

# *Reaching for Excellence*



*Greeley-Evans  
Weld County School District 6  
Strategic Plan*

## Introduction

The Greeley-Evans School District 6 Board of Education’s view of accountability is represented by the decision to hire a new administrative team and call for a major educational audit. The ultimate consequence of the audit and input from the *district community* (students, parents, teachers, staff, and the Greeley-Evans community) is the development of this strategic plan—REACHING FOR EXCELLENCE.

In adopting this strategic plan, we commit to:

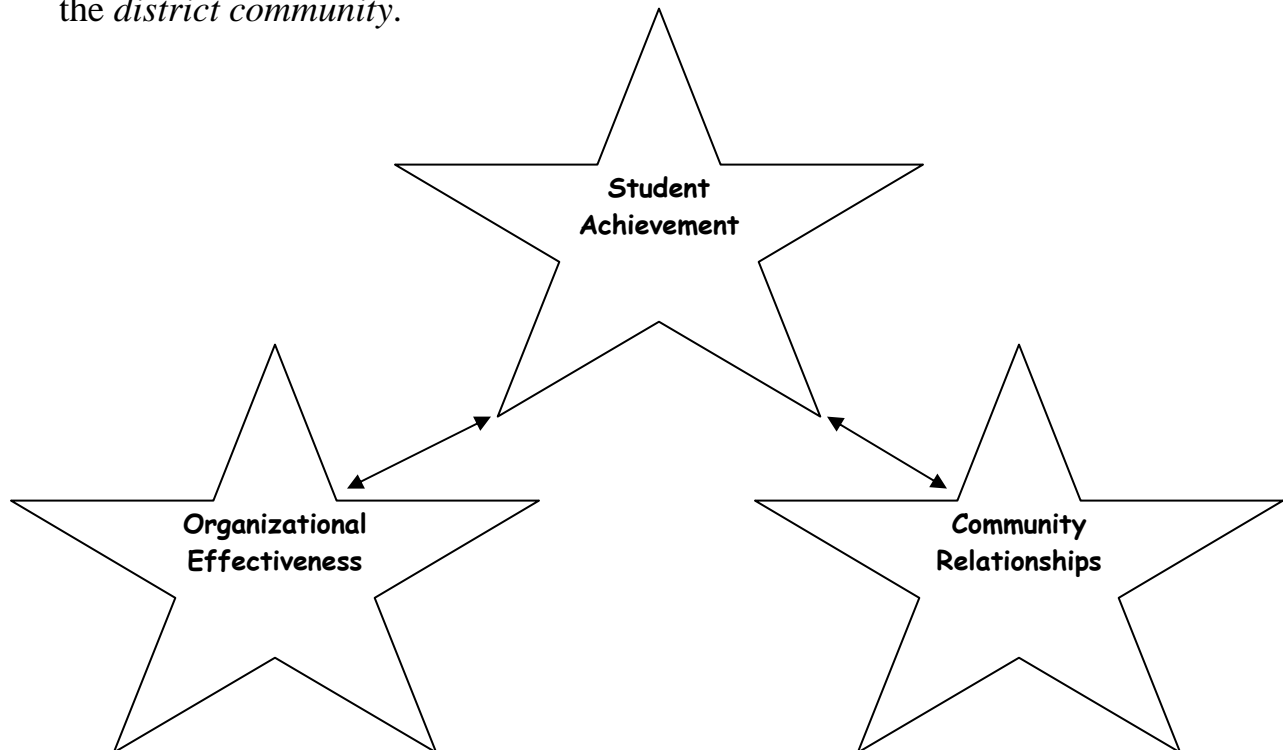
- Maintain this district’s accreditation status with the Colorado Department of Education;
- Assure a high performing district with high performing students;
- Initiate a new era with new ways of doing business;
- Empower all students, teachers, staff, parents and community to set high expectations; and
- Unify and focus our efforts toward a high level of achievement.

We will hold ourselves to a high level of accountability for this plan and will expect no less of our *district community*.

Our mantra is “**Success, No Excuses**”

## THE CHARGE FROM THE BOARD OF EDUCATION

The Board of Education has established one primary goal and two supporting goals as a result of the district educational audit and input from the *district community*.



- Accomplishment of these goals is critical to the future of our children, our district and our community.
- Until met, these goals will define and focus our work...our highest and only priority.
- We expect **“Success, No Excuses”**.
- All of us, as a *district community*, must participate to accomplish these goals.

