



STRATEGIC PLAN 2023

A Living Document

Montezuma-Cortez School District Re-1

Email: tburris@cortez.k12.co.us

Website: www.cortez.k12.co.us

Tel: 970-565-7282

400 N. Elm St.

Cortez, CO 81321

CORE STRATEGIC AREAS:

1. Academic Success

2. Student Well-Being, Behavior and Attendance

3. Partner with the Community to Elevate and Value Education

4. Staff Recruitment, Retention and Well-Being

5. Responsible and Equitable Resource Management

ACADEMIC SUCCESS

1. Academic Success

- a) Our K-2 students will have strong early literacy and beginning math skills.
 - i) Using the Early Literacy platform, K-2 students will show at least 10% growth as measured by comparing the beginning-of-year to the end-of-year scores.
 - ii) Using the STAR math platform, K-2 students will show at least 10% growth as measured by comparing the beginning-of-year to the end-of-year scores.
- b) Our students will read, write, and do math at grade level.
 - i) Our students will show at least one year's growth on STAR reading as measured by comparing the beginning-of-year to the end-of-year scores.
 - ii) We will reduce number of READ plans in grades 1-3 by at least 15% annually through dedicated reading intervention blocks.
 - iii) Our students will show at least one year's growth on STAR math as measured by comparing the beginning-of-year to the end-of-year scores.
- c) By May 2023, students in grades 3, 4 and 5 will increase their reading scores at least 10% by using the STAR assessment as measured by comparing the beginning-of-year to the end-of-year scores.
- d) From August 2022 to August 2023, students in grades 6 through 8 will increase reading scores on CMAS by at least 10%.
- e) Our students will graduate ready for college, career, and lifelong learning as measured by attaining and maintaining a graduation rate at M-CHS of at least 85%.

How this will be done:

- f) Explore and acquire turnaround resources from CDE
 - i) EASI grant opportunities to support school and district work
 - ii) Partnership w/ external support pathways
- g) Strengthen Tier I, II, and III instruction
 - i) Principals as Instructional Leaders
 - a) Support principals to be the guides and partners in instructional delivery

Academic Success Cont.

- ii) Curriculum delivery and alignment systems created to conduct the following-
 - a) Standards breakdown & alignment (Throughout 22/23- summer work June 2023)
 - b) PLC & Common lesson planning/ backward lesson planning design (August-May 2023)
 - c) Data Driven instruction process (22/23 Friday PLC work- formative & summative assessment data)
 - d) Common assessment (Adoption of district wide assessment platform- STAR- August 2022)
 - e) Targeted Intervention (Math & Reading) programs K-8
 - f) District wide after school tutoring opportunities
 - g) Summer school opportunities for skill building and recovery K-12

- iii) Effective Educators
 - a) Principal PLC & training- calibration of evaluation observations & feedback (Nov. 2022-May 2023)
 - b) Professional development for identified areas of need (identified by principals in lesson plan review & school wide data (August 22-May 23)
 - c) Continued use of “**Get, Better, Faster**” strategies as part of expected classroom procedures/ component of regular observation/feedback cycle (Aug. 2022-May 2023)
 - d) Evaluation of CDE Teacher Quality Standards

- iv) Graduation/ HS Success
 - a) Implementation of success coaches at MCHS to ensure student engagement and success in 9th grade
 - b) Curricular alignment and mapping grades 9-12
 - c) Increased guidance counsel contact w/ students
 - d) Offerings of opportunities for student engagement beyond traditional sports, clubs, and activities
 - e) Incorporation of above stated district initiatives

STUDENT WELL-BEING, BEHAVIOR AND ATTENDANCE

2. Student Well-Being, Behavior and Attendance

- a) Improve Student Attendance – For school year 2022-2023 MCSD student attendance will improve at least 25% using PowerSchool attendance to track student daily attendance.
 - i) Partner with the legal system.
 - ii) Encourage parents to understand the attendance policy and sign for it.
 - iii) Create an Attendance Team at each school and district wide.
 - iv) Revive back to school nights.
 - v) All schools will use reverse PowerSchool call out.
 - vi) Better office and teacher communication.
 - vii) Administration and teacher accountability for creating and maintaining accurate attendance records and the teacher follow-up required by Board Policy.
 - viii) Enforce Board Policies on student attendance.

- b) Improve Student Behavior – For school year 22-23, M-CSD RE-1 will reduce negative student behavior by 15% to 20% as measured by student behavior referrals.
 - i) Provide staff with tools to reduce behaviors during in-service and team meeting times.
 - ii) Establish a Behavior Committee at each school and district wide.
 - iii) Establish a unified discipline approach and/or program district wide.
 - iv) Implement a “Cool Down” corner at appropriate grade levels.
 - v) Refine and monitor the implementation of a Multi-Tiered System of Support (MTSS) – a prevention-based framework using team-driven leadership and data-based problem solving to improve the outcomes of every student through family, school, and community partnerships, comprehensive assessment, and a layered continuum of supports.
 - vi) Enforce Board Policies on student discipline and discontinue rewarding bad behaviors.
 - vii) Document student behavior in PowerSchool and provide access to these data to all teachers working with individual students so they can work together to help mitigate inappropriate student behaviors.

