



**Boulder Valley**  
Public Schools

## **The Parents' Role in Accreditation and Accountability in the Boulder Valley Schools**

*Parents are full partners in decisions that affect children and families.  
La familia participa plenamente en las decisiones que afectan a sus hijos.*

### **School Decision Making and Advocacy** *La Toma de Decisiones y Promocion*

Parents are invited to serve on School Improvement Teams (SIT) and participate in decisions about issues ranging from curriculum, to discipline, and to over-all school reform measures. SITs are composed of parents, staff, and community members. Parent members help design and distribute annual reports of school performance for state accreditation. Schools are accredited based on their progress in (1) reaching student achievement goals for all students, and (2) reducing the gap for underachieving students.

The SIT meetings are a good place for parents to ask questions. Confusing terms are clarified. Issues and concerns are raised. Steps for solving problems are jointly developed and actions are taken.

At SIT meetings, parents work together with school staff to ensure accountability for student learning. The school improvement process begins with a review of school and student data. Team members share responsibility for: (a) keeping the focus on student needs, (b) brainstorming potential solutions, (c) developing actions and reform strategies, and (d) implementing and checking on school progress. The SIT monitors the steps taken to reach school goals and gathers input for future improvement goals.

Representatives from each SIT meet monthly with the District Accountability Committee to oversee the accreditation and accountability process.



**Boulder Valley**  
Public Schools

## **El Papel de los Padres en la Acreditación y Responsabilidad en las Escuelas del Valle de Boulder**

*La familia participa plenamente en las decisiones que afectan a sus hijos.*

### **La Toma de Decisiones y Apoyo**

Se invita a los padres a ser parte de los Equipos de Mejoras Escolares (SIT) y participar en la toma de amplias decisiones, desde el currículo, hasta la disciplina, y las medidas reformatorias en todo el distrito. Los grupos SIT están compuestos por padres, personal escolar y miembros de la comunidad. Los padres ayudan a diseñar y a distribuir informes anuales sobre el funcionamiento de las escuelas para recibir acreditación del estado. Las escuelas reciben acreditación dependiendo de su progreso en (1) alcanzar las metas educativas de todos los estudiantes, y (2) reducir la diferencia de aprovechamiento de los estudiantes con bajo rendimiento.

Las reuniones del SIT brindan a los padres la oportunidades de hacer preguntas, aclarar términos confusos. Presentan problemas y preocupaciones, y desarrollar los pasos necesarios para solucionar problemas y para tomar acciones en común.

En las reuniones del SIT, los padres trabajan junto con el personal de la escuela para asegurar la responsabilidad del aprendizaje de los estudiantes. El proceso de mejoramiento de la escuela comienza con una revisión de los datos de la escuela y de los estudiantes. Los miembros del equipo comparten la responsabilidad de: (a) mantener el enfoque en las necesidades de los estudiantes, (b) idear posibles soluciones, (c) desarrollar acciones y estrategias de reforma, e (d) implementar y supervisar el progreso en la escuela. El SIT revisa los pasos que se toman para lograr las metas de la escuela y reúne la información para las futuras metas de mejoramiento.

Los representantes de cada grupo SIT se reúnen mensualmente con los miembros del Comité de Responsabilidades del Distrito para supervisar el proceso de acreditación y responsabilidad.

## Sample Newsletter Article

### What to Expect from the Accreditation Process

Parents at our school now have a greater role in improving school and program effectiveness. The BVSD Board of Education approved a process that would involve more parents in the review of school improvement plans and end of year reports. The customized process will help ensure the kind of progress that is expected and the high standards that our community holds for its schools.

**Upcoming Training:** Representatives from our school improvement team will meet monthly with the District Accountability Committee (DAC) to oversee the revised process. DAC members will receive training in the fall on how to conduct annual and site reviews of school progress. Site reviews will be conducted on a periodic basis by a team from other buildings in the District, to include one administrator, two staff members, and a DAC appointee.

