



MANCOS RE-6 STRATEGIC PLAN

Presented for Adoption
August 2023

ABSTRACT

This revision of the Mancos RE-6 2010 and 2021 Strategic Plans 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 the community.

The Strategic Plan consists of three overarching themes expressed in four domains.

The three overarching themes are:

1. Increasing Student Achievement
2. Partnering with community organizations and individuals to provide students with opportunities for success
3. Providing routine Social-Emotional and Trauma Informed learning opportunities for students, parents and staff

The four specific goals for the strategic plan are:

1. Community Connections
2. Climate and Culture
3. Portrait of a Graduate & Student-Centered Learning
4. Opportunities for Individual Students

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.

Mancos School District RE-6 DISTRICT GOALS

2023-2024 – Adopted April 2023

The Board of Education (BOD) is charged with developing annual district goals. With the administration's and staff's support, 2023/2024 district goals have been developed for your review before adoption at the Board of Education meeting on 17th April, 2023. The Mancos School District's (MSD) goals aim to provide the community, parents and guardians, Mancos Board of Education, and staff with broad annual measures to evaluate the school district as a whole.

These goals are born from the Mancos School District's culture of improvement through a growth mindset demonstrated at all levels, including teacher professional growth goals, school-level goals, system goals through the Multi-tiered System of Support (MTSS), and district goals.

For goals to be effective, they need to be specific, measurable, achievable, relevant, and time-bound. The school district believes that measurement leads to appropriate growth over time.

For example, academic goals can be affected by many factors, such as student attendance, student migration to the school district, length in the school district, and consistency of district staffing. Therefore, these factors will be weighed during the evaluation of the goals in spring 2024.

At full development, this structure is planned to be used with fidelity throughout the school district to evaluate instruction, assessments, communication, staff evaluations, Response to Interventions (Rtl), student outcomes, human resources, San Juan Boces, transportation, food service, IT, safety and security, health services, and Project Based Learning (PBL). The intention is to adopt all of the goals, as listed below.

INSTRUCTION AND ACHIEVEMENT

1. **Possible District Goal:** Train instructional coaching staff to perform instructional coaching with professional proficiency through Fort Lewis College programs.
2. **Possible District Goal:** Implement programs that support student outcomes that align with the Strategic Plan.
3. Academic Growth: School Conditional Growth Index - 0.00 represents expected growth in the designated time frame – a positive number represents more than expected growth, and a negative number represents less than expected growth.

Possible District Goal: MSD demonstrates 0.00 on the conditional growth index in reading and math and each year by grade from Kindergarten to 10th grade **or** improves in the number of grades and subjects that reaches expected growth from the previous year, i.e. 14 of 22, then we meet the goal; at 15 out of 22 the following year until we are 22 out of 22.

4. Academic Achievement: Achievement Percentile represents the aggregate of students by grade and subject. A 50 achievement percentile represents how that grade performed with an equal number of students in the country below and above that grade. This is a type of grade-level performance.

Possible District Goal: MSD demonstrates a 50 achievement percentile in reading and math each year by grade and subject from Kindergarten to 10th grade **or** improves in the number of grades and subjects that reaches the 50 achievement percentile, i.e. 14 of 22, then we meet the goal with 15 out of 22 the following year, until we are 22 out of 22.

5. Continued growth and in-classroom development of Project Based Learning practices throughout the district PK-12. The Board of Education would like to see the PBL methods implemented and executed district-wide on a more consistent and widely accepted basis.

Possible District Goal: Professional Development Incorporation - 6 professional PBL training sessions of 1/2 day or longer to be executed on professional development days throughout a year; held as a PK-12 instructional staff unified training. Training details and results are to be reported back with inclusion in the Strategic Plan Objective 3B. **Possible District Goal:** Documented consistent participation of the aforementioned PBL practices and/or lessons happening at EACH grade level PK-12 district wide; reported back with inclusion in the Strategic Plan Objective 3B

CULTURE AND HUMAN RESOURCES

1. **Possible District Goal:** Use the Strategic Plan and MTSS to lead staff professional development and evaluation through school-level leaders.
 - a. **Possible District Goal:** 6 PBL 1/2 day training & 6 staff development PK-12 district wide gatherings to promote the culture enrichment and team atmosphere, to include the Board of Education. This can be accomplished through various timeframes of no less than an hour, most often to be held on professional development days, at the discretion of the superintendent.
 - b. **Possible District Goal:** MTSS to be implemented and functionally operating at every grade level to identify, perform interventions, and support (monitor) students PK-12 consistently, with smooth transitions between PK – Elementary – Middle and High School buildings and staff.
2. **Possible District Goal:** The superintendent to develop a plan with the Board of Education support for staff retention and recruitment.
 - a. Measured by: Establishing a functioning, regularly scheduled committee.

