CAÑON CITY SCHOOLS
LEARNING FOR LIFE!
FREMONT RE-1

OUR FUTURE FOCUS

DETAILED DOCUMENT
CAÑON CITY SCHOOLS **STRATEGIC PLAN** 2024-2027

Inside

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Our FUTURE Focus

CAÑON CITY SCHOOLS STRATEGIC PLAN 2024-2027

Dear Parents, Educators, Students, and Community Members,

I am delighted to introduce our Strategic Plan for Cañon City Schools, which is the result of more than a year's worth of work and the contributions of many stakeholders. As someone who has been part of Cañon City Schools since 2001, I can say with confidence that this Strategic Plan reflects a strong alignment between our Mission, Vision, and Core Beliefs.

Strategic planning is crucial for any organization, including school districts. **It's about setting a clear direction for the future.** Our Strategic Plan serves as a roadmap, guiding our decisions and actions in four key *Priorities*: Learning, People, Engagement, and Resources.

1. LEARNING: Our primary focus is on student progress and academic excellence. We aim to create a learning environment that supports each student's unique needs and helps them succeed in a rapidly changing world.

2. PEOPLE: Our staff are our greatest asset. We're committed to supporting their growth and ensuring they feel valued and empowered to do their best work.

3. ENGAGEMENT: We believe in the power of collaboration with parents, families, and the community. By working together, we can create better outcomes for our students.

4. RESOURCES: We know that managing resources wisely is essential for long-term success. Our plan outlines strategies for maximizing resources and ensuring equitable access to education for all students.

Fulfilling these commitments won't be easy. The priorities in the Strategic Plan are bold and require innovative thinking and planning. With the collective strength of our students, staff, families, and community, we will see these commitments through, and **we will engage, equip, and empower each and every student each and every day**. On behalf of Cañon City Schools, I look forward to leading and supporting the expected outcomes established in this Strategic Plan with all stakeholders.

That said, I encourage you to take a close look at our Strategic Plan and join us on this journey. **Please find where you belong** in contributing to our shared success. Together, we can build a brighter future for our students and community.

Thank you for your support and partnership.

Sincerely,

Adam Hartman
Superintendent of Schools

Process

IN PARTNERSHIP WITH THE CENTER FOR MODEL SCHOOLS (FORMERLY ICLE), CAÑON CITY SCHOOLS USED A 12-STEP PROCESS FOR THE STRATEGIC PLANNING EXECUTION:

- **STEP 1:** Creation of a diverse stakeholder lead team for the project.
- **STEP 2:** Develop timeline of the project with benchmarks that connect to goals.
- **STEP 3:** Conduct academic/behavior data analysis.
- **STEP 4:** Host a series of focus groups for various stakeholders.
- **STEP 5:** Develop emerging themes based on data collection.
- **STEP 6:** Set goals and action steps based on themes.
- **STEP 7:** Make modifications to the goals based on recommendations.
- **STEP 8:** Approve strategic plan by Board of Education.
- **STEP 9:** Create communication plan including talking points/elevator speech for internal stakeholders.
- **STEP 10:** Launch strategic plan.
- **STEP 11:** Support implementation of plan with advisory sessions for district leaders.
- **STEP 12:** Conduct regular reviews and evaluations to monitor progress and make adjustments as needed.

STRATEGIC PLANNING PROCESS EVENTS:

DATE	ACTIVITIES
Fall 2022	Strategic Plan concept created. A diverse team of stakeholders to lead the strategic planning process finalized.
January-March 2023	Strategic planning meetings held with superintendent and team to approve the timeline, begin identifying data points to analyze, provide feedback, scheduling data reviews and focus group interviews.
February 8-9, 2023	Conducted stakeholder focus groups.
March-November 2023	Continued strategic planning meetings with strategic planning team and district lead team.
April 18, 2023	Collaborated with community groups.
September-November 2023	Continued strategic planning meetings held with both strategic planning team and district lead team.
January 2024	Continued refinement of plan with lead team.
May 2024	Finalize Strategic Plan, communication plan, marketing and launching of the plan.
June 10, 2024	Approval of plan with Board of Education.
July 2024	Introduction of finalized plan to administrative team to prep for launch.
August 8, 2024	Launch of Strategic Plan.

VISION

"Learning for Life!"

MISSION

Cañon City School District is future-focused, providing innovative educational opportunities in a safe learning environment to successfully prepare all students to meet any challenges they may face.

CORE BELIEFS

1. **We meet the social-emotional needs of all students,** putting Maslow's Hierarchy before Bloom's Taxonomy.

2. We believe **learning growth is what matters most,** that it requires risk-taking, and the work we do has the greatest impact on growth outcomes.

3. We're **future focused**, believing the development of certain *Skills and Traits* will prepare students for ever-changing careers.

4. We emphasize **what is good for kids** over the needs and comfort of staff.

Purpose

The Cañon City Schools Strategic Plan process is a comprehensive approach by which all stakeholder representation is at the table to discuss the strengths, weaknesses, opportunities, and challenges that exist for the district. The ultimate goal is to ensure that a strategic plan is built that unifies Cañon City Schools around a set of priorities that it aims to achieve. Without a strategic plan, each individual may have their own set of goals thus creating misalignment and confusion within the work of the district. Through the strategic planning process, Cañon City Schools is unified, with one voice, moving the organization forward with clarity around the necessary steps needed to support identified objectives and goals.

The strategic planning team studied and synthesized a variety of data sources and other relevant information. Additionally, focus groups were conducted through qualitative interviews with stakeholders to uncover current successes, opportunities and future-focused desires. This data was triangulated and presented to the strategic planning team. The team analyzed the data and identified emerging themes and trends.

Four *Priorities* were established to group the identified themes and trends. Objectives were developed to support each of the *Priorities*. Each Objective and subsequent action steps were carefully crafted to maximize staff, resources, and time to fulfill the *Priorities*. Key Performance Indicators were developed to ensure a system was created to measure the progress and success after identifying the benchmark data.

STRATEGIC PLAN
Leadership Team

Adam Hartman . . . . *Superintendent*
Jamie Davis . . . . *Director of Human Resources*
Tim Renn . . . . *Director of Special Services*
Brian Zamarripa . . . *Director of Curriculum and Assessment*
Miles Tuttle . . . . *Human Resources Manager*
Brian VanIwarden . . . . . *Health and Wellness Coordinator*

Kendra Ary	Graeme Lawson
Mitchell Ary	Garrett Olguin
Ande Davis	Jesse Oliver
Dorothy Day	Scott Smith
Tabitha Ferona	Karin Steadman
Kristen Gessaman	Joni Sullivan
Lesley Gilbert	Bill Summers
Gretchen Kropp	Sam Wyss

CAÑON CITY SCHOOLS
PRIORITIES

LEARNING:
We empower all students with the *Skills and Traits* to graduate prepared for their future.

