and refine their thinking and these engagement strategies encourage all students to participate in the classroom. Instructional materials are selected to align with the standards and support learning of the students. No one program or package will supply all necessary components; therefore, our teachers utilize a variety of resources to meet the needs of students in their classrooms. Teachers plan together to build a sequence of lessons that builds conceptual understanding using different strategies as needed in the moment to adjust their teaching to meet individual learning needs based on formative data. Scaffolding tasks with a gradual release of responsibility leads to student independence over time. Students assess their own learning in relation to learning targets. Multiple assessment opportunities are offered for students to demonstrate their learning.

Beyond the standard classroom curriculum, our school has developed a schedule to allow a 30-minute session each day for reading and math interventions and enrichments for each grade level. During these times, a specific grade level is flooded with support personnel, such as math interventionists, literacy interventionists, English Language Development specialists, gifted and talented staff, special education teachers, and trained paraprofessionals. This flooding model allows us to maximize the number of groups and decrease the group size for these targeted interventions. We do not attempt to align this content with the classroom instruction. Instead, we use this time to offer a continuum of targeted groups. Some groups will be clearing up skills and teaching basic content well below grade level expectation to address learning gaps. Other groups may be working on skills well beyond their grade level content. This additional targeted instructional session each day helps us to customize and differentiate the learning opportunities for our students.

Specialists in the areas of art, music, physical education/wellness, technology, and science/engineering further enhance the learning experiences of our students. These specialists work closely with classroom teams to offer extended practice and application of content learned in the classroom. STEAM units of study and Problem-Based Learning (PBL) options integrate these subjects in real-world applications for students of all grades.

Assessment is used to make instructional decisions. All students are assessed during benchmark periods in the fall, winter, and spring. The Multi-Tiered System of Support (MTSS) team analyzes this data to monitor trends over time. Reading data includes: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), DIBELS DEEP, STAR Early Literacy, STAR reading, Reading Plus Insight Assessment, Measures of Academic Progress (MAP), our summative Colorado Measures of Academic Success (CMAS) data, as well as classroom observations, such as anecdotal and running records. Math data includes: STAR math, Measures of Academic Progress (MAP), Math Navigator screeners, and Add+Vantage Math assessment interviews. By collecting multiple sources of data, we attempt to collect a body of evidence to determine

student performance. This data helps us identify students who are in need of intense intervention as well as those who would benefit from further enrichment. We make a plan at the end of the year for where we will start intervention in the fall.

We are continually monitoring the growth of all students with progress monitoring tools including formative assessments and classroom observation. This data includes: STAR reading and math, DIBELS probes, Monitoring Basic Skills Progress (MBSP) math probes, as well as data related to specific interventions. By consistently monitoring the progress of our students, we are able to adjust interventions that are not proving to be effective as soon as possible. Intervention groups are flexibly adjusted based on the data of the students. Students engage in this process by setting goals and action plans based on their data. Individual students have SMART binders that document their learning which are shared with parents at conferences throughout the year.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Tavelli Elementary School has established an authentic culture of caring, where the universal belief is that all students can learn at a high level. We see ourselves as an educational family in where we support each other through collaboration, learning from each other, challenging each other to grow, and having fun while we work hard to make a difference in the lives of our students.

Our school's climate and culture is based on our strongly supported Positive Behavior Interventions and Support (PBIS) framework. Our PBIS program supports students academically, socially, and emotionally.

Visitors often comment that it feels very welcoming when they enter our building. Parents and visitors are greeted many times, by both students and adults, on their way to their destination. We believe that relationships are at the heart of all behavior. Behavior is learned and can be taught. Consistent teaching and recognition of expected behavior lowers the possibility of unexpected behaviors. Our Tavelli Moto is; Do Our Best, Do What's Right, Respect Others, Self, and Property.

As part of the PBIS program, students can earn Tiger Tickets for positive individual behavior. These tickets are cut in half so that the student can take one ticket home to share with parents and the other ticket is entered in a weekly drawing where students can win a prize.

Working together is an essential skill that builds a sense of community. Tiger PAWS are group awards or class PAWS that are given when students collectively display positive actions or behavior. These are exhibited on our STEAM letters for all to view. Once a letter is filled, a school-wide reward is earned.