MANAGEMENT AND BOARD RELATIONS

1. **Possible District Goal:** Establish and create Strategic Plan objective reports that guide the BOD to improve the Strategic Plan in concert with the community.
 - a. **Possible District Goal:** Community Linkage - share regularly our strategic plan as updated, including feedback related to plan objectives.
 - b. **Possible District Goal:** Develop a system for feedback from school members (staff, students,

parents) and community members. Feedback systems should be easily accessible to all, anonymous if necessary. Feedback to be shared with the Board of Education regularly.

2. **Possible District Goal:** Improve one major department each year through the MTSS strategy, i.e., communication, finance, HR, healthcare, transportation.
 - a. Create a template to process through an individual department's improvement by incorporating the 5 pillars of MTSS continuous evaluation improvement in each said department.

COMMUNITY RELATIONS

1. **Possible District Goal:** Mancos School District to provide training for parents and the community that aligns with the training provided to students, staff, and the Board of Education. These trainings include topics found in the Strategic Plan adopted April 2021: Climate & Culture Goal Objective A, and Objective B.
2. **Possible District Goal:** Engage the community in student and staff activities and engage students and staff in community activities.

1. 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.

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

OBJECTIVE 1A: Mancos School District connects students with local professionals, businesses, and organizations via project-based learning.

Proficiency Indicators:

- Mancos School District students connect with local professionals, businesses, and organizations for guest speaker, field trip, field experience, and career talk opportunities.
- PBL projects include the "Gold Standard" design element of authenticity by including connections to real-world professionals and/or experiences.
- Community volunteer presence on our PK-12 campus buildings is commonplace.
- Student work in the form of exhibitions and public products are a consistent and visible part of our local community.

OBJECTIVE 1B: Mancos School District consistently makes efforts to communicate with all stakeholders in a variety of ways.

Proficiency Indicators:

- Mancos School District uses modern methods including social media to communicate immediately and effectively with all stakeholders.
- Mancos School District uses survey data from students and parents to assess the effectiveness of current programs and the need for possible changes.
- Parent-Teacher Conferences and PBL Exhibitions are held (or scheduled to be held) each semester.

OBJECTIVE 1C: Mancos School District regularly communicates with the town, local businesses, and local organizations and encourages partnership opportunities.

Proficiency Indicators:

- Annual reports provide updates to the board regarding communication and partnership with the town, local businesses, and local organizations.
- Student voice is routinely sought out and included in community planning and events.

Accountability

Administration will...

- 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.
- Explore current technological means for improving communication with the community.

Teachers will...

- Be intentional about including participation of local professionals and organizations in the design and implementation of PBL projects

Board will...

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

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

Parents will...

- 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.

2. 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 2A: Mancos School District uses techniques and routines that support the needs of all students using trauma-informed practices and social-emotional learning.

Proficiency Indicators:

- All Mancos School District administration, teaching staff, and paraprofessionals participate in trauma-informed training as provided by the district.
- Student-facing staff understand and practice trauma-informed practices and social-emotional learning.

OBJECTIVE 2B: Mancos School District students demonstrate emotional intelligence and trauma-informed competencies in their day-to-day interactions with peers and adults.

Proficiency Indicators:

- Students are actively engaged in the processes for resolving conflicts and restoring relationships.
- Parents are provided with information on social-emotional learning and trauma-informed competencies and have opportunities to engage in training.
- Regularly scheduled social-emotional learning opportunities exist for groups and individual students.
- Each building has a designated refocus area. Students are aware of and frequently use spaces and resources available to them in order to manage and regulate emotions.
- Behavioral referrals (based on bullying, harassment, defiance, and general, unwarranted aggression towards others) from one calendar year to the next are stable or have decreased.

OBJECTIVE 2C: Mancos School District staff demonstrates high standards of professionalism in district-related interactions.

Proficiency Indicators:

- All teaching staff score themselves as at least Level 2 under Quality Standard IV on the RANDA self-assessment.

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

The 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.

3. 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 3A: Mancos School District uses a standards-based assessment system with formative and summative assessments aligned to district priority standards.

Proficiency Indicators:

- Priority standards have been articulated at all grade levels and across all content areas.
- A standards-based assessment system is able to articulate to teachers what priority standards a student has or hasn't mastered.
- Mancos School District uses Colorado or nationally recognized assessments of its choice to compile annual data regarding individual student growth in content standards.

OBJECTIVE 3B: Mancos School District teaching staff use a Portrait of a Graduate, student-centered model in classrooms.

Proficiency Indicators:

- All teaching staff participates in PBL professional development, and utilizes the district’s 3-Year PBL Plan to develop their annual Professional Goals.
- Portrait of a Graduate competencies are embedded into projects and classroom teaching practices over time at age-appropriate grade levels. (See Strategic Plan attachments.)
- Students are actively engaged in the learning model (which can look like collaboration, self-reflection, self-assessment, awareness of strengths and areas for growth, and/or elements of Gold Standard PBL) as measured by observations and teacher self-assessments.

