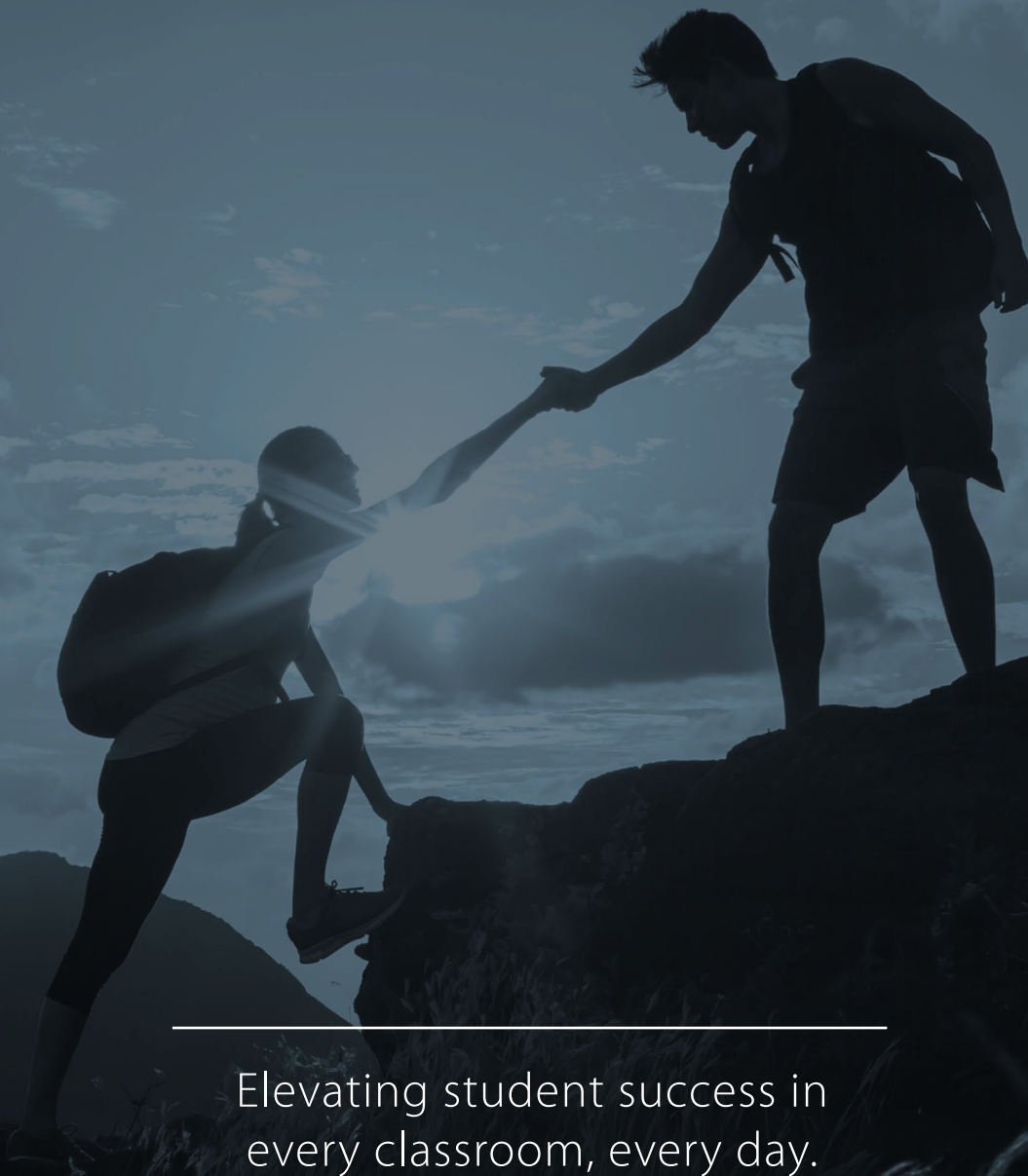



ELEVATE



Elevating student success in
every classroom, every day.