The District will verify that our school has met the specific requirements in the State Accreditation Indicators based on the annual and periodic site reviews. To be accredited, we need to demonstrate that we are making reasonable progress in student achievement. If a school doesn't meet the requirements, the review team would recommend conditional approval and the school would receive technical assistance from the District.

**Accreditation Reports:** Our school will receive a written report on the status of accreditation in late fall. The report will include information about our student performance, safety and school environment, and other critical indicators of our success. The report will also include information about our student performance goals, assessments, and strategies for realizing our goals. As a public document, the report will be available to our school improvement team and others who may be interested.

**Questions?** If you have more questions about the new accreditation process, please call the school office or send your questions to [sheri.williams@bvsd.k12.co.us](mailto:sheri.williams@bvsd.k12.co.us).

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## Qué esperar del nuevo proceso de acreditación

Los padres en nuestra escuela ahora tienen un mayor papel para mejorar la escuela y la eficiencia de sus programas. La Mesa Directiva de Educación de BVSD aprobó recientemente el proceso que involucrará a más padres en la revisión de los planes para la mejora de la escuela y en los informes de fin de año. El proceso modificado ayudará a asegurar la clase de progreso esperado y las altas normas que nuestra comunidad tiene para sus escuelas.

**Próximo Entrenamiento:** Los representantes de nuestro equipo para mejoras de la escuela se reunirán mensualmente con los miembros del Comité de Responsabilidad del Distrito (DAC) para supervisar el proceso revisado. Los miembros de DAC recibirán entrenamiento durante el otoño en cómo conducir las revisiones anuales de progreso en las escuelas. Las revisiones de una escuela serán conducidas periódicamente por el equipo de otra escuela en el distrito, el cual incluirá a un administrador, a dos miembros del personal, y a una persona asignada de DAC.

El distrito verificará que nuestra escuela haya cumplido los requisitos específicos en los Indicadores de Acreditación del Estado basados en las revisiones anuales y periódicas de la escuela. Para que la escuela sea acreditada, necesitamos demostrar que el aprovechamiento de los estudiantes está progresando razonablemente. Si una escuela no cumple los requisitos, el equipo de revisión recomendaría la aprobación condicional y la escuela recibiría ayuda técnica del distrito.

**Informes de Acreditación:** Nuestra escuela recibirá un informe escrito sobre el estado de la acreditación a fines del otoño. El informe incluirá información sobre el rendimiento de nuestros estudiantes, seguridad y ambiente de la escuela, y otros indicadores críticos para nuestro éxito. El informe también incluirá información de las metas para el aprovechamiento de nuestros estudiantes, evaluaciones, y estrategias de funcionamiento para realizar nuestras metas. Como documento público, el informe estará disponible para el equipo de mejoras de nuestra escuela y para otros que puedan estar interesados.

**¿Preguntas?** Si usted tuviera más preguntas acerca del nuevo proceso de acreditación, por favor llame la oficina de la escuela o envíe sus preguntas a [sheri.williams@bvsd.k12.co.us](mailto:sheri.williams@bvsd.k12.co.us).

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**Boulder Valley**  
Public Schools

School Improvement, Accreditation and Accountability  
c/o Division of Elementary Education  
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## FAQs

### Frequently Asked Questions

### School Improvement/Accreditation and Accountability

May 2002

**Preface:** As requested at focus groups with Principals and School Improvement Teams (SIT) in May 2002, we have developed responses to the most frequently asked questions about the school improvement and accreditation and accountability process. Principals and SIT members alike said that it was hard to find answers to questions in the Policy and Procedures Manual. We are issuing this set of *Frequently Asked Questions* to make it easier for you to find the information you need.

Questions are sorted by category from “overview of accreditation and accountability” to “specific questions from SIT teams.” You might want to jump to the category in which you have the most questions or interest.

