

# Comprehensive Accountability System



January 2008

# Comprehensive Accountability System

Greeley-Evans School District 6  
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DRAFT FOR CONSIDERATION  
1/14/08

Greeley-Evans School District 6  
**Comprehensive Accountability System**  
January 2008

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## Preface

In 2005, the Colorado Department of Education placed the Greeley-Evans School District on “academic watch”.\* In response, Greeley-Evans School District 6 Board of Education and Dr. Renae Dreier commissioned an external audit of the district academic and systemic programs across all grade levels and throughout all systems. From the results of the external audit, a committee was convened made up of district staff, teachers, school administrators, parents and community members to draft a strategic plan developed from the three goal areas determined by the Board of Education. The “*Reaching for Excellence*” strategic plan document (Appendix A) was implemented beginning with the 2005-06 school year.

The development of a district-wide accountability system was a critical component of the strategic plan. Dr. Dreier convened the District Strategic Plan Advisory Committee (DSPAC) on September 19, 2006 (Membership in Appendix B). The Center for Performance Assessment provided guidance and support based on *Accountability in Action* by Dr. Doug Reeves. District-wide indicators that the district, schools and departments would use to assess their progress toward meeting the strategic goals were identified.

The accountability system aligns policy, professional development, leadership initiatives and specific strategies for continuous improvement with the ultimate goal of improving academic achievement for all students. The system establishes the framework for communication between students, parents, teachers and the community.

The strategic plan is the district’s improvement plan and identifies current actions that are in place to address district indicators. The Greeley-Evans School District 6 Comprehensive Accountability System provides a long-term, ongoing structure through which the district will monitor and achieve its vision, mission and strategic goals.

### **District Mission and Core Beliefs**

Greeley-Evans School District 6 provides a quality education for every learner within a system of high expectations and rigorous, focused instruction.

#### Core Beliefs

- We prepare students for success in a constantly changing and diverse world.
- We treat every one of our students, parents, staff and community members with dignity and respect.
- We embrace diversity of ethnicity, belief, aptitude and talent.
- We value and encourage creative and critical thinking skills.
- We maintain a safe environment to enhance learning.
- We welcome vigorous participation by parents and the community in our schools and district.

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\* The district was removed from “academic watch” by the Colorado Department of Education in the fall of 2007 and restored to “full accreditation” status.

**Strategic Goals**

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

Terms in this document that may be unfamiliar to the reader are defined in the glossary (Appendix C).

## Section 1: District Accountability Structure

### *Introduction*

The Comprehensive Accountability System focuses on continuous improvement for all schools and departments within Greeley-Evans School District 6. Included in this system are multiple indicators used to monitor progress toward goals. The system sets up a methodology to continuously monitor and modify programs and strategies to enable all students to progress to their fullest potential.

Inherent in the term “comprehensive” is the idea that accountability is the responsibility of all the stakeholders in the district, including students, parents/guardians, district employees, business representatives and community members. All stakeholders, internal and external, have a vested interest in the quality of our schools. District employees understand that they are responsible to continuously increase student learning. All students must learn at high levels in order to be prepared for life after their school experience. Parents desire the best education possible for their children. Businesses need workers with skills necessary to make them competitive in the workplace. Because the communities of Greeley and Evans are judged by the quality of public schools, community members are also stakeholders in the schools.

The Comprehensive Accountability System focuses on data-driven measures specific to district-wide goals. By using multiple measures of achievement, students, district employees, parents/guardians and the community are held accountable for student learning in our schools. The district-wide indicators provide the outcome measures for the three goal areas in the strategic plan.

The system design provides three levels of indicators through which progress is measured toward meeting the established goals. The levels are listed below.

- **District-Wide Indicators** are system outcome measures that indicate the degree to which the district is accomplishing the strategic goals.
- **School and Department Indicators** are short-cycle measures that indicate the degree to which schools and departments are implementing agreed-upon strategies and achieving school and department goals.
- **Reflections and Recommendations** provide a qualitative narrative of the efforts toward continuous improvement. The narrative portion allows for the inclusion of qualitative information not shown by the quantitative numbers. The narrative gives insight into the adult actions that are effective in meeting goals.

### *Alignment with State Accreditation System*

To the greatest degree possible, the Comprehensive Accountability System will align with the district’s accreditation contract with the Colorado Department of Education.

### ***District-Wide Improvement Recommendations***

Once the Comprehensive Accountability System is instituted, district leadership team members and the District Strategic Planning Advisory Committee members will periodically analyze school and district data. The analysis will look for trends, indicators of success and opportunities for improvement. Based on this analysis, recommendations for change will be made to the superintendent and Board of Education. The recommendations will center on improvements in learning, teaching and leadership. The committee will submit recommendations that will guide the types of strategies, programs and professional development implemented by the district.

### ***Accountability Principles***

Seven principles of accountability<sup>†</sup> provided guidance in the development of the Comprehensive Accountability System.

#### **Congruence**

The system is compatible with celebrations and support already in place in the district.

#### **Respect for diversity**

The system includes multiple measures of students' achievement, some of which apply to all schools and some of which apply to individual schools based on school need.

#### **Accuracy**

The system measures are correct, used appropriately and reflect the use of alternative evidence rather than only test scores.

#### **Specificity**

The system delineates clear ideas of what is expected and what must be done to help students achieve.

#### **Feedback for continuous improvement**

The system allows for formative and summative evaluations. The results are used to make informed decisions about school improvement and new initiatives.

#### **Universality**

The system includes accountability for students, teachers, school administrators, central office, Board of Education, and parents/guardians.

#### **Fairness**

The system is structured so that everyone knows the rules, the rules are applied consistently and all have the opportunity to participate equally.

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<sup>†</sup> Reeves, D. (2004). *Accountability in Action*, Center for Performance Assessment: Colorado Springs, CO.

## ***District-Wide Indicators***

District-wide indicators measure the progress toward the goals of the Greeley-Evans School District 6. Expanded information concerning indicators, measurement and responsible parties can be found in District-wide Indicators (Appendix D.)

### **Student Achievement Measures**

#### *Reading*

- Percent of students who score at proficient or advanced levels on CSAP in reading
- Percent of students who make one year's growth in one year's time

#### *Math*

- Percent of students who score at proficient or advanced levels on CSAP in math
- Percent of students who make one year's growth in one year's time

#### *Writing*

- Percent of students who score at proficient or advanced levels on CSAP in writing
- Percent of students who make one year's growth in one year's time

#### *Science*

- Percent of students who score at proficient or advanced levels on CSAP in science

#### *English Language Acquisition*

- Percent of students who demonstrate proficiency in English as measured by CELA

#### *Student Attendance and Engagement*

- Percent of students attending 95% of the time
- Percent of students engaged in their learning as measured by quantitative and qualitative data

#### *Student Graduation Rate*

- Percent of students graduating

### **Organizational Effectiveness Measures**

- Percent of teachers and staff implementing district curriculum and research-based, instructional strategies with fidelity as measured by teacher evaluation and leadership observations
- Percentage of staff attending 95% of the time
- Percent of internal stakeholders indicating satisfaction with the organization's system, processes and services as measured by a district-wide perception survey<sup>‡</sup>

### **Community Relationship Measures**

- Percent of students electing to remain and electing to enroll in District 6 public schools
- Percent of community members indicating a high level of satisfaction on a district-wide communication perception survey<sup>‡</sup>

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<sup>‡</sup> Survey instruments will be reliable, valid and non-biased with results comparable over time.

### ***School and Department Indicators***

School and department indicators are used to monitor growth toward achieving the school and department goals and are aligned with district-wide indicators. School and department indicators are collected often enough to provide early warning signs so that mid-course adjustments and/or corrections can be made. School and department indicators must be relevant and measurable. Indicators are developed for adult actions and for results. Generally, these actions are paired so that each adult action has a corresponding result.

Further discussion of this concept and examples can be found in Appendix E.

### ***Reflections and Recommendations***

This section tells “the rest of the story.” This narrative portion gives schools and departments an opportunity to explain the context. At the end of the improvement cycle, each school and department reflects and evaluates progress toward meeting the goals described in their improvement plan. Each school and department determines the degree to which they have contributed to the district-wide goals (as defined by the indicators). These reflections form the basis for the next improvement planning cycle.

The final school and department reports are presented to the Board of Education.

## Section 2: School and Department Improvement Planning

### ***Introduction***

Schools and departments use a continuous improvement process to guide their improvement efforts. Improvement plan templates are used by schools and departments to guide their improvement efforts and report their progress toward meeting plan goals and district-wide indicators.

### ***Leadership Teams and Employee Involvement***

Schools and departments establish leadership teams to direct the continuous improvement process in order to impact student achievement results. All employees participate in data analysis, commit to the adult actions outlined in the plan and collect data to monitor results.

