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Reaching For and Celebrating Success!

Grants/Cibola County Schools 2016-2019 Strategic Plan

Adopted April 19th, 2016

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Reaching For and Celebrating Success!

Grants/Cibola County Schools 2016-2019 Strategic Plan

Dear GCCS Community,

I am proud to present the District's Strategic Plan for your review. This plan combines the efforts of our Board of Education, our District Leadership Team and Principals. We invited and received input from faculty and staff, parents and students, as well as business and community leaders. This is not a state initiative or a federal mandate, but rather a desire from our own local school board of education to develop goals that would assure success for our students and community in the 21st century.

Through the efforts of Michele Lis, our facilitator for the Strategic Plan, several meetings were held throughout the district's boundaries. We held meetings with civic groups as well as business leaders and conducted meetings at the Baca Chapter House, Acoma Community Center and with the Laguna Tribal Council.

All responses were evaluated and what we looked for were patterns in the comments provided. The community sessions served as an opportunity to present the Board's four goals that were established during a board retreat in June of 2015. These four goals will provide the district with a general sense of direction and focus. It has been the District Leadership Team's focus to develop measureable outcomes for each of the four goals.

I have been a Superintendent in three other school systems in two other states. In all three systems, a strategic plan was created with goals established by the board. What is unique about the GCCS Strategic Plan is the desire of the Board of Education to receive input from the community, parents and students. While this has taken a measure of time, I believe that hearing from these additional voices has been invaluable. So that every individual who wanted to within our system could impart their perspective on what direction the Grants/Cibola County Schools should be headed in. Here in writing is the sum of that wisdom.

Sincerely,

Dr. Marc Space, Superintendent

Thank you!

Numerous people attended meetings, community input discussions and filled out surveys. The list below names most of the participants, although we may have undoubtedly missed someone. We apologize in advance for any omissions or errors. We greatly appreciate and want to thank everyone who took time to share their concerns, ideas and hopes for the school district.

Thank you to all GCCS students and parents who completed surveys! A total of 270 students and 1,107 parents and community members filled out anonymous online surveys.

Strategic Planning Leadership Team Members: Alton Autrey, Director of Instruction | Asha Ashby, Director of State and Federal Programs | German Martinez, Director of Budget & Finance | Dr. Marc Space, Superintendent | Dwayne Toivanen, Director of Personnel | Raquel Whitebird, Director of Technology

Strategic Planning Consultants/Facilitators: ML Consulting, Michele Lis & Andrea Slatopolsky

Mila Allen, *Community Member*
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Anita Apodaca, *Teacher*
Marvis Aragon Jr., *Acoma Board of Education*
Kari Ballew, *GCCS Staff*
Francis Jr. Bautista, *Councilman*
Angel Blackhair, *Parent*
Nozhoni Blackhair, *Parent*
Bruce Boynton, *Community Member*
Monica Burress, *Teacher*
Rosemary Calvert, *Bluewater & San Rafael Principal*
Nelson Capitan, *Parent*
Francisco Carr, *1st Fiscal POL*
Frank Jr. Cerno, *Tribal Secretary*
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Evony Chino, *Parent*
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Stacey Corley, *Community Member*
Laura Council, *Community Member*
Keith Day, *Parent*
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David Dentsawe, *Council Sub. Encinal Village*
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Jordan Griffin, *Community Member*
Arlynn Hanson, *Community Member*
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Crystal Harwood, *Community Member*
Brandy Hayes, *Teacher*
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Mark Head, *GCCS Staff*
Edwina Hennemann, *GCCS Staff*
Sonya Hernandez, *GCCS Staff*
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Jamie Holton, *Community Member*

Judy Horacek, *Community Member*
Tom Jackson, *Community Member*
T. Walter Jaramillo, *County Commissioner*
Tessa Jimenez, *Grants Chamber of Commerce*
Martin Johnson, *Community Member*
D'Leese Jones, *GCCS Staff*
Sherri Kachirisky, *Future Foundations Family Center*
Susan Kaster, *Teacher*
Hoskie Largo, *Baca Chapter President*
Lara Lehman, *Teacher*
Larry Lente, *Acting Staff Officer, Paguate*
Kimberly Lewis, *Community Member*
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Desiraye Lopez, *Teacher*
Tony Mace, *Sheriff*
Mike Maes, *Parent*
Annamarie Malie, *Parent*
Loren Maria Jr., *Councilman*
Bernice Mariano, *GCCS Staff*
Bobby Mariano, *Parent*
Kori Marmon, *Parent*
Marietta Marmon, *Teacher*
Vanessa Marquez, *Teacher*
Alvin Martin, *Council Rep. for Mesita Village*
Joseph Martin, *Acoma Board of Ed*
Dana Martinez, *Beacon Reporter*
David Martinez, *1st Lt. Gov. POL*
JoAnne Martinez, *Community Member*
Tom McGaghie, *NMSU Grants*
Tammy Mirabal, *Teacher*
Bianca Mitchell, *Grants Main Street Project*
Maxine Monte-Spidle, *LAMS Resource Officer*
Kelli Montoya, *Teacher*
Rick Morgan, *Community Member*
Michael Munk, *Undersheriff Cibola County*
Deirdra Natseway, *GCCS Staff*
Robert Natseway, *Parent*
Geoff Nims, Commissioner, *District Court Co-Chair*
Liz Noble, *Cubero & Seboyeta Principal*
Mike O'Connell, *Mesa View Principal*
Roseanne Pasqual, *GCCS Staff*
Alvin Poncho, *Sub-Council Rep - Mesita*
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Nadine Reeves, *Teacher*
Aaron Riley, *GCCS Staff*
Aaron Riley, *GCCS Staff*
Deborah Riley, *GCCS Staff*
Dion Riley, *POL Tribal Interpreter*
Kurt Riley, *Pueblo of Acoma*
Lucianne Riley, *POL Tribal Treasurer*
Robert Rodriguez, *Paguate Councilman*
Vince Rodriguez, *Sub Council – Paguate*
Theresa Salvador, *Community Member*
Daniel Sanchez III, *Parent*
Leonora Sanchez, *Parent*
Rebecca Sandoval, *CYFD-PS SWS Supervisor*
Leolla Sice, *Student*
Freida Sims, *Community Member*
Jonathan Sims, *Tribal Secretary*
Frank Jr. Siow, *Council Sub.*
Virgil Siow, *Governor Pueblo of Laguna*
Tasia Slockish, *Parent*
Bob Tenequer, *GCCS Staff*
Gwen Torivio, *Acoma Board of Education*
Valerie Tsosie, *Co-Chair Member*
Josephine Vaisa, *DWI Coordinator*
Dolores Vallejos, *Cibola County Treasurer*
Darwin Vallo, *Pueblo of Acoma*
Katherine VanVlaenderen, *GCCS Staff*
Mario Vasquez, *GCCS Staff*
Dale Vicenti
Lori Vigil, *Community Member*
Mary Webb, *GCCS Staff*
Geneva Werite, *Grandparent*
Ron Williams, *Community Member*
Debbie Woodward, *Teacher*
Wauley Woodward, *Teacher*

Grants Cibola County Schools Board of Education

The Grants Cibola County Schools Board of Education thanks all those who participated in the development of the strategic plan, *Reaching for and Achieving Success*.