1

RESOURCES:
We ensure all resources are identified and aligned to create an environment that motivates *Learning for Life.*

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CAÑON CITY SCHOOLS
Learning FOR Life!
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2

PEOPLE:
We provide staff with opportunities to thrive, be valued, and be connected in the district.

3

ENGAGEMENT:
We actively collaborate as a community for student success.

PRIORITY **1:**

LEARNING

We empower all **students with** the *Skills and Traits* **to graduate prepared for their future.**

SUMMARY OF OUR OBJECTIVES:

Identify rigorous instructional models that ensure high-quality teaching and learning.	Implement identified instructional models that ensure high quality teaching and learning providing differentiated support, as needed.	Develop and implement a framework that measures the progress of the district, and the individual progress of the whole child.	Create opportunities for educator collaboration within schools and across the district resulting in a coherent system of learning.

WE WILL:

- Evaluate RANDA quality standards and correlate alignment to Instructional Pillars.

- Communicate identified rigorous instructional models to relevant stakeholders.

- Research and identify core instructional practices for instructional staff members.

WE WILL:

- Determine professional development and supports needed to implement the instructional model(s).

WE WILL:

- Implement a reporting dashboard.

- Cultivate a district and school-wide culture of attendance.

WE WILL:

- Review existing curriculum to identify where Skills & Traits learning opportunities already exist.

- Provide for intentional horizontal and vertical collaboration, reflected in the district calendar that includes designated time together for district-wide convenings.

HOW
WE'LL MEET OUR GOAL

● **OBJECTIVE:** Identify rigorous instructional models that ensure high-quality teaching and learning.

● **WE WILL:**

Evaluate RANDA quality standards and correlate alignment to *Instructional Pillars*

CURRENT REALITY IN DISTRICT
RANDA Reports

INITIAL STEPS
Crosswalk and align RANDA Standards to Coaching and Growing Tool.

☐ **YEAR ONE '24-'25**
Evaluate 2023-24 end-of-year RANDA evaluation data as a baseline after crosswalk and alignment.

☐ **YEAR TWO '25-'26**
Train on RANDA quality standards. Identify priority areas for the district.

RESPONSIBLE PARTY
Instructional Leadership

● **WE WILL:**

Communicate identified rigorous instructional models to relevant stakeholders.

CURRENT REALITY IN DISTRICT
Several schools have identified instructional models and are pursuing implementation. Information about these models has not been communicated district-wide.

INITIAL STEPS
Fall 2024, communicate to the staff at large about progress of the Instructional Leadership PLC toward identifying instructional models.

☐ **YEAR ONE '24-'25**
Provide annual updates.

☐ **YEAR TWO '25-'26**
Provide annual updates.

☐ **YEAR THREE '26-'27**
Provide annual updates.

RESPONSIBLE PARTY
Instructional Leadership PLC

● **WE WILL:**

Communicate identified rigorous instructional models to relevant stakeholders.

CURRENT REALITY IN DISTRICT
A Career Catalyze pilot for the 23-24 school year examines the alignment of K-12 Skills and Traits alignment processes.

AVID Implementation at CCMS and Harrison

INITIAL STEPS
Review Principal feedback on Instructional Practices in RANDA data.

Utilize IPR results to inform the selection of instructional models (e.g., AVID, Career Catalyze, etc.).

☐ **YEAR ONE '24-'25**
Analyze AVID and Career Catalyze data and determine if the results justify wider implementation.

Explore additional research-based instructional models to identify those that best meet student needs.

Identify instructional models to be adopted at each building.

☐ **YEAR TWO '25-'26**
Each school begins implementation of a chosen instructional model.

☐ **YEAR THREE '26-'27**
Implement and refine instructional models at all levels.

RESPONSIBLE PARTY
Instructional Leadership PLC

● **WE WILL:**

Research and identify core instructional practices for instructional staff members.

CURRENT REALITY IN DISTRICT
Inconsistent definition/understanding of rigor across instructional practices
Conversation started around this work.

INITIAL STEPS
Admin Leadership Retreat: Instructional Leadership PLC develops steps to create common definition/understanding of rigor.
Plan for district-level collaboration and implementation.
Add rigor as a distinct data point to measure in IPR.

☐ **YEAR ONE '24-'25**
Fall 2024: Utilize district collaboration time to establish a common definition of rigor in Instructional Leadership PLC. Apply the definition of rigor to inform and drive instructional planning.

☐ **YEAR TWO '25-'26**
Analyze formative and summative student data to differentiate and apply rigorous teaching and learning instructional practices.

☐ **YEAR THREE '26-'27**
Continue to meet student needs by analyzing formative and summative student data to differentiate and apply rigorous teaching and learning instructional practices.

RESPONSIBLE PARTIES
Instructional Leadership PLC
Instructional Staff

HOW
WE'LL MEET OUR GOAL

● **OBJECTIVE:**
Implement identified instructional models that ensure high quality teaching and learning providing differentiated support, as needed.

● **WE WILL:**

Determine professional development and supports needed to implement the instructional model(s).

CURRENT REALITY IN DISTRICT

PD Fair Survey.
IPR Survey Results.
CCMS and Harrison K-8 PD for implementing the AVID instructional model.
CES and CCHS PD for piloting Career Catalyze.

INITIAL STEPS

Instructional staff participates in professional development on identified instructional models, utilizing district and building-driven PD time.
Incorporate PowerSchool modules.
High School sends a team of educators and administrators to AVID Summer Institute.

☐ **YEAR ONE '24-'25**

CCMS and Harrison K-8 staff members attend the AVID Summer Institute for ongoing professional learning and implementation. CCHS begins AVID implementation.
The district explores the need for PD related to research based instructional models for other schools.

☐ **YEAR TWO '25-'26**

Instructional staff participates in developing professional development on the instructional models, utilizing District-Driven PD time, Building-Driven PD time, and Powerschool modules.
CCMS, Harrison, and CCHS continue and refine AVID implementation.
Implement possible expansion at the elementary level.

☐ **YEAR THREE '26-'27**

Continue professional development to refine instructional models at all schools.

RESPONSIBLE PARTIES

Leadership Team
PD Committee
Instructional Staff

● **OBJECTIVE:** Develop and implement a framework that measures the progress of the district, and the individual progress of the whole child.

● **WE WILL:**

Implement a reporting dashboard, including the training of Cañon City High School staff.

CURRENT REALITY IN DISTRICT

Reporting dashboard is still in development.

INITIAL STEPS

Assemble a K-12 task force to build upon the dashboard in use at CCHS to refine the tool for all grade levels.

☐ **YEAR ONE '24-'25**

The Task Force will meet monthly to determine the use of and accountability for the dashboard for monitoring individual student progress.

Create an outward-facing dashboard for the school community.

☐ **YEAR TWO '25-'26**

Implement an accountability system utilizing an outward-facing dashboard.

☐ **YEAR THREE '26-'27**

Continue accountability system utilizing an outward-facing dashboard.

RESPONSIBLE PARTY

Reporting Dashboard Task Force

● **WE WILL:**

Cultivate a district and school-wide culture of attendance.