## **PRIMARY GOAL – Student Achievement**

**All Greeley-Evans School District 6 students will be proficient in state academic standards as measured by the Colorado Student Assessment Program (CSAP).**

- ◆ *By August 2006, all district staff will understand and use a curriculum aligned to essential state standards and driven by student performance data.*
- ◆ *By August 2006, a research-based model for identification and instruction for P-12 English Language Learner Program (ELL) students will be implemented.*
- ◆ *By August 2007, a restructured research-based model for identification and instruction of P-12 Exceptional Student Services (ESS) will be fully implemented.*

### **Rationale for this Goal:**

- ❖ It is critical that this district maintain its full accreditation.
- ❖ The results of the educational audit strongly indicate the ineffectiveness of our curriculum and instruction, English Language Learners program and Exceptional Student Services program.
- ❖ Once our CSAP goals have been met, indicators of student success will be broadened.

### **Our Beliefs:**

- We believe that our students deserve, and must receive, educational experiences of the highest quality. We, as a district, are morally responsible for assuring that they do.
- We believe that all students can learn at high levels.
- We believe that diversity is a strength and an asset.
- We believe that quality education is a stronger determiner of a student's success than economics or demographics.

## **SUPPORTING GOAL – Organizational Effectiveness**

**The Greeley-Evans School District 6 will be an effective organization characterized by a culture of systemic practices and outcomes that produces high academic achievement by all students in all areas of the state academic standards.**

- ◆ *Resources will be allocated annually by the Board of Education to support our district's student achievement goal.*
- ◆ *Immediately, all decisions will be data-driven and tightly aligned to the district's strategic plan.*
- ◆ *The Board of Education is dedicated to continuous improvement in leadership and will annually review, revise and adjust this strategic plan based on student achievement data.*

### **Rationale for this Goal:**

- ❖ The culture and practices of the district have been destructive to the success of our students.
- ❖ Our organization must broadcast high expectations for our students, staff and Board of Education.

### **Our Beliefs:**

- We believe in and commit to excellence in all that we do. To settle for less is a crime against our students and our community.
- We believe in and value the role of teachers as essential to student learning.
- We believe that our organization exists solely to promote student success.
- We believe that those of us in the district who are not in schools working directly with students are valuable only if we increase the effectiveness and extend the capacity of those who do work directly with students.

# **SUPPORTING GOAL – Community Relationships**

**Community relationships within the Greeley-Evans School District 6 will immediately be characterized by open, equitable and two-way communication, unifying the *district community* and dedicated to student achievement.**

- ◆ *By August 2006, the district will implement an internal and external communication plan including robust opportunities for interaction throughout the entire community.*
- ◆ *By January 2007, the district and community, working together, will implement a plan to improve student attendance and behavior and promote high expectations for themselves and others.*

## **Rationale for this Goal:**

- ❖ Ineffective communication has been detrimental to the organizational health and effectiveness of this district.
- ❖ Our *district community* is rich with resources and expertise that can contribute significantly to the achievement of our students. It is critical that we effectively partner in the accomplishment of all goals.

## **Our Beliefs:**

- We believe that the challenges of education are met most effectively when we work together and support one another.
- We believe that an involved and dedicated community is essential to educational excellence.
- We believe that each of us has something to contribute and deserves to be treated with respect and dignity.
- We believe that open communication is critical and that it is essential for us to listen to the voices throughout our district community.

# ACADEMIC INDICATORS OF SUCCESS

## Mandated by the Colorado Department of Education as a Condition of “Academic Watch Status” \*

Annual evidence of successful attainment of the following academic goals:

**1. *Yearly Academic Improvement on CSAP as Measured by the Weighted Index:***

- A yearly gain of 3 weighted index points for:
  - District Reading and Writing
  - District Mathematics
  - District Science

**2. *One Year’s Growth in One Year’s Time on CSAP:***

- Weighted index scores for matched cohorts demonstrate either stability or quantifiable improvement each year.

**Academic accountability goals will apply to total student population as well as the NCLB disaggregated sub-groups in the CSAP content areas.**

*\* Successful completion of these indicators of success is a prerequisite to District 6 being removed from “Academic Watch Status”.*

# Goals, Targets, Strategies and Proposed Actions

## Student Achievement Goal

All Greeley-Evans School District 6 students will be proficient in state academic standards as measured by the Colorado Student Assessment Program (CSAP).

