

Weld County

School District Re-3J

BELIEVE, ACHIEVE, SUCCEED

Strategic Plan

October 2017

Weld Re-3J Board of Education

Updated October 2017- June 2018



SUMMARY

MISSION STATEMENT

Creating opportunities for success through a safe learning environment, rigorous instruction, diverse activities, and an engaged community

CORE VALUES

High Expectations

Safe Learning Environment

Quality Teaching

Rigorous Instruction

Communication, Community, & Collaboration

STRATEGIC ANNUAL GOALS

1. A. Incrementally increase **ACADEMIC PROFICIENCY LEVELS** in the core learning area of **LANGUAGE ARTS** to exceed state average levels by 2% by the completion of school year 2020.
B. Incrementally increase **ACADEMIC PROFICIENCY LEVELS** in the core learning area of **MATH** to exceed state average levels by 2% by the completion of school year 2020.
2. Decrease postsecondary **REMEDIATION RATES** by 1-2% annually on average to a remediation rate below 40% by 2020.
3. Increase high school on-time **GRADUATION RATES** by 2% on average each year with a target rate of 90% by 2020.
4. Decrease **EMPLOYEE TURNOVER** rates by 2% on average each year with a target turnover rate less than 15% by 2020.

2017-2018 School Year

Strategic Plan Goal: School Years 2015-2020

Directions: Identify the major improvement strategy(s) for 2017-18 that align with the overall Strategic Plan Goal. Improvement strategies should be objectives leading to the overall Strategic Plan Goal. Where applicable, indicate alignment to the District Unified Improvement Plan. Provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks.

Baseline Data Points: 2015, 2016, 2017 DIBELS for K-2 (Reading); 2015, 2016, 2017 CMAS ELA

	English Language Arts							
Grade	K-2	3	4	5	6	7	8	9
Re-3J 2015	76	39.4	29.4	32.4	27.4	35.5	22	21.1
Re-3J 2016	78	46.3	43.9	37.5	36.9	36.1	37.7	23.8
Re-3J 2017	75.4	38	49	45	25	29	29	22
Colorado 2016	X	37.4	43.9	41.2	38.3	41	41.6	37.2
Colorado 2017	X	40.1	44.1	46.3	40.6	44.2	43.4	36.2

Strategic Plan Goal #1A: The District will incrementally increase **ACADEMIC PROFICIENCY LEVELS** in the core learning area of **LANGUAGE ARTS** to exceed state average levels by 2% by the completion of school year 2020.

	Description of Objectives to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources	Implementation Benchmarks & Action Steps	Outcomes
1. ES	Focus on professional development of Standards alignment with ELA curriculum for reading and writing at the elementary level	Second Semester of 17-18	Principals Executive Director of Curriculum	Standards Achieve the Core ANET	Second Semester in ES begin working with ELA shifts and text complexity	Teachers will have a better understanding of the ELA standards Teachers will have the knowledge to be educated consumers of the ELA curriculum

						First draft of District-wide K-5 Instructional Unit Plans and Curriculum Map will be created
2. MS and HS	Adoption of new ELA curriculum at the middle school and high school levels.	Pilot during 2017 school year Adoption May 2018	Classroom Teachers and Executive Director of Curriculum	MS: Pearson Realize and McGraw-Hill Study Sync HS--Pearson and Collections	Pearson is piloted first quarter; McGraw Hill will be piloted second quarter. Finish piloting first semester and adopt second semester HS will pilot Pearson first quarter and Collections second quarter	New curriculum that is better aligned to the standards. New curriculum should more closely align to SAT and CAS
3. ES and MS	Implementation of and standardization of reading intervention programs for at-risk students	Ongoing throughout 2017-2018	MTSS team Principals Director of Support Programming	Intervention curriculum Director of Support Programs MAP and Istation Data MLT team	Trainings on research-based intervention programming and data use in reading held throughout the year on at least a monthly basis. Regular observation of intervention classrooms done by school and district administration on a monthly basis (45 min/mo) with feedback provided by principals. Utilize intervention money for before and after school intervention	Observations schedule and feedback notes Training presentations or notes, sign in sheets Before/After school program attendance logs and achievement data Regular use of intervention curriculum as evidenced through observations and team meetings
4. ES and MS	Utilization of data to determine instructional groupings and intervention planning (short and long term-action planning meetings held on a regular basis with use of MAP, standards based interim assessments, and intervention data)	2017-2018 School year	Intervention Teachers Classroom Teachers Principals	MAPS data Istation data Progress monitoring data CPAA data	Regular Monday meetings focused (4 over the course of the year) on analyzing data; Intervention teachers and classroom teachers working together on plans. Time set aside with classroom and interventionists for review of data used to identify students in need of intervention every 6-8 weeks in each building with development or	Intervention and classroom teacher collaboration agendas and notes Calendar of meetings Enter/Exit criteria for intervention