CURRENT REALITY IN DISTRICT

Attendance and truancy data reported to CDE.

INITIAL STEPS

Determine how effectively the district and schools currently address chronic absences.

Self-assess at the district and school level.

☐ **YEAR ONE '24-'25**

Analyze attendance trends by grade, school, and sub-population to identify targeted groups.

Use chronic absence trends and data to determine specific needs.

Create unique plans for reducing chronic absences that leverage school strengths.

☐ **YEAR TWO '25-'26**

Develop capacity and provide targeted additional supports for grades, schools, and sub-populations.

Adopt effective attendance practices for targeted groups.

☐ **YEAR THREE '26-'27**

Support schools in using adopted practices.

RESPONSIBLE PARTIES

Superintendent
Principals
TOSAs
Instructional Staff

● WE WILL:

Review existing curriculum to identify where *Skills & Traits* learning opportunities already exist.

CURRENT REALITY IN DISTRICT

Unified Classroom Curriculum and Instruction (UCCI) - Curriculum mapping and lesson planning.
Outdated Curriculum Maps without reference to *Skills & Traits.*

INITIAL STEPS

Solicit teacher feedback to develop a curriculum mapping template for UCCI. Establish mapping teams to begin the work. Tie *Skills & Traits* standards to all unit maps.

☐ **YEAR ONE '24-'25**

Identify the process and structure that will be used to "crosswalk" the curriculum.

☐ **YEAR TWO '25-'26**

Crosswalk committees convene with frequency (K-5 on a trimester basis and 6-12 on a quarterly basis) to update, revise, and refine maps.

☐ **YEAR THREE '26-'27**

Crosswalk committees convene with frequency (K-5 on a trimester basis and 6-12 on a quarterly basis) to update, revise, and refine maps.

RESPONSIBLE PARTY

Director of Curriculum and Assessment
Curriculum Mapping Teams

● WE WILL:

Provide for intentional horizontal and vertical collaboration, reflected in the district calendar that includes designated time together for district-wide convenings.

CURRENT REALITY IN DISTRICT

Limited opportunities for PD/collaboration in District Calendar
Explore creative solutions for providing district-wide PD and collaboration within the current calendar.

INITIAL STEPS

Implement creative solutions for providing district-wide PD and collaboration within the current calendar.

☐ **YEAR ONE '24-'25**

Implement creative solutions for providing district-wide PD and collaboration within the current calendar.

☐ **YEAR TWO '25-'26**

Implement creative solutions for providing district-wide PD and collaboration within the current calendar.

☐ **YEAR THREE '26-'27**

Implement creative solutions for providing district-wide PD and collaboration within the current calendar.

RESPONSIBLE PARTIES

Calendar Committee
Professional Development Committee
District Administration
Principals and Supervisors

Local Accountability

MEASUREMENT TOOL
- IPR Overall Ratings
- RANDA

BASELINE
Four years of IPR data. There is no measure of rigor in IPR. Rigor was identified as an area of growth through observational data. [RANDA Element 3d: 44.59% of staff at levels 4/5 practices]

☐ **YEAR ONE '24-'25**
The IPR Rubric evaluates program effectiveness across the district. Collect baseline data through IPR for rigor. [RANDA: increase or maintain the percentage of staff rated levels 4/5 in Element 3d]

☐ **YEAR TWO '25-'26**
The IPR Rubric evaluates program effectiveness across the district. Collect baseline data through IPR for rigor. [RANDA: increase or maintain the percentage of staff rated levels 4/5 in Element 3d]

☐ **YEAR THREE '26-'27**
The IPR Rubric evaluates program effectiveness across the district. Collect baseline data through IPR for rigor. [RANDA: increase or maintain the percentage of staff rated levels 4/5 in Element 3d]

Student Progress and Growth

MEASUREMENT TOOL
- State Assessment Data: Growth, Math and ELA, Grades 4-11

BASELINE
Growth:
ELA Gr 4-8: 50th percentile;
Math Gr 4-8: 41.5th percentile;
PSAT EBRW Gr 10-11: 45.5th percentile;
PSAT Math Gr 9-11: 39th percentile

☐ **YEAR ONE '24-'25**
Reach and maintain the 50th percentile or above among all measures.

☐ **YEAR TWO '25-'26**
Reach and maintain the 50th percentile or above among all measures.

☐ **YEAR THREE '26-'27**
Reach and maintain the 50th percentile or above among all measures.

Application of *Skills and Traits*

MEASUREMENT TOOL
- Capstone Project Rubric (Reporting Dashboard)

BASELINE
Percentage of students scoring proficient/advanced overall
Rate of remediation

☐ **YEAR ONE '24-'25**
Percentage of students scoring proficient/advanced overall: Maintain or Increase; Remediation: Incidence percentage decrease.

☐ **YEAR TWO '25-'26**
Percentage of students scoring proficient/advanced overall: Maintain or Increase; Remediation: Incidence percentage decrease.

☐ **YEAR THREE '26-'27**
Percentage of students scoring proficient/advanced overall: Maintain or Increase; Remediation: Incidence percentage decrease.

Student Attendance

MEASUREMENT TOOL
- Attendance data collected through SIS (Infinite Campus)
- CDE-collected Chronic Absenteeism Data

BASELINE
2023-2024 School Year Chronic Absenteeism Rate (18+ days): 24.6%

☐ **YEAR ONE '24-'25**
Percentage of students chronically absent: Decrease by one or more percentage points district-wide.

☐ **YEAR TWO '25-'26**
Percentage of students chronically absent: Decrease by one or more percentage points district-wide.

☐ **YEAR THREE '26-'27**
Percentage of students chronically absent: Decrease by one or more percentage points district-wide.

PRIORITY **2:**

PEOPLE

We provide staff with opportunities to thrive, be valued, and be connected in the district.

SUMMARY OF OUR OBJECTIVES:

Recognize staff members in a manner that supports individual needs by creating a sense of belonging.

Improve job satisfaction through the development of individual growth plans for each staff member that are aligned to district priorities.

WE WILL:

● Review the needs and wants of staff members to determine a sense of belonging.

● Create targeted opportunities for staff belonging and connection during and outside the school day based on the needs and wants of staff.

• Create and distribute a calendar of monthly building and district activites and opportunities for participation.

• Implement the opportunities from the calendar.

● Create and strengthen partnerships with the community to provide engagement opportunities for staff members.

• Maintain a list of area business partners who support district staff, such as internships, discounts, and activities.

• Promote businesses that support Cañon City Schools.

• Increase the number of participating businesses.

WE WILL:

● Empower staff to take risks through the evaluation process.

● Leverage district entities such as Instructional Program Reviews, Evaluation Council, Instructional Leadership Professional Learning Community, Teacher Development Coaches, Mentors, and the Professional Development Committee to determine the staff professional learning needs.

HOW
WE'LL MEET OUR GOAL

• **OBJECTIVE:** Recognize staff members in a manner that supports individual needs by creating a sense of belonging.