	Joel Stewart - President District 3
	Emily Hunt-Daily – Vice President District 1
	Richard Jones – Secretary District 4
	Dr. Guy Archambeau – Board Member District 5
	Dion Sandoval – Board Member District 2

Strategic Plan Development Process

The Grants/Cibola County Schools Superintendent and leadership team, with assistance from an external strategic planning consultant, conducted an extensive school community needs assessment to gather stakeholders' input and vision for the future of Grants/Cibola County Schools. Parents, community members, business leaders, teachers, staff and students were asked to share their thoughts about student needs and the district's strengths, challenges and the draft goals developed by the GCCS Board of Education. Input was gathered through in-person listening sessions and online surveys. Ten meetings were held and three online surveys were conducted from August through October 2015.

1,107 total respondents completed the online surveys and **138** individuals attended the listening sessions. Parents from every school in the district participated as well as **270** students from both middle schools and high schools. Overall, there was a high degree of agreement with the draft goals developed by the board as well as input about key needs and challenges the district faces.

Development of a Three-Year Strategic Plan Focused on Outcomes

Based on board and stakeholder input, district leaders developed a plan with goals, targeted outcomes and strategic priorities. The Strategic Planning Work Team and Principals identified nine critical outcomes related to the district's goals. They are identified in the "Plan at a Glance" on page 10. Teams assessed past performance on the nine outcomes and identified targets for 2018.

The GCCS Plan, "Reaching for and Celebrating Success," provides a roadmap and direction for the district to accomplish its mission. An important component of our implementation efforts is the involvement of teachers, principals, department staff, support staff, as well as families and our community in engaging in creative problem solving throughout implementation. This collaboration is key to our success. We will implement the plan through team efforts focused on continuous improvement of teaching and learning.

Reaching for and Celebrating Success is a living document. The goals and outcomes outlined in the plan set the course for action. The overall approach and strategic priorities outlined in the plan will evolve as we learn from actions taken over time. The success of the implementation of the strategic plan depends on a continuous focus on outcomes in order to make step-by-step improvements over time.

GCCS Strategic Plan 2016-2019 Overview

Mission Every Student, Every Day, Building a Person for Life

Core Values

- Respect diversity
- Equity
- Personal responsibility
- High expectations
- Local control and teacher professionalism
- Teamwork
- Integrity
- Measurable success
- Continuously celebrate meaningful success and accomplishments

Overarching Goals

1. Foster student excellence and academic achievement with a curriculum that recognizes our cultural diversity.

2. Instill excellence in teaching and leadership.

3. Create a school climate and environment that is safe, supportive, inclusive and respectful.

4. Engage our diverse families and communities in student success.

Guiding Principles for Central Office

We believe

- Everything we do in central office is oriented towards supporting teaching and learning.
- We exist to support and serve all GCCS schools, and to help principals lead and teachers succeed at helping every student learn and grow.
- We are one. We are partners. We engage parents, families and our community members in helping all students succeed.

Our commitments

1. Develop partnerships with school principals to strengthen collaboration on shared goals.
2. Create a culture of trust and two-way communication where central office staff, principals and teachers can raise questions and share ideas with the ultimate goal of continually improving student learning.
3. Provide assistance to central office/principal partnerships to support principals' instructional coaching practice.
4. Use evidence and develop practices throughout central office to support continual improvements of relationships with schools to promote effective teaching and student learning.
5. Provide a guaranteed, viable curriculum with measures for success, and the support, tools, and trainings needed to implement.
6. Ensure that all students' cultural background, languages, and history will have a meaningful place in the curriculum and in support of academic achievement.
7. Help schools provide and incorporate the technology needed to prepare students for the future.
8. Ensure stewardship of the District's Strategic Plan and
9. Continually reach for and celebrate success!

Essential Components/Building Blocks of Action Plan

- Board of Education, Central Office, School and Community partnership
- School visits/support
- Support for targeted professional development based on our students' and teachers' needs.
- Collaborative problem solving
- Focus on continuous improvement based on the alignment of the District Strategic Plan, District and School EPSS.
- Accountability to outcomes
- Use of meaningful disaggregated data and evidence of expected growth
- Effective implementation and use of technology
- Budget that provides resources and supports goals

Plan At A Glance

Goal One: Foster student excellence and academic achievement with a curriculum that recognizes our cultural diversity.	Outcome 1.1 Increased number of children prepared for Kindergarten and school success. Outcome 1.2 Increased number of students demonstrating a minimum of one year's growth for each school year enrolled. Outcome 1.3 Improved attendance rate for habitually truant students and continued improvement of overall attendance. Outcome 1.4 Increased number of students graduating high school having improved their college and career readiness.
Goal Two: Instill excellence in teaching and leadership.	Outcome 2.1 Decreased vacancies in hard-to-fill positions. Outcome 2.2 Increased number of teachers with Level Three Licensure. Outcome 2.3 Increased number of teachers and leaders who are rated effective and highly qualified.
Goal Three: Create a school climate and environment that is safe, supportive, inclusive and respectful.	Outcome 3.1 Improved student and staff satisfaction/perceptions around the school climate and environment.
Goal Four: Engage our diverse families and communities in student success.	Outcome 4.1 Increased parent satisfaction with school and district efforts to help parents understand their student's progress and how to support their student's learning and success. Outcome 4.2 Increased community involvement to support student success.

