District Strategic Plan Action Steps

YEAR 1 2018-19	YEAR 2 2019-20	YEAR 3+ 2020-23
GOAL 1: Student Success Provide quality instruction and educational programming that meets the individual academic, social, and emotional needs of each student		
Objective 1 Accelerate student achievement and academic growth through high-quality instruction and educational programming.		
A, B, C) Establish Teaching and Learning Advisory Team to inform decisions regarding curriculum, assessments, and PD A) Purchase new curriculum in priority area(s) (elementary and middle school Math) for implementation 2019-20 A) Purchase updated curriculum textbooks to align with new standards (Middle School science, HS Pre-Calculus); 2019-20 implementation A) Identify which online curriculum materials we will continue to support and pay for at the district level for 2019-20 C) Collect information regarding the perceived effectiveness of current summative and formative assessments being used at each building D) Identify Laude point criteria and identify courses D) Identify future CTE pathways for each High School (those that already exist and new pathways) D) Develop communication plan to address all stakeholders regarding the Latin Laude system, new graduation guidelines, and CTE programming and pathways D) Hire and incorporate the use of 2 student engagement managers to address drop-out recovery and credit recovery (intervention); plan 9th grade Algebra I intervention model for 2019-20 implementation D) Staff and purchase online materials to open online high school in 2019-20 E) Establish Online Community Action Team to develop mission, vision, branding of school, curriculum, assessment, locations, staffing, and recruitment strategies E) Develop and prioritize an online school budget and implementation plan	A) Implement new elementary math Board adopted curriculum A) Implement new MS Math blended curriculum pilot A) Purchase new curriculum in priority area(s) (elementary literacy?) for implementation 2020-21 A) Revise curriculum adoption priorities and timeline (short and long term) B) Evaluate and revise content of Rubicon scope & sequence (content and format revision; include priority standards for Literacy, Math, SS, Science, World Language, Science, Arts, Physical Education) C) Identify/purchase new diagnostic assessments in math and/or literacy (elementary and middle school if possible) for 2020-21 implementation C) Select nationally-normed district K-12 summative interim assessment for implementation 2020-21 (including online programmatic needs) D) Continue to identify Laude point high school courses D) Implement full CTE pathways for each previously existing CTE pathway and begin implementation of initial courses for newly identified CTE pathways at each High School. D) Examine and identify intervention delivery models and programs that serve students with differentiated needs that are not currently being served effectively D) Identify/implement 9th grade Algebra 1 intervention support curriculum materials and/or intervention model D) Student engagement managers and administrators implement intervention systems of support to address drop-out recovery and credit recovery D) Hire additional student engagement managers D) Revise and implement policies, procedures, and budget related to Concurrent Enrollment E) August 2019- Open online school with (125-150) students E) Identify, purchase and begin implementation of Learning Management systems to leverage technology to support student achievement and growth	A) Implement new board adopted curriculum C) Implement new diagnostic assessments in Math and/or Reading (K-8 priority) C) Implement new K-12 interim assessment in math and literacy aligned to CCSS D) Implement identified intervention delivery models and programs to serve students with differentiated needs (as determined in 2019-20) E) August 2020, increase enrollment of online school to (200-400) students E) Increase one to one and blended learning opportunities across the district at all levels

Objective 2
Ensure every building is led by highly effective instructional leaders.

A) Ensure each building administrator leads a minimum of two observation/feedback cycles per week and a minimum of one content data meeting per week

A,B,C) Provide leaders with exemplar student master schedules to help them support instruction

A,B,C) Create systems to ensure leaders continue to deepen their understanding of content (ie. district led PD, content-focused learning labs)

C) Provide professional development to leaders on the strategic use of time, people, money (scheduling, staffing, budgeting)

C) Develop leaders understanding of best practices in Math - Math Focus Year 1

D) Implement a summative 360-degree feedback tool for school leader reflection and development (should include feedback from multiple stakeholders: parent, colleagues, students, community members, supervisor)

E) Develop a protocol for leaders to use to identify potential math demonstration classroom teacher

E) Develop leaders' expertise to deliver high impact professional learning

E) Develop leaders' real-time coaching skills

A) Ensure each building administrator leads a minimum of two observation/feedback cycles per week and a minimum of one content data meeting per week and provides appropriate documentation

A,B) Provide exemplars (inc. scripts, videos of best practice) to support consistency of observation/feedback cycles and weekly data meetings.

