

# Reaching For Excellence Strategic Plan Progress

## 1. 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).

	<b>Goals, Targets, Strategies, and Proposed Actions</b>	Complete	In Progress	Not Yet Begun	Annual Implementation and/or Review
<b>1A</b>	<b><i>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.</i></b>				
<b>1A1</b>	<b>☆ <i>Strategy 1: Develop and implement a common written curriculum that is aligned with the standards in the K-12 core content areas.</i></b>				
1A1a	Adopt Colorado State Model Content Standards.	X			
1A1b	Publish and disseminate the CSAP assessment frameworks, grade level expectations and proficiency level descriptors.	X			
1A1c	Organize cross grade level curriculum teams to vertically align the curriculum; eliminate redundancies; fill any gaps in the curriculum.	X			X
1A1d	Organize grade level curriculum teams to horizontally align the curriculum and develop grade level scope and sequence.	X			X
1A1e	Develop and publish grade level instructional calendars and pacing guides.	X			X
<b>1A2</b>	<b>☆ <i>Strategy 2: Develop and implement a comprehensive standards-based master plan for instruction and assessment.</i></b>				
1A2a	Develop and publish a common assessment calendar.	X			X
1A2b	Develop, field test and implement district level common assessments around grade level benchmarks and aligned with content standards in the core content areas.		X		
<b>1A3</b>	<b>☆ <i>Strategy 3: Define and establish high quality, standards-based instructional practice.</i></b>				
1A3a	Develop common expectations for implementation of standards-based instructional practice.		X		X
1A3b	Develop, disseminate and implement student friendly versions of the content standards and scoring rubrics.			X	
1A3c	Provide differentiated instructional coaching and high quality feedback to develop teacher skill and efficacy.	X			X
<b>1A4</b>	<b>☆ <i>Strategy 4: All students will achieve high levels of literacy.</i></b>				
1A4a	Develop, publish, disseminate and implement a K-12 core literacy plan with initial focus on K-3.	X			X
1A4b	Purchase and implement a common core literacy program.	X			
1A4c	Provide staff development around the literacy plan and the implementation of the core literacy program.	X			X
1A4d	Evaluate the effectiveness of the implementation of the core literacy program.	X			X
1A4e	Conduct an audit of district kindergarten programs.	X			
1A4f	Initiate reform in district kindergarten programs as needed to increase overall academic achievement.	X			
<b>1A5</b>	<b>☆ <i>Strategy 5: Close the achievement gap between subgroups of students.</i></b>				
1A5a	Use disaggregated assessment and demographic data as the basis for all decision making processes.	X			X
1A5b	Infuse and provide opportunities for valuing diversity, multi-cultural and equity awareness throughout the district.		X		
1A5c	Reach out to diverse communities through the establishment of a diversity advisory council.	X			X
1A5d	Provide translations as appropriate.	X			X
<b>1A6</b>	<b>☆ <i>Strategy 6: Develop, define and implement a comprehensive three-tiered intervention plan to address the needs of all learners.</i></b>				
1A6a	Study, select, implement and evaluate a common menu of research-based interventions.	X			X
1A6b	Clearly articulate the conditions that would lead to student retention including student attendance and behavior.			X	