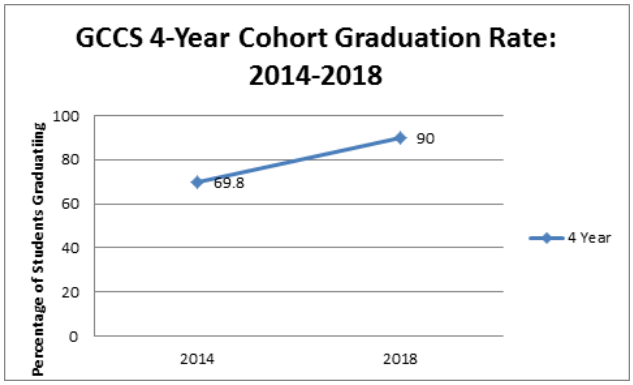
Critical Targets

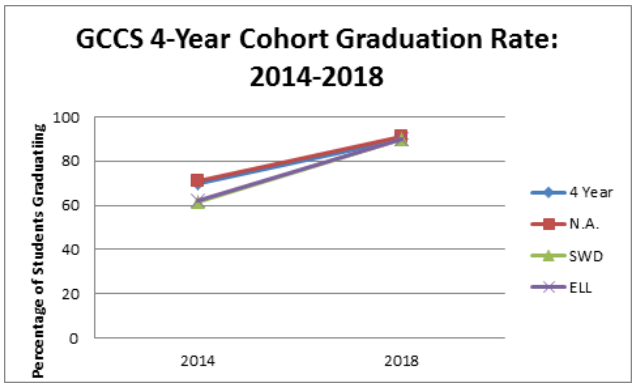
What Are Our Targets?

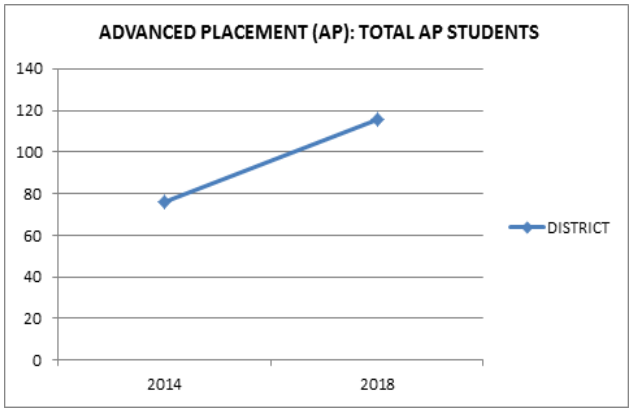
Targets for achievement help us know where we want our district to be in three years. We will use many different ways to measure academic progress for students. These measures will let us know if we are meeting the Board's commitment to excellence through measurable results. They will also offer feedback on the success of the strategic plan.

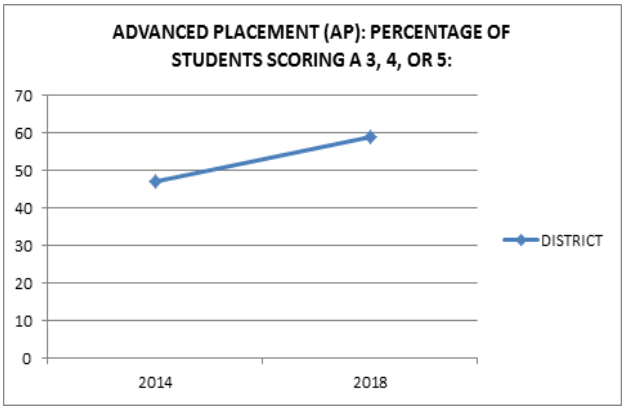
DISAGGREGATION:

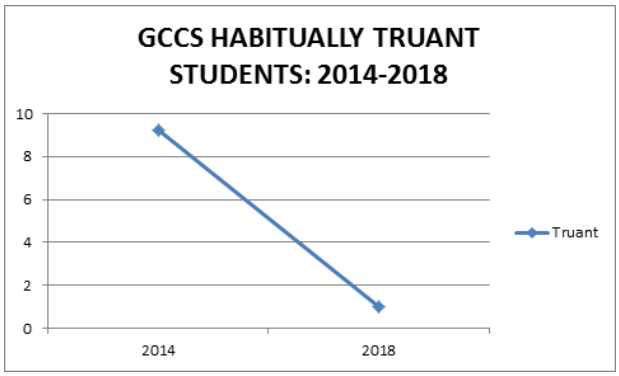
We will disaggregate the targets for critical subgroups that may influence the expected growth over three years: (a)District Level (b)Ethnicity (c)English Learners (d)Students With Disabilities (e) tribe as appropriate.