					review of clear guidelines for (enter/exit) shared with all staff	
5. ES	Early literacy focus through prevention and intervention	On going throughout 2017-2018	Teachers District Administration Principals	MAP data Kindergarten KEA data Preschool TSG reports	Intervention focus and priority placed on primary grades Seek alignment between preschool and kindergarten and work to academic readiness for kindergarten. Refine the data collection process for preschool (what do preschool students need to know to be successful in kinder?)	Kindergarten MAP Data for winter and spring Utilization and up scaling of MTSS processes for early learners Increased professional development and teaming of PK-Kinder at least 2 x throughout the year
4. ES	K-2: 38% of the K-2 grade students will be above the 60th percentile in reading MAPS (38% based on 3rd grade CMAS ELA)	Ongoing throughout 2017-2018	Teachers Principals Anet Coach	Standards Achieve the Core	Focus on standards based planning Focus on PD that is standards based Intervene when students are below the 60th percentile Consider other intervention programs	Reading MAPS data
6. MS	6-8; Each grade will increase their CMAS scores by 3% from 2017 to 2018. We will use the Reading MAP data to help set student goals and review progress.	Ongoing throughout 2017-2018	Teachers Principals ANet Coach	Standards	Focus on text-first planning with every ELA planning session with ANet (at least once per quarter) Focus on PD that is text-first based and aligned to standards Student involvement in setting MAP goals before each benchmark	Student review and reflection of MAP data before and after each benchmark (fall, winter, spring) Student Reflection and Goal Setting Template Improved CMAS scores
7. HS	Cohort Goal: PSAT 49% met in 2017 (state avg. was 67%) SAT target for 11th graders will be 53% (state avg. was 61%)	2017-2018 school year	HS Staff, specifically Math/ELA	Naviance Khan SAT Prep ANet College Board PD	SAT Improvement Targets for ERW based on individual and grade level scores from 2016-2017 Monday PD, ANET, and Department meeting to focus on SAT prep	Improve overall ERW grade level scores and move individual students above CCR Benchmark

8. PK-12	District ILT year long agenda is reflective of building instructional priorities	2017-2018 school year	Executive Director of Achievement District Administration Principals ILT Members	ANet coaches Executive Director of Achievement	<p>90% or more of District ILT time is spent focused on instructional priorities and professional development around instructional priorities during EACH meeting</p> <p>District ILT Calendar developed by August 2017 and shared with ANet and district admin for approval</p> <p>Monthly collaboration with ANet and principals to ensure focus is maintained throughout the year</p> <p>Clear communication plan developed and implemented at each school regarding the work that is done in ILT- examples of evidence could be PD presentations to staff, team meeting agendas, seeing instructional shifts in the classroom etc..</p>	<p>ILT agendas and meeting notes focused on priorities</p> <p>ILT feedback regarding instructional priorities and feedback at mid and end of year (District Culture and Climate Survey)</p> <p>Evidence of communication and PD presentations to staff following every ILT at each building based on what was learned that month</p> <p>Evidence of instructional shifts happening in classrooms through scheduled admin observations</p>
9. PK-12	Upscale Building Leadership and MTSS Leadership Teams capacity to engage in collaborative guidance and technical assistance for evidence based instruction, intervention, and assessment for academics and behavior in all schools.	Ongoing throughout 2017-2018	Director of Support Programs MLT members ILT members	CDE State Personnel Development Grant coaches Principals District Administration	<p>September to December: Create Short and Long Term PD plans at each building based on specific needs around evidence based instruction, intervention, and assessment.</p> <p>December to May: MLT and/or ILT provide a minimum of two professional developments for all staff related to specific building needs and Short/Long Term PD Plans.</p>	<p>MTSS Action Plan</p> <p>PD agendas/presentations (4 minimum) on evidence based instruction, intervention and assessment (academic and behavioral)</p> <p>Calendar and meeting agendas and notes for MLT and ILT</p>

