Strategic Plan Objective
Monitoring Report
Objective 4B

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.

Rubric:

Objective	Approaching Standard	At Standard	Above Standard
OBJECTIVE 4B: Mancos School District teaching staff use student plans, reflections, assessments, and projects to document individual student goals, strengths, and areas for growth.	Elementary students are not engaged in PBL projects that expose them to a wide range of interests, talents, and careers.	Elementary students regularly engage in PBL projects that expose them to a wide range of interests, talents, and careers.	Elementary students learn every day from a PBL model of instruction that scaffolds a wide range of interests, talents, and careers.
	Secondary students have not started their digital portfolios.	Secondary students create digital portfolios that document their interests, achievements, strengths, goals, activities, and curated work. 2023-24 6th & 12th grades 2024-25 6th-12th grades	The digital portfolio is a regular, expected, embedded, and seamless part of secondary student expectations.

	Elementary students, teachers, and PBL Director do not create a universal elementary digital portfolio.	Elementary students and teachers work with the PBL Director to create a universal elementary digital portfolio.	The universal elementary digital portfolio is a regular, embedded, and seamless part of elementary student expectations.
	Students do not have an opportunity to engage in student-led conferences.	Students are able to demonstrate and articulate an awareness of their personal growth over time via student-led conferences.	There is a documented increase in students and parents who attend student-led conferences.
January 2024 Board Report			

Superintendent's interpretation: Mancos School District teachers use PBL instructional practices to develop individual student strengths, interests, and areas for growth.

2022-2023 Rating: Approaching Standard
2023-2024 Rating: Approaching Standard

Rationale:

Rubric Standard 1, At Standard: *Elementary students regularly engage in PBL projects that expose them to a wide range of interests, talents, and careers.*

Exposure to a wide range of interests, talents, and careers can be said to be happening because all teachers, PK-12 are expected to conduct at least two PBL units per school year, and this exposure is a natural byproduct of these units. However, interests/talents/careers are not the focus of PBL units, skills are. With regard to careers, it cannot be said these are directly explored in PBL units, with the exception of a unit that Chyrise Bay conducts with the 5th grade in which students explore a career of interest.

It may be possible for teachers to explicitly discuss careers with students by using Rock by Rock, a website teachers will be able to start using in the fall. This website has "virtual field trips" that students can engage in that are tied to careers.

As we become better aligned with our PBL practices, and as student voice and choice becomes more solidified, all students should experience more exposure to interests, talents, and careers.

The standard does not ask this, but I feel it is important to include that the new platform that the secondary is considering, Defined Learning/Defined Careers *does* have a robust career and college exploration component, which is one of the reasons this platform is being considered.

Rubric Standard 2, Approaching Standard: *Secondary students have not started their digital portfolios.*

The original rollout for digital portfolios was to include 6th grade and 12th grade. As of today, 6th grade students have all created a portfolio using Google Sites. Ivy Dalley, as the 6th grade keyboarding/technology teacher, was instrumental in making this happen.

As mentioned in Strategic Plan Objective Report 4C (2023-2024), Google Sites was determined to not be the best technology for digital portfolios:

> Ivy Dalley piloted the Google Sites digital portfolio with her 6th grade students this year. She is experienced in Google and Google Sites, but reports that it was still a challenge to help her students navigate this platform. We discussed how feasible it is to use Google Sites as the digital portfolio platform, and decided that it is possible, but not ideal. Finished portfolios would not be especially professional. Anyone who is familiar with student backpacks or Google Drives is aware of the challenges students have with remaining organized when controls are not in place.