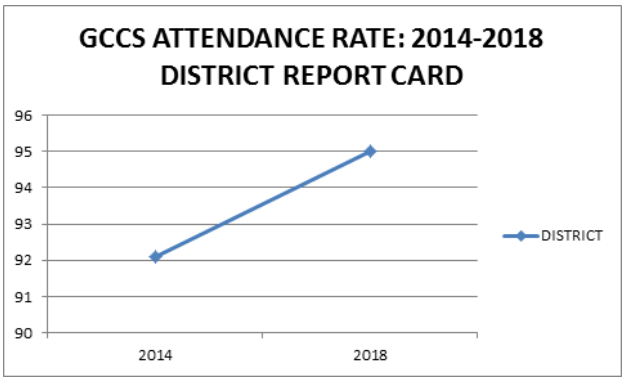


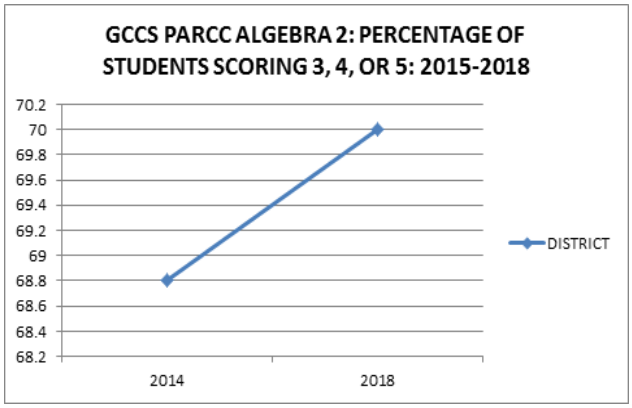


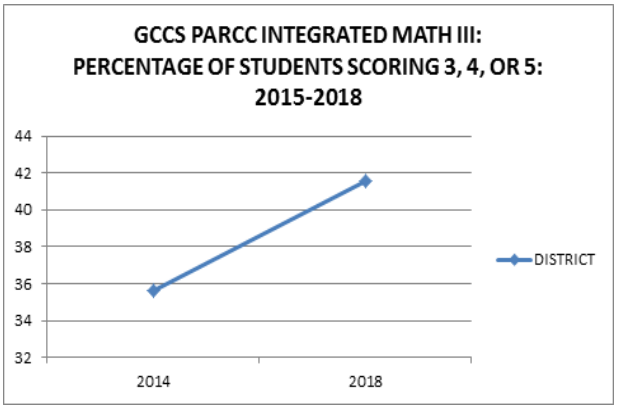


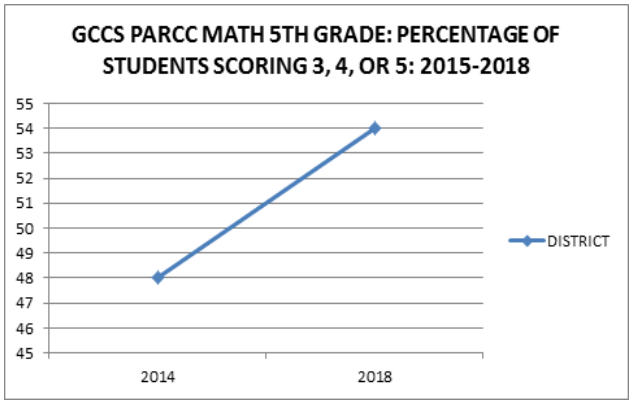


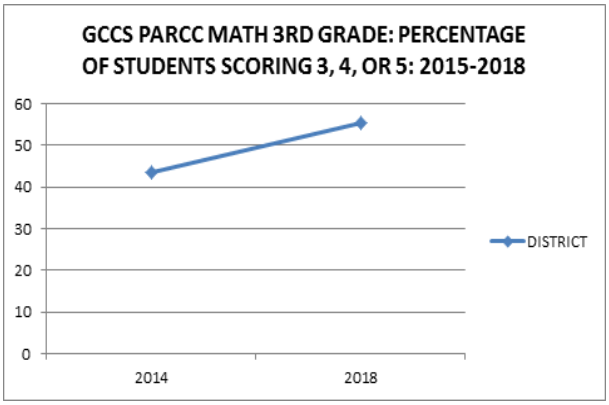

GCCS HABITUALLY TRUANT STUDENTS: 2014-2018
10
8
6
4
2
0
2014
2018
Truant

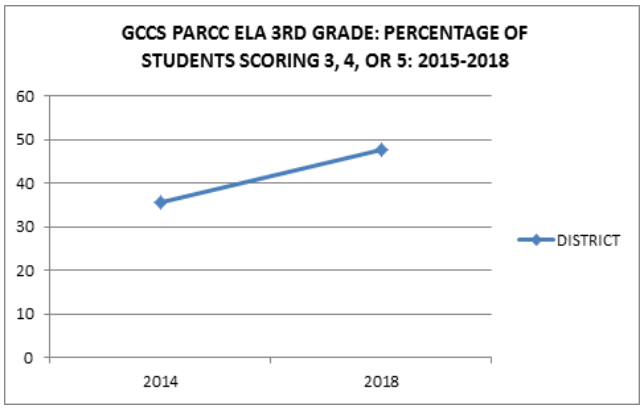

GCCS ATTENDANCE RATE: 2014-2018 DISTRICT REPORT CARD
96
95
94
93
92
91
90
2014
2018
DISTRICT

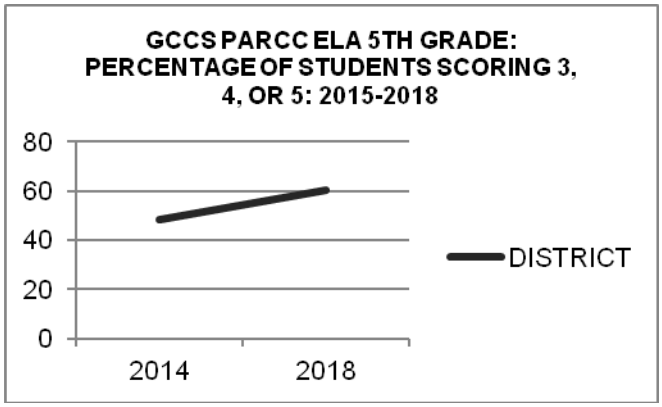

GCCS PARCC ALGEBRA 2: PERCENTAGE OF STUDENTS SCORING 3, 4, OR 5: 2015-2018
70.2
70
69.8
69.6
69.4
69.2
69
68.8
68.6
68.4
68.2
2014
2018
DISTRICT

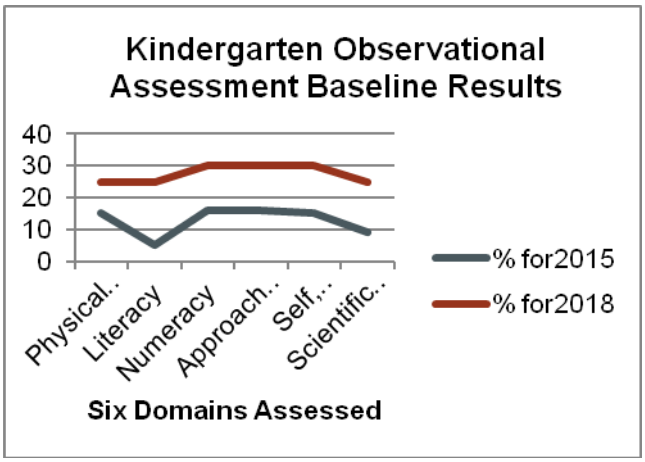

GCCS PARCC INTEGRATED MATH III: PERCENTAGE OF STUDENTS SCORING 3, 4, OR 5: 2015-2018
44
42
40
38
36
34
32
2014
2018
DISTRICT

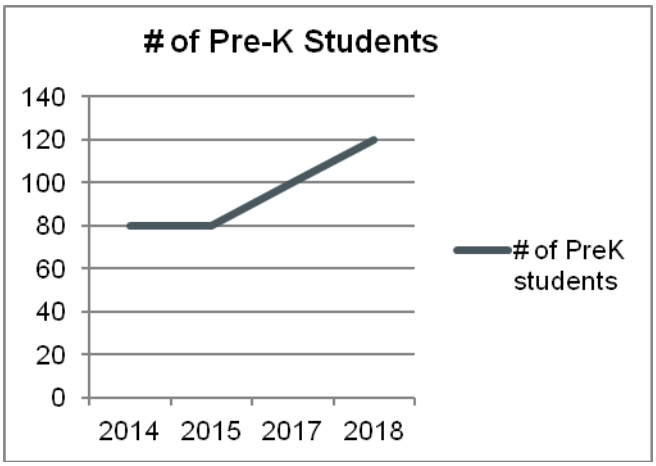

GCCS PARCC MATH 5TH GRADE: PERCENTAGE OF STUDENTS SCORING 3, 4, OR 5: 2015-2018
55
54
53
52
51
50
49
48
47
46
45
2014
2018
DISTRICT


