



MANCOS RE-6 STRATEGIC PLAN

Presented for Adoption – April, 2021

ABSTRACT

Revision of the Mancos RE-6 2010 Strategic Plan reflects our district-wide initiative toward a Project Based Learning model, our Portrait of a Graduate competencies, planning for student wellness, and improving our connections with community.

The Strategic Plan consists of Four specific domains with three overarching themes for each goal

The three overarching themes are:

Increasing Student Achievement

The School and community will partner together to provide students with opportunities for success

MSD will provide routine Social-Emotional and Trauma Informed learning opportunities for students, parents and staff

The four specific goals for the strategic plan are:

Portrait of a Graduate & Student-Centered Learning

Opportunities for Individual Students

Community Connections

Climate and Culture

District Proficiency Indicator: Mancos School District will integrate the strategic plan into the agenda of monthly board of directors' meetings. Reports given by administrative staff and/or requested by the board will focus on essential elements of the strategic plan as a means for routine assessment and evaluation. District administration will also develop and use a performance-based rubric to measure organizational strategy and program effectiveness.

I. Portrait of a Graduate and Student-Centered Learning

Vision

In partnership with teachers, parents, and the community, all students of the Mancos School District will demonstrate proficiency of district standards and Portrait of a Graduate competencies. Students will be actively involved in the educational and character-building process. Mancos students will graduate with a comprehensive awareness of their strengths and areas for growth, and confidence in their post-secondary path.

Portrait of a Graduate Competencies

Portrait of a Graduate competencies and skills are best defined as character growth. We endeavor to nurture and elevate our students' confidence so they can find success in post-secondary life. Character growth will be accomplished in harmony with academic, content-based growth, through our project-based and student-centered model, with equal emphasis being placed on both academic and Portrait of a Graduate competencies. In our model, students are actively engaged in, and therefore accountable for, meeting proficiency in content standards, pursuing personal passions, and charting post-secondary possibilities.

Student-Centered and Standards-Based Learning

Student-centered learning places the student actively into the instructional process. By becoming an active participant in the planning, evaluation, and assessment of their own school career, students can see the educational process as something they can guide, and are therefore invested in. Student-centered classrooms that use Project Based Learning (PBL) as an instructional pathway fully engage students in the development, assessment, and responsibility for meeting learning standards and project goals.

A standards-based education structure has the following elements: a guaranteed and viable curriculum, formative and summative assessments that are aligned to the standards, daily instructional planning guided by assessment data, and mastery of standards as the goal of student work. Daily schedules will support student learning, and options become available for students to reach or excel in proficiency in standards.

GOAL: Mancos School District students will master core content and Portrait of a Graduate skills through a student-centered environment.

OBJECTIVE A: Mancos School District grading will become standards-based, with formative and summative assessments aligned to district priority standards.

Proficiency Indicators:

- Assessments will show evidence of positive longitudinal growth based on individual benchmarks and grade-level content standards.
- Mancos School District will use Colorado or nationally recognized assessments of its choice to compile annual data regarding individual student growth in content standards.

OBJECTIVE B: Mancos School District will implement a Portrait of a Graduate, student-centered model in all classrooms.

Proficiency Indicators:

- All teaching staff will participate in PBL professional development, and utilize the district’s PBL 3-Year Plan to develop their annual Professional Goals.
- Portrait of a Graduate competency will be demonstrated through classroom instruction and activities, public displays/exhibitions, and extracurricular activities.
- Students will participate in continuous learning opportunities (i.e., Passion Projects, Independent Studies, and Capstone Projects) to be determined by individual proficiency level in standards, as demonstrated by continuous academic engagement, positive longitudinal growth, and standards-based grading.
- Students will be actively engaged in the instructional model as demonstrated by student-to-student and student-to-instructor interaction and demonstrations of learning. Students will routinely practice self-assessment/reflection, and articulation of strengths and weaknesses, based on their awareness of standards proficiency.

Three Supporting Documents (Attached):

1. Portrait of a Graduate Pyramid & Definitions
2. PBL 3-Year Plan
3. PBL 3-Year Planning Map

Accountability
<p>Administration will...</p> <ul style="list-style-type: none">● Plan for and provide teacher training to implement and support a comprehensive, vertically aligned system for standards-based grading.● Develop and implement a robust Capstone Project program that includes upper elementary grades (4th & 5th).● Provide ongoing training for project based, student-centered learning design and practice.● Create time and space to support student Capstone Projects. <p>Teachers will...</p> <ul style="list-style-type: none">● Be directly involved in the processes for choosing priority standards for their grade level.● Create a general rubric (“Base Evaluative Rubric”) that can be shared among disciplines and built upon by instructors to meet specific needs. <p>Board will...</p> <ul style="list-style-type: none">● Support administrative efforts to create time and space to support student Capstone Projects.

Students will...

- Participate in continuous learning opportunities (i.e., Passion Projects, Independent Studies, and Capstone Projects) to be determined by individual proficiency level in standards
- Students will be actively engaged in the instructional model as demonstrated by student-to-student and student-to-instructor interaction and demonstrations of learning

Parents will...

- Be presented with opportunities and encouraged to engage with student work through exhibitions of learning, open house and other public displays of student projects.

II. Opportunities Tailored for Individual Students

GOAL 1: Identify individual student educational needs and increase individualized learning opportunities for each and every student.

OBJECTIVE A: Teachers and students will utilize student assessment data to develop and implement individualized student learning plans. Mancos students will demonstrate mastery, or positive longitudinal growth, in reading and math by the end of 3rd grade. All teachers will encourage an interest and love of reading throughout a student's academic career.