To aid in our students' social emotional development we have implemented the Second Step program PreK-5. This program gives students the tools they need to navigate situations in and out of the classroom to solve problems appropriately. The three areas that the program focuses on are emotional management, situational awareness and academic achievement.

Our school recognizes the importance of teachers feeling valued and supported. Throughout the school year we celebrate the work we do together. Whether it is our peer recognition program, Tavelli Thanks, staff appreciation events, or whole group celebrations, we understand the dedication and passion our teachers and staff have for our students, school and each other.

2. Engaging Families and Community:

Tavelli Elementary prides itself on creating a welcoming environment. We value the partnership we have with our parents and visitors. This partnership creates a collaborative environment where they feel valued and welcome. Our parents know they are a meaningful partner in our quest for Tavelli students to be successful. Creating this sense of an educational family is what makes Tavelli so successful.

At the district level, we have an approved volunteer program, CSU students, Otter Box Employees, and parent volunteers who work closely with teachers and students in the classroom. Teachers use these volunteers to work with students in one-on-one and small group settings.

Our Parent Teacher Organization (PTO) organizes volunteers for events, fundraising opportunities, and planning PTO-sponsored school events. These events have become an integral part of our Tavelli traditions that students, staff, parents, and the community look forward to each year. These events include the Tavelli Walk-a-Thon, the Fall Festival, the Read-a-Thon, and the \$20 for 20 challenge. Our PTO alone raises on the average each year over \$20,000. This money is used to fund field trips, support learning in the classrooms and various other needs within our building.

In addition to our PTO-sponsored events, we invite our Tavelli Families and community to participate in our annual Duathlon and Spring Fling. These traditional events are well attended and give families the opportunity to spend quality time with our Tavelli Staff, together as a family, while also meeting and forming friendships with other Tavelli families. UC Healthy Kids Club collaborates with our school to promote wellness through Healthy Hearts and Tavelli Duathlon.

Tavelli also relies on our community professionals to enrich our STEAM focus with engaging supplemental learning opportunities. We bring in naturalists, scientists, storytellers, musicians, artists, engineers, and college students to interact with students which enrich and provide real life hands on learning experiences.

Providing extensions for students beyond the school day, is also important to Tavelli. Some of the after-school activities we provide are: Little Kids Rock, Chess Club, Math Olympiad, Odyssey of the Mind, Battle of the Books, Musical Theatre, and Running Club. Many of these programs are partnered by parents and staff members who eagerly volunteer to help support the extracurricular activities.

3. Professional Development:

At Tavelli, we believe in the importance of being lifelong learners. We establish a culture of learning in which we reflect on the instructional, social emotional, and behavioral practices we use with our students. Our three lenses are as a school, as a team, and as individuals. We set goals for improvement based on these reflections and conversations about best practices.

Over the last five years, Tavelli has focused on teacher clarity, developing assessment capable learners, and high impact teams. This learning has been broad, yet intentional. We first targeted our professional development around quality formative assessments, learning targets, and success criteria. Creating the understanding and effectiveness of ongoing formative feedback not only provided clarity for teachers, but also for students. Creating High Impact teams has allowed teachers to dig into their data as a team to inform their instruction through student work. They look at the evidence, analyze, and make informed decisions on how to teach next. From this work, students understand what it is they are learning and how this learning will be measured. This clarity leads to students understanding their learning and data. From there, the students are able to set goals and be reflective on their learning in their SMART Notebooks. Teachers are having rich conversations with students on their learning which builds strong student/teacher relationships. From these conversations students are developing the importance of a growth mindset. Often we hear, "I'm not there yet". Students who are Assessment Capable Learners understand the need to "persevere, even when the task is challenging".

It is our belief that when teachers have a common understanding of the Colorado Academic Standards, they can collaborate on best practices for teaching and learning. We believe in the importance of our staff having a common language for instruction; therefore, our staff has been trained in both Advantage Math Recovery (AVMR) and LTRS. Teachers and paraprofessionals learn together as they build a foundation on teaching math and reading, thus leading to rich discussions about student learning.

