

Mancos School District Strategic Plan Report

OBJECTIVE 3A:

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

March 14, 2022

Domain: Portrait of a Graduate and Student-Centered Learning

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

The report may detail to what extent the MSD has adopted standards-based grading practices through a teacher survey and principal observations. In addition, the report may contain the number of teachers and the percentage of teachers reporting standards-based grading practices. The report may also have a calendar for the summative and formative assessments.

Objective	Approaching Standard	At Standard	Above Standard
<p>Portrait of a Graduate and Student-Centered Learning</p> <p>OBJECTIVE 3A: Mancos School District grading will become standards-based, with formative and summative assessments aligned to district priority standards.</p> <hr/> <p>Board will... Support administrative efforts to create time and space to support student Capstone Projects.</p>	<p>Assessments show evidence of negative or lack of longitudinal growth based on individual benchmarks and grade-level content standards.</p> <p>Assessment procedures do not allow for the assessment of individual growth, nor do they align with district priority standards</p>	<p>Assessments show evidence of positive longitudinal growth based on individual benchmarks and grade-level content standards.</p>	<p>Standards-based grading procedures provide an additional, RE-6 specific assessment of student growth (based on MSD priority standards)</p>
	<p>Incomplete data collection does not allow for a comprehensive assessment of student growth</p>	<p>Mancos School District uses Colorado or nationally recognized assessments of its choice to compile annual data regarding individual student growth in content standards.</p>	<p>In addition to nationally recognized assessments, MSD will use data from RE-6 standards-based grades to assess individual student growth.</p>
<p>March 2022 Board Report</p>			

Portrait of Graduate 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

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 to 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 to accomplish a team goal

Elementary Principal input:

Due to COVID, our students have had two years of nontraditional school experiences. Our Kindergarteners and 1st graders have never been in a traditional school setting. Our 2nd graders had their Kindergarten year shortened in March of 2020 due to COVID. Our 3rd graders had their only full year of traditional school in Kindergarten. Our 4th graders had only Kindergarten and 1st grade as traditional school years, and our 5th graders had Kindergarten-2nd grade in a traditional setting. The longitudinal data provided shows that our teachers have taken our students extremely far due to losing two years of traditional school. Teachers cannot teach at the rigorous levels because they are catching students up from the lost learning over the past two years. While we have been providing in-person learning throughout COVID, the lost learning is through the incredible amount of stressors students have experienced throughout COVID. This has made the focus of teaching prioritizing climate and culture, as students are not in the correct mindset to learn academically when they do not feel safe and welcomed. The data provided includes our ESS students, which is 17% of our elementary student population. Seeing the growth in our students shows the outstanding job our K-5 teachers have done in educational delivery even through the COVID years.

<i>Longitudinal Data MOY YOY</i>	2018/2019	2019/2020	2020/2021	2021/2022		
Grade Level	2018 MAPS	2019 MAPS	2020 MAPS	2021 MAPS	<i>Diff btn 2021 & 2020 by class</i>	
Kindergarten				69%		
1st grade			46%	62%	16%	
2nd Grade		44%	42%	36%	-6%	

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3rd Grade	57%	59%	44%	50%	6%	
4th Grade	51%	29%	33%	39%	6%	
5th Grade	40%	60%	63%	60%	-3%	

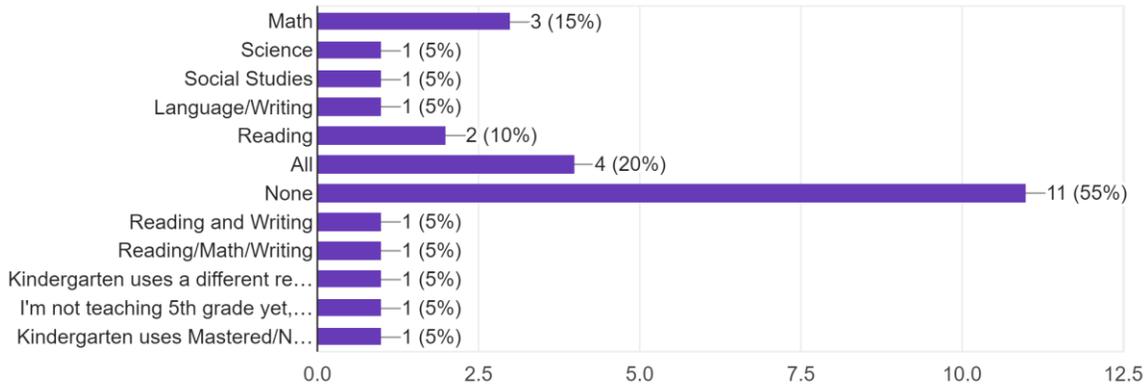
Elementary staff input:

In a survey given to Elementary teachers and support staff (K-5), March 7-10, 2022, 55% of Elementary Teachers (K-5) report they do not use Traditional Grading Scales in their classroom. Several teachers use the Traditional Grading Scale in select subjects, but not exclusively. (See Graph below for further insight regarding Traditional Grading use.)

In a survey given to Elementary teachers and support staff (K-5), March 7-10, 2022, 42% of Elementary Teachers (K-5) report they do not use any Standards-based Grading in their classrooms. Instead, Kindergarten uses a Mastered or Not Mastered grading scale. One teacher reported using a grading scale of (S) Satisfactory or (P) Proficient for Science and Social Science. Another teacher said she mainly uses rubrics for Standards-based grading. (See Graph below for further insight regarding Standards-based Grading use.)

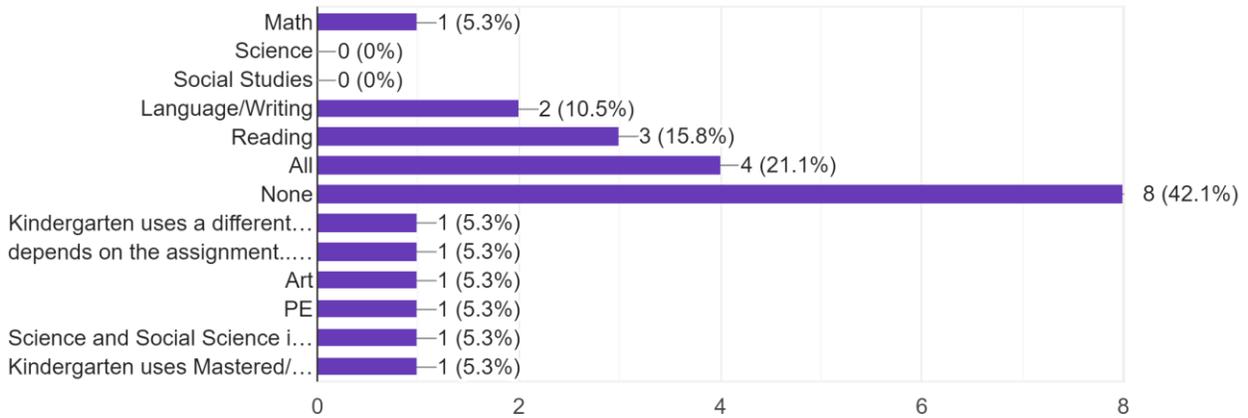
In what contexts are you using the Traditional Grading scale? (see photo for example)

20 responses



In what context are you using the Standards-based Grading scale? (see photo for example)

19 responses



Secondary Principal Input:

In the spring of 2021, the secondary teachers participated in a semester-long process of identifying the “non-negotiable” standards for their content areas. The process started with the question, “What information does a student need to master in your class to successfully move to the next grade level or be able to expand their knowledge as they move forward in their lifelong learning?” We began with a one-pager for each content area that explained the MUST Master

skills. Then teachers met in content area teams to vet their “non-negotiable” standards. Once we had some alignment within the content area, we moved to cross-content standards to compare and identify “non-negotiable” standards addressed in multiple content areas. From there, we aligned our “non-negotiable” standards with the Colorado Academic Standards. This provided a solid foundation for what our students must master in each grade level 6-12 to complete any academic or career pursuit they may choose successfully.

