



Reaching For Excellence

June 2010 Update

At its Monday, June 7, retreat the District 6 Board of Education received an update report on progress being made in the implementation of the 2009-14 strategic plan. Following that report, goals and “next steps” were discussed.

Strategic Plan Implementation Progress Report

Actions:	Actions Completed During 09-10 or Planned for 10-11
Goal 1. Increase Academic Achievement	
Strategy 1:	
1.1.1 Review all content standards alignment (horizontally and vertically) on an annual basis, using student data, state or national standards and depth of knowledge (DOK) as guides to update pacing guides accordingly.	<ul style="list-style-type: none"> • Revised written curriculum district wide during vertical teaming to ensure alignment of State standards and weighted frameworks along with BOE approved curriculum. • Facilitated 5th to 6th grade transition observations in literacy and math • Brought content leaders together throughout the year. • Compared Common Assessment items to Benchmark items from Galileo
1.1.2 Identify the essential learnings that all students need to demonstrate and that need to be assessed at each grade level and in each content area.	<ul style="list-style-type: none"> • Essential learnings identified in pacing guides
1.1.3 Establish performance standards and exemplars of quality student work based on the student's performance levels.	
1.1.4 Articulate connections and opportunities for integration across all content areas in pacing guides, including Educational Technology-Information Literacy (ETIL) standards.	<ul style="list-style-type: none"> • ET/IL Audit was conducted to identify opportunities for integration • Technology Council was expanded and reformed to include teachers. • Development of technology plan was begun.
1.1.5 Create student-friendly standards and indicators for all content areas.	
1.1.6 Clarify and articulate learning expectations through annual horizontal and vertical conversations with grade-level and/or course-specific teachers across the district.	<ul style="list-style-type: none"> • Vertical Teaming was completed in May 2010. • Content leaders, teacher leaders, and principals gather information at the building level and meet to create guiding documents and to clarify content parameters and grade level rigor. • Academic crosswalk work between CTE and core content areas with math, science, language arts coaches/teachers was continued
1.2.1 Develop curriculum resource review and/or replacement on a minimum 7-year cycle.	<ul style="list-style-type: none"> • Curriculum resource were reviewed and resources provided for Secondary Language Arts and High School Social Studies • Development of 7-year cycle was put on hold until funds are available.
1.2.2 Utilize a district-defined process for selection of instructional materials to ensure selection of high-quality rigorous instructional resources.	<ul style="list-style-type: none"> • The process was followed for the selection of Secondary Language Arts and High School Social Studies.
1.3.1 Provide ongoing training and coaching support on standards-based planning and unit/lesson design based on content and skills outlined in pacing guides.	<ul style="list-style-type: none"> • Created a unit planning template for elementary literacy and elementary math. • Designed a two-day professional development opportunity for elementary teachers to learn how to plan for effective literacy instruction at the elementary level. • Designed a three-day professional development opportunity for elementary teachers to learn how to plan for effective math instruction. • Provided ongoing training and coaching support to help middle school math and science teachers do effective standards-based planning along with content and pedagogical support through the

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		Math/Science Partnership grant. <ul style="list-style-type: none"> • Will deliver a three-day professional development opportunity to learn how to plan for 85 elementary teachers, summer 2010. • Developed an elementary coaching and accountability plan for 2010-2011 that defines how and when coaches will facilitate regularly scheduled math and literacy standards-based planning sessions.
1.3.2	Create and implement accountability systems around standards-based curriculum planning and delivery at the team, school and district levels.	
1.3.3	Create and implement a district-wide electronic standards-based reporting system for purposes of monitoring students' achievement of standards and district-wide program effectiveness.	<ul style="list-style-type: none"> • Implemented electronic report card on Infinite Campus at elementary
1.3.4	Create and implement parent-friendly electronic standards-based reporting system(s) with evidence of students' mastery of standards defined specific criteria.	
1.4.1	Review and revise board policies and regulations to reflect research-based curriculum practices.	<ul style="list-style-type: none"> • Curriculum policies were reviewed and updated.
1.4.2	Review and revise graduation requirements to meet state guidelines and promote students' ability to successfully pursue their desired postsecondary goals.	<ul style="list-style-type: none"> • Created draft graduation requirements, conducted meetings with stakeholder groups to gather input , revised requirements based on feedback. • BOE approved new requirements in February 2010, effective for the 10-11 school year.
1.5.1	Review all existing core content courses at the secondary level for rigor in order to reduce redundancies in the curricular offerings or create appropriate courses to challenge all learners.	<ul style="list-style-type: none"> • Compared common assessment data to benchmark data to review student performance and rigor expectations. • Continued academic crosswalk work between CTE courses and core content areas (math, science, language arts).
1.5.2	Create common course information (descriptions, content objectives based on pacing guides, grading procedures, etc.)	<ul style="list-style-type: none"> • Department chairs finalized common course descriptions, including AP courses. • Common course descriptions and syllabi were created for agriculture, technology, engineering, family and consumer sciences, food science, catering, interior design, fashion design, design fundamentals, business and marketing and advisory groups validated the content.
1.5.3	Review and revise weighted grading criteria and procedures for weighting courses.	<ul style="list-style-type: none"> • Subcommittee of stakeholders met to review and clarify weighted grade policies.
Goal 1. Increase Academic Achievement		
Strategy 2:		
2.1.1	Implement an electronic assessment system that provides: 1) common assessment items that align with essential learnings identified in all content areas at all grade levels 2) screening and placement tools, 3) regular progress monitoring	<ul style="list-style-type: none"> • Implemented Galileo K-12 assessment system during 09-10. (System funded through a three-year competitive state grant.) • Upgrades are being planned for 2010-2011.

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	and formative assessment tools, 4) measures of growth over time, 5) measures of growth against grade-level benchmarks, 6) analysis of multiple data points, 7) disaggregation by subgroups, 8) immediate access to student achievement results, 9) instructional guidance.	
2.1.2	Provide ongoing training and coaching support for full implementation of the assessment system including data analysis.	<ul style="list-style-type: none"> • Training was provided to teachers, content leaders/department chairs, counselors, instructional coaches, ELL, SPED, G/T and district leaders. • School Assessment Coordinators (SACs) lead the implementation as the school level, keeping current of changes and learning to use reports effectively for instructional purposes.
2.1.3	Monitor the use of assessment systems at the school and district levels for usefulness and quality.	<ul style="list-style-type: none"> • Monitoring occurred through SAC meetings, principal meetings, staff meetings and tech support. • Results of feedback/monitoring are being used to plan implementation for 2010-2011.
2.1.4	Create an annual data analysis calendar that coincides with the district's annual assessment calendar to guide data discussions at the building and district levels.	Priority for 2010-2011
2.2.5	Create and implement a common method for looking at data through the use of a data-analysis protocol toolkit to be used to support data dialogues.	
Goal 1. Increase Academic Achievement		
Strategy 3:		
3.1.1	Use the research-proven instructional practices that will provide the highest quality of instruction in classrooms across the district.	<ul style="list-style-type: none"> • Refined elementary literacy and math rubrics to reflect best practices in instruction. • Implemented Power of Teaching instructional framework at secondary level.
3.1.2	Provide ongoing training and coaching support for full implementation of the research-based instructional practices.	<ul style="list-style-type: none"> • Instructional coaching continued to focus on implementation of elementary reading instruction. • Instructional coaching was expanded to include elementary math coaching supported with ARRA funding. • Training and coaching was continued at middle level through the Math Science Partnership grant. • Early release professional development focused on elementary math and reading. • Summer PD offerings are focused on research-based instructional practices. • Secondary teachers new to the district were trained in the Power of Teaching during New Educator Orientation and Training (NETO) and coached throughout the year. • Secondary principals received training on the Power of Teaching and conducted monthly observations of teachers using the PoT framework
3.1.3	Monitor and adjust research-proven instructional practices in all classrooms and content areas for their effectiveness based on student achievement results.	<ul style="list-style-type: none"> • Refined elementary literacy and math rubrics to reflect best practices in instruction based on implementation data.