2017-2018 School Year

Strategic Plan Goal: School Years 2015-2020

Directions: Identify the major improvement strategy(s) for 2017-18 that align with the overall Strategic Plan Goal. Improvement strategies should be objectives leading to the overall Strategic Plan Goal. Where applicable, indicate alignment to the District Unified Improvement Plan. Provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks.

Baseline Data Points: Pearson Benchmark Assessments K-2; 2015, 2016, & 2017; CMAS Math Results

	Math								
Grade	K-2	3	4	5	6	7	8	Alg	Geo
Re-3J 2015	81	40.7	22.5	29.1	18.8	16.9	4.3	21.1	-
Re-3J 2016	84	49.4	32	28	27.2	17	10.7	11.4	26.7
<i>Re-3J 2017*</i>	<i>58.7</i>	<i>45</i>	<i>38</i>	<i>29</i>	<i>18</i>	<i>21</i>	<i>10</i>	<i>18</i>	<i>26</i>
Colorado 2016	X	38.9	33.3	34.3	31	26.2	20.4	32.4	58.8
Colorado 2017	x	40	34	34	30.9	25.8	21	32.7	61.5

** in 2017 NWEA MAP data was used for the first time and replaced Pearson which was used in 2015 and 2016.*

Strategic Plan Goal #1B: The District will incrementally increase **ACADEMIC PROFICIENCY LEVELS** in the core learning area of **MATH** to exceed state average levels by 2% by the completion of school year 2020.

	Description of Objectives to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources	Implementation Benchmarks & Action Steps	Outcomes
1. ES and MS	Implementation of and standardization of mathematics intervention programs for at-risk students	2017-2018 School year	Teachers, Principals Director of Support Programs	Intervention curriculum Director of Support Programs	Trainings on research-based intervention programming in math held in August 2017 and September 2017 Review of math intervention programming at least 5 x	Regular use of intervention curriculum as evidenced through observations and team meetings

				MLT MAP and Istation Data	throughout the year Regular observation of intervention classrooms done by school and district administration on a monthly basis (45 min/mo)with feedback provided by principals.	Observations scheduled and feedback notes Training presentations or notes, sign in sheets
2. ES and MS	Utilization of data to determine instructional groupings and intervention planning (short and long term-action planning meetings held on a regular basis with use of MAP, standards based interim assessments, and intervention data)	2017-2018 School year	Intervention Teachers Classroom Teachers Principals	MAPS data Istation data Progress monitoring data CPAA data	Regular Monday meetings focused on analyzing data Intervention teachers and classroom teachers working together on plans. Time set aside with classroom and interventionists for review of data used to identify students in need of intervention every 6-8 weeks in each building with development or review of clear guidelines for (enter/exit) shared with all staff	Intervention and classroom teacher collaboration agendas and notes Calendar of meetings Enter/Exit criteria for intervention
3. ES and MS	Building specific focuses and intentional PD development and delivery on: Shift of Focus and Rigor and High quality questions and problems (ANet)	2017-2018 School year	Teachers Principals Anet Coach	Standards Anet Tool Kit	Focus on purposeful grade level planning (ES) Teachers and Principals will meet weekly to plan for math instruction (ES)	ES: First draft of District-wide K-5 Instructional Unit Plans and Curriculum Map will be created MS: Common lesson planning protocol and template and use of common summative assessments
4. ES	K-2: 45% of the K-2 grade students will be above the 60th percentile in Math MAPS (45% based on 3rd grade CMAS math)	Ongoing throughout 2017-2018	Teachers Principals Anet Coach	Standards Achieve the Core	Focus on standards based planning Focus on PD that is standards based Intervene when students are below the 60th percentile Consider other intervention programs Evaluating 2nd grade Anet benchmarks	Math MAPS data

