

NORTHWEST COLORADO BOCES STRATEGIC ACTION PLAN 2015-18



MISSION:

Through the cooperative efforts and services of NW BOCES, school districts will improve student achievement and maximize resources.

WE* BELIEVE THAT:

- All students can learn.
- All students are entitled to a quality and appropriate education.
- All students in all districts have equal value.
- Student needs drive decision making.
- Districts and students benefit when we are enterprising, adaptable, and creative to better accomplish our mission.
- Cooperative, collaborative and supportive relationships enable the BOCES to focus on our mission.

* “We” is defined as the educational community, including NW BOCES staff members, member districts, students, parents, and community members.

END RESULTS: As a result of our efforts...

1. By increasing the effectiveness of all district and BOCES staff members, we will enhance student achievement.
2. The needs of all student populations will be addressed (e.g. Students with disabilities, English Language Learners, Students who are gifted, etc.) in a cost-effective, appropriate and meaningful manner.
3. We will demonstrate fiscal responsibility by operating in a cost-effective, efficient and cooperative through purchasing and programming.
4. We will support our staff and member districts through effective leadership, efficient operations, and accountability.

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END RESULT NO. 1: We will enhance student achievement by increasing the effectiveness and access to peer groups of staff.

Three-year Target: To provide districts and their staff ongoing, cooperative and consistent professional development, as determined by ongoing needs assessment.

2015-2016 Target 1: Provide district staff access to ongoing BOCES-wide, cooperative Professional Development as determined by an annual and ongoing needs assessment with further input from Superintendents' Advisory Council (SAC), Principals, Professional Development Committee (comprised of a representative from each district) and other groups, as appropriate.

Action Plan	Responsibility	Cost	Data/Results
<p>a. Plan, schedule, and deliver specific professional development offerings as determined by district/BOCES needs.</p> <ul style="list-style-type: none"> • PD Committee planning meetings throughout the school year. (Explore meeting locations on each side of the pass or through enhanced online communication tools as appropriate). • Timely principal communication • Include Grant-funded professional development opportunities in planning (SPED Literacy Grant, SUMMIT Grant, and SEED Grant) 	<p>Executive/Special Education Director, Assistant Special Education Directors, PD & Tech Integration Coordinator and NW BOCES PD Committee in cooperation with district staff and BOCES central office staff.</p>	<p>15-16 School Year BOCES Regional Grant fund amount pending</p>	<p>Evaluation forms from all staff development offerings.</p> <p>Online registration system evaluation survey will be completed by staff when Professional Development has been completed.</p> <p>Evidence:</p> <p>PD schedule and evaluation information, PD Committee schedule, and COLLAB day information.</p>
<p>b. Create an annual plan for the use of BOCES regional funds</p> <ul style="list-style-type: none"> • PD Committee serves as decision-making body for this plan • Determine annually the need to create a shared staff development day (COLLAB) for fall of the next school year. • Include focus on training for SB 191 (specifically related to evaluation of specialist positions) and 	<p>Executive/Special Education Director, PD & Tech Integration Coordinator, & PD Committee</p>		

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Action Plan	Responsibility	Cost	Data/Results
<p>other CDE initiatives as appropriate. Explore potential need for DAC and 1338 support.</p> <p>c. Foster and encourage use of distance (online) and blended (online and onsite) learning opportunities. Expand the use of <u>tech communication methods</u> to serve as a Learning Management System (LMS) to deliver content, administer, track and support BOCES Professional Development.</p> <p>d. Explore potential “New Teacher Professional Development Strand” structure and delivery</p>	<p>PD & Tech Integration Coordinator, NW BOCES Technology Committee</p> <p>PD & Tech Integration Coordinator, PD Committee</p>		

2015-2016 Target 2: Utilize data to determine professional development needs.

Action Plan	Responsibility	Cost	Data/Results
<p>a. Staff Development evaluation forms are compiled for data analysis. Utilize online survey tools such as Survey Monkey, Go Sign Me Up, or Google for staff development evaluations.</p> <p>b. Student Achievement data that is being analyzed annually by district will prompt a data conversation with BOCES staff and district admin teams, at least annually. A shared focus will be closing the achievement gap for all students, especially those students with disabilities, ELL identified and increasing achievement for identified gifted students.</p> <ul style="list-style-type: none"> • Utilize SEED/McREL formative analysis of student data and research questions to inform conversation. <p>c. Teacher evaluation data conversations.</p> <ul style="list-style-type: none"> • Determine how to identify common training needs. • Principals share areas of need with BOCES at Principal 	<p>Executive/Special Education Director, PD & Tech Integration Coordinator, grant coordinators in cooperation with district staff.</p> <p>SEED Innovation Coaches (initial analysis)</p>	<p>Staff Time</p>	<p>Anecdotal feedback, evaluation forms and student achievement data from member districts regarding the success of staff development and discussion with districts on staff development priorities.</p> <p>Ongoing discussion with district staff to determine prioritized Professional Development opportunities.</p> <p>Student achievement data from TCAP will be analyzed annually for gains in students with disabilities and students identified as gifted.</p>

Action Plan	Responsibility	Cost	Data/Results
Roundtables.			