GCCS PARCC MATH 3RD GRADE: PERCENTAGE OF STUDENTS SCORING 3, 4, OR 5: 2015-2018
60
50
40
30
20
10
0
2014
2018
DISTRICT


GCCS PARCC ELA 3RD GRADE: PERCENTAGE OF STUDENTS SCORING 3, 4, OR 5: 2015-2018
60
50
40
30
20
10
0
2014
2018
DISTRICT


GCCS PARCC ELA 5TH GRADE: PERCENTAGE OF STUDENTS SCORING 3, 4, OR 5: 2015-2018
80
60
40
20
0
2014
2018
DISTRICT


Kindergarten Observational Assessment Baseline Results
40
30
20
10
0
Physical..
Literacy
Numeracy
Approach..
Self,..
Scientific..
Six Domains Assessed
% for2015
% for2018


# of Pre-K Students
140
120
100
80
60
40
20
0
2014
2015
2017
2018
# of PreK students

Goal One: Foster student excellence and academic achievement with a curriculum that recognizes our cultural diversity.

Outcome 1.1 Increase the number of children who are prepared for Kindergarten and school success as measured by the Kindergarten Observation Tool (KOT) school readiness assessment (Baseline data will be available for the first time in 2015-2016).

Overall Approach/Strategy: We will focus our efforts in Pre-K so that students will be ready for kindergarten when they begin and will have a smoother transition from Pre-K to kindergarten.

Strategic Priorities	**Timeframe**	**Responsibility**	**Measure of Progress**
1.1.1 Expand the number of Pre-K slots by 50% (from 80 to 120 slots) by School Year 2017-2018; Identify additional space and resources for increased staffing.	SY 16-18	Principals and Pre-K Director	Number of children in Pre-K programs; number of children with improved school readiness as measured by KOT
1.1.2 Build our capacity to expand Pre-K opportunities in the future by working with NMSU Grants branch early childhood center to increase the number of students who will be receiving their early childhood BA or AA.	SY 17-18	Director of Instruction, NMSU Grants, Pre-K Director for GCCS, and Teachers	Number of staff for Pre-K expansion
1.1.3 Collaborate with the Head Start program to support children's transition from Pre-K to Kindergarten (including outreach visits to Pre-K children, families and teachers from Kindergarten teachers and family/child visitation to Kindergarten classrooms).	SY 16-18	Pre-K, Kindergarten Teachers, Pre-K Director, and Head Start staff	Number of Head Start staff, families, and children participating in outreach and visiting activities
1.1.4 Assess trends in kindergarten readiness and adapt strategies in	SY 15-16	Pre-K, Kindergarten	Number of children with improved school

instructional planning through implementation of professional learning communities with Pre-K and kinder teachers at each site.		Teachers	readiness as measured by KOT.
1.1.5 Develop uniform registration policies for equitable inclusion in the program.	SY 15-16	Teachers, Registrars, and Administrators	Updated registration policy and packet
1.1.6 Engage/support families with young children to help them prepare children for school by sharing expectations during Open House and home visits for 3-year olds.	Ongoing	Pre-K teachers, Pre-K Coordinator, Principals, and Families	Signed expectation policies; increased understanding of expectations
1.1.7 Host Pre-K and Kindergarten parent meetings that focus specifically on child development and ways families can support children/enrich learning and development. Physicians, psychologists, etc. will be invited to speak at these meetings.	Ongoing	Pre-K and Kindergarten teachers, Pre-K Coordinator, Principals, and Community Leaders	Number of parents attending meetings and number who evaluate the experience as useful

Outcome 1.2 Annually increase the number of students who demonstrate a minimum of one year's worth of academic growth for each school year enrolled (See Critical Targets Chart on pages 11-13 for a list of academic performance targets).

Overall Approach/Strategy:

Annually increase the number of students who demonstrate a minimum of one year's growth for each school year enrolled, including an additional incremental increase in achievement gains for Native Americans (NA), Students with Disabilities (SWD) and Economically Disadvantaged (ED) of at least 2 Scale Score Points above district base-line measured by School Growth Targets (SGT's) in District Report Card and State Assessment Measure and Interim Assessments.

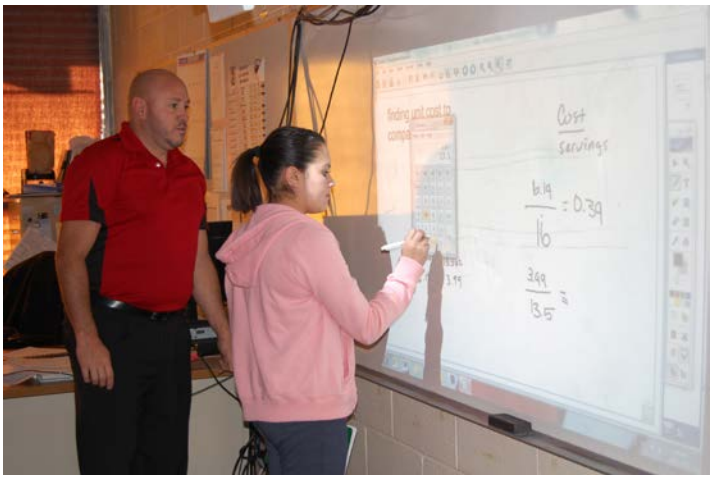
Our goal is to close the gap in learning performance of students who are not meeting grade level expectations by: a. Clearly identifying the standards to be mastered, b. Identifying and utilizing formative assessments that assure growth and mastery by a targeted deadline, c. Clearly identifying and utilizing interventions to assure the student reaches the standard, d. Connecting standards to a grading and feedback system that students are familiar with—Credits needed to Graduate.

At each grade level GCCS will identify Performance Level Standards that a student will master. If a student masters these standards, then they will receive a "credit", like in high school, for that subject and grade level. When a student earns that credit, then parents will know the student is "on-track" to graduate on time. If a student is "missing a credit", then the student, parent, and GCCS staff will know that the student is not on track to graduate in that subject area. Students will still have grades and follow the GCCS grading system, but the credit system developed will allow everyone to know if a student is on-track to on-time graduation. GCCS staff will also be able to identify specific areas for intervention based on the credits the student has not earned. Specific assessments and interventions at each grade level will be identified to assure on-time graduation. Students entering the district will complete these assessments and "earn" the credit if mastered. Grade promotion and retention policies will not be tied to the Credit System.