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3.2.1	Implement K-12 intervention systems and structures in literacy and math that are designed to accelerate student progress toward the essential learnings. These systems should provide 1) clear selection criteria for students; 2) adequate and timely diagnostic data to determine needs of students who are not meeting proficiency expectations; 3) high-quality, research-proven resources, 4) frequent progress monitoring for results, 5) flexible grouping strategies.	<ul style="list-style-type: none"> • GT students' Advanced Learning Plans were developed and growth progress monitored through Galileo • Summer school courses are available to students to both accelerate progress and provide support or credit recovery. • Middle school Math Essentials courses were redesigned to be more responsive to individual student needs • District staff identified elementary students not adequate progress and will assist principals in development of achievement plans.
3.2.2	Provide continuous training and coaching support for specialized instructional strategies needed in order to meet the diverse learning needs of students.	<ul style="list-style-type: none"> • Provided coaching for specific core replacement programs in order to increase fidelity.
3.2.3	Monitor and adjust intervention strategies and programs for their effectiveness based on student achievement results.	<ul style="list-style-type: none"> • Provided coaching for specific core replacement programs based on data.
Goal 1. Increase Academic Achievement		
Strategy 4:		
4.1.1	Institute a Response to Intervention system that 1) is initiated based on individual student data, 2) outlines the universal, Tier 2 and Tier 3 academic and behavior expectations and interventions, 3) includes progress monitoring to determine whether or not the student is responding to the intervention, 4) identifies the processes for analyzing needs, planning and monitoring interventions, 5) identifies specific responses to data.	<ul style="list-style-type: none"> • Hired Rtl Facilitator through ARRA funds to coach and support schools in their Rtl efforts. • Developed Exceed, an intervention monitoring system to track students' response to interventions. • Developed Student Teacher Assistance and Response (STAR) teams in each school. Further development will occur this summer.
4.1.2	Revise the discipline matrix at all levels to develop consistency.	<ul style="list-style-type: none"> • Aligned current matrix to State discipline codes. • Built consistency of implementation of current discipline matrix at all levels for minor and major infractions. • Researched discipline matrix from other states conducted. • Initial discipline matrix developed with the incorporation of interventions. • Initial habitual re-entry form was developed. • Will revise discipline matrix to align with PBS plan in 2010-2011.
4.1.3	Identify community agencies that provide services and support for students at risk of failure.	<ul style="list-style-type: none"> • Attended community service meetings regularly to support refugee families. • Collaborated with community service agencies in the writing of the refugee grant. • Partnered with community agencies in the 21st Century after school program. • Meet with Weld County Workforce Youth Council to collaborate and identify additional resources for

Actions:		Actions Completed During 09-10 or Planned for 10-11
		<p>our students</p> <ul style="list-style-type: none"> • Set up panel of community resources for counselor meeting and professional development • Created an Educational Opportunity Center to ease the transition of students from juvenile detention centers and for students new to the district.
4.1.4	Communicate information about available community resources and partnerships throughout the district.	<ul style="list-style-type: none"> • Partnered with community agencies to communicate about of the Welcome Center, the 21st Century program, and Supplemental Educational Services (SES) • Displayed community resource pamphlets in the Welcome Center.
4.2.1	Develop an internal, systematic process for analyzing data at all levels of the organization to examine the system for quality and equity, including disaggregating by subgroups in order to identify gaps and inequities in the system. Examples include, but are not limited to, suspension, expulsion, attendance, course enrollment, dropout, involvement in academic, co-curricular, and extra-curricular activities and student achievement and growth data	<ul style="list-style-type: none"> • Conducted quarterly review of MS and HS co-curricular and extra-curricular activities by gender and ethnicity with athletic directors • Created a middle school model of athletics to increase participation across all subgroups • Reviewed drop out data with all HS principals • Established monthly data tracking system for all students withdrawn at high schools • Monitored student attendance on a monthly basis at all levels. • Ensured adherence to open enrollment and transfer policies to reduce gaps in enrollment counts between middle schools and high schools. • Reduced the number of students auditing courses at high school. • Identified and progress monitored the number of suspensions and expulsions by subgroup (i.e. students with disabilities; minority) • Tracked AVID student academic data • Conducted research with parents to determine barriers to student success
4.2.2	Actively identify and eliminate all district practices that contribute to achievement gaps such as tracking, under identification and over identification of certain exceptionalities.	<ul style="list-style-type: none"> • Continued progress in development of English language and literacy skills. • Provided language acquisition growth data to GT coordinator as a piece of the BOE to identify possible ELL/GT students • Gathered disaggregated data of students in intervention and advanced courses K-12 (students not making adequate growth and AP students) • Reduced tracking in middle school math courses • Eliminated some barriers to students taking AP Courses • AP and AVID Program communication to allow students to self select into advanced programs • Compiled data to support staff understanding of achievement gaps at secondary schools • Presented achievement data to secondary staff
4.2.3	Increase the number of students who successfully complete rigorous academic courses with special attention to students from traditionally under-represented groups.	<ul style="list-style-type: none"> • Implemented second year of Advanced Placement Incentive (API) grant to target lower income students into advanced classes. • Partnered with UNC to provide UNC student tutors to support students at each secondary school--45 students hired and scheduled into each AVID class twice each week. • Trained J Evans and Franklin staff (72) to implement AVID at all grades levels in first year. • Provided an AVID coach for these schools to support full school implementation. • Trained 161 middle school teachers during the school year. • Trained 201 high school teachers during the school year. • Trained 8 secondary teams in a 5-day workshop in AVID. • Increased the percentage of students who took the AP/IB exam over last year by 27%.

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		<ul style="list-style-type: none"> Increased the percentage of low income students taking advanced courses over the last 2 years by 29%. Trained 21 elementary teachers in AVID strategies to support the transition to middle school. Trained 8 coaches/coordinators in the AVID trainer-of-trainers in order to provide capacity within the system and provide training to staff locally in June at the Greeley Secondary Institute Created and facilitated UNC Pathways to Success (Student/Parent conference) Planned a Summer School Enrichment Program at one of our Title Middle Schools Provided additional academic challenge to students typically underserved and scoring 90% and above in math and reading Continued to host Spanish parent informational meetings at different locations, communicating to parents advanced opportunities for their children. Increased the number of underserved students who participate in summer school scholarships at Camp Invention at UNC
4.3.1	Implement Positive Behavior Support (PBS) program at all schools through ongoing professional development and site-based PBS coaching.	<ul style="list-style-type: none"> Included PBS plan as a component of the School Improvement Plan. PBS expectations were defined and agreed upon by staff. Trained approx. 90% of staff members in the behavior expectation system. Implemented a PBS reward system in all district schools. Documented a system for dealing with all behavior issues. Administrators clearly defined for their staff the collection system for discipline referrals. Administrators provided discipline data to staff at least 3 times per year. District leadership team reviewed discipline and attendance data on an ongoing basis. Created a District PBS committee. Progress monitored implementation of PBS through the use of school evaluation tool (i.e. SET).
4.3.2	Conduct annual safety audit at each site and correct identified issues.	<ul style="list-style-type: none"> Nutrition services formed a Safety Committee to meet regularly to ensure safe food and environment for students/staff and to provide oversight of District's HACCP (food safety) plan. (completed) Currently distributing food safety manual to all District 6 kitchens. Annual campus safety audits were completed satisfactorily at the beginning of the 2009-2010 school year.
4.3.3	Implement consistent guidelines for appropriate school attire.	<ul style="list-style-type: none"> Developed a district-wide dress code. Implemented a "unifom" policy at 7 elementary schools and 1 middle school. Plan to increase the number of schools that have school uniform policies (1 MS & 2 Elementary)
4.3.4	Establish uniform building crisis teams at all levels (de-escalation, crises prevention intervention, emergencies).	
4.4.1	Institute mandatory district-wide cultural proficiency training.	<ul style="list-style-type: none"> Provided 8 hours of training for principals during the 2009-2010 school year.
4.4.2	Implement a system for monitoring the district's progress toward cultural proficiency.	
4.4.3	Utilize established councils to identify concerns, elicit feedback and participate in problem solving related to cultural proficiency issues (examples	<ul style="list-style-type: none"> Diversity Council, District Curriculum Council, Professional Development Council, GT and ESS Advisory Committees met regularly. Information was provided by the councils was used for program planning

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	include, Diversity Council, District Curriculum Council).	<ul style="list-style-type: none"> and improvement. • Counselors met with Frank Davila to discuss issues • Developed a system to inform migrant grad advocates of counselor work.
4.4.4	Identify and implement academic and co-curricular programs that support and appeal to a broad range of learners.	<ul style="list-style-type: none"> • Conducted quarterly review of MS and HS co-curricular and extra-curricular activities by gender and ethnicity with athletic directors • Created a middle school model of athletics to increase participation across all subgroups
4.5.1	Utilize collaboration teams at the district level, including Diversity Council, District Accountability Committee (DAC), District Curriculum Council (DCC), Gifted and Talented Advisory Council and associated curriculum work groups, District Professional Development Council (DPDC), Career and Technical Education Advisory Council (CTEAC), Exceptional Student Services Council, Special Education Advisory Council (SEAC), GT, ELL, Title I/Title III Advisory Councils for purposes of improvement.	<ul style="list-style-type: none"> • District committees met regularly throughout the year. • District staff actively solicited feedback from appropriate district committees on issues related to the district (budget, curriculum, programming, training, etc.). • Worked with CTEAC on magnet vision, plans of study, • Developed magnet model task force related to clusters
4.5.2	Utilize and continue to develop collaboration teams at the school level. (Preference is to develop leadership teams at the school level)	<ul style="list-style-type: none"> • Leadership Academy will be held in July for school leadership teams from each district school. Goal is to develop capacity for collaborative leadership teams.
4.6.1	Identify gifted and talented students equitably in all populations (race, culture, gender, and socioeconomic levels).	<ul style="list-style-type: none"> • Provided CELA data to each GT Teacher • Hosted parent informational nights in Spanish • Piloted USTARS at Jefferson
4.6.2	Educate families, staff, and community about behaviors, characteristics and needs of gifted students.	<ul style="list-style-type: none"> • Hosted parent informational nights in Spanish • Conducted parent survey through IC and at individual schools to identify areas of need • Hosted Supporting Emotional Needs of the Gifted (SENG) parent groups
4.6.3	Implement annual Advanced Learning Plans for all identified GT students.	<ul style="list-style-type: none"> • Adapted current Advanced Learning Plans (ALPs) into Infinite Campus (IC) • Trained GT teachers in new ALP on IC
		<ul style="list-style-type: none"> • Redefined roles/responsibilities of secondary GT teachers to increase time for quality ALPs
4.6.4	Provide relevant, appropriate instruction for gifted learners by trained professionals.	<ul style="list-style-type: none"> • Continued to provide \$500 scholarships for teachers pursuing GT Masters/Endorsement through GT grant • Continued to offer online GT professional development in CBOCES classes through GT grant • Provide GT teachers with Master TOT training through GT grant • GT teachers offer PD at local sites
4.6.5	Allocate gifted and talented teachers based on student numbers, student identification goals and talent development.	<ul style="list-style-type: none"> • GT teachers assigned to schools based on identified GT students' needs • Monitor and adjust GT teacher assignments
4.6.6	Implement district-level training, support and supervision to teachers of gifted and talented students in order to ensure common practices, common instructional models and common	<ul style="list-style-type: none"> • GT teaches met regularly to develop common practices regarding identification and service delivery