2015-2016 Target 3: Provide districts staff access to Higher Education opportunities both locally onsite and long-distance (online), as appropriate for staff.

Action Plan	Responsibility	Cost	Data/Results
<p>a. BOCES staff will organize with <u>Colorado MESA</u> and <u>Adams State</u> for district staff to take advantage of receiving graduate credit for all staff development opportunity provided by through the BOCES. Recertification credit will continue to be available for all staff development opportunities provided by the NW BOCES. A focus on paraprofessional PD needs may lead us to CMC partnership.</p> <p>b. Post Higher Education opportunities and graduate programs on the NW BOCES website, as appropriate. Such as, Special Ed content, Educational Leadership, ELL, OT/Specialized.</p>	<p>Executive/Special Education Director, PD & Tech Integration Coordinator in cooperation with district staff.</p>	<p>Cost to staff development participants for credit offered or at no cost if related to grant criteria.</p>	<p>Credit has been provided on all BOCES –wide Professional Development opportunities.</p>

2015-2016 Target 4: Provide district staff access to Licensure resources as a State Designated Agency.

Action Plan	Responsibility	Cost	Data/Results
<p>a. Executive/Special Education Director will provide annually an Induction program per CDE requirements for district staff with an Initial Teaching Certification (all districts except Steamboat).</p> <ul style="list-style-type: none"> • Mentoring per district or NW BOCES wide to be explored <p>b. Provide Alternative Licensure program for eligible unlicensed teaching staff hired in districts. Answer ongoing questions and challenges with the licensure process for all interested parties. NW BOCES to continue as a Designated Agency for Alternative Licensure.</p>	Executive/Special Education Director in cooperation with district and BOCES staff	<p>BOCES and district staff time.</p> <p>Candidates pay \$3,000.</p>	<p>All Induction candidates will successfully complete the Induction program annually. Annually all new teachers from 5 member districts are provided an Induction program - 100% completion.</p> <p>All candidates will achieve Alternative Licensure program completion and be recommended for Initial Teacher Licensure.</p> <p>Current information on the BOCES website.</p>

2015-2016 Target 5: Executive/Special Education Director will provide recommendation to Superintendents Advisory Council (SAC) and BOCES Board for appropriate grants. BOCES staff will apply for the recommended grants, manage grants and report progress of grants to SAC and BOCES Board.

Action Plan	Responsibility	Cost	Data/Results
a. Apply for and manage grants as requested and approved by member districts.	Executive/Special Education Director, PD & Tech Integration Coordinator and BOCES staff, as appropriate.	Grant activities will be paid for using grant funds awarded.	i3 Innovation Federal Grant received funding 1/1/15. Pending per obtaining matching private sector funding by 7/1/2015.

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END RESULT NO. 2: The needs of all student populations will be addressed (e.g. students with disabilities, English Language Learners, students who are gifted, etc.) in an effective and in an appropriate and meaningful manner.

Three-year Target: Continue the work of closing the achievement gap for at-risk students and continue the progress toward increasing the achievement of students identified as Gifted and Talented and students with disabilities.

2015-2016 Target 1: To increase student achievement for special education students.

Action Plan	Responsibility	Cost	Data/Results
<p>a. Provide accurate achievement and gap analysis data through shared CDE district data reporting, including data conversations between BOCES and district administration.</p> <p>Increase communication between NW BOCES and schools for data analysis purposes.</p> <p>b. Complete CDE Special Education audit annually</p> <p>14-15 school year a brand new CDE Special Education Audit to be implemented and completed exclusively by NW BOCES administration/staff.</p>	<p>Executive/Special Education Director, Assistant Special Education Directors, Data and Records Manager in cooperation with appropriate district personnel.</p>	<p>Staff time</p>	<p>Increased student achievement as indicated by annual analysis of State Assessment scores for special education.</p> <p>These scores will be examined in August after each district receives these scores from the state.</p> <p>2013-2016 Current CDE Literacy grant to close the achievement gap for students with disabilities in early elementary</p> <p>Annual analysis of state assessment scores of all students.</p> <p>New CDE Special Education compliance audit process requiring NW BOCES to complete internal, ongoing review of all IEPs.</p>

2015-2016 Target 2: To increase student achievement for other special populations, including GT, ELL, and Title I.