I have taken the “non-negotiable” standards and added them to the PowerSchool Standards database. We are currently working on getting training that will allow us to attach and track these standards with the assessments that our students complete in their classes. We are in the process of scheduling the PowerSchool training that will take place during our Staff PD.

Secondary staff input:

The secondary team has been directed into content teams to develop our need-to-know standards in each grade level. This process allows us to identify and unify our content by grade level to ensure we provide a smooth transition by grade. To achieve this goal, teachers are creating district saved and stored curriculum maps to promote smoother transitions each school year and ensure we provide new staff to our district with our need-to-know standards.

Secondary staff input:

Last year, content teams developed our “Need-to-Knows,” the concepts and skills that students needed to know and be able to do to be a competent and successful graduate of Mancos High School, no matter if they were going on to college, trade school, or the workforce. This

year, we are creating curriculum maps that align with our Project-Based Learning initiatives.

Our curriculum maps will outline each units' "Need-to-Knows," driving questions, content/skills, activities/projects, and assessments. This document will help align grade-level expectations and ensure we have developed internal assessments that document student growth and student needs. MAPs data, while not an internal assessment, is also a valuable tool in determining areas of growth and need. These assessments are given three times a year, take about a class period to administer, and accurately reflect student abilities in math, reading, language usage, and science.

Secondary staff input – counselor:

All professional standards for the Mancos school counseling department are guided by the Colorado School Counseling Association (CSCA) and the American Counseling Association (ACA). In addition, we use evidence-based practices in one on one and small group settings. These are practices such as Cognitive Behavioral Therapy (CBT), specifically Dialectical Behavioral Therapy (DBT), and Solution-Focused therapy. In some cases, we use the Patient Health Questionnaire (PHQ-9) survey to determine students' pattern of depression symptoms.

Our Risk Assessments include a Suicide Risk Assessment (SRA) which also consists of a screener and a Threat Assessment tool. Our SRA and screener are part of our M RE-6 Crisis Response Guidelines and were adapted from local and state SRA's. These protocols were a combined effort of the school district and San Juan BOCES. They were revised in 2019. SRA can be completed by one staff member who has been trained in the protocol, but it is advised that at least two staff members complete the SRA together. At times, we utilize the Columbia Suicide Severity Rating Scale in addition to the SRA.

The Threat Assessment is completed by a team of individuals, including law enforcement, BOCES staff, Mancos School staff (counselor, administrator, and teachers as needed), and any other person who may have pertinent information. This Threat Assessment was created by the Colorado School Safety Resource Center (CSSRC). The CSSRC has trained counselors and Administrators in this protocol.

Director of Project-Based Learning:

Through the months of January and February 2022, nineteen secondary teachers spent four hours each building curriculum maps for their specific courses for a total of 76 teacher hours dedicated to this effort. We would expect nothing more than to be *approaching standard* in the area of standards-based grading for strategic plan objective 3A since we are still working to complete the steps that are necessary to truly implement standards-based grading. The first step in the process was to identify and document our district priority or non-negotiable standards, and much of that work was completed in the Spring semester of 2021. Building curriculum maps—the work currently being done—is the logical next step in the process. The completed maps will include the class-level assessments and standards used for each unit or project, which can then be used to determine standard-based grades for each unit or project.

Re: national/state/local assessments - individual student growth

In addition to MAPS/NWEA assessments, Reading Plus, and ALEKS Math intervention programs, which some of our lower performing MS/HS students are using, are providing some additional data for individual growth. The current curriculum mapping work being done by the secondary content teams and providing a basis for standards-based grading will also provide additional and Mancos-specific assessment data.

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The Mancos School District is in year one of evaluating the Mancos Strategic Plan with its embedded Objectives. Therefore, the 2021/22 school year is the baseline year for reports. As a result, most of the objective reports are reported as *approaching standard* providing an opportunity for growth for the school district for the next few years.

The school district objective report is approaching standard for OBJECTIVE 3A: Mancos School District grading will become standards-based, with formative and summative assessments aligned to district priority standards.