Proficiency Indicators:

- 3rd grade reading and math proficiency will be demonstrated through formative and summative assessments.
- Students in grades 4–12 will demonstrate positive growth trends on annual reading assessments.

OBJECTIVE B: Teachers will use student reflections and projects to document individual student goals, strengths, and areas for growth.

Proficiency Indicators:

- Students use and maintain personal portfolios as a tool for building student profiles and individualized academic planning.
- Students demonstrate and articulate an awareness of their personal growth over time via student-led conferences and presentations of work.

OBJECTIVE C: By using a student-centered model, Mancos students will have the opportunity to identify and pursue individual interests and talents. Students can demonstrate mastery of grade-level content through these academic pursuits.

Proficiency Indicators:

- Through projects, field experiences, guest professionals, etc., elementary and middle school students will identify and pursue grade-level appropriate areas of personal interest.
- Students develop and explore personal passions and post-secondary pathways through Individual Career Academic Plan (ICAP) research and projects.
- Students engage in Capstone Projects to demonstrate mastery of high school graduation requirements. Capstone Projects will also reflect personal abilities and interests.
- Mancos School District will increase opportunities for students to fully engage in their post-secondary pursuits (ICAP) through partnerships with academic and technical post-secondary institutions.

GOAL 2: Mancos School District will increase opportunities to explore creative fields of study in the areas of fine arts and vocational (Career Technical Education) programming.

OBJECTIVE: Mancos School District will encourage and provide teachers with the opportunity to teach non-traditional areas of interest.

Proficiency Indicators:

- Student transcripts will reflect participation in and completion of non-traditional coursework.
- Students will use and demonstrate skills acquired through non-traditional programming in various demonstrations of learning.

Accountability
<p>Administration will...</p> <ul style="list-style-type: none">● Ensure that a diverse range of reading materials will be available to our student population in the classroom and library. Reading materials will be representative of our school community to foster a sense of recognition, belonging, and validation.● Maintain collaboration, cooperation, partnership with Mancos Public Library.
<p>Teachers will...</p> <ul style="list-style-type: none">● Prioritize teaching students to evaluate, analyze, and critically think about reading materials.● Prioritize career-based exploration and field trips, guest speakers, and career day type opportunities.● Incorporate professional skills, life skills, and career opportunities into projects and curriculum where appropriate.
<p>Board will...</p> <ul style="list-style-type: none">● Prioritize spending for a diverse selection of classroom and elementary library reading materials.
<p>Students will...</p> <ul style="list-style-type: none">● Explore areas of personal interest through academic, project based learning.● Routinely practice self-reflection to continually build an understanding of their strengths, passions and areas for growth.
<p>Parents will...</p> <ul style="list-style-type: none">● Support their students personal interest and passion for exploring academic pursuits that can lead to post-secondary career and college opportunities.

III. Community Connections

Vision

Mancos School District will continue with a concerted effort to seek out and maintain partnerships with local and regional businesses, professionals, non-profit organizations, and parent volunteers in an effort to give authenticity to academic projects, deepen the connection with our community, and expose students to post-secondary career opportunities. The district will provide prompt and transparent school-related communication with our community.

GOAL 1: Mancos students' schooling experience will provide them with an awareness of and insight into potential career paths.

OBJECTIVE: Our district will use Project Based Learning to connect our students with professionals, and place students into our local businesses/organizations to provide authentic learning experiences.

Proficiency Indicators:

- Students will actively seek out work study, internship, and collaborative opportunities with local businesses and organizations.
- Community volunteer presence on our campus buildings will be commonplace.
- A Community Coordinator will be an established part of staff infrastructure.
- Student work, in the form of exhibitions and project products, will be an ever-present, visible part of our local community.

GOAL 2: Mancos School District will provide prompt, centralized, and easily accessible communication to our community regarding school-related events, updates, and notifications.

OBJECTIVE: Mancos School District will upgrade its website for easier access and usability.

Proficiency Indicators:

- An increase in positive feedback from the community and other stakeholder groups regarding district news, events, and activities.
- Increased support and/or involvement from community members in school-related events.
- Board meeting recordings posted, allowing for community feedback outside of the real-time meetings.
- Increased parental awareness of their student's day-to-day, academic world, leading to increased student engagement and accountability.

GOAL 3: Develop and sustain collaborative partnerships that enhance student learning opportunities.

OBJECTIVE: Communicate regularly with town administration, local businesses, organizations, and staff regarding partnership opportunities.

Proficiency Indicators:

- Updates provided at board meetings regarding communication and partnership with the town recreation department and administration.
- Increased student opportunities for civic engagement in local issues and events.

Accountability
<p>Administration will...</p> <ul style="list-style-type: none">● Develop a tracking system/database for collaborative partnerships with local businesses and organizations● Continue to build and maintain community partnerships with local & regional businesses, organizations and professionals (currently PBL Coordinator).● Explore current technological means for improving communication with the community.
<p>Teachers will...</p> <ul style="list-style-type: none">● Be intentional about including participation of local professionals and organizations in the design and implementation of PBL projects
<p>Board will...</p> <ul style="list-style-type: none">● Actively seek out ways to add a Community Coordinator position to the staffing budget
<p>Students will...</p> <ul style="list-style-type: none">● Students will actively seek out work study, internship, and collaborative opportunities with local businesses and organizations.● Participate in projects that have a positive impact on the local community
<p>Parents will...</p> <ul style="list-style-type: none">● Have the opportunity and are encouraged to become involved in school projects that include their area of expertise or employment to enhance the student experience and provide exposure to career pathways.

