Strategy: *Conditions for Learning*

Tactic: *High Expectations*

Taking Stock of Progress

Board of Education

May 7, 2018

Tactic Leader: *Jennifer Steele*
Conversation Structure

1. What are we trying to do?
2. How are we trying to do it?
3. At any given moment, how will we know if we’re on track?
4. If we’re not on track, what are we going to do about it?
Keeping Learning at the center
Structure of the Strategic Plan

- **Mission**: Preparing all students for a successful future
- **Vision**: 
- **Values**: Integrity, Valuing People, Teamwork, Exemplary Performance, Entrepreneurial Spirit
- **System Indicators**
- **Learning**
- **Conditions for Learning**
- **Readiness for Learning**
System Indicators

JEFFCO PUBLIC SCHOOLS

ACADEMIC INDICATORS

- SAT MATH/ READING & WRITING: 560/560
- 7-YEAR COMPLETION: 97%
- 7-YEAR GRADUATION RATE: 95%
- 4-YEAR GRADUATION RATE: 90%
- 7TH GRADE ELA/MATH (CMAS): 60%/50%
- 3RD GRADE ELA/MATH (CMAS): 60%/60%
- KINDERGARTEN - 3RD GRADE (at or above benchmark DIBELS): 90%
System Indicators

**SECONDARY**

**4TH - 8TH GRADE**
- Equity Growth Gaps: 60th Percentile (CMAS)

**CCRI**
- Participation: 50%
  - (IB, AP, CE, Internship, CTE)
  - *Career and College Readiness Index

**CCRI Success:** 85%
- (3+ AP, B or Higher; CE, Apprenticeships, IB exam, Industry Certificate, SAT, Capstone, Seal of Biliteracy; ASVAB (40+))

**Equity Growth Gaps:** 55th Percentile (SAT)

**NON-ACADEMIC INDICATORS**

- **Employee Engagement:** 85% Positive
- **Student Engagement:** 3.75 on Emotional, Behavior, & Academic Engagement
- **Family Engagement:** 3.75 on National Family Engagement Standards
CONDITIONS FOR LEARNING

BUILD REPEATABLE PROCEDURES WHERE QUALITY LEARNING CAN BE SCALED, REPLICATED, AND PROVIDED EQUITABLY TO EVERY STUDENT

**TACTIC 1:** Professional Model of Teaching

**TACTIC 2:** High Expectations

**TACTIC 3:** Commitment to Equity
**Conversation Structure**

1. What are we trying to do?

2. How are we trying to do it?

3. At any given moment, how will we know if we’re on track?

4. If we’re not on track, what are we going to do about it?
Why High Expectations?

“My teacher thought I was smarter than I was - so I was.” - Six Year-old
Theory of Action

IF teachers and district leaders **align** tasks, curriculum, assessments and resources to high standards and Jeffco Generations Skills, AND teachers **access** and are supported to **align** instructional practices to meet or exceed **standards and skills** THEN teachers will consistently facilitate challenging and engaging learning experiences for all students.
SMART Goals

Alignment: By May of 2020 all Jeffco tasks, curriculum, and resources for all content areas will be *aligned to the new Colorado Academic Standards and Jeffco Generation Skills*.

Implementation: By 2024 at least 80% of Jeffco classrooms will consistently engage in learning tasks aligned to Jeffco curriculum and Jeffco Generations Skills as demonstrated by Level C or higher on the [High Expectations](#) rubric.
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Mastery</strong></td>
<td>Students understand academic concepts and are able to apply and transfer that knowledge into multiple settings. Students must also understand how to access and process changing information, updating their own thinking and processes.</td>
</tr>
<tr>
<td><strong>Civic &amp; Global Engagement</strong></td>
<td>Students take active roles in their communities, are prepared to be participatory citizens in our constitutional republic, and are engaged with issues of local, national, and global concern.</td>
</tr>
<tr>
<td><strong>Self-Direction &amp; Personal Responsibility</strong></td>
<td>Students take initiative, are inquisitive, entrepreneurial and curious. They persevere through challenging situations, take calculated risks, and stand accountable for their actions. They continually advocate for their own needs as well as the needs of others.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Students learn to effectively communicate in written, digital, artistic and oral forms. Students learn to explore and articulate their own points of view, while respectfully exploring and understanding the perspectives of others.</td>
</tr>
<tr>
<td><strong>Critical &amp; Creative Thinking</strong></td>
<td>Students learn to evaluate, weigh evidence and apply reasoned decision-making to problems. Students learn to use imagination, innovation and ingenuity to solve problems.</td>
</tr>
<tr>
<td><strong>Collaboration &amp; Leading by Influence</strong></td>
<td>Students learn to work together, harnessing the power of teamwork and learn the importance of influence to motivate others to get things accomplished.</td>
</tr>
<tr>
<td><strong>Agility &amp; Adaptability</strong></td>
<td>Students learn to change in response to dynamic situations, environments and complex problems. Students adjust to disruptions, ambiguity and uncertainty in themselves, their organizations and their communities – and thrive in spite of the obstacles.</td>
</tr>
</tbody>
</table>
Milestones

- Aligning units of study with revised Colorado Academic Standards
- Support for new Jeffco educators to access, plan with, and implement high expectation curriculum
- Adding Examples and Definitions of High Expectations to Bridge to Curriculum
- Partnership with Professional Learning Communities in Schools
- Generations Skills resources accessible in Bridge to Curriculum
- Expanding Access to consistent, engaging, and rigorous learning environments, outside of school - publishing the Jeffco curriculum on public Jeffco website
- Creation, training, and implementation of rating system to support uploading and rating resources & assessments in Bridge to Curriculum
Leading Indicators

Bridge to Curriculum
- Number of educator uploaded resources and assessments tied to High Expectations for all learners in Bridge to Curriculum
- Number of resources and assessments aligned with Generations Skills in Bridge to Curriculum
- Number of 4 and 5-star tasks and resources uploaded to Bridge to Curriculum

TLCC survey
- The diverse academic needs of our students are met by this school's current curriculum.