OBJECTIVE 3C: Mancos School District provides secondary students with non-traditional courses based on student input and teacher interest.

Proficiency Indicators:

- Secondary schedules and student transcripts reflect participation in and completion of non-traditional coursework.

Supporting Documents (See Attachments):

1. Portrait of a Graduate Pyramid & Definitions
2. PBL 3-Year Plan (revised 2023)

Accountability
<p><i>Administration will...</i></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><i>Teachers will...</i></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><i>The Board will...</i></p> <ul style="list-style-type: none">● Support administrative efforts to create time and space to support student Capstone Projects. <p><i>Students will...</i></p> <ul style="list-style-type: none">● 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.

4. Opportunities Tailored for Individual Students

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

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 4A: Mancos School District students demonstrate mastery and/or positive longitudinal growth in reading and math.

Proficiency Indicators:

- Students in grades 3-11 demonstrate 0.00 on the NWEA/MAPs conditional growth index in reading and math each year indicating they have met expected growth AND/OR 80% of these students score in the 50th percentile or above in reading and math.
- Students in the 11th grade score at or above the 50th percentile on the SAT in reading and math.

OBJECTIVE 4B: Mancos School District teaching staff use student plans, reflections, assessments, and projects to document individual student goals, strengths, and areas for growth.

Proficiency Indicators:

- Elementary students regularly engage in PBL projects that expose them to a wide range of interests, talents, and careers.
- Secondary students create digital portfolios that document their interests, achievements, strengths, goals, activities, and curated work.
- Elementary students and teachers work with the PBL Director to create a universal elementary digital portfolio.
- Students are able to demonstrate and articulate an awareness of their personal growth over time via student-led conferences.

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.

Proficiency Indicators:

- Advisory time is included in the high school schedule. Students have developed their digital portfolio. Student interest surveys are used to develop college and career talks.
- Advisory time is included in the middle school schedule. Students have developed their digital portfolio.
- Students are presented with opportunities outside the regular coursework schedule to pursue opportunities such as internships, work study, independent study, and post-secondary coursework.
- Graduating seniors complete a capstone as a part of their digital portfolio.

OBJECTIVE 4D: Mancos School District teaching staff encourage an interest in and love of reading throughout a student's academic career.

Proficiency Indicators:

- Students rate their love of reading as an average of 6 or higher on the student census.

Accountability

Administration will...

- 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.

Teachers will...

- 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.

The Board will...

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

Students will...

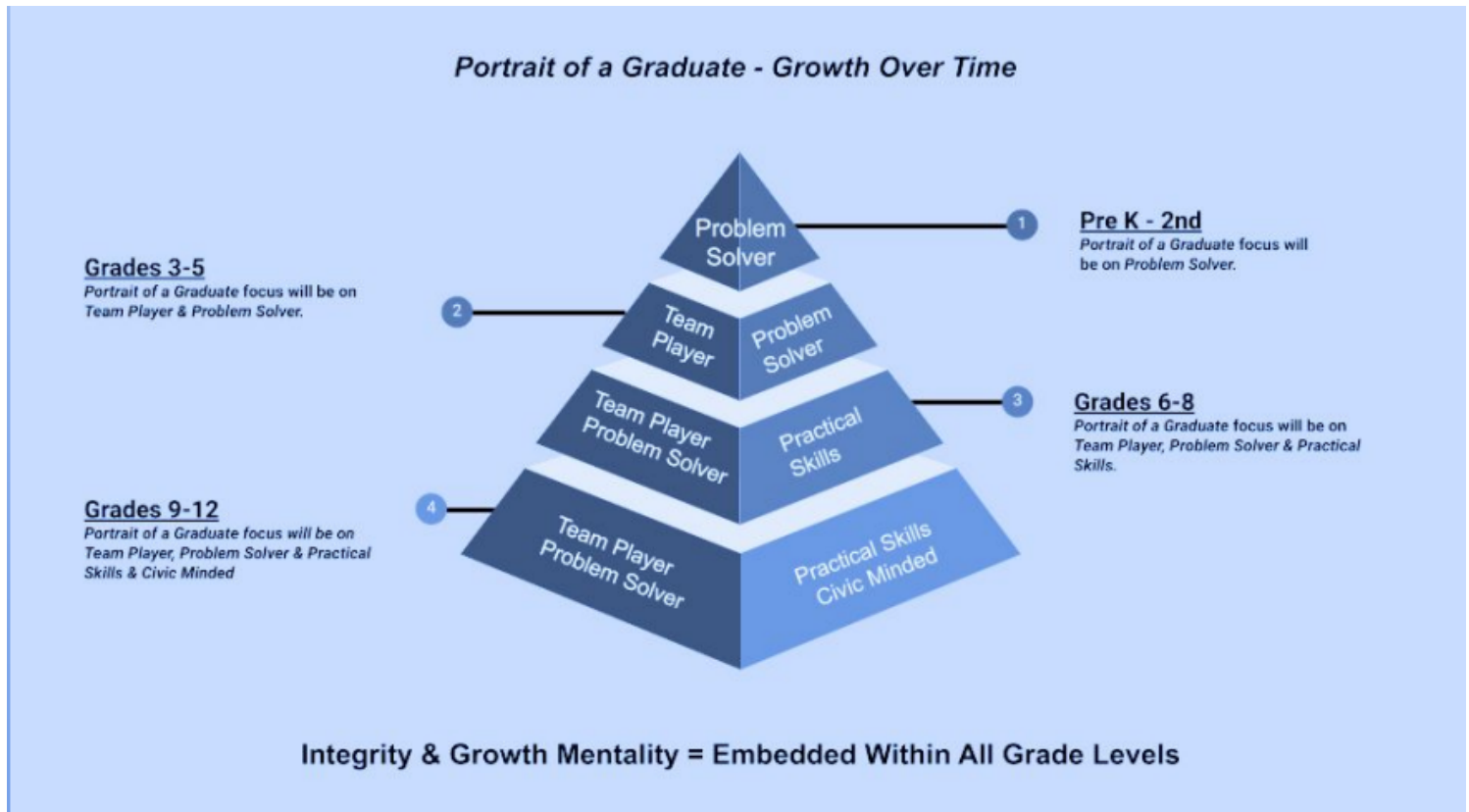
- Explore areas of personal interest through academic, project based learning.
- Routinely practice self-reflection to continually build an understanding of their strengths, passions and areas for growth.