IV. Climate and Culture

Vision

Mancos students will thrive in an environment that encourages and supports the diversity of individuals and others.

GOAL: Mancos School District will promote a positive school culture that honors and accepts diversity through trauma-informed practices and social-emotional learning (SEL).

OBJECTIVE A: Teachers will practice classroom management techniques and routines that support the needs of all students using trauma-informed practices and social-emotional learning.

Proficiency Indicators:

- All teachers will be trained in trauma-informed practices.
- Regularly scheduled meetings with teaching teams to discuss individual student needs and progress.
- Routine opportunities for professional development in trauma-informed practices and social-emotional learning will be provided by school administrators.

OBJECTIVE B: Students will demonstrate emotional intelligence in their day-to-day interactions with adults and peers.

Proficiency Indicators:

- A decrease in the number of behavioral referrals based on bullying, harassment, defiance, and general, unwarranted aggression towards others.
- Students will advocate for themselves by accessing spaces and resources available to them in order to manage and regulate emotions.
- Regularly scheduled SEL opportunities for groups and individual students.
- Mancos School District will use survey data from students and parents to assess the effectiveness of current programs and the need for possible changes.
- Parents will be provided with information on SEL and will have opportunities to engage in SEL-based training.

Accountability

Administration will...

- Provide routine opportunities for professional development and coaching in trauma-informed practices and social-emotional learning.
- Provide **ALL STAFF** with trauma-informed training.
- Change the “referral” process to make it more restorative. Train teachers in restorative practices.
- Gather and analyze data to assess the effectiveness of current emotional and behavioral programs (i.e. SEL, Trauma Informed Practices & Discipline Policies)
- Ensure age-appropriate continuity in behavioral programs and policy in PK-12

Teachers/Counselors will...

- Make use of local resources to plan opportunities for parental engagement in SEL training.
- Offer a parent class re: SEL, emotional intelligence and trauma-informed practices. (Offer food and child care)
- Implement skills/strategies acquired from SEL & Trauma Informed professional development & coaching

Board will...

- Participate in professional development for trauma informed practices and SEL
- Utilize their understanding of SEL practices to advocate why Mancos operates this way. (i.e. The science/ research of the long-term benefits of being trauma informed and supporting SEL fully supports the portrait of a graduate from Mancos School District.
- Routinely evaluate behavioral and discipline policy and procedures to ensure they are aligned with the district strategic plan and vision

Students will...

- Practice social-emotional learning and use trauma-informed practices to find success in their academic and social lives.

Parents will...

- Have opportunities to participate in SEL training made available by the district.
- Have opportunities to participate in school events that support our climate and culture.

Definitions

Social Emotional Learning - Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Trauma Informed Practice - Trauma-informed care seeks to: Realize the widespread impact of trauma and understand paths for recovery; Recognize the signs and symptoms of trauma in

patients, families, and staff; Integrate knowledge about trauma into policies, procedures, and practices, and actively avoid re-traumatization

Emotional Intelligence - The capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

"emotional intelligence is the key to both personal and professional success"

Restorative Practices - Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

Attachments

1. Portrait of a Graduate Pyramid & Definitions
2. PBL 4-Year Plan
3. PBL 4-Year Planning Map (For 2021-2022 school year)

Portrait of a Graduate - Growth Over Time

Grades 3-5

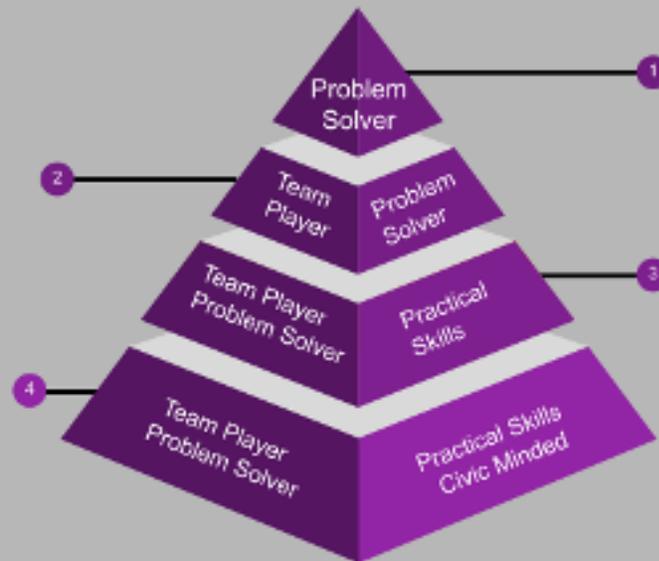
Portrait of a Graduate focus will be on Team Player & Problem Solver.

Key Design Elements = Critique/Revision, Challenging Problem or Question & Reflection

Grades 9-12

Portrait of a Graduate focus will be on Team Player, Problem Solver & Practical Skills & Civic Minded

Key Design Elements = Critique/Revision, Challenging Problem or Question & Reflection, Student Voice/Choice, Sustained Inquiry, Authenticity & Public Products



Pre K - 2nd

Portrait of a Graduate focus will be on Problem Solver.

Key Design Elements = Challenging Problem or Question, Sustained Inquiry

Grades 6-8

Portrait of a Graduate focus will be on Team Player, Problem Solver & Practical Skills.