### ***Continuous Improvement Process***

Schools and departments use a continuous improvement process to identify needs, create a plan, monitor and report results, and plan for improvement. The plan template for schools can be found in Appendix F; the plan template for departments can be found in Appendix G.

#### **I. Identify Needs**

- |  |  |
|--|--|
| A. Identify district-wide indicators addressed in the plan | All improvement plans will address district-wide indicators; this step identifies those indicators the plan will target. |
| B. Conduct a needs assessment                              | Analyze the data to identify the strengths and challenges.   |
| C. Identify and prioritize most urgent needs               | Identify the most urgent need(s) for improvement identified from strengths and challenges on the needs analysis.         |

#### **II. Create a Plan**

- |   |   |
|---|---|
| A. Develop SMART goal   | Establish student-focused goal (schools) or system-focused goal (departments) to be accomplished based on the most urgent needs (Specific, Measurable, Achievable, Relevant, Timely). |
| B. Identify school or department indicators and establish plan for monitoring | Identify how schools or departments will know if the SMART goal is accomplished. Establish steps for monitoring results.  |

C. Find appropriate research-based strategies	Identify what research says about how to best accomplish the SMART goal.
D. Establish adult actions – strategies	Establish the actions that adults in the organization will do to accomplish the SMART goal.
E. Identify indicators of adult actions and establish plan for monitoring	Identify how schools or departments will know if the adults in the organization are implementing the agreed-upon strategies. Establish steps for monitoring adult actions.
F. Develop professional development and/or action plan	Establish the actions needed to implement the strategy including the professional development needed.
G. Develop parent involvement plan	Establish what will be done to help parents or stakeholders understand and support the strategies implemented in the plan.
H. Complete comprehensive implementation plan	Compile all actions (student assessment, professional development, data dialogues, parent involvement activities) from all plans (reading, writing, math, science) to create a comprehensive plan for implementation.
<b>III. Monitor Results</b>	
A. Collect data on results indicators	Collect results data according to the monitoring plan in order to frequently analyze results and adjust plan.
B. Collect data on indicators of adult action	Collect adult action data according to the monitoring plan in order to frequently analyze results and adjust plan.
<b>IV. Report Progress</b>	
	Report progress on adult actions and student or system results three times per year. Reports are made to school and department peers.
<b>V. Reflect and Recommend</b>	
	Reflect on the successes of the improvement plan, what was learned by the adults in the school or department and the degree to which the school or department contributed in a positive way to the district-wide indicators; make recommendations for next cycle.

***Timeline: Schools***

<b><u>Date</u></b>	<b><u>Required Action</u></b>
August	Examine data and begin development of plan
Mid-September	Plans due to appropriate central office staff
End of September	Plans approved by central office and revisions requested
November	Plans approved by Board of Education
November	Mid-course report
February	Mid-course report
May, June	Year-end reflection on available results and processes related to school improvement plans
July, August	Final reflection on all results Rewrite or revise plan for new year

***Timeline: Departments***

<b><u>Date</u></b>	<b><u>Required Action</u></b>
November	Examine data and begin development of plan
Mid-December	Plans due to appropriate central office staff
January	Plans approved by central office and revisions requested
End of January	Plans approved by Board of Education
April	Mid-course report
July	Mid-course report
November	Reflection on results Rewrite or revise plan for new year

***Timeline: Board of Education***

The Board of Education will annually review the district improvement plan (strategic plan) and the Comprehensive Accountability System.

## **Section 3: Professional Development**

### ***Introduction***

Professional development is provided to all employees to improve skills related to student achievement, organizational effectiveness and community relationships. In addition, professional development is provided to all district staff on the Comprehensive Accountability System and school or department improvement processes.

### ***Continuous Improvement Process Training***

On a yearly basis, principals and school leadership teams attend training on the continuous improvement process. The training takes place prior to the beginning of the improvement cycle. Training focuses on building a collaborative culture that allows school staff to align their efforts around the following facets of the continuous improvement process:

- Improvement planning process, including annual changes to enhance the processes and products
- Selecting effective adult actions
- Data analysis techniques
- Progress monitoring strategies
- Improvement plan management techniques

### ***Professional Development Planning***

District professional development leaders develop a yearly plan for the delivery of professional development aligned with the Comprehensive Accountability System. School improvement plans are reviewed with principals at monthly meetings to identify school-based professional development needs. School and district leaders collaborate to identify resources to support schools in the delivery of professional development. District leaders review the department improvement plans in January of each year to identify professional development needs.

### ***Evaluation of Professional Development***

Professional development is evaluated based upon its impact on student achievement. A plan for evaluating this impact will be developed by March 2008. The plan will be monitored by the Professional Development Council on an annual basis.

Schools and central office departments use the following questions to evaluate whether the specific professional development opportunities follow best practices in professional development and result in the expected change in adult actions.

- What changes in adult actions are desired?
- How will the adults be taught the desired behaviors?
- How will the desired adult actions be modeled?
- How will the adults practice the adult actions in a safe setting?
- How will the adults be given feedback to help them shape their adult actions?
- How will the adult actions be monitored?

## **Section 4: Communication Plan**

### ***Introduction***

Meaningful, timely, clear and concise communication between the school district and its employees, parents and community members is essential to the district's success. Information about the creation of the Comprehensive Accountability System and its purpose and goals will be shared with the Greeley-Evans communities through a variety of district communication vehicles, as will the district-wide, school and department indicator data. A variety of communication tools will be used to ensure that all parents and community residents can readily access information about the Comprehensive Accountability System. These communication guidelines are specific to the Comprehensive Accountability System; they do not comprise the entire communication efforts of the school district.

### ***School Reports***

The School Improvement Team at each school site has the responsibility for communicating school results to parents, employees and business partners. A uniform reporting template will be provided to schools by district leadership. The report will be included in school newsletters, shared at parent meetings and staff meetings, posted on school websites and shared with business partners.

### ***Community Reports***

The annual community report, prepared at the end of each calendar year, will be the main communications vehicle for reporting progress on the Comprehensive Accountability System indicators. District-wide, school and department indicators will be incorporated into the report. By reporting these indicators, the community will be informed of the district's strategies, initiatives and programs and their effect on student achievement.

A graphic representation that concisely and clearly displays district-wide indicators will be developed and reported to the community. This graphic representation could be likened to the dashboard on a car which displays critical and essential information, but not all the detail behind the gauges. This district dashboard will be created and disseminated annually. This dashboard will be incorporated into the annual community report, district presentations to the community and other communications vehicles. Dashboard brochures or fliers will be disseminated.

Formative data tied to district-wide indicators will be presented at Board of Education meetings as the data become available. Periodic updates on the improvement processes will also be provided. On a yearly basis, the Board of Education will review the results of district wide indicators and develop and/or revise goals and strategies for improvement.

Communications vehicles that will carry highlights of the Comprehensive Accountability System results include:

- District 6 Television (Comcast cable, channel 3)
- District 6 Web site ([www.greeleyschools.org](http://www.greeleyschools.org))
- News releases to area media and e-mail list-serves
- Superintendent's State of the District announcement
- Board of Education community presentations and information kits
- *The Link* employee newsletter
- Data fairs
- School and classroom newsletters

## Section 5: Rewards and Supports

### ***Introduction***

It is important that schools, faculty, staff and students are recognized for their individual and collective contributions toward reaching the goals set forth in the Comprehensive Accountability System. Schools and departments that contribute positively to the district-wide indicators will be recognized for their results. Underperforming schools and departments will be provided with support in order to improve student learning.

### ***Rewards and Incentives for Departments, Schools and Students***

Recipients eligible for recognition are those who have demonstrated positive results on district, school and/or department indicators.

### **District Level Recognition**

District level recognition will be provided based on the following award levels.

#### School Awards

“Success, No Excuses” Achievement Award	Schools that improve on all district-wide student achievement indicators for all CSAP assessments
“Success, No Excuses” Equity Award	Schools that close the achievement gap between subgroups (n = 10 or more) while increasing achievement in all areas for all CSAP assessments
“Looking Up” Achievement Award	Schools that improve on three of the four content areas (reading, writing, math, science) district-wide student achievement indicators
“Looking Up” Equity Award	Schools that close the achievement gap between subgroups (n = 10 or more) while increasing achievement in three of the four content areas (reading, writing, math, science)
“Show Up, Move Up” Engagement Award	Schools that achieve the district-wide indicator for attendance for staff and students and that increase staff and student engagement

“Caring School” Customer Service Award	Schools that improve the satisfaction of their stakeholders (internal and external)
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### Departments Awards

“Looking Up” Department Improvement Award	Departments that meet or exceed all of their department improvement goals
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“Positive Impact” Department Award	Departments that improve the satisfaction of their stakeholders (internal and external)
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### Student Awards

Gold Award	Students scoring “Advanced” on all CSAP content areas
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Silver Award	Students who score “Advanced” on any CSAP content area
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Bronze Award	Students moving up one proficiency level or more in any content area
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### **School-based Student Recognition Awards**

Each school will develop a recognition program that awards individual students for learning or behaviors that contribute positively to the district-wide indicators. Some examples are:

- academic excellence
- academic improvement
- student engagement
- student behavior and attendance
- caring and concern

### **General Recognitions**

There are many ways a school or department can recognize achievement at their respective sites. Schools and departments are encouraged to align their rewards with the Comprehensive Accountability System.