● WE WILL:

Review the needs and wants of staff members to determine a sense of belonging.

CURRENT REALITY IN DISTRICT

Teaching and Learning Conditions Colorado (TLCC) Survey
Cañon City HR Stay Survey
Cañon City Exit Survey Data
Instructional Program Review Staff Survey

INITIAL STEPS

June 2024, analyze 2023/2024 school year end-of-year and historical data

☐ **YEAR ONE '24-'25**

August 2024, school leaders work with their leadership teams or departments to determine their focus to meet the needs from June analysis. If applicable, include it in the UIP by October.

☐ **YEAR TWO '25-'26**

Implement plan related to TLCC survey data. Prioritize areas of need.

☐ **YEAR THREE '26-'27**

Review TLCC data.

RESPONSIBLE PARTIES

Human Resources Department
Leadership Team
Principals

● WE WILL:

Create targeted opportunities for staff belonging and connection during and outside the school day based on the needs and wants of staff.
• Create and distribute a calendar of monthly building and district activites and opportunities for participation.
• Implement the opportunities from the calendar

CURRENT REALITY IN DISTRICT

Teaching and Learning Conditions Colorado (TLCC) Survey. The district has historically had over 80% completion rate for instructional staff.

INITIAL STEPS

June 2024, analyze 23/24 school year TLCC end-of-year and historical data to determine next steps.

☐ **YEAR ONE '24-'25**

Leadership retreat: School and department leaders will determine at least one social to include on a calendar to support staff sense of belonging based on the survey data reviewed in June 2024. The district will identify a Fall and Spring event.
During the first district leadership meeting, departments and schools will share opportunities they've scheduled for connection with staff.

☐ **YEAR TWO '25-'26**

Assess and evaluate.
Continue to schedule and implement targeted opportunities.

☐ **YEAR THREE '26-'27**

Assess and evaluate.
Continue to schedule and implement targeted opportunities.

RESPONSIBLE PARTIES

District Administration
Principals

● WE WILL:

Create and strengthen partnerships with the community to provide engagement opportunities for staff members.
• Maintain a list of area business partners who support district staff, such as internships, discounts, and activities.
• Promote businesses that support Cañon City Schools.
• Increase the number of participating businesses.

CURRENT REALITY IN DISTRICT

TLCC Survey
Stay Survey
Exit Survey Data
IRP Staff Survey

INITIAL STEPS

June 2024: Analyze 2023/2024 school year end-of-year and historical data with the leadership team to determine next steps.

☐ **YEAR ONE '24-'25**

The HR department works with the Wellness Coordinator to solicit discount opportunities for educators.
Issue a coupon book by October.

☐ **YEAR TWO '25-'26**

The HR department works with the Wellness Coordinator to solicit discount opportunities for educators.
Issue a coupon book by October.

☐ **YEAR THREE '26-'27**

The HR department works with the Wellness Coordinator to solicit discount opportunities for educators.
Issue a coupon book by October.

RESPONSIBLE PARTIES

Human Resources
Wellness Coordinator

● WE WILL:

Empower staff to take risks through evaluation process.

CURRENT REALITY IN DISTRICT

RANDA Overall Professional Practice Ratings

INITIAL STEPS

Throughout the 23-24 school year, utilize the evaluation council committee on how individual growth plans are used and align to district priorities.

☐ YEAR ONE '24-'25

By May 2025, train leaders and mentors on effective coaching and growing strategies to support powerful questions to understand what staff members need to be successful.
Add specific questions to evaluation beginning-of-year conferences.

☐ YEAR TWO '25-'26

For the 25-26 school year, align all staff PGPs to district priorities.

☐ YEAR THREE '26-'27

Continue alignment of staff Professional Growth Plans to district priorities.

RESPONSIBLE PARTIES

Evaluation Council
Instructional Leadership Team

● WE WILL:

Leverage district entities such as Instructional Program Reviews, Evaluation Council, Instructional Leadership PLC, Teacher Development Coaches, Mentors, and the Professional Development Committee to determine the staff professional learning needs.

CURRENT REALITY IN DISTRICT

Vector Solutions
PowerSchool
Schoology

INITIAL STEPS

Current participation in professional development courses by district staff.
Ensure good committee representation.

☐ YEAR ONE '24-'25

By summer 2024, review courses in current professional learning platforms as they support professional growth.
Develop and implement professional growth opportunities.

☐ YEAR TWO '25-'26

By December 2025, offer a broad range of professional learning geared toward meeting the needs of all staff and their professional goals.

☐ YEAR THREE '26-'27

Staff utilize professional learning related to individual professional goals.

RESPONSIBLE PARTIES

Evaluation Council
Instructional Leadership Team
Professional Development Committee

Support Staff Members' Well-being

MEASUREMENT TOOL
• Teaching and Learning Conditions Colorado (TLCC) Survey.

BASELINE
2022 TLCC Survey section "Support for Own Wellbeing": "I am getting adequate social-emotional support for myself during this time."
67.5% agree or strongly agree.

☐ **YEAR ONE '24-'25**
By Summer of 2024, 70% or more of staff will report getting adequate social-emotional support for themselves, as indicated on the TLCC survey.

☐ **YEAR TWO '25-'26**
No survey administered.

☐ **YEAR THREE '26-'27**
By Summer of 2026, 80% or more of staff will report getting adequate social-emotional support for themselves, as indicated on the TLCC survey.

Growing and Coaching Through the Evaluation Process

MEASUREMENT TOOL
• RANDA Overall Professional Practice Rating.

BASELINE
Professional Performance Indicators 21/22 SY were 46.2% Effective and 23.5% Highly Effective at the State level.
Cañon City Schools rates 47% Effective and 6.5% Highly Effective.

☐ **YEAR ONE '24-'25**
By Summer of 2024, the District will rate 8% of teachers as Highly Effective based on overall Professional Performance Ratings.

☐ **YEAR TWO '25-'26**
By Summer of 2025 the District will rate 12% of teachers as Highly Effective based on overall Professional Performance Ratings.

☐ **YEAR THREE '26-'27**
By Summer of 2026 the District will rate 15% of Teachers as Highly Effective based on overall Professional Performance Ratings.

Creating a Sense of Belonging Through Community Support

MEASUREMENT TOOL
• Teaching and Learning Conditions Colorado (TLCC) Survey.

BASELINE
TLCC Survey section "Community Support and Involvement": "The broader community is supportive of the school."
76.6% agree or strongly agree.

☐ **YEAR ONE '24-'25**
By Summer of 2024, 80% or more of staff will report -getting adequate social-emotional support for themselves.

☐ **YEAR TWO '25-'26**
No survey administered.

☐ **YEAR THREE '26-'27**
By Summer of 2024, 85% or more of staff will report getting adequate social-emotional support for themselves.

PRIORITY **3:**
ENGAGEMENT

We actively collaborate as a community for student success.

SUMMARY OF OUR OBJECTIVES:

Create and outline an inclusive and transparent two-way communication plan for community involvement.

Promote and publicize opportunities to celebrate and support our students.