Parents will...

- Support their students' personal interest and passion for exploring academic pursuits that can lead to post-secondary career and college opportunities.

Attachments

1. Portrait of a Graduate Pyramid & 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.

Definitions

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

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

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

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 SCHOOLS

Three-Year PBL Plan

A three-year partnership with PBLWorks to refresh, grow, and sustain the student-centered teaching in our classrooms

2023-2024

- Leadership Workshop, summer
- Classroom Walkthroughs, fall
- Sustained Support Visits (2), fall and spring
- Project Design Consulting, winter
- Two Gold Standard PBL projects, semesters 1 and 2
- Two Exhibitions, winter and spring
- Create assessment to evaluate progress on integration of student-centered learning into classrooms



2024-2025

- Leadership Coaching Workshop, summer
- Classroom Walkthroughs, fall
- Sustained Support Visit, TBD
- Project Design Consulting, TBD
- Two Gold Standard PBL projects, semesters 1 and 2
- Two Exhibitions, winter and spring
- One additional content- or grade-specific mini Exhibition
- Use assessment to evaluate and set new goals



2026-2027

- PBL 201, beginning of the year
- Sustained Support Visit, TBD
- Project Design Consultancy, TBD
- Two Gold Standard PBL projects, semesters 1 and 2
- Two Exhibitions, winter and spring
- One additional content- or grade-specific mini Exhibition
- Use assessment to evaluate our current systems and sustain our work beyond the PBLWorks partnership



New Staff

- PBL 101
- Support and coaching

All Staff

- Support and coaching
- Online consultancy with PBLWorks staff at least once



The goal: A high-quality, equitable education for all students with a focus on content standards, our Portrait of a Graduate competencies, and 21st Century Skills.

Strategic Plan Objective Rubric

Performance-Based Rubric for the Mancos RE-6 Strategic Plan
Update August 2023

1. Community Connections

OBJECTIVE 1A: Mancos School District connects students with local professionals, businesses, and organizations via project-based learning.

OBJECTIVE 1B: Mancos School District consistently makes efforts to communicate with all stakeholders in a variety of ways.

OBJECTIVE 1C: Mancos School District regularly communicates with the town, local businesses, and local organizations and encourages partnership opportunities.

2. Climate and Culture

OBJECTIVE 2A: Mancos School District uses techniques and routines that support the needs of all students using trauma-informed practices and social-emotional learning.

OBJECTIVE 2B: Mancos School District students demonstrate emotional intelligence and trauma-informed competencies in their day-to-day interactions with peers and adults.

OBJECTIVE 2C: Mancos School District adult stakeholders demonstrate high standards of professionalism in all district-related interactions.

3. Portrait of a Graduate and Student-Centered Learning

OBJECTIVE 3A: Mancos School District uses a standards-based assessment system with formative and summative assessments aligned to district priority standards.

OBJECTIVE 3B: Mancos School District teaching staff use a Portrait of a Graduate, student-centered model in classrooms.

OBJECTIVE 3C: Mancos School District provides secondary students with non- traditional courses based on student input and teacher interest.

4. Opportunities Tailored for Individual Students

OBJECTIVE 4A: Mancos School District students demonstrate mastery and/or positive longitudinal growth in reading and math.

