

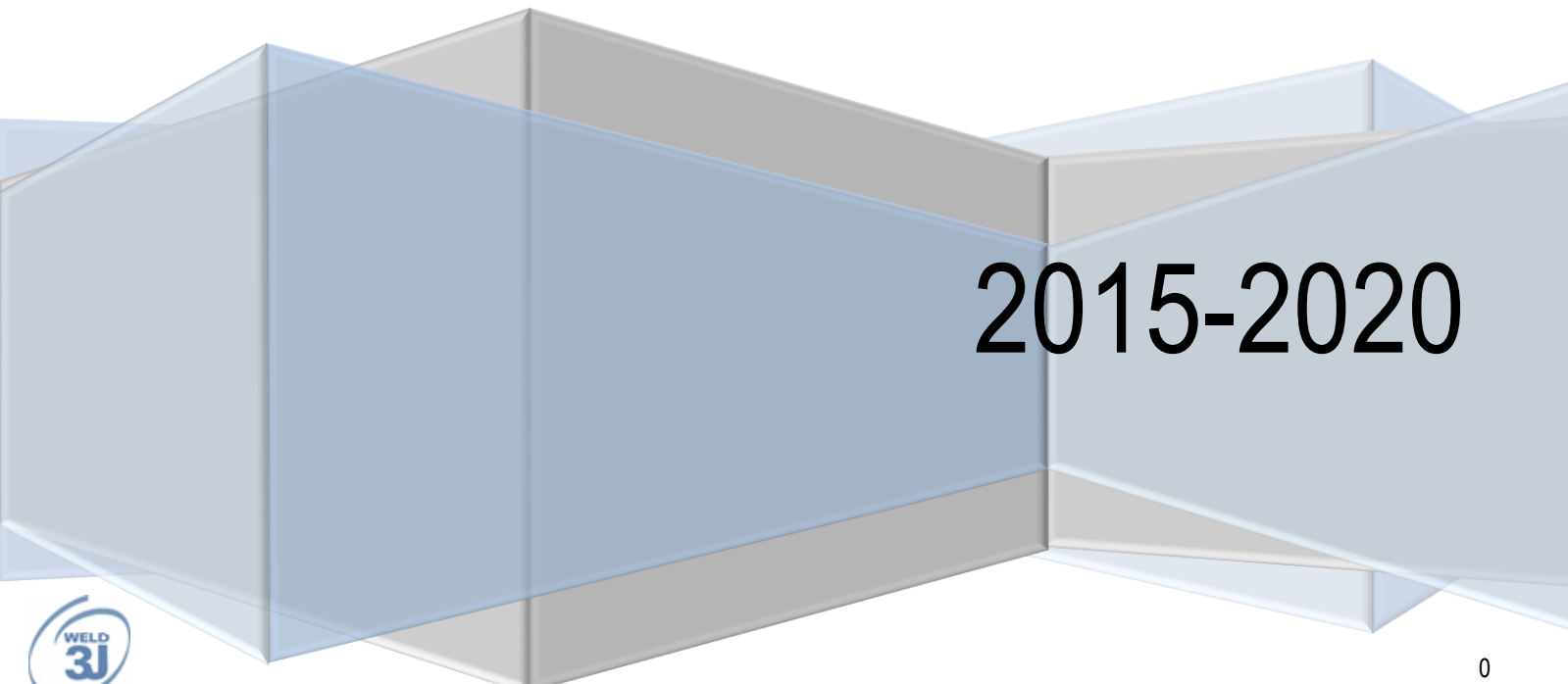


Strategic Plan

October 2016

Weld Re-3J Board of Education

Updated October 2016 -- June 2017 Outcomes



2015-2020



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*
5. *Extra-Curricular Program – Goal suspended due to financial constraints*

2016-2017 School Year

Strategic Plan Goal: School Years 2015-2020

Directions: Identify the major improvement strategy(s) for 2016-17 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 DIBELS for K-2 (Reading); 2015 & 2016 CMAS ELA (STATE ASSESSMENT CHANGED IN 2015)

Grade	English Language Arts							
	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
Colorado (2016)	X	37.4	43.9	41.2	38.3	41	41.6	37.2

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.