**Target A. By August 2006, all district staff will understand and use a curriculum aligned to essential state standards and driven by student performance data.**

- *Strategy 1: Develop and implement a common written curriculum that is aligned with the standards in all K-12 content areas.*
  - Adopt Colorado State Model Content Standards.
  - Publish and disseminate the CSAP assessment frameworks, grade level expectations and proficiency level descriptors.
  - Organize cross grade level curriculum teams to vertically align the curriculum; eliminate redundancies; fill any gaps in the curriculum.
  - Organize grade level curriculum teams to horizontally align the curriculum and develop grade level scope and sequence.
  - Develop and publish grade level instructional calendars and pacing guides.
  - Develop and publish a curriculum cycle that defines when various content areas will be reviewed and resources purchased.
- *Strategy 2: Develop and implement a comprehensive standards-based master plan for instruction and assessment.*
  - Develop and publish a common assessment calendar.
  - Develop, field test and implement district level common assessments around grade level benchmarks and aligned with content standards in the core content areas.
- *Strategy 3: Define and establish high quality, standards-based instructional practice.*
  - Develop common expectations for implementation of standards-based instructional practice.
  - Develop, disseminate and implement student friendly versions of the content standards and scoring rubrics.

- Provide differentiated instructional coaching and high quality feedback to develop teacher skill and efficacy.
- Create a monitoring system for fidelity of implementation of the district curriculum and instruction strategies.
- *Strategy 4: All students will achieve high levels of literacy.*
  - Develop, publish, disseminate and implement a K-12 core literacy plan with initial focus on K-3.
  - Purchase and implement a common core literacy program.
  - Provide staff development around the literacy plan and the implementation of the core literacy program.
  - Evaluate the effectiveness of the implementation of the core literacy program.
  - Conduct an audit of district kindergarten programs.
  - Initiate reform in district kindergarten programs as needed to increase overall academic achievement.
- *Strategy 5: Develop, define and implement a comprehensive three-tiered intervention plan (Response to Intervention) to address the needs of all learners.*
  - Study, select, implement and evaluate a common menu of research-based interventions.
  - Clearly articulate the conditions that would lead to student retention including student attendance and behavior.
- *Strategy 6: Develop and implement a systemic professional learning “tool box” for teachers and principals which addresses critical instructional issues such as standards-based planning, instruction and assessment, intervention, differentiation of instruction, classroom management and others.*
  - Identify research-based critical elements to be included in the “tool box.”
  - Develop the delivery model for the “tool box.”
  - Provide professional development in the use of the “tool box.”
  - Provide staff development focused on accurate and effective use of assessment data to guide, inform and influence instructional practice.
  - Evaluate, revise, refine and update the “tool box” as needed.
  - Develop strategies to enhance student engagement for all students.

- *Strategy 7: Develop a culture of trust, openness, collaboration and results orientation that is built on shared ownership for high performance.*
  - Develop collaboration teams at the district level.
  - Develop and/or strengthen building level collaboration teams.
  - Define and develop working relationships with higher education communities.
  - Define and refine a structure that supports on-going district-level and building-level successes and celebrations.
- *Strategy 8: Develop a comprehensive professional learning plan for teachers and administrators.*
  - Collaboratively develop a district professional learning plan.
  - Implement the professional learning plan.
  - Evaluate, clarify and modify the professional learning plan annually.
- *Strategy 9: Build consistency and commonalities between schools.*
  - Adopt and implement a common and consistent curriculum.
  - Implement a common elementary, middle school and high school schedule.
  - Implement a common menu for interventions.
  - Implement a common assessment calendar.
  - Adopt and implement a common ELL service model.
  - Implement a common set of building level practices.

***Target B. By August 2006, a research-based model for identification and instruction for P-12 English Language Learner Program (ELL) students will be implemented.***

- *Strategy 1: Design, develop and implement a clear and comprehensive plan for providing literacy instruction for ELL students with the intent of accelerating the acquisition of English and closing the achievement gap.*
  - Convene meetings with representative groups to examine the research and solicit input regarding student, building and district needs based on student data.
  - Develop recommendations that define assessments, materials, service delivery models, early transition and early exit criteria appropriate to the specific language levels of students.