OBJECTIVE 4B: Mancos School District teaching staff use student plans, reflections, assessments, and projects to document individual student goals, strengths, and areas for growth.

OBJECTIVE 4C: Mancos School District secondary students have the opportunity to identify and pursue individual interests and talents. Students can demonstrate mastery of grade- level content through these academic pursuits.

OBJECTIVE 4D: Mancos School District teaching staff encourage an interest in and love of reading throughout a student's academic career.

1. Community Connections, Objective 1A

Objective	Approaching Standard	At Standard	Above Standard
<p>OBJECTIVE 1A:</p> <p>Mancos School District connects students with local professionals, businesses, and organizations via project-based learning.</p>	<p>Mancos School District students at fewer than 50% of grade levels have connected with local professionals, businesses, or organizations for guest speaker, field trip, field experience, and career talk opportunities.</p>	<p>Mancos School District students at 80% of grade levels have connected with local professionals, businesses, and organizations for guest speaker, field trip, field experience, and career talk opportunities.</p>	<p>Mancos School District students at every grade level have connected with local professionals, businesses, or organizations for guest speaker, field trip, field experience, and career talk opportunities.</p>
	<p>Fewer than 50% of PBL projects include the “Gold Standard” design element of authenticity.</p>	<p>80% of PBL projects include the “Gold Standard” design element of authenticity by including connections to real-world professionals and/or experiences.</p>	<p>All PBL projects include the “Gold Standard” design element of authenticity by including connections to real-world professionals and/or experiences.</p>
	<p>There is little to no community volunteer presence on campus.</p>	<p>Community volunteer presence on our PK-12 campus buildings is commonplace in most buildings.</p>	<p>Community volunteer presence on our PK-12 campus buildings is commonplace in all buildings.</p>
	<p>Student work is not present and visible within our community. Exhibitions are not made public or open to the community.</p>	<p>Student work in the form of exhibitions and public products are a consistent and visible part of our local community.</p>	<p>Student work in the form of exhibitions and public products are a newsworthy event in our local community.</p>

1. Community Connections, Objective 1B

Objective	Approaching Standard	At Standard	Above Standard
<p>OBJECTIVE 1B: Mancos School District consistently makes efforts to communicate with all stakeholders in a variety of ways.</p>	<p>Mancos School District communications are not immediate, effective, or reaching all stakeholders.</p>	<p>Mancos School District uses modern methods including social media to communicate immediately and effectively with all stakeholders.</p>	<p>Mancos School District uses modern methods including social media to communicate immediately and effectively with all stakeholders, resulting in an increase in stakeholder involvement in district events.</p>
	<p>Mancos School District 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>Mancos School District uses survey data from students and parents to assess the effectiveness of current programs and the need for possible changes.</p>	<p>Mancos School District uses survey data from students and parents to assess the effectiveness of current programs to then design and implement revised programming.</p>
	<p>Parent-Teacher Conferences and PBL Exhibitions are not held each semester.</p>	<p>Parent-Teacher Conferences and PBL Exhibitions are held (or scheduled to be held) each semester.</p>	<p>Parent-Teacher Conferences and PBL Exhibitions are well-attended and show an increase in attendance. PBL Exhibitions beyond the PK-12 exhibitions are held.</p>

November 2023 Board Report

1. Community Connections, Objective 1C

Objective	Approaching Standard	At Standard	Above Standard
<p>OBJECTIVE 1C: Mancos School District regularly communicates with the town, local businesses, and local organizations and encourages partnership opportunities.</p> <hr/>	<p>Annual reports to the board provide little to no evidence of communication and partnership with the town, local businesses, and local organizations.</p>	<p>Annual reports provide updates to the board regarding communication and partnership with the town, local businesses, and local organizations.</p>	<p>Annual reports provide updates to the board regarding communication and partnership with the town, local businesses, and local organizations. Reports reveal that these partnerships result in opportunities for our Mancos School District students.</p>
	<p>There is little to no evidence of student voice and participation in community planning and community events.</p>	<p>Student voice is routinely sought out and included in community planning and community events.</p>	<p>Student participation is routinely sought out and included in community planning and community events.</p>
<p>October 2023 Board Report</p>			

2. Climate and Culture, Objective 2A

Objective	Approaching Standard	At Standard	Above Standard
<p>OBJECTIVE 2A: Mancos School District uses techniques and routines that support the needs of all students using trauma-informed practices and social-emotional learning.</p>	<p>Mancos School District staff do not participate in trauma-informed training as provided by the district.</p>	<p>All Mancos School District administration, teaching staff, and paraprofessionals participate in trauma-informed training as provided by the district.</p>	<p>All Mancos School District staff who interact with students (including custodial, kitchen, transportation, and coaching) participate in trauma-informed training as provided by the district.</p>
	<p>On a scale of 1 to 10 (1 being the lowest and 10 being the highest), teachers rate their understanding of trauma-informed practices and social-emotional learning as an average of 6.</p>	<p>On a scale of 1 to 10 (1 being the lowest and 10 being the highest), administration, teaching staff, and paraprofessionals rate their understanding of trauma-informed practices and social-emotional learning as an average of 8.</p>	<p>On a scale of 1 to 10 (1 being the lowest and 10 being the highest), administration, teaching staff, paraprofessionals, and other staff who interact with students rate their understanding of trauma-informed practices and social-emotional learning as an average of 8.</p>