Actions:	Actions Completed During 09-10 or Planned for 10-11
operating procedures across the district.	
4.6.7 Establish grouping strategies to serve students in schools with small GT populations.	
4.6.8 Establish guidelines and processes for accelerating students according to students' learning needs (e.g. transcribing high school courses taken at the middle level and curriculum compacting, granting high school credit for college level classes).	<ul style="list-style-type: none"> • Provided 35 high school students with math classes in the summer in order to accelerate their progress into advanced math classes, primarily AP and IB (provided by the API grant) • Expanded the accelerated courses to include language arts and science courses as well as math in the summer of 2010 through the API grant (5 courses in all) • Purchased 250 new AP books for high school students through the API grant • Trained 15 teachers in advanced placement classes during the summer of 2010 and 16 teachers during the summer of 2009 • Trained 21 AP teachers in a Saturday workshop to improve rigor and implement strategies to promote college ready skills • Updated PSEO forms to clarify the process for taking college courses. • Increased the number of students taking PSEO courses. • Updated graduation requirements to eliminate barriers to acceleration. • Continued to expand the dual credit course offerings • Continued to expand AP course offerings through on-line options • Developed relationships with UNC and AIMS to facilitate acceleration of students • Increased number of students taking advantage of AIMS Career Academy credit • Developed a process for using the Iowa Acceleration Scale (IAS) as a comprehensive guide to determine subject and/or grade acceleration for students
4.7.1 Build a framework of <i>career pathways</i> aligned with the state career clusters and with high skill, high wage or high demand occupations.	<ul style="list-style-type: none"> • Met with stakeholders (curriculum council, counselors, instructional coaches, CTEAC, high school staff) to explain the vision, • Developed task forces in each cluster from CTEAC membership, gathered input from stakeholders. • Created career pathways documents
4.7.2 Build partnerships with business and industry through the Career and Technical Education Advisory Council (CTAEC).	<ul style="list-style-type: none"> • Met regularly with CTEAC with a focus on Pathway Model • Created task forces related to each cluster to review career pathways
4.7.3 Align <i>career pathways</i> with Aims Community College Career Academies.	<ul style="list-style-type: none"> • Meet with Dean from AIMS to start seamless plans of study post-secondary and to identify current and additional pathways,
4.7.4 Develop individual <i>student career</i> plans beginning in middle school and update annually through high school.	<ul style="list-style-type: none"> • Middle school students completed career planning activities at 8th grade • ICAPs were completed for 8th graders going into 9th grade • ICAPs were used to complete pre-enrollment • Worked with MS and HS counselors to incorporate career planning into instruction in Career and Life Choices and appropriate middle school courses
4.7.5 Identify CTE courses that contain academic content equivalent to academic core courses and can be used to satisfy graduation requirements.	<ul style="list-style-type: none"> • Academic (math, science, language arts) crossworks were completed for Ag/Tech/Engineering, FACS, Business/Marketing
4.7.6 Integrate career relevance/awareness into other content areas in elementary by grade level.	

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<p>4.8.1 Implement common practices, instructional models and operating procedures within the ESS program across the district.</p>	<ul style="list-style-type: none"> • Augmented the H/M curriculum with Fairview Reading program and Visual Phonics for the DHH program • Established expectation that high schools content which is aligned to general education curriculum will be available and provided to ESS students • Reinforced with principals that all students will receive accommodations and needed modifications to promote equal access to general education • Implemented common practices and operating procedures implemented across the district include ESS 30 topics: Accommodations and Modifications; Conduct Versus Emotional Disturbance; Manifestation Determinations; Present Levels of Academic Achievement and Functional Performance; Measureable Goals and Objectives; Functional Behavior Analysis (FBA); Behavior Intervention Plans; Progress Monitoring; IEP software • Established common practices and operating procedures implemented across the district include the development of SLD and SIED manuals for eligibility • ESS staff trained in use of program materials and strategies used by general education • Established and participated in collaborative planning with curriculum and professional development department to identify and align curriculum materials and strategies to address learning needs of ESS students not responding to current tiered intervention materials and strategies • Clarified processes for students at risk of being identified as special education or possibly needing further consideration for additional ESS service • Monitored student transitions through professional development provided by transition specialist to middle and high school staff
<p>4.8.2 Identify the role of the ESS staff in participation in Response to Intervention (RtI) problem-solving and intervention activities.</p>	<ul style="list-style-type: none"> • Participated in collaborative planning and presented with RtI coordinator at all district schools regarding the ESS role in problem solving and intervention planning • Guided and participated in the collaborative planning with the development and implementation of the RtI/IEP components of the EXCEED program • Participated in collaborative planning with curriculum and professional development department to identify and align further curriculum materials and strategies that are research proven to address learning needs of ESS students not responding to current tiered intervention materials and strategies. • Guided and participated in the collaborative planning with the development and implementation of the RtI component of the EXCEED program
<p>4.8.3 Create structures that increase collaboration between general and special education staff.</p>	<ul style="list-style-type: none"> • Created the ESS Instructional Diagnostic Coach position through ARRA funds to provide middle school staff instructional support in co-teaching structures, implementation of accommodations and modifications, and the role of general and special education staff in RtI • Created and assigned ESS Behavior Coaches to each district school to support staff in addressing behavior issues in the classroom and provided de-escalation and CPI training district wide for all school administrators and other staff members who work with students with potential behavior needs • Met with secondary and elementary principals for ESS 30's topics that were identified by the principals and other administrators
<p>4.8.4 Improve the quality of the IEPs so that every IEP includes specific, measureable goals and objectives (based on district standards) for every</p>	<ul style="list-style-type: none"> • Established a monitoring system to ensure compliant IEPs are developed and implemented to meet the needs of every student with an IEP • Prepared and completed ESS 30s, 30 minute professional development sessions, at all schools in the

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	student.	<p>following topic areas: writing present levels of performance; writing measurable goals; identifying accommodations and modifications specific to measurable goals and learning needs; completing transition evaluations and writing compliant transition IEPs.</p> <ul style="list-style-type: none"> Completed monthly analysis of IEPs to review work on specific to present levels of performance, measurable goals, progress monitoring and transition
4.8.5	Improve the implementation of IEPs through the use of progress monitoring data and response to progress monitoring data.	<ul style="list-style-type: none"> Provided training with staff to understand the progress monitoring form (PALS) and how to use and tie data to determine IEP goals and student progress Improved the use of data to place into the present levels of academic achievement and functional performance for IEPs Prepared and presented to ESS teams on site ESS 30's on three specific areas: writing present levels of performance, writing measurable goals and identifying accommodations and modifications specific to measurable goals and learning needs. Completed monthly analysis of IEPs specific to present levels of performance, measurable goals, progress monitoring and transition
4.8.6	Establish, implement and support program expectations, procedures and instructional guides for all specialized programs (severe/profound regional learning center (RLC), behavior adjustment classroom (BAC), autism intensive learning center (ILC), deaf and hard of hearing (DHH), and vision program).	<ul style="list-style-type: none"> Initiated and established manuals and guidelines for specialized programs Held ESS screening meetings with school staff regarding consideration of student(s) needing a specialized program Held quarterly meetings to identify curriculum material and procedures for aligned program instruction and progress monitoring for all specialized programs Identified LCCE and UNIQUE curriculum for RLC Identified Boy's Town curriculum for BAC Reviewed and continued to implement TEAACH program for ILC Augmented the H/M curriculum with Fairview Reading program and Visual Phonics for the DHH program
4.8.7	Connect ESS identification system with RtI process.	<ul style="list-style-type: none"> Developed a two-stage screening process for preschool-age children to enable their parents to provide intervention strategies and activities in the home Developed a model that will place children into the preschool program whereby preschool teams will monitor the progress of children. Continued work with the speech language therapists, the motor team, Terri Pappas and Colorado Department of Education to update and complete this model Completed and published the district "SLD Eligibility Guidelines Handbook" Completed and published the district "SIED Eligibility Guidelines Handbook" Collaboratively planned and presented with RtI coordinator on ESS role in problem solving and intervention planning for students at risk of being identified as special education. Developed a draft TIER description of ESS role in RtI problem solving process.
4.8.8	Use research-proven interventions for academic content and behavior for ESS students.	<ul style="list-style-type: none"> Utilized "Corrective Reading", "Wilson Reading", "Language!" and "EdMark" for at-risk students in reading Established a behavior support team with two behavior coaches and one behavior specialist through the use of stimulus funds Collaborated with behavior consultant through contracted service to guide and facilitate review and development of behavior strategies used in tiered intervention as well as in identified intensive