## ***Supports and Sanctions***

The purpose of the Comprehensive Accountability System is to improve student achievement. If schools or departments fail to show acceptable progress toward meeting their targets, the support and sanctions procedures described below will be implemented.

### ***General Supports***

The following supports may be provided to encourage positive school or department results.

- External coaching of critical staff
- Department reorganization
- Targeted professional development

### ***School Supports***

Underperforming schools will develop a more detailed plan based on the learning needs of individual students and targeted adult behaviors. Underperforming schools are defined as those that are failing to meet standards defined by one or more external accountability systems. With district support, these schools will:

- Identify, by name, each student scoring “Unsatisfactory” on CSAP and design an individual learning plan to ensure learning is achieved. (September)
- Identify the adult actions that will be implemented and monitored to meet the learning goals for each identified student. (September)
- Submit overall plan to district leadership and implement plan. (October)
- Report individual student progress and associated adult actions based on district-adopted measure(s). (January)
- Report individual student progress based on district-adopted measure(s). (May)

Schools that continue to underperform will engage in an external audit to identify leverage points for improvement and will develop focused improvement plans.

### ***Department Supports***

Departments that fail to make acceptable progress during the first year may be required to participate in an external audit of processes and procedures. After the audit, a focused improvement plan incorporating audit recommendations will be developed, implemented and monitored.

### ***School or Department Sanctions***

Should the support system described above not result in improvement of a school or department, the following sanctions could be applied.

- Increased oversight
- Change in leadership
- Reconstitution of staff
- Reorganization of department or school; school closure

## **Appendix A: *Reaching for Excellence* Strategic Plan**

# *Reaching for Excellence*



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

## Introduction

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

In adopting this strategic plan, we commit to:

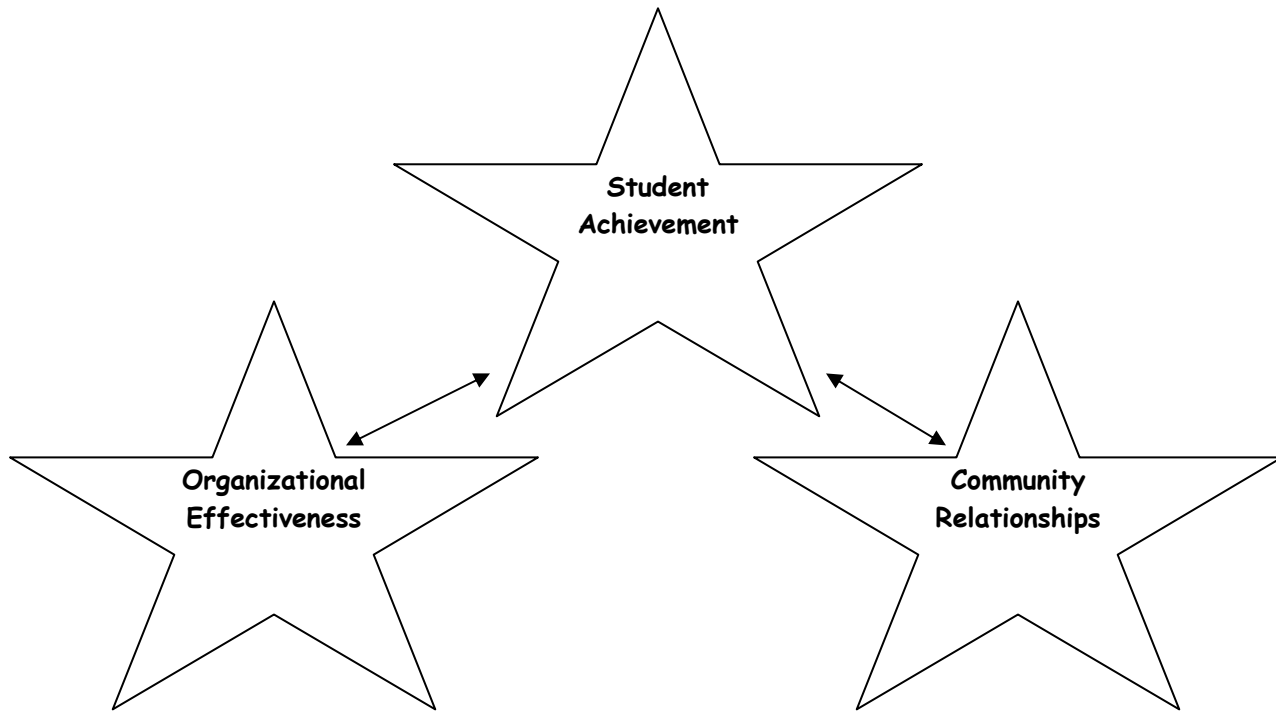
- Maintain this district’s accreditation status with the Colorado Department of Education;
- Assure a high performing district with high performing students;
- Initiate a new era with new ways of doing business;
- Empower all students, teachers, staff, parents and community to set high expectations;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

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

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

## THE CHARGE FROM THE BOARD OF EDUCATION

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



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

## **PRIMARY GOAL – Student Achievement**

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

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

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

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

### **Our Beliefs:**

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

## **SUPPORTING GOAL – Organizational Effectiveness**

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

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

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

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

### **Our Beliefs:**

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

## **SUPPORTING GOAL – Community Relationships**

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

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

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

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

### **Our Beliefs:**

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

## **ACADEMIC INDICATORS OF SUCCESS**

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

**Annual evidence of successful attainment of the following academic goals:**

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

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

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

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

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

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

## Goals, Targets, Strategies and Proposed Actions

### Student Achievement Goal

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

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

- *Strategy 1: Develop and implement a common written curriculum that is aligned with the standards in all K-12 content areas.*
  - Adopt Colorado State Model Content Standards.
  - Publish and disseminate the CSAP assessment frameworks, grade level expectations and proficiency level descriptors.
  - Organize cross grade level curriculum teams to vertically align the curriculum; eliminate redundancies; fill any gaps in the curriculum.
  - Organize grade level curriculum teams to horizontally align the curriculum and develop grade level scope and sequence.
  - Develop and publish grade level instructional calendars and pacing guides.
  - Develop and publish a curriculum cycle that defines when various content areas will be reviewed and resources purchased.
- *Strategy 2: Develop and implement a comprehensive standards-based master plan for instruction and assessment.*
  - Develop and publish a common assessment calendar.
  - Develop, field test and implement district level common assessments around grade level benchmarks and aligned with content standards in the core content areas.
- *Strategy 3: Define and establish high quality, standards-based instructional practice.*
  - Develop common expectations for implementation of standards-based instructional practice.
  - Develop, disseminate and implement student friendly versions of the content standards and scoring rubrics.
  - Provide differentiated instructional coaching and high quality feedback to develop teacher skill and efficacy.
  - Create a monitoring system for fidelity of implementation of the district curriculum and instruction strategies.
- *Strategy 4: All students will achieve high levels of literacy.*
  - Develop, publish, disseminate and implement a K-12 core literacy plan with initial focus on K-3.
  - Purchase and implement a common core literacy program.
  - Provide staff development around the literacy plan and the implementation of the core literacy program.
  - Evaluate the effectiveness of the implementation of the core literacy program.
  - Conduct an audit of district kindergarten programs.
  - Initiate reform in district kindergarten programs as needed to increase overall academic achievement.

- *Strategy 5: Develop, define and implement a comprehensive three-tiered intervention plan (Response to Intervention) to address the needs of all learners.*
  - Study, select, implement and evaluate a common menu of research-based interventions.
  - Clearly articulate the conditions that would lead to student retention including student attendance and behavior.
- *Strategy 6: Develop and implement a systemic professional learning “tool box” for teachers and principals which addresses critical instructional issues such as standards-based planning, instruction and assessment, intervention, differentiation of instruction, classroom management and others.*
  - Identify research-based critical elements to be included in the “tool box.”
  - Develop the delivery model for the “tool box.”
  - Provide professional development in the use of the “tool box.”
  - Provide staff development focused on accurate and effective use of assessment data to guide, inform and influence instructional practice.
  - Evaluate, revise, refine and update the “tool box” as needed.
  - Develop strategies to enhance student engagement for all students.
- *Strategy 7: Develop a culture of trust, openness, collaboration and results orientation that is built on shared ownership for high performance.*
  - Develop collaboration teams at the district level.
  - Develop and/or strengthen building level collaboration teams.
  - Define and develop working relationships with higher education communities.
  - Define and refine a structure that supports on-going district-level and building-level successes and celebrations.
- *Strategy 8: Develop a comprehensive professional learning plan for teachers and administrators.*
  - Collaboratively develop a district professional learning plan.
  - Implement the professional learning plan.
  - Evaluate, clarify and modify the professional learning plan annually.
- *Strategy 9: Build consistency and commonalities between schools.*
  - Adopt and implement a common and consistent curriculum.
  - Implement a common elementary, middle school and high school schedule.
  - Implement a common menu for interventions.
  - Implement a common assessment calendar.
  - Adopt and implement a common ELL service model.
  - Implement a common set of building level practices.