Strategic Priorities	**Timeframe**	**Responsibility**	**Measure of Progress**
1.2.1 Develop and implement a credit-based system that ensures students are on track and progressing at every grade level. Identify grade level readiness standards and utilize formative assessments that assure growth and mastery of reading, writing, and math and link standards to grading and credit system.	SY 15-16: Preparation Phase SY 16-17: Implement Yr-1 SY 17-18: Full Adoption and Implementation	Teachers, Principals, Central Office Directors, Superintendent and Board of Education	Number of children who show at least one year's progress with appropriate disaggregation and comparison to District and School EPSS goals and objectives.
1.2.2 Develop and use Academic Credit Target Matrix to track student achievement by grade level on a credits based system from K-12th grade.	SY 15-16	Team 1.2 Strategic Planning members, District Staff and Community Members	• K-12 Academic Credit Target Matrix • Number of Students in each Grade Level Band "On-Track" to graduate
1.2.3 Implement a rigorous, culturally relevant K-12 curriculum focused on literacy, numeracy and inquiry, based on the Common Core Standards and follows the District's curriculum review	Ongoing	Director of Instruction, Principals, Teachers, and Community	• Guaranteed and Viable Curriculum implemented; increased

process assuring that the District curriculum content utilizes the cultures, linguistics, and histories of our diverse students as a means to enhance educational achievement.		Members	growth of 2 Scale Score Points for all students- PARCC • Curriculum Review Process Approved by School Board & implemented
1.2.4 Provide targeted interventions to students who are not proficient/meeting grade level credits (including small pull out sessions, added time within the school day).	Ongoing	Director of Instruction, Interventionists and Coaches	• List of Targeted Interventions; Duration; and Intervention Results by Grade Level Band • Clear RtI model outlined • Aligned with District and School EPSS
1.2.5 Develop and continue rigorous summer intervention programs for students transitioning who have not met credit requirements at grades 3rd to 4th; 6th to 7th; and 8th to 9th.	Ongoing	Federal Programs Director, Principals, and Teachers	Increased Performance of 7th grade students on the PARCC ELA and MATH assessment scoring a 3, 4, or 5
1.2.6 Continue and expand Sheltered Instruction Observation Protocol (SIOP) Cohort Professional Development K-12 and work towards a train-the-trainer model of continuous implementation.	Ongoing	Federal Programs Director, Principals, and Teachers	Cohort Attendance; Teacher Evaluation Performance compared to Teachers not in a SIOP Cohort
1.2.7 Evaluate and embed International Society for Technology in Education (ISTE) standards into the K-12 Curriculum Plan.	SY 16-17	Director of Instruction	K-12 Curriculum document with ISTE Standards approved by Board

1.2.8 Increase Advanced Placement (AP) percentage of students scoring a 3 or higher from 35% to 48% and maintain above the state average while moving toward the national average and increasing the opportunity and availability of pre-AP and AP classes at both high schools and both middle schools while increasing the number of students attempting AP exams.	SY 15-16	Teachers, Principals, and District Directors	District AP Five-Year School/District Score Summary reports July of each year
1.2.9 Increase ACT performance to exceed the state performance levels for meeting college readiness standards for all students and identified demographic groups while increasing the number of students who attempt the ACT in high school.	Ongoing	Principals, Counselors, Director of Instruction, and Gear-up Coordinator	District ACT Five-Year School/District Score Summary reports August of each year
1.2.10 Set College and Career Readiness baselines for Career Technical Education (CTE) and Dual Credit attainment and increase by 3% each year.	Ongoing	Principals, Counselors, Director of Instruction, and Gear-up Coordinator	• District Report Card on College and Career Readiness • Dual Credits Earned • Degrees and Certifications Earned



Outcome 1.3 Decrease the percentage of habitually truant students from 9.25% (2013-2014) to less than one (<1%) percent by 2018, while maintaining and improving the overall attendance rate of 92% across the district for all students and subgroups.

Overall Approach/Strategy: Habitually truant students in the early elementary grades are the same students who become our At-Risk, habitually truant, Disconnected Youth that we later see in Middle School, High School, and in our dropout population. Our overall approach is to focus primarily on early intervention and family support at the primary level.

We will also assure that our current policies and procedures are followed and effective at all levels. This includes following through on the state process for students who are habitually truant at the earliest grade levels. We want to work with our Juvenile Justice Advisory Committee (JJAC) to promote support for our families who struggle with attendance or habitually truant students.

Children living in poverty historically have higher rates of chronic absenteeism than children living in higher socio-economic income levels. Support of these families will be a key component in avoiding the consequences of chronic absenteeism. Early behaviors of habitually truant students may lead to a seven percent lower probability of high school graduation (Seeley, 2008).

Increasing the awareness of truancy laws and enforcement of current statutes and policies will also be key factors in improving truancy. Review policies and protocols, if necessary. Work with community partners to help support habitually truant students at the earliest level so that support can change the behaviors and decrease them at the later grade levels.

Strategic Priorities	**Timeframe**	**Responsibility**	**Measure of Progress**
1.3.1 Identify students in grades K-2 that are, or have been, habitually truant	SY 15-16	District and Site Personnel	List by school of students at-risk or

in 2015-2016 for baseline data.			habitually truant
1.3.2 Initiate a Student Assistance Team (SAT) for each student identified as habitually truant and develop specific interventions to decrease the truant behavior.	SY 16-17	Site SAT Teams	Number of SAT's completed on students identified and a reduction in the number of students listed as habitually truant over the next 2 years
1.3.3 Current students identified as habitually truant will be recommended to a mandatory make-up intervention class beyond the school day or school year.	SY 15-16	District and Site Personnel	Number of students identified as habitually truant who complete additional intervention to address learning gaps
1.3.4 Community support systems will be connected to 4-risk factors of truancy as illustrated in the National Center for Mental Health Promotion and Youth Violence Prevention documents: **Family Factors** (lack of supervision, including gaming addiction; poverty; alcohol or drug abuse; lack of awareness of attendance laws; attitude toward education) **School Factors** (school size; attitudes of students, staff, and teachers; inflexibility toward meeting different learning styles; inconsistent procedures for dealing with chronic truancy) **Economic Factors** (employed students; single parent homes; high mobility; parents with multiple jobs; lack of transportation)	SY 16-17	Site, District and Community Partners including JJAC, Site Attendance Liaisons, and District School Resource Officers (SRO)	Meeting Minutes with Community Partners: JJAC, IPAC, IPP SAT Review: Data on the number of SATs that are targeted on truancy prevention and longitudinal data on the students identified 2015-2016 as at-risk of habitually truant in kindergarten by the end of 2nd Grade