- Implement the plan at the district, school and classroom level.
- Develop and implement a plan to consistently identify and track student progress toward English Language Literacy.
- *Strategy 2: Develop and implement a professional development plan that supports a common instructional model that benefits all students but is essential for ELL students.*
  - Develop a three-year district implementation plan that includes sustainability and support.
  - Provide summer training for trainers based on the identified cohorts.
  - Begin implementation at building and classroom level of initial cohort.
  - Evaluate level of implementation.

***Target C. By August 2007, a restructured research-based model for identification and instruction of P-12 Exceptional Student Services (ESS) will be fully implemented. (“Exceptional students” are students qualifying for additional services based on unique needs; includes students with Individual Education Plans (IEPs) and gifted and talented students.)***

- *Strategy 1: Design and implement an identification process for students with exceptional learning needs that uses the RTI (Response to Intervention) problem-solving model.*
  - Develop an identification process for exceptional students across the district that is consistently implemented and uses appropriate research-based interventions.
  - Provide professional development to enable teachers to write appropriate standards-based Individual Education Plans (IEP).
- *Strategy 2: Implement programming to ensure all students are educated in the Least Restrictive Environment (LRE).*
  - Develop a consistent procedural process for transitioning special needs students between pre-school and elementary, elementary and middle school, middle school and high school, and high school into the community.
  - Redesign program delivery structures to meet requirements of LRE and to provide focused instructional supports based on student need and provided by appropriately certified staff.
  - Ensure the use and implementation of accommodations and modifications as required.
- *Strategy 3: Develop a district alternative assessment for exceptional students.*

- Create and administer a district alternative assessment to monitor progress for students working toward alternative access standards.
- Develop a process to identify students eligible for an alternate district assessment.
- *Strategy 4: Develop a set of research-based strategies (“tool box”) for teachers to use with exceptional students.*
  - Develop an ESS professional development plan that aligns with the district strategic plan and identified research-based intervention strategies.
  - Provide professional development in the use of approved, research-based intervention strategies.

***Target D. Implement programming to ensure that Gifted and Talented students have access to expanded learning opportunities.***

- *Strategy 1. Audit current gifted and talented programs and services.*
- *Strategy 2. Develop an identification process for gifted and talented students across the district that is consistently implemented and uses appropriate research-based interventions.*
  - Develop professional development plan for GT teachers to institutionalize knowledge, skills, and practices to sustain the GT program.
  - Establish identification practices that discover GT students from underrepresented populations.
- *Strategy 3. Develop and implement a district gifted and talented plan that aligns with state guidelines.*
  - Establish a Board policy on gifted and talented programming.
  - Establish Advanced Learning Plans for all identified GT students.
- *Strategy 4. Develop a gifted and talented parent advisory council.*

***Target E. Close the achievement gap between subgroups of students.***

- *Strategy 1. Improve instructional practices and establish processes for making curriculum and assessment decisions that support diverse learners.*
  - Use disaggregated assessment and demographic data as the basis for all decision-making processes.
  - Choose resources that address the diverse population represented by the district.
  - Use research-based instructional strategies that support diverse learners.
- *Strategy 2. Establish a Department of Cultural Proficiency within the Division of Academic Achievement with a purpose of developing cultural proficiency throughout the district community.*
  - Hire a cultural interventionist to work with schools and community to build cultural competence.
  - Infuse and provide opportunities for valuing diversity, multi-cultural and equity awareness throughout the district.
  - Provide professional development in cultural competence.
- *Strategy 3. Engage parents and community in the education of all children.*
  - Hire parent liaison to build connections between school and home.
  - Provide support and information to help parents navigate the education system.
  - Provide translations as appropriate.
- *Strategy 4. Establish a diversity council that is focused on reduction of the achievement gap and development of a culturally proficient organization.*
  - The council will be led by district leadership, including the Superintendent, Assistant Superintendent, Director of Human Resources, and Directors of Curriculum, Instruction, and Assessment, and members of the Department of Cultural Proficiency.
  - The council will also include 2 Board members, 3 teachers, 2 students, 2 classified employees, 4 parents, 2 principals, 2 higher education, and 4 other community members.

## Organizational Effectiveness Goal

The Greeley-Evans School District 6 will be an effective organization characterized by a culture of systemic practices and outcomes that produces high academic achievement by all students in all areas of the state academic standards.