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

- *Strategy 1: Design, develop and implement a clear and comprehensive plan for providing literacy instruction for ELL students with the intent of accelerating the acquisition of English and closing the achievement gap.*
  - Convene meetings with representative groups to examine the research and solicit input regarding student, building and district needs based on student data.
  - Develop recommendations that define assessments, materials, service delivery models, early transition and early exit criteria appropriate to the specific language levels of students.
  - Implement the plan at the district, school and classroom level.
  - Develop and implement a plan to consistently identify and track student progress toward English Language Literacy.
- *Strategy 2: Develop and implement a professional development plan that supports a common instructional model that benefits all students but is essential for ELL students.*
  - Develop a three-year district implementation plan that includes sustainability and support.
  - Provide summer training for trainers based on the identified cohorts.
  - Begin implementation at building and classroom level of initial cohort.
  - Evaluate level of implementation.

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

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

- *Strategy 4: Develop a set of research-based strategies (“tool box”) for teachers to use with exceptional students.*
  - Develop an ESS professional development plan that aligns with the district strategic plan and identified research-based intervention strategies.
  - Provide professional development in the use of approved, research-based intervention strategies.

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

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

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

- *Strategy 1. Improve instructional practices and establish processes for making curriculum and assessment decisions that support diverse learners.*
  - Use disaggregated assessment and demographic data as the basis for all decision-making processes.
  - Choose resources that address the diverse population represented by the district.
  - Use research-based instructional strategies that support diverse learners.
- *Strategy 2. Establish a Department of Cultural Proficiency within the Division of Academic Achievement with a purpose of developing cultural proficiency throughout the district community.*
  - Hire a cultural interventionist to work with schools and community to build cultural competence.
  - Infuse and provide opportunities for valuing diversity, multi-cultural and equity awareness throughout the district.
  - Provide professional development in cultural competence.
- *Strategy 3. Engage parents and community in the education of all children.*
  - Hire parent liaison to build connections between school and home.
  - Provide support and information to help parents navigate the education system.
  - Provide translations as appropriate.

- *Strategy 4. Establish a diversity council that is focused on reduction of the achievement gap and development of a culturally proficient organization.*
  - The council will be led by district leadership, including the Superintendent, Assistant Superintendent, Director of Human Resources, and Directors of Curriculum, Instruction, and Assessment, and members of the Department of Cultural Proficiency.
  - The council will also include 2 Board members, 3 teachers, 2 students, 2 classified employees, 4 parents, 2 principals, 2 higher education, and 4 other community members.

## **Organizational Effectiveness Goal**

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

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

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

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

- *Strategy 1: Recruit, select, induct, develop and retain a high-quality, diverse workforce of teachers, administrators and classified personnel.*
  - Develop a recruitment plan that addresses diversity, quality and hard-to-fill positions.
  - Use research-based tools for selection of personnel with particular attention to teachers and principals.
  - Align induction program with district strategic goals.

- Develop targeted professional development plans driven by student performance needs.
- Design a system that will identify and develop teacher leaders:
  - Curriculum Council
  - Professional Development Council
  - ESS Council
  - GT Teacher Leaders
  - K-5 Content Leaders
  - LAMP Teachers
  - 6-12 Content Chairs
  - Instructional Coaches
  - ESS Teacher Leaders
- Assess conditions of employment annually (surveys, exit interviews and other measures) and address needs to improve employee retention.
- Develop and expand “grow your own” programs to increase the diversity of the workforce.

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

- *Strategy 1: Develop a rigorous district accountability system with high expectations for excellence that measures progress toward strategic targets.*
  - Develop a District Strategic Plan Advisory Committee with representatives from the district community to develop an accountability system.
  - Develop a three tier model of district accountability indicators in the areas of student achievement, organizational effectiveness and community relationships: a) indicators at state and district level; b) indicators developed by all schools and departments which are aligned to the district's strategic plan and meet state and district expectations; and c) qualitative indicators that provide a narrative description. Publish district scorecard that reports annually on the indicators determined by the District Strategic Plan Advisory Committee (DSPAC).
- *Strategy 2: Develop a technology infrastructure to support the use of data for district and school-based decision making.*
  - Assess current state of technological infrastructure to identify needs.
  - Identify data required by staff and define the technology required to make effective use of these data.
  - Develop a comprehensive long-range technology plan that includes software and hardware specifications.
  - Implement and annually evaluate the technology plan.
- *Strategy 3: Use data to make all organizational decisions through the lens of student learning.*
  - Establish a district data warehouse to facilitate access to all district data.
  - Provide training in the use of data in making decisions.
  - Evaluate, using formative and summative measures, the systematic use of data.

- *Strategy 4: Develop leadership capacity of all employees to use data for continuous improvement.*
  - Identify the common knowledge base related to use, interpretation and application of data needed for improvement efforts.
  - Provide explicit and differentiated training on common knowledge base components.
  - Provide explicit and differentiated training in the tools needed to facilitate group processes using data as the starting point.
- *Strategy 5: Establish a decision-making model that delineates the appropriate level at which decisions are made.*
  - Identify the scope of responsibilities for all district and building positions to clarify the decision making process.
  - Revisit the model and make adjustments annually.
- *Strategy 6: Regularly use outcome data to evaluate district programs and district processes for effectiveness and alignment with district strategic plan.*
  - Identify current district programs and practices.
  - Evaluate current district programs and practices.
  - Abandon ineffective programs and practices.

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

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

## **Community Relationships Goal**

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

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

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

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

- *Strategy 1: Increase students' daily attendance.*
  - All schools will create a positive, caring community that promotes student engagement.
  - Create a continuum of support including meaningful incentives for good attendance.
  - Create a pyramid of interventions for students with attendance issues.
  - Engage and inform parents about the need for student attendance and positive student behavior to support academic achievement.
  - Align truancy reporting district-wide in accordance with state statute.
  - Implement parental/student attendance contract as appropriate.
  - Continue collaboration with Weld County Courts regarding truancy court and diversion programs for truants.
  - Create a partnership with the Juvenile Assessment Center (JAC) to provide additional support for students.
- *Strategy 2: Create a community-wide culture to positively impact student achievement, close the achievement gap, reduce the dropout rate and increase the graduation rate.*

- Increase staff understanding of the relationship between student engagement and student retention.
- Implement a Positive Behavior Support (PBS) model.
- Reduce suspension and expulsion rates.
- Review and/or revise the discipline matrix at all levels to develop consistency.
- Review all disaggregated suspension, expulsion and dropout data quarterly.
- *Strategy 3: Provide safe schools for students, staff and community.*
  - Continue to comply with all aspects of the Safe Schools Act.
  - Develop guidelines for appropriate student attire.
- *Strategy 4: Provide support systems for students in order to positively impact the graduation rate.*
  - Evaluate students' needs and current services to develop an overall district-wide strategy.
  - Create a mechanism to identify potential dropouts at the elementary level.

## Glossary Of Educational Terminology

**Accountability**

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

**Accreditation**

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

**Achievement Gap**

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

**Achievement Tests**

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

**Affective Education**

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

**Assessment**

Measuring the learning and performance of students or staff.

**Categorical Positions**

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

**Classroom Walkthroughs**

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

**Colorado's Model Content Standards**

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

**Cohorts**

Groups of matched students.

**Collaboration Teams**

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

**Curriculum and Curriculum Alignment**

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

**Differentiated Instruction**

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

**District Community**

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

**Efficacy**

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

**English Language Learner (ELL)**

A student whose first language is other than English.

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

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

**Fidelity**

With consistency and accuracy.

**Formative Test**

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

**Exceptional Student Services (ESS)**

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

**Gifted and Talented (GT)**

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

**Individual Education Program (IEP)**

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

**Individualized Literacy Plan (ILP)**

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

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

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

**Juvenile Assessment Center (JAC)**

A clearing house for identification and resolution of juvenile problems.

**NWEA MAP and ALT**

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

**Pacing Guide**

A curriculum plan with timelines for teaching identified content.