Adams12 
Five Star Schools



This strategic plan
belongs to

name

school/department

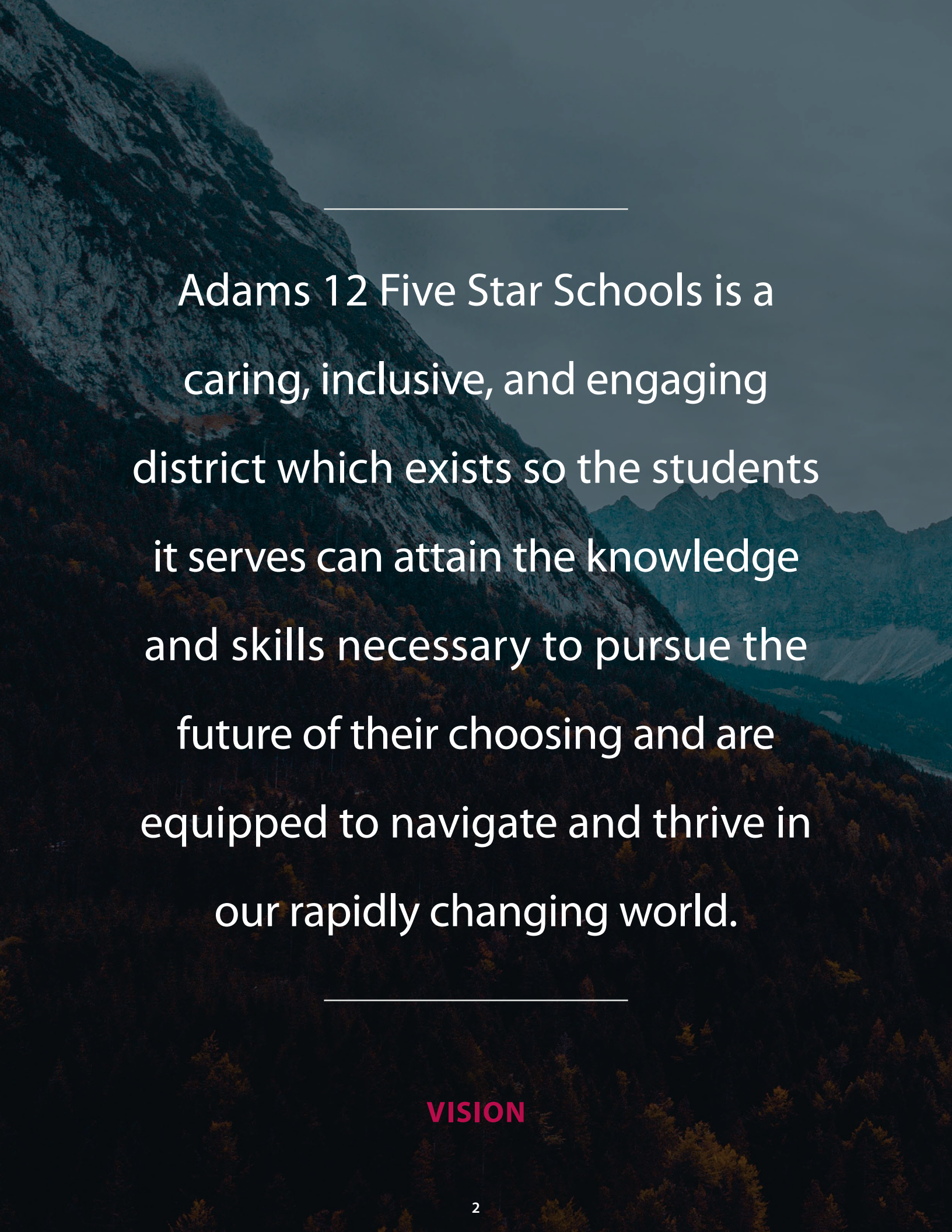
and I ELEVATE
student success.



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CONTENTS



Adams 12 Five Star Schools is a caring, inclusive, and engaging district which exists so the students it serves can attain the knowledge and skills necessary to pursue the future of their choosing and are equipped to navigate and thrive in our rapidly changing world.

VISION

We commit to **engage**
and **inspire** all
students to **innovate**,
achieve and **succeed**
in a safe environment
by ensuring high-quality
instruction in every
classroom, every day.

MISSION



More than 3,000 parents, staff, students and community members participated in engagement sessions at more than 50 schools in English and Spanish. Participants used a storytelling process to listen and learn from one another about a time when the Five Star District and our schools “did right” by a student. This process allowed participants to collectively determine common strengths of the district that built on what is already going well. The sessions also allowed participants to envision who we want to be in the future and then consider the big ideas needed to achieve our collective dreams.

