

2026-2029

STRATEGIC PLAN



Reaching and Achieving

Every Step,
Every Day,
with Purpose

Moffat Consolidated School District #2

Vision

Moffat Consolidated School District #2 is a thriving rural learning community where every student is known, challenged, and inspired to contribute; rooted in our valley, strengthened by the grit and integrity of the Cowboy spirit, and prepared to succeed in a changing world.

Mission Statement

Moffat Consolidated School District #2 provides a safe, inclusive, and supportive learning environment where every student grows strong in character, builds real-world skills, and gains the confidence to navigate the trail ahead through rigorous academics, hands-on learning, and strong partnerships with families and community.

Core Values

- ▶ **STUDENT-CENTERED** | Every policy, practice, and partnership keeps what is best for students at the center of our work, just as a good Cowboy never loses sight of what matters most.
- ▶ **INTEGRITY** | Doing what is right for students is our compass; we lead with honesty, transparency, and responsible stewardship of our resources.
- ▶ **RESPECT AND BELONGING** | Every learner and staff member is valued, included, and treated with dignity as a respected member of our schools and community.
- ▶ **GRIT AND PERSEVERANCE** | We meet challenges with determination, resilience, and a strong work ethic, following our Cowboy tradition.
- ▶ **EXCELLENCE AND INNOVATION** | We insist upon high academic standards and continuous improvement, embracing creative, real-world approaches that help every student succeed on whatever trail they choose to ride.

District Priorities | Three-Year Focus

► **PRIORITY A:** **Consistent Culture and Equitable Discipline**

Create a districtwide culture where expectations, relationships, and responses to behavior are clear, restorative, and equitable across all schools and classrooms.

► **OBJECTIVE A1:** Define and communicate a unified culture of expectations and supports.

► **KPI A1.1:** Board-adopted district behavior matrix and student code of conduct aligned across schools by end of Year 1.

► **KPI A1.2:** 100% of classrooms co-create, post, and explicitly teach common expectations at least three times per year, with students practicing and reflecting on them.



► **KPI A1.3:** By Year 3, student and staff survey results show a 20% increase in “Expectations are clear, consistently reinforced, and actively practiced in my classroom/school.”

► **KPI A1.4:** By Year 3, 90% of families report that they understand behavior expectations and consequences and feel those expectations are developmentally appropriate and equitably applied.

► **KPI A1.5:** By Year 2, 100% of students and families participate annually in a structured review of the student handbook and behavior expectations (e.g., advisory

lessons, family nights, digital modules, grade level orientation with administrators), documented by parent sign-offs and completion rates.

► **OBJECTIVE A2:** Implement equitable, restorative, and trauma-informed discipline practices.

► **KPI A2.1:** Restorative practices PD delivered to 100% of certified staff and paraprofessionals by end of Year 2.

► **KPI A2.2:** Suspensions and expulsions reduced by 25% overall and 35% for disproportionately impacted student groups by Year 3.

- ▶ **KPI A2.3:** For at least 80% of behavior incidents that do not involve safety threats, staff document that students were offered a restorative option (circle/conference) in line with best practices and that, when used, agreements are student-driven and followed up.
- ▶ **KPI A2.4:** Discipline data reviewed quarterly at building and district levels with corrective actions documented.
- ▶ **KPI A2.5:** “Not fair / inconsistent discipline” student survey responses reduced by 50% by Year 3.

▶ **OBJECTIVE A3:** Build respectful relationships and social-emotional skill development.

- ▶ **KPI A3.1:** By Year 2, adoption of a PK-12 SEL framework that includes common relationship norms and language (student-to-student and staff-to-student “how we treat each other” agreements) across grade bands.
- ▶ **KPI A3.2:** By Year 2 weekly advisory or SEL block implemented in grades 6-12 with documented lesson plans.
- ▶ **KPI A3.3:** Student self-reports of belonging increase by 20% on climate surveys by Year 3.
- ▶ **KPI A3.4:** By Year 2 implementation at least two student-designed projects/initiatives per year focused on improving school wellness or climate.
- ▶ **KPI A3.5:** By Year 3 reports of disrespect between adults and students reduced by 50% as measured by incident data.

▶ **OBJECTIVE A4:** Establish a unified district identity and communication system that reinforces culture.

- ▶ **KPI A4.1:** By Year 2, a unified school-culture visual identity (Moffat PK-12 “Cowboy Code” and CCS identity) is adopted and reflected in all school-based materials, spaces, and events.
- ▶ **KPI A4.2:** By Year 2 the district will launch a unified communication platform (website, app, text/email system) with at least 80% of families subscribed.
- ▶ **KPI A4.3:** By Year 1 school leaders will send out monthly family communication (newsletter or video).
- ▶ **KPI A4.4:** Annual community survey shows 20% growth in “I feel informed about district decisions and priorities.”
- ▶ **KPI A4.5:** Each school continues to host at least two culture-building family events per year (e.g. Literacy/math nights, student showcases, celebrations).