**Positive Behavior Support Model (PBS)**

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

**Professional Development/Learning**

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

**Relevance**

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

**Research-Based Practices**

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

**Response to Intervention**

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

**Scope and Sequence**

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

**Special Education (Sped.)**

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

**Strategic Plan**

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

**Summative Test**

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

**Transition Specialists**

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

**Weighted Index Points**

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

## ***Strategic Planning Work Group***

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Sharon Wright  
Heiman Elementary School  
Teacher on Special Assignment

## Appendix B: District Strategic Plan Advisory Council Membership

Linda Trimberger	Board of Education Member
Judy Kron	Board of Education Member
Dr. Renae Dreier	Superintendent
Dr. Ranelle Lang	Deputy Superintendent
Wayne Eads	Chief Operations Officer
Dr. Dana Selzer	Executive Director of Learning Services
Nancy Devine	Director of Instruction and Professional Development
Ben Martinez	Director of Human Resources
Kathi Van Soest	Director of Priority Schools
John Gates	Director of Safety and Security
Mary Jones	Director of School Leadership
Dr. Larry Kleiber	Director of Assessment
Terry Buswell	Director of Budgets (former)
Mark Stevens	Director of Communications (former)
Roger Fiedler	Director of School / Community Relations
Liz Eberhard	Parent
Veronica Simpkins	Parent
Gina Harris	Parent
Sarah MacQuiddy	Community Member
Scott Ehrlich	Community Member
Julianne Haefeli	Community Member
Steven Kahla	Community Member
Byron Bateman	Community Member
Rene Gonzales	Community Member
Delfie King	Classified Staff Member
Annette Onorato	Classified Staff Member
Sandy Cosner	Elementary Principal
Steve Isenhour	Elementary Principal
Judy Hartshorn	Elementary Teacher
Julie Smith	Elementary Teacher
Michele Turner	Elementary Principal
Amie Cieminski	Elementary Principal
Kim Tymkowych	Elementary Teacher
Maury Darnell	Elementary Principal
Leah Ortiz	Elementary Teacher
Vicki Heisler	Elementary Teacher
Dr. Mark Thompson	Elementary Principal
Jacob Sampson	Elementary Teacher
Pam Dechant	Elementary Teacher
Holly Bressler	K-8 Principal
Andi Lee	Middle School Teacher
Bob Billings	Middle School Principal
Jaydine Rendall	Middle School Teacher
Dave Delgado	High School Teacher
Terri Fiorelli	High School Teacher
Kevin Troudt	High School Teacher
Mary Lauer	High School Principal
Kristin Dalton	Psychologist

## Appendix C: Accountability Glossary

**Accountability**

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

**Accreditation**

Official recognition that an individual school or the district meets required standards. The Colorado Department of Education accredits districts in this state. The Board of Education accredits the schools.

**Achievement Gap**

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

**Achievement Tests**

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

**Adult Actions**

Adult actions are those things that employees of the system are responsible for and that have a likelihood of improving the performance of students or the organization. Adult actions are intentional, focused and based on research.

**Assessment**

Measuring the learning and performance of students or staff.

**Benchmark – Strategic – Intensive**

Categories of student achievement. Benchmark students demonstrate grade level skills; strategic students lack some of the grade level skills; intensive students lack many grade level skills.

**Classroom Walkthroughs**

Structure through which building principals and instructional coaches view classroom practices to provide instructional feedback.

**Dynamic Indicators of Basic Early Literacy Skills (DIBELS)**

One-minute measures that are indicators of basic reading skills.

**English Language Acquisition (ELA)**

State-defined term that refers to programs designed to teach English to students whose home language is not English.

**English Language Learner (ELL)**

A student whose first language is other than English.

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

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

**Exceptional Student Services (ESS)**

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

**Fidelity**

With consistency and accuracy.

**Formative Data**

Data collected on an ongoing and regular basis to inform adult actions.

**Gifted and Talented (GT)**

A gifted individual is someone who demonstrates, or has the potential for demonstrating, an exceptional level of performance in one or more academic area.

**Indicator**

A data source that provides information.

**Pacing Guide**

A curriculum plan with timelines for teaching identified content.

**Paired Indicators**

Specific adult actions that are linked to desired results.

**Parent Teacher Organization (PTO) or Parent Teacher Association (PTA)**

Organizations of parents at schools who advise and support school-based activities.

**Professional Development/Learning**

Also known as staff development, this term refers to learning experiences, connected to improved student learning, that help teachers and administrators build knowledge and skills.

**Progress Monitoring**

Act of collecting data on an on-going and regular basis to determine whether or not the adult actions used are achieving the desired results

**Research-Based Practices**

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

**Response to Intervention**

A systematic approach to working with students that gradually increases the intensity and depth of instruction if the student is not responding.

**Strategic Plan**

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

**Subgroups**

State-defined subgroups include ethnicity (American Indian/Alaskan Native, Asian/Pacific Islander, Black [Not Hispanic], Hispanic, White [Not Hispanic], Other); English Language Learners, Students with IEPs, Economically Disadvantaged.

**Teacher Insight®**

A tool produced by Gallup to help the district hire the most talented teachers.

**Weighted Index Points**

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

### Appendix D: District-wide Indicator Information

Indicator	Strategic Plan	Data	Reported	Responsible Party	Timeline
<b>Student Achievement</b>					
Reading	Goal 1: Target A	CSAP Data	<ul style="list-style-type: none"> <li>• By subgroups</li> <li>• By growth in 1 year</li> </ul>	<ul style="list-style-type: none"> <li>• Schools</li> <li>• District</li> </ul>	August of each year
Math	Goal 1: Target A	CSAP Data	<ul style="list-style-type: none"> <li>• By subgroups</li> <li>• By growth in 1 year</li> </ul>	<ul style="list-style-type: none"> <li>• Schools</li> <li>• District</li> </ul>	August of each year
Writing	Goal 1: Target A	CSAP Data	<ul style="list-style-type: none"> <li>• By subgroups</li> <li>• By growth in 1 year</li> </ul>	<ul style="list-style-type: none"> <li>• Schools</li> <li>• District</li> </ul>	August of each year
Science	Goal 1: Target A	CSAP Data	<ul style="list-style-type: none"> <li>• By subgroups</li> <li>• By growth in 1 year</li> </ul>	<ul style="list-style-type: none"> <li>• Schools</li> <li>• District</li> </ul>	August of each year
English Language Acquisition	Goal 1: Target A, B, & E	<ul style="list-style-type: none"> <li>• CELA Data</li> <li>• CSAP Data</li> </ul>	<ul style="list-style-type: none"> <li>• AMAO targets</li> <li>• ELL subgroup only</li> </ul>	<ul style="list-style-type: none"> <li>• Schools</li> <li>• District</li> </ul>	June of each year
Student engagement	Goal 1: Target A, B, C Goal 3: Target A & B	<ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Evaluations</li> <li>• Observations</li> </ul>	<ul style="list-style-type: none"> <li>• By subgroups</li> <li>• Student survey</li> </ul>	<ul style="list-style-type: none"> <li>• Schools</li> <li>• District</li> </ul>	June of each year
<b>Organizational Effectiveness</b>					
Teachers implementing curriculum and instructional strategies	Goal 2: Targets A, B, C, D	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Walk-through document data</li> </ul>	<ul style="list-style-type: none"> <li>• By school</li> <li>• By content</li> </ul>	<ul style="list-style-type: none"> <li>• Schools</li> <li>• District</li> </ul>	June of each year
District employee attendance	Goal 2: Target A	<ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Professional leave documents</li> </ul>	<ul style="list-style-type: none"> <li>• By school</li> <li>• By content</li> </ul>	<ul style="list-style-type: none"> <li>• Schools</li> <li>• District</li> </ul>	June of each year
Internal stakeholder satisfaction	Goal 3: Target A, B	Survey data	Staff survey	<ul style="list-style-type: none"> <li>• Schools</li> <li>• District</li> </ul>	June of each year
<b>Community Relationships</b>					
Students remaining or enrolling in the district	Goal 3: Target A, B	Enrollment Data	<ul style="list-style-type: none"> <li>• Students Remaining</li> <li>• Students Enrolling</li> </ul>	<ul style="list-style-type: none"> <li>• Schools</li> <li>• District</li> </ul>	October 1 count
Community satisfaction	Goal 3: Target A, B	Survey Data	Community Survey	<ul style="list-style-type: none"> <li>• School</li> <li>• District</li> </ul>	June of each year

## Appendix E: School and Department Indicators

Success of the school or department improvement plan is monitored by data from two sources: desired results and the adult actions that produced the results.

The list of school and department indicators that follow are provided as examples.