Key Design Elements = Critique/Revision, Challenging Problem or Question & Reflection, Student Voice/Choice, Sustained Inquiry & Authenticity

Integrity & Growth Mentality = Embedded Within All Grade Levels

Portrait Definitions

Our Portrait of a Graduate competencies will be introduced and embedded within projects and classroom teaching practices over time at what has been determined to be the most age-appropriate grade level for students to learn and practice the individual skills.

Growth Mentality

Our graduates:

- demonstrate grit and resilience in the face of challenges
- are ambitious, confident, and possess the skills to become life-long learners

Problem Solver

Our graduates:

- are creative and critical thinkers
- are curious about the world and seek to find unique answers to life's problems

Integrity

Our graduates:

- adhere consistently to a set of core values that are evident in choices and behaviors
- earn each other's trust and respect through honest, principled behavior
- take pride in producing high-quality work

Civic Minded

Our graduates:

- are active in their community and demonstrate that they care about others
- appreciate diversity and maintain a global perspective when considering issues in our society

Practical Skills

Our graduates:

- understand how to manage their time, finances, and self-care - recognizing that these skills are key for success
- know how to learn and use new technology responsibly and efficiently
- possess strong written, spoken, and interpersonal communication skills

Team Player

Our graduates:

- are comfortable and competent when collaborating with others
- are able to give and receive critical and helpful feedback in order to accomplish a team goal

MANCOS PBL 4-YEAR PLAN

Timeline of Methods & Practices for Achieving a Student-Centered PK-12 Campus
Amended due to COVID-19 (6/27/2021)

2019 - 2020

Back Institute: PBL 101 Training For All Instructional Staff

Projects

- All teachers implement authentic PBL at/period at some point in the semester
- Teachers routinely experiment with daily teaching practices throughout the semester in an effort to meet 2.3 that set their teaching style/content back.

Daily Practices

2020-2021

Daily Practices

- Teachers no longer experiment with daily teaching practices throughout the semester in an effort to meet 2.3 that set their teaching style/content back.
 - Routine use of 3-5 discussion protocols (By the end of school year).
- Learning targets/lesson goals explicitly used to drive & assess academic lessons
 - Iterate version of #BL 101 & 201 utilized to date.

2021-2022

Back Institute: PBL 201 Training For All Instructional Staff

Projects

- Open House - Exhibition or IBL Project (defined by school grade level)
- Minimum of two units with Back Institute design elements
- Teachers will include PBL in Professional Growth Plan & Professional Learning Goals (Using Professional Growth "Tap")

Daily Practices

- Mastery & routine use of 3-5 discussion protocols
- Learning targets/lesson goals explicitly used to drive & assess academic lessons

2022-2023

Projects

- One Comprehensive Project (as defined by grade-level Portrait of a Graduate goal) Per Semester.
- Explicit student involvement in design phase of projects (i.e. Generating Driving Question(s) "Need to Know" etc.)
- Open House - One Class Exhibition (defined by school grade-level)

Daily Practices

- Routine standards-based grading used to drive parent and student teacher communication
- Mastery & routine use of 3-5 discussion protocols
- Learning targets/lesson goals explicitly used to drive & assess academic lessons

Goal of projects and daily practices is to build grade-level "Portraits of a Graduate" competencies

Mancos 4-Year Plan “Map” - Academic Year 2021 - 2022

1) Projects

a) Conducts a minimum of two unit projects utilizing Portrait of a Graduate and <i>Buck Institute</i> design elements.	b) Conducts one unit project utilizing Portrait of a Graduate and <i>Buck Institute</i> design elements.	c) Conducts no unit projects utilizing Portrait of a Graduate and <i>Buck Institute</i> design elements.
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2) Exhibitions

a) Participates in Open House, exhibiting a completed PBL Project (determined by school/grade level)	b) Participates in Open House, but does not exhibit a completed PBL Project (determined by school/grade level)	c) Does not participate in Open House OR one class specific exhibition (determined by school/grade level)
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3.1) Daily Practice

a) Mastery & routine use of 3-4 discussion protocols	b) Mastery & routine use of 2-3 discussion protocols	c) Mastery & routine use of 1-2 discussion protocols	d) Does not use discussion protocols in daily lessons
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3.2) Daily Practice

a) Learning Targets or Lesson Goals explicitly used in academic lessons	b) Learning Targets or Lesson Goals used in 50% to 75% of academic lessons	c) Learning Targets or Lesson Goals used in 25% to 50% of academic lessons	d) Learning Targets or Lesson Goals not used in academic lessons
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4) Professional Growth Plan

a) Professional Growth Plan includes all elements of district PBL 3-year plan	b) Professional Growth Plan includes some, but not all elements of district PBL 3-year plan	c) Professional Growth Plan does not include elements of district PBL 3-year plan
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Strategic Plan Rubric

PERFORMANCE-BASED RUBRIC FOR THE MANCOS RE-6
STRATEGIC PLAN (2021)

Mancos RE-6 School District
355 W. GRAND AVE. – MANCOS, CO 81328 |

The Four Specific Domains for The Strategic Plan Are:

- Portrait of a Graduate & Student-Centered Learning
- Opportunities for Individual Students
- Community Connections
- Climate and Culture

The Three Overarching Themes Are:

- Increasing Student Achievement
- The School and community will partner together to provide students with opportunities for success
- MSD will provide routine Social-Emotional and Trauma Informed learning opportunities for students, parents and staff

District Proficiency Indicator #1:

- Mancos School District will integrate the strategic plan into the agenda of monthly board of directors' meetings.
 - Reports given by administrative staff and/or requested by the board will focus on essential elements of the strategic plan as a means for routine assessment and evaluation.

