



**School District 51**  
MESA COUNTY VALLEY  
*Engage, Equip, and Empower*

# STRATEGIC PLAN






## WELCOME

Dear Mesa County Partner,

I proudly present to you the Mesa County Valley School District 51 Strategic Plan for 2022–2025. This plan is the result of months of work by an expansive group of stakeholders in our community that included, staff, students, parents/guardians, local elected officials, invested community members, and our D51 Board of Education. The information in the Strategic Plan is based on feedback from you...our Mesa County community.

The Strategic Planning process is a necessary action for a school district to undertake in order to move the organization forward and ensure student and staff success. This Strategic Plan will provide us with direction for the next three years so that we can focus on the things that matter most to our community.

Fulfilling the commitments in the Strategic Plan is a process that involves all stakeholders within the district and within the community. By working together as a D51 family and the Mesa County community to implement all components of the Strategic Plan, we can make certain that we have prepared and supported students, prepared and supported staff, and engaged and supportive community partners. Most importantly, we'll make sure that all students are successful academically, socially, and emotionally, and they graduate ready for college, career, and life.



Fulfilling these commitments won't be easy. The Strategic Focus Areas 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. I look forward to sharing my commitment to the expected outcomes established in the Strategic Plan with all stakeholders of Mesa County Valley School District 51.

Dr. Brian Hill

District 51 Superintendent

# STRATEGIC FOCUS AREAS



## STUDENT WELLNESS

*Objective:* Every District 51 student feels a sense of belonging and can access a variety of supports.

## ACADEMIC SUCCESS

*Objective:* District 51 students will demonstrate high levels of academic growth and achievement.

## ROBUST AND ALIGNED OPTIONS FOR LEARNING EXPERIENCES

*Objective:* District 51 students are equipped to pursue career, post-secondary, or military options upon graduation.



## PROFESSIONAL LEARNING

*Objective:* District 51 educators and leaders engage in personalized professional learning aligned to:

- Academic Standard mastery.
- Supporting the social and emotional needs of students.
- Responding to the needs of all groups of students.

## DIVERSE AND GROWING PIPELINES

*Objective:* District 51 will grow a diverse and healthy pipeline of qualified leaders and educators that will support the strategic goals of the district.

## STAFF WELLNESS

*Objective:* District 51 staff receive the mental health support they need to engage with students and families as healthy leaders.



## EFFECTIVE COMMUNITY PARTNERSHIPS TO ADVANCE STRATEGIC GOALS

*Objective:* District 51 will identify and communicate strategic partnership with organizations and institutions in the community to support the advancement of the district's strategic goals and initiatives.

## TRANSPARENT AND EFFECTIVE RESOURCE ALLOCATION

*Objective:* District 51 leadership will allocate resources through a lens of fiscal responsibility and in alignment with the district strategic goals.

## COMMUNICATION AND CONNECTION WITH FAMILIES

*Objective:* District 51 will develop communication strategies to ensure opportunities for students and families are clear and available in multiple languages to meet the needs of everyone in the community.





## WHAT WE HEARD FROM OUR COMMUNITY

### SUPPORT FOR STUDENTS

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Parents, teachers, and community members expressed various opportunities, or identified opportunities for the district to improve student achievement and increase support for students, especially students who receive special education and gifted and talented services. Parents also expressed appreciation for innovative practices happening within the district, such as student-led instruction and student-led conferences. Finally, families noted there is an opportunity to make transition experiences more cohesive for students from elementary school to middle school and middle school to high school.

*“I would like to see a district that is open to non-traditional learning as much as traditional learners. Seat time is not necessarily what we need as a district. [We need to] accommodate all students’ styles of learning and the interest levels of students.”*

*—English Session Participant*

### STUDENT ACCESS TO PROGRAMS

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Many parents expressed appreciation for the academic and career exploration available to students through concurrent enrollment courses and career-focused programs available at R-5 High School and the Career Center. However, parents in English and Spanish sessions noted that communication about these programs to students and families could be improved to ensure all interested students have access to these programs. Participants also expressed appreciation that different schools within the district have different foci, such as dual language immersion, but some noted that these differences in opportunities create inequities within the district, as some students have more or different access to resources than others.