Alignment with Unified Improvement Plan: Improvement Strategy 1, Improvement Strategy 2

	Description of Objectives to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources	Implementation Benchmarks & Action Steps	Outcomes
		2016-17				
1	Implementation of newly adopted ELA curriculum program for reading and writing at the elementary level	Adoption May 2016 Training Summer 2016 Implementation 2016-2017	Classroom Teachers	Journeys consultants and trainers ILT Support Model	Unit Assessments and Benchmark Assessments through the course of the year	Journeys is being implemented fully. As professional development was needed, K-5 Teachers met by grade level and determined common expectations for LEA instruction. Each grade level has started to develop an ELA pacing guide using Journeys
2	Implementation of and standardization of reading	Selection & Purchase in Spring 2016	Title Teachers; Special Education Teachers;	Reading Mastery; Really Great Reading;	August Inservice Training October Inservice Training	High school Strategic Reading and Math intervention classes were in place. For '17-18, HS used

	intervention programs for at-risk students	Trainings in Spring and Fall of 2016 Implementation in Fall/Winter/Spring of 2016-2017	Classroom teachers Paraprofessionals	IStation; Journey's Intervention; BURST	Data report on students served by intervention program (Principal reports due January 2017)	a four point data matrix to determine student placement in math intervention courses. English is revising criteria for placement. Winter MAP scores used for exiting intervention. Middle School implemented a post 8 th grade academy for students that failed a core class immediately following end of second semester. Elementary schools are using Istation for reading. Additional Math and Reading intervention programs were purchased for MS & HS. Training will occur in August 2018
3	K-12: Writing occurs across all curricular areas with an equal emphasis on Narrative, Informational, and Persuasive Writing	Implementation across school year; End of year benchmark assessments in May 2017	Principals Exec Director Leadership teams	Achievement Network Reading/Writing Project for 6-8 HS curriculum based writing assessments HS Content specific academic vocabulary	MAP benchmark assessments in Fall, Winter, Spring MS Reading/Writing Project assessments HS Identify writing resources and identify necessary training HS department to develop curriculum based assessments for writing HS weekly content specific vocabulary instruction	Elementary teachers used the Journey's Writing Program as their primary source. Writing expectations for each grade level were defined during the summer ELA training and incorporated into the ELA Pacing guides. MS and HS will be adopting new curriculum to support this in '17-18 with assistance from ANet. HS did writing across the curriculum with monthly writing assignments from every teacher. HS also completed weekly vocabulary tasks.
4	Utilization of data to determine instructional groupings and intervention planning (MAP	First Data Meetings in September 2016	All school instructional staff Principals	MAP training resources ILT Support Model	Implementation of MAP as district benchmark assessment in grades K-11	Elementary schools utilized the new MAP data to guide data discussions after each assessment window. Students

	data, curriculum assessment data, and intervention data)	Data meetings following each assessment benchmark period		Exec Director of Achievement Director of Support Services	Implementation of district interventions and progress monitoring tools within the intervention ILT Data Meeting Training	<p>were identified for intervention groups based on overall data review. Group data was disaggregated to determine intervention effectiveness. Data was shared with parents at conferences.</p> <p>MS performed data meetings where MAP data was reviewed as a whole staff initially. Deeper dive into data completed with ELA and math teams after second administration. Teachers then used data to have students set individual goals for third administration and CMAS</p> <p>HS used MAP as a primary data point for MTSS/RTI identification. Data meetings occurred after each benchmark and became more meaningful after each.</p>
5	Early Literacy Focus through prevention and intervention	August 2016 Training October 2016 Training Monthly Title Interventionist Meetings	Title Teachers; Special Education Teachers; Classroom teachers Paraprofessionals	Really Great Reading Reading Mastery IStation Journey's Intervention BURST Ongoing PD for all interventions	Utilize MAP data to determine intervention groups for Title & SpEd with focus on primary grades Implementation of Full-Day Kindergarten in January 2017, dependent on election results Training on interventions and fidelity of implementation	<p>Specialist teachers have been trained on Really Great Reading and Istation. Training needs to occur for Reading Mastery and Journey's Decoding Power Intervention. A plan for training instructional aides will be put in place as well for intervention programs that could be implemented by instructional classified staff.</p> <p>June: A meeting with all K-12 interventionists and special education teachers was held on March 13th to review programming needs in regards to professional development and curriculum. New</p>