February 2024 Board Report

2. Climate and Culture, Objective 2B

Objective	Approaching Standard	At Standard	Above Standard
<p>OBJECTIVE 2B:</p> <p>Mancos School District students demonstrate emotional intelligence and trauma-informed competencies in their day-to-day interactions with peers and adults.</p>	<p>Students are not presented with opportunities to resolve conflicts and restore relationships.</p>	<p>Students are actively engaged in the processes for resolving conflicts and restoring relationships.</p>	<p>Students initiate practices for resolving conflicts and restoring relationships.</p>
	<p>Parents are not provided with information on social-emotional learning and trauma-informed competencies and do not have opportunities to engage in training.</p>	<p>Parents are provided with information on social-emotional learning and trauma-informed competencies and have opportunities to engage in training.</p>	<p>Parents seek out information on social-emotional learning and trauma-informed competencies, and trainings are well-attended.</p>
	<p>Social-emotional opportunities for groups and individual students are non-existent.</p>	<p>Regularly scheduled social-emotional learning opportunities exist for groups and individual students.</p>	<p>The district provides routine and well-attended social-emotional learning opportunities for groups and individual students.</p>
	<p>Each building does not have a designated refocus area.</p> <p>Students are not aware of the availability and/or do not access spaces and resources available to them in order to manage and regulate emotions.</p>	<p>Each building has a designated refocus area.</p> <p>Students are aware of and frequently use spaces and resources available to them in order to manage and regulate emotions.</p>	<p>Each building has a designated refocus area and teaching staff are aware of where these are located and know their purpose.</p> <p>Students advocate for themselves by accessing spaces and resources available to them in order to manage and regulate emotions.</p>
	<p>There is a increase in the number of behavioral referrals (based on bullying, harassment, defiance, and general, unwarranted aggression towards others) from one calendar year to the next.</p>	<p>Behavioral referrals (based on bullying, harassment, defiance, and general, unwarranted aggression towards others) from one calendar year to the next are stable or have slightly decreased.</p>	<p>There is a significant decrease in the number of behavioral referrals (based on bullying, harassment, defiance, and general, unwarranted aggression towards others) from one calendar year to the next.</p>

2. Climate and Culture, Objective 2C

Objective	Approaching Standard	At Standard	Above Standard
<p>OBJECTIVE 2C: Mancos School District staff and representatives demonstrate high standards of professionalism in all district-related interactions.</p>	<p>Fewer than 90% of teaching staff score themselves as at least Level 2 under Quality Standard IV, Element A on the RANDA self-assessment.</p>	<p>All teaching staff score themselves as at least Level 2 under Quality Standard IV, Element A, “Teachers demonstrate high standards on the RANDA self-assessment.</p>	<p>All teaching staff score themselves as at least Level 2 under Quality Standard IV, Element A on the RANDA self-assessment AND at least 80% of teachers score themselves as a Level 3 or above.</p>
	<p>Panorama Staff Surveys reflect positive perceptions of faculty, staff, board, and leadership relationships (percentage score in the mid to low 80s or below).</p>	<p>Panorama Staff Surveys reflect positive perceptions of faculty, staff, board, and leadership relationships (percentage score in the high 80s to low 90s).</p>	<p>Panorama Staff Surveys reflect very positive perceptions of faculty, staff, board, and leadership relationships (percentage score in the high 90)</p>

December 2023 Board Report

3. Portrait of a Graduate and Student-Centered Learning, Obj. 3A

Objective	Approaching Standard	At Standard	Above Standard
<p>OBJECTIVE 3A:</p> <p>Mancos School District uses a standards-based assessment system with formative and summative assessments aligned to district priority standards.</p>	<p>Priority standards have not been articulated at all grade levels and/or across all content areas.</p>	<p>Priority standards have been articulated at all grade levels and across all content areas.</p>	<p>Priority standards are communicated to students and parents at all grade levels and across all content areas.</p>
	<p>A standards-based assessment system is not in place.</p>	<p>A standards-based assessment system is able to articulate to teachers what priority standards a student has or hasn't mastered.</p>	<p>A standards-based assessment system is able to articulate to students and parents what priority standards a student has or hasn't mastered.</p>
	<p>Incomplete data collection does not allow for a comprehensive assessment of individual student growth in content standards.</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 Colorado or nationally recognized assessments, Mancos School District will use internal assessments aligned to district priority standards to compile annual data regarding individual student growth in those standards.</p>
<p>August 2023 Board Report</p>			