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	<b>Goals, Targets, Strategies, and Proposed Actions</b>	Complete	In Progress	Not Yet Begun	Annual Implementation and/or Review
1A7	☆ <b>Strategy 7: 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.</b>				
1A7a	Identify research-based critical elements to be included in the “tool box.”	X			X
1A7b	Develop the delivery model for the “tool box.”	X			X
1A7c	Provide professional development in the use of the “tool box.”	X			X
1A7d	Provide staff development focused on accurate and effective use of assessment data to guide, inform and influence instructional practice.	X			X
1A7e	Evaluate, revise, refine and update the “tool box” as needed.	X			X
1A7f	Develop strategies to enhance student engagement for all students.		X		
1A8	☆ <b>Strategy 8: Develop a culture of trust, openness, collaboration and results orientation that is built on shared ownership for high performance.</b>				
1A8a	Develop collaboration teams at the district level.	X			X
1A8b	Develop and/or strengthen building level collaboration teams.	X			X
1A8c	Define and develop working relationships with higher education communities.		X		X
1A8d	Define and refine a structure that supports on-going district-level and building-level successes and celebrations.	X			X
1A9	☆ <b>Strategy 9: Develop a comprehensive professional learning plan for teachers and administrators.</b>				
1A9a	Collaboratively develop a district professional learning plan.	X			X
1A9b	Implement the professional learning plan.	X			X
1A9c	Evaluate, clarify and modify the professional learning plan annually.	X			X
1A10	☆ <b>Strategy 10: Build consistency and commonalities between schools.</b>				
1A10a	Adopt and implement a common and consistent curriculum.		X		X
1A10b	Implement a common elementary, middle school and high school schedule.	X			X
1A10c	Implement a common menu for interventions.	X			X
1A10d	Implement a common assessment calendar.	X			X
1A10e	Adopt and implement a common ELL service model.	X			X
1A10f	Implement a common set of building level practices.	X			X
<b>1B</b>	<b>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.</b>				
1B1	☆ <b>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.</b>				
1B1a	Convene meetings with representative groups to examine the research and solicit input regarding student, building and district needs based on student data.	X			X
1B1b	Develop recommendations that define assessments, materials, service delivery models, early transition and early exit criteria appropriate to the specific language levels of students.	X			X
1B1c	Implement the plan at the district, school and classroom level.	X			X
1B1d	Develop and implement a plan to consistently identify and track student progress toward English Language Literacy.	X			X
1B2	☆ <b>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.</b>				
1B2a	Develop a three-year district implementation plan that includes sustainability and support.	X			X
1B2b	Provide summer training for trainers based on the identified cohorts.	X			X
1B2c	Begin implementation at building and classroom level of initial cohort.	X			X
1B2d	Evaluate level of implementation.	X			X
<b>1C</b>	<b>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.</b>				

## Reaching For Excellence Strategic Plan Progress

	<b>Goals, Targets, Strategies, and Proposed Actions</b>	Complete	In Progress	Not Yet Begun	Annual Implementation and/or Review
1C1	☆ <b>Strategy 1: Design and implement an identification process for students with exceptional learning needs that uses the RTI (Response to Intervention) problem-solving model.</b>				
1C1a	Develop an identification process for exceptional students across the district that is consistently implemented and uses appropriate research-based interventions.	X			X
1C1b	Provide professional development to enable teachers to write appropriate standards-based Individual Education Plans (IEP).	X			X
1C2	☆ <b>Strategy 2: Implement programming to ensure all students are educated in the Least Restrictive Environment (LRE).</b>				
1C2a	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.	X			X
1C2b	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.	X			X
1C2c	Ensure the use and implementation of accommodations and modifications as required.	X			X
1C3	☆ <b>Strategy 3: Develop a district alternative assessment for exceptional students.</b>				
1C3a	Create and administer a district alternative assessment to monitor progress for students working toward alternative access standards.		X		
1C3b	Develop a process to identify students eligible for an alternate district assessment.		X		
1C4	☆ <b>Strategy 4: Develop a set of research-based strategies (“tool box”) for teachers to use with exceptional students.</b>				
1C4a	Develop an ESS professional development plan that aligns with the district strategic plan and identified research-based intervention strategies.	X			X
1C4b	Provide professional development in the use of approved, research-based intervention strategies.		X		X
1C5	☆ <b>Strategy 5: Implement programming to ensure that Gifted and Talented students have access to expanded learning opportunities.</b>				
1C5a	Audit current gifted and talented programs and services.	X			
1C5b	Develop an identification process for gifted and talented students across the district that is consistently implemented and uses appropriate research-based interventions.	X			X
1C5c	Develop and implement a district gifted and talented plan that aligns with state guidelines.	X			X
1C5d	Develop a gifted and talented parent advisory council.	X			X

### 2. 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.

	<b>Goals, Targets, Strategies, and Proposed Actions</b>	Complete	In Progress	Not Yet Begun	Annual Implementation and/or Review
2A	<b>Target A. Resources will be allocated annually by the Board of Education to support our district’s student achievement goal.</b>				
2A1	☆ <b>Strategy 1: Use priority-based budgeting to allocate financial resources.</b>				
2A1a	Identify priorities based on student achievement at all levels of the organization.	X			X
2A1b	Review priorities annually.	X			X
2A2	☆ <b>Strategy 2: Allocate human resources to respond to student needs as identified by data.</b>				