Student Factors (drug and alcohol abuse; lack of understanding of attendance laws; lack of social competence; mental and physical health problems) (Baker, Sigmon & Nugent, 2001).			
1.3.5 Truancy Prevention will focus on 3 overarching categories: A. Universal Prevention: For ALL students (Attendance Policy Handbooks Reviewed and updated; Promoting a Pro-Attendance Culture) B. Selective Prevention: Targeted Supports for students who are at risk of becoming habitual truants (1.3.1, 1.3.2, 1.3.3) (Early Intervention Programs; Alternatives to adjudication for truancy including working with Juvenile Justice Advisory Committee (JJAC)) C. Indicated Prevention: For a few students: Court-based truancy reduction programs; Alternative education programs-Career Academy	SY16-17	District Support Staff and Site Principals	Completed Handbooks; Decreased students identified as habitually truant

Outcome 1.4 90% of all students will graduate as measured by 4-year Cohort Graduation Rate while having improved their college and career readiness.

Overall Approach/Strategy: The Common Core State Standards (CCSS) Initiative has increased the College and Career Readiness (CCR) expectations for students completing K-12 public education.

At the same time, Grants/Cibola County Schools (GCCS) has maintained a graduation rate that routinely meets or is above the state average. The New Mexico Department of Health (DOH) Indicator Report for High School Graduation illustrates how GCCS has the highest graduation rate out of our neighboring counties. http://ped.state.nm.us/ped/Graduation_data.html

Some students enter school several years behind their peers. Cibola County has the 2nd highest percentage (45%) of children living in poverty by county in New Mexico (2014 Kids Count Data Book). A majority of our families work, but still live below the poverty line. Almost twenty to thirty percent of students do not graduate on time after four (4) years of high school. A few of these students do complete Job Corps, GED, Home School, or return and complete their high school graduation requirements later.

GCCS believes that an increase in graduation rate, while also increasing the standards for promotion and graduation, can only be accomplished by focusing intentionally and critically on student learning deficiencies, addressing those learning gaps with strategic interventions, and by monitoring students' progress towards on-time graduation. Past programs that appear to have helped increase graduation rates are the Gear-Up Grant (GHS 2012 Cohort) and the School Improvement Grant (SIG) (L-AJSHS 2013/14 Data). Early intervention and dynamic educational offerings are key to serving at-risk and students living in poverty.

In the short-term, GCCS will identify and attempt to find a pathway of completion for current non-graduates or students identified as Disconnected Youth in GCCS and Cibola County. Pathways of completion include: Adult Education/GED, Return to School/Career Academy, and Job Corps.

Strategic Priorities	**Timeframe**	**Responsibility**	**Measure of Progress**
1.4.1 Identify student "drop-outs" reported to the state and have Site Attendance Liaisons and Counselors attempt to locate and return students to a pathway of completion.	SY 15-16	Site Attendance Liaisons and District Data reporting staff	Number of students located and number/percentage of students who successfully complete a pathway
1.4.2 Develop Graduation Readiness Credit System for on-time graduation and implement in 2016, 2017, and 2018. (See Outcome 1.2 for details)	SY 15-16	District Staff, Teachers, Parents, and Students	Clear plan developed and disseminated
1.4.3 Develop a Standards-Based Report Card for 2016-2017 implementation in grade K to begin a transition to standards-based reporting and connected to our Graduation Readiness Credit System.	SY 15-16	K-2 Teachers	Implemented Standards-Based Report Card for 2016-2017

1.4.4 Identify budget for explicit interventions to ensure students are on-track to graduate (E.G., including programs such as Summer School, Extended Day, and Credit Recovery).	SY 15-16	District Staff and Budget Office	Budget Line Items identified and prepared for 2016-2017 SY
1.4.5 Develop and support a District/County level committee to re-engage our Disconnected Youth.	SY 16-17	GCCS Staff and Community Partners	Identification and documentation of students contacted and outcome

Goal Two: Instill excellence in teaching and leadership.

Outcome 2.1 Decrease vacancies in hard-to-fill positions and locations from an average of eight to four over the next three years, while promoting and supporting recruitment if a diverse staff.

Strategic Priorities	Timeframe	Responsibility	Measure of Progress
2.1.1 Identify high-need areas and proactively recruit and hire quality candidates for those positions (including math, science, special education, and bilingual and TESOL-endorsed teachers). Strategies include recruitment at job fairs at in state and out of state universities.	SY 16-17	Personnel Department and Principals	Increased number of teachers recruited in hard-to-fill positions, less vacancies once school year starts
2.1.2 Recruit and develop potential teacher candidates from Educational Assistant positions and collaborate with university to develop certification programs that include work experience as credit.	SY 16-17	Personnel Department	Increased number of Educational Assistants and staff who become teachers; number of Native American teachers hired from pool of candidates
2.1.3 Expand incentive package for hard-to-fill positions to be competitive with other districts including a menu of choices - signing bonuses, housing or financial support for continuing education for hard-to-fill vacancies.	SY 16-17	Personnel Department and Superintendent	Reduced number of vacancies open at start of school year
2.1.4 Partner with post-secondary partners to increase the diversity of teaching staff (e.g. more Native American teachers) through alternative licensure programs.	SY 16-17	Personnel Department and University Partners	Increased diversity of staff

2.1.5 Encourage current students to become teachers through dual enrollment and Educators Rising Program to create future educators.	SY 15-16	Personnel Department and University Partners	Increased number of applicants for positions; decreased vacancies

Outcome 2.2 Increase the number of teachers with Level Three Licensure by 10% over three years.

Overall Approach/Strategy: Increase licensure levels of teachers by providing opportunities for growth and learning opportunities.

Strategic Priorities	Timeframe	Responsibility	Measure of Progress
2.2.1 Provide pathways and opportunities for teachers to pursue higher education leading to a Master's Degree or an Education Specialist certificate.	SY 16-17	Personnel Department, Universities, and Superintendent	Increased number of teachers with Level Three Licensure
2.2.2 Identify ways to assist staff with costs of tuition assistance.	SY 16-17	Personnel Department, Universities	Number of teachers participating in classes, incentives offered
2.2.3 Increase participation in educational coursework by offering courses on-site to make it easier for staff to participate in degree programs.	SY 16-17	Personnel Department, Universities	Number of teachers participating in on-site classes

Outcome 2.3 Increase the number of teachers and principals rated effective or higher by 5% annually.