3. Portrait of a Graduate and Student-Centered Learning, Obj. 3B

Objective	Approaching Standard	At Standard	Above Standard
<p>OBJECTIVE 3B: Mancos School District teaching staff use a Portrait of a Graduate, student-centered model in classrooms.</p>	<p>All teaching staff do not participate in PBL professional development, and/or the district's 3-year PBL Plan is not utilized to develop annual Professional Goals.</p>	<p>All teaching staff participates in PBL professional development, and utilizes the district's 3-Year PBL Plan to develop their annual Professional Goals.</p>	<p>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 embedded into projects and classroom teaching practices.</p>	<p>Portrait of a Graduate competencies are embedded into projects and classroom teaching practices over time at age-appropriate grade levels. (See Strategic Plan attachments.)</p>	<p>Mancos School District graduates possess the Portrait of a Graduate competencies as measured by student and teacher surveys.</p>
	<p>Students are not actively engaged in the learning model.</p>	<p>Students are actively engaged in the learning model (which can look like collaboration, self-reflection, self-assessment, awareness of strengths and areas for growth, and/or elements of Gold Standard PBL) as measured by observations and teacher self-assessments.</p>	<p>Students are actively engaged in the learning model as measured by observations, teacher self-assessments, and student surveys.</p>

3. Portrait of a Graduate and Student-Centered Learning, Obj. 3C

Objective	Approaching Standard	At Standard	Above Standard
OBJECTIVE 3C: Mancos School District provides secondary students with non-traditional courses based on student input and teacher interest.	Secondary schedules and student transcripts do not reflect participation in and completion of non-traditional coursework.	Secondary schedules and student transcripts reflect participation in and completion of non-traditional coursework.	Secondary schedules reflect a robust list of non-traditional coursework options as compared to neighboring schools.
April 2024 Board Report			

4. Opportunities Tailored for Individual Students, Objective 4A

Objective	Approaching Standard	At Standard	Above Standard
<p>OBJECTIVE 4A:</p> <p>Mancos School District students demonstrate mastery and/or positive longitudinal growth in reading and math.</p> <p>(Note: NWEA does not measure mastery; it measures growth over time.)</p>	<p>Students in grades 3-5 demonstrate a score below 0.00 on the NWEA/MAPs conditional growth index in reading and math each year indicating they have not met expected growth AND/OR fewer than 80% of these students score in the 50th percentile or above in reading and math.</p>	<p>Students in grades 3-5 demonstrate 0.00 on the NWEA/MAPs conditional growth index in reading and math each year indicating they have met expected growth AND/OR 80% of these students score in the 50th percentile or above in reading and math.</p>	<p>Students in grades 3-5 demonstrate a score above 0.00 on the NWEA/MAPs conditional growth index in reading and math each year indicating they have achieved beyond expected growth AND/OR more than 80% of these students score in the 50th percentile or above in reading and math.</p>
	<p>Students in grades 6-8 demonstrate a score below 0.00 on the NWEA/MAPs conditional growth index in reading and math each year indicating they have not met expected growth AND/OR fewer than 80% of these students score in the 50th percentile or above in reading and math.</p>	<p>Students in grades 6-8 demonstrate 0.00 on the NWEA/MAPs conditional growth index in reading and math each year indicating they have met expected growth AND/OR 80% of these students score in the 50th percentile or above in reading and math.</p>	<p>Students in grades 6-8 demonstrate a score above 0.00 on the NWEA/MAPs conditional growth index in reading and math each year indicating they have achieved beyond expected growth AND/OR more than 80% of these students score in the 50th percentile or above in reading and math.</p>

	<p>Students in grades 9-11 demonstrate a score below 0.00 on the NWEA/MAPs conditional growth index in reading and math each year indicating they have not met expected growth AND/OR fewer than 80% of these students score in the 50th percentile or above in reading and math.</p>	<p>Students in grades 9-11 demonstrate 0.00 on the NWEA/MAPs conditional growth index in reading and math and each year indicating they have met expected growth AND/OR 80% of these students score in the 50th percentile or above in reading and math.</p>	<p>Students in grades 9-11 demonstrate a score below 0.00 on the NWEA/MAPs conditional growth index in reading and math each year indicating they have not met expected growth AND/OR more than 80% of these students score in the 50th percentile or above in reading and math.</p>
	<p>Fewer than 80% of the students in the 11th grade score at or above the 50th percentile on the SAT in reading and math.</p>	<p>80% of the students in the 11th grade score at or above the 50th percentile on the SAT in reading and math.</p>	<p>More than 80% of students in the 11th grade score at or above the 50th percentile on the SAT in reading and math.</p>
<p>June 2024 Board Report</p>			