**Next Steps:** We anticipate that the responses will prompt more questions. We will post answers to all questions on the BVSD website. You might want to check the site before your next school improvement team meeting or staff planning session to see if any new questions are posted.

Please send your questions and comments to [sheri.williams@bvsd.k12.co.us](mailto:sheri.williams@bvsd.k12.co.us)

**FAQs -- Frequently Asked Questions**  
**BVSD School Improvement/Accreditation and Accountability**  
**May 2002**

**Overview of Accreditation and Accountability**

**Q. How are schools accredited?**

A. The District accredits its schools based on the accreditation contract with the Colorado State Board of Education. Evidence of reasonable progress over time is required. Progress, for accreditation purposes, is based on growth in student achievement from year to year, and in terms of the District's goals. In addition, the District must show a good faith effort in the compliance areas as required in the Colorado Accreditation Indicators.

**Q. What are the revised Colorado Accreditation Indicators?**

A. Revised accreditation rules were adopted by the state in June 2001 and published in August of 2001, in compliance with S.B. 00-186. These rules can be found on the CDE web site at [www.cde.state.co.us](http://www.cde.state.co.us). With the new rules, the District is now required to show progress and/or compliance in each of ten areas listed in the accreditation rules. The District's End-of-Year (EOY) report was revised in February 2002 to align with the new Colorado Accreditation Indicators.

**Q. How do we demonstrate progress on CSAP goals?**

A. Progress is measured in terms of a year's growth in a year's time. While year-to-year comparisons in writing and mathematics are not currently feasible, we will be able to report CSAP progress with greater meaning and usability when the State's performance levels are aligned across grade levels.

**Q. How do we communicate longitudinal growth with CSAP?**

A. The District is preparing a longitudinal model of value-added growth by comparing scores of enrolled students over a two-year period. Results of these analyses will be disaggregated by student subgroups. This information will be included in each school's EOY template, available August 2002.

**Q. How will we know when the achievement gap is closed?**

A. The gap is *not* considered closed until subgroups of students achieve proportional representation, i.e. until the subgroups reach the district mean. The target is proportionality.

**Q. What if we are unable to demonstrate progress on CSAP?**

A. School Improvement Teams (SITs) will want to examine changes in enrollment trends from year to year. If a school experiences significant changes in enrollment trends, the school may be able to document progress as long as it maintains current levels of achievement. Such documentation will be useful for Title I Schoolwide Plans as well as for State Accreditation.

**Q. What numbers count? What is important?**

A. The state accreditation rules require that we show evidence of progress and compliance with all of the State Accreditation Indicators as referenced in the End-of-Year Report. These indicators cover all the major parts of the accreditation process as required by the state accreditation rules.

**Q. With the new accreditation process, do we still need to prepare an end-of-year report for parents to go home with report cards?**

A. No, not unless you typically do a brief report for parents at the end of the year. The timeline is changed to allow for revisions to the School Improvement Plan (SIP) based on state assessment results. The State Accountability Report (SAR) and the accompanying school accountability report created by the District go out together in the fall of each year to all parents in conjunction with the open enrollment period.

**Q. What can I let go of to do all this work?**

A. Duplication of reporting systems is eliminated in the revised EOY report and SIP process. The revised reports and schools plans serve to reduce duplication of several different reports, including NCA accreditation, reports for the District Equity Department and Title I Schoolwide Plans.

**[BVSD's Accreditation Plan](#)**

**Q. What is the purpose of the revised EOY and SIP?**

A. To verify meeting State and District accreditation requirements and to enhance accountability. To document plans/results to improve educational achievement, maximize graduation rates, and increase the ratings for the school's accreditation category.

**Q. What is essential in the SIP?**

A. Essential components include targets, rationale, goals, baseline data, strategies, assessments, professional development, evaluation and documentation of previous year's progress. Each of these areas is noted in the SIP.