PARTNER WITH THE COMMUNITY TO ELEVATE AND VALUE EDUCATION

3. Partner with the Community to Elevate and Value Education

- a) Support opportunities to engage parents and support teachers by using existing district and community programs.
 - i) Create and support community Mentorships and Service Learning for students.
 - ii) Expand Science, Technology, Engineering, and Mathematics (STEM) to all schools.
 - iii) Refer students and families to the School Community Youth Collaborative (SCYC).
 - iv) Host academic and enrichment events for teachers and the community.
 - v) Explore hands-on/makerspace opportunities for families.
 - vi) Use the Pinion Project Youth Empowerment Program as a backbone for other community partners.
 - vii) Connect with the School-to-Work Alliance Program (SWAP). SWAP assists young adults in making the transition from school to employment, provides successful employment outcomes, increases community linkages, and offers new patterns of service for young adults within all categories of disabilities.
 - viii) Implement a Homegrown Talent Initiative to assist interested community and school staff to become teachers, educational assistants, bus drivers, custodians, and cooks.

- b) Parent Engagement – develop district protocols that encourage effective channels of communication between teachers and parents/guardians.
 - i) Clarify district expectations around teacher communication with parents/guardians.
 - ii) Use collaborative disciplinary action using restorative practices (parents/guardians and teachers).
 - iii) Update and distribute School Handbooks and ask parents and student to sign for their handbook.

- c) Information Sharing with the Community – use multimedia channels to report district updates and increase community awareness and response.
 - i) Provide opportunities for community feedback at the school and district levels.
 - ii) Offer a Superintendent letter to the whole community, teachers, students, and parents/guardians.
 - iii) Push information and celebrate successes through public channels and community relationships.

STAFF RECRUITMENT, RETENTION AND WELL-BEING

4. Staff Recruitment, Retention and Well-Being

- a) Implement Wellness Wednesday. Once a week offer ideas of strategies that can be used to reduce stress and increase relaxation.
 - i) Travelling massage during in-service.
 - ii) Potlucks, happy hours, and secret shoppers.
 - iii) Gratitude notes.
 - iv) Walk in fresh air and get 10 minutes of sunshine.
 - v) Healthy eating.
 - vi) Meditation, yoga, breathing techniques, solfeggio music.

- b) Recruitment of new staff has been challenging and crucial. In the 2022 – 2023 school year, the Human Resources Department will devise a campaign to attract new staff to our area, emphasizing location, benefits, salary schedule and four-day workweek. Applications will increase 25% over last year's applications received relating to the number of vacancies. This is relevant to student achievement as high-quality teachers can affect a student's learning as much as one year. The campaign will include brochures, Facebook pages and websites. The plan will be presented to School Board by spring break of 2023.
 - i) Advertise "retire and teach" in Cortez.
 - ii) Help with job opportunities for spouses and children of new and existing employees.
 - iii) Explore partnerships with the City of Cortez, State and National Parks for reduced-cost passes.
 - iv) Connect new and existing employees with help with housing.
 - v) Emphasize the new salary schedule and the four-day workweek.
 - vi) Highlight the outstanding recreation opportunities in the Cortez area: biking, hiking, exploring nearby mountains, lakes and rivers.
 - vii) Attend recruiting fairs in state and out-of-state.

- c) Retention: staff turnover impacts the entire district and community, including building trust, safety, building schedules and consistency with students and families. The Human Resources Dept. will develop a plan to reduce staff resignation by 25% each year compared to the year before. Staff needs to feel respected, valued and supported.
 - i) Act upon staff and exit survey results.
 - ii) Contact community partners for discounts and to share their expertise with schools.
 - iii) Mentors for new teachers.
 - iv) Provide opportunities for staff to offer input on professional activities such as in-services and school retreats.

Staff Recruitment, Retention and Well-Being Cont.

- v) Investigate obtaining a Wellness Grant for staff that includes an employee Wellness Ambassador and free blood work with suggestions for fitness.
- vi) Have the Human Resources Department present benefits at the beginning of the school year to staff members and for new hires throughout the year.
- vii) Partner with PREA for employee assistance before they retire.

RESPONSIBLE AND EQUITABLE RESOURCE MANAGEMENT

5. Responsible and Equitable Resource Management

- a) The board will review the Capital Reserve Plan every year.
 - i) By December 2022, the Finance and Maintenance Departments will develop a Facilities Management Plan with a color-coded system to rate each building.
 - ii) By December 2023, the Maintenance Department will evaluate each building using the Facilities Management Plan.
 - iii) The Finance and Maintenance Departments will meet to prioritize projects by February 2023.
 - iv) At the April 2023 Board Meeting, the Finance and Maintenance Departments will present the Capital Reserve Plan and the Facilities Management Plan with a prioritized projects list. This presentation will happen quarterly from this point on.

- b) Staffing at schools will be handled at the district level.
 - i) In July 2022, the Finance Department will present the idea of a district level hiring plan versus the current school-based hiring plan to the Superintendent.
 - ii) In August 2022, the district will have a conversation with school administrative teams about the district level hiring plan.
 - iii) In September 2022, the district will present the District Level Hiring Plan to the Board for approval of a new HR recruitment position.

- c) Supplemental curriculum materials will be managed at the district level.
 - i) By February of each year principals will survey teachers about supplemental curriculum materials needed for the following school year.
 - ii) By the end of March of each year, principals will report to the Finance Department the supplemental materials needed and orders will be placed.

LIVING DOCUMENT REVISION HISTORY

- Originally Content: June 13, 14, 15, 2022 M-CSD Strategic Planning Committee (47 members)
- Built by Dr. Linda Paul on June 28, 2022
- Revisions added by James Parr November 2022
- Reviewed by Board of Education and Superintendent Burris at Retreat Nov. 10, 2022
- Reviewed by Board of Education and Superintendent Burris at Retreat Feb. 24, 2023