A,B,C) Create systems to ensure leaders continue to deepen their understanding of content (ie. district led PD, content-focused learning labs)

A,B,C) K-8 principals to identify and develop math demonstration classrooms in every building

A,B,C) Provide leaders with exemplar leader daily schedules to help them support instructional leadership

A,B,C) Develop a system to provide more frequent quality coaching of all leaders

C) Continue to develop leaders understanding of best practices in Math - Math Focus Year 2

C) Continue to provide professional development to leaders on the strategic use of time, people, money (scheduling, staffing, budgeting)

D) Develop and implement new principal mentor system

E) Ensure all schools have a well-developed year-long professional development plan in place aligned to UDIP and USIP

E) Continue to develop leaders' expertise to deliver high impact professional learning

E) Continue to develop leaders' real-time coaching skills

E) Provide templates and resources to support leaders with the development and facilitation of year-long professional development in every school

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C) Ensure leaders have a strong understanding of the developmental reading process (K-8). Literacy Focus - Year 1

D) Implement a "grow your own" instructional leadership pipeline or pathway that spans the continuum (student teacher, teacher, demonstration classroom teacher, teacher coach, school or district level instructional leader, assistant principal/dean, principal)

Objective 3
Ensure every classroom is led by a highly effective teacher.

A) Complete a comprehensive, diagnostic review of current Culturally and Linguistically Diverse Education (CLDE) district practices	A) Continue to provide ELL professional development to ensure CLDE best practices and teacher relicensure; continue to communicate new ELL licensure laws to all teachers	A) Continue to provide ELL professional development to ensure CLDE best practices and teacher relicensure; continue to communicate new ELL licensure laws to all teachers
A) Draft an ELL professional development plan to support CLDE best practices and teacher relicensure; communicate new ELL licensure laws to all teachers	A) Use findings from comprehensive CLDE review to draft next steps to ensure compliance and implementation of best practices	A) Implement and monitor progress of CLDE review next steps
B) Create year-long professional development opportunities to ensure all teachers deepen their understanding of content and instructional best practices Math Focus - year one	A) Ensure that teachers complete daily lesson plans and facilitate learning that includes: academic warm up, standards-aligned objective, exit ticket, student independent practice, and student to student interactions	A) Ensure that teachers complete daily lesson plans and facilitate learning that includes: academic warm up, standards-aligned objective, exit ticket, student independent practice, and student to student interaction, Depth of Knowledge, student-specific accommodations
B) Identify district-wide instructional strategies and provide ongoing professional development to support consistent implementation (ie. number talks)	A) Identify, communicate, and ensure teachers use knowledge of priority standards for each content and grade level when planning for grade level instruction (math, literacy, science, arts, PE, social studies, CTE)	
C) Ensure every teacher engages in a weekly, collaborative data meeting that results in effective data-driven instruction	A) Ensure teachers begin to implement new arts, science, and social studies standards	
	A, B) Encourage schools to build in calendared or scheduled time throughout the year for teachers to do long-range planning and learning about standards	B) Create professional development opportunities to ensure teachers continue to deepen their understanding of content - Literacy Focus Year 1
	B) Create professional development opportunities to ensure teachers continue to deepen their understanding of content - Math Focus Year 2	B) Provide year-long district-wide professional development to ensure teachers have a strong understanding of developmental reading process (K-8) and small group instructional practices
	B) Continue to identify district-wide instructional strategies and provide ongoing professional development to support consistent implementation district-wide (ie. number talks)	
	C) Continue to ensure every teacher engages in a weekly, collaborative data meeting that results in effective data-driven instruction	C) Provide training to teachers in how to use any new summative interim assessment and formative diagnostic assessments when planning for differentiated or small group instruction
	D) Provide professional development to teachers on any new curriculum resources, standards-based instruction, and scope and sequence documents	
	E) Ensure that teachers have multiple opportunities to receive coaching or ongoing feedback	E) Provide all teachers with the opportunity for personalized learning opportunities that align with their own personal learning goals
	E) Identify and train demonstration classroom teachers in math K-8 and/or teacher coaches in every building	
	E) Provide opportunities in every K-8 school for teachers to observe best practices in math demonstration classrooms	
	E) Ensure that teacher coaches receive high-quality training in order to support teachers	
	E) Make progress towards establishing instructional coaching in every building	
	F) Provide differentiated support and classes for teachers around classroom management and instructional rigor	

Objective 4
Partner with local and state experts to identify and implement evidence-based social and emotional programs and practices in every school.