**Q. What is a "target" on the SIP?**

A. Targets establish expectations for improvement. Targets are set annually in collaboration with school staff and school improvement teams, using data to establish the target. Principals review targets and address achievement gaps during conferences with their respective Assistant Superintendents. To ensure accountability, principals put in place *periodic checks* to monitor progress on targets in collaboration with staff and school improvement teams.

**Q. What do periodic checks involve?**

A. Periodic checks are designed to compare the results obtained to the target. Questions asked in a periodic check may include: What was done well? What could be improved? What could be done differently? Is our work making a difference? Are the things we agreed as a school-community happening? The purpose is to validate progress on incremental targets and to determine if progress is achieved. If desired progress is not being realized, the plan is revisited

**Q. What is a “goal” statement? What is a SMART goal?**

A. Goals are stated as performance objectives which detail the desired state, with a specific measurement and a specific assessment. SMART goals are specific, measurable, attainable, relevant, and timely.

**Q. How do I access the EOY reporting requirements and the SIP planning worksheet on a PC? On a MAC?**

A. On a MAC, go to MAC chooser, appleshare, Edc, edc, common folder, school improvement. On a PC, go to network neighborhood, Edc, edc, common folder, school improvement.

**Q. Are charter schools expected to participate in the annual and five-year review process?**

A. Yes. While there are certain areas in which the State does not hold charters accountable, nothing in their contract precludes a general district accreditation review. Charter schools are expected to submit EOY reports and SIP plans and to participate in the process.

**Role of DAC and Schools in Annual and Five-Year Reviews**

**Q. What is the purpose of the annual review?**

A. Reviews are conducted annually for the purpose of evaluating the school’s progress in relation to the District’s achievement and diversity indicators, i.e. the goal of one year’s growth over a year’s time and more than a year’s growth over a year’s time for student groups below grade level in reading, writing and math [per Colorado Accreditation Rules, 4.01 (1) (b), (c) and (d)].

**Q. What is DAC’s role in the annual and five-year review cycle?**

A. DAC members participate as a partner with District administration in validating annual yearly progress on school achievement and diversity goals, through review of annual reports and school improvement plans. DAC members are expected to participate in annual training in order to develop competencies that will enable them to focus dialogue on continuous improvement through facts and data. DAC members serve as members of review teams, celebrating successes and identifying challenges for school improvement, through review of the school improvement design, implementation, and results. In this way, DAC members serve as an important resource in improving school and program effectiveness and in increasing achievement and performance of all students. The Divisions of Elementary and Secondary Education will provide assurances of active representation on DAC from each building.

**Q. What is the school’s role in the annual and five-year review cycle?**

A. Prepare for annual school reviews of progress made in student achievement. Prepare for on-site reviews on a five-year review cycle. Participate in training associated with the review process. Receive technical assistance as needed to make necessary revisions in EOY and SIP.

**Q. Will schools see DAC's report before it goes to the Board?**

A. YES. All schools will receive a written report by October 31. DAC and District administration will provide to the Principal a DRAFT copy of the District Annual Accreditation Report for the school's review and comment. DAC and District Administration will write a final report on the status of accreditation for each school. The report will include information about compliance, strengths and achievements, and questions to promote continued improvement. In accordance with the intent of Colorado law and State Board of Education Rules, a summary report will be issued to the Superintendent and the District Board of Education. As a public document it will be available to the school accountability committee and others who may be interested.

**Q. What is meant by accepted and/or conditional acceptance?**

A. If accepted, school returns to the Annual Review process. If DAC and District administration find that the report and plan are not complete or in compliance, then conditional acceptance is given. Schools on conditional acceptance will submit any requested information and revisions by January 31. All schools requested to revise their EOY and/or SIP will be expected to attend a three-hour Technical Assistance Workshop offered in November. The school may appeal the decision.

**Five-Year Review Cycle**

**Q. What is the school's role in preparing for the five-year review?**

A. Schools on review cycle schedule a visit, attend training with the review team, assist in recruitment of team members, and host the two-day *site visit*.