						intervention curriculum was purchased for the 2017-2018 school year to fill “gaps” in current intervention resources. Trainings for all certified and classified staff that provide intervention is scheduled for July 31 st and August 7 th , 2017. Principals and Title One teams met in May to review end of year data using MAP and DIBELS to complete a “needs assessment” for the following year. Regular bi-monthly professional development for intervention staff has been scheduled for the 2017-2018 school year and will focus on short cycle data, action planning and evidence-based practices. Special Education trainings this past year focused on evidence-based practices and using data to determine appropriate rate of improvement and setting goals for 1.5 or more years of growth.
6	9-12: Number of students scoring at the SAT college & career readiness benchmark will be reviewed with a reasonable goal for improvement set; Initial goal set based on 2016 PSAT scores	Set target by October 2016 Administer SAT in Spring 2017	Principal and leadership team Exec Director	SAT resources and trainings Naviance Prep Program Kahn Academy Resources	Review MAP benchmark predictors and PSAT scores from Spring 2016 Set Spring 2017 Target in October 2016	HS created math and ELA target groups for SAT based on Spring 2016 PSAT scores. Score reports for PSAT 10 and SAT are not in but will be used to target students needing intervention.
7	Develop a proposal for Multi-Tiered System of Support as a district Model	Monthly meeting of stakeholders	Admin team Stakeholder Team Director of Support	CDE resources including potential grant	Develop outline of year 1 stakeholder group goals for the year – August Apply for CDE support grant – October	A district level MTSS team was formed (MLT) which included representation from all schools and departments including Special Education, Administration, Preschool, Title, EL, and counseling. The team met 10 times throughout the year as a

					Prepare written plan and how to address funding for resources – June 2017	group for a total of 15 hours. From the larger group, three subgroups were formed that focused on MTSS data, communication, and a consistent district-wide process and those teams put in up to an additional 10 hours of work. A draft of an MTSS Action Plan will be completed by August 2017. The State Personnel Development Grant has provided \$5000 to be used between now and September 30 th . We anticipate an additional \$10,000 to assist in providing professional development in the area of MTSS for the 2017-2018 school year. Support Programs and Curriculum and Achievement will be working with administrators and ANet to collaborate professional development for the coming year to incorporate and blend MTSS topics on a regular basis.
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2016-2017 School Year

Strategic Plan Goal: School Years 2015-2020

Directions: Identify the major improvement strategy(s) for 2016-17 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 CMAS Math Results (STATE ASSESSMENT CHANGED IN 2015)

Grade	Math								
	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	-	-
Re-3J (2016)	84	49.4	32	28	27.2	17	10.7	11.4	26.7

Colorado (2016)	X	38.9	33.3	34.3	31	26.2	20.4	32.4	58.8
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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.