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		<ul style="list-style-type: none"> behavior programs Scheduled Boys Town training for the 10-11 school year to address behavior program for ESS students after review of current program indicated weaknesses needing to be addressed Observed use of program materials and strategies used in general education and special education that are research proven
4.8.9	Establish processes that successfully transition ESS students between schools and levels.	<ul style="list-style-type: none"> Provided kindergarten teachers with information regarding each child's developmental progress in preschool via Creative Curriculum reports located in each child's cumulative file Planned transition activities for children entering Kindergarten from Colorado Preschool Program (CPP) or through ESS services Held kindergarten transition meetings either through home visits, annual reviews or through special request meetings with parents Developed and provided handouts for parents outlining the process of registering for kindergarten and activities to help prepare their children for kindergarten Established "blue" working ESS folders that are organized with specific informative forms that are delivered to the receiving school for the new school year Completed schedules for students in special education by case managers to ensure IEP schedule and services are met for the new school year Held meetings with secondary principals with ESS Executive Director, Director of Secondary Schools and ESS Coordinator to review student schedules, teacher schedules, and teachers matching HQ status with teacher assignments
4.8.10	Establish secondary courses for ESS students that support the need to transition successfully into postsecondary independence.	<ul style="list-style-type: none"> Identified and trained staff in process of determining transition goals Held meetings with individual staff to review and develop quality transition plans that will meet compliance per CDE Established appropriate course opportunities for students receiving exceptional education services to support transition plan of the IEP Provided support and oversight at each secondary school to schedule classes that allow for post secondary success for students receiving exceptional student services
4.8.11	Establish guidelines that clearly define justification for failure of secondary ESS students in courses.	<ul style="list-style-type: none"> Redesigned and trained staff on the points of the Exceptional Education Justification for Failure form Reviewed and identified failure rates at secondary schools to discuss with the school administration and lead ESS staff
4.8.12	Establish and implement preschool pacing guides that align with kindergarten expectations.	<ul style="list-style-type: none"> Purchased a preschool language and literacy curriculum "Opening the World of Learning" Trained preschool teachers in the new curriculum to support the Early Reading First (ERF) grant program implemented as of February 9, 2010 Created pacing guides to support the curriculum with preschool teachers and support staff Worked in collaboration with Lynn Kuhn to develop the Early Childhood Literacy Program through the EC LETRS training to align preschool curriculum with the kindergarten expectations
4.9.1	Create a robust newcomers program for secondary students up to age 21 to develop basic English skills and learn cultural integration skills.	<ul style="list-style-type: none"> Provided ELA classes in high school credit recovery program for newcomer students Worked with group of high school ELA teachers to define program goals and objectives, materials, courses, transportation plan, parent involvement, and entrance and exit criteria Hired district newcomer teacher Worked with high school ELA teachers to identify the students already in our system

Actions:		Actions Completed During 09-10 or Planned for 10-11
		<ul style="list-style-type: none"> • Worked with Welcome Center to identify students new to our system • Conducted home visits with families identified for the program • Implemented District Newcomer program at Greeley Central High School for up to 25 students • Collected mid-semester data on student progress using LAS Links, L! assessments, Literacy survey • Created transition plan for students returning to their home high school • Developed plan for providing social-emotional support to students as part of the newcomer program • Conducted home visits with families who will be entering the program new during second semester • Trained counselors in the schools and community to understand and support refugee social-emotional needs • Year end data collection and program evaluation to determine improvement steps for school year 2010-11
4.9.2	Continue to monitor and adjust the implementation of the ELL plan.	<ul style="list-style-type: none"> • Held 3 Title 1/Title 3 Advisory council meetings to review data and current practices and provide input • Continued work with Dr. Frank Davila as external consultant to the district , conduct monthly visits to schools and meetings with directors, principals, ESS staff, GT coordinator, ELA teachers, instructional coaches, and Counselors around program improvement • Created Title1/Title 3 Advisory council that includes principals, directors, teachers, community members and parents • Evaluated Annual Measureable Achievement Objectives (AMAO) data at district and school level • Shared with principals and developed next steps based on what's working and not working at their buildings • Based on feedback from teachers, principals, directors and Advisory Council submit ELA improvement plan to CDE • Revise 2007 version of District Literacy Development Plan for ELLs based on CELA data, LAS Links, CSAP and feedback from Advisory Council.
4.9.3	Use disaggregated data to progress monitor ELL achievement toward academic proficiency.	<ul style="list-style-type: none"> • Conduct cross-correlation study of AMAO data with CSAP, DIBELS and Benchmark student data
4.9.4	Create structures that increase collaboration between ELL and content teachers.	
4.9.5	Continue to develop deep levels of ELL knowledge in all teachers.	<ul style="list-style-type: none"> • Reviewed AMAO data in order to tie data with professional development needs • Worked with instructional coaches on high impact instructional strategies (oral language development, front-loading) • Worked with coaches to understand language acquisition process, sheltered instruction strategies and to interpret ELL student data that supports teacher instruction • Made connections Power of Teaching trainings to make specific connections between the observation tool and sheltered instruction strategies and SIOP framework • Developed expertise in elementary ELA teachers through early release to become teacher leaders and active members of the RtI process in their buildings
Goal 2. Strengthen Relationships		
Strategy 5:		
5.1.1	Conduct satisfaction surveys according to the	<ul style="list-style-type: none"> • Internal satisfaction survey completed

Actions:		Actions Completed During 09-10 or Planned for 10-11
	comprehensive accountability system.	<ul style="list-style-type: none"> • Gallup Employee Engagement survey completed • Gallup Student Engagement survey completed • Parent satisfaction survey completed
5.1.2	Develop and implement a full complement of communications vehicles for internal and external customers.	<ul style="list-style-type: none"> • Communications Office began Podcast audio series, Twitter, BOE meeting web videos, Money Matters section of website. • Communications Office greatly expanded number and variety of videos available to public on District 6 website • Began using TeacherTube and BlipTV services for video <p>Steps to be undertaken in 2010-11</p> <ul style="list-style-type: none"> • Communications Office will create and maintain Facebook account for District 6 • Communications Office will create and distribute district info/graphic blurbs for school newsletters
5.1.3	Create communication processes to keep teachers informed about curriculum and instruction related projects and issues.	<ul style="list-style-type: none"> • Began implementation of Blackboard system for internal communications and training.
5.1.4	Identify and implement common expectations for various communication tools at the district and school levels (i.e. letters home, web-page updates).	<ul style="list-style-type: none"> • Provided training and assistance to number of central office departments on the creation/maintenance/ improvement of their departmental webpages • Began online repository of copies of emergency letters sent home by principals throughout the school year, for use in future situations <p>Steps planned for 2010-11</p> <ul style="list-style-type: none"> • Begin providing standardized district info/messages to all schools for inclusion in school newsletters (does not interfere or limit school's own information in the newsletter, just adds district info) • IF the district is slated to change its website content management system provider in 2011-12, then major amount of preparatory work would begin in January 2011. <p>Steps planned for 2011-12</p> <ul style="list-style-type: none"> • Develop and facilitate online training for school office managers, secretaries and principals on the topics of school newsletter publication, school website content maintenance, customer service, and PowerPoint presentations • IF the district is slated to change its website content management system provider in 2011-12, then major amount of training and roll-out work would occur throughout 2011-12
5.1.5	Implement effective translation and interpretation services at the district and building level.	<ul style="list-style-type: none"> • Welcome Center created list of interpreters in the community who are available for contracted service by schools and departments. • Basic interpretation training provided to interpreters by Welcome Center • Purchased a third set of headphones/microphone used for translation at school/district events. • Worked with eChalk website to use Google Translation button on main website, placed prominently at top left. <p>Steps planned for 2010-11</p> <ul style="list-style-type: none"> • Increase staff interpreter's hours from 20 per week to 30 per week in order to meet increased demand for services.
5.1.6	Annually review and revise communication plan.	<ul style="list-style-type: none"> • Did continual monitoring and adjusting of communication activities