**Q. What is the schedule for site visits?**

A. Schools on review cycle in 2002-03 include: Sanchez, Pioneer, Southern Hills, Heatherwood, Base Line, Nederland M/S, Community Montessori, Mapleton, Broomfield High, Columbine and Sojourner. Charter Schools are also expected to participate in the annual and five-year reviews.

**Q. What is the Review Team's role?**

A. Review team members are expected to attend training and become familiar with the contents of the revised policy/procedures manual/workbook to be released in August.

**Q. What is the role of the Team Chair?**

A. The Team Chair works collaboratively with the host principal, conducts the visit, gains agreement about the evaluation questions to be raised during the visit, protects confidentiality of the entire process, presents the findings, implications and recommendations as appropriate and as requested by the host principal.

**Q. What if our school opts to maintain voluntary NCA member status?**

A. Site reviews may be waived for those schools participating in NCA Accreditation or in a non-NCA school improvement process, such as the Blue Ribbon Schools Awards. Schools that opt to maintain voluntary NCA member status are expected to meet both the District and NCA standards and to attend District training and arrange for separate NCA

training. NCA member schools may request waivers from NCA concerning use of NCA's profiling software and data management system. All NCA member schools request a waiver of the NCA student performance goals rubric. This is required because the NCA software does not reflect the requirements of the state and District regarding performance goals stated with a specific measurement on a specific assessment.

**Q. Who is on the review team?**

A. Schools on the five-year review cycle will receive an on-site review by a five-person team composed of professional educators and DAC members from outside the school. The team includes, at a minimum, one administrator, two certificated staff members, and one DAC appointee; adjusted for size of school. Schools will be encouraged to continue inviting professional educators from outside the District to serve on review teams. Principals whose schools have been visited and those who will be visited in the near future are encouraged to serve on a review team.

**Q. What do we need to have in place for the review team for schools on five-year cycle?**

A. The review team will need copies of the current EOY Report and SIP, a schedule for the two-day site review, staff roster, school map, and daily schedule. Include any additional information that you would like the team to have such as the School Accountability Reports prepared by the state and district, newsletter samples, communications to staff, and so forth.

**Q. What kinds of questions will be asked by the Review Teams?**

A. Teams will start by asking general questions about the current and desired future of the school. They will look at specific sections of the EOY and SIP to find evidence of data-driven, measurable goals related to District strategic initiatives on maximizing student achievement and valuing diversity and promoting understanding.

[Schedule for School and Review Team Training](#)

**Q. When do DAC members receive training for participation on Annual Reviews?**

A. EOY/SIP Training is scheduled for September 3, 2002, at the regular DAC Meeting from 6:00-9:00 p.m. The expectation is to send at least one DAC representative from each school. Confirmation is required. SIT Chairs are invited.

**Q. When do administrators receive training to prepare for annual and five-year review?**

A. The August 2002, DLT meeting is scheduled for all building administrators.

**Q. When do DAC and administrators receive training to prepare for participation on Review Teams?**

A. Two training sessions are scheduled. Participants may attend on Sept. 18, 6:00-9:00 p.m., OR Sept. 25, 1:00-4:00 p.m. Attendance at Review Team Training is expected for all DAC and Administrators who are scheduled for on-site review of schools on a 5-year review cycle. This includes the host principal, chair of review team, DAC review team members. Training is optional for SIT chairs.

## School Improvement Planning Cycle

### **Q. What is essential in an effective school planning process?**

A. An effective school planning process is ongoing. It ranges from regular reviews of individual student progress during teacher evaluation planning conferences, to reviews of class/grade level progress during staff development days, to a continuous review of measurable goals to address achievement. Multi-year plans are generally implemented for a three-year time period. The 4<sup>th</sup> year is a revision or re-planning year. Year five (5) becomes the year one (1) implementation of the revised plan.

