

District Accountability Committee Update

January 2012

2011-12 District Unified Improvement Plan Abstract

Unified Improvement Plan
For Accreditation, Title I-A, Title II-A, Title III
2010-2011
2011-2012

- The BVSD Unified Improvement Plan is available on-line:
<https://cedar2.cde.state.co.us/documents/UIP2010/0480-0000.pdf>

BVSD is in the fifth year of its five-year achievement, climate and equity goal cycle established by the Board of Education.

Although district median growth percentile scores increased by a point in reading, writing and mathematics for all students in 2011, overall achievement is mostly unchanged over recent years.

- School climate at all levels continues to show a trend of improvement.
- Performance with regard to the Equity goal, to narrow achievement gaps for English Language Learners, students with IEP's, students receiving meal assistance and Latino students whose home language is English, has remained static.
 - Specific information on board goal targets and progress can be found on pages 6-7, and in Appendix A.

For all students, achievement in reading, writing, math and science exceeds state and national averages. However, our academic growth gaps remain persistent.

BVSD has identified that the primary root cause for these persistent gaps lies in a foundational instructional system of curriculum, instruction, assessment and interventions that is not fully developed.

To substantively address the root causes, including those identified by a recent Comprehensive Appraisal for District Improvement (CADI) visit and other forms of data, areas of need have been identified that BVSD believes can be successfully met by implementing the following:

- A common curriculum designed to meet or exceed state standards provided to all teachers;
- Communication to all teachers about best "first" instruction and best practices for students in identified groups;
- Comprehensive professional development for Standards-Based classrooms;
- Shared leadership protocols that foster better decisions and greater ownership;
- Alignment of resources with prioritized strategies; and,
- Enhanced accountability at all levels;

(Data analysis, root causes and findings can be found on pages 16-20).

District personnel have investigated the research-based major improvement strategies that have the greatest likelihood of improving student learning if implemented with fidelity:

- A standards-based system of a district-wide, rigorous curriculum;
- A system of assessments to monitor student progress and inform the instructional program, including development of teachers' formative assessment practices;
- Inclusionary instructional practices that support diverse learners;
- Interventions to support struggling students;
- Professional development for teachers to provide quality teaching;
- Regular time for teachers to meet with colleagues to review student data, discuss strategies, and modify instruction in response to needs and feedback;
- Differentiated resources to provide additional staffing and support to low-performing schools;
- Expanded opportunities for struggling students to increase the amount of time available for learning beyond the school day, week and year; and,
- Promotion of school-going behaviors with attendance advocates, parent engagement through Family Literacy Programs, and values-driven school cultures

(Major improvement strategies can be found on pages 30-37).

The secondary root causes for these issues are:

- Lack of common curriculum & strong standards-based first instruction
- Inconsistent implementation of curriculum
- Lack of complete assessment system to monitor progress & evaluate programs
- Lack of district-wide knowledge and application of best practices for diverse learners; differentiation practices
- Inadequate collaborative teacher planning time
- Lack of rigorous interventions for all struggling students; lack of secondary reading intervention
- Traditional structures for grouping students
- Low expectations of certain groups
- Lack of preschool opportunities
- Limited outreach to support home literacy
- Lack of expanded time for struggling students to catch up and keep up

(Specific information on identified root causes for our priority performance challenges can be found on pages 8-15, including supporting data that are presented in greater detail in Appendix B).