Identify key community partnerships and invite them to engage with the district.
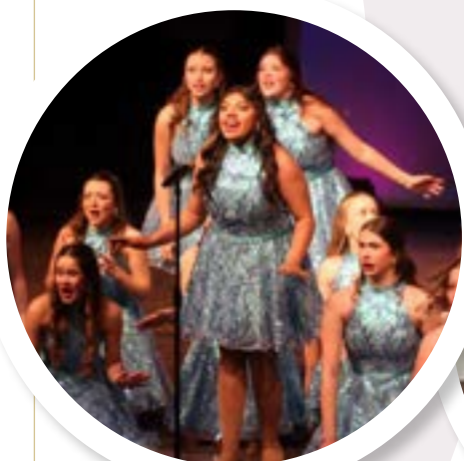
WE WILL:

● Complete an audit of varied communication strategies/tools at the school level to identify communication gaps.

● Survey families to determine preferred modes of communication.

● Research and launch successful two-way communication strategies to share with district leaders and identify any needs of district leaders.

● Measure parent and community satisfaction levels and learn what the district and schools do well and where we may improve.

● Consistently share appropriate norms and expectations for two-way communication.

WE WILL:

● Create and implement a robust two-way communication plan that showcases accomplishments and events and outlines frequency expectations.

● Report communication successes to the Board of Education as an accountability measure.

WE WILL:

● Expand the District Compass Committee membership to include greater representation across the school district and community in diversity, reach, and size.

● Identify district and school needs and key community entities in Fremont County that desire to formally partner and support in school-level interactions.

HOW
WE'LL MEET OUR GOAL

● **OBJECTIVE:** Create and outline an inclusive and transparent two-way communication plan for community involvement.

● **WE WILL:**

Complete an audit of varied communication strategies/tools at the school level.
Identify communication gaps that may exist with the community-at-large to be compiled into district-level aggregate data.

CURRENT REALITY IN DISTRICT

No data

INITIAL STEPS

Through an audit, review what families and the community are looking at, how many are looking, and what media is being consumed.

☐ **YEAR ONE '24-'25**

Create a family survey including options gathered during school audits.

RESPONSIBLE PARTIES

Principals
Department Leaders
District Administration

● **WE WILL:**

Survey families to determine preferred modes of communication.

CURRENT REALITY IN DISTRICT

No survey

INITIAL STEPS

No current understanding of preferred family communication modes.

☐ **YEAR ONE '24-'25**

Fall 2024, administer the survey.

RESPONSIBLE PARTIES

District administration
Principals

● **WE WILL:**

Research and launch successful two-way communication strategies to share with district leaders and identify any needs of district leaders.

CURRENT REALITY IN DISTRICT

N/A

INITIAL STEPS

District level task force researches communication hub software and brings recommendations to building leaders.
A task force will adopt and implement the School Now platform.

☐ **YEAR ONE '24-'25**

Train staff and family on how to use School Now.

☐ **YEAR TWO '25-'26**

Continued staff and family development on software.

RESPONSIBLE PARTIES

Superintendent
Instructional Technology Staff
Building-level Task Forces

● **WE WILL:**

Measure parent and community satisfaction levels and learn what the district and schools do well and where we may improve.

CURRENT REALITY IN DISTRICT

End of Year Engagement/Satisfaction Survey

INITIAL STEPS

Determine the placement of survey data in the IPR.

☐ **YEAR ONE '24-'25**

Administer the survey Spring 2025.

☐ **YEAR TWO '25-'26**

Administer the survey Spring 2026.

☐ **YEAR THREE '26-'27**

Administer the survey Spring 2027.

RESPONSIBLE PARTIES

Principal Support Staff
District Administrator Support Staff
Strategic Plan Small Group

● **WE WILL:**

Consistently share appropriate norms and expectations for two-way communication.

CURRENT REALITY IN DISTRICT

Student/Parent Handbook.
Staff Training Documentation.

INITIAL STEPS

Administer a survey for Leaders in schools and departments to determine what two-way communication is already occurring.

☐ **YEAR ONE '24-'25**

District and building leadership, in partnership with the CCEA and CCESPA, determine best practice expectations for two-way classroom communication at each building.
Communicate expectations to staff once determined.

☐ **YEAR TWO '25-'26**

Communicate norms to staff, students, and families.

☐ **YEAR THREE '26-'27**

Communicate norms to staff, students, and families.

RESPONSIBLE PARTIES

District Administrators
Principals

● OBJECTIVE: Promote and publicize opportunities to celebrate and support our students.

● WE WILL:

Create and implement a robust two-way communication plan that showcases accomplishments and events and outlines frequency expectations.

CURRENT REALITY IN DISTRICT

Communication is inconsistent, and there is nothing documented on the frequency or content.

INITIAL STEPS

Assemble a district task force.

☐ **YEAR ONE '24-'25**
Develop communication plan.
Introduce the plan to building leadership for feedback and establish an implementation timeline.
Building leaders communicate to staff and Parent Teacher Organization structures.

☐ **YEAR TWO '25-'26**
Implement the communication plan at the district and building level.

☐ **YEAR THREE '26-'27**
Support the ongoing communications plan.

RESPONSIBLE PARTIES

District Task Force
Principals and Staff

● WE WILL:

Report communication successes to the Board of Education as an accountability measure.

CURRENT REALITY IN DISTRICT

Quarterly 10-minute presentation

☐ **YEAR ONE '24-'25**
Update the Board of Education on the communication plan processes
Implement quarterly updates.

☐ **YEAR TWO '25-'26**
Implement quarterly updates.

☐ **YEAR THREE '26-'27**
Implement quarterly updates.

RESPONSIBLE PARTY

Superintendent and Directors

● OBJECTIVE: Identify key community partnerships and invite them to engage with the district.

● WE WILL:

Expand the District Compass Committee membership to include greater representation across the school district and community in diversity, reach, and size.

CURRENT REALITY IN DISTRICT

Thirty members, representing all schools, as well as key community stakeholders, both professional associations, student voice, and community dignitaries.

INITIAL STEPS

Assess underrepresented stakeholders.

☐ **YEAR ONE '24-'25**
In Fall 2024, extend invitations.

☐ **YEAR TWO '25-'26**
Evaluate and adjust.

☐ **YEAR THREE '26-'27**
Evaluate and adjust.

RESPONSIBLE PARTY

Superintendent

● WE WILL:

Identify district and school needs and key community entities in Fremont County that desire to formally partner and support in school-level interactions.

CURRENT REALITY IN DISTRICT

Existing Entity Partnerships.

INITIAL STEPS

Identify and list existing partnerships and unique family engagement events.

☐ **YEAR ONE '24-'25**
Leverage district and community resources to create adult and/or family engagement opportunities.

☐ **YEAR TWO '25-'26**
Assemble a district task force to include CCEA and CCESPA representation to:
   Identify and map existing partnerships
   Identify district needs and potential community partnerships
   Conduct outreach to identified agencies
   Identify resources for educational opportunities at the classroom level

☐ **YEAR THREE '26-'27**
Evaluate existing partnerships and formalize new partnerships.