Parent/Family Survey
- My child’s teacher has high expectations for my child.
Conversation Structure

1. What are we trying to do?
2. How are we trying to do it?
3. At any given moment, how will we know if we’re on track?
4. If we’re not on track, what are we going to do about it?
SMART Goal

Alignment: By May of 2020 all Jeffco curriculum and resources for all content areas will be **aligned to the new Colorado Academic Standards and Jeffco Generation Skills**.
SMART Goal

**Alignment:** By May of 2020 all Jeffco curriculum and resources for all content areas will be *aligned to the new Colorado Academic Standards and Jeffco Generation Skills.*
| SMART Goal |

**Implementation:** By 2024 at least 80% of Jeffco classrooms will consistently engage in learning tasks aligned to Jeffco curriculum and Jeffco Generations Skills as demonstrated by Level C or higher on the [High Expectations](#) rubric.

| Trajectory |

[Graph showing aligned and engaging curriculum and tasks over time]
### Implementation Heat Map

**High Expectations**

<table>
<thead>
<tr>
<th>Planning</th>
<th>Capacity</th>
<th>Evidence of progress</th>
<th>Likelihood of success</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Highly problematic</strong> - requires urgent and decisive action</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Problematic</strong> - requires substantial attention, some aspects need urgent attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mixed</strong> - aspect(s) require substantial attention, some good</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Good</strong> - requires refinement and systematic implementation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Successes

- Building partnerships with ESL/DL/ GT/SPED to upload resources and assessment tools to Bridge to Curriculum
- Making connections to the DUIP - early literacy, middle level math, pathways for successful graduates, and GT addendum
- Intentional connections between tactic teams
- Public curriculum soft launch is May 15th
- Pursuing partnership with Marzano Research
Conversation Structure

1. What are we trying to do?
2. How are we trying to do it?
3. At any given moment, how will we know if we’re on track?
4. If we’re not on track, what are we going to do about it?
Challenges

- Access to stakeholder teams for planning and facilitating the work of the tactic
- Ability for C&I staff to support in schools due to curriculum revisions
- Lack of human resources due to budget cuts in Curriculum and Instruction
- System-wide communications and professional learning structures and norms
- Equity focus - there is variability in high expectations and use of Bridge to Curriculum, across Jeffco Schools
Resources Required

- Increased access to educators to support high expectation instruction
- Funding and Professional Learning for Marzano Research Laboratory learning & implementation - proficiency scales, standards-based grading, and student growth progress reporting
- Funds for ongoing phases of Bridge to Curriculum enhancements
Thank you
Board of Education Ends Alignment

**Ends 1- Engaging Climate and Culture**

Every school and the district will have an engaging climate and culture that:

- Ensures a safe, caring and engaging environment for students, staff and families.
- Values the diversity of all students, staff and families.
- Supports the social, emotional and physical wellness for students and staff.
- Encourages family and community engagement to support, enhance and maximize learning.
- Provides opportunities to develop civic and global engagement within and outside of the school setting.

**With the expectation that:**

- Every student will develop life skills and a continuous learning mindset to succeed in post-secondary aspirations (Self-Direction and Personal Responsibility competency).
- Every student will be a responsible and engaged member of the community (Civic and Global Engagement competency).
Board of Education Ends Alignment

Ends 2- Career, College and Life Aspiration Connections
Every school and the district will ensure that every student has the opportunity to work towards being connected to career, college and/or life aspirations through systems and practices that:

- Provide effective teaching and measurement of rigorous student learning expectations.
- Provide access to and opportunity for multiple learning pathways aligned to student needs and interests.
- Ensure the development of academic confidence through self-direction and personal responsibility skills.
- Use relevant measures to track progress and communicate meaningful results to students and families.
- Address opportunity and achievement gaps through an integrated system of support that ensures equity in meeting all students needs.

With the expectation that:

- Every student will demonstrate a year or more of growth on their way to mastery of Colorado Academic Standards (Content Mastery competency).
- Every student will be able to apply and transfer learning across disciplines and real world contexts (Critical Thinking and Creativity competency).
- Every student will have the opportunity and expectation to demonstrate leadership attributes.
- Every student will communicate effectively in a variety of formats and situations (Communication competency).
Board of Education Ends Alignment

Ends 3- Learning Systems and Leadership

Every school and the district will have effective learning systems and shared leadership that:

- Provide high quality core instructional practices, interventions and enrichments.
- Ensure that there is an effective teacher in every classroom and an effective principal in every school.
- Provide high quality professional development and professional growth support structures.
- Develop high quality leaders through leadership development for teachers, staff, administrators, students and families.
- Utilize continuous improvement processes that incorporate problem-solving approaches to reduce or eliminate root causes of student performance challenges.
- Ensure the success of diverse learners through evidence-based resource allocation that matches resources to need.

With the expectation that:

- Every student will be taught by a highly skilled teacher and caring staff.
- Every student will be taught in a high performing school led by strong leadership.
- Every student will receive the skills, support and educational opportunities needed to achieve his or her full potential.