PRIORITY B:

Whole Child Wellness and Personalized Learning

Ensure every student's basic needs, wellness, and mental health are supported while providing engaging, personalized, and innovative learning experiences.

► **OBJECTIVE B1:** Ensure basic needs and whole child wellness supports are in place.

► **KPI B1.1:** By Year 2, each school implements a system to identify and support students' basic needs (food, clothing, hygiene, housing, transportation), including access to healthy meals and snacks during the school day.

► **KPI B1.2:** By Year 2, the student body of each school has access to at least one full-time or shared mental health professional (counselor, social worker, or therapist), including a district mental health counselor whose primary responsibility is student support.

► **KPI B1.3:** By Year 2, the district will implement an annual universal SEL/mental health screener with a clear referral process, plus voluntary additional screeners for students who request or are referred for further support; by Year 3, at least 90% of students report knowing how to access mental health supports (including 988 and local/community resources) as measured by annual student surveys.

► **KPI B1.4:** Continue district partnerships with community agencies to provide health, dental, or counseling services on-site or via referral for all district students.

► **KPI B1.5:** Using the Healthy Kids Colorado baseline, increase student responses of "I have an adult at school I can go to for help" to at least 100% of respondents by Year 3, with annual progress monitoring.

► **OBJECTIVE B2:** Expand personalized instruction and innovative learning opportunities.

► **KPI B2.1:** By Year 2, all students in grades 6-12 have an annually updated ICAP/PLP; by Year 3, all PK-12 students in both schools have an annually updated Personalized Learning Plan aligned to the district Portrait of a Graduate.

► **KPI B2.2:** By Year 3, at least 50% of core classes in grades 6-12 incorporate meaningful student choice and differentiated tasks (products, topics, or pacing), as documented in lesson plans and classroom observations.

► **KPI B2.3:** By Year 3, one or more project-based or experiential learning initiatives are established at each school, with staff receiving PBL training to ensure high-quality implementation.



► **KPI B2.4:** By Year 3, technology is used intentionally to enhance, not replace, hands-on learning: each student in grades 3-12 has access to a device when needed for learning, and 100% of teachers are trained to balance digital tools with low-tech, experiential, and collaborative instructional strategies.

► **KPI B2.5:** By Year 3, annual student surveys show a 20% increase in “My schoolwork is interesting, hands-on, and meaningful to me,” with documented use of project-based and experiential learning as core practices in every grade band.

► **OBJECTIVE B3:** Strengthen academic excellence and growth for all students.



► **KPI B3.1:** Meet or exceed state median growth percentiles in ELA and Math in all tested grades by Year 3.

► **KPI B3.2:** At least 70% of students meet or exceed grade-level benchmarks on local assessments by Year 3.

► **KPI B3.3:** By year 2, the multi-tiered system of supports (MTSS) for academics and behavior will be documented at each school.

► **KPI B3.4:** Regular data-team meetings will be held at least every four to six weeks, with response to intervention plans documented.

► **KPI B3.5:** Over the next three years, the percentage of graduates who have attained at least one of Colorado’s Big Three PWR outcomes (12 college credits, an industry-recognized credential, or a high-quality work-based learning experience) will increase to at least 80%, on track to reach 100% by 2029.

► **OBJECTIVE B4:** Promote student voice, leadership, and engagement in wellness and learning.

► **KPI B4.1:** By Year 2, each secondary school will have an active student advisory council that meets monthly, and student advisors to the Board of Education will meet monthly and provide documented feedback on district priorities at least twice per year.

► **KPI B4.2:** Implement at least two student-designed projects/initiatives per year focused on improving school wellness or climate.

► **KPI B4.3:** Participation rates in extracurricular activities (clubs, sports, arts) increase by 20% by Year 3.

► **KPI B4.4:** Annual student focus groups held to review progress on priorities and inform revisions.

► **KPI B4.5:** Student attendance improves to at least 92% overall by Year 3, with chronic absenteeism reduced by 30%.

PRIORITY C:

Community Connection, Workforce Stability, and Pathways to Purpose

Strengthen two-way partnerships with families and community, stabilize and retain a high-quality workforce, and provide clear, supported pathways to post-secondary success.

► **OBJECTIVE C1:** Deepen community connection and global exposure for students.

► **KPI C1.1:** By Year 3, each grade band (elementary, middle, high) completes at least one community-based learning project or event per year in partnership with local organizations (e.g., service projects, community showcases, career fairs).



► **KPI C1.2:** By Year 2, each grade band (elementary, middle, high) participates in at least four off-campus field trips or virtual global experiences each year.