5. MS	6-8; Each grade will increase their CMAS scores by 3% from 2017 to 2018. We will use the Math MAP data to help set student goals and review progress.	Ongoing throughout 2017-2018	Teachers Principals ANet Coach	Standards	Focus on standards-based planning with every ANet planning meeting (at least once per quarter) Focus on PD that is aligned to standards and the aspect of rigor Student involvement in setting MAP goals before each benchmark	Student review and reflection of MAP data before and after each benchmark (fall, winter, spring) Student Reflection and Goal Setting Template Improved CMAS scores
6. HS	Cohort Goal: PSAT 22% met in 2017 (state avg was 43%) SAT target for 11th graders will be 32% (state avg was 41%)	2017-2018 school year	HS Staff, specifically Math	Naviance Khan SAT Prep ANet College Board PD	SAT Improvement Targets for Math based on individual and grade level scores from 2016-2017 Monday PD, ANet, and Department meeting to focus on SAT prep	Improve overall Math grade level scores and move individual students above CCR Benchmark
7.	ILT year long agenda is reflective of building instructional priorities	<i>See ILT Objective for ELA</i>				
8.	Upscale Building Leadership and MTSS Leadership Teams capacity to engage in collaborative guidance and technical assistance for evidence based instruction, intervention, and assessment for academics and behavior in all schools.	<i>See MTSS Objective for ELA</i>				

2017-2018 School Year

Strategic Plan Goal: School Years 2015-2020

Directions: Identify the major improvement strategy(s) for 2017-18 that align with the overall Strategic Plan Goal. Improvement strategies should be objectives leading to the overall Strategic Plan Goal. Where applicable, indicate alignment to the District Unified Improvement Plan. Provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks.

Baseline Data Points: State identified Remediation Rates 2010: 42.2%; 2011: 49%; 2012: 37.8%; 2013: 19.2%; 2014: 45.1%

SAT Readiness Benchmarks Evidence Based Reading and Writing (EBRW) 480, Math 530

Strategic Plan Goal #2: In order to decrease postsecondary **REMEDIATION RATES**, the district will increase the number of students identified as College & Career Ready by 2% annually as measured by SAT achievement scores.

	Description of Objectives to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources	Implementation Benchmarks & Action Steps	Outcomes
1. MS	Post-8th Grade Academy for students failing course work continued. 10.5% of eighth graders failed a course in spring 2017. Our goal is to have no more than 5% fail in spring 2018	Summer 2018	MS Certified Staff	Monies set aside in order to extend the current program options	Examine budget to consider extending this to grade 7 (and possibly 6) as well. Students that do not complete a project or assessment are required to attend ZAP (during after school tutoring) until they have completed and submitted the work.	Improved grades Decreased course failures
2. MS	MS 6-8 Continue implementation of Capturing Kids' Hearts. Discipline referrals will reduce from 38.6% in 2016-2017 to 33% in 2017-2018. Attendance will increase from 93.37% in 2016-2017 to 95% in 2017-2018.	All teachers trained by fall 2017 in order to fully implement throughout 2017-2018 year	WCMS Admin	Funds to train staff members (currently from Counselor Corps Grant)	Clear expectations communicated to staff regarding the use and implementation of CKH	Reduction of discipline referrals, Increase in overall attendance
3. HS	HS will increase number of students identified as College and Career by at least 2% from the previous year's SAT CCR average	2017-2018 school year	HS Admin HS Staff	KHAN Academy SAT Prep Naviance ICAP	Staff will go through PSAT and SAT data to determine areas of strength and weakness for instructional planning	Increase SAT CCR scores by at least 2%

