



(DRAFT) Poudre School District Strategic Framework - Revised 11.3.22

District Priority Literacy

District Priority Mental Health & Belonging

District Priority Graduate With Options

District Priority Safety

Desired
Student
Outcomes

Prepare and inspire students to be college, career, and life ready by increasing students' literacy competencies.

Promote student, staff, and family connections and well-being.

Prepare PSD students to graduate with options.

Continue to strengthen a culture of safety in all schools and district buildings.

Objectives

Goals

1. Prepare all staff to deliver high-quality, evidence-based instruction to support foundational, content, media, and/or disciplinary literacy for all students.

2. Use PSD-adopted high-quality instructional materials and strategies to meet the needs of all students

3. Ensure all students access and utilize opportunities for student ownership and application of literacy skills from early childhood through graduation.

1. Implement equitable pathways to Mental Health supports and services for students, staff, and families.

2. Increase connection and a sense of belonging for all students, staff, families, and the PSD community.

3. Provide comprehensive resources in partnership with community providers to support all students, staff, and families.

1. Ensure graduation requirements support students' postsecondary and career goals.

2. Build awareness to ensure student participation in enhanced pathways to bridge PreK-12 learning with postsecondary and career opportunities.

3. Improve systematic identification and support in all subject areas for students struggling academically or off track to graduate.

1. Enhance and sustain physical safety in PSD facilities and at PSD activities for students and staff.

2. Expand and promote emotional and psychological safety for PSD students and staff.

Strategies

What

1A - Create a comprehensive evidence-based professional development plan for teaching Literacy across all disciplines and grade levels PreK-12.

1B - Implement and monitor the comprehensive plan (in 1A) to ensure consistent, ongoing, job-embedded professional development.

2A - Adopt high-quality, standards-based instructional materials that are representative of multiple cultures and identities.

2B - Implement and monitor consistent use of high-quality instructional materials with integrity.

2C - Implement and monitor consistent use of instructional tasks that are in alignment with grade level content standards.

3A - Implement consistent structured literacy instruction (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) and provide layers of support based on students' strengths and needs to develop all students' competencies in foundational literacy.

3B - Design learning tasks to develop all students' competencies in content literacy, media literacy, and disciplinary literacy to understand context, think critically about the information they are presented, and communicate effectively in school and the workforce.

3C - Increase students' media literacy to analyze information, claims, and sources presented to them through traditional and digital media.

1A - Develop and implement data-informed systems of continuous improvement and monitoring strategies that are supported by a multidisciplinary and diverse district-led Mental Health Taskforce that includes staff, students, families, and community members.

1B - Design and utilize a required professional development model for all staff that centers on continuous learning of equity, prevention, mental health, behavioral health, trauma informed practices, and social emotional learning.

2A - Adopt and utilize an evidence-based and culturally inclusive, social emotional learning curriculum to align practices, principles, instruction, and strategies at all schools.

2B - Develop and implement inclusive engagement strategies for staff, students, families, and the community that increases trust, safety, communication, information, connection, and belonging.

3A - Recruit and retain mental and behavioral health specialists, specifically BIPOC, PRIDE, and linguistically diverse individuals to provide additional mental health and behavioral health services.

3B - Enhance community partnerships and reduce barriers to increase access to mental and behavioral health services.

3C - Increase awareness of PSD and community mental health resources through a sustainable, multilingual marketing and communications campaign driven by student input.

1A - Update high school graduation requirements to support multiple pathways to graduation.

1B - Develop district-wide process to ensure all 6th - 12th grade students create and utilize an individual career and academic plan (ICAP) annually to support graduating with options.

2A - Increase students' opportunities to earn tuition-free college credits during high school, industry certifications, and expand pathways to obtain an associate's degree.

2B - Strengthen communication to raise student and family awareness of multiple pathways to graduate with options including two- and four-year degrees, industry credentials, and military services.

2C - With community partners, increase student participation in Work-Based Learning (WBL) experiences like apprenticeships and internships to allow students to explore career options.

3A - Implement strategies to address chronic student absenteeism.

3B - Implement a system of strategies and supports that helps students who are off track to graduate.

1A - Expand methods for communicating current PSD safety and security efforts and protocols.

1B - Build community preparedness and resilience by strengthening relationships with families and emergency services partners, including law enforcement, fire, medical personnel, and mental health providers through continued, annual assessment and evaluation cycles.

1C - Assess and improve safety protocols and physical environments for all district buildings.

2A - Create and implement PSD Principles of Community to support positive behavior by all members of the PSD community.

2B - Increase prevention and intervention efforts that address unsafe student behavior, bullying, bias, discrimination, and harassment.

2C - Increase staff, student and community awareness of neurodiversity and cultural identities to create safer and more inclusive learning environments and decrease school disciplinary incidents.

2D - Promote digital citizenship and internet safety for all students and staff.