***Target A. Resources will be allocated annually by the Board of Education to support our district's student achievement goal.***

- *Strategy 1: Use priority-based budgeting to allocate financial resources.*
  - Identify priorities based on student achievement at all levels of the organization.
  - Review priorities annually.
- *Strategy 2: Allocate human resources to respond to student needs as identified by data.*
  - Develop a staff allocation formula (categorical and discretionary) based on data (including student count) and site needs.
  - Adjust job responsibilities when needed to meet student achievement goals.
  - Annually audit the use of and responsibilities of categorical positions to achieve district consistency.
- *Strategy 3: Allocate time to support student achievement and to optimize every minute of the instructional day.*
  - Develop an optimal schedule for the elementary, middle school and high school instructional day that includes common elements across the district.
  - Explain to the public that early release and staff development days are essential for training staff to enhance student achievement.
  - Utilize teacher planning time for collaboration and the development of professional knowledge and skills.
  - Align supporting services (transportation, nutrition, etc.) to protect instructional time.
  - Develop the annual district calendar to support student achievement.
- *Strategy 4: Implement a facility use and planning process that addresses the educational needs of students.*
  - Develop a long-term facilities plan that addresses individual student needs, capacity of buildings, current use of space, program needs and demographic trends.

**Target B. District 6 will employ a high quality staff focused on student achievement.**

- *Strategy 1: Recruit, select, induct, develop and retain a high-quality, diverse workforce of teachers, administrators and classified personnel.*
  - Develop a recruitment plan that addresses diversity, quality and hard-to-fill positions.
  - Use research-based tools for selection of personnel with particular attention to teachers and principals.
  - Align induction program with district strategic goals.
  - Develop targeted professional development plans driven by student performance needs.
  - Design a system that will identify and develop teacher leaders:
    - Curriculum Council
    - Professional Development Council
    - ESS Council
    - GT Teacher Leaders
    - K-5 Content Leaders
    - LAMP Teachers
    - 6-12 Content Chairs
    - Instructional Coaches
    - ESS Teacher Leaders
  - Assess conditions of employment annually (surveys, exit interviews and other measures) and address needs to improve employee retention.
  - Develop and expand “grow your own” programs to increase the diversity of the workforce.

**Target C. Immediately, all decisions will be data-driven and tightly aligned to the district's Strategic Plan.**

- *Strategy 1: Develop a rigorous district accountability system with high expectations for excellence that measures progress toward strategic targets.*
  - Develop a District Strategic Plan Advisory Committee with representatives from the district community to develop an accountability system.
  - Develop a three tier model of district accountability indicators in the areas of student achievement, organizational effectiveness and community relationships: a) indicators at state and district level; b) indicators developed by all schools and departments which are

aligned to the district's strategic plan and meet state and district expectations; and c) qualitative indicators that provide a narrative description. Publish district scorecard that reports annually on the indicators determined by the District Strategic Plan Advisory Committee (DSPAC).

- *Strategy 2: Develop a technology infrastructure to support the use of data for district and school-based decision making.*
  - Assess current state of technological infrastructure to identify needs.
  - Identify data required by staff and define the technology required to make effective use of these data.
  - Develop a comprehensive long-range technology plan that includes software and hardware specifications.
  - Implement and annually evaluate the technology plan.
- *Strategy 3: Use data to make all organizational decisions through the lens of student learning.*
  - Establish a district data warehouse to facilitate access to all district data.
  - Provide training in the use of data in making decisions.
  - Evaluate, using formative and summative measures, the systematic use of data.
- *Strategy 4: Develop leadership capacity of all employees to use data for continuous improvement.*
  - Identify the common knowledge base related to use, interpretation and application of data needed for improvement efforts.
  - Provide explicit and differentiated training on common knowledge base components.
  - Provide explicit and differentiated training in the tools needed to facilitate group processes using data as the starting point.
- *Strategy 5: Establish a decision-making model that delineates the appropriate level at which decisions are made.*
  - Identify the scope of responsibilities for all district and building positions to clarify the decision making process.
  - Revisit the model and make adjustments annually.

- *Strategy 6: Regularly use outcome data to evaluate district programs and district processes for effectiveness and alignment with district strategic plan.*
  - Identify current district programs and practices.
  - Evaluate current district programs and practices.
  - Abandon ineffective programs and practices.