### **Q. What is expected as we transition to the new District accreditation procedures?**

A. It is expected that the 2002-03 EOY and SIP will build on previous year's reports/plans and that the 2002-03 year will be a transition year in moving forward with the new State Accreditation Indicators.

### **Q. Is the school improvement process all that different under the new rules?**

A. Although this is similar to what we have been doing in many ways, it will likely take some time to gear up in order to meet the requirements of the new school improvement and accreditation/accountability rules. The cycle of improvement is schoolwide, collaborative, and results-oriented.

### **Q. How does all this align all with the supervision and evaluation process?**

A. Both processes contribute to continuous improvement. Following are the expectations for the supervision/evaluation process: (a) begin administrator evaluation cycle in August, (b) begin teacher evaluation cycle in September, (c) participate in an administrative review of individual school plans in January, (e) complete teacher evaluation cycle and finalize principal evaluations in May/June.

## Specific Questions from Area School Improvement Teams

### **Q. Will the District continue to pay the NCA member dues if a school opts to maintain NCA member status?**

A. No. The school will cover the costs, at approximately \$650 per building. High schools may appeal for matching funds from the Secondary Education Division.

### **Q. What will be the public perception in the absence of an external review?**

A. The District accredits its school according to the State's high standards of achievement/compliance. External reviewers will continue to be invited to serve on review teams.

### **Q. Will students still be able to get accepted in international schools without NCA accreditation?**

A. High school counselors speak directly with admissions officers to help them understand how our schools are accredited. Schools that are concerned about international college acceptance based on state and district accreditation may wish to maintain voluntary NCA member status.

**Q. Will the new accreditation process allow us to document evidence of progress beyond the Colorado State Assessment Program (CSAP)?**

A. Yes. Sections of the End-of-Year Report (EOY) ask schools to document results in qualitative terms, not just quantitative terms. In addition, a descriptive report on the school's progress will be prepared in cooperation with the District Public Information Office for distribution to the school community prior to the Open Enrollment period. Accreditation review teams are encouraged to use multiple data sources to make judgments about the school's progress.

**Q. What if a school does not meet the requirements of accreditation?**

A. Schools on "conditional approval" will receive technical assistance and will be expected to submit requested information for approval by January 31st of each year. Schools on "approved" status will return to the annual evaluation cycle.

**Q. What gives DAC the qualifications to participate in the accreditation reviews?**

A. DAC members receive continuous training. District administrators will partner with DAC in preparing final reviews. Schools will receive a draft report of the review before it is sent along to the Board.

**Q. How will DAC sustain the energy to be actively involved in the accreditation process?**

A. Schools will be expected to send at least one SIT member to all DAC meetings. DAC members will receive training in the annual and five-year review process. Recruitment and training of members will happen on an annual basis. The time invested will be rewarded in the end result of continuous improvement.

**Q. Do schools have the support of the District to make the gains expected?**

A. Schools are supported in multiple ways in their path to continuous improvement. Support includes professional development on best practices, training in the school improvement process, and other needs as identified by focus groups of administrators and school improvement team leaders.

**Q. Will the accreditation process help align the goals of schools in the feeder systems?**

A. Schools in a feeder area may choose to join together in developing common goals and implementing joint action.

**Q. How will we include Spanish-speaking parents in the accreditation review process?**

A. Interpreters and translators are provided by the District upon request. Documents currently available in a Spanish version include: Parents' Role/El Papel de los Padres; and What to Expect/Qué esperar del nuevo proceso de acreditación.