					<p>SAT Prep through KHAN Academy</p> <p>Rebel Time allotted to ICAP, SAT, and PSAT prep</p> <p>HS Admin and Staff will begin communication and focus on importance of PSAT and SAT starting with PSAT 8/9 assessment</p>	
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2017-2018 School Year

Strategic Plan Goal: School Years 2015-2020

Directions: Identify the major improvement strategy(s) for 2017-18 that align with the overall Strategic Plan Goal. Improvement strategies should be objectives leading to the overall Strategic Plan Goal. Where applicable, indicate alignment to the District Unified Improvement Plan. Provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks.

Baseline Data Points: On Time Graduation Rates under existing requirements

	09	10	11	12	13	14	15	16
Re-3J	82.5	86.2	87.5	84.5	82.1	82.1	81.3	80
Colorado	72.4	73.9	73.9	74.5	76.9	77.3	77.3	78.9

Strategic Plan Goal #3: Increase high school *on-time* **GRADUATION RATES** by 2% on average each year with a target rate of 90% by 2020.

	Description of Objectives to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources	Implementation Benchmarks & Action Steps	Outcomes
1.	Grades 6-8: increased student participation in ICAP activities: 6th grade will increase from 94.3% to 97%, 7th grade will increase from 92.9% to 95%, and 8th grade will increase from 96% to 98%.	2017-2018	MS Counselors and staff	Naviance	Time provided in core classes to work on ICAP lessons	Increased ICAP participation
2.	Grades 9-12: 100% students participate in ICAP 9th will stay at 100% participation 10th increase from 93.4 to 98% 11th increase from 88.3% to 95% 12th increase from 96.4% to 100%	2017-2018	HS Staff	Rebel Time	Time provided during RT to work on ICAP goals	
3.	WEB & LINK Crew continuation (transition and leadership training)	2017-2018	WEB/LINK advisors	Boomerang Trained Advisors	Give BOY and EOY survey to WEB & LINK Crew specific to the goals of that team	Improved Culture and Climate Decreased behavior referrals

4.	Staff collaborate to target increasing graduation rates starting with 9th grade with a goal of improving 4 year on time graduation to 90%	2017-2018	HS Admin/Staff	Naviance Link Crew Ambassadors Program College in Colorado Bright Futures Grant	<p>HS will develop strategies for short term improvement in graduation rate (e.g., targeted vocabulary for all staff such as when you graduate, after you graduate, etc)</p> <p>college and career fair for multiple post secondary pathways</p> <p>HS social worker meeting with all at risk students and parents to discuss potential alternative options</p> <p>Expanded credit recovery options during the school day</p> <p>Monthly Career Cab field trips to explore local career paths</p> <p>Monthly College recruitment and Military recruitment options for students</p>	Increased focus on graduation starting at 9th grade/Options for 12th grade who are behind on credits including GED through AIMS CC/
5.	Create a culture in Elementary School that promotes an expectation of high school graduation for all students.	2017-2018	Elementary School Teachers Elementary School Principals High School Counselors	Minimal material resources HS Counselors	All Elementary Classrooms will be labeled with Class of ... Staff will talk to students about their High School and College In the spring of 2018, invite WCHS seniors to come to their elementary schools to talk to 5th grade about graduation	Beginning of an established culture Awareness by all students; Awareness of 5th grade students

2017-2018 School Year

Strategic Plan Goal: School Years 2015-2020

Directions: Identify the major improvement strategy(s) for 2017-18 that align with the overall Strategic Plan Goal. Improvement strategies should be objectives leading to the overall Strategic Plan Goal. Where applicable, indicate alignment to the District Unified Improvement Plan. Provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks.