Portrait of a Graduate and Student-Centered Learning

Board will...

- Support administrative efforts to create time and space to support student Capstone Projects.

Opportunities Tailored for Individual Students

Board will...

- Prioritize spending for a diverse selection of classroom and elementary library reading materials.

Community Connections

Board will...

- Actively seek out ways to add a Community Coordinator position to the staffing budget

Climate and Culture

Board will...

- Participate in professional development for trauma informed practices and SEL
- Utilize their understanding of SEL practices to advocate why Mancos operates this way. (i.e. The science/ research of how the long-term benefits of being trauma informed and supporting SEL fully supports the portrait of a graduate from Mancos School District.
- Routinely evaluate behavioral and discipline policy and procedures to ensure they are aligned with the district strategic plan and vision

District Proficiency Indicator #2:

- District administration will also develop and use a performance-based rubric to measure organizational strategy and program effectiveness.
 - Rubric framework (Below Standard, At Standard or Above Standard)

Community Connections

OBJECTIVE 1A: Our district will use Project Based Learning to connect our students with professionals, and place students into our local businesses/organizations to provide authentic learning experiences.

The report will include but is not limited to:

A register of students that are engaged with community business and organizations. It will have a narrative from those business owners describing the work and learning goals of the students. Additionally, the report will contain a summary of volunteers and volunteer hours and positive effect on the school district. It will also contain the status of the community coordinator position within the school district. Finally, the report will list and describe the student project exhibitions to include the project description, public attendance, and community engagement.

OBJECTIVE 1B: Mancos School District will upgrade its website for easier access and usability.

The report will include but is not limited to:

An update on the school district website overhaul. The report will contain survey data from students, parents, and staff about communication through the school district website for events, day to day operations, and positive news.

OBJECTIVE 1C: Communicate regularly with town administration, local businesses, organizations, and staff regarding partnership opportunities.

The report will include but is not limited to:

A description of all communication and engagement with the town, local business, organizations, and staff regarding partnership opportunities that is not otherwise covered in another report. Staff engagement outside the school district will be noted in order to properly understand the school district's influence in the community. Finally, the report will describe how student civic opportunities have been increased.

Climate and Culture

OBJECTIVE 2A: Teachers will practice classroom management techniques and routines that support the needs of all students using trauma-informed practices and social-emotional learning.

The report will include but is not limited to:

A 3rd party evaluation of classroom management techniques and routines that are consistent with trauma informed practices and social-emotional learning best practices. The evaluation will note the number and

percentage of teachers with trauma-informed professional training, regular scheduled meetings with teacher teams to discuss individual student needs and progress, and the professional development calendar as a tool to continuous teacher development.

OBJECTIVE 2B: Students will demonstrate emotional intelligence in their day-to-day interactions with adults and peers.

The report will include but is not limited to:

Data for student behavior referrals to include bullying, harassment, defiance, aggression, and attendance. It will also list the opportunities for students to engage in learning that supports their social-emotional learning. It will include a narrative from students about their development of emotional intelligence. Finally, it will contain survey data from students, parents, and staff about the emotional development of students with the Mancos school District environment.

Portrait of a Graduate and Student-Centered Learning

OBJECTIVE 3A: Mancos School District grading will become standards-based, with formative and summative assessments aligned to district priority standards.

The report will include but is not limited to:

Details regarding what extent the MSD has adopted standards-based grading practices through a teacher survey and principal observations. The report may contain the number of teachers and percentage of teachers that report having standards-based grading practices. The report will also contain a calendar for the summative and formative assessments.

OBJECTIVE 3B: Mancos School District will implement a Portrait of a Graduate, student-centered model in all classrooms.

The report will include but is not limited to:

The number and percentage of staff that completed PBL PD. To what degree, with examples our students demonstrate; (1) Growth mentality, (2) Problem Solver, (3) Integrity, (4) Civic Minded, (5) Practical Skills, and (6) Team Player. Evidence will be provided about self-assessment practices and the development of student growth plans. Finally, the report will show how students demonstrate a sense of “owning” their learning through use of peer interactions and traditional experiences in the classroom.

Opportunities Tailored for Individual Students

OBJECTIVE 4A: Teachers and students will utilize student assessment data to develop and implement individualized student learning plans. Mancos students will demonstrate mastery, or positive longitudinal growth, in reading and math by the end of 3rd grade. All teachers will encourage an interest and love of reading throughout a student’s academic career.

The report will include but is not limited to:

The number and percentage of students with individualized student learning plans. It will also include the results of assessments for grades up to 3rd grade that demonstrate mastery or growth in reading and math. Finally, the report will include examples of how teachers promote the love of reading.

OBJECTIVE 4B: Teachers will use student reflections and projects to document individual student goals, strengths, and areas for growth.

The report will include but is not limited to:

The number and percentage of students with individual academic portfolios. It will also include a narrative from the school principals on the quality of the portfolios and their value with evaluating students' self-awareness of academic growth. Additionally, the report will include narratives from a cross population of teachers about the importance and effectiveness of student portfolios as a tool for student self-evaluation of goals, academic growth, and improvement.

OBJECTIVE 4C: By using a student-centered model, Mancos students will have the opportunity to identify and pursue individual interests and talents. Students can demonstrate mastery of grade-level content through these academic pursuits.