4. Opportunities Tailored for Individual Students, Objective 4B

Objective	Approaching Standard	At Standard	Above Standard
<p>OBJECTIVE 4B:</p> <p>Mancos School District teaching staff use student plans, reflections, assessments, and projects to document individual student goals, strengths, and areas for growth.</p>	<p>Elementary students are not engaged in PBL projects that expose them to a wide range of interests, talents, and careers.</p>	<p>Elementary students regularly engage in PBL projects that expose them to a wide range of interests, talents, and careers.</p>	<p>Elementary students learn every day from a PBL model of instruction that scaffolds a wide range of interests, talents, and careers.</p>
	<p>Secondary students have not started their digital portfolios.</p>	<p>Secondary students create digital portfolios that document their interests, achievements, strengths, goals, activities, and curated work.</p> <p>2023-24 6th & 12th grades 2024-25 6th-12th grades</p>	<p>The digital portfolio is a regular, expected, embedded, and seamless part of secondary student expectations.</p>
	<p>Elementary students, teachers, and PBL Director do not create a universal elementary digital portfolio.</p>	<p>Elementary students and teachers work with the PBL Director to create a universal elementary digital portfolio.</p>	<p>The universal elementary digital portfolio is a regular, embedded, and seamless part of elementary student expectations.</p>
	<p>Students do not have an opportunity to engage in student-led conferences.</p>	<p>Students are able to demonstrate and articulate an awareness of their personal growth over time via student-led conferences.</p>	<p>There is a documented increase in students and parents who attend student-led conferences.</p>
<p>January 2024 Board Report</p>			

4. Opportunities Tailored for Individual Students, Objective 4C

Objective	Approaching Standard	At Standard	Above Standard
<p>OBJECTIVE 4C:</p> <p>Mancos School District secondary students have the opportunity to identify and pursue individual interests and talents. Students can demonstrate mastery of grade-level content through these academic pursuits.</p> <hr/>	<p>Advisory time is not included in the high school schedule. Most students have not developed their digital portfolio.</p>	<p>Advisory time is included in the high school schedule. Most, but not all, students have developed their digital portfolio. Student interest surveys are used to develop college and career talks.</p>	<p>Advisory is an embedded practice at the high school level, and this time is used effectively for all students to develop their digital portfolio. Students reflect on college and career talks after each talk and at the end of the year, as evidenced by their digital portfolios.</p>
	<p>Advisory time is not included in the middle school schedule. Most students have not developed their digital portfolio.</p>	<p>Advisory time is included in the middle school schedule. Most, but not all, students have developed their digital portfolio.</p>	<p>Advisory is an embedded practice at the middle school level, and this time is used effectively for all students to develop their digital portfolio.</p>
	<p>There are little to no opportunities for students to complete coursework outside the regular coursework schedule.</p>	<p>Students are presented with opportunities outside the regular coursework schedule to pursue opportunities such as internships, work study, independent study, and post-secondary coursework.</p>	<p>Students who participate in coursework outside of the regular schedule include a reflection of the experience in their digital portfolio.</p>
	<p>Graduating seniors do not complete a capstone as a part of their digital portfolio.</p>	<p>Graduating seniors complete a capstone as a part of their digital portfolio.</p>	<p>The capstone is a regular, embedded, and seamless part of graduating senior expectations.</p>
<p>January 2024 Board Report</p>			

4. Opportunities Tailored for Individual Students, Objective 4D

Objective	Approaching Standard	At Standard	Above Standard
<p>OBJECTIVE 4D: Mancos School District teaching staff encourage an interest in and love of reading throughout a student's academic career.</p>	<p>On a scale of 1 to 10 (1 being the lowest and 10 being the highest), students rate their love of reading as an average of 6 or lower on the student census.</p>	<p>On a scale of 1 to 10 (1 being the lowest and 10 being the highest), students rate their love of reading as an average of 6 or higher on the student census.</p>	<p>On a scale of 1 to 10 (1 being the lowest and 10 being the highest), students will rate their love of reading as an average of 8 or higher on the student census.</p>
April 2024 Board Report			

2022-23 Comprehensive Assessment (June/July)

<p>List revisions made</p> <p>previously revised 7/27/23 – E.W.</p> <p>last revised 7/27/23 – A.F.</p>	<p>June 2023 Board Retreat</p> <ul style="list-style-type: none">• Added District Goals 2023-2024• Revised language in nearly all objectives• Wrote objectives in present tense• The previous objective 4D became revised objective 4C, with rewrites using student-centered language• Added new objective 4D• Many rubrics were revised to better align measurement language with objective language• Deleted 4-Year PBL Plan• Deleted 4-Year Plan “Map” (PBL Rubric) in order to create a new one in 2023-2024• Added revised 3-Year PBL Plan• Reformatted to clearly highlight the four domains: Community Connections; Climate and Culture; Portrait of a Graduate & Student-Centered Learning; and Opportunities for Individual Students
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