A) Identify outcomes as a result of Social Emotional Learning (SEL) implementation	A) Partner with local/state experts to conduct a comprehensive review of district policies and school practices to ensure equity and culturally responsive alignment	A) Schedule time to implement SEL curriculum in all schools
A) Increase local and national partnerships to secure resources in support of SEL for students	A) Develop a task force to identify SEL curriculum needs and to select SEL program/curriculum (including online program)	A) Evaluate and measure SEL implementation
B)vIdentify steps for sustainability of Bully Prevention Programs after grant sunsets	A) Develop accountability measures for SEL curriculum implementation	B) Evaluate Bully Prevention programs for success
B) Develop and provide bully prevention trainings to onboard new staff	A) Identify staff to implement and evaluate SEL programs	C) Develop a trainer of trainer model for SEL programming and culturally responsive practices
C) Identify needs for culturally responsive training, i.e. LGBTQ, socio-economic, gang awareness, ethnicity, gender, multi-generational families, etc.	A) Implement and provide PD on selected SEL programs/curriculum to all staff including leaders	D) Provide ongoing professional development for trauma informed practices trainers
	B) Implement ongoing Bully Prevention training	
	C) Partner with local and national experts to provide district-wide training on culturally responsive practices	
	C) Identify shared definition and list of culturally responsive practices	
	D) Provide professional development for all staff, including leadership on trauma informed practices and identify district trainers to implement a train the trainer model to provide ongoing professional learning	
	D) Develop accountability measures for implementation of trauma informed practices	

Objective 5
Implement a multi-tiered system of supports (MTSS) in each building to provide support for all students.

B) Define and identify evidence based protocols, timelines, and processes	A) Reevaluate MTSS budget, to include post-secondary readiness and career exploration (Individual Career and Academic Plans) housing system	A) Evaluate effectiveness of MTSS Teams and evaluate implementation of interventions
	A,C) Identify and catalog MTSS best practices	A,B,C) Provide on-site technical assistance to MTSS team
	A,B,C) Establish a budget, based upon identified MTSS practice needs, to support MTSS implementation, including but not limited to, professional development, substitutes, stipends and/or dedicated FTE(s), and intervention resources for MTSS implementation at every school	A,C) Continue to provide professional development to all staff regarding the purpose and scope of MTSS practices
	A) Develop a unified system to ensure MTSS teams meet regularly and use data to develop (universal, targeted, and intensive) interventions for all students	
	A,C) Provide professional development to all staff regarding the purpose and scope of MTSS practices	
	B) Provide professional development to MTSS teams on identified evidence based protocols, timelines, and processes	
	B) Develop and implement comprehensive practices to increase student attendance at all levels, including hiring of additional community advocates	

GOAL 2: Community Engagement		
Increase the engagement and confidence of internal and external stakeholders via a coherent communications plan, strong partnership, and transparency.		
Objective 1		
Implement a coherent communications system and strategy		
A) Develop and communicate new branding utilizing D60 as official district logo B) Utilize Facebook and social media to communicate information C) Identify and use 5 modes of consistent communication: • Word of Mouth/Networking • Website and Intranet (District and Building) • Social Media (District and Building) • Newspaper/Local Media (District and Building) • District and School specific mobile app D) Research available website platforms that are user friendly, have in-house functionality, and are compliant with ADA requirements D) Identify funding and purchase a new website platform provider; provide adequate training to update and maintain the new platform, and outsource the design of the new websites for district migration over the summer of 2019	A) Implement rebranding campaign utilizing official/legal name of District 60 A) Phase-out PCS branded materials and replace with new logo and marketing A) Create partnerships and opportunities to highlight our teachers A,B) Use 5 modes of consistent communication to communicate new marketing strategy and response to misinformation B) Systematically respond to misinformation online and on social media (new hire?) C) Utilize mobile app platforms available through new website C) Utilize stakeholder needs assessment & feedback loop to determine effectiveness of school/district communication and more effective ways to communicate and engage stakeholders. Use results to drive marketing strategy D) Implement new website platform fall, 2019 E) Define system for communicating new and important information, including use of Channel 18 E) Identify messaging targeted to specific audiences (including use of social media for student audience) F) Identify a community network for personalized, direct communication of critical information regarding district initiatives E) Utilize app platforms and consider those who may not use technology E) Design a mobile app that incentivizes users E) Develop key media and community contacts	A,B) Use 5 modes of consistent communication to communicate new marketing strategy and response to misinformation