Alignment with Unified Improvement Plan: Improvement Strategy 1, Improvement Strategy 2

	Description of Objectives to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources	Implementation Benchmarks & Action Steps	Outcomes
		2016-17				
1	K-2: 80% of students will score at or above Benchmark (proficiency) on enVision end of year assessment by 2017	End of year assessment in May 2017	Principals	enVision math resources IStation intervention	Four unit assessments completed throughout the year Year end benchmark assessment	NWEA MAP was implemented this year as our district wide interim assessment. This replaced the enVision interim assessments. The Year-end assessment yielded 62.8% of K-2 students falling in the Average, HiAverage, and High ranges for overall performance. 42.6% of the students fell in the HiAverage and the High performance ranges.
2	Implementation of and standardization of intervention programs for at-risk students <ul style="list-style-type: none"> • Identification • Progress monitoring • Defining Success 	Selection & Purchase in Spring 2016 Trainings Established Implementation in Fall/Winter/Spring of 2016-2017	Title Teachers; Special Education Teachers; Classroom teachers Paraprofessionals	IStation Math (elementary and secondary) Secondary Math and English Intervention classes	Scheduled Training Data report on students served by intervention program (Principal reports due January 2017)	K-5 classes utilized IStation for Reading and Math intervention for targeted purposes. IStation Data was used as a progress monitoring tool for MTSS students as well as identifying students of concern. Mixed results were found between IStation and MAP data for targeted students. Following the March 13 th meeting with interventionist and special education staff K-12, additional math intervention materials were purchased and training on those resources is scheduled for July 31 st and August 7 th for all licensed

						and classified staff. Elementary principals decided to transition from a targeted service model of Title One resources to a schoolwide plan. A schoolwide plan allows principals to use intervention personnel to also provide Tier 2 and 3 math support, in addition to literacy, if the school-wide data shows this as an area of need.
3	Utilization of data to determine instructional groupings and intervention planning (MAP data, curriculum assessment data, and intervention data)	First Data Meetings in September 2016 Data meetings following each assessment benchmark period	All school instructional staff Principals	MAP training resources Exec Director of Achievement Director of Support Services	Implementation of MAP as district benchmark assessment in grades K-11 Implementation of district interventions and progress monitoring tools within	Elementary: After each MAP benchmark, teachers reviewed MAP data to determine intervention groups. From there, the data was used to help determine the instructional focus for the group for a period of 6-10 weeks. Intervention teachers used the data to inform regular classroom instruction. Teachers began discussions with students about setting individual goals using RIT scores. MS performed data meetings where MAP data was reviewed as a whole staff initially. Deeper dive into data completed with ELA and math teams after second administration. Teachers then used data to have students set individual goals for third administration and CMAS HS used MAP as a primary data point for RTI screening. Data meetings improved after each assessment period

4	K-12: Review Progress in implementation of K-12 curriculum and work on Standards Alignment	On-going 2016-2017 school year	Exec Director Principals Dept Leaders	On-line curriculum resources Achieve the Core resources Achievement Network	Administrator Walk-Throughs and observations utilizing standards based observation protocol Administrator Meetings Monday PD time by team/dept ILT meetings	<p>This year, middle school and high school teams/departments met and chose new curricular resource to update their current instructional materials. Orders will be place in late June to replace outdated materials and bring our adoption cycle back to a current status.</p> <p>Fall Administrator and ILT meetings focused on standards aligned instruction and close reading of the standards to better understand the increased depth of knowledge that is required for 21st century learning skills. The administrator meetings were facilitated by ANet and the ILT meetings were facilitated by the Exec. Director</p>
5	9-12: Number of students scoring at the SAT college & career readiness benchmark will be reviewed with a reasonable goal for improvement set; Initial goal set based on 2016 PSAT scores	Set target by October 2016 Administer SAT in Spring 2017	Principal and leadership team Exec Director	SAT resources and trainings SAT Prep during Rebel Time MAP Benchmark Predictors	Review MAP benchmark predictors and PSAT scores from Spring 2016 Set Spring 2017 Target in October 2016	<p>HS is using Naviance SAT prep activities. Students have the Kahn Academy resources available to use individually.</p> <p>HS is awaiting SAT scores. SAT prep was completed in REBEL time and during individual courses. Staff switched from Naviance SAT prep to Khan Academy after CDE led trainings on transitioning from ACT to SAT.</p>
6	See #7 in 1A					