► **KPI C1.3:** Increase parent and community volunteer hours by 25% over three years.

► **KPI C1.4:** By Year 3, annual survey results show a 20% increase in "The district works in partnership with the community to support students."



► **OBJECTIVE C2:** Strengthen strategic workforce housing, recruitment, and retention.

► **KPI C2.1:** Develop and implement a workforce housing plan (e.g., partnerships, stipends, or housing options) by end of Year 2.

► **KPI C2.2:** Increase teacher and staff retention by at least 12% per year over three years, or 25% cumulatively over three years, as measured against the 2024-25 baseline.

► **KPI C2.3:** Implement a scope and sequence mentoring program with 100% participation for teachers and staff in their first or second year in the district.

► **KPI C2.4:** By Year 3, staff climate survey results show a 20% increase in satisfaction with support, housing options, workload, professional development, and compensation.

► **KPI C2.5:** At least two recognition initiatives per year (e.g., District Teacher of the Year, staff appreciation events) tied to district values.

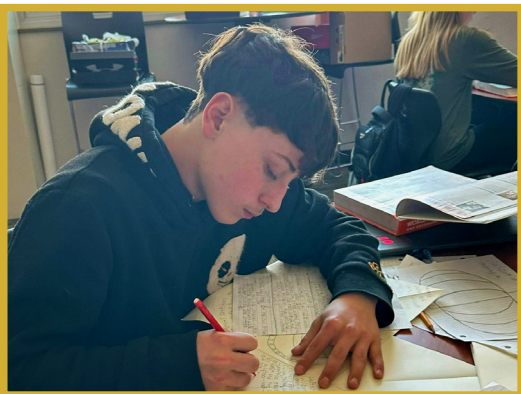
► **OBJECTIVE C3:** Provide clear pathways to purpose and post-secondary readiness.

- **KPI C3.1:** By Year 2, Individual career and academic plans (ICAPs) are in place and updated annually for students in grades 6–12.
- **KPI C3.2:** Over three years, at least 80% of district students will participate in high-quality work-based learning experiences, internships, apprenticeships, and other career-connected learning opportunities aligned to students' ICAPs and postsecondary plans, with the goal that every graduate attains at least one of Colorado's Big Three outcomes: an industry-recognized credential, 12 college credits on a defined pathway, or a high-quality work-based learning experience.
- **KPI C3.3:** By Year 3, the district graduation rate meets or exceeds the state average, and at least 70% of graduates have identified a clearly defined post-secondary pathway (college, military, workforce, trade, or entrepreneurship).
- **KPI C3.4:** By Year 3, annual senior exit survey results show at least 95% of graduates agree that they have a clear plan and feel prepared for their next steps after graduation.

► **OBJECTIVE C4:** Align district identity and communication to support community and workforce goals.



- **KPI C4.1:** Annual communication plan developed and implemented with timelines for staff, family, and community outreach.
- **KPI C4.2:** Quarterly "State of the District" updates from the Superintendent shared with stakeholders highlighting district progress on the three priorities.
- **KPI C4.3:** Community and staff surveys show a 20% increase in "I understand the district's vision and priorities."
- **KPI C4.4:** By Year 3, district branding and messaging, "Reaching and Achieving; Every Step, Every Day, with Purpose," and the district logo (mountains with the Moffat "M") are consistently visible across all schools, district publications, and major community events, and at least 75% of staff and community survey respondents recognize the district tagline.



Acknowledgements

The district extends sincere appreciation to the many community members, staff members, families, students, and stakeholders who gave their time and thoughtful feedback throughout this strategic planning process. Your input helped shape the district's path forward and it reflects a shared commitment to student success and to building a district that never stops moving forward.

Special appreciation is extended to **George Welsh**, Senior Fellow at the Colorado Education Institute, for facilitating the district's strategic planning process and guiding both the feedback and priority-setting sessions with our community. The district also gratefully acknowledges the final feedback committee members:

Kathy Garcia, Thomas Cleary, Sara McFarland, Hillary Clayton, Catherine Silva, Kailou Cleary, Debbie Plotnick, and Dale Harrison, for their leadership, insight, and commitment to this work.

The district further thanks the students who participated authentically and thoughtfully in the process: **Jeremiah Mills, Lillian Worm, Thomas Hans, Renata Bayes, Taillis Lavin, and Elias Ellington.** Their participation ensured the process stayed rooted in student experience and kept the district centered on its shared responsibility to support every student's success.

Lastly, the district thanks the **Board of Education** for its leadership and commitment in ensuring this work was completed and that the district has a clear roadmap for continued success.

COVER PHOTO: Jessica Phillips

Reaching and Achieving
Every Step, Every Day, with Purpose