*“There are [career exploration programs], but, for example, there is a program students are in, but they are students who are academically advanced, and the majority are...not Hispanic and they may have more access to services than Spanish speakers.”*

*—Spanish Session Participant*

**During Fall of 2021, Colorado Education Initiative conducted five listening sessions, two in Spanish and three in English, with the District 51 community including, community members, parents, teachers, and administrators. These listening sessions built upon the listening sessions that district staff conducted in early 2020 and were designed to provide an update to the steering committee about the community’s concerns and areas of interest given the immense changes that took place between early 2020 and the fall of 2021.**

Overall, 72 people attended the listening sessions; six in the Spanish sessions and 66 in the English sessions. CEI data team staff members used a collaborative analysis approach to ensure that the process was transparent, surfaced multiple interpretations, and allowed for checks on analysis (Richards & Hemphill, 2018<sup>1</sup>). The team identified a set of codes/themes prior to analysis aligned to the core categories guiding the strategic plan development, while also allowing for inductive codes to surface throughout the process. The following represents the most salient themes gleaned from the analysis process. All quotes in the following section were collected through the listening sessions.

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<sup>1</sup> Reference: Richards, K. R., & Hemphill, M. A. (2018). A Practical Guide to Collaborative Qualitative Data Analysis, *Journal of Teaching in Physical Education*, 37(2), 225-231

## SOCIAL EMOTIONAL LEARNING AND MENTAL HEALTH

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Participants expressed appreciation that many students' schools focus on social emotional learning and hope that these supports will be expanded and become more uniform across the district. Several participants emphasized the importance of continued social emotional and mental health support for students, especially considering their concerns about student disengagement and the high rates of suicide in the Grand Junction community.

*“My children are called out for behavior and leadership instead of just academic success or baseline attendance.”*

—English Session Participant

## FAMILY ENGAGEMENT AND COMMUNICATION

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Many participants commented on their appreciation for family engagement and communication efforts happening district-wide and expressed a hope that these efforts continue and are expanded to reach more families. Participants especially highlighted the importance of engaging Spanish-speaking families to ensure they are aware of the resources available to them and their students, including support for post-secondary planning.

*“I think we have a strong leadership with a vision to improve. But we need more participation from our community, we need to strengthen our collaborative groups with the community.”*

—Spanish Session Participant

## TEACHER RECRUITMENT AND RETENTION

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Finally, teacher recruitment and retention were noted as key priorities in the listening sessions. Several participants emphasized the importance of supporting teachers' mental health to prevent teacher burnout and turnover. Other participants commented on the importance of recruiting diverse staff members so the teaching workforce in the district can be more reflective of the student population.

*“Teachers are absorbing classes, doing extra work, not fully staffed for substitutes. This is a huge challenge; we're not past the COVID experience yet. They are working beyond what they can do, [and] what they get paid for.”*

—English Session Participant



## FOUR CORE BEHAVIORS

D51 focuses on the whole learner to foster growth and high achievement.

D51 believes in the strengths of our people, our schools, and our communities.

D51 values individuality, inclusivity, and belonging.

D51 commits to continuous improvement.

## VISION

Engage, equip, and empower each and every student, each and every day.

## MISSION

D51 engages our community, families, and staff to deliver individualized, collaborative, and challenging educational experiences to prepare each and every student for their brightest future.