The report will include but is not limited to:

A record of projects, field experiences, guest professionals etc., in all levels. Additionally, the report will include the number and percentage of students receiving concurrent college credits and post-secondary certificates. Also, the report will include the number of students using a capstone project to meet academic requirements. Capstone projects allow for non-traditional student success especially for students in jeopardy of not graduating. Finally, the school district will report on the ICAP process for all affected students.

OBJECTIVE 4D: Mancos School District will encourage and provide teachers with the opportunity to teach non-traditional areas of interest (i.e. Coding, Game Design, Robotics, etc.).

The report will include but is not limited to:

A course catalog of non-traditional classes being taught on and off campus. Additionally, it will describe why these courses are being taught and how the courses benefit the students and staff.

Administration Rubric for Strategic Plan

Objective	Approaching Standard	At Standard	Above Standard
<p>Community Connections</p> <p>OBJECTIVE 1A:</p> <p>Our district will use Project Based Learning to connect our students with professionals, and place students into our local businesses/organizations to provide authentic learning experiences.</p> <hr/> <p>Board will...</p> <p>Actively seek out ways to add a Community Coordinator position to the staffing budget</p>	<p>Students have limited opportunities to actively seek out work study, internship, and collaborative opportunities with local businesses and organizations.</p>	<p>Students actively seek out work study, internship, and collaborative opportunities with local businesses and organizations.</p>	<p>Student PBL and Capstone projects reflect experiences from work study, internship, and collaborative opportunities with local businesses and organizations.</p>
	<p>Little to no presence of community volunteers on campus. No staff designated as a Community Coordinator.</p>	<p>Community volunteer presence on our campus buildings are commonplace. A Community Coordinator will be an established part of staff infrastructure.</p>	<p>Volunteer logs reflect a robust volunteer presence on campus. A full-time Community Coordinator position is established.</p>
	<p>Student work is not present and visible within our community, and exhibitions are not made public or open to the community.</p>	<p>Student work, in the form of exhibitions and project products, are an ever present, visible part of our local community.</p>	<p>Evidence (through local press & district communication) of student involvement in projects that improve our local community.</p>
<p>October 2021 Board Report</p>			

Objective	Approaching Standard	At Standard	Above Standard
<p>OBJECTIVE 1B: Mancos School District will upgrade its website for easier access and usability.</p>	<p>An increase in negative feedback from the community and other stakeholder groups regarding district news, events, and activities.</p>	<p>An increase in positive feedback from the community and other stakeholder groups regarding district news, events, and activities.</p>	<p>An increase in involvement from community members in school related activities.</p>
<p>Board will... Actively seek out ways to add a Community Coordinator position to the staffing budget</p>	<p>Board meeting recordings not posted, limiting the opportunities for community feedback outside of the real-time meetings.</p>	<p>Board meeting recordings posted, allowing for community feedback outside of the real-time meetings.</p>	<p>Increase in community engagement and communication regarding board-related matters.</p>
	<p>Increase in negative feedback regarding information about student projects, personal growth and academic content in general.</p>	<p>Increased parental awareness of their student's day-to-day, academic world, leading to increased student engagement and accountability.</p>	<p>Parent/Guardian participation in student projects and personal growth planning.</p>
<p>October 2021 Board Report</p>			

Objective	Approaching Standard	At Standard	Above Standard
<p>OBJECTIVE 1C: Communicate regularly with town administration, local businesses, organizations, and staff regarding partnership opportunities.</p>	<p>Updates provided at board meetings provide no evidence of communication and partnership with the town recreation department and administration.</p>	<p>Updates provided at board meetings regarding communication and partnership with the town recreation department and administration.</p>	<p>Updates provided at board meetings provide positive evidence of consistent and productive communication and partnership with the town recreation department and administration.</p>
<hr/> <p>Board will... Actively seek out ways to add a Community Coordinator position to the staffing budget</p>	<p>Little to no evidence of student opportunities for civic engagement in local issues and events</p>	<p>Increased student opportunities for civic engagement in local issues and events.</p>	<p>Student voice is routinely included in community planning and events.</p>
<p>November 2021 Board Report</p>			

Objective	Approaching Standard	At Standard	Above Standard
<p>Climate and Culture</p> <p>OBJECTIVE 2A: Teachers will practice classroom management techniques and routines that support the needs of all students using trauma-informed practices and social-emotional learning.</p> <hr/> <p>Board will... Participate in professional development for trauma informed practices and SEL</p> <p>Utilize their understanding of SEL practices to advocate why Mancos operates this way.</p> <p>Routinely evaluate behavioral and discipline policy and procedures to ensure they are aligned with the district strategic plan and vision.</p>	<p>Trauma-informed training is not provided and/or not consistent with the needs of the district and community.</p>	<p>All teachers are trained in trauma-informed practices.</p>	<p>Evidence of trauma-informed practices within the disciplinary structures and practices of the district.</p>
	<p>Little to no Response to Intervention (RTI) or focused intervention practices evident.</p>	<p>Regularly scheduled meetings with teaching teams to discuss individual student needs and progress.</p>	<p>Routine student wellness surveys reflect the school district as a place of safety and personalized support.</p>
	<p>Little to no opportunities for professional development in trauma-informed practices and social-emotional learning provided by school administrators.</p>	<p>Routine opportunities for professional development in trauma-informed practices and social-emotional learning provided by school administrators.</p>	<p>Audit(s) reflect robust implementation of trauma-informed practices and social-emotional learning in classroom and district-wide practices.</p>