Objective 2 Develop and implement a comprehensive strategy to engage and inform our community, parents, students, and staff regarding District/school priorities and initiatives so that all stakeholders are engaged and have a voice.		
C) Encourage businesses and organizations to "adopt a school" (formalize program, ie. "Project: Purpose and Impact")	A,B) Develop and implement student and stakeholder survey, and honor input A) Superintendent/district administration meet with student representatives monthly C) Create webpage that provides clear contact information organized by department/category C) Publish list and contact information of wraparound and mental health supports available to students and families (ie. State of Grace; Wellness Centers) D) Publish webpage to share concurrent enrollment & post-secondary information and options E) Calendar dates to host legislators in our schools; include school tours to highlight programs & challenges targeted at specific legislations E) Host a legislative forum open to the public to discuss public education matters with State and local elected officials E) Develop opportunities for the community to hear from elected officials using video presentations	A) Hold informal student forums, facilitated by non-admin (ie. recent graduate) B) Conduct staff surveys to collect information on school and district climate and educational topics D) Target communications to appropriate grade levels/audiences D) Develop transition guide to target transition years - K, MS, HS, early college - written by parents for parents D) Create "school tour" or school fairs to highlight school opportunities and ease transition between levels

GOAL 3: Safe and Positive Culture
Foster an environment that promotes a safe and positive culture that honors and exemplifies our District Core Values

Objective 1
Ensure that behaviors, practices and decisions align with our District Core Values.

	A) Develop professional development, communication, on-boarding and/or orientation processes to communicate core values for returning and new staff	A Implement professional development, communication, on-boarding and/or orientation processes to communicate core values for returning and new staff
	A) Communicate and immerse school staffs in district core values and ensure aligned decision-making	B) Update Budget to support a positive school/district culture
	A) Hold focus groups to discuss and develop shared understandings and definitions of our shared core values	B) Revise and strengthen current practices in support of a positive culture based upon the previous year's data
	B) Survey and gather feedback from students, staff, and community on school and district culture	C) Establish and extend annual awards to recognize excellence aligned to core values
	B) Use survey feedback to establish common vocabulary, practices, and a budget to support a positive culture	
	B) Develop a comprehensive plan to address loss in student enrollment aligned to our core values; to include action steps across all five district strategic plan goal areas	
	B) Identify avenues to celebrate and publicize positive events in our schools and district	
	C) Define and identify the criteria and process to recognize schools that exemplify District goals and core values	
	C) Develop systems and timelines for recognizing individual and school achievement aligned to district goals, priorities, and core values (Note: Awards could include: Superintendent Awards, Department Awards, Level Awards,...)	

Objective 2
Foster an environment that promotes a safe and positive culture.

A) Review current disciplinary practices throughout the district for consistent alignment to core values and district policy

A) Revise disciplinary practices and policy at the district level as necessary (District Code of Conduct)

A) Identify internal exemplar student-centered disciplinary practices (ie. Restorative Justice, No Bully Solution Teams, etc.) in an effort to expand successful practices

A) Develop a streamlined process to match students with alternative educational opportunities

C) Establish a consistent practice for reviewing, refining, and communicating district wide safety and security protocols with all school and community stakeholders (Note: need to identify who, what, when and how often this takes place. Topics should include: District Emergency Response Manual, School Emergency Management Plan, Threat Assessment process, exemplar internal models, communication with all stakeholders…)

C) Schedule time to train all stakeholders in safety and security practices and protocols (staff, parents, students)

A) Conduct a comprehensive review of disciplinary practices in conjunction with a district policy review using a culturally responsive lens

A) Create a consistent, common template for school handbooks

A) Review and update District Code of Conduct

A) When possible, transition students who are not being successful to an aligned learning environment that meets their behavior and educational needs

B) Create Action Teams to facilitate roll out of District Health and Wellness Plan

B) Update "Comprehensive Health & Wellness Plan" to ensure plan encompasses staff and student mental health, physical health and wellness needs

C) Review and revise practices annually to reflect current best practice and needs in our schools

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A) Update and review school handbooks annually to ensure alignment with District Code of Conduct

A) Review and update District Code of Conduct

A) Review and update process for student transition Health and Wellness Plan to meet changing needs of staff and students

C) Revise practice annually to reflect current best practice and needs in our schools.

GOAL 4: Quality Staff
Recruit and retain high quality staff.

Objective 1
Develop procedures to effectively recruit and retain highly qualified staff.

A) Refine current staffing model to prioritize socio-economic and social-emotional building needs in addition to enrollment and budget constraints
Re-evaluate model annually in years 2, 3, and beyond

B) Create employee surveys
  • New hire (all new employees)
  • Career (Teacher only)
    • Year 4, 10, and 20+
  • Exit (all employees upon separation from PCS)

B,C) Implement new employee management system (Frontline Technologies)
    • Electronic personnel files, forms, contracts, etc.

B) Evaluate the effectiveness of PCS current hiring, retention, and development practices for staff
  • Create new hiring standard operating procedures (SOPs) for Administration, Teachers, and Classified staff
  • Implement new features from Frontline Technologies to streamline and automate hiring, retention, and development processes

D) Align Human Resources practices, policies, contracts, and agreements to the four-day school week
  • Negotiate agreements and update MOUs for all groups for 2019-20.

