



Date: September 1, 2004

To: Members of the Board of Education

From: Stan Scheer
Superintendent

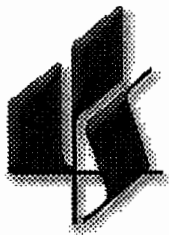
Subject: **BOARD WORKSHOP DISCUSSION ON STRATEGIC
DIRECTION ACTIVITIES**

Enclosed is a list of the Board of Education's strategic directions and many of the important related activities that staff members have engaged in over the past year. Much of the work will be continuing in the future, and we anticipate a positive impact in reaching the goals the Board established with these strategic directions.

In the interest of time and to allow for quality discussion, I have asked my staff to focus on several specific areas they have worked on more recently. These areas will directly affect our efforts to support student learning over the next year or more. For this evening, these discussion areas will include:

- Improving Student Learning
 - Quality School Improvement Planning Processes
 - Expanding Direct Services to At-Risk Learners
- Personnel Practices
 - Collective Bargaining Process and Results
 - Hiring Process and Results
- Community Poll and Focus Group Results—Implications for Future Board Activities
- Impact of Restorative Justice Practices on Students

By focusing on these four areas we will have time for more in depth discussion as well as time for questions. As time allows, the Board and staff may choose to highlight other key strategic activities.



Strategic Plan 2001

LITTLETON PUBLIC SCHOOLS

Vision Statement

Littleton Public Schools • Exceptional community, extraordinary learning, expanded opportunity, and success for all students

Mission Statement

To educate students for the future by challenging every individual to continuously learn, achieve, and act with purpose and compassion

Belief Statements

- ① A quality education prepares students for success in present and future endeavors.
- ② Students are unique and have different abilities, needs, and learning styles.
- ③ Students learn best when their interests, passions, and talents are engaged.
- ④ High expectations promote high achievement.
- ⑤ Learning thrives in a safe and caring environment.
- ⑥ A quality educational environment requires exceptional teachers, administrators, and support staff.
- ⑦ Continuous improvement requires the active participation and partnership of students, staff, parents, and community.
- ⑧ Strong connections with the community build a foundation for quality education and citizenship.
- ⑨ A quality education provides students with varied learning opportunities that include curricular and extracurricular offerings.
- ⑩ Meaningful evaluation of student learning occurs through ongoing analysis of student performance on a variety of assessments.
- ⑪ Technology creates opportunities for enhanced student learning.
- ⑫ Thoughtful, purposeful innovation promotes quality education.

Strategic Directions

- ① Explore, expand, and implement options for achieving successful student learning with an increasingly diverse student population.
- ② Expand appropriate use of technology to enhance student learning, achievement, and organizational efficiency.
- ③ Develop and implement creative systems of compensation, professional development, and other personnel practices to provide a professional environment that attracts, rewards, and retains quality staff.
- ④ Aggressively pursue sustainable, long-term funding strategies to support organizational directions, needs, challenges, and opportunities.
- ⑤ Engage the community as an active partner in the life of the school district to achieve a sense of shared ownership for results.
- ⑥ Redefine and revitalize district facilities to meet student learning needs.
- ⑦ Promote and provide an environment that fosters caring, respect, and compassion for others within the school and community.

Littleton Public Schools
Strategic Directions Update
 September 1, 2004

Completed or in-process activities related to Board of Education strategic directions

1. Explore, expand, and implement options for achieving successful student learning with an increasingly diverse student population.

ACTIVITY	EVIDENCE OF IMPACT
Expansion of alternative education	Increase in at-risk students continuing their education; added AD Works, which provides greater options for expelled students
Curriculum redesign focusing on essential learning	
Curriculum content revisions: math, foreign language, consumer/family studies	
Data analysis – individual students and subgroup focus	Improved focus on specific student needs in school plans and priorities
ESL expansion at Field and Goddard	More students served in neighborhood school; reduced impact to center-based schools
School design options: Centennial Academy of Fine Arts and Field IB	Increased enrollment at Centennial; improved performance on large-scale assessments
Highly gifted option at elementary and middle level	Students report, “Finally I’m meeting other kids like me.”
Gender specific focus for GT learners, and single gender classes at Arapahoe High School	
Full-day kindergarten at Field, Centennial, East	Improved learning success in subsequent grades at East
AVID (Advancement Via Individual Determination) – pilot at Powell, grant proposals for all middle schools	More rigorous coursework undertaken by students with improving GPA
Professional development plan being implemented for meeting needs of at-risk learners	Early indications of upward movement of students on CSAP performance
Expansion of literacy strategies and support	
Exploration of math strategies to improve learning of low-performing students	
Design and implementation of District Improvement Plan	Improved coordination of district support systems; ESL and special education teachers report greater use of research based instructional practices

Training and coaching on School Improvement Plans

Proposed expansion of The Village to serve infants and toddlers

Implementing high school ELL newcomer program

Expanded necessary day treatment placements in response to Human Services cost shifting Students remaining in needed day treatment program; less safety risks to self or others

2. Expand appropriate use of technology to enhance student learning, achievement, and organizational efficiency.

ACTIVITY	EVIDENCE OF IMPACT
Expansion of online grading and reporting at secondary level	Increased parental access to timely student progress information
Customized TetraData reports for schools and programs	Reduced data collection and organization time demands for schools
Online course in professional development for principals	Reduced meeting time and increased flexibility to meet principal needs
Student Information System replacement plan (to be phased in)	
Wide Area Network expansion (near completion)	
Tranquility special education system to scale	Replaced ineffective IEP software; reduces duplication of effort by interface with SASI
Computer replacement/refreshment plan being implemented	Computer to staff ratio will approach 1:1 by 2005
Foundation built for video infusion	

3. Develop and implement creative systems of compensation, professional development, and other personnel practices to provide a professional environment that attracts, rewards, and retains quality staff.