> For this reason, the district is considering purchasing Defined Learning/Defined Career for the portfolio and demonstration of competency components. This would be used by secondary teachers, 6-12. Defined Learning has a PBL focus and the ability to customize the portfolio to our Portrait of a Graduate competencies. The platform would align with many of the district's Strategic Plan Objectives, namely 1A, 3B, 4B, and 4C. Students can write SMART goals, track assessment scores across time, explore careers and colleges, and upload finished PBL work, all within the platform. Teachers can utilize pre-existing PBL units that align with Colorado State Standards. It would serve as the demonstration of competency for students who needed this option to graduate. Advisory teachers would be able to take advantage of resume writing, interviewing, goal setting, and other lessons built into the program. The platform has better teacher controls and oversight than a Google Site does.

> On January 25th, the PBL director, CTE director, secondary ESS teacher, secondary principal, elementary principal, and superintendent were able to receive a brief presentation of the platform's abilities. On February 9th, secondary teachers were introduced to the platform and provided feedback using MTSS's hexagonal tool, where they evaluated the platform with regards to our capacity to implement, the fit with current

initiatives, our need, and the support available. The feedback from all staff stakeholders was positive. (Strategic Plan Objective Report 4C, 2023-2024)

On Wednesday, March 6, the secondary MTSS team met to go over the feedback from the secondary staff regarding Defined Learning/Careers. Based on the feedback as well as an evaluation of the usability and evidence, we recommended that the district move forward with the purchase of this platform. On April 12th, secondary teachers will have their first training on this platform.

Rubric Standard 3, Approaching Standard: *Elementary students, teachers, and PBL Director do not create a universal elementary digital portfolio.*

This has not been attempted yet. It will come as we figure out secondary portfolios and as we articulate a scope and sequence for some of our other initiatives. Below is the plan that was put forth last year, with revisions based on the possible use of a different platform other than Google Sites:

Grade	What is created	Who is responsible	Who chooses artifacts	What is included	Skills
PreK-3	**One global Elementary Google Site each yea**r, revised through the year, published/linked on the mancosre6.edu page	Classroom teachers – take photos, write small blurbs PBL Director – use provided photos and verbage to create one global Elementary site	Teacher	Information about three PBL projects per teacher, written by teachers, photos of exemplars	PBL, PoG showcased in artifact
4	**One Google Slide deck per classroom**, included on the global Elementary site	Classroom teachers – discuss elements of high-quality work, encourage collaboration in discussing ideas to create a Google Slide deck PBL Director – add Slide deck to	Students in collaboration with each other and with support from teacher	Information about three PBL projects per teacher, written by teachers and students, photos of exemplars	PBL, PoG, selection of high-quality work, Google Slides with scaffolding

		global Site, assist as needed			
5	**Individual student Google Slide decks**, ~~included in their 6th grade Site the following year~~	Art teacher – helps students create Slide deck as a part of 5th grade art Student – selects work, creates Slide deck	Student	Biography 3 artifacts of high-quality work from 5th	PBL, PoG, Google Slides on own~~,~~ ~~Sharing permissions~~ ~~Beginning Google Ninja training~~

K-6 technology teachers (Bay and Dalley) will need to articulate technology skills through the grades and communicate these skills with teachers so that they are reinforced in the classroom.

As for an elementary digital portfolio, what is needed is 1) a conversation with the elementary staff about a system that can be sustained from year-to-year, teacher-to-teacher, and grade-to-grade, 2) a way to connect these elementary portfolios to what the secondary is doing with the potential for Defined Learning/Defined Careers, and 3) buy-in from staff. Buy-in comes from being able to define the purpose of a portfolio.

Rubric Standard 4, Approaching Standard: *Students do not have an opportunity to engage in student-led conferences.*

This is a difficult standard to measure. Teachers in PK-2nd do not conduct student-led conferences, teachers in 3rd-6th do, teachers in 7th-8th are beginning to, and teachers in high school do not. This varied use of student-led conferences is the direct result of the desires of parents, the philosophies of the teachers and building leaders, the developmental abilities of the students, and the time of the year. These factors in combination tend to determine what kind of conference is held.