Strengths Discovered:

At Adams 12 Five Star Schools, we

- Care
- Collaborate
- Empower
- Engage
- Focus on Students

After synthesizing all the hopes and dreams from Phase I, more than 3,700 people took an online survey to prioritize the community’s big ideas for the future into **six main focus areas:**

- 21st Century Learning
- Diverse Learning
- Outside-the-Classroom Learning
- Safe Schools
- Social-Emotional Learning
- World-Class Staff

PHASE I

PHASE II

OUR JOURNEY TO A NEW STRATEGIC PLAN

Setting out to develop a new strategic plan for the district, we looked to our community. More than 7,000 parents, students, staff and community members came together across every school in the district through in-person collaboration and online surveys to create a new plan to ELEVATE student success for years to come.

Behind the scenes was the ELEVATE Core Team, a group of staff and community members who drove the process by planning the engagement sessions and analyzing the data.

The Adams 12 Five Star Schools Board of Education worked with district staff to review the plan, develop a funding proposal to jump-start success and finalize the **three high-level goals**:

- Student Achievement
- Climate and Culture
- Social-Emotional Well-Being

Approved!

The board of education formally approved the new plan in August 2018 to ELEVATE student success for years to come.

PHASE IV

PHASE III

At the ELEVATE capstone event, **The Summit**, more than 230 parents, staff, students and community members spent a full day prioritizing action items within the six focus areas and determining next steps for finalizing the community-driven plan.



Strategic plans are typically built from the top down to solve glaring issues. This process was different. We purposefully wanted a plan that was developed from the bottom up – by students, parents, staff and community members – where we focused on building on strengths rather than fixing problems. The entire process brought our community together, setting common ground and vision for who we are and who we want to be. We are excited about how this plan will help better serve students for years to come.

SUPERINTENDENT CHRIS GDOWSKI

OUR STRENGTHS

The year-long engagement process to discover our community-driven strategic plan started with building upon what we do well. Participants were asked to tell a story when the district, school or a staff member did right by a student. Storytellers were then asked to identify the strengths rooted within their stories. Thousands of stories were synthesized into five core strengths of the district which reveal who we are and who we want to continue to be.

At Adams 12
Five Star Schools, we

- Care
- Collaborate
- Engage
- Empower
- Focus on Students



CARE

At Adams 12 Five Star Schools, **we care** for each other. From providing students with academic and social direction to partnering with families by providing resources and supports, we are a relationship-driven community that goes above and beyond to ensure students thrive at every level.



COLLABORATE

At Adams 12 Five Star Schools, **we collaborate** across our district. From staff working across teams and schools to provide the best solutions and teaching, to parents and community partners working together to provide premier learning opportunities for students, we are an “all hands in” community who works together for the success of students.



EMPOWER

At Adams 12 Five Star Schools, **we empower** students, staff and family to learn and grow. From providing training and resources for educators to become the best practitioners they can be, to valuing student voice and growth in developing as leaders, we empower students and staff to own their learning and proactively lead within their unique community.



ENGAGE

At Adams 12 Five Star Schools, **we engage** our community. From providing resources and opportunities for educational success by partnering with families and businesses, to embracing the cultural diversity of our district, we intentionally engage with our community to grow academically and socially.



FOCUS ON STUDENTS

At Adams 12 Five Star Schools, **we focus on students**. From academic and social needs to providing innovative programming opportunities with multiple pathways to success, we focus our efforts on the unique learning of each child in every classroom, every day.



TELL YOUR OWN STORY

Keep our strengths alive - share your own strength story about a teacher, colleague, student or community member:

www.adams12.org/ShareYourStory



“One year, I saw staff donating money and other items to help the students who were going without. A staff member started a scholarship to reward students who did well in hopes that the students would be motivated to do well in school and go to college. I found it amazing that staff was spending so much of their time outside of the school to help support their students. It was like a big family taking care of one another.”

(CARE) - STORY FROM A STAFF MEMBER



“When my colleague was beginning her teaching career, she created a wonderful working relationship with her fellow core teacher. They both realized that they had very different strengths and they created an environment for themselves and their students that highlighted those strengths instead of those being in conflict with one another.”