### Student Achievement

Area of focus	Desired results	Adult actions
Reading	Percent of students reaching and staying at benchmark on the DIBELS assessments	Percent of teachers implementing district curriculum with fidelity
Writing	Percent of students scoring proficient or advanced on district common writing assessment	Percent of teachers in all content areas using weekly writing assignments
Math	Percent of students scoring Proficient or Advanced on the District common math assessment	Percent of teachers implementing the district math pacing guides with fidelity
Science	Percent of students scoring proficient or advanced on classroom assessments	Percent of teachers implementing district science curriculum with fidelity
ELL	Percent of LEP and FEP students moving to the next level of language acquisition	Percent of teachers implementing SIOF lesson plans
ESS	Percent of students moving from intensive level to strategic level, strategic to benchmark and/or staying at benchmark	Percent of teachers implementing interventions effectively
Gifted and Talented	Percent of students completing more than a standard year of curriculum as measured by district common assessments	Percent of teachers compacting the curriculum

### Organizational Effectiveness

Area of focus	Desired Results	Adult Actions
Professional Development	Percent of teachers indicating agreement with statement: Professional development experience was of high quality	Percent of trainers meeting district trainer standards
Human Resources	Percent of highly qualified teachers recruited	Percent of administrators trained and using Teacher Insight® to make high quality hiring decisions
Finance	Percent of error free school audits	Percent of administrators accurately coding expenditures to meet the chart of accounts guidelines
Payroll/Benefits	Percent of employees receiving accurate payment (self-report)	Percent of payment requests processed within one month of service

<b>Area of focus</b>	<b>Desired Results</b>	<b>Adult Actions</b>
School Safety	Percent of student suspensions/expulsions due to disruptive or dangerous behavior	Percent of staff effectively employing response-to-intervention strategies
Transportation	Percent of busses arriving at school on time	Percent of drivers employing effective conflict resolution techniques
Food Service	Percent of meals served on time	Percent of staff employing highly efficient food production procedures
Office of Internet Technology	Percent of classroom computers in working condition on any given day	Percent of calls for service handled within 24 hours of receipt of request
Custodial	Percent of staff reporting satisfaction with room cleanliness and maintenance	Percent of custodial staff asking teachers for feedback on room cleanliness and maintenance
Grounds	Percent of principals expressing satisfaction with processes related to building and grounds maintenance	Percent of grounds crew scheduling mowing or other disruptive projects away from classroom instruction time
Copy Center	Percent of requested copies delivered on time	Percent of copy center staff using highly effective job scheduling practice

## **Community Relations**

<b>Area of focus</b>	<b>Desired Results</b>	<b>Adult Actions</b>
Student Engagement	Percent of students attending school with 95% attendance rate or better	Percent of teachers who contact parents when students are absent
Community and Parent Engagement	Percent of parents reporting satisfaction with their child's school experience	Percent of teachers in a school who communicate about student learning on a monthly basis
Communication	Percent of parents reporting satisfaction with their understanding of district learning initiatives	Percent of district communiqués that contain information about district learning initiatives

## Appendix F: 07-08 School Improvement Plan Template

<b>School:</b>	<b>School Improvement Team Members:</b>	<b>Date:</b>
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**I. PLANNING (Identifies the area(s) in need of improvement connected to district-wide indicators)**

**A. District-Wide Indicators: What district-wide indicators are aligned with this plan?** (Put an "x" in the boxes to identify the district-wide indicators that will be affected by this plan.)

Student Achievement	Organizational Effectiveness	Community Relationships
<input type="checkbox"/> CSAP Reading % P/A % making 1 yr. growth <input type="checkbox"/> CSAP Math % P/A % making 1 yr. growth <input type="checkbox"/> CSAP Writing % P/A % making 1 yr. growth <input type="checkbox"/> CSAP Science % P/A % making 1 yr. growth <input type="checkbox"/> Percent of students who demonstrate proficiency in English as measured by the CELA, CSAP, and Las Links <input type="checkbox"/> Percent of students attending 95% of the time <input type="checkbox"/> Percent of students engaged in their learning as measured by quantitative and qualitative data	<input type="checkbox"/> Percent of teachers and staff implementing district curriculum and research-based, instructional strategies with fidelity as measured by observation, teacher evaluation, and school leadership walk-throughs <input type="checkbox"/> Percentage of staff attending work at least 95% of the time <input type="checkbox"/> Percent of internal stakeholders indicating satisfaction with the organization's system, processes and services as measured by a district-wide perception survey	<input type="checkbox"/> Percent of students electing to remain and electing to enroll in District 6 public school <input type="checkbox"/> Percent of community members indicating a high level of satisfaction on a district-wide communication perception survey

**Data to be used for Comprehensive Needs Assessment**

CSAP, CELA, student attendance, data on student engagement, other student achievement data

Adult action data from school improvement plans, staff attendance data, satisfaction survey data from internal stakeholders

Enrollment data for schools, satisfaction survey data from external stakeholders

**Greeley-Evans District 6 School Improvement Plan (SIP)**

**Directions: Complete the PLANNING section only once and include the highlights of your data analysis for all content areas.**

<b>B. Comprehensive Needs Assessment</b> <i>(the strengths and needs for both student results and associated adult actions)</i>	
<b>Strengths - Student Results:</b> <i>(Highlights of data on what students are producing) Do you want to know the data source?</i>	<b>Adult Actions:</b> <i>(Possible adult actions contributing to these student results)</i>
<p>Reading:</p> <p>Writing:</p> <p>Math:</p> <p>Science:</p>	
<b>Needs - Student Results:</b> <i>(Highlights of data on what students are producing)</i>	<b>Adult Actions:</b> <i>(Possible adult actions that would improve these results) How does this differ from the following row?</i>
<p>Reading:</p> <p>Writing:</p> <p>Math:</p> <p>Science:</p>	

<b>C. Most urgent need(s) identified above.</b> <i>(Identify at least one for each content area: reading, writing, math, science)</i>	
<b>Student Results:</b>	<b>Adult Actions:</b> <i>(Possible adult actions that would improve these results)</i>
<p>Reading:</p> <p>Writing:</p> <p>Math:</p> <p>Science:</p>	

**Greeley-Evans District 6 School Improvement Plan (SIP)**

Directions: Complete Section II (Implementation) and Section III (Monitoring) for *each* academic area (reading, writing, math, and science), **organizational effectiveness/safety, and community relationships/parent involvement**. It is acceptable to use the same strategy across content areas; however, schools will need to monitor indicators of student results and adult actions for each area.

**II. IMPLEMENTING: (Outlines the student results expected and describes the adult actions to be implemented)**

**A. SMART Goal: What do we want to accomplish?** (Write in terms of student achievement.)

"SMART Goal" based on the building's most urgent needs as identified in the Comprehensive Needs Assessment (Specific, Measurable, Achievable, Relevant, Timely).  
Example: By May 15, 2008, 90% of K-5 students will be "low risk" in reading as measured by DIBELS.

**B. School Indicators:**

**Student Results Indicator(s): How will we know we are moving toward our student results goal?**

(Data need to be collected monthly in order to monitor progress toward goal.)

What student data will be collected to determine whether or not the student results are being achieved?	When will data be collected? (Enter dates below.)	Who will collect the data?	With whom will the data be shared?
Sept.	Oct.	Nov.	Dec.
Jan.	Feb.	Mar.	Apr.
			May

**C. Research-based Strategies: What strategies work best for improving student achievement in this area?**

What does research say about improving student achievement in this area?

**D. Adult Actions: What will the adults do to improve student results?**

What research-based adult actions/strategy(ies) will the adults in the building do to improve student achievement?

**E. School Indicators:**

**Adult Action Indicator(s): How will we know the adult action is being implemented?**

How will we know the adults in the building are implementing the agreed-upon strategy?

How often will these data be collected? (See Section III Monitoring for monitoring form.)

What adult action data will be collected to determine whether or not the strategy is being implemented?	How often will it be collected and when? (Enter dates below.)	Who will collect the data?	With whom will the data be shared?
Sept.	Oct.	Nov.	Dec.
	Jan.	Feb.	Mar.
		Apr.	May

**F. Professional Development Plan: What must staff learn to do in order to implement this strategy?**

What professional development will be needed? How will it be provided? Remember that the following components of professional development have been shown through research to improve student results (Joyce and Showers):

1. Knowledge of the strategy
2. Modeling how it looks
3. Low-risk practice to try it out
4. On-the-job practice with feedback
5. Follow up training as needed

Results-based PD Steps	Professional Development Action	When will it be provided?	Who will receive it?	Who will provide it?	Cost?
1 Knowledge					
2 Modeling					
3 Low-risk practice					
4 On-the-job practice with feedback					
5 Follow Up					

**G. Parent/Community Involvement: How will parents be trained or informed about this strategy?**

Activity	When will it be provided?	Who will provide it?	Cost?

**H. Comprehensive Implementation Plan**

**Attach a chronological implementation plan based on all elements of all your plans. Remember to include:**

- What and when student assessments will be given and scored.
- What and when professional development will take place (include all five levels, if needed).
- What and when data dialogues will take place.
- What and when parent involvement activities will take place.

**Greeley-Evans District 6 School Improvement Plan (SIP)**

**Directions: Complete Section III (Monitoring) according to the monitoring plan in sections IIB and IID. Complete form for each SIP goal.**

**III. MONITORING (Monitors student achievement data and implementation of adult actions/strategy)**

**A. Student Data Monitoring Form**

This form is provided as an optional data collection form. It demonstrates a method of collecting data from each grade level or content team so it can be compiled across the building. Schools may wish to create their own forms to accomplish the same task.