Graduates Are:

**CREATIVE PROBLEM SOLVERS**

D51 students demonstrate:

- Creativity and Innovation
- Resilience
- Critical Thinking

**ENGAGE**

**CULTURALLY CONNECTED**

D51 students demonstrate:

- Teamwork
- Global & Cultural Awareness
- Skilled Communication

**EQUIP**

**READY FOR CAREER AND LIFE**

D51 students demonstrate:

- Academic Proficiency
- Self-Direction
- Self-Awareness
- Self-Advocacy
- Career Awareness

**EMPOWER**



## **ENGAGE: CREATIVE PROBLEM SOLVERS**

*D51 students put original ideas and thoughts into the work that they do and do not let problems stop them from making progress.*

D51 students have mastered creative problem solving when they can demonstrate:

### **CREATIVITY AND INNOVATION:**

- Demonstrate curiosity, imagination, and eagerness to learn more.
- Build on personal experience to specify a challenging problem to investigate.
- Engage in novel approaches, moves, directions, ideas and/or consider multiple perspectives.
- Synthesize ideas in original and surprising ways.

### **RESILIENCE:**

- Set and focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course.
- Set learning goals, stay motivated and engaged in pursuing those goals, evaluate progress towards those goals, and make changes to their approach as necessary.
- Work effectively in a climate of ambiguity and changing priorities.

### **CRITICAL THINKING:**

- Recognize that problems can be identified and possible solutions can be generated; define the problem at hand using a variety of strategies.
- Make connections between information gathered and personal experiences to test and/or apply solutions.
- Interpret information and draw conclusions based upon information gathered to formulate a new problem.

## **EQUIP: CULTURALLY AWARE**

*D51 students are aware of, understand, and are open to cultural differences, exchange their thoughts and ideas effectively, and work to make everyone feel equal, safe, and appreciated.*

D51 students have mastered cultural awareness when they can demonstrate:

### **TEAMWORK:**

- Recognize how members of a community rely on each other and value personal contributions.
- Follow a process to generate ideas, negotiate roles and responsibilities, and respect consensus when making decisions.
- Use interpersonal skills to learn and work with individuals from diverse backgrounds and perspectives.

### **GLOBAL AND CULTURAL AWARENESS:**

- Apply knowledge and skills, independently or with others, to implement sophisticated, appropriate, and workable solutions that address complex global and local problems.

### **SKILLED COMMUNICATION:**

- Communicate clearly, listen actively, and work collaboratively and cooperatively with a diverse set of people to problem solve and negotiate conflict constructively.
- Navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

## **EMPOWER: READY FOR CAREER AND LIFE**

*D51 students understand their potential, career options, and the skills needed to achieve their goals.*

D51 students have mastered career and life readiness when they can demonstrate:

### **ACADEMIC PROFICIENCY:**

- Graduates can demonstrate mastery of core academic content according to graduation guidelines.

### **SELF-DIRECTION:**

- Demonstrate curiosity and open-mindedness.
- Learn how to make a reasoned judgment after analyzing information, data, and facts.
- Identify solutions for personal and social problems.
- Anticipate and evaluate the consequences of their actions.
- Recognize how critical thinking skills are useful both inside and outside of school.
- Reflect on their role to promote personal, family, and community well-being.

### **SELF-AWARENESS:**

- Assess personal strengths and limitations with a well-grounded sense of confidence, optimism and a growth mindset.
- Understand their emotions, thoughts, and values and how they influence behavior in many different contexts.