Action Plan	Responsibility	Cost	Data/Results
Support GT, ELL, and Title I committees through quarterly meetings. Provide transition for new ED regarding the work of these committees.	Executive/Special Education Director, District representative participating in each Committee, district administrators and other district personnel.	Staff time	Increased student achievement as indicated by annual analysis of TCAP scores for GT, ELL, and Title I students. TCAP scores will be discussed at the fall GT Committee meeting. The ELL and Title I Committees have been absorbed into the Regional Literacy Committee and TCAP scores for these students will be examined as part of that Committee's work. Annual analysis of district data for GT, Title I and Title III students for completion of the GT and Title I addendums to the district UIP. Networking and sharing best practices.

2015-2016 Target 3: Strengthen the (RTI /PBIS) MTSS process to better meet the needs of all student populations.

Action Plan	Responsibility	Cost	Data/Results
<p>a. District check-in for whether MTSS processes working/needs changes annually.</p> <p>b. Assess staff development opportunities.</p> <p>c. Continue to create consistency with the RTI/PBIS process among districts through specific, intensive CDE consultation with specific schools. Provide training and support collaboration during District Interventionist meetings.</p> <p>d. Investigate with CDE continued support for the (RTI/PBIS) MTSS process in this region for future school years.</p>	Executive/Special Education Director, Assistant Special Education Directors.	Pending	<p>Quarterly MTSS Leadership Committee meetings.</p> <p>Data providing evidence of closing the achievement gap for at-risk students.</p>

2015-2016 Target 4: Review the Day Treatment program and determine program focus for the future.

Action Plan	Responsibility	Cost	Data/Results
<p>a. Meet in the Spring of every school year with district and agency stakeholders regarding the Day Treatment program in Routt County by April 1, 2015. Discuss whether it will continue in its current form, shift to a younger population, etc. for the next school year's budget and programming planning.</p> <p>b. Meet in the Spring of every school year with district and agency stakeholders regarding the Day Treatment program in Grand County by April 1, 2015. Discuss whether to continue in its current form, shift to a younger population, etc. for the next school year's budget and programming planning.</p>	<p>Executive/Special Education Director, Assistant Special Education Directors, Mental Health rep., Dept. of Human Services rep. and district leadership (principals and superintendents)</p>	<p>TBD—Costs and budgets are to be determined annually.</p>	<p>The program model will be reviewed annually for the Routt County program and Grand County Day Treatment Program in cooperation with all stakeholders.</p>

2015-2016 Target 5: Assess individual student need for Assistive Technology, then deploy, manage and monitor the use of Assistive Technology for special populations.

Action Plan	Responsibility	Cost	Data/Results
<p>a. Develop a consistent procedure for OTs, PT, SLPs, Special Education teachers, Vision and Hearing Specialists to complete appropriate AT student assessment, then request equipment to be provided on loan when appropriate, then a possible purchase will be recommended to the district for student specific purchase.</p>	<p>Assistant Special Education Directors and Executive/Special Education Director in collaboration with OTs, PT, SLPs and Special Education teachers in each district</p>	<p>Staff time</p>	<p>Newly developing Assistive Tech process to include both Assistant Special Education Directors as facilitators for their assigned school districts.</p> <p>Develop a consistent procedure for OTs, PT, SLPs, Vision and Hearing Specialists and Special Education teachers to complete appropriate AT student assessment, then request equipment to be provided on loan when appropriate, then a possible purchase will be recommended to the district for student specific purchase.</p>

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END RESULT NO. 3: We will demonstrate fiscal responsibility by operating in an efficient and cooperative manner when purchasing goods and services.

Three-year Target: To increase cooperative purchasing opportunities and best practice discussions among districts.

Three-year Target: To develop and maintain an ongoing NW BOCES inventory for specialized equipment.

2015-16 Target 1: Investigate and increase cooperative purchasing opportunities resulting in increased savings, as appropriate.

