

Vision: Profile of Boulder Valley Graduate

Mission: The Boulder Valley School District challenges students to achieve their academic, creative and physical potential in order to become responsible, contributing citizens.

Strategic Initiative: Maximize Learning and Achievement

Definition: All children will achieve academic success through high quality, challenging programs, research-based practices, supportive policies and committed people working together in a safe and nurturing environment.

Rationale: Belief Statements

- All students can learn when they are provided with resources and support.
- Different student needs require different resources.
- High, achievable expectations are essential for the success of all students.
- Students are responsible for their own learning.
- Staff has a critical responsibility for student success.
- Parents who have high expectations for their children's success maximize student achievement.
- A program that coordinates services and resources best meets students' educational needs.
- Learning is a continual, cooperative process among students, parents, the community and teachers.
- Diverse student characteristics are accommodated through a variety of learning options and classroom environments.
- Knowledge and skills must be combined with creative thinking and problem solving so that students can apply what they have learned and succeed in a changing, technologically advanced society.
- Students must be prepared for lifelong learning and citizenship in a free, democratic society.

Indicators:

1. Curriculum is developed using research on best practice and with staff collaboration, and is aligned to standards and benchmarks, delineating what students should know and be able to do at the end of a grade level or course.
2. A body of evidence (standardized tests and other external and internal measures of achievement) is developed to assess student achievement of standards, benchmarks, and essential learning results.
3. Data are analyzed and used to monitor student learning and are continually assessed for curriculum and instructional planning to improve achievement of all students.

4. Increasing percentages of all students meet or exceed the proficient performance level on state assessments.
5. Classroom and school learning environments are characterized by effective instruction, based upon research and best practice, and build upon individual student strengths and needs.
6. Learning occurs in a climate that is safe, positive, respectful of the rights of others, and drug free.
7. All staff hold high expectations for all students and take responsibility for increasing student achievement.
8. Patterns of student achievement are increasingly equitable across all groups.
9. Student instructional time is maximized and attendance rates continually improve.
10. Programs and policies are designed to increase achievement.
11. Resources are equitably allocated based upon student needs.
12. Professional development is continually provided to improve staff expertise and effectiveness.
13. Technology is a tool that enhances learning, skill development, and problem solving.
14. Increasing numbers of high school students will successfully complete advanced placement courses each year.
15. High school graduation rates will continually increase.

Data Sources

- All achievement data will be disaggregated by gender and ethnicity.
- literacy data
- results on CSAP, ACT, PLAN, and 3rd grade Terra Nova tests
- staff evaluations
- evaluations from special grant projects and federal program reports
- attendance, dropout rates and graduation rates
- number of students taking and passing advanced courses in high school including AP and IB courses

- school improvement plans (including school profiles)
- results of academic fairs, exhibits, competitions, recognitions, and scholarships
- annual curriculum report
- professional development evaluations and participation data
- climate and parent satisfaction surveys
- suspension and expulsion information
- school safety data

Strategic Initiative: Foster Collaboration and Partnerships

Definition: As part of a community that recognizes the importance of quality education for all students to the well-being of our neighborhoods, our economy, and the quality of life for our citizens, the district and its schools, the home, and the community collaborate to meet the educational and social needs of students and their families.

Rationale: Belief Statements

- Schools welcome community members and encourage them to volunteer their time.
- Boulder Valley School District staff is accountable to the community for student progress toward established goals.
- The district and schools make decisions in partnership with parents, community members, teachers, administrators and school board members.
- Community members – from parents, students and staff to business executives, elected officials and neighbors who no longer have children in school – contribute significantly to the success of Boulder Valley schools and should be involved in school activities.
- Parent involvement in activities that support the instructional program enhances their children’s school performance.