**Q. In what other ways will the EOY reports and SIP plans be used?**

A. Schools may find that the documents form the core for budget hearings, grant proposals, and so forth.

### Fall 2002 Training Dates: Schedule for School & Review Team Training

<b>WORKSHOPS</b>	<b>April-June</b>	<b>August</b>	<b>September</b>	<b>November</b>	<b>Who Attends?</b>
DAC Executive and District Administrators finalize the process for school reviews.	April 22 and additional dates as needed				
<b>EOY/SIP Workshop</b> (End-of-Year Reports and School Improvement Plans) to prepare schools for annual school reviews.		August DLT for all building administrators	Sept. 3 <sup>rd</sup> DAC Meeting, 6:00-9:00 p.m.		Expectation to send at least one DAC representative from each school. Confirmation required. SIT Chairs invited.
<b>Review Team Training</b> to prepare for the review process.			Sept. 18, 6:00-9:00 p.m. OR Sept. 25, 1:00-4:00 p.m. (Two training sessions provided.)		Expected for all DAC and Administrators, who are scheduled for on-site review of schools on a 5-year review cycle, to include host principal, chair of review team, DAC review team members, SIT chair optional. <sup>1</sup>
<b>Technical Assistance Workshop</b>			Nov. 20, 1:00-4:00 p.m.		All schools requested to revise their EOY and/or SIP attend
<b>Program Evaluation</b> to review training components					Invited DAC/District Administrators in May 2003

<sup>1</sup> Schools from the next two five-year review cycles are invited to attend the Review Team Training; all other schools are invited to attend. Principals whose schools have been visited and those who will be visited in the near future are encouraged to serve on a review team.

## Schedule for On-Site Reviews

### Instructions for Schools on Five-Year Review Cycle:

- (1) So that we can begin the scheduling process at the September DAC meeting, and in an effort to best fit your schedule, please reply to Gen Stones at 303.447.5086 or by e mail to [gen.stones@bvsd.k12.co.us](mailto:gen.stones@bvsd.k12.co.us) no later than August 1<sup>st</sup> with the name of your Team Chair and your 1<sup>st</sup> and 2<sup>nd</sup> preferences for the Site Review Dates.
  
- (2) All schools, including those on five-year review, will forward to Sheri Williams in Elementary Education three hard copies of the EOY and SIP no later than September 30.

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Sanchez Pioneer Southern Hills Heatherwood Base Line Nederland M/S Montessori Mapleton Broomfield High Sojourner	Eldorado Emerald BHMS LMS Eisenhower Platt Monarch Douglass Louisville Elem Fairview High Mesa BCSIS/High Peaks Kohl Peak to Peak Elem Peak to Peak Sec	Aspen Creek New Vista Centaurus Foothill Coal Creek Bear Creek Whittier Horizons K-8 Summit Columbine	Birch Fireside University Hill Superior Angevine Boulder High Monarch High Jamestown Gold Hill Creekside Casey Washington	Lafayette Ryan Crest View Nederland Elem Columbine Flatirons Burbank Centennial Arapahoe Ridge Boulder Tech Boulder Prep

**Explanation:** The visitation schedule is adjusted to reflect the three-year cycle for Title I Schoolwide plans and to allow an additional planning year for principals new to their schools. Other changes may be considered on request and as new principals are appointed.

### Site Review Schedule October 2002

Site Review Dates	Host School	Site Review Dates	Host School
October 1-2		October 3-4	
October 7-8		October 9-10	Sanchez
October 14-15		October 16-17	Sojourner
October 21-22	Mapleton/Spam	October 23-24	Community Montessori
October 28-29	Pioneer	October 30-31	

Note: Nederland Middle/Senior will participate in the optional NCA Review process.

## Planning Timeline for School Improvement/Accreditation and Accountability

Following is a suggested timeline to guide the annual planning process. Although this is similar to what we have been doing in many ways, it will likely take some time to gear up in order to meet the requirements of the new school improvement and accreditation/accountability process. The cycle of improvement is schoolwide, collaborative, and results-oriented.

An effective school planning process is ongoing. It ranges from regular reviews of individual student progress during teacher evaluation planning conferences, to reviews of class/grade level progress during staff development days, to a continuous review of measurable goals to address achievement.

