

Strategic Plan
Approved 10.2013
—Updated 10.2016—

finding our story...

With Salida School's continued success over the last few years it is time to review and target next steps of action for the organization. This document should provide a clear measurable vision that arises out of our mission and values and define what success looks like. Specific action items to attain the dreams will then be submitted to the BOE and monitored by all stakeholders. This must be a dynamic document that guides us to make difficult decisions. The hardest decisions are deciding between two good things; yet, just because it is a positive action step does not mean that it will lead us to our vision. Decisions must be held to that vision and pursue/support/fund the action steps that are not only good, but drive us to our shared vision and success.

Board Approved October 2013
Updated 10.2016

Our Values:

Thinking Skills: Salida School District believes thinking skills are more important than fact gathering. Curriculum’s primary purpose is to ensure that every student can think critically, as well as problem solve inductively, deductively, and creatively.

High Expectations: Salida School District believes that humans rise to the level of expectations. Students should be challenged to reach their potential, moving beyond minimums.

Success: Salida School District believes that success is individual in nature. Students, whose needs are met socially and emotionally, will be reflected in test scores—BUT, test scores are not comprehensive in defining success.

Emotional Intelligence: Skills Salida School District values communication and interpersonal skills including written and oral communication, speaking and listening, as well as non-violent conflict resolution. Intellectual capacity can set potential; however, emotional intelligence allows individuals to actualize their dreams.

Basics/Fundamentals: Salida School District believes the priority for each student should be competency in the basics of reading, writing, math, and science.

Global Awareness: Salida School District believes that students will benefit from a global understanding, appreciation and preparation.

Life-long Learners: Salida School District provides its students with skills to teach themselves throughout life.

Health: Salida School District values balance and sees the importance of humans that are healthy: academically, mentally, physically, socially, emotionally, and environmentally.

Technology: A balance of technology and human engagement is essential in the 21st Century

Board of Education Focus:

Permanent Academic Focus—Fostering Relationships— Effective Leadership—Financially Responsible—Proactive Planning

Community’s Guiding Principles

- Accountability at all levels—Board, Staff, Parents, and Students
- Bring Balance to Education (ie. Technology, but not at the expense of the basics)
- Teach in a Nurturing Environment--Relational
- Students Ability to master a concept regardless of their age and grade. —Rigor
- Application to life and future?—Relevance
- Maintain small class sizes
- Maintain financial stability
- Quality upkeep and care of facilities
- Comprehensive family-centered education system: good communication between family and schools, social support as well as academic support
- Educational Process—allow students and staff to absorb the process
- Environmental/Green buildings and renewable energy

Our Mission:

The mission of the Salida School District, in active partnership with family and community, is to ensure that each and every student is prepared to succeed in life, by providing quality instruction and progressive curriculum in a secure and challenging environment which will empower students with the skills necessary to achieve their greatest potential.

Our Vision:

***By honoring these shared community values and visions,
Salida Schools will be known as The Education Community.***

***Every child will develop, own, and achieve annually a
success plan.***

Indicators of Our Success:

The Minimum Academically:

Monitored by the UIP

- Score better than the state's achievement average in 5 of the 8 grade levels in ELA, Math, and 2 of 3 in Science and Social Studies.
- Achieve 80% of the possible points on the District Performance Framework for Growth and Growth Gaps.
- Score in the Meets or Exceeds category for Post-Secondary Readiness on the District Performance Framework.
- Be ranked in the top 40% of districts in Colorado (73rd or better out of 183).

IF the Minimum Academic Indicators Are Met THEN:

Our MTSS and RtI system will be used to monitor and sustain levels of academic achievement.

#1 Importance: 80% of students meet their annual success goals. (Can students articulate their passion and show pursuit of it?)

Academic Indicators

Monitored by SPF and UIP

- Top 10% of districts in the State.
- 'A' ratings for all campuses from Colorado School Grades
- Top 20% of districts in the State for three straight years
- 1 Million Dollars in Scholarships Given to Senior Class
- Less than 20% of alumni are required to take remedial college course work in 2017 and 15% in 2018.

Emotional Intelligence Indicators

Monitored by Surveys and Project Completion Rates

- Behavior Referrals will see a significant decline or maintain low referral numbers.
- Our students will demonstrate a significant growth annually in targeted areas of their emotional intelligence
- Community Surveys will show a 70% satisfaction with the school district in all areas.
- Local business community will show a 70% satisfaction with student employees on surveys.
- Study how 1st generation students do within post-secondary learning opportunities.

