



Strategic Priorities : Provide positive and inclusive environment

[Consider actions taken, evidence of implementation, and evidence of impact.]

Major District Actions (related to the strategic priority)

- Staff: Shared Leadership
- Staff: Added Dean
- Staff: Emerald Awards
- Students: Social Media
- Students: Alumni efforts
- Students:ESL Parent Night and BBQ
- Students:Bilingual secretaries in all offices
- Students: No one fails Acad. Opportunity Center (almost full teacher to run)
- Students: pledge, assemblies, dean of students, youth connections, newsletters, StuCo
- Students: youth connections, seminar 7-12, 70-80% participate in activities at middle/high
- Students: Alternative high school
- Facilities: Upgraded facilities for community use

Evidence of implementation of the priority.

- Bilingual staff as the first point of contact has high degree of creating inclusive environment
 - ESL parent night (inclusive environment)
- Dean adds additional support for students, staff, and administrators
- Trusted adult and Buddy programs.
- Positive reinforcement (SEL) is seen throughout the district as monthly celebrations and assemblies
- Seminars are generally utilized to teach essential skills for being part of community, which supports positive environment
 - Seminar calendars and lessons in the doc review show evidence of starting from 2021. Unsure if these are still being built or utilized (some were not complete).
- Staff participating in shared leadership committees is noted in documents
- AOC was named by administration in background and students as important - students said because mixing between grades. AOC is seen as positive and supportive, not punitive.



	● Youth Connections is named as area of success in background and Admin focus group, so indicates actions are in place with high degree of implementation
Additional actions that could be implemented or expanded to support the priority.	● While Seminar seems to have a strong purpose, the student perspective, calendars, and lesson indicate there might not be full understanding of purpose. Some lessons are not complete. Students had differing ideas of what is supposed to happen each day. Adjust so that the content and purpose is the same regardless of the teacher. ○ To make the Seminar experience not so dependent on a single teacher, pair the teacher who are comfortable with the needed content with that seminar. This removes the seminar teacher staying with the student throughout, but matches the strength and interest of the teacher with the needed content. For example, if the teacher is not comfortable with SEL instruction, do not assign. Likewise, take the teachers who most support capstone to pair with those groups of students. (West Grand has experience for information) ● Is there need or reason for the student meetings regarding concerns that can lead to student projects that currently happen at JR/SR high through Youth Connections to also occur at elementary level? ● Capturing Kids Hearts has been a powerful implementation/strategy for elementary (La Junta)
Evidence of impact of the priority actions (on students/ staff/ family).	● The focus on communication results in parents, staff, and students having positive perception and trust in the school ● Even though groups were not aware specifically of the priority, they were all not surprised because the evidence of the impact is so prevalent ● AOC is viewed as the support that it is rather than a punishment - this is evidence of the impact of this implementation
Additional Feedback	● <i>Stay the Course.</i> ● <i>Continue communication</i> ● <i>Shore up Seminar and SEL resources/language/expectations</i> ● <i>We would have expected to see higher percent of educators comfortable with engagement strategies and SEL - survey says this is an area desiring more resources and professional learning.</i>



Strategic Priority: Curriculum	
Major District Actions (related to the strategic priority)	-Complete K-12 curriculum map, outlining standards and alignment -Selecting curricular resources based upon standards and curriculum map
1a. Evidence of implementation around the priority.	<i>Evidence of implementation includes:</i> - Assemblies: - SOAR and LEARNERS certificates to students who demonstrated that month's behavior or visible learning strategy. - They engage in reviewing curriculum content as a team. - 2 days of new teacher onboarding time is dedicated in the calendar - They have matched standards to the curriculum and are focused on the standards rather than the textbooks they are using. - HTI: student opportunities outside of the traditional classroom - Alternative School: uses Odysseyware, allows students to work at their own pace given their current situations.
1b. Additional actions that could be implemented or expanded to support the priority.	- Teachers expressed the desire for dedicated time still dedicated to this priority--at the individual teacher, teams, and district level - Look into a similar structure for SEL (outline with flexibility) - There was a concern surrounding internet/accessibility and something for the district to consider (if possible), is the quality of internet connection available



2a. Evidence of impact of the priority actions (on students/ staff/ family).	- <i>Student attendance</i> - <i>Students want to come to school for the courses offered.</i> - <i>Teachers express that it is felt that the district values teachers input in this process</i> - <i>Teachers feel that this work has impacted new teachers and supported their work</i> - <i>Teachers feel that the transition from one building to the other is going well and is smoother and that is helped by consistent curricular language and understanding</i> - <i>Teachers express that they appreciate the guide and the flexibility of the curriculum map</i>
Additional Feedback	- <i>How to communicate with the families/students--specifically in regards to curriculum?</i> - <i>Consider a math interventionist to mirror the work being done with reading</i> - <i>Continue the good work and keep this as a priority--it is appreciated</i> - <i>Other school districts are impressed with this work and intend to use the curriculum map as an exemplar</i>

For all Priorities

Stakeholder Communication Plan



What is the breadth and depth of ownership from stakeholder of priorities?	-What type of communication has happened to the families and community regarding the curriculum work? Consider what this may look like.
How is stakeholder ownership being developed?	-Teachers feel that their input is valuable and that they have flexibility
Resource Allocation	
How are resources matched to priorities?	-Curricular resources are matched to the curriculum map.
How could resources be better matched to priorities?	