RESPONSIBLE PARTY

District Taskforce

Parent Engagement Survey Participation

MEASUREMENT TOOL
• Annual Parent Engagement Survey.

BASELINE
Response Rate:
CCMS 38%; CCHS 28%; Harrison 24%; Lincoln 65%; McKinley 40%; MVCK 53%; CES 34%; Washington 48%; District 37%.

YEAR ONE '24-'25
5% increase in response rate.

YEAR TWO '25-'26
5% increase in response rate.

YEAR THREE '26-'27
5% increase in response rate.

Parent Engagement Satisfaction Results

MEASUREMENT TOOL
• Annual Parent Engagement Survey.
• Annual Parent Engagement Survey: Six questions related to welcome (2), communication (teacher), welcome (school), school-home, home-school.

BASELINE
Not available until the end of the 23-24 school year.

YEAR ONE '24-'25
5% increase by all schools for positive responses in key questions.

YEAR TWO '25-'26
5% increase by all schools for positive responses in key questions.

YEAR THREE '26-'27
5% increase by all schools for positive responses in key questions.

School Engagement Actions

MEASUREMENT TOOL
• Instructional Program Review (IPR): Number of Engagement Actions Per School based on attendance to back to school, P/T conferences, Self Expo, in-person registration, PTO, and unique events.

BASELINE
None.

YEAR ONE '24-'25
5% increase in engagement actions district-wide.

YEAR TWO '25-'26
5% increase in engagement actions district-wide.

YEAR THREE '26-'27
5% increase in engagement actions district-wide.

PRIORITY 4:
RESOURCES

We ensure all resources are identified and aligned to create an environment that motivates *Learning for Life*.

SUMMARY OF OUR OBJECTIVES:

Develop recruitment opportunities that attract a high quality staff.

Evaluate the return on investment of district resources (time, talent, funding) to determine effectiveness in meeting district priorities and determining future allocations of resources.

WE WILL:

● Develop a marketing campaign to attract new staff to Cañon City Schools which highlight the "Live, Work, and Play" lifestyle in Cañon City.

● Provide district-sponsored staff housing.

● Identify robust recruitment opportunities.

WE WILL:

● Determine the unique recruitment needs of departments and buildings.

● Review and adapt district practices for allocating resources to meet the unique needs of each building.

photo: Andrew Rydland

HOW
WE'LL MEET OUR GOAL

● **OBJECTIVE:** Develop recruitment opportunities that attract a high quality staff.

● WE WILL:

Develop a marketing campaign to attract new staff to Cañon City Schools.
Highlight the "Live, Work, and Play" lifestyle in Cañon City.

CURRENT REALITY IN DISTRICT

Frontline Recruiting and Hiring Reports.
Number of attendees for each recruiting event.
Number of attendees who have been hired into certified teaching positions.

INITIAL STEPS

Transition to Red Rover Hiring and Recruiting platform.
Develop marketing plan.

☐ **YEAR ONE '24-'25**

Implement marketing plan to attract new staff.

☐ **YEAR TWO '25-'26**

Assess, revise, and implement marketing plan.

RESPONSIBLE PARTY

Human Resources Department

● WE WILL:

Provide district-sponsored staff housing.

CURRENT REALITY IN DISTRICT

Low volume of affordable housing.

INITIAL STEPS

Convene exploratory committee with relevant stakeholders/parties, such as realtors, builders, and municipal leaders.
Identify housing barriers and potential employee options, such as apartment master leases, single homes, and district-built housing.

☐ **YEAR ONE '24-'25**

Phase I:
By June 30, 2024, responsible parties develop a roadmap of current and planned housing options and offer to incoming staff.
Fall 2024: Initial housing units available for reduced rent.

☐ **YEAR TWO '25-'26**

Phase II:
Expansion of housing options.

☐ **YEAR THREE '26-'27**

Phase III:
Expansion of housing options.

RESPONSIBLE PARTY

Human Resources Manager

● WE WILL:

Identify recruitment opportunities.

CURRENT REALITY IN DISTRICT

Marketing materials related to recruitment are current.

INITIAL STEPS

Recruiting Yearly At-a-Glance and percentage of hired attendees from each event.

☐ **YEAR ONE '24-'25**

By August 2024, HR updates the list of recruitment opportunities and notes which events were successful and the percentage of positions filled by participating.

☐ **YEAR TWO '25-'26**

By August 2025, HR updates the list of recruitment opportunities and notes which events were successful and the percentage of positions filled by participating.

☐ **YEAR THREE '26-'27**

By August 2026, HR updates the list of recruitment opportunities and notes which events were successful and the percentage of positions filled by participating.

RESPONSIBLE PARTY

Human Resources Department

● OBJECTIVE:

Evaluate the return on investment of district resources (time, talent, funding) to determine effectiveness in meeting district priorities and determining future allocations of resources.

● WE WILL:

Determine the unique recruitment needs of departments and buildings.

CURRENT REALITY IN DISTRICT

No focus on the unique needs of each building or department.

INITIAL STEPS

Analyze turnover data to determine how to meet unique needs.

☐ **YEAR ONE '24-'25**

Develop and implement differentiated recruitment strategies based on needs .

RESPONSIBLE PARTY

Human Resources Director

● WE WILL:

Review and adapt district practices for allocating resources to meet the unique needs of each building.

CURRENT REALITY IN DISTRICT

Average maintenance cost/expense to provide development of new staff

INITIAL STEPS

Historical cost of curricular resources, training, usage, and availability.

☐ **YEAR ONE '24-'25**

By June 30, 2024, evaluate the average cost to onboard staff for new curricular resources, both as a group and for new hires.

☐ **YEAR TWO '25-'26**

By August 2025, draft a plan to continually review and update the effectiveness of our programs, resources, and supports to be as efficient and cost-effective as possible.

☐ **YEAR THREE '26-'27**

By August 2026, we will update our practices to be more cost-effective and beneficial to the district and staff.

RESPONSIBLE PARTY

Director of Curriculum

INITIAL STEPS

Operations (facilities, transportation, equipment, other capital) needs by department.

☐ **YEAR ONE '24-'25**

By June 30, 2024, identify resources and practices that will help facilitate an easier transition into these job specific roles.

☐ **YEAR TWO '25-'26**

By August 2025, draft a plan to continually review and update the effectiveness of our programs, resources, and supports to be as efficient and cost-effective as possible.

☐ **YEAR THREE '26-'27**

By August 2026, we will update our practices to be more cost-effective and beneficial to the district and staff.

RESPONSIBLE PARTY

Director of Operations

INITIAL STEPS

Conduct an audit of technology (human, hardware, software, etc.) to support district operations successfully.

☐ **YEAR ONE '24-'25**

By June 30, 2024, identify target areas where IT requires support to have curricular resources available at the start of each school year.