***Target D. The Board of Education, is dedicated to continuous improvement in leadership, and will annually review, revise and adjust this strategic plan based on student achievement data.***

- *Strategy 1: Develop a structure and process for evaluating, modifying and adjusting the implementation of the Strategic Plan and the progress toward the attainment of identified goals.*
  - Identify an internal advisory council to monitor the implementation of the Strategic Plan.
  - Identify goal leaders and teams to manage each of the strategic targets.
  - Review goals and progress toward strategic targets and report to the council, Board of Education and community biannually.

## **Community Relationships Goal**

Community relationships within the Greeley-Evans School District 6 will immediately be characterized by open, equitable and two-way communication, unifying the *district community* and dedicated to student achievement.

***Target A. By August 2006, the district will implement an internal and external communication plan including robust opportunities for interaction throughout the entire community.***

- *Strategy 1: Develop a communication plan that focuses on open, honest and consistent internal and external communications.*
  - Audit current communication methods.
  - Develop and implement a communication plan.
  - Provide professional development on the importance of communications, active listening and customer relations.
  - Engage families and students from birth. Coordinate with community agencies to distribute information.
  - Renew the efforts of the Educational Foundation.
- *Strategy 2: Implement a long-range plan for community engagement.*
  - Create common calendar of school activities.
- *Strategy 3: Create a district-wide, customer-friendly climate.*
  - Implement customer service training and create a handbook for new and existing employees.

***Target B. By January 2007, the district and community, working together, will develop and implement a plan to improve student attendance and behavior and promote high expectations for themselves and others.***

- *Strategy 1: Increase students' daily attendance.*
  - All schools will create a positive, caring community that promotes student engagement.
  - Create a continuum of support including meaningful incentives for good attendance.
  - Create a pyramid of interventions for students with attendance issues.
  - Engage and inform parents about the need for student attendance and positive student behavior to support academic achievement.
  - Align truancy reporting district-wide in accordance with state statute.

- Implement parental/student attendance contract as appropriate.
- Continue collaboration with Weld County Courts regarding truancy court and diversion programs for truants.
- Create a partnership with the Juvenile Assessment Center (JAC) to provide additional support for students.
- *Strategy 2: Create a community-wide culture to positively impact student achievement, close the achievement gap, reduce the dropout rate and increase the graduation rate.*
  - Increase staff understanding of the relationship between student engagement and student retention.
  - Implement a Positive Behavior Support (PBS) model.
  - Reduce suspension and expulsion rates.
  - Review and/or revise the discipline matrix at all levels to develop consistency.
  - Review all disaggregated suspension, expulsion and dropout data quarterly.
- *Strategy 3: Provide safe schools for students, staff and community.*
  - Continue to comply with all aspects of the Safe Schools Act.
  - Develop guidelines for appropriate student attire.
- *Strategy 4: Provide support systems for students in order to positively impact the graduation rate.*
  - Evaluate students' needs and current services to develop an overall district-wide strategy.
  - Create a mechanism to identify potential dropouts at the elementary level.

# Glossary Of Educational Terminology

**Accountability**

The responsibility of an agency to its sponsors and clientele for accomplishing its mission with prudent use of resources.

**Accreditation**

Official recognition that an individual or institution meets required standards. The Colorado Department of Education accredits districts in this state.

**Achievement Gap**

Persistent differences in achievement among different types of students as indicated by scores on standardized tests, teacher grades, and other data.

**Achievement Tests**

Tests used to measure how much a student has learned in various school subjects.

**Affective Education**

Schooling that helps students deal in a positive way with their emotions and values.

**Assessment**

Measuring the learning and performance of students or staff.

**Categorical Positions**

Positions funded by additional resources from state and federal programs, i.e. Title I.

**Classroom Walkthroughs**

Structure through which building principals and instructional coaches view classroom practices to provide instructional feedback. This is a coaching technique, not an evaluation tool.

**Colorado's Model Content Standards**

In response to the strong commitment of Colorado's populace, the Colorado General Assembly and the State Board of Education have built Colorado's education system around challenging academic standards. These standards are: Civics, Dance, Economics, Foreign Language, Geography, History, Mathematics, Music, Physical Education, Reading and Writing, Science, Theatre, and Visual Arts. Greeley-Evans School District 6 adopted the Colorado Model Content Standards February 2006. You may find out more about the Colorado Model Content Standards by visiting the Colorado Department of Education website at [http://www.cde.state.co.us/index\\_stdn.htm](http://www.cde.state.co.us/index_stdn.htm).