Actions:		Actions Completed During 09-10 or Planned for 10-11
5.2.1	Build strong relationships with teachers, classified staff and administration through listening sessions and open feedback surveys.	
5.2.2	Strengthen relationships with teachers, classified staff and administration through ongoing visits to classrooms, schools, and departments.	<ul style="list-style-type: none"> Weekly visits to all AVID classrooms Regular visits to AVID trained content teachers Monthly meetings with AVID School Coordinators Bimonthly meetings with API School Coordinators Make weekly visits to schools/GT teachers Site visits to High School counselors Site visits to Middle School counselors Board visits made weekly - all schools and departments visited during school year
5.2.3 (new action)	Reinforce relationships between the Finance Department and Office Managers / Financial Secretaries.	<ul style="list-style-type: none"> Effective January 2010, implemented monthly meetings coordinated and conducted by the Finance Department to offer more effective communication opportunities.
5.2.4 (new action)	Implemented Dollars & Cents Publication.	<ul style="list-style-type: none"> Devised a publication to send current and up-to-date communication to all sites within the District to streamline the communication of Finance Department related matters
5.3.1	Develop school-based family groups through the district parent liaison.	<ul style="list-style-type: none"> Held monthly parent trainings on parent involvement topics at 11 Title I schools Held bi-weekly ESL classes for parents at 9 Title I schools Held an end-of-year meeting with parent to gain feedback on Title I programs Held 3 family literacy programs with refugee groups Partnered to hold 2 Strengthening Family sessions at middle schools. Held a Plaza Comunitaria program for parents Held refugee student/parents trainings at Greeley Central Held GT parent information nights Held SENG group for parents of GT students
5.3.2	Implement <i>online</i> customer service training program for district staff.	<ul style="list-style-type: none"> Implemented stand up Customer Service Training for all current Nutrition Service staff. Include as part of new hire orientation. <p>Next steps:</p> <ul style="list-style-type: none"> Current customer training will migrate to online system as soon as possible.
5.3.3	Develop a community engagement plan that builds community ownership of district achievement outcomes.	<ul style="list-style-type: none"> Developed "dashboard" of accountability indicators Printed "flier" version, posting on website, and airing on Channel 16. Facilitated community engagement activities <p>Steps planned for 2010-11</p> <ul style="list-style-type: none"> Facilitate community engagement meetings for Board of Education members in September, October, January and February Continue to refine, revise and align the district's main messages and "brand identity" regarding district accomplishments and achievements Actively outreach to real estate agents and provide them with relevant information about district accomplishments and achievements <p>Steps planned for 2011-12</p>

Actions:		Actions Completed During 09-10 or Planned for 10-11
		<ul style="list-style-type: none"> Develop logo items for distribution/sale to district employees, parents, community members (pens, pins, cups, shirts, etc.) in order to build internal and external brand-image identity, ownership and loyalty. Accomplish this at cost-neutral impact to district budget through sales and sponsorships
5.3.4	Authentically involve families in schools, homework and student conferences.	
5.3.5	Redesign district accountability committee structures to align with district Comprehensive Accountability Plan and state requirements.	Priority for 10-11
5.3.6	Implement a district welcome and registration center as an alternative to onsite school registration.	<ul style="list-style-type: none"> Implemented a district welcome center
5.3.7	Develop authentic partnerships with the business and government community in the achievement of district outcomes.	<ul style="list-style-type: none"> Worked with Boys and Girls Club of Weld County on its new plan to support academics at the Club, and align academic expectations with the district's strategic plan goals Worked with City of Greeley Youth Services on a plan to support academics and align academic expectations with the district's strategic plan goals Continued its partnering with the Better Schools Better Community committee Continued its partnership with the Junior Leadership Weld County project Established a partnership with the United Way of Weld County Resource Allocation Committee <p>Steps planned for 2010-11</p> <ul style="list-style-type: none"> Refine and strengthen partnerships with Boys and Girls Club and City of Greeley Youth Services Work to strengthen and expand "communication partnerships" with social media between City of Greeley and district Promote and publicize the Better Schools Better Community resource website throughout the area, internally and externally Feature a school-business partnership in a video program four times during the school year (once per quarter). Videos can be cross-linked at the Better Schools website and on the business website Continued partnership with CTEAC, Chamber of Commerce and Weld County Workforce Youth.
5.3.8	Authentically involve the community organizations in the achievement of district outcomes.	(Suggest removing. Other strategies have this result.)
5.3.9	Create electronic systems and processes that enable parents to access records (enrollment, achievement, homework, records).	

Actions:		Actions Completed During 09-10 or Planned for 10-11
5.3.10	Create family and student friendly enrollment processes.	<ul style="list-style-type: none"> Created a common district-wide enrollment packet Standardized and updated the demographic form Created a Welcome Center for all families to enroll at a central location Hired Welcome Center Facilitator and Open District Welcome Center Met with secondary schools to inform theme of the Welcome Center and its services that will support them and their families Met with community organizations who work with families coming to our community to encourage them to refer families to the Welcome Center Trained Welcome Center facilitator and leaders in the refugee community on how to fill out the enrollment packet and the free/reduced lunch form Continued advertising the Welcome Center through community events, creating a brochure and visiting schools. Reviewed and evaluate data from first year of implementation to determine improvement steps
5.4.1	Engage in collaborative projects with Aims, UNC and other institutions of higher education that benefit all institutions.	<ul style="list-style-type: none"> Hired UNC work-study and hourly students for AVID tutors Developed, organize,d and held a College-focus conference for underrepresented high school populations Organized field trips to colleges for underrepresented student populations E-Mentoring (selected teachers) Met with CTEAC with representation from AIMS Met with College and Greeley Promise reps Collaborated with MAST institute on MSP Built a system of simultaneous renewal between UNC professors and 6-12 educators in Math and Science Worked on Project Hope (Tobias Guzman meetings) TLC – 3 teachers involved in a two year math program Aligned UNC's elementary literacy course sequence with district literacy program
5.4.2	Institute a District 6 Educational Foundation.	<ul style="list-style-type: none"> Board has formed steering committee. Priority for 10-11.
5.4.3	Develop partnerships with those that legislate and regulate educational work.	<ul style="list-style-type: none"> Board and Superintendent participation in lobbying group with similarly situated districts Superintendent participation on Chamber Board of Directors Superintendent participation in conversations with state and national representatives Board participation in testimony on legislative issues. Met with Colorado State Senator Sandoval to discuss concerns relating to school foodservice; Provided testimony for the Farm to School Healthy Kids Act and spoke at the USDA Healthy Schools Roundtable hosted by Deputy Under Secretary Janey Thornton.
5.4.4	Develop partnerships with educational vendors.	(Suggest removing)
5.5.5 (new action)	Develop Worksite Wellness plan.	<ul style="list-style-type: none"> Developed Worksite Wellness Team with input from district insurance brokers (Flood & Peterson) to develop menu of services for employee wellness issues. Submitting Welcoa application and received designation as a Well Workplace.

Actions:		Actions Completed During 09-10 or Planned for 10-11
5.5.6 (new action)	Improve Nutrition standards for all student groups.	<ul style="list-style-type: none"> Developed Wellness Committee from district staff and community members to provide oversight of District Wellness Policies. Assessing current student menus and strengthen nutritional integrity of foods offered to students through the National School Lunch and Breakfast programs. Exploring grant opportunities to help support sustained improvements in student health issues.
Goal 2. Strengthen Relationships		
Strategy 6:		
6.1.1	Create individual teacher professional development growth plans that are aligned to the school's improvement plan and the district's strategic plan.	
6.1.2	Build a comprehensive evaluation system that 1) evaluates and provides timely feedback on the quality of professional development offerings, 2) identifies new learning gained by teachers, 3) identifies how the organization has supported the change, 4) measures participants' use of new knowledge and skills, and 5) correlates teacher learning to student achievement (return on investment).	
6.2.1	Implement a quality instructional coaching model for all teachers and principals that is differentiated by need and that produces measureable student achievement results.	<ul style="list-style-type: none"> Required coaching through school improvement plans Implemented coaching support that was differentiated by school need Added four elementary math coaches (ARRA funds) Provided weekly training and support for coaches Created a coaching accountability plan for 10-11
6.2.2	Implement a robust program evaluation of the coaching model to determine its effectiveness in raising student achievement and to make program upgrades.	
6.3.1	Create and implement annually a professional development plan for non-certified staff across the district.	
6.3.2	Create an annual job embedded professional development plan for each school level (elementary, middle, high) that supports district strategic initiatives.	<ul style="list-style-type: none"> Created a curriculum map for E.S. and a Principal Meeting Map at H.S. that included P.D., data dialogues, etc.
6.3.3	Implement knowledge-level professional development (face-to-face and e-learning) that supports district strategic initiatives.	<ul style="list-style-type: none"> Professional development was planned and delivered during the summer and during early release PD days based on district initiatives.
6.3.4	Implement follow up professional development that is job-embedded (peer coaching, action	<ul style="list-style-type: none"> Coaching support was provided to teachers Collaborative planning was provided to elementary and middle school teachers