ACTIVITY	EVIDENCE OF IMPACT
Collective bargaining agreements negotiated that are competitive in marketplace and within Board of Education budget parameters	Retained staff and attracted quality pool of candidates; balanced LPS budget; sustained positive relationship with teachers' association, classified employees, and district administrators
All teacher vacancies successfully filled: 134 in 2002-2003, 78 in 2003-2004, 89 in 2004-2005	Classes began the year with regular staff in place
All 22 administrative vacancies in 2004-2005 successfully filled	School year began with leadership in place

Active teacher applicant pool of 1,252 individuals	Able to refer qualified applicants for all vacancies
Substitute pool of 415 certified teachers	Needs for substitutes successfully met
Transition to single carrier (TIAA/CREF) for district's defined contribution plans	District able to assume fiduciary responsibility for plans; adhere to legal requirements
Completion of Classified Compensation Study with revision and update of all 186 position descriptions	Positions are now aligned with actual job responsibilities and expectations
Expansion of Instructional Coach support program for new and veteran teachers	New teacher evaluations show positive learning and performance
District participation with Metro State University in the "Teacher in Residence" program for hard to fill areas	All teaching positions filled with qualified candidates; provides an option for non-traditional candidates; Hired nine special education staff
Currently revising/updating all administrator position descriptions	Position descriptions will more appropriately align with student learning outcomes

4. Aggressively pursue sustainable, long-term funding strategies to support organizational directions, needs, challenges, and opportunities.

ACTIVITY	EVIDENCE OF IMPACT
Budget reductions of approximately \$3 million	Established balanced budget plan for Board of Education for 2004-2005 fiscal year
Coordination of district-level activities related to \$6.5 million mill levy override and long-term resource usage plan	Community engagement; long-term financial plan
Phase one long-term plan implemented to improve financial health of the food services fund	Budget balanced with positive ending cash flow
Intergovernmental agreement to manage Sheridan School District Food Services program	Cost sharing of district overhead costs
Reduction of energy consumption costs	Cost avoidance of approximately \$400,000
Implementation of fiscal management requirements per state of Colorado legislation and Board value	Meritorious Budget Award from ASBO; Certificate of Excellence and Achievement for Comprehensive Annual Financial Report from GFOA and ASBO
Refinanced 1995 district debt structure	Net present value savings of \$1.3 million
Funding obtained to continue School Resource Officers	Enhanced security and responsiveness to student needs

5. Engage the community as an active partner in the life of the school district to achieve a sense of shared ownership for results.

ACTIVITY	EVIDENCE OF IMPACT
Added Technology Advisory Committee to key district committees	Wider community perspective as impact to planning
Partnership with Arapahoe Community College to provide summer school for secondary students	Students enrolled and completed coursework
Continued participation and leadership in the Greater Littleton Youth Initiative	Improved safety, security, and support for LPS students
Initiated Whitman Home School Resource Center	Fourteen students enrolled in part-time program, resulting in 7 FTE addition to the district PPR
Implementation of adult ESL program in partnership with Bemis Library	Fifteen parents completed program to date
Established Special Services Advisory Committee as a viable, active parent group	Initiated legislative lobbying efforts; sponsored in-services for more than 200 families
Created partnership with City of Littleton	Firefighters co-teach Life Skills curriculum in middle schools

6. Redefine and revitalize district facilities to meet student learning needs.

ACTIVITY	EVIDENCE OF IMPACT
Complete phase two of bond construction plan of \$35 million	Improved safety and functionality of learning environment
Complete construction of stadium team house	Improved convenience for visiting teams and reduced vandalism issues
Conducted indoor air quality reviews	Improved learning environment
Completion of district warehouse renovation and capacity expansion	Cost reduction and expanded efficiency

7. Promote and provide an environment that fosters caring, respect, and compassion for others within the school and community.

ACTIVITY	EVIDENCE OF IMPACT
Life Skills Training implementation at all middle schools for grades 6 and 7	Research-proven program integrated with health curriculum
Elementary level: implementation of Bullyproofing or Second Step	Reduction of discipline referrals cited by schools
Secondary level: Bullyproofing trainer in place, identification of pilots	

Uniform expulsion and deferred expulsion process	Implementing legally defensible practices; assurance of due process for students; options for recoverability established
Exploration of Milestones Project by Runyon and Hopkins	
Littleton High School citizenship power standard beginning first year	
Implemented Parent Empowerment and Functional Family Therapy programs	100 families positively impacted
Restorative justice focus in disciplinary procedures	Increased student awareness of consequences for actions and understanding impact on others
Established community service learning component for alternative education students	Weekly participation established
Established Redirection Center	Students able to continue education with teacher support; 5% recidivism rate achieved; state granted an additional year of funding; awarded CDE exemplary program status
Implemented alcohol/drug counseling program for first-time offenders	Fifty-eight students successfully completed program with 407 days of suspension saved in 2003-04; participation allows an earlier return to school
Aligned high school athletic codes with Board values and legally defensible practices	Greater consistency of behavior and discipline expectations achieved; more uniformity of communication with students and parents