(COLLABORATION) - STORY FROM A TEACHER



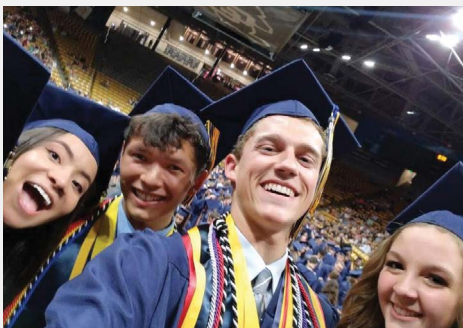
“My son’s first-grade class dynamics were creating issues with behavior and parent personalities. The teachers and school administration decided to change the class structures and blended all the kids into classes that best supported the learning and social needs of the kids. It was impressive that the need was determined, the solution was created, the school was transparent and communicated well with the students and parents, and it was implemented in a quick fashion that put the kids and their needs at the forefront!”

(EMPOWER) - STORY FROM A PARENT



“I have lived within the Adams 12 boundaries for over 60 years and have found them to be a great community partner - good employees, well taken care of schools, and, most importantly, a consistent provider of good education for young people.”

(ENGAGE) - STORY FROM A COMMUNITY MEMBER



“My teacher helped me even though I wasn’t good at writing. She helped me succeed by helping me add more details. I felt successful because she guided me through writing. I think the best thing about school is that teachers always give us a chance.”

(FOCUS ON STUDENTS) - STORY FROM A STUDENT



GOALS AND MEASURES

STUDENT ACHIEVEMENT

Raise achievement levels for all students and close existing achievement gaps for groups of students

Adams 12 Five Star Schools will annually increase the average score of students at each school level (i.e. elementary, middle and high school) on state-mandated assessments, both overall and for subgroups of students included in the state accountability system (students with an Individualized Education Program (IEP), minority students, emerging bilingual students, students on free or reduced lunch; as well as Gifted and Talented students).

and

Adams 12 Five Star Schools will annually meet or exceed the state's average growth on state-mandated assessments, both overall and for subgroups of students included in the state accountability system (students with IEPs, minority students, emerging bilingual students, students on free or reduced lunch; as well as Gifted and Talented students).

Increase graduation rate while increasing rigor

Adams 12 Five Star Schools will annually increase the four-year graduation rate, while also improving measures of post-secondary readiness, both overall and for subgroups of students included in the state accountability system (students with an Individualized Education Program (IEP), minority students, emerging bilingual students, students on free or reduced lunch; as well as Gifted and Talented students).

Outperform peer districts

Adams 12 Five Star Schools will outperform peer districts* on the district performance framework, which accounts for post-secondary readiness, student growth and student achievement.

**Peer districts include other Colorado districts with 10,000 or more students and with a similar free and reduced lunch population.*

CLIMATE AND CULTURE

Students, families and staff take pride in and feel connected to the district's positive culture

Using annual climate and culture survey data for students, families and staff, Adams 12 Five Star Schools will annually increase the percentage of stakeholders who respond positively and will meet or exceed the 50th percentile (national average) for topics that have comparative data.

When appropriate, Adams 12 Five Star Schools will use qualitative measures such as focus groups to help identify what is contributing to areas of strength and opportunities for improvement as indicated through annual climate and culture survey data.

SOCIAL-EMOTIONAL WELL-BEING

Know every student by name, strength and need

Adams 12 Five Star Schools will annually increase the average score of respondents on social-emotional learning (SEL) related topics from the student, staff and family climate and culture survey, and will meet or exceed the 50th percentile (national average) for topics that have comparative data.

When appropriate, Adams 12 Five Star Schools will use qualitative measures such as focus groups to help identify what is contributing to areas of strength and opportunities for improvement as indicated through annual climate and culture survey data.

OUR FOCUS AREAS

Building on stories of strength, our engagement process continued by asking what participants wanted the district to focus on for years to come. Participants at engagement sessions across the district shared big ideas on how to achieve our collective hopes and dreams for the district. Every idea was recorded and then the ELEVATE Core Team synthesized these ideas into nine focus areas.

