

LITERACY & EARLY LEARNING



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2016-2017 School Unified Improvement Plan (UIP) Goal

Elementary: Each school will increase average reading proficiency in grades K-3 by 5 percentage points as measured by the percentage of students attaining i-Ready/Istation literacy assessment grade level targets, and will decrease the percentage of K-3 scores indicating significant reading deficiencies by 1 percentage point. (Using School Year 2015-16 as baseline)

Each school will increase English Language Development, for students learning English, by at least 5 student growth percentile points as measured using the median student growth percentile on ACCESS.

Each school will increase kindergarten readiness by at least 5 percentage points as measured by, 1). the percentage of students in their final checkpoint of preschool and, 2). the percentage of kindergarten students in their final checkpoint of kindergarten who meet the accomplished level of readiness indicators in each of the following domains: language, math, cognitive, literacy, physical, and social and emotional development. (The literacy component in TS GOLD, if used in addition to i-Ready and Istation, can be considered as part of a body of evidence in Kindergarten measures of readiness for first grade.)

Secondary: At each secondary school, the percentage of students reading below grade level who make 1.5 or more years gain over the course of the year will increase by 5 percentage points as measured by the Reading Plus Insight assessment grade equivalent score.

Target 2: Each school will increase English Language Development, for students learning English, by at least 5 student growth percentile points as measured using the median student growth percentile on ACCESS.

Key Actions

1. Identify and implement common assessments PK-12 to develop a common understanding of student mastery of standards and to differentiate instruction
2. Review English language arts (ELA) and English language development (ELD) materials: a) Adopt resources to meet Boulder Valley School District's Literacy Instructional Framework and Curriculum
3. Identify high leverage strategies in literacy, scaffolds for language development, and purposeful technology integration
4. Align instruction, curriculum, and assessment—horizontally and vertically—for grades PK-3rd
5. Develop an evaluation cycle for continuous improvement in programs, professional development, and assessments

Accomplishments

- All preschool teachers, community child care providers participated in a two-day training August 22nd, and 29th to learn the tool and implementation of the CLASS. The Classroom Assessment Scoring System is a tool that assesses classroom high quality interaction and instructional strategies.

- Professional development will continue for preschool teachers on the BVSD Top 3 and literacy and language strategies February 6th, 2017 and May 15th, 2017.
- BVSD created a PK - 3 CLASS Leadership Cadre to develop a plan for the implementation and use of the Classroom Assessment Scoring System.
- BVSD Executive Director of Elementary Schools, Director of Early Childhood Education, and Assistant Director of Early Childhood Education presented with the Colorado Department of Education at the National Elementary School Principal (NAESP) conference July 5th - 9th, 2016. BVSD shared the work of the 3 to 3rd Initiative in elementary schools.
- CLASS Leadership Cadre will be trained in the K - 3 Classroom Assessment Scoring System November 16th and 17th, 2016.
- Kindergarten Cadre training will continue into year two. The cadre anchor teachers will continue professional learning and development of district wide full day kindergarten guidance. All other full day kindergarten teachers will participate in awareness trainings and will conduct visitations in the anchor teachers' classrooms.
- The Literacy - ELD Cohort training will continue into year two. Last year teachers and administrators immersed themselves in understanding cultural proficiency and strategies for teaching reading to new learners of English. This year the first cohort of teachers will continue attending professional learning sessions and implementing new learnings while a new cohort of schools will begin their training.
- The BVSD Top Three instructional strategies were disseminated throughout elementary schools and professional learning sessions connected to the top 3 occurred during district professional learning days and through building professional development opportunities. Elementary teachers will continue to delve into these strategies. All schools will investigate oracy and one other strategy , selected based on their school's assessment data.
- A draft instructional framework and top, high leverage instructional strategies for secondary schools was developed last year. This year, a final framework and top list of strategies will be finalized.
- Data Cycles, formally known as Literacy Summits, have continued in schools where the practice had been established. New schools started incorporating data cycles into their schedules throughout last year. This year a formalized data cycle process will be shared and all elementary schools and a minimum of four middle schools will implement data cycles.
- Literacy ELD Cohort is adding a focus of Newcomers. Dr. Jose Medina is leading the groups and the ELD Team in best practices, strategies and Cultural Proficiency with Newcomer students K-12 grades.
- ELD Department is rolling out the new WIDA MODEL Assessment. This is our new benchmark assessment that is given in the fall. The assessment assesses all four domains of language development and allow teachers and parents to know the data results immediately.
- ELD Department is continuing the focus that ELD started last year which is ORACY and DISCOURSE. The ELD Team is working closely with principals for embedded professional development that fits each building and the demographics of the linguistic needs of buildings K-12 grades.
- ELD will be taking a look at AVID Strategies for Secondary ELL Students. AVID supports a strand for best practices for students learning English.
- TS Gold Readiness Assessment will be moved to August 2017. BVSD will continue with the readiness plans, but due to changes in Kindergarten TS GOLD Assessment requirements, BVSD has chosen to delay the use of the assessment.

Additional Resources

- [Team membership](#)
- [Condensed ELD 101-Part 1 & 2 for Special Education Team](#)
- [Literacy and Early Learning TAC Update](#)
- [List of 2015-2016 Accomplishments](#)

Timeline