Indicators:

1. The district cooperates with and is involved in mutually beneficial projects with community groups and civic, educational, and governmental organizations.
2. Structures exist at school sites to enable parents and community members to participate in their children’s education in a variety of roles, such as learner, teacher, advocate, and committee member.
3. School improvement teams offer opportunities to include parent and community groups in results-based decision making. District and site committees reflect their community diversity.
4. District and school sites cultivate an environment that provides open, honest, and credible avenues for citizens to participate in decision-making.
5. Strategies exist to unify the district and its various communities.
6. Schools and district offices create a welcoming atmosphere for families and community members.
7. The district uses multiple two-way communication vehicles to reach targeted audiences and build mutually beneficial relationships.
8. The district collaborates with its communities to provide a wide range of educational opportunities, and monitors the impact of school choice.
9. The district maintains a quality web site containing a variety of relevant information (i.e., reports, events and activities, calendar, budget information)

Data Sources

- public opinion data
- number of partnership projects with community groups and civic, educational, and governmental organizations
- evaluation of grants and special projects
- analysis of membership on district and site advisory committees
- reports, findings, and recommendations of district advisory and ad hoc committees
- news coverage and editorial content tracking

- ongoing analysis of public participation at Board meetings
- a report regarding the number of volunteers in site programs and STEP
- Web Trends report from district web site
- marketing and communications plan
- climate surveys
- school improvement plans and end of year reports

Strategic Initiative: Value Diversity and Promote Understanding

Definition: The district ensures that staff and students work and learn in an environment where all people protect and respect the rights of all individuals.

Rationale: Belief Statements

- All human beings have inherent worth.
- All students, regardless of race, ethnicity, gender, sexual orientation, age, disability or religion, deserve a quality education.
- BVSD will not tolerate discrimination, intimidation, harassment or violence based on race, ethnicity, gender, sexual orientation, age, disability or religion.
- Healthy school communities respect differences, welcome diversity and promote cultural plurality.
- Racial, ethnic and cultural diversity should be evident across all employee groups and central administration.

Indicators:

1. All students, staff, and patrons believe they are safe and treated with respect in school and district facilities.
2. Policies and programs to prevent harassment and discrimination are implemented in all district schools.
3. District administration and professional development programs assist schools in recognizing and overcoming barriers to providing an equitable education for all students.
4. Staff and other role models reflect student and community diversity.
5. A variety of cultural practices and perspectives are integrated in all curricular areas, content instruction, and professional development.
6. Policies, programs and practices ensure equity and inclusion.
7. District and site committees reflect the diversity of their communities.
8. Students have opportunities for instruction in their native language and/or in a second language.
9. Students have the opportunity to learn world languages.
10. Patterns of student achievement and program participation are equitable across all groups.

Data Sources

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| <ul style="list-style-type: none">▪ participation in training programs through office of Institutional Equity & Multicultural Education▪ patterns of student information (i.e., achievement data, surveys, |
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| <ul style="list-style-type: none">▪ discipline rates, graduation/dropout rates, attendance rates, participation in district programs)▪ community participation lists▪ school improvement plans and profile information▪ climate surveys▪ relevant policies and procedures |
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Strategic Initiative: Manage Assets Responsibly

Definition: All district fiscal and facility resources are maximized to provide equitable, quality learning environments, while maintaining public confidence in management practices and results.

Rationale: Belief Statements

- Student achievement is the first priority in making budget decisions.
- Facilities should be maintained to provide environments that promote learning and protect the health and safety of students.
- The district is obligated to taxpayers to spend money effectively and prudently.
- The district must address needs of individual students and maintain equitable resource allocations.

Indicators:

1. Budget development and implementation are aligned with strategic plan initiatives.
2. Funding criteria and procedures are designed to ensure equity.
3. Additional resources are pursued and coordinated to student achievement.
4. Budgets are responsibly administered and provide systematic reporting of results to inform district decision-making.
5. Fiscal needs and allocations are communicated within the organization and throughout the community.
6. Actual revenues and expenses are within 1% of budgeted revenues and expenses.
7. Procedures and practices earn recognition from professional organizations.
8. District facility master plan updates are developed through a collaborative public involvement process and reflect current conditions and needs.
9. Voter approved bond projects are implemented as approved, within budget and timeframes.
10. Enterprise information systems (finance/accounting, budget, warehouse, human resources, purchasing and fixed assets) produce accurate and timely information that meets district, state, and federal reporting requirements.
11. Opportunities for savings are consistently realized through such arrangements as cooperative purchasing and vendor and interagency agreements.