Actions:		Actions Completed During 09-10 or Planned for 10-11
	research, data teams, collaborative planning, demonstration classrooms, etc) at the school and district level.	<ul style="list-style-type: none"> Elementary demonstration classrooms were identified in reading, math and writing
6.4.1	Establish well-equipped professional development facilities for use year round.	
6.4.2	Implement a robust professional development software management system.	
6.5.1	Develop a consistent tool to identify the new hires needing induction.	Priority for 10-11
6.5.2	Create and implement an induction system that includes orientation, professional development and mentoring.	<ul style="list-style-type: none"> Induction program was effectively implemented.
6.5.3	Create and implement professional development for mentors.	
Goal 3. Organizational Effectiveness		
Strategy 7:		
7.1.1	Provide guidance to building administrators in the areas of instruction, school management, legal and regulatory compliance and effective fiscal practices.	Providing guidance on the following topics: <ul style="list-style-type: none"> Individual principal training on nonrenewal processes, new attendance plan implementation and flowchart, attendance letters, attendance plans, data dashboard, discipline, due process assurance, monthly tracking of suspensions, monthly school budget reviews, HS/MS - Power of Teaching training and support, organization and management of financial resources. Focused monthly principal meeting on the analysis of student data and the understanding of the new assessment system. (Galileo) Participated in school audits Provided individualized support and supervision for identified principals
7.1.2	Create and implement a system in which new administrators receive targeted support on a monthly basis.	<ul style="list-style-type: none"> Individualized instruction for individual principals Principal coach for one principal Provided external support for elementary principals New secondary principals provided mentors
7.1.3	Equip each principal with a knowledgeable professional coach who provides year-long support for all aspects of school leadership.	
7.1.4	Establish a leadership team in every school in order to build internal training capacity on Colorado's standards-based model and to increase student achievement.	<ul style="list-style-type: none"> Leadership Academy will provide training for school leadership teams this summer.
7.1.5	Establish professional growth priorities and action plans with every district leader.	<ul style="list-style-type: none"> Developed professional growth plans at the elementary and secondary levels Developed a curriculum map for elementary principals for all school meetings Developed a professional development map for all secondary school leadership meetings

Actions:		Actions Completed During 09-10 or Planned for 10-11
7.1.6	Fine tune and create additional district-wide leadership academies as needed.	
7.1.7	Utilize the Gallup Employee Engagement program and protocol to engage department personnel in the district's common goals, mission, and vision.	<ul style="list-style-type: none"> Completed the third year of Gallup Employee Engagement and utilized findings to development departmental and school improvement plans.
7.1.8	Establish and refine leadership training to focus on relational aspects of student and staff engagement.	
7.2.1	Regularly engage principals, staff members and students in dialogue focused on student academic performance during principal meetings, visits and academies.	<ul style="list-style-type: none"> Scheduled meetings with principals on an ongoing basis. Conducted regular data analysis at principal meetings
7.2.2	Continue to model, use and train on the use of data driven discussions for all leaders and teachers in the district during professional development activities and school site visits.	
7.2.3	Fully adopt and model the use of problem solving protocols that begin with data analysis and are used at all levels throughout the organization in relevant meetings with leadership.	<ul style="list-style-type: none"> Modeled problem solving processes at meetings for principals Supported problem solving and data analysis through SACs and data coaches
7.2.4	Train all district and school staff in the use of Colorado's standards documents and data resources.	<ul style="list-style-type: none"> Trained principals and teachers on curriculum resources Trained principals and teachers on use of Galileo data system and DIBELS system.
7.2.5	Create and implement a system in which all leadership consistently disaggregates and analyzes data comparing academic achievement of population subgroups (e.g. by income level, ethnicity, gender, exceptional children) in order to make informed school improvement decisions.	
7.2.6	Create a formal and consistent process for disaggregating data by subgroups and report to all stakeholders utilizing paper-based and online delivery mechanisms.	
7.2.7	Refine and revise leadership collaboration programs with Aims and UNC (Principal Cohort).	<ul style="list-style-type: none"> Completed first leadership cohort with UNC.
7.3.1	Build a comprehensive evaluation system that 1) supports higher levels of student performance, 2) enhances staff professionalism, 3) improves the quality of teaching 4) helps teachers refine their teaching skills, 5) provides immediate feedback to enable opportunities for professional growth	

Actions:		Actions Completed During 09-10 or Planned for 10-11
	throughout the year, 6) clearly identifies opportunities for improvement to staff and administrators needing remediation.	
7.3.2	Institute a district-wide personnel evaluation committee that meets the requirements of state law as noted by district policy.	
Goal 3. Organizational Effectiveness		
Strategy 8:		
8.1.1	Conduct an internal review of practice and policy and align all budgeting and financial policies to best practices and the district strategic initiatives.	<ul style="list-style-type: none"> Annually reviewed and revised Financial Policy and Procedure Handbook which is utilized by office managers and employees to standardize practices and define policies. Regularly attend CDE's FPP Committee meetings to keep current with developments in the financial arena. Attended periodic continuing professional education to keep current with financial rules, regulations and best practices. Implemented budget development tools and delivered a "break-even" budget in Nutrition Services. Using budget tools to develop monthly reporting tools for Nutrition Services.
8.1.2	Continue to improve and refine financial reporting while providing a method for district leaders to monitor use of funds.	<ul style="list-style-type: none"> Implemented Infinite Visions financial reporting software to allow for clearer, more efficient and effective reporting. Infinite Visions utilizes budget control groups, or "buckets" that can be quickly reviewed to determine the funds available for spending. Provided monthly reports to sites so department leaders, directors and principals can monitor their budget.
8.1.3	Continue to refine the alignment of the budget and actual expenses.	<ul style="list-style-type: none"> Reviewed budget variance reports on a monthly basis to identify areas where budget may not be properly aligned with actual expenses.
8.1.4	Implement software to enhance the budget development, maintenance and analysis for all aspects of the district.	<ul style="list-style-type: none"> Continue to establish budget processes to fully utilize the features of the IV software.
8.1.5	Implement budget workgroups to help identify priorities and align funds.	<ul style="list-style-type: none"> Created budget workgroups consisting of different district stakeholders, including school leadership, departmental leaders, district leadership and the district accountability committee to provide input around the development of the budget.
8.1.6	Increase transparency of budget development, decisions and document by developing a financial resources page on the website (audit reports, budget information).	<ul style="list-style-type: none"> Have posted financial information on the district's website, including monthly financial reports, audit reports, and budget documents. <p>Priority for 10-11:</p> <ul style="list-style-type: none"> Will continue to refine presentation of information and expand documents available for public review in order to be in compliance with financial transparency legislation. Nutrition Services will develop reporting tools to best communicate financial info to stakeholders.
8.1.7	Develop an <i>audit</i> committee.	
8.1.8	Implement a periodic plan to evaluate and revise internal <i>audit</i> processes and policies.	

Actions:		Actions Completed During 09-10 or Planned for 10-11
8.1.9	Annually evaluate the current staffing levels at each school, in each department and compare the needs of the students. Allocate appropriately based on the outcome of the data.	<ul style="list-style-type: none"> Created a “staffing and attendance” team to consistently monitor staffing and address needs of the students in our schools. This team reviews the needs and sets the staffing plan for the year each spring. Each fall the team monitors student attendance and addresses needs as they arise. Implemented staffing guides for all kitchens in D6 based on enrollment and Average Daily Participation (ADP). <p>Next steps for 10-11</p> <ul style="list-style-type: none"> Develop standardized process for annually adjusting participation targets and staffing levels for D6 kitchens based upon enrollment and ADP
8.1.10 (new action)	Implement new financial software (Infinite Visions) to increase efficiencies in district-wide operations.	<ul style="list-style-type: none"> Developed a purchasing approval system to more efficiently and accurately approve purchases. Hiring process streamlined with the addition of approval loops to ensure all parties involved were aware of hiring. Established monthly budget reporting to the sites. Realized efficiencies with budget projections and position control functions within the new software. Afforded district personnel the ability to review personal information, view pay checks, change withholdings, view leave balances, ability to access W-2 copies and complete on-line benefits enrollment. Centralized all finance related district forms for easy access by all locations. Trained Housekeeping staff to use iVisions as well as the computer to process all leave activity and email communications with the district. Many employees had little or no computer skills to utilize the technology. Trained transportation staff to use iVisions as well as the computer to process all leave activity and email communications with the district. Many employees had little or no computer skills to utilize the technology. <p>Priority for 10-11</p> <ul style="list-style-type: none"> Utilize functions within software to attach documents to realize paper printing savings and create additional efficiencies. Enforce purchasing procedures to limit the number of vendors added and to ensure enhanced purchasing polices are followed.
8.1.11 (new action)	Initiated, directed and coordinated external audit process along with the preparation of the Comprehensive Annual Financial Report.	<ul style="list-style-type: none"> Received Certificate of Achievement for Excellence in Financial Reporting from the following organizations: Government Finance Officers Association Association of School Business Officials
8.1.12 (new action)	Evaluated security of disbursements sent from the District and implemented a process to prevent fraudulent checks being cashed on District accounts.	<ul style="list-style-type: none"> Established Positive Pay with Wells Fargo to validate any disbursements made from the District. If checks don’t match file sent by Finance to Wells Fargo, checks are returned for verification.
8.1.13 (new action)	Reallocated method of investments to achieve greater investment income opportunities.	<ul style="list-style-type: none"> Reinvested money market fund assets in U.S. Treasuries which has resulted in \$188k of interest income.