At the last administration meeting, this standard was discussed. Conferences will be the topic of an on-going discussion as we move towards some alignment between elementary and secondary. Part of the conversation focused on the PBL need for student presentation of their projects (*apart* from the Exhibition) as a component of authenticity, public product, and reflection. Could this fulfill the need for students to be able to discuss their learning and growth? Is this the intention of this standard? These are questions that will need to be addressed this summer as the administration and board revise the strategic plan.

The elementary will be conducting spring conferences this year (April 12th), and these will be primarily teacher-led so that conversations about attendance, skills, and scores can be directly discussed with parents at a critical time.

The secondary principal is considering the need for a second spring conference at the secondary level, although not for this school year.

This standard was measured as "Approaching Standard" because at least half of the grade levels do not use student-led conferences.

Below, I've included the needs and next steps from the 2022-2023 4B report and the movement we've made towards these goals.

- 2022-2023: Offer differentiated training in Google Suite for all teachers. This can be done *for free* through Google Apps for Education (GAFE) at this site: https://edu.google.com/intl/ALL_us/for-educators/training-courses/?modal_active=none. There is also a possibility that a technology grant that was secured by Chyrise Bay could pay for individualized technology training through CEA's COpilot platform.
  - 2023-2024: Mancos teachers and staff have the opportunity to take technology classes through COPilot for free. These classes are paid for by a grant that was secured by Chyrise Bay. To date, approximately 25 staff members have completed around 55 credit hours, taking courses on Google Forms, Google Sheets, Google Docs, Google Classroom, AI, and more. A few teachers and staff have taken the test to become "Google certified." This grant lasts until the funds are used.
- 2022-2023: Administration needs to discuss whether a Capstone is something they want all students or just a few to complete. If admin would like all students to complete a Capstone, then this needs to be emphasized in the graduation requirements AND systems need to be in place to support this expectation. This might look like a calendar with times to meet with groups and individuals or time within a senior class to work on the Capstone.
  - 2023-2024: There is an ongoing conversation about whether a Capstone is feasible for the high school. See Strategic Plan Objective Report 4C (2023-2024).
- 2022-2023: Teachers create their own Google Site to share with parents, link on the mancosre6.edu webpage, and post in their Google Classroom. These are valuable as exemplars for students, communication with parents, and building classroom culture.
  - 2023-2024: This is not done as a matter of course, and may not be necessary. The idea was to make teachers comfortable with Google Sites so that they could in turn teach students how to use it. However, as was discussed in this report and in Strategic Plan Objective Report 4C (2023-2024), the district is looking at a platform (Defined Learning/Defined Careers) that would eliminate the need for Google Sites as the digital portfolio platform.
- 2022-2023: Make access to the Mancos Online Writing Lab, Mancos PBL Resources, the yearly Elementary PBL Site, teacher webpages, and Capstone projects front-and-center on the mancosre6.edu webpage.
  - 2023-2024: These are available on the Mancos webpage.

- 2022-2023: Articulate Google Suite and technology skills from elementary to secondary. Use something like a "Google Ninja" course for accountability and fun!
    - 2023-2024: Articulation is still in the works. This is a need.

Needs and next steps:
- Revisit this objective and rubrics this summer.
- Articulate technology scope and sequence K-6 (and beyond as needed).
- Have a conversation with PBLWorks regarding whether a PBL/technology/SEL/Portrait of a Graduate scope and sequence is plausible, possible, and a good use of time.
- Recognize that the Strategic Plan represents an end goal, not a roadmap. Getting to where we want to be as represented by the Plan will take time. We cannot do the work with fidelity, with staff and community support, and with an eye towards sustainability if we rush towards the end. This is why, when I write these reports, I try to highlight the changes and movement towards "At Standard." From year to year, the board should be able to see progress.

STATEMENT OF COMPLIANCE: I certify that the information contained in this report is true and I am in compliance with the provisions of this policy.

Signed _____

Date _____

Drafted A. Farrar 2/28/2024
Revised A. Farrar 3/6/2024
Final A. Farrar 4/8/2024