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	<b>Goals, Targets, Strategies, and Proposed Actions</b>	Complete	In Progress	Not Yet Begun	Annual Implementation and/or Review
2A2a	Develop a staff allocation formula (categorical and discretionary) based on data (including student count) and site needs.	X			X
2A2b	Adjust job responsibilities when needed to meet student achievement goals.	X			X
2A2c	Annually audit the use of and responsibilities of categorical positions to achieve district consistency.	X			X
2A3	☆ <b>Strategy 3: Allocate time to support student achievement and to optimize every minute of the instructional day.</b>				
2A3a	Develop an optimal schedule for the elementary, middle school and high school instructional day that includes common elements across the district.	X			X
2A3b	Explain to the public that early release and staff development days are essential for training staff to enhance student achievement.	X			X
2A3c	Utilize teacher planning time for collaboration and the development of professional knowledge and skills.	X			X
2A3d	Align supporting services (transportation, nutrition, etc.) to protect instructional time.	X			X
2A3e	Develop the annual district calendar to support student achievement.	X			X
2A4	☆ <b>Strategy 4: Implement a facility use and planning process that addresses the educational needs of students.</b>				
2A4a	Develop a long-term facilities plan that addresses individual student needs, capacity of buildings, current uses of space, program needs and demographic trends.		X		
<b>2B</b>	<b>Target B. By August 2007, a district-wide evaluation tool will be implemented that is aligned to state academic standards and includes student performance data.</b>				
2B1	☆ <b>Strategy 1: Implement a standards-based employee evaluation system (teacher, administrator, classified) that includes outcome measures tied to student performance data and district strategic goals.</b>	Removed from plan Spring 07.			
2B1a	Identify appropriate standards for each employee group.				
2B1b	Determine appropriate outcomes for each standard; determine performance targets for each employee group; include student performance data where appropriate.				
2B1c	Design an evaluation tool that provides for accountability for professional learning (fidelity of implementation), addresses the identified standards and measures student outcomes.				
2B1d	Implement evaluation system.				
2B2	☆ <b>Strategy 2: Recruit, select, induct, develop and retain a high-quality, diverse workforce of teachers, administrators and classified personnel.</b>				
2B2a	Develop a recruitment plan that addresses diversity, quality and hard-to-fill positions.			X	
2B2b	Use research-based tools for selection of personnel with particular attention to teachers and principals.	X			X
2B2c	Develop targeted professional development plans driven by student performance needs.	X			X
2B2d	Design a system that will identify and develop teacher leaders.		X		
2B2e	Assess conditions of employment annually (surveys, exit interviews and other measures) and address needs to improve employee retention.	X			X
2B2f	Develop and expand "grow your own" programs to increase the diversity of the workforce.		X		
<b>2C</b>	<b>Target C. Immediately, all decisions will be data-driven and tightly aligned to the district's Strategic Plan.</b>				
2C1	☆ <b>Strategy 1: Develop a rigorous district accountability system with high expectations for excellence that measures progress toward strategic targets.</b>				
2C1a	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.	X			
2C1b	Involve the <i>district community</i> , including the District Accountability Committee, in the development of this accountability system.	X			