2016-2017 School Year

Strategic Plan Goal: School Years 2015-2020

Directions: Identify the major improvement strategy(s) for 2016-17 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: 2010: 42.2%; 2011: 49%; 2012: 37.8%; 2013: 19.2%; 2014: 45.1%

Strategic Plan Goal #2: Decrease postsecondary **REMEDIATION RATES** by 1-2% annually on average to a remediation rate below 40% by 2020.

Alignment with Unified Improvement Plan: Improvement Strategy 1, Improvement Strategy 2

	Description of Objectives to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources	Implementation Benchmarks & Action Steps	Outcomes
		2016-17				
1	HS: Implement MAP assessment system to predict student college & career readiness outcomes	MAP benchmark assessment dates	HS Admin Exec Director	MAP training resources PSAT & SAT trainings and resources	Administration of MAP benchmarks in Fall, Winter, Spring HS admin to prepare prediction of SAT (if possible) after second benchmark administration for English & Math	NWEA has not yet provided predictor cut points for MAP aligned to SAT at this point.
2	HS: Use of data to determine referrals to Extended Learning Opportunities and how to instructionally group during Rebel Time		Administrators	ILT Data meeting protocol MTSS stakeholder group and CDE resources MAP data Naviance resources	Staff utilize MAP data to identify at-risk students; Staff pull progress reports to identify at-risk students	Staff did use MAP as one data point for identifying at-risk students All students were given progress reports during Rebel Time weekly RTI process was revised at the high school and will continue to be revised as part of the MTSS program
3	Implement Rebel Time grades 9-12	Tuesday – Friday, 22 minutes per day	All HS Staff	Counselors Administrators (AP) Naviance Resources & ICAPs	Collect success data by intervention group (number served, grade changes/failure rate changes, Naviance intervention looking at PSAT to SAT scores)	Rebel Time classes were initially grouped based on grade level. Some students were moved to different Rebel Time classes

				MTSS Leadership Team at HS (Leads)		based on grades and teacher rapport as part of the RTI process. Failure rate for the whole school was 14.69% in the Fall semester and 21.3% in the Spring semester.
4	Post-8 th Grade Academy for students failing course work (Summer 2017)	Summer 2017 implementation	Counselors Teachers Administrators	Intervention Money Counselors Teachers Administrators	Identification of four core teachers to provide instruction during Academy Reserve building space for students to work Preliminary identification of 8 th grade students at semester 2 mid-term with parent and student communication Follow up at May 1 with students that will potentially be placed Finalized student list by May 22	The first academy was successful. The frequent communication with parents and students about the Academy seemed to make a significant impact on final grades. Only 17 eighth grade students failed a core class. 14 of these students attended the Academy and ALL of them raised at least one of their failing grades to passing. All but one student raised all core class final grades to passing.
5	Full implementation of Naviance in grades 6-12 (for ICAP implementation)	On-going over course of school year	HS/MS Admin Exec Director Director of Support Svcs Counselors	On-line Naviance support Training through Counselor Corp grant???	All 6-12 grade student accounts will be set up All counselors trained (Fall 2016) Train 6-12 Teachers in Naviance All Juniors experience Naviance SAT prep / measured by PSAT to SAT scores (analyze PSAT/SAT scores based on those who did/did not complete the Naviance prep program)	All HS student Naviance accounts are set up and counselors attended Naviance trainings during the year. SAT prep started with Naviance and switched to Khan Academy. MS has not successfully implemented as planned in year 1. All students have used Naviance this year and all teachers have seen it, but there has not yet been specific teacher training. This will be looked at for next year.
6	MS 6-8: Continue implementation of Capturing Kids' Hearts	Summer 2016 Training On-going implementation over the school year	Principal WCMS staff	Money from building budget Possible Counselor Corps Grant dollars	Climate and culture survey results Data by grade; Attendance/Truancy data comparison; Behavioral Referral Data;	On track to have 100% of teachers trained by the start of the school year and most of our support staff, including the transportation director and possibly our kitchen manager.