December 2021 Board Report

Objective	Approaching Standard	At Standard	Above Standard
<p>OBJECTIVE 2B:</p> <p>Students will demonstrate emotional intelligence in their day-to-day interactions with adults and peers.</p> <hr/> <p>Board will... Participate in professional development for trauma informed practices and SEL</p> <p>Utilize their understanding of SEL practices to advocate why Mancos operates this way.</p> <p>Routinely evaluate behavioral and discipline policy and procedures to ensure they are aligned with the district strategic plan and vision</p>	<p>An increase in the number of behavioral referrals based on bullying, harassment, defiance, and general, unwarranted aggression towards others.</p>	<p>A decrease in the number of behavioral referrals based on bullying, harassment, defiance, and general, unwarranted aggression towards others.</p>	<p>Students are actively engaged in the processes for resolving conflicts and restoring relationships.</p>
	<p>Students are not aware of the availability or do not access spaces and resources available to them in order to manage and regulate emotions.</p>	<p>Students advocate for themselves by accessing spaces and resources available to them in order to manage and regulate emotions.</p>	<p>Students are aware of and frequently use spaces and resources available to them in order to manage and regulate emotions.</p>
	<p>Infrequent or inconsistent SEL opportunities for groups and individual students.</p>	<p>Regularly scheduled SEL opportunities for groups and individual students.</p>	<p>Routine and well-attended SEL opportunities for groups and individual students.</p>
	<p>MSD does not administer surveys to collect data from students and parents to assess the effectiveness of current programs and the need for possible changes.</p>	<p>MSD uses survey data from students and parents to assess the effectiveness of current programs and the need for possible changes.</p>	<p>MSD uses survey data from students and parents to assess the effectiveness of current programs to then design and implement revised programming.</p>
	<p>Parents are not provided with information on SEL and do not have opportunities to engage in SEL-based training.</p>	<p>Parents are provided with information on SEL and will have opportunities to engage in SEL-based training.</p>	<p>Parents are provided with information on SEL and will have opportunities bi-annually to engage in SEL-based training.</p>
<p>February 2022 Board Report</p>			

Objective	Approaching Standard	At Standard	Above Standard
<p>Portrait of a Graduate and Student-Centered Learning</p> <p>OBJECTIVE 3A: Mancos School District grading will become standards-based, with formative and summative assessments aligned to district priority standards.</p> <hr/> <p>Board will... Support administrative efforts to create time and space to support student Capstone Projects.</p>	<p>Assessments show evidence of negative or lack of longitudinal growth based on individual benchmarks and grade-level content standards.</p> <p>Assessment procedures do not allow for the assessment of individual growth, nor do they align with district priority standards</p>	<p>Assessments show evidence of positive longitudinal growth based on individual benchmarks and grade-level content standards.</p>	<p>Standards-based grading procedures provide an additional, RE-6 specific assessment of student growth (based on MSD priority standards)</p>
	<p>Incomplete data collection does not allow for a comprehensive assessment of student growth</p>	<p>Mancos School District uses Colorado or nationally recognized assessments of its choice to compile annual data regarding individual student growth in content standards.</p>	<p>In addition to nationally recognized assessments, MSD will use data from RE-6 standards-based grades to assess individual student growth.</p>

Objective	Approaching Standard	At Standard	Above Standard
<p>OBJECTIVE 3B:</p> <p>Mancos School District will implement a Portrait of a Graduate, student-centered model in all classrooms.</p> <hr/> <p>Board will... Support administrative efforts to create time and space to support student Capstone Projects.</p>	<p>All teaching staff do not participate in PBL professional development, and PBL 4-Year Plan is not incorporated into the development of their annual Professional Goals.</p>	<p>All teaching staff will participate in PBL professional development, and utilize the district’s PBL 4-Year Plan to develop their annual Professional Goals.</p>	<p>Outside resources are utilized to enhance PBL professional development, and teachers report positive growth in areas of their professional growth plans related to PBL & Portrait of a Graduate</p>
	<p>Portrait of a Graduate competencies are not demonstrated in classroom instruction and activities, public displays/exhibitions, and extracurricular activities.</p>	<p>Portrait of a Graduate competencies are demonstrated through classroom instruction and activities, public displays/exhibitions, and extracurricular activities.</p>	<p>Feedback from external parties provides evidence of Portrait of a Graduate competencies demonstrated by students and staff.</p>
	<p>Evidence of continuous learning opportunities (i.e., Passion Projects, Independent Studies, and Capstone Projects) is not present.</p>	<p>Students participate in continuous learning opportunities (i.e., Passion Projects, Independent Studies, and Capstone Projects) to be determined by individual proficiency level in standards.</p>	<p>Independent Studies and Capstone projects are embedded in graduation requirements.</p>
	<p>Students are not actively engaged in the instructional model, as evidenced by teacher/supervisor observation</p> <p>Little to no evidence of opportunities for presentations of learning</p> <p>Reflection not present in PBL projects.</p>	<p>Students are actively engaged in the instructional model as demonstrated by student-to-student and student-to-instructor interaction and demonstrations of learning. Students will routinely practice self-assessment/ reflection, and articulation of strengths and weaknesses, based on their awareness of standards proficiency.</p>	<p>Exhibitions and presentations of learning demonstrate a high level of student participation in peer/peer and peer/instructor collaboration</p> <p>Students are actively engaged in personal growth planning based on their awareness of standards proficiency.</p>
<p>April 2022 Board Report</p>			