Monitoring Plan by Board of Education—See Attached Schedule

1. Student Achievement

- a. Thinking
- b. State Test Scores and Performance Frameworks will be reviewed in August and November for meeting minimal levels of competency. Areas of weakness, by standards, will be identified for improvement. Action Items will be monitored for success.
- c. Each school will annually review their student achievement with the school board. September Salida High School, November Salida Middle School, December Longfellow Elementary School, January Crest, February HEA, March SECC. Each school will report on progress on action items and recommend new action items. Those reports are due in paper by September BOE meeting.
- d. Emotional Intelligence
- e. Communication
- f. Citizenship

2. Academic Programs: Operations (Daily Life)

- a. Arts/Vocational
- b. Professional Development
- c. Gifted and Talented
- d. Special Education
- e. Consolidated Grant and Rtl
- f. Curriculum
- g. Activities

3. Facilities

- a. Buildings
- b. Maintenance
- c. Community Use
- d. Transportation
- e. Custodial
- f. Food

4. Technology

- a. Maintenance
- b. Communication
- c. Learning

5. Leadership

- a. BOE
- b. Superintendent & DAA
- c. Principals
- d. Directors
- e. Teachers
- f. CBT

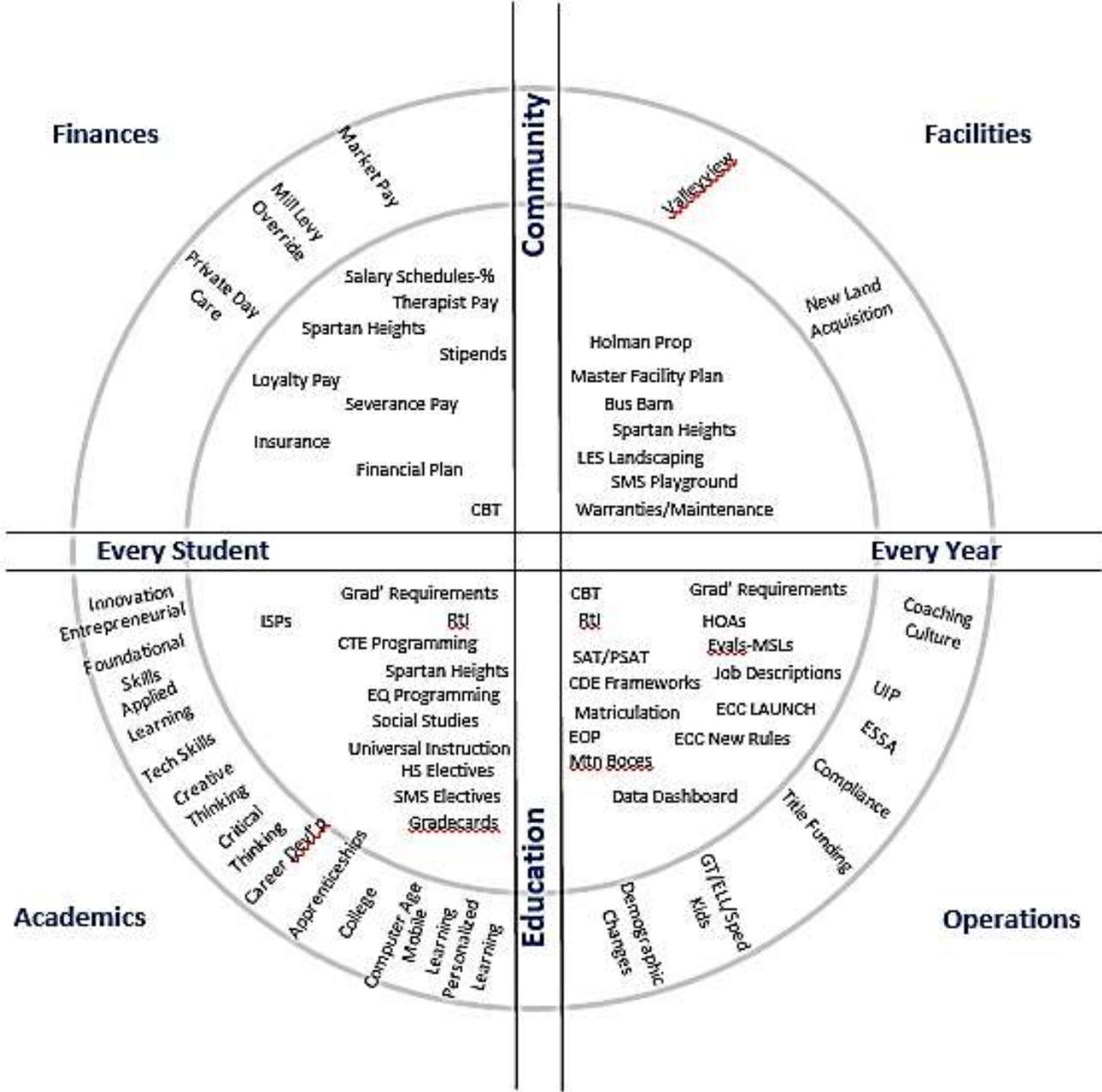
6. Finance

- a. Competitive Salary Options
- b. Transparency

7. Safety

- a. EOP
- b. Mental Health Support
- c. Collaboration with Emergency Services

2016-17 Priorities at a Glance



Action Steps

If the minimum indicators of success are NOT met then:

- We will drop other initiatives and efforts to refocus upon good instruction that is responsive to student needs.
- If only one department or school is below the minimum that program will drop all other initiatives until the minimum levels are met, while the rest of the district moves ahead.
- We will conduct and monitor the use of the 9 most effective instructional strategies, per
- We will add resources in time, money, and personnel to our Rtl system to ensure that every student's needs are being addressed.
- We will review data to identify areas of weakness by specific standards and skill and will monitor student achievement and growth in those identified areas.
- Administration will monitor student engagement and on-task behavior.
- Instructional minutes will be reviewed to analyze for areas to increase time on task.
- Non-fictional writing will be increased in all areas.

UIP—Academic Measurement—submitted to state April 2017—

Goal #1: To balance the development of the whole child, the district will identify and develop a clear vision of individual student success.

Root Cause: The Salida School District is small enough to address the needs of all our students at a micro level. Although students generally perform well according to the state's success indicators, there are pockets of inconsistency and a higher dropout rate than is acceptable. Therefore, we feel that individual student success plans will help narrow the achievement gap and decrease the dropout rate.

Goal #2: To balance the development of the whole child, the district will ensure that students are healthy, safe and supported.

Root Cause: The Salida School District recognizes the important role that health and wellness plays in student achievement and so has our community. Therefore, we feel it is important to include strategies that foster a healthy students as an important pathway toward higher student achievement.

Goal #3 To balance the development of the whole child, the district will ensure that students are engaged and challenged in their academic programming by ensuring a guaranteed and viable curriculum through the implementation of WHHW* (the teaching and learning cycle).

Root Cause: Overall, achievement and growth are high with some inconsistencies between the 2015 and 2016 achievement results; because of these inconsistencies, it is difficult to pinpoint a specific area of needed improvement. Therefore, we feel it is most important to focus on best instructional practices for all grade levels and content areas to simply strengthen core instruction until trend data can be used with confidence to make programmatic decisions based on state data.

Goal #4 To balance the development of the whole child, the district will ensure students are engaged, supported, and challenged by preparing students for a variety of postsecondary options.

Root Cause: There has been a noticeable increase in the dropout rate since the last school and district

Academic Achievement—Action Items—

Academic Strategy: To balance the development of the whole child, the district will ensure each child, in each school, is healthy, safe, engaged, supported, and challenged. The district will develop a metric to determine an individual student's growth each year.

Goal #1: To balance the development of the whole child, the district will identify and develop a clear vision of individual student success.

Goal #2: To balance the development of the whole child, the district will ensure that students are healthy, safe and supported.

Goal #3 To balance the development of the whole child, the district will ensure that students are engaged and challenged in their academic programming by ensuring a guaranteed and viable curriculum through the implementation of WHHW* (the teaching and learning cycle).

* WHHW (The teaching and learning cycle) represents the following:

- **W-** What to teach- clarity
- **H-** How to teacher- best practices and the art and science of teaching which values teacher style/choice
- **H-** How we know students are progressing - Assessment

W- What to do if....students didn't learn or already knew the materials on day 1- Differentiation

Goal #4 To balance the development of the whole child, the district will ensure each child, in each school, is engaged, supported, and challenged by preparing students for a variety of postsecondary options.

Operations: To balance the development of the whole child, the district will ensure each child, in each school, is healthy, safe, engaged, supported, and challenged by keeping the students, parents and community at the heart of our business first while satisfying government compliance second.

Goal #1 To balance the development of the whole child, the district will ensure each child, in each school, is healthy, safe, engaged, supported, and challenged by ensuring that the Salida stakeholders have a meaningful voice in district decisions.

Goal #2 To balance the development of the whole child, the district will ensure each child, in each school, is healthy, safe, engaged, supported, and challenged by ensuring Salida appropriately meets all compliance requirements.

Leadership strategy: Leaders courageous enough to pursue new visions, but grounded in serving the needs of stakeholders.

Goal #1: The board will intentional schedule opportunities to ensure the board and superintendent grow together in sync.

Goal #2: The Superintendent will develop a leadership team that addresses problems proactively.

Goal #3 The Superintendent and administrative team will develop capacity for teachers to lead peers to excellence.

Goal #4 Building level leadership will develop capacity for students to lead peers to excellence

Finance Strategy: The district will always begin with how money impacts kids directly, and then seek a conservative compensation that is competitive.