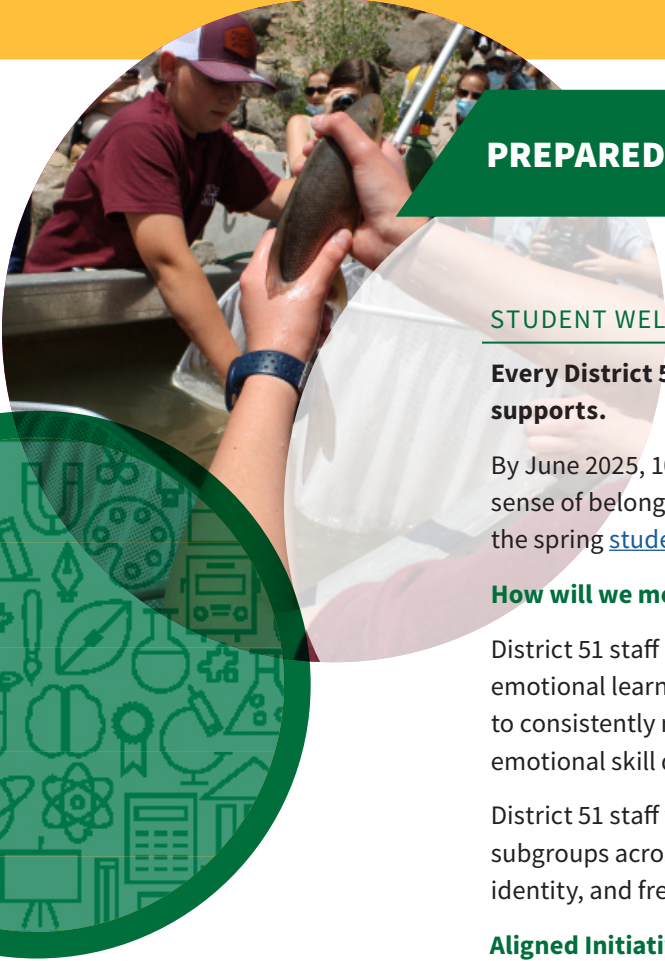
### **SELF-ADVOCACY:**

- Appropriately and confidently express a range of emotions and communicate clearly about their ideas and needs.
- Have a clear sense for their goals, abilities, and needs and how to make informed decisions based upon them in a variety of contexts.
- Pursue goals and opportunities responsibly.

### **CAREER AWARENESS:**

- Engage in exploration initiated by personal interests in careers and other life pursuits.
- Demonstrate knowledge, understanding, and awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas.

# Focus Areas, Priority Areas, and Goals



## PREPARED AND SUPPORTED STUDENTS

### STUDENT WELLNESS

**Every District 51 student feels a sense of belonging and can access a variety of supports.**

By June 2025, 100% of schools will meet or exceed the national norm for student sense of belonging for all students, including disaggregated groups, as measured by the spring [student Panorama survey](#).

#### How will we measure our success?

District 51 staff administer and review the Panorama student screener and social emotional learning survey tool annually. This tool will support our district team to consistently monitor student perception of their sense of belonging and social emotional skill development aligned with the D51 Graduate Profile and [CASEL Skills](#).

District 51 staff will disaggregate this data to assess the needs and progress of subgroups across our district, including special education status, race, gender identity, and free and reduced lunch status.

#### Aligned Initiatives

District 51 will support the achievement of this goal by implementing professional development supports for educators related to culturally responsive environments, social emotional learning, and multi-tiered systems of support (MTSS). The district will also review and improve MTSS systems to ensure students have access to support based on their needs.



#### GOALS FOR STUDENT WELLNESS

**SCHOOLS** will show growth in their yearly Panorama data that closes the gap to the national norm by 50% on School Belonging through their specific goals and efforts.

Year 1 (By June 2023)  
100%

Year 2 (By June 2024)  
100%

The **DISTRICT** will show growth of 2% or more on the yearly Panorama data on School Belonging for each level (Elementary and Secondary).

Year 1 (By June 2023)  
2% or more

Year 2 (By June 2024)  
2% or more

**SCHOOLS** will meet or exceed the national norm for student sense of belonging for all students, including disaggregated groups, as measured by the spring [student Panorama survey](#).

Year 3 (By June 2025)  
100%



## ACADEMIC SUCCESS

### District 51 students will demonstrate high levels of academic growth and achievement.

By June 2025, 100% of schools will be at the Performance or Improvement levels (highest two levels) on their school performance framework (SPF).

#### How will we measure our success?

District 51 schools receive a school performance framework annually that outlines performance across a set of domains. District 51 tracks the progress of each school in the district across three years using interim and summative assessments aligned with this framework.