☐ **YEAR TWO '25-'26**

By August 2025, draft a plan to continually review and update the effectiveness of our programs, resources, and supports to be as efficient and cost-effective as possible.

☐ **YEAR THREE '26-'27**

By August 2026, we will update our practices to be more cost-effective and beneficial to the district and staff.

RESPONSIBLE PARTY

Director of Technology

Recruitment: Applicants per Posting

MEASUREMENT TOOL
• Recruiting and hiring system reports.

BASELINE
July 1, 2022 - June 30, 2023:
476 applicants
201 Jobs posted
2.4 applicants per posting.

YEAR ONE '24-'25
By June 30, 2025, increase the average number of qualified applicants per posting from 2.4 to 3.0.

YEAR TWO '25-'26
By June 30, 2026, increase the average number of qualified applicants per posting from 3.0 to 3.6.

YEAR THREE '26-'27
By June 30, 2027, increase the average number of qualified applicants per posting from 3.6 to 4.2.

Recruitment Opportunities

MEASUREMENT TOOL
• Internal tracking tool of hires from recruitment opportunities.

BASELINE
None.

YEAR ONE '24-'25
By September 30, 2024, hire two staff from recruiting opportunities.

YEAR TWO '25-'26
By September 30, 2025, hire four staff from recruiting opportunities.

YEAR THREE '26-'27
By September 30, 2026, hire six staff from recruiting opportunities.

Retention: Staff Turnover

MEASUREMENT TOOL
• State-reported personnel turnover data

BASELINE
22.9% turnover rate for the 22/23 school year.

YEAR ONE '24-'25
By September 30, 2024, decrease or maintain staff turnover compared to state average for the 23/24 school year.

YEAR TWO '25-'26
By September 30, 2025, decrease or maintain staff turnover compared to state average for the 24/25 school year.

YEAR THREE '26-'27
By September 30, 2026, decrease or maintain staff turnover compared to state average for the 25/26 school year.

CAÑON CITY SCHOOLS

SELF

STUDENT EMPOWERED LEARNING FRAMEWORK

LEARNING FOR LIFE!
CAÑON CITY SCHOOLS
FREMONT RE-1

TRAITS

INNOVATION
Creating and adapting behavior that is fueled by curiosity.

CIVILITY
Valuing personal identity and beliefs while honoring those of others.

AGILITY
Learning from experience and adapting to new situations.

AGENCY
Acting independently with calculated purpose, courage, and power.

TENACITY
Persisting without exception.

INTEGRITY
Doing the right thing even when no one is watching.

KNOWLEDGE
Acquiring understanding through experience of learning.

SKILLS

COLLABORATION
Working effectively with others, assuming shared responsibility, and valuing individual contributions.

REFLECTION
Evaluating practices and experiences to gain awareness of thinking and learning.

COMMUNICATION
Articulating thoughts and ideas through various means and listening effectively to decipher messages.

CONTRIBUTION
Enacting a set of intentional strategies designed to accomplish goals and contribute value.

LEADERSHIP
Accomplishing goals by building strong relationships, communicating effectively, and modeling expectations.

SOLUTION SEEKING
Asking significant questions that clarify needs and lead to desired objectives.

EMPOWERMENT
Taking charge of your own circumstance through trait and skill development, and by being personally vested in the results.
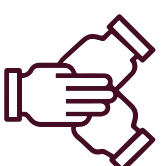
INSTRUCTIONAL PILLARS

CAÑON CITY SCHOOLS

TARGETED LEARNING

Throughout each lesson, the teacher will communicate an appropriately rigourous and relevent learning target in student friendly language using the "who will be able to do what, how" method.

ENGAGEMENT

The teacher will consistently make use of strategies that actively engage all students in achieving the daily learning target.

ASSESSMENT

The teacher will use a variety of effective formative and summative assessments to measure student learning and guide instruction.

THE **LEAD STRATEGIC PLANNING COMMITTEE**
WAS COMPRISED OF THE FOLLOWING MEMBERS:

Kendra Ary . . . . *Elementary Classroom Teacher - Harrison School*

Mitchell Ary . . . .*Elementary Classroom Teacher - Lincoln School of Science & Technology*

Ande Davis . . . .*Assistant Principal - Cañon City High School*

Jamie Davis . . . . *Director of Human Resources - Cañon City Schools*

Dorothy Day . . . . *Early Childhood General Education Manager - Cañon City Schools*

Tabitha Ferona . . . . *Secondary Special Educator Teacher - Cañon City High School*

Kristen Gessaman . . . .*Counselor - Cañon City High School*

Lesley Gilbert . . . .*Parent and Substitute Teacher - Cañon City Schools*

Adam Hartman . . . .*Superintendent - Cañon City Schools*

Gretchen Kropp . . . . *Elementary Classroom Teacher - Harrison School*

Graeme Lawson . . . . *Kitchen Manager - McKinley Elementary*

Garrett Olguin . . . . *Principal - Lincoln School of Science & Technology*

Jesse Oliver . . . . *Principal - Cañon City Middle School*

Tim Renn . . . . *Director of Special Services - Cañon City Schools*

Scott Smith . . . . *Secondary Engineering Teacher - Cañon City High School*

Karin Steadman . . . . *Elementary Technologist - Harrison School*

Joni Sullivan . . . . *Elementary Classroom Teacher - Washington Elementary*

Bill Summers . . . . *Principal - Cañon City High School*

Miles Tuttle . . . .*Human Resources Manager - Cañon City Schools*

Brian VanIwarden . . . *Health and Wellness Coordinator - Cañon City Schools*

Sam Wyss . . . . *Assistant Principal - Harrison School*

Brian Zamarripa . . . .*Director of Curriculum and Assessment - Cañon City Schools*

ADDITIONAL STRATEGIC PLAN INPUT WAS PROVIDED BY THE FOLLOWING
DISTRICT AND COMMUNITY STAKEHOLDERS:

Kelly Albrecht . . . . *Teacher Development Coach - Cañon City Schools*

Erika Allison . . . . *Title I Teacher - Cañon Exploratory School*

Heidi Anderson . . . . *Chief Financial Officer - Cañon City Schools*

Lisa Bryan . . . . *Elementary Technologist - Cañon Exploratory School*

Emily Bussell . . . . *Elementary Classroom Teacher - Harrison School*

Tony Carochi . . . . *Community Stakeholder - Fremont County Administrator*

Ashley Combs . . . . *Elementary Classroom Teacher - Harrison School*

Suzanne Cooper . . . . *Elementary Art Teacher - Harrison School*

Amanda Corum . . . . *Director of Corporate College - Pueblo Community College*

Kristi Cushman . . . . *Secondary Art Teacher - Cañon City High School*

Stephanie Cutter . . . . *Elementary Classroom Teacher - Harrison School*

Aaron Daniel . . . . *Community Stakeholder - Pueblo Community College Fremont Campus*

Jessie Daniels . . . . *Secondary ELA Teacher - Cañon City High School*

Stephanie Day . . . . *Secondary Science Teacher - Cañon City Middle School*

Ariana Delmerico . . . . *Community Stakeholder - Pueblo Community College / Corporate College Fremont Campus*