## Reaching For Excellence Strategic Plan Progress

	<b>Goals, Targets, Strategies, and Proposed Actions</b>	Complete	In Progress	Not Yet Begun	Annual Implementation and/or Review
<b>2C2</b>	☆ <b>Strategy 2: Develop a technology infrastructure to support the use of data for district and school-based decision making.</b>				
<b>2C2a</b>	Assess current state of technological infrastructure to identify needs.	X			
<b>2C2b</b>	Identify data required by staff and define the technology required to make effective use of these data.			X	
<b>2C2c</b>	Develop a comprehensive long-range technology plan that includes software and hardware specifications.		X		
<b>2C2d</b>	Implement and annually evaluate the technology plan.				X
<b>2C3</b>	☆ <b>Strategy 3: Use data to make all organizational decisions through the lens of student learning.</b>				
<b>2C3a</b>	Establish a district data warehouse to facilitate access to all district data.		X		
<b>2C3b</b>	Provide training in the use of data in making decisions.		X		X
<b>2C3c</b>	Evaluate, using formative and summative measures, the systematic use of data.		X		
<b>2C4</b>	☆ <b>Strategy 4: Develop leadership capacity of all employees to use data for continuous improvement.</b>				
<b>2C4a</b>	Identify the common knowledge base related to use, interpretation and application of data needed for improvement efforts.		X		X
<b>2C4b</b>	Provide explicit and differentiated training on common knowledge base components.		X		X
<b>2C4c</b>	Provide explicit and differentiated training in the tools needed to facilitate group processes using data as the starting point.		X		X
<b>2C5</b>	☆ <b>Strategy 5: Establish a decision-making model that delineates the appropriate level at which decisions are made.</b>				
<b>2C5a</b>	Identify the scope of responsibilities for all district and building positions to clarify the decision making process.			X	
<b>2C5b</b>	Revisit the model and make adjustments annually.			X	
<b>2C6</b>	☆ <b>Strategy 6: Regularly use outcome data to evaluate district programs and district processes for effectiveness and alignment with district strategic plan.</b>				
<b>2C6a</b>	Identify current district programs and practices.		X		
<b>2C6b</b>	Evaluate current district programs and practices.		X		
<b>2C6c</b>	Abandon ineffective programs and practices.		X		
<b>2D</b>	<b>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.</b>				
<b>2D1</b>	☆ <b>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.</b>				
<b>2D1a</b>	Identify an internal advisory council to monitor the implementation of the Strategic Plan.	X			X
<b>2D1b</b>	Identify goal leaders and teams to manage each of the strategic targets.	X			X
<b>2D1c</b>	Review goals and progress toward strategic targets and report to the council, Board of Education and community biannually.		X		

### 3. 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.

	<b>Goals, Targets, Strategies, and Proposed Actions</b>	Complete	In Progress	Not Yet Begun	Annual Implementation and/or review
<b>3A</b>	<b>Target A. By August 2006, the district will implement an internal and external communication plan including robust opportunities for interaction throughout the entire community.</b>				
<b>3A1</b>	☆ <b>Strategy 1: Develop a communication plan that focuses on open, honest and consistent internal and external communications.</b>				
<b>3A1a</b>	Audit current communication methods.	X			

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	<b>Goals, Targets, Strategies, and Proposed Actions</b>	Complete	In Progress	Not Yet Begun	Annual Implementation and/or review
3A1b	Develop and implement a communication plan.	X			X
3A1c	Provide professional development on the importance of communications, active listening and customer relations.	X			X
3A1d	Engage families and students from birth. Coordinate with community agencies to distribute information.			X	
3A1e	Renew the efforts of the Educational Foundation.			X	
3A2	☆ <b>Strategy 2: Create a district-wide, customer-friendly climate.</b>				
3A2a	Implement customer service training and create a handbook for new and existing employees.			X	
<b>3B</b>	<b>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.</b>				
3B1	☆ <b>Strategy 1: Increase students' daily attendance.</b>				
3B1a	All schools will create a positive, caring community that promotes student engagement.		X		X
3B1b	Create a continuum of support including meaningful incentives for good attendance.		X		X
3B1c	Create a pyramid of interventions for students with attendance issues.		X		
3B1e	Engage and inform parents about the need for student attendance and positive student behavior to support academic achievement.	X			X
3B1f	Align truancy reporting district-wide in accordance with state statute.	X			X
3B1g	Implement parental/student attendance contract as appropriate.	X			X
3B1h	Continue collaboration with Weld County Courts regarding truancy court and diversion programs for truants.	X			X
3B1i	Create a partnership with the Juvenile Assessment Center (JAC) to provide additional support for students.	X			X
3B2	☆ <b>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.</b>				
3B2a	Increase staff understanding of the relationship between student engagement and student retention.		X		X
3B2b	Implement a Positive Behavior Support (PBS) model.	X			X
3B2c	Reduce suspension and expulsion rates.		X		X
3B2d	Review and/or revise the discipline matrix at all levels to develop consistency.	X			X
3B2e	Review all disaggregated suspension, expulsion and dropout data quarterly.	X			X
3B3	☆ <b>Strategy 3: Provide safe schools for students, staff and community.</b>				
3B3a	Continue to comply with all aspects of the Safe Schools Act.	X			X
3B3b	Develop guidelines for appropriate student attire.		X		
3B4	☆ <b>Strategy 4: Provide support systems for students in order to positively impact the graduation rate.</b>				
3B4a	Evaluate students' needs and current services to develop an overall district-wide strategy.		X		
3B4b	Create a mechanism to identify potential dropouts at the elementary level.			X	