

# MANCOS RE-6 DISTRICT 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

<b>Accountability</b>
<p><b>Administration will...</b></p> <ul style="list-style-type: none"><li>● Plan for and provide teacher training to implement and support a comprehensive, vertically aligned system for standards-based grading.</li><li>● Develop and implement a robust Capstone Project program that includes upper elementary grades (4th &amp; 5th).</li><li>● Provide ongoing training for project based, student-centered learning design and practice.</li><li>● Create time and space to support student Capstone Projects.</li></ul> <p><b>Teachers will...</b></p> <ul style="list-style-type: none"><li>● Be directly involved in the processes for choosing priority standards for their grade level.</li></ul>

- Create a general rubric (“Base Evaluative Rubric”) that can be shared among disciplines and built upon by instructors to meet specific needs.

**Board will...**

- 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.

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



### 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.

<b>Accountability</b>
<p><b>Administration will...</b></p> <ul style="list-style-type: none"><li>● Develop a tracking system/database for collaborative partnerships with local businesses and organizations</li><li>● Continue to build and maintain community partnerships with local &amp; regional businesses, organizations and professionals (currently PBL Coordinator).</li><li>● Explore current technological means for improving communication with the community.</li></ul>
<p><b>Teachers will...</b></p> <ul style="list-style-type: none"><li>● Be intentional about including participation of local professionals and organizations in the design and implementation of PBL projects</li></ul>
<p><b>Board will...</b></p> <ul style="list-style-type: none"><li>● Actively seek out ways to add a Community Coordinator position to the staffing budget</li></ul>
<p><b>Students will...</b></p> <ul style="list-style-type: none"><li>● Students will actively seek out work study, internship, and collaborative opportunities with local businesses and organizations.</li><li>● Participate in projects that have a positive impact on the local community</li></ul>
<p><b>Parents will...</b></p> <ul style="list-style-type: none"><li>● 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.</li></ul>

## 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

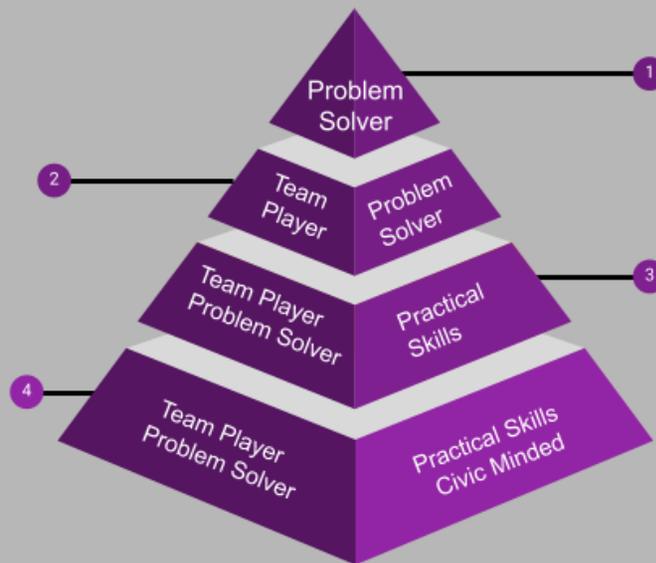
Portrait of a Graduate focus will be on *Team Player & Problem Solver*.

**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 (04/19/2021)*

## 2019 – 2020

### **Buck Institute - PBL 101 Training For All Instructional Staff**

- Projects  
All teachers experiment with one PBL unit/project at some point in the semester
- Daily Practices  
Teachers routinely experiment with daily teaching protocols throughout the semester in an effort to master 2-3 that suit their teaching style/content best

## 2020 – 2021

### Daily Practices

- Teachers routinely experiment with daily teaching protocols throughout the semester in an effort to master 2-3 that suit their teaching style/content best.
  - Routine use of 3-5 discussion protocols (By the end of school year).
  - Learning targets/lesson goals explicitly used to drive & assess academic lessons
    - Remote version of PBL 101 & 201 offered to staff.

## 2021 – 2022

### **Buck Institute - PBL 201 Training For All Instructional Staff**

### Projects

- Open House = Exhibition of PBL Project (defined by school/grade-level)
- Minimum of two units with Buck Institute design elements
- Teachers will include PBL in Professional Growth Plan & Professional Learning Goals (Using Professional Growth "Map")
- 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 goals) Per Semester.
- Explicit student involvement in design phase of projects (i.e. Generating Driving Question(s), "Need to Knows" 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 "Portrait of a Graduate" competencies**

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

**1) Projects**

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

**2) Exhibitions**

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

**3.1) Daily Practice**

<p><b>a)</b> Mastery &amp; routine use of 3-4 discussion protocols</p>	<p><b>b)</b> Mastery &amp; routine use of 2-3 discussion protocols</p>	<p><b>c)</b> Mastery &amp; routine use of 1-2 discussion protocols</p>	<p><b>d)</b> Does not use discussion protocols in daily lessons</p>
--	--	--	---

**3.2) Daily Practice**

<p><b>a)</b> Learning Targets or Lesson Goals explicitly used in academic lessons</p>	<p><b>b)</b> Learning Targets or Lesson Goals used in 50% to 75% of academic lessons</p>	<p><b>c)</b> Learning Targets or Lesson Goals used in 25% to 50% of academic lessons</p>	<p><b>d)</b> Learning Targets or Lesson Goals not used in academic lessons</p>
---	--	--	--

**4) Professional Growth Plan**

<p><b>a)</b> Professional Growth Plan includes all elements of district PBL 3-year plan</p>	<p><b>b)</b> Professional Growth Plan includes some, but not all elements of district PBL 3-year plan</p>	<p><b>c)</b> Professional Growth Plan does not include elements of district PBL 3-year plan</p>
---	---	---