Overall Approach/Strategy: Annually increase number of teachers and principals rated effective or higher to ensure best practices and instruction for students.

Strategic Priorities	Timeframe	Responsibility	Measure of Progress
2.3.1 Create and implement a district wide professional development plan for teachers, principals and staff aligned with the priorities in the district strategic plan and focused on	SY 16-17	Principals, Personnel Department, Director of Instruction, and Director of State and	Number of teachers and staff participating in training who evaluate the experience as useful

continuous improvement and excellence in teaching practice (e.g. training on best practices, SIOP or Structured Observation teacher training).		Federal Programs	
2.3.2 Provide support and resources such as Teachscape/mentoring to help teachers and principals improve effective teaching practice.	SY 16-17	Principals and Personnel Department	Number of teachers rated effective or highly effective
2.3.3 Provide individualized improvement interventions/resources for teachers and principals rated ineffective.	SY 16-17	Principals, Personnel Department, and Mentors	Decreased number of teachers rated ineffective
2.3.4 Connect new teachers with mentors; provide new staff orientation and professional development for new teachers at secondary level and grade-level mentors for elementary.	SY 16-17	Principals, Personnel Department, and Mentors	New teachers trained in essential skills, improved retention rate
2.3.5 Create and implement teacher to principal pathways to develop future leaders by partnering with universities	SY 16-17	Principals, Personnel Department, and Mentors	Number of teachers who transition to principal role
2.3.6 Provide support and resources to help principals improve effective leadership practices (e.g. Summer Administrative training, webinars and online professional development program).	SY 16-17	Principals, Personnel Department and Mentors	Number of leaders rated as effective or highly effective

Goal Three: Create a school climate and environment that is safe, supportive, inclusive and respectful.

Outcome 3.1 Improve student and staff satisfaction and perceptions around the school climate and environment (baseline TBD).

Strategic Priorities	Timeframe	Responsibility	Measure of Progress
3.1.1 Develop and approve a Facility Master Plan that is aligned to the GCCS strategic plan.	SY 15-16	Maintenance department, Business Department, Superintendent, and Board of Education	Facilities Master Plan completed
3.1.2 Identify student participation in extracurricular activities and sports disaggregated by ethnicity; Identify student interest in participation in extracurricular activities and sports.	SY 16-17	Site leadership team	Baseline data on numbers of students participating
3.1.3 Improve resources and facilities to ensure increased number of students have access to and participate in sports and after-school activities; Identify alternative means of accessibility for extracurricular activities where needed.	Ongoing	Site leadership team and central administrative leadership team	Increased number of students participating in sports and extracurricular activities
3.1.4 Each school will have a state-approved Safety Plan.	Ongoing	Site Leadership Team and Facilities Coordinator	100% of school Safety Plans approved by state

3.1.5 Implement Safe Schools training for all employees (including topics such as Child Abuse Reporting, Sexual Harassment, and other safety issues).	SY 15-16	Director of Personnel	100% of staff will complete training and earn a certificate of achievement in required courses
3.1.6 Develop a program of instructional sensitivity that supports inclusiveness, a respect for diversity within our students, and valuing our responsibility to family, community, tribe, and country.	Ongoing	Site Leadership Team and Central Administrative Leadership Team, Community and Tribal resources	100% of our staff will participate in a multi-year orientation to inclusivity, the diverse cultural and linguistic backgrounds, and methods to affect classroom instruction and climate.

Goal Four: Engage our diverse families and communities in student success.

Outcome 4.1 **Increase parent satisfaction with school and district efforts to help parents understand their student's progress and how to support their student's learning and success as measured by parent survey (baseline to be determined).**

Overall Approach/Strategy: We will increase communication with parents through our district website, face-to-face communication, and PowerTeacher Gradebook about student progress following short cycle assessments to show where students are and where they need to be, what we are doing to help make that happen, and what parents can do to help. This will be our benchmark year.

Strategic Priorities	**Timeframe**	**Responsibility**	**Measure of Progress**
4.1.1 Ensure timely communication with parents about student performance with 100% of school sites consistently updating PowerTeacher Gradebook.	SY 15-16	Principals, Directors, Teachers, Parents, and Technology Department	% of parents calling or emailing about no grades decreases, % of teachers calling to fix Gradebook at report card time goes to 0%
4.1.2 Increase parent utilization of Gradebook and other communication tools so they can better support student learning. Identify alternative communication methods for parents who do not have computer access (e.g. create designated space for parent use of computers at schools or cell phone communication tools).	SY 16-17	Principals, Directors, Teachers, Parents, and Technology Department	Number of parent logins to Gradebook; number of grade checks
4.1.3 Pilot new approach to Parent/Teacher conference sessions to include increased communication on student data and individual student results.	SY 2015-2016	Parents, Teachers, Principals, and Students	Number of parents and students participating in parent teacher conferences

4.1.4 Provide opportunities for parent and community engagement and continuous communication/feedback through advisory councils such as the Indian Parent Advisory Council.	SY 16-17	Directors, Coordinators and Principals	Increased parent and community attendance

Outcome 4.2 Increase community involvement to support student success as measured by community survey (baseline TBD).

Strategic Priorities	Timeframe	Responsibility	Measure of Progress
4.2.1 Improve the district website to improve communication with parents and community.	SY 15-17	District Communication Advisory Committee, and Technology Dept	Updated website; Number of parents and community members who report satisfaction with website communication
4.2.2 100% of schools and departments will populate their sites on the district websites and will update sites each semester with data including information on school attendance, behavior and course performance. Create and launch websites for each school to better communicate calendar activities/information.	SY 16-17	Principals, Directors, Teachers, Coordinators, Technology Students, and Technology Department	Website hits counter for pages, and parent survey of satisfaction
4.2.3 Expand opportunities for students to maintain and enhance website as part of their career development coursework/dual enrollment credit.	SY 16-17	Director of Instruction and Grants NMSU Branch staff	Number of students participating in dual enrollment class and assisting with website
4.2.4 Engage business and community leaders in mentoring and internship programs.	SY 16-17	Director of Instruction and Grants NMSU Branch staff	Increased number of business partners offering internship programs for our high school students

4.2.5 Engage tribal officials from the three neighboring tribal entities in collaborating with GCCS in the development, endorsement and implementation of the IPP and other related District advisory groups.	SY 15-17	Tribal officials from Acoma, Laguna, Navajo; Superintendent, Coordinator of Indian Education; and parents;	All three Native American Tribal entities will sign the IPP, and commit to the IPP workgroup Participation in District advisory committees