District 51 staff will disaggregate this data to assess the needs and progress of subgroups across our district, including special education status, race, gender identity, and free and reduced lunch status.

#### Aligned Initiatives

All building sites have goals that align with student growth and achievement in their Unified Improvement Plan (UIP). These goals are aligned to improvement cycles and are driven by data-informed learning communities. Site Instructional Leadership Teams (ILT) monitor and act on these goals quarterly.

District 51 will organize teacher Learning Communities (LC) at schools and across the district that focus on priority standards, plan assessment, analyze data collected, and reteach for student learning.

GOALS FOR ACADEMIC SUCCESS	
Schools will be at the Performance or Improvement levels (highest two levels) on their school performance framework (SPF).	Year 1 (By June 2023) 80%
	Year 2 (By June 2024) 90%
	Year 3 (By June 2025) 100%

## ROBUST AND ALIGNED OPTIONS FOR LEARNING EXPERIENCES

### District 51 students are equipped to pursue career, college, trade school, or military options upon graduation.

By June 2025, D51 students will be engaged in a personalized pathway that meets their interests and learning needs.

By June 2025, 90% of D51 students will graduate with a post-secondary plan.

#### How will we measure our success?

District 51 students complete Individual Career and Academic Plans (ICAPs) starting in 5th grade. D51 will monitor completion of ICAPs along with students' ongoing progress towards reaching their goals.

District 51 staff will disaggregate this data to assess the needs and progress of subgroups across our district, including special education status, race, gender identity, and free and reduced lunch status.

#### Aligned Initiatives

District 51 will map existing opportunities and participation in programs and create a menu of options that will be published and shared with the community. This work will inform the next steps for increasing access and enrollment in options across District 51.

GOALS FOR LEARNING EXPERIENCES	
D51 staff will identify and map specialized pathways to create opportunities in the district for students and align with Individual Career and Academic Plan (ICAP) implementation.	Year 1 (By June 2023)
D51 students will access the menu of options aligned to personalized pathways and Individual Career and Academic Plans (ICAPs).	Year 2 (By December 2024)
D51 students will be engaged in a personalized pathway that meets their interests and learning needs.	Year 3 (By June 2025)
D51 students will graduate with a post-secondary plan.	Year 3 (By June 2025) 90%



## PREPARED AND SUPPORTED STAFF

### PROFESSIONAL LEARNING

**District 51 educators and leaders engage in personalized professional learning aligned to:**

- Academic standard mastery
- Supporting the social and emotional needs of students
- Responding to the needs of all groups of students

By June 2025, 100% of educators engage in Learning Communities (LCs) linked to planning for, assessing, analyzing results, and adjusting instruction based on mastery of academic standards.

By 2025, 100% of educators and leaders will identify, implement, monitor, and adjust SEL practices related to students' social and emotional needs at their school.

By 2025, 100% of educators will embed instruction that acknowledges and affirms different cultural viewpoints in order to meet the diverse academic needs of all learner groups.

#### How will we measure our success?


District 51 staff will assess the success of professional learning by tracking data aligned to academic, social emotional, and culture outlined in the *Prepared and Successful Students* focus area of this plan.

District 51 staff will disaggregate this data to assess the needs and progress of subgroups across our district, including special education status, race, gender identity, and free and reduced lunch status.

#### Aligned Initiatives

District 51 will support educators through data-informed, continuous improvement networks, professional learning, coaching, and learning community processes.

#### GOALS FOR PROFESSIONAL LEARNING



Educators engage in Learning Communities (LCs) linked to planning for, assessing, analyzing results, and adjusting instruction based on mastery of academic standards.

Year 1 (By June 2023)  
80%

Educators and leaders will identify, implement, monitor and adjust SEL practices related to student SEL needs at their school.

Year 2 (By June 2024)  
90%

Educators will embed instruction that acknowledges and affirms different cultural viewpoints in order to meet the diverse academic needs of all learner groups.

