



BVSD District Improvement Plan 2007- 2012

Members of the school board and an instructional team of district and school representatives met in 2007-08 to develop a five-year improvement plan through the Tools of Inquiry for Equitable Schools (TIES). We focused on three primary goals: Achievement, Climate and Equity.

Achievement: *Increase student achievement in all content areas through curriculum and instruction that is rigorous and relevant.*

Climate: *Create and sustain a safe and positive learning environment that protects and respects the rights of all individuals.*

Equity: *Narrow the achievement gap in all content areas for English Language Learners, identified Special Education Students, Students receiving Meal Assistance and Latino students whose home language is English.*

Every year the district instructional team reviews data from CSAP scores, ACT scores, graduation rates and student's success on non-CSAP assessments to determine what transformational strategies will best impact changes in the data. See data in following pages.

Inquiry 5: Taking Action

Using your Theories of Action from Inquiry 3, create a plan that will guide the actions of staff, parents, and community.

Transformational Strategies (2-4)	E A C S	Professional Development (I ³)	Timeline	Person Responsible	Resources	Evidence of Progress
Ensure quality teaching and learning through fidelity of implementation of : <ul style="list-style-type: none"> • The BVSD adopted curriculum; • Common assessments that are aligned to the adopted curriculum; • The timely use of data from a variety of assessment sources to differentiate instruction and • High quality, culturally responsive classroom instruction. 	E A	Build the capacity of building administrators and teachers to lead collaborative teams in implementing: <ul style="list-style-type: none"> • BVSD adopted curriculum; • Formative and summative use of assessment; • BVSD adopted learning materials; • Instructional strategies and tools to reduce differences in patterns of achievement by students. 	Team Learning Logs – Roll out in Fall 2009 Reviewed Each Quarter Syllabi/Grade Level Outlines reviewed at the end of each course and year	<u>PD</u> Curriculum and Instruction Student Success <u>Evidence</u> Assistant Superintendents, Principals & Assistant Principals	Curriculum Specialist in Each Content Area Template for Team Learning Logs, Syllabi, Grade Level Outlines BVSD Curriculum BVSD Board Policy School Based Grading & Homework Expectations	Collaborative Team logs that document (i.e., schedule, team focus, progress toward goals, results) development of units and/or lessons, instructional strategies, creation and analysis of common assessments focused on district essential learning results. Grade level/course syllabi & Grade Level Outlines given to parents and students by each teacher that is consistent with BVSD Board Policy and expectations of principals: <ul style="list-style-type: none"> • Homework policy; • Standards and Essential Learning Results for course/grade; • Performance Indicators • Learning materials; and • Grading policy.
	E A	Build the capacity of all teachers to: <ul style="list-style-type: none"> • Implement the BVSD curriculum; • Use assessments for formative and summative purposes • Use adopted BVSD learning materials; • Apply deep content knowledge; and • Employ evidence-based instructional strategies and tools in order to effectively teach all students. 	See Timeline in Appendix (to be created)	<u>PD</u> Curriculum and Instruction; Planning and Assessment; Student Success Instructional Technology <u>Evidence</u>	Professional Development Clerical Support Funding for reporting system infrastructure Funding for development and scoring	Evaluation of implementation of professional development through multiple data sources including, but not limited to, observation, self-reflection, peer coaching, interviews, lesson study, survey, video analysis, and discussion boards. Reporting system that identifies student proficiency levels on Standards and/or Essential Learning Results and the progress students are making in reaching proficiency over time:

			<p>Curriculum and Instruction; School Leadership; Planning and Assessment; Student Success</p>	<p>of common assessments</p> <p>BVSD Curriculum</p> <p>21st Century Technology Framework</p> <p>New Century Graduate Framework</p> <p>BVSD learning materials</p>	<ul style="list-style-type: none"> • CSAP • Colorado Basic Literacy Assessments • Advantage Math • CELA • ACT • English Language Development Profile • PreK Creative Curriculum Continuum • Common assessments in nonCSAP areas (World Language, Social Studies, Visual Arts, Music, PE, Career and Technical Education) • Progress Monitoring Assessments • Common End of Semester/Course Assessments • Report cards • GPA's • Discipline Referrals • Attendance • Graduation rate • Redesignation rates • Enrollment patterns in advanced classes • Climate survey results in the areas of relationships with adults and school safety.
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	E A C S	<p>Build the capacity of building administrators to supervise and evaluate staff on the implementation of :</p> <ul style="list-style-type: none"> • The adopted BVSD curriculum; • Formative and summative use of a variety of assessments; • The adopted BVSD learning materials; • Instructional strategies and tools to reduce differences in patterns of achievement by students. 	<p>Begin Walk Throughs Fall 2009</p> <p>Review observation logs twice during first semester and once second semester (October, November, February)</p>	<p>PD Curriculum and Instruction; Planning and Assessment; Student Success</p> <p>Principals & Assistant Superintendents</p> <p>Evidence Principals; Assistant Superintendents; Curriculum and Instruction; Planning and Assessment; Student Success; Instructional Technology</p>	<p>Template for Principal's Observation & Reflective Log</p> <p>Procedures for Walk Throughs</p>	<p>Principal's Observation & Reflective logs used during walk throughs conducted by principals and School Leadership Team members</p>
<p>Ensure all schools implement with fidelity adopted BVSD Response to Intervention (RtI) model to equitably address the academic and behavioral needs of students.</p> <p><i>"RtI is a framework that promotes a well-integrated system"</i></p>	E A C S	<p>Build the capacity of building administrators and teachers to implement with fidelity the adopted BVSD Response to Intervention model:</p> <ul style="list-style-type: none"> • <i>Problem Solving Team process;</i> • <i>Positive Behavior Support practice;</i> • <i>Parent Engagement;</i> • <i>Leadership;</i> • (Curriculum, Instruction and Assessment are addressed in Goal 1.) 	<p>2008-09 2008 -10 2008-10 2008-10</p>	<p>Student Success;</p> <p>Equity;</p> <p>School Leadership Team</p>	<p>Professional Development;</p> <p>Funding for document development and copying</p>	<p><i>Problem Solving Team Process;</i> Problem Solving Team forms that document:</p> <ul style="list-style-type: none"> • Interventions; • Data Analysis; • Parent Participation; • Progress Monitoring; <p>Develop clear and defined roles and expectations for the Problem Solving Team process.</p>

<p><i>connecting general, compensatory, gifted, and special education in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral need."</i> CDE Guidelines</p>						<p><i>Positive Behavior Support Practice:</i> Documentation of each school's core values</p> <p><i>Parent Engagement:</i> Parent Forums</p> <p><i>Leadership:</i> Documentation form school visits tailored to each person on School Leadership Team.</p>
<p>Ensure culturally proficient behavior for staff, students, and community members.</p>	<p>E A C S</p>	<p>Build the capacity of building administrators and staff to:</p> <ul style="list-style-type: none"> • Understand their own and others' cultures to enhance relationships and improve connectedness of students and their families to school; • Promote equitable access to advanced level classes and support services, and continually communicate the needs in this area to the community; • Eliminate institutional barriers that prohibit all students from achieving; • Differentiate instruction; • Implement the RtI model; • Actively engage parents from diverse backgrounds; • Supervise and evaluate staff on equity standards. 	<p>Ongoing</p>	<p>DLT; Equity Department, including TAG; School Leadership Team; Student Success</p>	<p>Professional development time at schools and in district departments; increased learning material budget to provide for purchase of high quality materials that reflect and positively portray student diversity and are appropriate for individual learners</p>	<p>Teaching assignments by school and course.</p> <p>Course enrollment, stability and success data by demographics with a particular emphasis on historically underserved students.</p> <p>Feeder school patterns for historically underserved students' progress.</p> <p>Attendance data by demographics.</p> <p>GPA and Drop-Out Completion Rate by demographics.</p> <p>Observation logs and course syllabi/maps.</p> <p>Master schedule for middle and high schools and 18-21 programs.</p> <p>Family engagement documentation by school .</p>