The nine focus areas were then featured in an online survey for further refinement from the Five Star community. More than 3,700 parents, students, staff and community members took the online survey in English and Spanish, which asked participants to rank-order the nine focus areas by importance and interest-level. By the conclusion of the survey, our community determined six focus areas for the final plan.



**21ST CENTURY
LEARNERS**



**DIVERSE
LEARNING**



**OUTSIDE-
THE-CLASSROOM
LEARNING**



As a capstone event, more than 230 people attended the ELEVATE Summit where we refined the community's big ideas within each focus area. By the end of the event, we had collectively prioritized the strategies and tactics within each focus area to complete the ELEVATE strategic plan.

The six focus areas represent the hopes and dreams of over 7,000 parents, staff, students and community members who participated in the ELEVATE engagement process.



**SAFE
SCHOOLS**



**SOCIAL-
EMOTIONAL
LEARNING**



**WORLD-CLASS
STAFF**



21ST CENTURY LEARNERS

Students collaborate, think critically, problem-solve and are digitally literate to thrive in today's ever-changing world.

We will expand the use of inquiry-based learning opportunities to support the development of critical-thinking skills

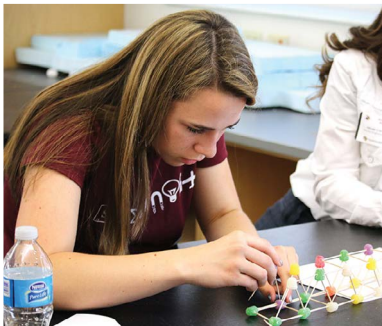
- Develop inquiry-based lessons and resources that support students with both individual and team-based learning
- Create resource bank that supports teachers in submitting/sharing additional inquiry-based lessons
- Expand opportunities for students to demonstrate critical thinking skills across all curricular areas

We will increase teacher training in the use of technology aligned to curriculum and high-quality instructional strategies

- Increase staff to support integration of technology into learning and expand the number of technology tools (e.g. open source online articles) built into the units of study
- Invest in learning management software and data analysis tools to better understand student needs and monitor student progress
- Implement a technology refresh, support and maintenance plan, which includes both student devices and district/network needs

We will invest in up-to-date textbooks, learning and instructional materials to meet new and more rigorous academic standards

- Refresh middle and senior high instructional materials in core content areas
- Expand elementary instructional materials in the areas of science and social studies
- Enhance curriculum across all grades in elementary specials and secondary electives
- Hire curriculum coordinators for specials and electives



How will you ELEVATE 21st Century Learners?



DIVERSE LEARNING

Students receive engaging learning experiences and the focused-attention they need through appropriate student-to-staff ratios and varied programming.

We will provide smaller group learning experiences to better meet student needs

- Decrease class sizes at middle and high schools and further address elementary class sizes that are above targeted levels
- Reduce student-to-staff ratios at all levels by expanding the use of classroom paraprofessionals, interventionists, co-teaching, small group instruction, etc. in support of all students including special populations

We will increase academic support for students who need extra help

- Provide appropriate interventions to address identified gaps in literacy and math performance
- Implement a resource bank of interventions that address various student needs and a data system that supports teachers in monitoring the effectiveness of interventions

We will expand specialized program offerings to increase student engagement and culminating, when possible, in industry certification

- Provide additional career training within the construction trades, medical sciences and automotive/diesel
- Offer new career training programs in cybersecurity, robotics and applied technology/manufacturing

- Develop a comprehensive K-12 computer science experience
- Expand STEM program offerings to prepare students for emerging workforce needs in the region
- Increase opportunities for students to become biliterate, such as a dual language program, and support students in graduating with a seal of biliteracy

We will implement additional/alternative ways for students to find relevance and motivation in their learning

- Increase number of advanced coursework options and supports for gifted/advanced learners
- Develop high school capstone courses that provide project-based opportunities to apply skills and demonstrate competence
- Expand service-learning opportunities
- Expand relevant and engaging electives for secondary students
- Identify career and technical programs eligible for credit in core subjects
- Increase student participation in concurrent enrollment, apprenticeships, internships, and/or job shadows
- Implement additional pathways for students disengaged in traditional classrooms

We will expand early childhood education opportunities across the district

- Open additional preschool classrooms
- Increase services for our youngest students with the greatest needs
- Enhance diversity in programming by expanding tuition-based access to preschool

We will enhance instructional quality in early childhood education

- Update instructional resources and teaching practices in literacy, early numeracy, social-emotional learning and assistive technology
- Increase staff to help students who need extra academic and behavioral support

We will implement practices throughout our district and schools that are responsive to the diverse cultural backgrounds and life experiences of our students

- Conduct districtwide staff training and align district policies to equitable and culturally-responsive practices
- Adopt curricular resources that are representative of our diverse student population



How will you ELEVATE Diverse Learning?