Action Plan	Responsibility	Cost	Data/Results
a. Facilitate the increase of Association of Educational Purchasing Agent (AEPA) opportunities and bulk purchases for all member districts. b. Develop a list of Specialized Equipment that would be appropriate for loaning out to all districts when student need arises. c. Take recommendations from Tech Committee for cooperative purchasing, specifically new website platform.	Executive/ Special Education Director, Assistant Special Education Directors, Technology & Media Manager, PD & Tech Integration Coordinator and other BOCES staff, as appropriate.	Staff Time	BOCES staff will provide AEPA purchasing information to member district staff. Districts will utilize the AEPA opportunities on a regular basis to increase cost savings.

2015-16 Target 2: Use annual strategic planning sessions with the Superintendents Advisory Council (SAC) to identify areas for cooperation, improvement of services being provided to districts and to strengthen the collaboration between all member districts.

Action Plan	Responsibility	Cost	Data/Results
Schedule and complete annually a strategic planning session for SAC, BOCES Board, district staff and BOCES	Executive/Special Education Director and other BOCES	Staff, Board	Annual Strategic Planning session will be scheduled in the Spring to be held in the Fall.

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Action Plan	Responsibility	Cost	Data/Results
administrative and central office staff.	staff, as appropriate.	& SAC time	Strategic Plan and updates will be reviewed and approved by the BOCES Board annually.

2015-16 Target 3: Increase collaboration among district personnel in operation areas.

Action Plan	Responsibility	Cost	Data/Results
<p>a. Provide collaboration opportunities for nutritional services, transportation, maintenance, human resources, media, technology, and finance directors to interact on a regional basis. Nutritional Services, Transportation and Maintenance meeting to be scheduled by the end of the 15-16 school year.</p> <p>b. Hold monthly Tech Committee meetings focused on cooperative purchasing and professional development.</p> <p>c. Increase efficiency of staff and increased data security by utilization of mobile technology, Cloud File Storage and shared data applications.</p> <p>d. Hold quarterly Professional Development Committee meetings focused on cooperative purchasing and professional development.</p>	Executive/Special Education Director, Professional Development & Tech Integration Coordinator, district reps participating in Tech Committee and Professional Development Committees.	Staff time and travel to meetings.	<p>Tech committee meets monthly and has sets their meeting calendar at the first meeting each school year. They continue to look for coop purchasing and finding the best product to meet all districts. Tech Committee & Professional Development Committee to schedule and meet quarterly each year.</p> <p>BOCES staff will schedule and host requested meetings for these groups.</p>

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END RESULT NO. 4: We will support our staff and member districts through effective leadership, efficient operations and accountability.

Three-year Target: To meet the NW BOCES mission through an effective and efficient central office with office hours being 5 days weekly.

2015-16 Target 1: 15-16 School Year implementation of the restructure to an Executive/Special Education Director and two Assistant Special Education Directors for Routt County and Grand/Jackson Counties.

Action Plan	Responsibility	Cost	Data/Results
<p>Evaluate and review effectiveness of this newly structured BOCES administration annually.</p> <p>a. Each school year, Executive/Special Education Director and two Assistant Special Education Directors for Routt County and Grand/Jackson Counties program evaluation will be completed.</p> <p>b. Survey effectiveness. Stakeholder groups will provide feedback.</p>	<p>NW BOCES Board, Superintendents, NW BOCES Executive/ Special Education Director</p>	<p>Cost will be analyzed and determined annually.</p>	<p>Survey results from member districts to evaluate the new admin structure.</p>

2015-16 Target 2: To continue to implement the NW BOCES internal financial controls and financial transparency.

Action Plan	Responsibility	Cost	Data/Results
<p>Financial information provided to the Superintendents Advisory Council (SAC) and the BOCES Board every other month meetings.</p>	<p>Executive/Special Education Director/ Special Education Director and Finance and HR Director</p>	<p>Staff Time</p>	<p>All financial information is provided and reviewed by the BOCES Board/SAC and posted on the BOCES website on a monthly basis.</p>

2015-16 Target 3: To implement a plan for leadership transition at the NW BOCES in the area of technology integration.

Action Plan	Responsibility	Cost	Data/Results
a. Determine PD and provide training. b. Determine data analysis needs at the BOCES level. Support the coordination of distance and blended learning for the member districts. Job description written for this position based on data evaluation. 15-16 school year with plan creation by February 2016.	Executive/Special Education Director/ Special Education Director, Professional Development & Technology Integration Coordinator and Superintendents Advisory Council (SAC).	TBD	15-16 School Year PD & Tech Integration Coordinator in collaboration with Tech Coordinator Committee will determine Action Plan steps to go forward with this plan that has been in development