Baseline Data Points: **19% teacher turnover rate between 13-14 & 14-15; 22% classified turnover rate (revised)**
 24% teacher turnover rate between 14-15 & 15-16; 21% classified turnover rate
 22% teacher turnover rate between 15-16 & 16-17; 21% classified turnover rate
 18% teacher turnover rate between 16-17 & 17-18; 22% classified turnover rate

Strategic Plan Goal #4: Decrease **EMPLOYEE TURNOVER** rates by 2% on average each year with a target turnover rate less than 15% by 2020.

- a. Increase retention rate of licensed teachers by 2% annually
- b. Increase retention rate of classified staff by 1-2% annually

	Description of Objectives to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources	Implementation Benchmarks & Action Steps	Outcomes
1.	<p>Increase capacity of district office staff and principals as instructional leaders</p> <ul style="list-style-type: none"> • Primarily through ANet consultants, district leaders will more fully understand learning standards and develop tools for observing and coaching 	<p>Sept: focus on one lesson plan</p> <p>Oct - Dec: focus on two lesson plans</p> <p>Jan - May: focus on 3 or more lesson plans</p>	<p>Superintendent Exec Director of Achievement; Director of Support Programs</p>	<p>ANet leaders and coaches</p>	<p>Principals have spent _____ percentage of their PD time on instructional priority Principals will have a written PD/PLC plan for the year that supports the instructional priorities Schedule created for time with principals including goals and we have accomplished what we set out to do Have a protocol for co-observations with principals including feedback form that includes looking at plans Each school will have some data meeting led by principal where they have discussed data and its implications on instruction Have data training with ILT and ANet coaches with district observing PLC/data meeting</p>	<p>Increase teachers satisfaction regarding professional development by 3-5% (climate survey) Increased classroom observation time by district office staff (add min per week)</p>

					time	
2.	<p>Partnership Year 1 with ANet to improve classroom instruction and achievement Establish a vision for how the district leadership team will advance the instructional priority in each school/district and define how your team will operate to ensure success.</p> <p>Identify the structures the leadership team will use to support the instructional priorities through the teaching and learning cycle.</p> <p>Ensure alignment between instructional materials and standards, and between pacing guides, lesson planning, and instruction in the classroom.</p>	<p>Monthly check-in with ANet staff</p> <p>August 2017</p> <p>August 2017</p> <p>Ongoing throughout the year</p>	<p>Superintendent, Executive Director of Student Achievement, Director of Support Programs, ANET staff, and Building Administrators</p>	ANET Staff	<p>ANet coaches assigned to each school</p> <p>Develop and implement an observational protocol</p> <p>Scheduled Classroom walkthroughs with principals focused on instructional priorities: Every school is visited 1 time every two weeks</p> <p>At least 90% of ILT time will be focused on instructional priorities</p>	<p>Increase teachers satisfaction regarding professional development by 3-5% (climate survey) Increased classroom observation time by district office staff (add min per week) Continual use of the observational protocol with principals during walk throughs that provides actionable feedback to principals</p> <p>The instructional priorities will drive the PD and PLC work for the entire year.</p>
3.	Implementation of Staff Recognition Program	<p>December</p> <p>May</p>	Superintendent SAC members	Funding for recognition awards	<p>Form Selection Subcommittee (Sept)</p> <p>Semester 1 Award (Dec)</p> <p>Semester 2 Award (May)</p>	Recognize awardees each semester
4.	Improve and expand the district's New Staff Orientation program including induction and mentoring;	<p>5 half day professional development days throughout the year for Instructional classified staff</p> <p>Quarterly (?) Training for secretaries</p>	<p>Director of Support Services, Special Education Coordinator</p> <p>District Data Specialist, Director of Finance</p>	Planning time for presenters	<p>Instructional classified staff training calendar</p> <p>Secretary Training Calendar</p>	<p>Increase classified staff retention rate by 3-5% and increased job satisfaction 3-5% (Climate survey)</p>

