



Note: Rate Curriculum and Instruction separately.

Evidence of Awareness		Evidence of Commitment		Evidence of Practice		Evidence of Impact	
0	1	2	3	4	5 Curriculum / Instruction 11/4/25	6	7
3-5 Key Summarizing Statements from the Summary of Findings							
Framework Element	Statements (strengths and growth areas)						
	<u>Curriculum Strengths:</u> Curriculum is aligned to Colorado Academic Standards and teachers report using this standards-based curriculum for instructional planning. There is an established 5-year curriculum review cycle with annual updates involving teachers, parents, and leadership. Curriculum reflects interdisciplinary connections. It is notable that strong ELA-Social Studies integration was observed.						
	<u>Instruction Strengths:</u> High engagement was observed among students across all levels. District implementation of data collection and monitoring (the Abre system) seems to be contributing to a strong culture of collaboration and data-driven decision-making and appears to have potential to further improve practice. The professional culture of the district is characterized by an open-door policy with administration. Teachers report being comfortable bringing up concerns and questions at all levels.						
	<u>Curriculum Areas for Growth:</u> Documentation of curriculum may need to be more easily accessible to staff and stakeholders. There appears to be room to improve the articulation of vertical alignment. The curriculum work completed to date appears to be of assistance to teachers and some may benefit from additional instructional guidance such as "action steps" or specific model lessons.						

	Instruction Areas of Growth: Differentiation of instruction appears to be variable across schools. While student engagement is a particular area of strength, there appears to be potential to improve scaffolding practice across the district. Processes for MTSS/Rtl clearly exist, but seem to lack consistency across the district.

Leadership and Vision: The district has a high-quality leadership and management team with a clear vision, ambition, and goals. The team has a sense of purpose and high aspirations, with an action plan aligned to priorities, focused on student success. It has an organization structure with defined roles, and a system of continuous improvement.

Evidence of Awareness		Evidence of Commitment		Evidence of Practice		Evidence of Impact	
0	1	2	3	4	5	6 (11/4/25)	7

3-5 Key Summarizing Statements from the Summary of Findings

Framework Element	Statements (strengths and growth areas)
	Strength: Leadership was described as available, visible, and responsive across all levels, except time constraints were clear at the middle school due to an interim plan for leadership this year. Overall, both staff and parents view the administration positively. Growth: The district would benefit from clearer communication of the high expectations already held by staff and administration and demonstration of this level of rigor through observable student work and data. Student assessment scores are below benchmarks in several areas, though DIBELS results have improved significantly over the past five years.
	Strength: Teachers have ample opportunities for training through PLCs and professional development. Their PGPs are personalized around the district's eight essential elements, and teacher observations are based on those goals. Teachers report having a lot of support, and the district uses S-CAP data to guide ongoing improvement and strategic priorities. Growth: Many teachers would like more professional learning opportunities from outside the district to broaden their experiences.
	Strength:



S-CAP System Support Review Executive Summary:
Buena Vista School District
November 4, 2025

	Teachers and administrators use multiple forms of communication to keep parents informed. Staff and leadership are actively involved in after-school activities, extracurriculars, and community events. Building strong relationships is a top priority, and the school community is closely connected to the broader town community. <u>Growth:</u> Parents have expressed a desire for more clarity around the standards-based grading system, and some staff and parents have shared frustrations with what seems to be inconsistent implementation of the Rooms App in different buildings.
	<u>Strength:</u> The district's goals and priorities are clearly aligned, and staff are highly supportive of them. There is consistency from the top down, and messages are reinforced through visible presence and communication in each building.
	<u>Strength:</u> There is strong, active collaboration between the board and administration in setting district priorities, and this partnership is clearly reflected throughout the buildings. The district demonstrates solid organizational alignment at all levels.
	<u>Strength:</u> The facilities are modern and well-maintained, with plenty of space to support growth. Community involvement is strong, and school pride is evident. There is a wide range of courses and electives, and resources appear well aligned to support student learning and needs.

Learning Climate: The school has a welcoming, positive, safe, accepting, and empowering environment that fully engages students in their learning and inspires them to work toward higher levels of achievement. **Learning Dispositions:** Students have a growth mindset; they are resilient and engaged in learning.

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3-5 Key Summarizing Statements from the Summary of Findings

Framework Element	Statements (strengths and growth areas)
	Strength: Staff feels heard, connected, and respected as trusted professionals by the Administration. They absolutely love working for BV Schools.
	Strength: School environments are positive, welcoming, and safe according to staff, students, and families. School pride is evident.
	Strength: District Strategic Priorities 1 and 3 are focused on Learning Climate/School Culture. Time and effort focused on these priorities are working and evident throughout all buildings.
	Growth: Further focus is necessary to build out structure for MTSS.
	Growth: Despite the District's efforts to provide multiple opportunities to help students focus on learning (multiple revisions/test re-takes, for example), some parents perceive this as having low expectations as opposed to mastery learning.

Professional Learning: Continuous improvement practices increase educator effectiveness and improve results for all students.

Evidence of Awareness		Evidence of Commitment		Evidence of Practice		Evidence of Impact	
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3-5 Key Summarizing Statements from the Summary of Findings

Framework Element	Statements (strengths and growth areas)
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S-CAP System Support Review Executive Summary:
Buena Vista School District
November 4, 2025

	<u>Strength:</u> There is a strong culture of collaboration and individualized professional learning across the district. Staff consistently report that administrators and peers are visible, engaged, and collaborative, creating a supportive professional environment.
	<u>Strength:</u> Robust individual professional growth plan development and resource allocation toward this goal. Staff have autonomy and ownership of their PGP.
	<u>Strength:</u> The District's Strategic priorities and plans for the 25-26 school year appear to support advancing to evidence of impact in the coming year.
	<u>Growth:</u> While professional learning is clearly individualized and reflective, there appears to be a need for a more cohesive and research-based district-wide PL framework that connects teacher goals to student outcomes. This would move this framework to the Evidence of Impact.
	<u>Growth:</u> Systems for assessing its impact on student learning and communicating district PL priorities could be clarified and strengthened to ensure alignment and collective progress. Answering the question: "How do we know that individualized PGP impacts collective student outcomes district wide?" may clearly move the district to Evidence of Impact.