

Birch Elementary

Message from the Principal

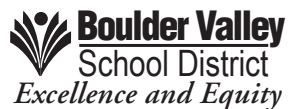
Birch Elementary School has a well earned reputation of being a neighborhood school that sets high standards for all students. These expectations are evidenced through a comprehensive academic curriculum supported by classroom extensions including a pre-school, English-as-a-Second Language program, instructional enrichments and interventions that target students' specific needs and interests, experiential lessons, field trips, assemblies, programs in fine arts and physical education. This unique combination of class and community learning allows students to express themselves through their personal learning style. Our PAWS program (Personal responsibility, Accepting others, Wise choices, Safety) helps students develop strong character and supports consistent, school-wide behavior expectations. A unique aspect of Birch is the compassionate staff that cares deeply about each child's progress and the very active parents and volunteers combining to serve families and students. Together, we are committed to discovering and implementing the best practices at Birch.

Our literacy program provides small group instruction which targets reading instruction at the child's reading level. Struggling readers receive support through a "second dose" of reading instruction targeting specific reading difficulties for specific students. English Language Learners receive instruction in speaking, listening, and reading and oral language skills. Talented and gifted students have opportunities to learn at their instructional level by advancing in subjects and small group work. The special education program includes speech and language development, a school psychologist, social worker, occupational therapist, special education teachers and classroom teachers who provide support through small group instruction, a learning lab, and consultation with classroom instructors. We also offer before, during, and after-school programs that provide additional academic support, leadership activities, and fine arts opportunities for our students. Sample programs include: Art Club, Instrumental Music, Choir, Morning Math and Student Council.

Historically, Birch has been recognized by the state as a "High Achieving" school due to its CSAP test scores. The Birch community is dedicated to the positive overall development of each child which includes academic, social, physical and emotional growth. This is a lofty goal, one all students deserve.

Tracy Stegall, Principal

Birch Elementary
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Phone: 303.469.3397
Principal: Tracy Stegall
<http://www.bvسد.org/schools/birch>



Program Characteristics

Experiential, inquiry and interdisciplinary methods are used in traditional classrooms. Using various methods allows students to learn how to succeed by using their strengths to meet challenges. Birch uses PE, fine arts, interventions for struggling and advanced learners, reduced class sizes, and the media center to engage students. Highlights include:

- Collaboration between grade levels to meet learner needs
- Literacy instruction through reader and writer workshops and small group instruction
- Special education support for students with Individualized Education Plans both with a multi-sensory instruction, affective coaching and individual tutorials
- TAG students' Personal Learning Plans which utilize cluster grouping, tutorials, and subject advancement
- English-as-a-Second Language programming for English Language Learners

Program Organizations

- Parent involvement exemplified by an active, effective PTO and SIT
- Strong staff leadership on committees, service initiatives, weekly staff meetings and Child Resource Intervention Teams

Program Support Systems

- Family support brings students to school ready to learn.
- New technology hardware and software used to support instruction in each grade

Curricular Offerings

- The Media Center facilitates class participation in book talks, story times, independent reading and research projects integrating technology and content standards.
- Students at each grade level use computers to support learning.

**This school is fully accredited by the district
in compliance with the Colorado State accreditation indicators.**

Special Programs and Opportunities

Birch offers a comprehensive co-curricular program that sparks the imagination and interest of students. These programs include:

- **K-Care:** a fee-based kindergarten childcare program, is offered so students have the option of an extended kindergarten program.
- School Age Care: a before and after school care service.
- **Lunch and Learn:** Monthly guest speakers provide information on a variety of topics and answer questions for students.
- **Clubs:** Art Club, "Birchoir," Student Council and Morning Math
- **Art:** Class time for all grades, Artists-In-Residence Program
- **Music:** Instrumental Music, Band, and Musical Performances. Performances rotate through two grade levels each year. Birch Choir also has a yearly musical performance.

Teacher Quality

Federal laws enacted in 2002 require school districts to hire teachers who meet identified standards and who are deemed highly qualified in their field of endorsement. Approximately 99.7 percent of Boulder Valley School District's teachers currently meet or exceed the federal requirements. The district has an exceptionally well-qualified cadre of teachers, who on average have 12 years of teaching experience. Over half of our teachers hold advanced degrees. For any teacher who does not currently meet the federal criteria, a plan exists to become highly qualified by the end of the school year.

Additional information on staff classification, salaries and professional experience of teachers is included in the School Accountability Report by the Colorado Department of Education.

To request specific information about a teacher's qualifications, parents may fill out a Teacher Qualification Request form. These forms are available from the school office, at the BVSD website (go to <http://www.bvsd.org/Parents> and scroll to the bottom of the page for the link), or at the district Education Center Human Resources department (6500 East Arapahoe Road). To ensure that fair and uniform information is provided, no requests for teacher qualification will be processed at the school. All requests must be processed by the Boulder Valley School District's Department of Human Resources.