B) Re-evaluate current staffing model with 2018-2019 data-January

B) Send out employee surveys
  • New hires- October
  • Year 4, 10, 20+
  • Exit survey-Automated

B) Develop comprehensive marketing campaign to attract and recruit qualified candidates locally and nationally

B,D) Implement new time and attendance system that goes live July, 2019

C) Develop electronic onboarding process
  • Utilize new "forms" features from Frontline
  • Work with PD department on onboarding vs.new teacher orientation

D) Refine Human Resources practices, policies, contracts, and agreements as they pertain to the four-day school week with 2018-2019 data-Spring 2020

B) Present bi-yearly survey results to Board

B) Re-evaluate current staffing model with 2019-2020 data-January

B) Create a system that allows PCS to monitor recruitment, hiring, induction, mentoring, professional growth, compensation, work environment, and performance of all staff

C) Create digital video library of on-boarding requirements/resources

GOAL 5: Budget and Sustainable Funding
Submit a balanced budget to the Board that allows for and ensures full implementation of the District Strategic Plan

Objective 1
Identify and allocate resources which allows for transparency and ensures full implementation of the District Strategic Plan

A) Hold budget informational meetings at multiple times and locations to accommodate the larger community	A) Expand budget process to include community groups (i.e. PEDCO, Pueblo Chamber of Commerce & City Council, media, District Accountability Committee, bargaining units linked to PCS)	A) Identify and include new community groups in budget process
A) Enhance "FInancial Transparency" PCS Website Link to to include: information on Colorado Statutes, such as Gallagher and TABOR amendments in addition to the Financial Transparency Data Tool	A) Identify and include new community groups in budget process	A) Continue to refine yearly, comprehensive budget document that meets ASBO International certification requirements
B)vEstablish a Bond Political Action Committee	A) Take first steps to create a yearly, comprehensive budget document that meets ASBO International certification requirements	B) Identify individuals to lobby on behalf of the district and State educational issues
C Hold ongoing meetings with internal departments, Cabinet, and schools to review educational and facility priorities	A) Enhance "FInancial Transparency" PCS Website Link to to include: information on Colorado Statutes, such as Gallagher and TABOR amendments in addition to the Financial Transparency Tool	B) Consider District Education Foundation funding source opportunities
C) Share results of department/school meetings with District Accountability Committee, School Board and the broader community to verify alignment with strategic plan.	A) Improve communication regarding the budgetary process including: • Use of new district branding and logos • Use written handouts to engage and enhance understanding • Use social media as a platform for more frequent and fuller transparency	B) Consider mill levy override election for additional funding
C) Adjust budget based on identified priorities	A) Hold community forums to provide information regarding State of Colorado public education funding statutes and definitions of technical financial terms	C) Hold ongoing meeting with internal departments, Cabinet, and schools to review educational and facility priorities
D) Develop a Facility Master Plan that includes a comprehensive facilities condition assessment	B) Identify individuals to lobby on behalf of district and State educational issues	C) Share results of department/school meetings with District Accountability Committee, School Board and the broader community to verify alignment with strategic plan.
D) Review building utilization and capacity data	B) Explore District Education Foundation funding source opportunities	C) Adjust budget based on identified priorities
D) Hold stakeholder and community meetings for review master facility plan information and options	C) Hold ongoing meetings with internal departments, Cabinet, and schools to review educational and facility priorities	D) Implement year two school closure/consolidation based upon Board of Ed Policy
D) Develop potential Capital Bond question for voter consideration	C) Share results of department/school meetings with District Accountability Committee, School Board and the broader community to verify alignment with strategic plan.	D) Begin construction and renovation of schools subject to passage of Capital Bond
D) Conduct school closure/consolidation planning	C) Adjust budget based on identified priorities	D) Implement 5-year computer replacement cycle. (Year 4)
D) Implement 5-year computer replacement cycle (Year 2)	D) Implement year one school closure/consolidation using Board Of Ed policy	D) Include infrastructure such as cabling, network equipment, and other IT assets into replacement cycle
D) Revise District Technology Plan to add instructional technology vision and action steps	D) Begin planning for construction and renovation of schools subject to passage of Capital Bond	D) Implement action steps within instructional technology/tool that match the needs of 21st Century Learning
	D) Implement 5-year computer replacement cycle (Year 3)	
	D) Replace outdated analog telecom system with upgraded VoIP	
	D) Establish technology procurement protocols to facilitate instructional technology/tools that match the needs of 21st Century Learning	