Objective	Approaching Standard	At Standard	Above Standard
<p>Opportunities Tailored for Individual Students</p> <p>OBJECTIVE 4A: Teachers and students will utilize student assessment data to develop and implement individualized student learning plans. Mancos students will demonstrate mastery, or positive longitudinal growth, in reading and math by the end of 3rd grade. All teachers will encourage an interest and love of reading throughout a student’s academic career.</p> <p>**UIP 21-22: 10% growth in EOY math & reading NWEA/MAPS assessments</p> <hr/> <p>Board will... Prioritize spending for a diverse selection of classroom and elementary library reading materials.</p>	<p>3rd grade reading and math proficiency are not demonstrated through formative and summative assessments.</p>	<p>3rd grade reading and math proficiency are demonstrated through formative and summative assessments.</p>	<p>3rd grade reading and math proficiency are demonstrated through formative and summative assessments. Trends of growth in at or above grade level are achieved.</p>
	<p>Students in grades 4–12 do not demonstrate positive growth trends on annual reading assessments.</p>	<p>Students in grades 4–12 demonstrate positive growth trends on annual reading assessments.</p>	<p>Students in grades 4–12 demonstrate growth trends on annual reading assessments that exceed national norms.</p>
	<p>** UIP - 2021-2022: MSD does not meet the annual growth target for reading and math, showing less than 10% growth on EOY NWEA/MAPS assessments</p>	<p>**UIP - 2021-2022: MSD meets the annual growth target for reading and math, showing 10% growth on EOY NWEA/MAPS assessments</p>	<p>**UIP - 2021-2022: MSD exceeds the annual growth target for reading and math, showing greater than 10% growth on EOY NWEA/MAPS assessments</p>
<p>May 2022 Board Report</p>			

Objective	Approaching Standard	At Standard	Above Standard
<p>OBJECTIVE 4B: Teachers will use student reflections and projects to document individual student goals, strengths, and areas for growth.</p>	<p>Students do not use or maintain personal portfolios as a tool for building student profiles and individualized academic planning.</p>	<p>Students use and maintain personal portfolios as a tool for building student profiles and individualized academic planning.</p>	<p>↖ Personal portfolios exist as a central part of graduation, capstone and personal school career reflection.</p>
<p>Board will...</p> <p>Prioritize spending for a diverse selection of classroom and elementary library reading materials.</p>	<p>Opportunities for students to demonstrate and articulate an awareness of their personal growth over time via student-led conferences are not present.</p>	<p>Students demonstrate and articulate an awareness of their personal growth over time via student-led conferences.</p>	<p>↙</p>
<p>June 2022 Board Report</p>			

Objective	Approaching Standard	At Standard	Above Standard
<p>OBJECTIVE 4C:</p> <p>By using a student-centered model, Mancos students will have the opportunity to identify and pursue individual interests and talents. Students can demonstrate mastery of grade-level content through these academic pursuits.</p>	<p>PBL projects do not include “Gold Standard” element of authenticity by including connections to real-world professionals and/or experiences.</p>	<p>Through projects, field experiences, guest professionals, etc., elementary and middle school students will identify and pursue grade-level appropriate areas of personal interest.</p>	<p>All PBL projects include “Gold Standard” element of authenticity by including connections to real-world professionals and/or experiences.</p>
	<p>Opportunities for exposure to post-secondary pathways are not present</p>	<p>Students develop and explore personal passions and post-secondary pathways through Individual Career Academic Plan (ICAP) research and projects.</p>	<p>Student reflections, projects and presentations of learning reflect exposure to and familiarity with post-secondary pathways.</p>
<p>Board will...</p> <p>Prioritize spending for a diverse selection of classroom and elementary library reading materials.</p>	<p>Students are not engaged in Capstone Projects to demonstrate mastery of high school graduation requirements.</p>	<p>Students engage in Capstone Projects to demonstrate mastery of high school graduation requirements. Capstone Projects will also reflect personal abilities and interests.</p>	<p>Capstone projects are embedded in graduation requirements.</p>
	<p>No more, or fewer opportunities exist for students to fully engage in their post-secondary pursuits (ICAP) through partnerships with academic and technical post-secondary institutions.</p>	<p>Mancos School District provides increased opportunities for students to fully engage in their post-secondary pursuits (ICAP) through partnerships with academic and technical post-secondary institutions.</p>	<p>Documented increase in internship and work-study programming and participation.</p>
<p>2022 Board Report</p>			

Objective	Approaching Standard	At Standard	Above Standard
<p>OBJECTIVE 4D: Mancos School District will encourage and provide teachers with the opportunity to teach non-traditional areas of interest (i.e. Coding, Game Design, Robotics, etc.).</p> <hr/> <p>Board will... Prioritize spending for a diverse selection of classroom and elementary library reading materials.</p>	<p>Student transcripts do not reflect participation in and completion of non-traditional coursework.</p>	<p>Student transcripts reflect participation in and completion of non-traditional coursework.</p>	<p>All student transcripts reflect participation in and completion of non-traditional coursework.</p>
	<p>Students do not use or demonstrate skills acquired through non-traditional programming in various demonstrations of learning.</p>	<p>Students use and demonstrate skills acquired through non-traditional programming in various demonstrations of learning.</p>	<p>Students use and demonstrate skills acquired through non-traditional programming in demonstrations of learning to enhance the quality and professional nature of their work.</p>
<p>2022 Board Report</p>			

2021-22 Comprehensive Assessment

Overall Strategic Plan Evaluation	
Rating of Strategic Plan July Board Report	