Student Teacher Ratio: 16.8:1

According to the 2007-08 Snapshot Survey. . .

- 94 percent of parents say teachers at this school encourage their student to do his/her best.
- 95 percent of parents agree teachers at this school are committed to maximizing student achievement.

Parent Satisfaction

According to the 2007-08 Snapshot Survey. . .

- 92 percent of parents say their child has a positive attitude about his/her school.
- 96 percent agree that the school sets high and realistic expectations for their child.
- 93 percent of parents say they feel welcome at this school.

Achievement Data

CSAP data is presented in the form of weighted index. To calculate the weighted index, each performance level is given an assigned value and then the values are averaged. An advanced proficient score is worth 150, proficient is 100, partially proficient is 50 and unsatisfactory and not tested receive -50. If all students were to achieve a score of proficient, a school's weighted index score would be 100. The weighted index calculation works in much the same way as a grade point average (GPA). Point values are given for each grade (or level of proficiency) and the average falls between the values associated with those categories.

Please note, weighted index calculations must be viewed in light of standard error. Standard error gives a rough idea of how much we might expect the average score for all students to vary due to chance, based on the number of students who were assessed.

School Climate

Assurance of our good faith effort of implementation of a safe school plan, including use of a threat assessment team to evaluate threats of violence, is provided in our annual End-of-Year Report which is available in the school office.

This report provides evidence that

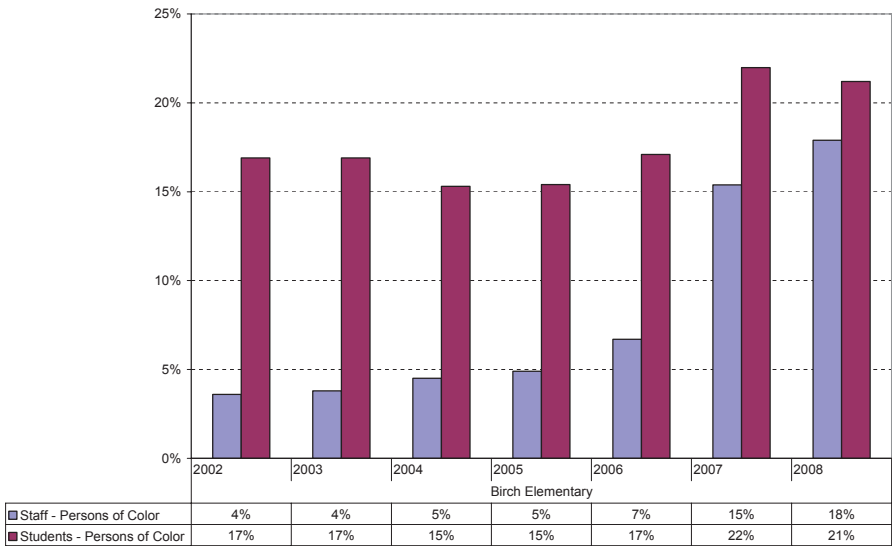
- the school improvement team analyzes and uses data from the student climate survey;
- the school is taking specific actions to continuously improve the safe, civil learning environment of the school;
- the school has a mechanism for students to report anonymously statements or conduct that worries them;
- the school is working to overcome any “code of silence” that may exist in the current student culture;
- the school has adopted some form of a bully-prevention program (e.g. conflict mediation, character education, restorative justice); and
- a threat assessment team has been established at the school.

According to the 2007-08 Parent Snapshot and Student Climate Surveys . . .

- 83 percent of students say they feel safe at Birch Elementary.
- 94 percent of students say they have friends at school.
- 98 percent of parents say Birch teachers treat their student with respect.
- 97 percent of parents say their student feels welcome at Birch.

Demographics

Percentage of Staff and Students of Color

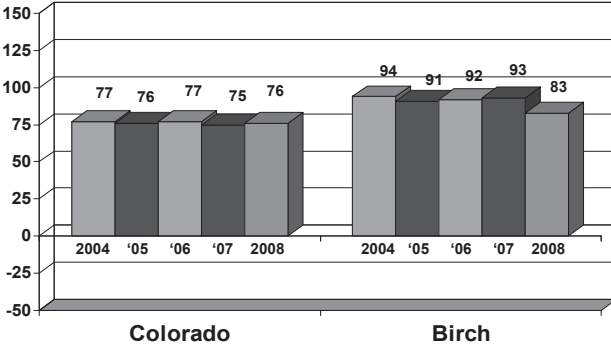


Gender				Ethnicity									
Female		Male		American Indian		African American		Caucasian		Asian		Latino	
#	%	#	%	#	%	#	%	#	%	#	%	#	%
206	48.5%	219	51.5%	2	.5%	13	3.1%	335	78.8%	17	4.0%	58	13.6%