Poudre School District supports administrators, teachers, and paraprofessionals by providing quality professional development opportunities that meet the needs of individuals. These training opportunities are provided in different formats such as, online learning, trainings and classes.

The culture at Tavelli is one that we are all continuous learners, constantly working to improve so that we can better serve our students.

4. School Leadership:

At Tavelli we believe we are an educational family. As administrators we know that teaching is a difficult job and our job is to break down barriers so teachers and staff can teach. We value our staff and encourage them to always put their families first. It is important for staff members to attend their children's activities and maintain a balance with home and work. We make decisions with input from those impacted by the decision. We are a team that knows everyone has a crucial role in our school and we need to laugh, have fun and find joy in our work.

Effective instructional leaders know they cannot lead in isolation. At Tavelli, the principal and assistant principal work hard to empower teachers to share their knowledge and effective teaching strategies. We believe that teachers are leaders in our building. One way teachers lead is by providing professional development during faculty meetings where teachers share teaching strategies they have observed in classrooms. These learning opportunities give teachers a window to what is happening in other classes and by sharing ideas, they can work smarter, not harder.

Cultivating High Impact Teams is another way we empower teachers. Administrators provide teachers with a common planning time in which they look at student work and common assessments to decide what action steps are needed to ensure that all students are learning at a high level. This format promotes collective teacher efficacy in which teachers believe by working together they can have a collective impact on student learning.

Administrators foster shared leadership through structures they have implemented. All teachers are encouraged to be part of a leadership team where they can voice their opinions and share their expertise which also gives them an opportunity to facilitate meetings and professional development for staff. These teams include: Leadership Team, MTSS Team Academic, MTSS Team Behavior, Crisis Team, SAC Team, and Team Leaders, all of which give teachers a voice in decisions that are made in our building.

As administrators we believe in the importance of giving teachers and staff a voice in decisions in our school and want them to feel that their input matters. The staff provides input on how we spend our budget, establish schedules, and professional development. When there are multiple viewpoints on an issue, we always bring it back to making decisions based on what is best for students.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Using and interpreting data which is used to identify and inform instruction is essential to our work at Tavelli. By utilizing a triangulation of data, we use multiple tools to collect evidence. We believe it is necessary to have several measurements to build a body of evidence for each student. Some of the resources we use include, but are not limited to: MAPS, STAR, DIBELS, CMAS and Common Formatives.

At Tavelli we use a three-prong approach when looking at data. We have staff members who look at the school-level big picture of our student performance results. The goal of this team is to evaluate trends, identify students who aren't demonstrating adequate growth, and provide insight to instruction for Intervention and Enrichment groups. Using an EAA protocol; Evidence, Analysis and Action, teachers are able to dig into our evidence, collaborate and have conversations about the next steps.

Our second prong is grade level teams and teachers monitoring their data at a more targeted level. This approach is used to strengthen the sense of shared responsibility that ALL students can learn. Teachers are using the standards to guide the instruction and formative assessments to inform student learning. To monitor student progress, teachers use progress monitoring assessments, summative assessments and in-the-moment assessments which provides teacher clarity to their instructional practice and student learning. Our teachers understand the power of being a High Impact Team where deep collaborative discussions about data and learning provide high teacher efficacy. These discussions provide clarity for the learning target (What am I trying to achieve?) and Success Criteria (How will they know they got the concept?), which increases student achievement and growth.

Thirdly, our students are Assessment Capable Learners. Students at Tavelli have SMART Notebooks (Student Data, Measurable Goals, Action, Reflection, and Tracker) to monitor their learning. A benefit of the SMART Notebooks is the relationship developed through conversations with teachers about their learning. Teachers provide targeted feedback, creating reflection from students about their learning and guide students on setting informed goals. SMART notebooks also provide opportunities to build workforce readiness skills such as social awareness, accountability, collaboration with others, problem solving, critical thinking, responsibility for their learning, risk taking and a strong work ethic.

Collectively, we know how our students are performing and where we need to provide support, thereby creating a body of evidence for ALL students which has proven to be very instrumental in our success.