Year 3 (By June 2025)  
100%

## DIVERSE AND GROWING PIPELINES

### District 51 will grow a diverse and healthy pipeline of qualified educators and leaders that will support the strategic goals of the district.

By June 2025, D51 will increase its diverse teaching staff to more closely mirror the community demographics.

By June 2025, D51 will increase the number of qualified certified candidates to 1,500 candidates.

By June 2025, D51 will increase the diversity of its leaders to more closely mirror the community demographics.

By June 2025, D51 will increase the number of qualified leader candidates by 45% as compared to 2021.

#### How will we measure our success?

District 51's Human Resources Department tracks demographic, application, and hiring data. Using this data, District 51 will track its progress toward this goal over the course of the next three years.

District 51 staff will disaggregate this data to assess the needs and progress of subgroups across our district, including race, gender identity, and qualifications.

#### Aligned Initiatives

District 51 will redesign teacher and counselor salary schedules, increase advertising, augment recruiting strategies, engage with TeachColorado to recruit more teacher candidates, and expand the district's existing "Grow Your Own" program to include leaders.

GOALS FOR EDUCATOR AND LEADER PIPELINES
Year 1 (By June 2023) 80%
D51 will match the state average of a diverse teaching staff.
D51 will increase the number of qualified certified candidates to 950 candidates.
D51 will increase the diversity of our leaders to 8%.
D51 will increase the number of qualified leader candidates by 15%.
Year 2 (By June 2024)
D51 will increase the diversity of its teaching staff to 11%.
D51 will increase the number of qualified certified candidates to 1,200 candidates.
D51 will increase the diversity of our leaders to 10%.
D51 will increase the number of qualified leader candidates by 30% as compared to 2021.
Year 3 (By June 2025)
D51 will increase its diverse teaching staff to more closely mirror the community demographics. ( Ultimate goal: Staff demographics will mirror student demographics.)
D51 will increase the number of qualified certified candidates to 1,500 candidates.
D51 will increase the diversity of our leaders to more closely mirror the community demographics.
D51 will increase the number of qualified leader candidates by 45% as compared to 2021.

## STAFF WELLNESS

### District 51 staff receive the mental health support they need to engage with students and families as healthy leaders.

By June 2025, D51 will increase favorable responses to 90% regarding educators' overall impression of their school, as well as future employment plans on the Teaching and Learning Conditions Colorado (TLCC) Survey.

#### How will we measure our success?

District 51 partners with the state of Colorado to administer the Teaching and Learning Conditions Colorado Survey annually. Along with an internally designed survey, the district will track progress toward these goals over the course of the next three years.

District 51 staff will disaggregate this data to assess the needs and progress of subgroups across our district, including race, gender identity, and tenure in the district.

#### Aligned Initiatives

District 51 will develop, administer, and analyze data from an internally designed survey to determine current needs and gaps in support. Following the analysis of this data, D51 staff will identify current and new best practices to support educator wellness in the district.

GOALS FOR STAFF WELLNESS	
D51 will issue an anonymous staff survey in which staff can report on their general well being.	Year 1 (By June 2023)
D51 will increase favorable responses by 2% from the previous year to the district's survey questions related to staff's overall wellbeing.	Year 2 (By June 2024)
D51 will increase favorable responses to 90% regarding educators' overall impression of their school, as well as future employment plans on the Teaching and Learning Conditions Colorado (TLCC) Survey.	Year 3 (By June 2025)





## ENGAGED AND SUPPORTIVE COMMUNITY PARTNERS

### EFFECTIVE COMMUNITY PARTNERSHIPS

**District 51 will identify and communicate strategic partnership with organizations and institutions in the community to support the advancement of the district’s strategic goals and initiatives.**

By June 2025, D51 will deepen relationships with community partners. Specifically, these partnerships will be designed to support student career exploration, mental health, and deepened family partnership.