Special Programs											
ELL (English Language Learners)		Lunch				SPED (Special Education Students)		504 (non-SPED Disabled Students)		TAG (Talented and Gifted Students)	
		Free		Reduced							
#	%	#	%	#	%	#	%	#	%	#	%
20	4.7%	72	16.9%	34	8.0%	42	9.9%	1	0.2%	16	3.8%

State Assessments

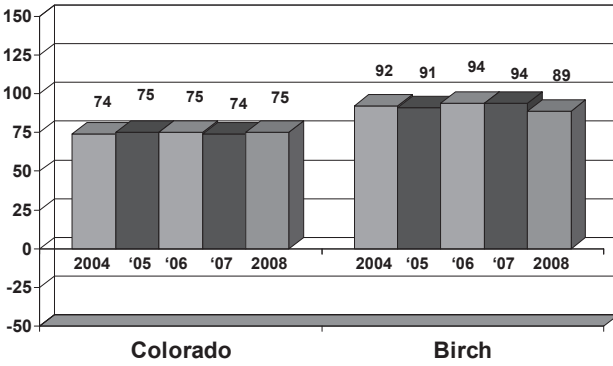
CSAP Reading Weighted Index Results for All Grades



Standard Error for School

- 03-04 +/- 3
- 04-05 +/- 3
- 05-06 +/- 3
- 06-07 +/- 3
- 07-08 +/- 3

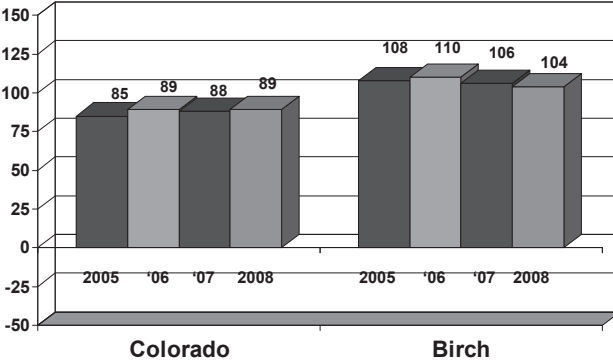
CSAP Writing Weighted Index Results for All Grades



Standard Error for School

- 03-04 +/- 3
- 04-05 +/- 3
- 05-06 +/- 3
- 06-07 +/- 3
- 07-08 +/- 3

CSAP Math Weighted Index Results for All Grades

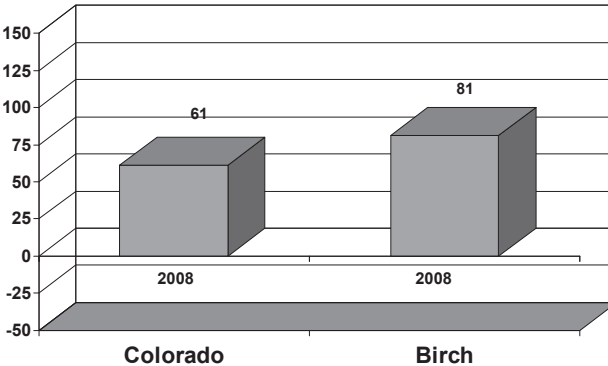


Standard Error for School

- 04-05 +/- 4
- 05-06 +/- 4
- 06-07 +/- 4
- 07-08 +/- 4

Beginning in spring 2005, CSAP math tests were administered to 3rd and 4th graders as well as 5th graders, who were the only elementary grade taking it in prior years. Therefore, only four years of data are available for all three grades.

CSAP Science Weighted Index Results for All Grades



Standard Error for School

- 07-08 +/- 7

In Spring 2008, a new science CSAP test was administered to students, therefore only one year of data is now available. Only 5th grade students took this assessment.

District Assessments

The district is required to assess and report student achievement of standards in social studies, art, music, physical education and world languages as these are not assessed by CSAP. Boulder Valley determines student achievement in these areas by having teachers administer district-developed common assessments and use the results of these assessments to inform their professional judgment regarding individual student performance relative to identified content standards. Other student work may also be included in the evidence that teachers use to make their determinations.

Results for the elementary level music, art and physical education standards are reported below. Assessment in other areas is being phased in over the next few years. Results for district assessed standards are reported as the percent of students who are proficient and above.

Music		
		2007-08
School	play	96 %
	read/write	94 %
	sing	86 %
BVSD	play	92 %
	read/write	92 %
	sing	85 %

Visual Arts	
<i>Elements/Design/ Sensory and Expressive Features</i>	
2007-08	
School	99 %
BVSD	99 %

Physical Education		
		2007-08
School	cognitive	77 %
	fitness	94 %
	skill	89 %
BVSD	cognitive	80 %
	fitness	84 %
	skill	89 %