Actions:		Actions Completed During 09-10 or Planned for 10-11
8.1.14 (new action)	Board of Education Financial Report Summary.	<ul style="list-style-type: none"> Created a comprehensive summary to support the monthly financial reporting to the Board of Education
8.1.15 (new action)	Investment Portfolio Diversification Report.	<ul style="list-style-type: none"> Designed and implemented quarterly reporting of investment balances.
8.1.16 (new action)	Conducted district-wide fixed asset inventory.	<ul style="list-style-type: none"> Implemented fixed asset inventory software with barcode scanning. Physically inventoried all assets greater than \$5,000 (approximately 700 assets). Last physical inventory occurred in 2002. <p>Next steps:</p> <ul style="list-style-type: none"> Implementation of processes and procedures of management of fixed asset inventory. Inventory of technology related items valued at \$500 and greater.
8.1.17 (new action)	Implement a web payment option for district parents.	<p>Priority for 10-11</p> <ul style="list-style-type: none"> Release an RFP to select a vendor to afford parents to pay for student fees, athletic fees, school lunches, activity fees, parking passes by credit card or electronic check.
8.1.18 (new action)	Implement processes and procedures to effectively and accurately collect all student fees.	<p>Priority for 10-11</p> <ul style="list-style-type: none"> Collaborate with schools to ensure all student fee invoicing is managed through Finance to ensure collection of funds.
8.2.1	Initiate and complete a district-wide technology audit to include hardware, software (educational software, business software, and instructional software) and infrastructure.	<ul style="list-style-type: none"> Educational Technology Information Literacy audit was completed in February 2010 and results are informing the 2010-11 technology planning.
8.2.2	Uniformly deploy educational, business and instructional software that is aligned to curriculum standards to all schools.	
8.2.3	Implement professional development plans to ensure educational, business, and instructional software is implemented appropriately and effectively to support curriculum standards.	<ul style="list-style-type: none"> Office of Information Technology provided Microsoft Office classes to District 6 staff
8.2.4	Initiate annual review of software applications and systems to ensure they are meeting the needs of the organization.	
8.2.5 (new action)	Provide leadership, support, training and education through strategic and focused management information systems.	<ul style="list-style-type: none"> MIS entered, maintained, corrected, and/or extracting information for 28 state, district and federal reports. MIS uploaded and/or downloaded files and ensured accuracy as they transfer across systems for 17 different systems MIS supported and maintained 30 different student information system (SIS) pieces of data for all students in the district <p>Priorities for 10-11</p> <ul style="list-style-type: none"> Optimize User Set Up (validate and organize user authority, adding, disabling, name changes) Create Edulog upload obtaining boundary schools and valid addresses

Actions:		Actions Completed During 09-10 or Planned for 10-11
		<ul style="list-style-type: none"> • Conversion of University Charter School data to Infinite Campus • Conversion of Encore data to Exceed • School Consolidation (movement of student records, school calendars, scheduling, and training of staff) • Setting up new Graduation requirements and Grad Planner (dealing with grad history records, credits, GPA, updates applied nightly) • Frontier Elementary using system scheduling (lesson planner, grading, standard based report cards) • Creating new 21st Century options within each school (scheduling, attendance, grading) • New ALP tracking • Install and move data for new Health Clerk module • Training district staff on new systems. • Develop protocols to insure data integrity and accuracy in all IC fields. This project is called EDIC (Educational Data Integrity Committee).
8.2.6 (new action)	Implement quality control systems and feedback loops for the Office of Information Technology and MIS.	<ul style="list-style-type: none"> • Implemented technician onsite visits for Central, West and Northridge and elementary schools. • Completed 10,086 quality assurance responses
8.2.7 (new action)	Provide quality technology support, installation and replacement to meet educational teaching and learning needs.	<ul style="list-style-type: none"> • Replaced all computers and printers at JEvans Middle School during Winter Break • Replaced two labs of 33 computers each at Northridge • Replaced Monfort Elementary MAC lab with Windows computers • Completed 3,069 work orders from July 1, 2009 to May 2010 for a total of 14,636 labor hours • Completed 7,280 hours of HelpDesk support by 3 technicians • Oversee the installation of 84 Promethean Interactive Boards • Upgraded to SQL Server 2008 R2 Cluster • Upgraded domain to support Windows Server 2008 R2 • Deployed Digital Signage at Northridge • Updated User Account automation process using Microsoft SQL Server Integration Services • Upgraded Trend Micro Anti-Virus to newest version for entire domain <p>Priorities for 10-11</p> <ul style="list-style-type: none"> • Remove all computers and printers in seven schools for the school consolidation (Trademark, Trademark West, Colorado High, Maplewood Middle School, Jefferson Elementary, Cameron Elementary, Adelante) • Replace computers in two schools being consolidated (Maplewood ES, Jefferson HS) • Remove all computers and printers from four schools for replacement (Central HS, West HS, Madison ES, Martinez ES) • Deploy new computers, printers, projectors and laptops with wireless carts in four schools (Central HS, West HS, Madison ES, Martinez) • Upgrade four schools with Windows 7 and Office 2010 (Central HS, West HS, Madison ES, Martinez ES) • Teach the Microsoft Office classes to district 6 staff • Oversee the installation of approximately forty-three Promethean Interactive Boards • Deploying latest Microsoft Windows Server 2008 R2 • Deploying new computer imaging software for use with Microsoft Windows 7

Actions:		Actions Completed During 09-10 or Planned for 10-11
		<ul style="list-style-type: none"> • Deploying server virtualization with Microsoft Hyper-V • Develop and deploy SharePoint 2010 Server Farm • Develop and deploy cloud based mail system • Develop and deploy data archive
8.3.1	Evaluate and implement a computerized vehicle maintenance program.	
8.3.2	Evaluate and implement a computerized school bus routing program to optimize routing effectiveness.	
8.3.3	Evaluate and implement a computerized field trip scheduling and mileage tracking program that would be compatible with the bus routing program.	
8.3.4	Develop and implement an "on call" procedure to address emergency situations involving school transportation after hours and on weekends.	
8.3.5	Adopt a vehicle replacement program to reduce the number of older vehicles with poor fuel efficiency.	<ul style="list-style-type: none"> • Purchased School Dude Utility Direct – Entered three years of past bills and enter all current bills to track energy usage. Tracking and benchmarking are the first steps in forming an energy saving plan. • Utilized grant opportunity to install and retrofit transportation bus fleet with engine heater/emissions control hardware. This saved/will save a substantial amount of money by reducing electricity usage to heat buses in the winter. It also improved air quality by reducing emission pollutants.
8.3.6	Develop a resource conservation program	<ul style="list-style-type: none"> • Replaced lighting in three schools (Jefferson, Madison, Martinez) and installing occupancy sensors which saves electricity and money. Lighting is the # 1 way to reduce electricity usage. • Replaced 400 watt MH lights in gyms with T-5 High Bay fixtures in 3 gyms last year. • Filed for and received over \$4,000 in energy saving rebates from Xcel Energy/ • Upgrading the high schools from Barrington to CW controls. • Installing monitor electrical usage meters. • Shutting down computers and lights when not in use. • Working with the City of Evans Forestry Department to use free recycled wood chips to re-mulch some of our planting beds.
8.3.7 (new action)	Study facility efficiencies and design short- and long-range plans for streamlining and increasing organization effectiveness.	<ul style="list-style-type: none"> • Conducted district-wide facilities study • Planned consolidation of eight schools for 10-11. • Established a consolidation planning team (SST) Priority for 10-11 <ul style="list-style-type: none"> • Study potential for moving district office to Cameron
8.3.8 (new action)	Evaluate structure of Serve Center departments	<ul style="list-style-type: none"> • Completed satisfaction and use survey(s) relating to Service Center Departments. (Complete) • Consolidated Mail Room into Supply Warehouse Priorities for 10-11 <ul style="list-style-type: none"> • Evaluate cost effectiveness of continued operation of district Print Shop. • Review staffing structure and develop plan for streamlining operations.