		On-going training as new staff are hired			100% of teachers trained by Fall 2017	
7	See #7 in 1A					

2016-2017 School Year

Strategic Plan Goal: School Years 2015-2020

Directions: Identify the major improvement strategy(s) for 2016-17 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
Re-3J	82.5	86.2	87.5	84.5	82.1	82.1	81.3
Colorado	72.4	73.9	73.9	74.5	76.9	77.3	77.3

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

Alignment with Unified Improvement Plan: Improvement Strategy 1, Improvement Strategy 2

	Description of Objectives to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources	Implementation Benchmarks & Action Steps	Outcomes
		2016-17				
1	Implement NWEA MAP as district benchmark assessment (K-11)	Selection Spring 2016 Training Aug/Oct 2016 Fall/Winter/Spring benchmarks	Teachers Principals Exec Dir of Achievement	NWEA training platform Teacher inservice days	Training Dates School Data Meetings after each benchmark Student goal setting from Benchmark 2-3	All schools implemented the NWEA MAP assessment in the 2016-2017 school year. All staff were trained on implementing and data usage in the fall. Students in grades K-11 were assessed on Mathematics Reading and Language usage in the BOY, MOY and EOY. Schools held data meetings after each interim assessment. Continued training and discussions on effective use of the data will continue in 2017-2018.
2	Grades 9-12: 100% of students will participate in ICAP	Over the course of the school year	WCHS Counselors and Admin	Naviance	Counselors meet individually with students at least annually	100% of graduating seniors completed ICAP. Grades 9-11 had time in Rebel Time to work on

	completion to assist in planning for graduation	and students' years in school		Career Exploration Course ICAP completion during Rebel Time WEB & LINK Crews	Rebel Time implementation of periodic review of ICAPs	ICAP with specific goals for each grade level. Counselors met with each student this year at least once.
3	High school failure rates will continue to decrease (year to year data)	May 2017	WCHS Teachers and Admin	PLC Model ELO Rebel Time MTSS	Data Collection: Failure rates by course (per semester) Track participation rates/ Failure rates will continue to decrease (year to year)	HS Pass Rate Fall 2016 85.31% Spring 78.70% The 11 th grade has their highest Spring semester pass rate over the past 6 years.
4	Grade 6-8: 100% of students will begin/continue the ICAP process to assist in planning for graduation	May 2017	WCMS Teachers, Counselors, Admin	Naviance: Individual goal setting based on progress	Minute meetings with counselors twice per year ICAP lessons at least four times per year with counselor during a core class Individual goal setting through ICAP process. (Goals are set by each student; some are short-term and others carry through high school)	MS did not hit 100%. The limitation is that counselors are teaching lessons to classes periodically. The leadership team is considering having teachers take a more active role to complete the ICAP lessons where both counselors and teachers collaborate on this.
6	WEB & LINK Crew continuation (transition and leadership training)	On-going throughout 2016-2017 school year	LINK/WEB facilitators Principals	Counselor Corp Grant Trained advisors	Student Training Freshmen Orientation (August 2016) Sixth Grade Orientation (August 2016) Peer to Peer Tutoring (Grades 9-11 ongoing)	HS LINK got another teacher trained as a LINK Crew advisor and continued training with students. LINK Crew went into 9 th Rebel Time classes periodically to work with Freshmen. Some Peer to Peer Tutoring happened but more training is needed. MS has four returning staff members that have been trained and there are large number of students identified to be WEB leaders in 17-18 that are already planned for the August orientation for 6 th grade students.