Goal #1: The district leadership will actively seek parent, student and staff input to determine if current program is sufficiently developed, and support those current programs further if necessary.

Goal #2: The district will make decisions in regards to budgeting in a process that supports conservative decisions, to ensure taxpayer money is not over-committed.

Goal #3: Ensure that compensation is competitive to attract and retain quality staff.

Facilities Strategy: Facilities that do not hinder student development and support the community vision.

- ***Primary Action is to develop a first draft of an updated facility plan.***

Goal #1: The facility needs to provide a safe physical environment.

Goal #2: The district needs to design facility solutions with the greater community needs in mind, as it functions as a quasi rec department.

Goal #3 The district will proactively maintain and routinely address facility needs.

Goal #4 The district will develop facilities with that addresses future needs and capacity.

Goal #5 The district will develop facility to increase student programming options.

Safety Strategy: Teach students to manage reasonable risk while protecting them from extreme risk.

Goal #1 Protect students/staff/community from extreme risk.

Goal #2: Encourage and Support an active lifestyle with all students and staff.

Goal #3 Support the mental health needs of our students and staff.

BOE Monitoring—Strategic Plan

Month	AREA	TOPIC	PERSON	All Paper Reports Focus On
August	Facilities Safety Technology Transportation Food	Is School Ready to Go?	Walt, Darryl, Evalyn, Brandy, William, David, Danny	Is School Ready?
September	Student Achievement Emotional Intelligence Individual Success Plans Activities	How did we score?	David Counselors David Jim	Student Achievement Data and Enrollment
October	Student Achievement	SHS	Tami	Student Growth Data
November	Student Achievement	SMS	Will	Thinking Skills
December	Student Achievement	SES	Chuck	Individual Success Plans
January	Student Achievement	Crest	Karen	Discipline
February	Student Achievement	HEA	Albert	High Expectations
March	Student Achievement	SECC	Ilona	Emotional Intelligence
April	Professional Development Gifted and Talented Special Education Title Programs			Evaluations
May	Leadership Evaluations Curriculum	Sustainability?	Darryl David	Celebrations
June	Facilities Safety Technology Transportation Food	What changes will be in place for next year? Report on Action Items...	Walt, Darryl, Evalyn, Brandy, William, David, Danny	Staff Satisfaction Community Satisfaction Business Satisfaction

BOE Monitoring—Business

Month	TOPIC	All Paper Reports Focus On
August	Approve Auditor for Previous Year Audit Approve Resolution for Election, if applicable Approve Wording for Ballot Issue(s), if applicable Approve IGAs with Clerks, if applicable	Is School Ready?
September	Approve DAC Members and Leadership Approve CPP Contracts for SECC Evaluative Conversation with Superintendent (3 times a year- Jan, May, Sept)	Student Achievement Data and Enrollment
October	Budget Process Review CASB Convention Registration/Hotels Approval to Submit HS and EHS Continuation Grant	Student Growth Data
November	Swear in New Board Members, if applicable Board Leadership Elections, Bi-annual with election years	Discipline
December	Approve Draft Copy of the Year End Audit for the Previous Yr Approve the Mills to be Collected Formally Accept Election Results, if applicable Set and Post Retreat for January	Individual Success Plans
January	Approve Budget for Current Year to Reflect Mills, Other Changes Action Items: Adopt Revised Budget Action Items: Adopt the Associated Appropriation Resolution Evaluative Conversation with Superintendent (3 times a year- Jan, May, Sept) January is also traditionally BOARD RETREAT MONTH	Thinking Skills
February	Approve Contracts and MOUs for Early Head Start Grant Approve Carry Over Funds for Early Head Start Grant Formally Acknowledge Evaluative Conversation Review and Approve Superintendent's Contract Approve Calendar for Coming Year	High Expectations
March		Emotional Intelligence
April	Approval of Grant to Apply for COLA, TA, and EHS continuation funds, with amount Approval of Additional ARRA Education Jobs funding Approval of Administrative Director Contracts: One year Renewal of Student Insurance with K&K Insur as the District K-12 offering Approve Contracts for Teachers, Librarians, Counselors and Nurses for coming yr Approve Insurance for District with CEBT as recommended by Wellness Committee Approve SWAP Contract	Evaluations
May	Approve Salary Schedule for Upcoming Year Approve Preliminary Budget for Upcoming Year Approve Appropriations Resolution with Preliminary Budget #s Start to Discuss Election Issues- must notify Clerks of Intent to Partic in July Evaluative Conversation with Superintendent (3 times a year- Jan, May, Sept)	Celebrations
June	Approve Upcoming Year SEA Master Agreement Approve Upcoming Year Budget Approve Appropriations Resolution to go with Budget Approve Written Notification to Clerks if Participating in Election	Staff Satisfaction Community Satisfaction Business Satisfaction