OUTSIDE-THE-CLASSROOM LEARNING

Students have multiple learning opportunities outside the traditional classroom providing various pathways to success.

We will develop outside-the-classroom learning opportunities aligned to community values

- Expand and better support enrichment activities and sports (including a revised middle-level sports model)
- Determine and implement appropriate outdoor-learning opportunities
- Determine and implement appropriate outside-the-classroom learning opportunities including apprenticeships, internships and job shadowing
- Expand opportunities for students to experience learning events like Finance Park



How will you ELEVATE Outside-the-Classroom Learning?



SAFE SCHOOLS

Student learning is supported by providing a safe and secure environment.

We will modify school buildings and communication systems to enhance security

- Modify building entrances to manage whole-building access by visitors
- Manage door access to high school buildings by implementing electronic keycard access system for high school students and staff
- Monitor high volume building access points in high schools
- Enhance emergency communication between law enforcement, district security, each school's front office and classrooms

We will increase staffing to support safe and secure learning environments

- Increase campus security supervision at all high schools, middle schools and K-8 schools
- Establish District Threat Assessment Coordinator and District Emergency Preparedness Coordinator positions
- Provide elementary schools with full-time assistant principals to support safe and healthy school environments

We will support student and staff safety through expansion of crisis response staff

- Increase number of District Crisis Response Team (DCRT) members to provide direct support to school communities and school personnel
- Enhance professional learning opportunities for the DCRT
- Develop additional tools, resources and protocols to support usability and consistency across schools (e.g. training videos and materials)

We will enhance security training through partnerships with law enforcement, community organizations, families and staff

- Update site-specific emergency operation plans and train building-level staff in emergency response
- Train staff regarding effective application of the Threat Assessment and Suicide Prevention processes



How will you ELEVATE Safe Schools?



SOCIAL-EMOTIONAL LEARNING

Students are provided innovative social-emotional programming and practices across all schools.

We will expand social, emotional and behavioral supports and interventions for students

- Train staff in effective interventions that focus on the social-emotional and behavioral needs of students
- Using a prevention-based framework called the Multi-Tiered System of Supports (MTSS), develop a resource bank and data system that supports teachers in monitoring the effectiveness of interventions
- We will develop a P-12 Social-Emotional Learning Curriculum aligned to standards to promote and support student growth
- Identify resources and programs aligned to the curriculum, which include behavioral assessments to help identify student needs
- Provide professional learning opportunities to support teachers in the use of the curriculum, resources and assessments

We will invest in staff training to provide proactive, common approaches to social-emotional supports for students, families and staff

- Introduce Trauma Informed Practices training
- Expand level-specific Positive Behavioral Interventions and Supports (PBIS) programs (e.g. social-emotional learning, conflict resolution and restorative practices)

We will increase school-based staff to support social-emotional needs of students, teachers and families

Elementary:

- Add elementary counselors and increase social workers - support for teachers in implementing best practice with social-emotional supports

Middle and High:

- Create ongoing funding source for counselors under expiring grant
- Increase counselors and social workers

We will implement systematized and focused partnerships with community organizations to better support our students and families

- Create better connections for families to community mental health resources
- Cultivate additional mental health partnerships across the community (e.g. United Way, Community Reach, etc.)
- Strengthen awareness of supports provided by the school-based health clinic at Thornton High School



How will you ELEVATE Social-Emotional Learning?



WORLD-CLASS STAFF

Staff is compensated, supported and trained to foster student success and family partnerships.