Content:

<b>A. Student Data Monitoring Form</b>	# meeting goal	total # students	# meeting goal	total # students	# meeting goal	total # students	# meeting goal	total # students	# meeting goal	total # students	# meeting goal	total # students	# meeting goal	total # students	# meeting goal	total # students	# meeting goal	total # students
	<b>S</b>	<b>S</b>	<b>O</b>	<b>O</b>	<b>N</b>	<b>N</b>	<b>D</b>	<b>D</b>	<b>J</b>	<b>J</b>	<b>F</b>	<b>F</b>	<b>M</b>	<b>M</b>	<b>A</b>	<b>A</b>	<b>M</b>	<b>M</b>
Grade or subject:																		
Grade or subject:																		
Grade or subject:																		
Grade or subject:																		
Grade or subject:																		
Grade or subject:																		
Grade or subject:																		
Totals	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percents		%		%		%		%		%		%		%		%		%

<b>B. Adult Action Monitoring Form</b>	# meeting goal	total # teachers	# meeting goal	total # teachers	# meeting goal	total # teachers	# meeting goal	total # teachers	# meeting goal	total # teachers	# meeting goal	total # teachers	# meeting goal	total # teachers	# meeting goal	total # teachers	# meeting goal	total # teachers
	<b>S</b>	<b>S</b>	<b>O</b>	<b>O</b>	<b>N</b>	<b>N</b>	<b>D</b>	<b>D</b>	<b>J</b>	<b>J</b>	<b>F</b>	<b>F</b>	<b>M</b>	<b>M</b>	<b>A</b>	<b>A</b>	<b>M</b>	<b>M</b>
Grade or subject:																		
Grade or subject:																		
Grade or subject:																		
Grade or subject:																		
Grade or subject:																		
Grade or subject:																		
Grade or subject:																		
Totals	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percents		%		%		%		%		%		%		%		%		%



**Greeley-Evans District 6 School Improvement Plan (SIP)**

**Directions: Complete Section V (Reflections and Recommendations) in based on 2007-2008 SIP results and your 2008 CSAP data.**

**V. REFLECTIONS AND RECOMMENDATIONS: (Reflects on the degree to which your school contributed in a positive way to the district-wide indicators and makes recommendations for next cycle.)**

Prior to completing the *next* school improvement plan (August/September 2008), school improvement teams will complete final reflection on their yearly progress.

We planned these... <i>(SMART goals, adult actions)</i>	We achieved these... <i>(SMART goals, adult actions)</i>
Reading	Reading
Writing	Writing
Math	Math
Science	Science

We Learned...	We Will Apply These Learnings to Next Year's SIP...
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This is how our school contributed in a positive way to the district-wide indicators.

**Greeley-Evans District 6 Department Improvement Plan (DIP)  
Appendix G: 07-08 Department Improvement Plan Template**

<b>Department:</b>	<b>Department Improvement Team Members:</b>	<b>Date:</b>
<b>I. PLANNING (Identifies the area(s) in need of improvement connected to district-wide indicators)</b>		
<b>A. District-wide Indicator Addressed in this Plan</b>		
<b>Student Achievement</b>	<b>Organizational Effectiveness</b>	<b>Community Relationships</b>
<input type="checkbox"/> CSAP Reading % P/A % making 1 yr. growth <input type="checkbox"/> CSAP Math % P/A % making 1 yr. growth <input type="checkbox"/> CSAP Writing % P/A % making 1 yr. growth <input type="checkbox"/> CSAP Science % P/A % making 1 yr. growth <input type="checkbox"/> Percent of students who demonstrate proficiency in English as measured by the CELA, CSAP, and Las Links <input type="checkbox"/> Percent of students attending 95% of the time <input type="checkbox"/> Percent of students engaged in their learning as measured by quantitative and qualitative data	<input type="checkbox"/> Percent of teachers and staff implementing district curriculum and research-based, instructional strategies with fidelity as measured by observation, teacher evaluation, and school leadership walk-throughs <input type="checkbox"/> Percentage of staff attending work at least 95% of the time <input type="checkbox"/> Percent of internal stakeholders indicating satisfaction with the organization’s system, processes and services as measured by a district-wide perception survey	<input type="checkbox"/> Percent of students electing to remain and electing to enroll in District 6 public school <input type="checkbox"/> Percent of community members indicating a high level of satisfaction on a district-wide communication perception survey

**Directions: Complete PLANNING section only once and include the highlights of your data analysis for all areas.**

<b>B. Comprehensive Needs Assessment</b> <i>(the strengths and needs for both results and associated adult actions)</i>	
<b>Results:</b> <i>(What the department is producing)</i>	<b>Adult Actions:</b> <i>(Possible adult actions contributing to these department results)</i>
Strengths:	
Needs:	
<b>C. Most urgent need identified above</b> <i>(Choose from above and move it down)</i>	
<b>Student Results:</b> <i>(What the department is producing)</i>	<b>Adult Actions:</b> <i>(Possible adult actions contributing to the results)</i>

**Greeley-Evans District 6 Department Improvement Plan (DIP)**

Directions: Complete Section II (Implementation) and Section III (Monitoring) for *each* area that is appropriate for the department: student achievement, organizational effectiveness/safety, and community relationships/parent involvement. It is acceptable to use the same strategy across several areas; however, departments will need to monitor indicators of results and adult actions for each area.

**II. IMPLEMENTING: (Outlines the results expected and describes the adult actions to be implemented)**

**A. Smart Goal: What do we want to accomplish?**  
 "Smart Goal" based on the department's most urgent needs (Specific, Measurable, Achievable, Relevant, Timely).  
 Example: By May 15, 2008, 80% of building-level staff will express high or extreme satisfaction with the service provided by the Division of Academic Achievement as measured by the district internal stakeholder satisfaction survey.

**B. Department Indicators:**  
**Results Indicator(s): How will we know we are moving toward our results goal?**  
 What data will be collected to determine whether or not the results are being achieved?

Results Data to be Collected			How often and when? (Enter dates below.)			Who will collect?		With whom will it be shared?	
Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	

**C. Research-based Strategies: What strategies work best for improving performance in this area?**  
 What does research say about improving results in this area?

<b>D. Adult Actions: What will the adults do to improve results?</b>								
What research-based adult actions/strategy(ies) will the adults in the department agree to do to improve results?								
<b>E. Adult Indicators:</b>								
<b>Adult Action Indicator(s): How will we know the adult action is being implemented?</b>								
How will we know the adults in the department are implementing the agreed-upon strategy? What adult action data will be collected to determine whether or not the strategy is being implemented and how often will these data be collected? (See Section III Monitoring for monitoring form.)								
<b>Adult Action Data to be Collected</b>			<b>How often and when? (Enter dates below.)</b>			<b>Who will collect?</b>		<b>With whom will it be shared?</b>
<b>Sept.</b>	<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Jan.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>

**F. Action Plan: What must department staff learn or do in order to implement the strategy?**

*What professional development will be needed? How will it be provided?*

1. Knowledge of the strategy
2. Modeling how it looks
3. Low-risk practice to try it out
4. On-the-job practice with feedback
5. Follow up training as needed

Professional Development	When will it be provided?	Who receives it?	Who provides it?	Cost?

**G. Stakeholder Involvement: How will stakeholders (internal and/or external) be informed about this strategy?**

Activity	When will it be provided?	Who provides it?	Cost?

**III. MONITORING (Monitors data and implementation of adult actions/strategy)**

**A. Results Data Monitoring Form**

Optional data collection.....	S	O	N	D	J	F	M	A	M
Team: _____ Based on results—(S)tay, (M)odify, (A)bandon the present course	/	/	/	/	/	/	/	/	/
Team: _____ Based on results—(S)tay, (M)odify, (A)bandon the present course	/	/	/	/	/	/	/	/	/
Team: _____ Based on results—(S)tay, (M)odify, (A)bandon the present course	/	/	/	/	/	/	/	/	/
Team: _____ Based on results—(S)tay, (M)odify, (A)bandon the present course	/	/	/	/	/	/	/	/	/
Team: _____ Based on results—(S)tay, (M)odify, (A)bandon the present course	/	/	/	/	/	/	/	/	/
Team: _____ Based on results—(S)tay, (M)odify, (A)bandon the present course	/	/	/	/	/	/	/	/	/
Team: _____ Based on results—(S)tay, (M)odify, (A)bandon the present course	/	/	/	/	/	/	/	/	/
<b>Actual data total</b>	/	/	/	/	/	/	/	/	/

**B. Adult Action Data Monitoring Form**

	S	O	N	D	J	F	M	A	M
Team: _____ Based on results—(S)tay, (M)odify, (A)bandon the present course	/	/	/	/	/	/	/	/	/
Team: _____ Based on results—(S)tay, (M)odify, (A)bandon the present course	/	/	/	/	/	/	/	/	/
Team: _____ Based on results—(S)tay, (M)odify, (A)bandon the present course	/	/	/	/	/	/	/	/	/
Team: _____ Based on results—(S)tay, (M)odify, (A)bandon the present course	/	/	/	/	/	/	/	/	/
Team: _____ Based on results—(S)tay, (M)odify, (A)bandon the present course	/	/	/	/	/	/	/	/	/
Team: _____ Based on results—(S)tay, (M)odify, (A)bandon the present course	/	/	/	/	/	/	/	/	/
Team: _____ Based on results—(S)tay, (M)odify, (A)bandon the present course	/	/	/	/	/	/	/	/	/
<b>Actual data total</b>	/	/	/	/	/	/	/	/	/

**Greeley-Evans District 6 Department Improvement Plan (DIP)**

Directions: Complete Section IV (Progress Reporting) according to assigned dates. When you complete Section IV include your progress to date for all content areas.