#### How will we measure our success?

District 51 does not currently have an established process for measuring community partnerships beyond participation tracking in specific programs. This measure will be developed by the district team in the first year of implementation.

#### Aligned Initiatives

District 51 will map current partnerships, update or establish MOUs with existing partners, define structure for recruiting and securing new partners, and establish a community advisory team to help create a method to measure engagement.

GOALS FOR COMMUNITY PARTNERSHIPS	
D51 will develop a map of current partners, how they are serving the needs of students and families, and identify gaps in partnerships.	Year 1 (By June 2023)
D51 will identify new and existing partnerships to support student and educator wellness, student career-readiness, and family support.	Year 2 (By June 2024)
D51 will deepen relationships with community partners. Specifically, these partnerships will be designed to support student career exploration, mental health, and deepened family partnership.	Year 3 (By June 2025)



**District 51 leadership will allocate resources through a lens of fiscal responsibility and in alignment with the district strategic goals.**

By June 2025, all new and existing school and district budgets will be aligned to the strategic plan.

**How will we measure our success?**

District 51 will track progress toward this goal by reviewing budget allocation and FTE allocations for alignment to the goals in the strategic plan. The allocations will be published in public reports.

**Aligned Initiatives**

District 51 will map and align budget and FTE allocations to the goals in the strategic plan and evaluate budget allocation in public reports.

GOALS FOR RESOURCE ALLOCATION	
D51 will review current resource allocation and budgeting systems by identifying existing allocation methods and benchmarking current resource allocations to those of similar districts.	Year 1 (By June 2023)
D51 will develop a budget process that evaluates new resource allocations based on alignment with strategic plan goals.	Year 2 (By June 2024)
All new and existing school and district budgets will be aligned to the strategic plan.	Year 3 (By June 2025)

**District 51 will develop communication strategies and leadership structures that ensure opportunities for students and families are clear and available in multiple languages to meet the needs of everyone in the community.**

By June 2025, the demographic makeup of school accountability committees, district accountability committees, and district leadership committees will mirror the demographic makeup of the district’s student population.

By June 2025, 75% of all parents/guardians surveyed will say they always or almost always have access to adequate communication from their school and district.

**How will we measure our success?**

District 51 will survey families about the access to and engagement with communications and leadership opportunities in the district.

**Aligned Initiatives**

District 51 will audit communications approaches, conduct an annual communications survey for staff and families, develop communications tools/collaboration across departments, and revamp the website to ensure easier access to important information for our families. In order to create increased access to voice and leadership, District 51 will conduct opportunities for Spanish-speaking populations to share perspectives about their needs.

GOALS FOR COMMUNICATIONS AND CONNECTIONS	
Departments serving migrant families and families who primarily speak a language other than English will connect with school leaders to discuss ways to better meet the needs of these families, and then collaborate with the Communications Department to see how they can aid in these efforts. The Communications Department will seek a communications audit to review its current tools and see which ones could be used more effectively and determine if any should be added.	Year 1 (By June 2023)
D51 will develop and test a portfolio of communication tools (such as social media, emails, translated documents, etc.) that meet the diverse needs of the community it serves.	Year 2 (By June 2024)
75% of all parents/guardians surveyed will say they always or almost always have access to adequate communication from their school and district.	Year 3 (By June 2025)
The demographic makeup of school accountability committees, district accountability committees, and district leadership committees will mirror the demographic makeup of the district’s student population.	Year 3 (By June 2025)





## MESA COUNTY VALLEY SCHOOL DISTRICT 51

### STRATEGIC PLAN PLEDGE

Mesa County Valley School District 51 is excited to have the support of the community in bringing this strategic plan to life. You are an important part of the success of our work. You can use this page to think about how you can support our educators and students by making a commitment to one or more of the focus areas in this plan. We would love to hear from you about how you want to be a part of our work!

As a

(Parent, Student, Teacher, Community Member)

I will support D51 to  
successfully implement

(Focus area)

by

(How you will help D51)