

District Continuous Improvement Program																			
2020-21 School Year into 21-22 CODING SYSTEM:																			
OT - ON TRACK																			
S- SUPPORTS REQUIRED																			
N/A -Not Attempted Yet																			
<b>1. Proficiency Goal: The district will increase READING proficiency from 60% PD to 64% PD by May 2021. The district will increase MATH proficiency from 53% PD to 58% by May 2021.</b>																			
<b>KCWP 1 Design &amp; Deploy Standards</b>						<b>2020-2021 School Year</b>					<b>2021-22 School Year</b>		<b>Indicators of Success/Intended Results/Impact &amp; Audience</b>	<b>Primary Monitoring Responsibility &amp; Resources:</b>					
						J	F	M	A	M	J	A	S	O	N	D			
Teacher Ambassadors continue to collect feedback on identified priority standards and pacing guides in order to collaborate on revisions (Title II)																		-District Standards Documents Feedback PD Coordinator Title II	
Teacher Ambassador program focused on PL around priority standards in order to clarify proficiency/mastery of priority standards. Refine to 10-12 per course. (Title II)																		-Intended Result: Teachers will provide students with specific, direct and timely feedback on learning progression as they work towards mastery of standards. PD Coordinator	
Highly aligned instruction system: Work with school leadership teams in collaboration with LSS team to continue to develop and implement highly-aligned, research-based curriculum. All BCS educators will build foundational understanding of the priority standards, pacing, and proficiency scales through school level professional learning conversations with guidance and input from TAs, Coaches, Leadership. Expand to CTE and other elective courses.																		-instructional coach agendas -principal agendas -surveys to BCS educators Intended Result: Equity for all students in BCS for a guaranteed, viable curriculum. Indicator of Success-transient students within the BCS system will return to the same pacing guide and instructional goals regardless of how many different schools they may attend in a school year. LSS Assistant Superintendent	
School Teams work in weekly PLC/ILT meetings in order to address the 4 DuFour Questions of: What do Ss need to know? How do we know if they have learned it? What do we do when they have not learned it? What do we do when they have learned it?																		Intended Results: Teacher become interdependent teams of teachers using each other's strengths to plan and execute high levels of instruction for all types of learners. Teacher's professional learning will become a part of their working day as they learn to depend on and grow as a team of teachers dependent on one another.-master schedules to reflect job-embedded PL -instructional coach agendas and coaching cycle data LSS Assistant Superintendent ES and MS/HS Director	
Continue to develop and implement an equitable, accessible, highly aligned, research-based curriculum for all students. Specific work and research and plan development needs to be laser focused on doing this in a VIRTUAL/REMOTE learning environment.																			
<b>KCWP 2: Design and Deliver Instruction</b>						<b>2020-2021 School Year</b>					<b>2021-22 School Year</b>		<b>Indicators of Success/Intended Results/Impact &amp; Audience</b>	<b>Primary Monitoring Responsibility &amp; Resources:</b>					
						J	F	M	A	M	J	A	S	O	N	D			
Teachers engage in professional learning around CIA (Curriculum/Instruction/ <b>Assessment</b> ) cycle, beginning with TA's in Summer 2021, in order to impact student achievement with particular focus on assessment literacy practices with a focus on creating learning opportunities that are RIGOROUS, RELEVANT, ACCESSIBLE, EQUITABLE and culturally responsive for ALL learners.																			Indicator of Success: BCS has a developed Balanced System of Assessment that provides a clear definition of the different types of assessment used in classrooms, schools, districts, and state level. The system will identify appropriate use of the student evidence elicited from assessments, and describe the purpose of different assessment tools and strategies to parents and students Primary Monitoring

<b>2. Separate Academic Indicator: The district will increase the Separate Academic Indicator of Science, Social Studies, and Writing from 44% PD to 46% (elementary), and 42% PD to 44.7% (middle) and 51.5% PD to 53.6% (high) by May 2021.</b>	2020-21 school year						2021-22 school year					Indicators of Success/Intended Results/Impact & Audience	Primary Monitoring Responsibility & Resources:
<b>KCWP 3: Design and Deliver Assessment Literacy</b>	J	F	M	A	M	J	A	S	O	N	D		
Authentic Literacy Instruction- Teachers will ensure students are engaged in authentic literacy instruction through our continued work around FOCUS book. Students are engaged in READING/WRITING/DISCUSSION across all contents. Specific focus in HIGH SCHOOL LEVEL.												"Indicator of Success-Students are given daily opportunities to carefully read and reread texts for intellectual purposes—and with a pen in hand. Intended Results- Students Because will learn to focus their minds, isolate, prioritize, and ponder written information to suit specific purposes for reading. Students intellects will develop. They will learn to manage language and its meaning- the heart of a strong education."	
Students are engaged in literacy instruction that is INCLUSIVE to all learners across all content areas.													
<b>KCWP 4: Review, Analyze, and Apply Data</b>	J	F	M	A	M	J	A	S	O	N	D	Indicators of Success/Intended Results/Impact & Audience	Primary Monitoring
Using the 4DX (4 Disciplines of Execution) model, District will create a visual Data Dashboard (Quarterly Report and "Yellow" sheets) as a way to monitor and support schools. District will include equitable and accessible instructional strategies as LEAD measures. These will be analyzed quarterly using the 6 "Data Questions" from KDE.													
<b>KCWP 5: Design, Align, and Deliver Support</b>	J	F	M	A	M	J	A	S	O	N	D	Indicators of Success/Intended Results/Impact & Audience	Primary Monitoring
LSS works in partnership with school leadership teams to monitor & evaluate current implementation of programs based on ESSA standards as well as using district data to determine effectiveness, equity, accessibility, and an inclusive learning environment. Focus on this includes VIRTUAL learning environment.													
<b>3. Growth Goal: Increase the %PD in READING in ES from 55% to 60%, in MS from 64% to 68% in HS from 55% to 60% by May 2020. Increase the %PD in MATH in ES from 53% to 58%, in MS from 51% to 56%, in HS from 51% to 56% by May 2021.</b>	2020-21 school year						2021-22 school year					Indicators of Success/Intended Results/Impact & Audience	Primary Monitoring Responsibility & Resources:
<b>KCWP 4: Review, Analyze, and Apply Data</b>	J	F	M	A	M	J	A	S	O	N	D		
RTI 2.0 Taskforce of 6 pilot school "Treatment Teams" will meet regularly in the form of a PDSA team to provide feedback as we work to scale the work in 2020 and beyond to all elementary and middle schools.													
Work to build integrated systems that support the whole child including inclusive academic supports (teachers, coaches, teaching and learning team) working directly with student service supports, including counselors, psychologists, social workers.													
Seek feedback from RTI 2.0 team to make recommended proposed pacing guide/priority standards adjustments alongside Teacher Ambassadors													