The suggested planning timeline below looks specifically at an eleven-month planning cycle. Multi-year plans are generally implemented for a three-year time period. The 4<sup>th</sup> year is a revision or re-planning year. Year five (5) becomes the year one (1) implementation of the revised plan.

\*It is expected that the 2002-03 EOY & SIP will build upon previous year's reports/plans and that the 2002-03 year will be a transition year in moving forward with the new State Accreditation Indicators, published August 2001.

Month	Planning Process
August - September	<ul style="list-style-type: none"> <li>+ Evaluate impact of the school improvement plan, the intended strategies, and the progress made in accomplishing the measurable goals.</li> <li>+ Review progress and adjust school plans after the year-end student performance data is received.</li> <li>+ Collect, organize, interpret body of evidence on prior year school achievement and equity goals.</li> <li>+ Analyze Snapshot data. Disaggregate student achievement data by subgroups.</li> <li>+ Begin administrator evaluation cycle.</li> </ul>
September 30	<ul style="list-style-type: none"> <li>+ Provide results to the District. Complete all sections of EOY for accreditation review.</li> <li>+ Submit the EOY and SIP for review annually on September 30. Invite site reviews every 5 years.</li> <li>+ Describe the progress made in implementing the strategies identified in prior year EOY/SIP.</li> <li>+ Show any changes in strategies in revised SIP.</li> <li>+ Set targets for improvement in collaboration with school staff and school improvement teams, utilizing the data to establish the target. Principals review targets and address achievement gap in consultation with Assistant Superintendents.</li> <li>+ Begin teacher evaluation cycle.</li> </ul>
October - November	<ul style="list-style-type: none"> <li>+ Recommit to a common focus, vision and mission. Identify core problems: Why are we getting these results? What is the problem that, if solved, will leverage the most for equity and achievement?</li> <li>+ Engage the entire school community including parents, teachers, administrators, students and community in developing the common focus.</li> <li>+ Ground the work in the school's vision while continually comparing practice with results and intentions, e.g. "Is this what we planned? Are we achieving what we had hoped?"</li> <li>+ Address issues regarding change and the change process.</li> <li>+ Define role of parents and teachers in the school improvement process.</li> <li>+ Affirm or develop an organizational framework for the planning process.</li> </ul>
December-January	<ul style="list-style-type: none"> <li>+ Engage in data-based inquiry. Celebrate progress and identify continued and/or new challenges.</li> <li>+ Involve parents and community members in ongoing assessment of needs.</li> <li>+ Consider changes in demographic characteristics that relate directly to needs/goals. Consider survey data including prevalence of student risk factors.</li> <li>+ Collect, organize, and interpret multiple data sets on students' academic performance and behavioral needs.</li> </ul>
February-March	<ul style="list-style-type: none"> <li>+ Principals review mid-year progress on targets with Assistant Superintendents. Budget hearings for schools begin.</li> <li>+ Develop solutions. Ask, "How will we get improved results? How will we address changing needs? How will we build a vision for continuous improvement?"</li> <li>+ Select strategies that best meet needs for improved teaching that will help raise student achievement in the core academic subjects and make reasonable progress on achievement goals.</li> <li>+ Engage staff/parents in dialogue to shape and refine new practices and to examine student work and pose alternative actions.</li> <li>+ Monitor and evaluate performance. Implement and monitor incentive structures.</li> </ul>
April-May	<ul style="list-style-type: none"> <li>+ Organize professional development plan for subsequent year. Ensure that the professional development plan is of sufficient intensity and duration to have a positive and lasting effect on teaching and learning.</li> <li>+ Research effective approaches to address identified needs, including organizational structural changes and adoption of research-based strategies and best practices.</li> <li>+ Complete teacher evaluation cycle, finalize principal evaluations, review progress with Assistant Superintendents.</li> </ul>
June 21	<ul style="list-style-type: none"> <li>+ Revisit plan to engage and sustain schoolwide effort.</li> <li>+ Complete specified sections of EOY for Public Information/Communications Division.</li> </ul>