We will improve our competitive market position for recruiting and retaining high-quality staff

- Redesign classified and certified salary schedules to improve competitiveness in the market across all job titles
- Increase new teacher starting salaries to be competitive with neighboring districts
- Increase experience credit for high-quality teachers and staff coming from other districts

We will increase training and support for new staff that is collaborative and job-embedded

- Develop a robust induction program for teachers and administrators that provides coaching, mentoring and resources
- Provide Building Orientation Facilitators with curriculum and resources for use with teachers and support staff

We will provide high quality, job-embedded professional learning for staff that equips and empowers them to meet student needs

- Provide Instructional Leadership Teams with facilitation skills, protocols and resources to use with all teachers during dedicated professional-learning time
- Support and develop principals in small-group professional-learning cohorts
- Provide job-embedded professional learning opportunities for classroom teachers to work side-by-side with teacher leaders and instructional coaches
- Increase the opportunity for teachers to engage in lesson studies
- Increase principal/teacher understanding and application of data-driven instruction and formative practices

We will expand teacher leadership pathways to increase educators' professional capacity and earning potential without leaving the classroom

- Define scope and responsibility of teacher leadership positions including multiple pathways for leadership opportunities (e.g. grade-level lead, content lead, instructional coach)
- Develop a compensation system aligned to roles and responsibilities
- Implement and evaluate pilot program
- Refine pilot program and expand to each school



How will you ELEVATE World-Class Staff?





















TAKING THE FIRST STEP

In an effort to jump-start the new plan, the Adams 12 Five Star Schools Board of Education moved from “steps to strides” by prioritizing a series of investments aligned to the ELEVATE focus areas in a new funding proposal.

While not inclusive of the entire plan, these initial investments will support the implementation of the plan for years to come.

Thanks to the support of the Five Star community, the funding proposal, Ballot Issue 5C, was passed on November 6, 2018. The Ballot Issue represents a \$27 million funding measure to jump-start priorities identified through ELEVATE.

INITIAL PRIORITIZED INVESTMENTS

Investment Item	Est. Cost*	ELEVATE Focus Area
Reduce class sizes and increase high school course options Elementary: Add 16.5 teachers districtwide to address class sizes above targeted levels Middle: Add 2 teachers per building High: Add 3 teachers per building	\$ 4,509,000	
Update learning materials, resources and textbooks	\$ 1,500,000	
Expand Career and Technical Education (CTE) programming	\$ 2,200,000	
Add academic interventionists at elementary and K-8 schools	\$ 1,445,000	
Increase early career educator salary and compensation across all experience levels to remain competitive in the market	\$ 3,199,000	
Increase experience credit to 10 years to better recruit veteran teachers	\$ 500,000	
Develop and implement a new program for teacher leadership	\$ 1,500,000	
Implement 1% Cost-of-Living Adjustment (COLA) for all staff	\$ 2,700,000	
Implement salary adjustments for identified administrative and classified (support staff) roles to remain competitive in the market	\$ 150,000	
Add counselors and social workers to schools at all levels	\$ 3,097,000	
Develop and implement social-emotional learning curriculum	\$ 750,000	
Expand preschool to new locations	\$ 700,000	
Add a member to the district crisis response team	\$ 100,000	
Install facility access cards at high schools	\$ 300,000	
Add additional campus supervisors at high school (2 per comprehensive high school)	\$ 400,000	
Reduce district-level student fees	\$ 1,100,000	
Update technology devices and systems	\$ 150,000	
Allocate resources to district charter schools based on enrollment	\$ 2,700,000	
TOTAL:	\$27,000,000	



21ST CENTURY
LEARNERS



DIVERSE
LEARNING



OUTSIDE-
THE-CLASSROOM
LEARNING



SAFE
SCHOOLS



SOCIAL-
EMOTIONAL
LEARNING



WORLD-CLASS
STAFF

**Estimated costs are projections and subject to change. All dollars estimated are for the first year and as we monitor progress, we will make adjustments as determined necessary to meet our ELEVATE goals through a collaborative process.*

The background of the entire page is a photograph of a vast, snow-covered mountain range. In the foreground, two skiers are visible, ascending a steep, snowy slope. The skier on the left is wearing dark gear, while the one on the right is wearing a white jacket and a yellow backpack. Their long shadows are cast across the snow. The middle ground shows rolling snowdrifts and patches of evergreen trees. In the background, jagged mountain peaks rise against a sky filled with soft, white clouds. A semi-transparent teal rectangle is positioned in the center-left of the image, containing white text.