Patricia Erjavec . . . . *President - Pueblo Community College*

Heather Evans . . . . *Community Stakeholder - Upper Arkansas Area Council of Governments*

Tonia Freehling . . . . *Secondary Science Teacher - Harrison School*

Makenzie Konty . . . .*Elementary Classroom Teacher - Washington Elementary*

Kyle Horne . . . . *Community Stakeholder - Cañon City Area Recreation and Park District*

Kim Huffington . . . . *Community Stakeholder - Sangre De Cristo Hospice*

Beth Katchmar . . . . *Community Stakeholder - Private Business Owner*

Dana Kalipolites . . . . *Secondary Special Education Teacher - Cañon City Middle School*

Nicole Karpilo . . . . *Literacy Coordinator - Cañon City Schools*

Lynn Kratz . . . . *Paraprofessional and Elementary Classroom Teacher - Lincoln School of Science and Technology*

Lester Limon . . . . *Community Stakeholder - Private Business Owner*

Mark Lyons . . . . *Elementary Technologist - McKinley Elementary*

Teresa Manfredo . . . . *Special Education Case Manager - Harrison School*

Molly Merry . . . . *Board Director - Cañon City Schools Board of Education*

Bret Meuli . . . .*Community Stakeholder and Board Director - Cañon City Schools*

Annette Nimmo . . . . *Elementary Technologist - Washington Elementary*

Nicole Ortega . . . . *Secondary Counselor - Cañon City High School*

Brandy Price . . . . *Secondary English Teacher - Cañon City Middle School*

Amelia Randleman . . . . *Elementary Classroom Teacher - McKinley Elementary*

Sara Reynolds . . . . *Elementary Special Education Teacher - Lincoln School of Science and Technology*

Alyssa Richardson . . . .*Student - Cañon City High School*

Diane Rivera . . . . *Elementary Classroom Teacher - Cañon Exploratory School*

Melissa Scott . . . . *Secondary Social Studies Teacher - Harrison School*

Randi Snead . . . . *Community Stakeholder - DOLA South Central Regional Manager - Colorado Department of Local Affairs*

Ryan Stevens . . . . *Community Stakeholder - City Manager, City of Cañon City*

Shaylea Strickengloss . . . . *Community Stakeholder - Pueblo Community College Fremont Campus*

Spencer Stewart . . . . *Middle School Social Studies Teacher - Harrison School*

Tonia Sutton . . . . *Community Stakeholder - Department of Human Services*

Daniel Van Camp . . . . *Community Stakeholder - Ministerial Alliance*

Nicola Vera . . . . *Secondary Teacher - Cañon City High School President - Cañon City Education Association*

Geneva Williams . . . .*Classified Staff Member - Cañon City Middle School Treasurer - Cañon City Educational Support Professionals Association*

GLOSSARY OF TERMS

Advancement Via Individual Determination (AVID)
A structured support system through teaching strategies, professional development, and curriculum aimed at fostering critical thinking, organization, and academic skills in students.

Baseline
The starting point used for comparisons with future performance or data.

Cañon City Education Association (CCEA)
A local professional organization representing certified educators in Cañon City Schools.

Cañon City Educational Support Personnel Association (CCESPA)
A local organization representing non-certified staff in Cañon City Schools. This includes roles such as administrative assistants, custodians, paraprofessionals, and other support personnel.

Capstone Project Rubric
A scoring guide used to evaluate high school students' final projects, typically involving the application of learned skills and knowledge.

Chronic Absenteeism
The frequent absence of a student from school, typically defined as missing 10% or more of school days.

Colorado Department of Education (CDE)
The state education agency responsible for setting policies, providing guidance, and overseeing public education in Colorado.

English Language Arts (ELA)
A subject area focusing on reading, writing, and communication skills.

Exit Survey
A questionnaire administered to employees upon their departure from the district. An exit survey aims to gather feedback on their experiences, identify reasons for leaving, and gain insights that can help improve the organization or program for current and future participants.

Growth Percentile
A statistic that measures students' academic progress over time compared to their peers.

Instructional Program Review (IPR)
A process for evaluating and improving the effectiveness of educational programs and curricula of schools.

Key Performance Indicator (KPI)
A measurable value demonstrating how effectively Cañon City Schools achieves key objectives.

Measurement Tool
An instrument or method to assess or evaluate specific criteria or performance indicators.

PowerSchool
A provider of cloud-based software to manage professional development instruction, learning, attendance, analytics, and credit assignment to staff.

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT)
A standardized test administered by the College Board and cosponsored by the National Merit Scholarship Corporation. The PSAT measures reading, writing, and math skills and is typically taken by sophomores and juniors.

Professional Growth Plan (PGP)
A detailed plan created by educators outlining their professional development goals. It includes strategies and actions to achieve these goals, focusing on continuous reflection and growth.

Professional Learning Community (PLC)
A collaborative group of educators who regularly meet to share expertise, analyze student performance data, and continuously improve teaching practices to enhance student learning outcomes.

RANDA
A tool used by districts to support the implementation, data collection, and effective use of the Colorado State Model Evaluation System for educators. It includes electronic interfaces and data collection tools for state model evaluation rubrics, student learning/outcomes measures, final effectiveness ratings, and aggregate reports to provide educators with actionable feedback and professional development opportunities.

Responsible Party(ies)
Individuals or groups accountable for implementing and achieving specific objectives.

Schoology
A learning management system (LMS) that provides tools for managing, delivering, and tracking educational content. It offers course management, attendance tracking, and gradebook integration.

Stakeholder Engagement
The process of involving individuals, groups, or organizations that may be affected by or can influence a project or decision.

Student Information System (SIS)
A software application for educational institutions to manage student data, including attendance, grades, and personal information. Currently Infinite Campus.

Reporting Dashboard
A system that provides comprehensive, personalized student progress and performance reports. It focuses on individual student needs and growth, facilitating better communication between educators, students, and parents by highlighting strengths, areas for improvement, and specific learning outcomes.

Teacher on Special Assignment (TOSA)
An experienced educator assigned specific roles outside the regular classroom, such as curriculum development, instructional coaching, or administrative tasks.

Teaching and Learning Conditions Colorado (TLCC) **Survey**
An annual statewide survey that gathers feedback from educators about their working conditions. It covers school leadership, professional development, instructional practices, and resources. The goal is to use this data to improve educational environments and inform policy decisions to enhance teaching and learning in Colorado schools.

Unified Classroom Curriculum and Instruction (UCCI)
An integrated digital curriculum mapping and lesson planning solution to better support teachers and improve student outcomes.

Vector Solutions
A provider of e-learning, workforce training, and performance management solutions. Cañon City Schools uses Vector Solutions for compliance training on topics including cybersecurity, sexual harassment, and sexual misconduct.

LEARN
MORE:

CAÑON CITY SCHOOLS **STRATEGIC PLAN** 2024-2027