Data Sources

- financial reports (i.e., budget, fixed assets, cash balance, taxes, quarterly/yearly financial, school and district audits, CIMS and AS400 queries)
- Human Resources reports
- Operations reports (i.e., maintenance and custodial staffing, bond programs, work order tracking, food services, transportation, security)
- Risk Management reports (i.e., unemployment and other claims)
- MIS reports (i.e., internal databases, software audits, network reliability)

- Community School reports (i.e., facility rentals and lifelong learning information)
- Facility Master Plan and District Facilities Planning Committee reports, findings and recommendations (including such information as class size, demographic data, building permit and development trend information, student enrollment)
- district technology plan
- survey information
- school improvement plans and school accreditation site visit reports

Strategic Initiative: Hire a High Quality, Committed Staff

Definition: A highly qualified, caring, committed, and diverse staff is recruited, supported, retained, supervised and evaluated using strategies that focus on continuous improvement resulting in high levels of organizational performance.

Rationale: Belief Statements

- Boulder Valley School District values all employees.
- A highly qualified, committed staff maximizes student learning and achievement.
- A highly qualified, committed staff fosters collaboration and partnerships.
- A highly qualified, committed staff values diversity and promotes understanding.
- A highly qualified, committed staff manages assets responsibly.

Indicators:

1. Highly qualified staff with diverse backgrounds are recruited, supported and retained at all levels of the organization.
2. District leaders are effective in setting direction and communicating a consistent set of values and expectations.
3. Staff demonstrates commitment to the mission and strategic initiatives of the organization.
4. Supervision and evaluation are ongoing, provide effective feedback, and promote professional growth, quality performance, and accountability.
5. Characteristics of high quality and committed licensed and support staff are identified and communicated to all district staff.
6. Professional development activities are supported with time and financial resources and provide staff with a variety of professional development opportunities focused on district priorities.
7. Orientation and training are provided to all employees to inform them of policies, procedures, expectations, duties and responsibilities.
8. All district staff develop and implement ongoing professional growth plans to improve their performance.
9. Staff is accountable for job responsibilities and expected results, providing a high level of service to clients.
10. District staff members believe they are valued and have a sense of community within the organization.
11. Job performance is enhanced and supported by technology.
12. Negotiations with all employee groups are conducted in a manner that maintains the effectiveness of the organization.
13. Human resource employment processes are followed and completed in a timely manner.
14. Personnel records are accurate, confidential, and managed for effective use.
15. The district maintains a compensation package that is competitive with other districts in the metropolitan area.
16. Employees are recognized for achievement and excellence.

Data Sources

- parent, staff, and student climate surveys
- staff evaluations and professional growth plans
- professional development activity records
- recruitment data
- state reports
- analysis of turnover rate
- exit surveys or interviews
- tuition reimbursement records

- consolidated human resources database for information and reporting (i.e. information regarding number of new teachers; experience, degrees and licensure; teachers in their major area of study; probationary/non-renewed teachers; teachers serving on state/national professional committees and who present at state and national conferences; absentee rates)

Strategic Initiative: Plan and Assess for Continuous Improvement

Definition: The district commits itself to continuous improvement and enhanced organizational effectiveness through comprehensive planning based on data-driven decision making, which is focused on the district’s mission and strategic initiatives.

Rationale: Belief Statements

- The district and its schools must regularly examine the effectiveness of practices, programs, procedures and policies.
- Continuous improvement occurs through planned change.
- The continuous improvement process is a cycle that includes data analysis, determination of needs, planning for improvement, implementation of the plan and analysis of results.
- School organizations are complex and variable.
- The district and its schools must be responsive to changing needs and expectations of its clients and the community.
- Cooperation, teamwork, and partnering are the norm.

Indicators:

1. All district schools and departments have a strong client focus.
2. All district schools and departments have an improvement plan that includes all elements of the continuous improvement process and is aligned with the Strategic Plan.
3. Staff members are skilled in planning, decision-making and problem solving.
4. Data are accurately collected, carefully analyzed, and are accessible for use in meaningful planning.
5. Technology is used to collect, manage, and disseminate data.
6. Continuous improvement is focused on enhancing the learning environment and increasing student achievement.
7. Organizational development is focused on enhancing the learning environment and increasing student achievement.
8. The district has an accreditation contract with the State Board of Education that meets the requirements of state law.

Data Sources	
<ul style="list-style-type: none">▪ DAC annual report on school improvement reports▪ site accreditation reports▪ review of school and department improvement plans	<ul style="list-style-type: none">▪ climate surveys▪ leadership development program for all district staff▪ District, school and department profiles