THE CORE TEAM

Behind the scenes of the entire ELEVATE process was the Core Team. Made up of a combination of staff members and community members, the Core Team helped plan every facet of the process, analyze the community data and lead the work ensuring that all stakeholders had a voice in developing our community-driven plan.

FIVE STAR SCHOOLS COMMUNITY

Susie Donahue, *Long Range Planning Advisory Committee member*
Linda Hartman, *Long Range Planning Advisory Committee member*
Heidi Henkel, *Five Star Leadership Academy alumna*
Ellen Holt, *Five Star Leadership Academy alumna*
Jeff Jasica, *Long Range Planning Advisory Committee member*
Becca Kuramoto, *Five Star Leadership Academy alumna*
Tina Kvitek, *Five Star Leadership Academy alumna*
Jack Lackey, *District Accountability Committee member*
Karen Marietta, *Five Star Leadership Academy alumna*
Neva Martinez, *Finance and Audit Committee member*
David Massey, *Five Star Leadership Academy alumnus*
Mark Osler, *District Accountability Committee member*
Tara Raju, *Five Star Leadership Academy alumna*
Mirna Ramirez-Castro, *Five Star Leadership Academy alumna*

FIVE STAR SCHOOLS STAFF

Molly Brandt, *district staff*
Suzi DeYoung, *district staff*
Julie Evans, *school principal*
Beau Foubert, *district staff*
Chris Gdowski, *district superintendent*
Rob Keeney, *Classified School Employees' Association representative*
Dave Lockley, *District Twelve Educators' Association representative*
Sara Marx, *school principal*
Samantha Maldonado, *school staff*
Kim McLachlan, *District Twelve Educators' Association representative*
Laura Mitchell, *Board of Education member*
Greg Mortimer, *district staff*
Kathy Plomer, *Board of Education member*
Myla Shepherd, *district staff*
Priscilla Straughn, *district staff*
Stephanie Taylor, *school principal*
Tracy Tellingner, *school principal*
Chris Wilderman, *district staff*
Paul Williams, *Classified School Employees' Association representative*

PLANNING TEAM

Tracy Dorland, *district deputy superintendent*
Joe Ferdani, *district staff*
Julie Foster, *district staff*
Mark Poshak, *district staff*

CONSULTANT

Barbara Lewis, *Rocky Mountain Center for Positive Change*

BOARD OF EDUCATION MEMBERS DURING PLANNING PROCESS

Ms. Kathy D. Plomer
President
Ms. Laura P. Mitchell
Vice President
Mr. Norman L. Jennings
Secretary
Mr. Brian M. Batz
Director
Ms. Jamey L. Lockley
Director



THANKS TO OUR CORE TEAM MEMBERS



How will you ELEVATE student success?

Student Achievement

- ▶ Raise achievement levels for all students and close existing achievement gaps for groups of students
- ▶ Increase graduation rate while increasing rigor
- ▶ Outperform peer districts

Climate & Culture

- ▶ Students, parents and staff take pride in and feel connected to the district's positive culture

Social-Emotional Well-Being

- ▶ Know every student by name, strength and need

Accountability for Leading and Learning

Year: _____

BEGINNING OF THE YEAR

What did I **learn** during the previous school year in relation to the ELEVATE goals?

As a result, what do I plan to **lead** forward this school year in relation to the ELEVATE goals?

MID-YEAR REVIEW

What have I **learned** about my goal so far this year?

What will I **lead** forward as a result?

END-OF-YEAR REVIEW

What did I **lead** this year to help ELEVATE student success?

What did I **learn** this year that will help me ELEVATE student success next year?



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Accountability for Leading and Learning

Year: _____

BEGINNING OF THE YEAR

What did I **learn** during the previous school year in relation to the ELEVATE goals?

As a result, what do I plan to **lead** forward this school year in relation to the ELEVATE goals?

MID-YEAR REVIEW

What have I **learned** about my goal so far this year?

What will I **lead** forward as a result?

END-OF-YEAR REVIEW

What did I **lead** this year to help ELEVATE student success?

What did I **learn** this year that will help me ELEVATE student success next year?

“

You can only
elevate individual
performance
by elevating
that of the
entire system.

W. EDWARDS DEMING





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