**Cohorts**

Groups of matched students.

**Collaboration Teams**

Groups of teachers, principals, parents, or community members who gather on a regular basis to discuss district educational issues.

**Curriculum and Curriculum Alignment**

A statement of the intended aims and objectives, content, experiences, outcomes and processes of an educational program including a description of the structures and a description of expected methods of learning, teaching and assessment. When curriculum is aligned horizontally (everyone in a district is teaching the same thing at each grade level and in each content area) and vertically (from Kindergarten to 12<sup>th</sup> grade without repeating anything or missing anything), the quality of learning is increased.

**Differentiated Instruction**

A form of instruction that seeks to maximize each student's growth by meeting each student's educational need through varying instructional approaches in content, product or process.

**District Community**

The entire Greeley-Evans community including students, parents, teachers, staff, leaders, businesses, government and all community members.

**Efficacy**

The extent to which an intervention improves the outcome for people under ideal circumstances.

**English Language Learner (ELL)**

A student whose first language is other than English.

**English as a Second Language (ESL)**

Teaching English to non-English-speaking or limited-English-proficient (LEP) students.

**Fidelity**

With consistency and accuracy.

**Formative Test**

A test given primarily to determine what students have learned in order to plan further instruction. Examples would include quizzes, tests, or common assessments such as a writing sample.

**Exceptional Student Services (ESS)**

Exceptional students are students qualifying for additional services based on unique needs; includes students with Individual Education Plans and gifted and talented students.

**Gifted and Talented (GT)**

A gifted individual is someone who demonstrates, or has the potential for demonstrating, an exceptional level of performance in one or more areas such as academics, the arts or sports.

**Individual Education Program (IEP)**

Students with certain special needs, as specified by the Individuals with Disabilities Education Act (IDEA), have a legal right to a special plan written by a multidisciplinary team. This plan is called an Individual Education Plan.

**Individualized Literacy Plan (ILP)**

Students reading below grade level at the end of third grade are required to have an Individual Literacy Plan developed and written to help that student learn the skills needed to read at grade level. This plan is called the ILP (Individual Learning Plan).

**Individuals with Disabilities Education Act (IDEA)**

A revision of the Education for All Handicapped Children Act, the IDEA is a federal law passed in 1991 and amended in 1997 that guarantees a free appropriate public education for eligible children and youth with disabilities.

**Juvenile Assessment Center (JAC)**

A clearing house for identification and resolution of juvenile problems.

**NWEA MAP and ALT**

Measures of Academic Progress (MAP), Achievement Levels Tests (ALT) are national norm referenced assessments developed by the Northwest Evaluation Association (NWEA). The MAP is the computerized version. The ALT is the paper and pencil version. These tests measure student progress in the areas of Reading, Language Usage, Math and Science. The assessments are administered fall, winter and spring.

**Pacing Guide**

A curriculum plan with timelines for teaching identified content.

**Positive Behavior Support Model (PBS)**

Academic achievement and behavioral competence are the result of school personnel and families working together to provide a continuum of support for all learners. This support system is called "Positive Behavior Support".

**Professional Development/Learning**

Also known as staff development, this term refers to experiences, such as attending conferences and workshops, that help teachers and administrators build knowledge and skills.

**Relevance**

A term used to describe the degree to which learners either see value in or will be able to use the content being learned.

**Research-Based Practices**

Practices that have been proven through the use of accepted research methodology to help improve student achievement.

**Response to Intervention**

A systematic approach to working with striving learners that allows for gradually increasing the intensity and depth of the approach if and when the student 'does not get it'.

**Scope and Sequence**

A curriculum plan, usually in chart form, in which a range of instructional objectives, skills, etc., is organized according to the successive levels at which they are taught.

**Special Education (Sped.)**

Educational programs for students who, because they have a disability of some kind, require special instructional help to reach their potential.

**Strategic Plan**

A document used by an organization to align its organization and budget structure with organizational priorities, missions, and objectives.

**Summative Test**

A test given to evaluate and document what students have learned. Examples are final examinations, CSAP, ACT, or the Advanced Placement tests.

**Transition Specialists**

Educators who assist students with special needs to successfully move from elementary to middle school or middle school to high school or from high school to life.

**Weighted Index Points**

A calculation developed by the Colorado Department of Education that determines the district's performance on CSAP on a scale from -50 to +150.

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