7	See #7 in 1A					
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2016-2017 School Year

Strategic Plan Goal: School Years 2015-2020

Directions: Identify the major improvement strategy(s) for 2015-16 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

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

Alignment with Unified Improvement Plan: N/A

	Description of Objectives to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources	Implementation Benchmarks & Action Steps	Outcomes
		2016-17				
1	Increase capacity of district office staff and principals as instructional leaders <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 	Initial introduction Spring 2016 Training Dates ongoing in 16-17 Spring 2017 develop plan for '17-18	District Office Leaders Principal/APs	Achievement Network ILT Administrator Meetings and PD opportunities Achieve the Core Resources	Four District Leader learning sessions + 3 school observation dates Four Principal leader learning sessions Develop plan to implement learning session model in schools for '17-18	Four learning sessions occurred through December 2017 with all district leaders & principals. Two learning sessions have occurred with district office staff as scheduled observations District leadership and principals attended a third learning session in May. Each school was assigned a coach and Spring foundations work was completed in early June with each school. Schools have developed their plans with their coach. Each of the elementary schools will start with a focus on Math instruction and content alignment. The MS and HS will focus on Math and ELA.

						<p>The work with the district leadership team for 2017-2018 will include: Establishing a vision for how the district leadership team will advance the instructional priority in each school/district and define how our team will operate to ensure success</p> <p>Identifying the structures and rhythms our leadership team will use to support the instructional priorities through the teaching and learning cycle.</p> <p>Grounding our Leadership Work in the ANet Leader Levers, Instructional Priority and The Teaching Learning Cycle</p>
2	With Meet & Confer Joint Committee identify a policy pertaining to personnel that will have a positive impact on working conditions and potentially recruitment and/or retention	Initiate discussion in Sept. 2016 Identify Policy Nov 16 Propose policy to BOE Spring 2016	Supt HR Spec. M&C members	Policy manual HR specialist MSEC General Counsel CEA	Joint committee discussions in September and November to determine the desired policy addition or change. Develop policy in winter Finalize and propose policy Spring 2016	<p>SAC developed a Staff Recognition process that will begin with the 2017-2018 school year.</p> <p>M&C revised the compensation policy which now includes procedures for internal substitution.</p> <p>M&C revised compensation structures.</p>
3	Review district calendar consider changes benefiting staff members	SAC discussion October 2016 Proposed Calendar in December 2016	Supt Director of Support Services	SAC CDE (for requirements)	SAC members receive feedback from staff Fall 2016 Final calendar recommendation Nov 2016	The approved calendar includes a staff work day prior to the start of second semester for the 2017-2018 school year.
4	Implement bus driver benefits plan	Fall 2016	Transportation Coordinator HR staff Dir. Finance	CEBT	Implement benefits plan for drivers to help with recruitment and retention	Fully Implemented Fall 2016
5	Improve and expand the district's New Staff Orientation program including induction and mentoring;	Reflection on 2016 (August 2016) Develop framework for 2017 (January)	Superintendent HR Specialist	BOCES MSEC Other districts	Outlined proposal for improving the on-boarding of new staff members, orientation, induction, and mentoring	CDE has developed a new Teacher and Special Services Provider Induction Program Evaluation Rubric. Our current induction plan will be evaluated against the rubric and a

		Proposal in April 2017	Exec Director of Achievement Principals Mentors		Include some plan for new classified employees	<p>revised induction plan will be submitted to CDE in the fall of 2017 for implementation in 2018.</p> <p>August 15th, 2017 has been scheduled to include trainings for all classified staff including special education and instructional paraprofessionals. There have also been three additional dates throughout the 2017-2018 school year (September, December, and March) to provide needs based training on using data to drive instructional support planning, providing positive behavior supports in the classroom, and communicating and collaborating with lead teachers and staff.</p> <p>A first DRAFT of an Instructional Paraprofessional Handbook for Re 3J will be completed by August 2017 to be shared with and receive feedback from administration.</p>
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