**IV. PROGRESS REPORTING – (Reports progress of plan three times/year)**

Each department will complete a Progress Monitoring Report three times per year. Directors will report progress at three Executive Council meetings during 07-08.

Date:	People responsible for completing report:
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<b>Adult Actions/Strategies</b>	<b>Report on Data Collected</b>	<b>Inferences and Conclusions</b>
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List the adult actions implemented to address desired results.	Show the data in table, charts, or graph form for your 1) desired results indicators and 2) adult action indicators.	Based on these indicators, what inferences/conclusions have you drawn about progress on your SMART goals?
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## Greeley-Evans District 6 Department Improvement Plan (DIP)

Directions: Complete Section V (Reflections and Recommendations) in August/September 2008 based on your 2008 data.

### V. REFLECTIONS AND RECOMMENDATIONS: (Reflects on the degree to which your department contributed in a positive way to the district-wide indicators and makes recommendations for next cycle.)

Prior to completing the *next* department improvement plan (August/September 2008), department improvement teams will complete a one-page document reflecting on their yearly progress.

To what degree did your department contribute in a positive way to the district-wide indicators?

Reflections/Recommendations:

## Appendix H: Comprehensive Accountability System Timeline

Plan Components	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>District Indicators</b>		<ul style="list-style-type: none"> <li>CSAP results</li> </ul>		<ul style="list-style-type: none"> <li>External stakeholder satisfaction survey (pre)</li> <li>Enrollment data</li> </ul>		<ul style="list-style-type: none"> <li>Dropout data</li> <li>Graduation rates</li> </ul>				<ul style="list-style-type: none"> <li>CELA results</li> <li>External stakeholder satisfaction survey (post)</li> </ul>	<ul style="list-style-type: none"> <li>Internal stakeholder satisfaction survey</li> </ul>	<ul style="list-style-type: none"> <li>Student attendance</li> <li>Staff attendance</li> <li>Student engagement</li> <li>Staff engagement</li> <li>Implementation results</li> </ul>
<b>School Improvement Plans</b>	<ul style="list-style-type: none"> <li>Final report</li> </ul> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 5px;">Reflections and Results</div>	<ul style="list-style-type: none"> <li>Develop SIP</li> </ul>	<ul style="list-style-type: none"> <li>Approve SIP</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Progress Monitor</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Progress Monitor</li> <li>Report</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Progress Monitor</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Progress Monitor</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Progress Monitor</li> <li>Report</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Progress Monitor</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Progress Monitor</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Progress Monitor</li> </ul>	<div style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 5px;">Report</div>
<b>Department Improvement Plans</b>	<ul style="list-style-type: none"> <li>Implement</li> <li>Progress Monitor</li> <li>Report</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Progress Monitor</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Progress Monitor</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Progress Monitor</li> </ul>	<ul style="list-style-type: none"> <li>Final report</li> </ul>	<ul style="list-style-type: none"> <li>Develop DIPs</li> </ul>	<ul style="list-style-type: none"> <li>Approve</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Progress Monitor</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Progress Monitor</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Progress Monitor</li> <li>Report</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Progress Monitor</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Progress Monitor</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>PD on development of SIP</li> <li>Implement summer PD plan</li> </ul>	<ul style="list-style-type: none"> <li>Provide support in writing SIPs</li> </ul>	<ul style="list-style-type: none"> <li>Provide support in writing SIPs</li> </ul>	<ul style="list-style-type: none"> <li>Identify PD needs from SIPs</li> </ul>	<ul style="list-style-type: none"> <li>PD on development of DIP</li> </ul>	<ul style="list-style-type: none"> <li>Provide support in writing DIPs</li> </ul>	<ul style="list-style-type: none"> <li>Identify PD needs from DIPs</li> <li>Plan summer PD</li> <li>Offer PD related to SIPs, DIPs</li> </ul>	<ul style="list-style-type: none"> <li>Offer PD related to SIPs and DIPs</li> </ul>	<ul style="list-style-type: none"> <li>Offer PD related to SIPs and DIPs</li> <li>Monitor PD evaluation plan</li> </ul>	<ul style="list-style-type: none"> <li>Offer PD related to SIPs and DIPs</li> </ul>	<ul style="list-style-type: none"> <li>Offer PD related to SIPs and DIPs</li> </ul>	<ul style="list-style-type: none"> <li>Implement summer PD</li> </ul>
<b>Communications</b>	<ul style="list-style-type: none"> <li>D6 TV</li> <li>Website</li> </ul>	<ul style="list-style-type: none"> <li>D6 TV</li> <li>Website</li> </ul>	<ul style="list-style-type: none"> <li>Dashboard available</li> <li>LINK article</li> <li>D6 TV</li> <li>Website</li> </ul>	<ul style="list-style-type: none"> <li>LINK article</li> <li>D6 TV</li> <li>Website</li> <li>Radio address with Dashboard focus</li> </ul>	<ul style="list-style-type: none"> <li>LINK article</li> <li>D6 TV</li> <li>Website</li> </ul>	<ul style="list-style-type: none"> <li>LINK article</li> <li>Annual Community Report</li> <li>D6 TV</li> </ul>	<ul style="list-style-type: none"> <li>LINK article</li> <li>D6 TV</li> <li>Website</li> </ul>	<ul style="list-style-type: none"> <li>LINK article</li> <li>Supt. State of the District address</li> <li>D6 TV</li> <li>Website</li> </ul>	<ul style="list-style-type: none"> <li>LINK article</li> <li>D6 TV</li> <li>Website</li> </ul>	<ul style="list-style-type: none"> <li>LINK article</li> <li>D6 TV</li> <li>Website</li> </ul>	<ul style="list-style-type: none"> <li>LINK article</li> <li>D6 TV</li> <li>Website</li> </ul>	<ul style="list-style-type: none"> <li>D6 TV</li> <li>Website</li> </ul>
<b>Rewards</b>			<ul style="list-style-type: none"> <li>BOE Awards</li> <li>School-based student recognition</li> </ul>	<ul style="list-style-type: none"> <li>School-based student recognition</li> </ul>	<ul style="list-style-type: none"> <li>School-based student recognition</li> </ul>	<ul style="list-style-type: none"> <li>School-based student recognition</li> </ul>	<ul style="list-style-type: none"> <li>School-based student recognition</li> </ul>	<ul style="list-style-type: none"> <li>School-based student recognition</li> </ul>	<ul style="list-style-type: none"> <li>School-based student recognition</li> </ul>	<ul style="list-style-type: none"> <li>School-based student recognition</li> </ul>	<ul style="list-style-type: none"> <li>School-based student recognition</li> </ul>	
<b>Supports</b>			<ul style="list-style-type: none"> <li>Identify schools</li> <li>Develop plan</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Mid-year progress report</li> </ul>	<ul style="list-style-type: none"> <li>Revise plan</li> <li>Implement</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Final report</li> </ul>	
<b>DSPAC Accountability system oversight</b>				<ul style="list-style-type: none"> <li>Review academic results – fine-tune plan</li> </ul>			<ul style="list-style-type: none"> <li>Evaluate accountability system</li> <li>Recommend upgrades</li> <li>Report to BOE</li> </ul>				<ul style="list-style-type: none"> <li>Review department results – fine-tune plan</li> </ul>	
<b>DAC State mandated oversight of SIPs</b>						<ul style="list-style-type: none"> <li>Review SIPs</li> </ul>	<ul style="list-style-type: none"> <li>Review SIPs</li> </ul>	<ul style="list-style-type: none"> <li>Review SIPs</li> </ul>	<ul style="list-style-type: none"> <li>Review SIPs</li> </ul>	<ul style="list-style-type: none"> <li>Review SIPs</li> </ul>	<ul style="list-style-type: none"> <li>Provide feedback on SIPs to schools</li> </ul>	<ul style="list-style-type: none"> <li>Provide feedback to BOE</li> </ul>



**Greeley-Evans School District 6**  
WELD COUNTY, COLORADO