Actions:		Actions Completed During 09-10 or Planned for 10-11
8.4.1	Conduct triennial human resource department audit.	
8.4.2	Create a plan to implement suggestions in triennial human resources audits.	
8.4.3	Create and implement a district-wide program to recruit and retain the most talented staff (administration, classified and certified) possible to increase student achievement.	<ul style="list-style-type: none"> Recruitment plan completed. Recruitment for 2010-11 is on hold, but the plan will be implemented for the 2011-12 school year.
8.4.4	Develop a recruitment and retention plan that addresses diversity, quality and hard-to-fill positions.	<ul style="list-style-type: none"> Recruitment plan completed. Recruitment for 2010-11 is on hold, but the plan will be implemented for the 2011-12 school year. Hard to fill and highly qualified goals were added to the CDE consolidated district plan and will be implemented in 2010-11.
8.5.1	Review all departmental handbooks and update accordingly and in an accessible, consistent and user-friendly electronic and print format.	
8.5.2	Review all school handbooks and update in a consistent and user-friendly electronic and print format.	<ul style="list-style-type: none"> Began process of collecting handbooks for review Priority for 10-11
8.5.3	Develop and implement a plan to review and revise district policies on a consistent basis.	<ul style="list-style-type: none"> Ensure that all handbooks have common components next year(i.e. Dress Code). Majority of policies reviewed and adopted by BOE summer 09. Priority for 10-11
8.6.1	Review and refine implementation of district-wide student records plan and technology-based tool (Infinite Campus) to ensure updated, accurate, and timely student information.	
8.6.2	Research and implement a district-wide technology-based records management system (student records, diagnostic and testing records, etc.) that interfaces with the newly implemented payroll/HR software and Infinite Campus.	
8.7.1	Refine key performance areas for all employees and align to the strategic plan.	Priorities for 10-11 <ul style="list-style-type: none"> Review and implement classified evaluation system. Compile and realign performance as well as job descriptions realigned in summer and fall 2010.
8.7.2	Create and design a system in which measurable outcomes for all employees are identified in order to meet merit pay goals.	
Strategy 8.8 (new strategy)	Develop and implement procedures that will support a credible and high quality purchasing department.	

Actions:		Actions Completed During 09-10 or Planned for 10-11
8.8.1 (new action)	Integrate the procurement operation with the Finance Department in order to better align with industry standards and common functions/goals.	
8.8.2 (new action)	Negotiated an Intergovernmental Agreement with the City of Greeley to form a purchasing coop by sharing the Purchasing Manager function generating a \$77,000 savings.	
8.8.3 (new action)	Develop and implement a new purchasing manual outlining specifically the requirements and expectations of the purchasing function in the district.	Priority strategy for 10-11
8.8.4 (new action)	Initiated, negotiated and currently implementing a district-wide copier lease.	Priorities for 10-11 <ul style="list-style-type: none"> • Anticipated 5-year lease savings - \$304,000 • Anticipated annual cost per copy savings - \$91,000
8.8.5 (new action)	Implementation of purchasing card program with UMB Bank.	Priority for 10-11 <ul style="list-style-type: none"> • Join a consortium with other municipalities (City of Greeley, City of Fort Collins, Poudre School District, etc.) to combine purchasing card spending. (potential of receiving an anticipated rebate revenue of \$20k-30k once program is fully integrated.) • Implement a new purchasing card policy and user's guide to offer clearer guidance and accountability guidelines. • Offer a training session to p-card holders.
Goal 3. Organizational Effectiveness		
Strategy 9:		
9.1.1	Establish a process for annual review of the strategic plan, including progress made on goals and indicators, by the superintendent and the board of education.	<ul style="list-style-type: none"> • Annual review conducted 6/10.
9.1.2	Update annually the district improvement plan based on data and input from stakeholders and reviews of the strategic plan.	<ul style="list-style-type: none"> • Updates included in this document.
9.1.3	Garner community and district input for the development of <i>Reaching for Excellence 2014-2019</i> beginning spring 2013.	
9.1.4	Develop <i>Reaching for Excellence 2014-2019</i> during 2013-2014 school year.	
9.2.1	Use continuous improvement systems and data to inform decisions.	<ul style="list-style-type: none"> • Created intervention plans for elementary schools whose short-cycle data indicate their achievement is not moving forward.
9.2.2	Collect, manage, and analyze pertinent data and relevant information to support improvement efforts.	<ul style="list-style-type: none"> • Created data room where achievement data from all schools are analyzed as soon as they become available.

Actions:		Actions Completed During 09-10 or Planned for 10-11
9.2.3	Use the Baldrige criteria to plan for process improvements and measure successes.	<ul style="list-style-type: none"> Implemented the Plan, Do, Study, Act model with district leadership Next steps: <ul style="list-style-type: none"> Develop the next level of Baldrige.
9.3.1	Provide sufficient administrative resources that support organizational improvement and lead to stability and quality of leadership.	
9.3.2	Continually seek additional resources as needed to increase academic achievement and sustain continuous district improvement (e.g. grant opportunities, mill levy override needs, state financial support).	<ul style="list-style-type: none"> Awarded the following grants: 21st Century grant for 9 schools--\$3,986,085 Early Reading First Grant--\$3,250,507 EETT grant--\$150,000 Formative Assessment grant--\$450,000 2009 federal/consolidated application--\$6,143,056; ARRA application; completed --\$6,888,475all reports for Title funds 2nd year School counselor grant --\$193,340 Math/Science partnership--\$266,993 Math/Science Partnership--\$198,000 (4th yr) 21st Century--\$540,000 Read to Achieve--\$422,204 Gear Up-- \$348,189 Colorado Academy of History grant--\$324,437 Title X McKinney Vento grant and McKinney Vento ARRA--\$87,500 Colorado Trust Grant-- \$15,000 Advanced Placement Initiative --\$607,304 Closing the Achievement Grant--\$500,000 MIgrant education grant-- \$207,000 Alternative Homes for Youth --\$15,191 IDEIA grant --\$3,271,839 Gifted and Talented grant--\$163,284 Carl Perkins grant \$160,514 Applied for Elementary Counseling grant--(pending) 2010 federal/consolidated application McKinney Vento Grant--\$35,000
9.3.3	Develop a routine systematic communication system and feedback loop that will consistently communicate the progress of priorities and goals of the district to all stakeholders of the school communities.	<ul style="list-style-type: none"> Developed a “dashboard” and Points of Pride fliers for public distribution Developed and presented a “State of the District” presentation to multiple community groups in the spring of 2010 Developed a poster highlighting the strategic plan, and distributed this to every school Steps planned for 2010-11 <ul style="list-style-type: none"> Publish an “annual report” style document in December 2010 that will comply with state and federal reporting criteria, but also function as a local community report of progress, accomplishments and

Actions:		Actions Completed During 09-10 or Planned for 10-11
		<p>achievements. Would include the dashboard and Points of Pride fliers and print publication, with complementary video, audio, website projects</p> <ul style="list-style-type: none"> Update and present a “State of the District” presentation to multiple community groups in the spring of 2011
9.3.4	Create and implement a system in which management of resources (e.g. human, physical, financial, time) by district leadership is equitable and consistent with the goals and strategic priorities of the district and all schools, and focused on student learning.	<ul style="list-style-type: none"> Systematized distribution of FTE to schools based on fair and equitable data.
9.3.5	Demonstrate awareness of how procedures, policies and initiatives impact school operations by reviewing and potentially limiting initiatives and tailoring procedures primarily to those that focus on high quality teaching and student achievement.	<ul style="list-style-type: none"> Reduced the number of external research requests.
9.3.6	Implement a formal audit cycle and resource adjustment period for support programs and organizational functions that is supported by quantitative data.	
9.4.1	Review annually and update as needed the WCSD 6 Comprehensive Accountability System.	<ul style="list-style-type: none"> Last updated 8/09. Suggested changes are included in this document.
9.4.2	Develop and implement school improvement plan (SIP) monitoring systems.	<ul style="list-style-type: none"> Progress on school improvement plans was monitored 3 times per year at principal meetings. Data from plans were monitored as data became available. Began to collect adult action data.
9.4.3	Develop and implement department improvement plans (DIP) and monitoring systems.	<ul style="list-style-type: none"> Improvement plans developed. Monitoring begun.
9.4.4	Recognize successful efforts of educators and the successful efforts of students based on the WCSD 6 Comprehensive Accountability Plan criteria.	<ul style="list-style-type: none"> Recognized CSAP awardees as outlined in District Accountability Plan Recognized teacher councils at BOE meetings Recognized demonstration classroom teachers
9.4.5	Develop a consistent system for collecting district-wide indicator data (formative and summative) that are aligned with the Comprehensive Accountability System.	Priority for 10-11
9.4.6	Inform the community of the district-wide indicator results via the dashboard.	<ul style="list-style-type: none"> Developed a “dashboard” and Points of Pride fliers for public distribution Developed and presented a “State of the District” presentation to multiple community groups in the spring of 2010. Dashboard was distributed at each presentation and was posted on the district website Steps planned for 2010-11 Publish an “annual report” style document in December 2010 that will comply with state and federal reporting criteria, but also function as a local community report of progress, accomplishments and achievements. Will include the dashboard and Points of Pride fliers, print publication, with

Actions:		Actions Completed During 09-10 or Planned for 10-11
		<p>complementary video, audio, website projects</p> <ul style="list-style-type: none"> • Update and present a “State of the District” presentation to multiple community groups in the spring of 2011
9.4.7	Conduct recognition moments publicly during Board of Education sessions to celebrate and/or showcase the successful efforts of all students, educators, departments and teams in student learning.	<ul style="list-style-type: none"> • Recognized CSAP awardees as outlined in District Accountability Plan • Recognized staff and students regularly at BOE meetings