

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
Progress and Improvement Check
Quarterly Report December 2005-2006

- I-1. SYSTEMS & STRUCTURE/Organizational Structure & Decision Making**
- A. Develop & implement new organizational structures.**
 - B. Design & implement new job descriptions.**
 - C. Implement decision-making model.**

PROGRESS	IMPROVEMENTS
A. New administrative organizational structure in place. Food service organizational structure developed and implemented. Other department organizational charts will be completed in spring of 2006	<ul style="list-style-type: none"> • Organizational structures will reflect responsibilities and facilitate accountability
B. Administrators job descriptions implemented	<ul style="list-style-type: none"> • Job descriptions reflect responsibility and authority, and American Disabilities Act requirements
B. Certified and support staff job descriptions under development	<ul style="list-style-type: none"> • Job descriptions will reflect needs of the district, responsibilities and American Disabilities Act requirements
C. Decision making model reflects sound management	<ul style="list-style-type: none"> • Decision making model includes consensus, input with decision making by individual with authority, and decision made with communication of rationale

TARGET STRATEGIES 2005-2006

- Organizational Charts for Business Services, Transportation, Food Service and Facilities Departments will be completed.
- Job descriptions for certified and support staff will be revised and approved by the Board.
- Revised job descriptions will be implemented.
- Effective decision-making will be monitored and assessed for sound management.
- Curriculum and Technology restructuring will be assessed.
- New staff hiring process will be assessed.

I-2. SYSTEMS & STRUCTURE/Policy

A. Ensure compliance with State & Federal Requirements.

B. Develop policies that reflect Curriculum Management Audit (CMA).

PROGRESS	IMPROVEMENTS
A. Board/Staff Relationship (BSR) under review	<ul style="list-style-type: none"> • Policies will reflect compliance with state and federal requirements
A. Policy R-2 under review	<ul style="list-style-type: none"> • Graduations requirements will be updated to meet needs of students and updated assessment schedule
<p>A. Board Policies pending review</p> <p><u>Governance Process</u> GP-7 Committee Structure GP-15 Public Comment and Agenda Items at Board Meetings</p> <p><u>Executive Limitations</u> EL-16 Educational Program EL-19 Graduation Requirements</p> <p><u>Board/Superintendent Relationship</u> All</p> <p><u>Results</u> All</p>	<ul style="list-style-type: none"> • Revised Board Policies will provide guidance for Superintendent, Administrators and staff
B. Policy development continues to reflect the recommendations from Curriculum Management Audit	<ul style="list-style-type: none"> • Board policies will reflect standards for curriculum oversight

TARGET STRATEGIES 2005-2006

- Policy review will continue and recommendations from the Curriculum Management Audit will be incorporated into current policies or new policies will be developed.
- Policy R-2 will be reviewed and updated.

I-3. SYSTEMS & STRUCTURE/Planning

- A. Develop, monitor & implement a long, range Strategic Plan.**
- B. School/department plans are aligned to district plan.**
- C. Budget development process is aligned to district plan.**

PROGRESS	IMPROVEMENTS
A. Strategic Plan is monitored quarterly	<ul style="list-style-type: none"> • Accountability for strategic plan implementation is established
A. District Accountability Committee trained in the process of monitoring school improvement plans. School improvement plans presented to DAC and Board of Education	<ul style="list-style-type: none"> • Board of Education and DAC will monitor plans
B. Schools have developed 3-year school improvement plans that align with district wide strategic plan, and requirements from School Accountability Report, State Accreditation and No Child Left Behind	<ul style="list-style-type: none"> • Multi year plans are aligned to district, state and national requirements
B. Departments will develop multi-year plans for 2006-2007 school year	<ul style="list-style-type: none"> • Department plans will align to district wide strategic plan
C. School improvement plans require delineation of resource needs	<ul style="list-style-type: none"> • Identification of resource needs will provide the basis for budget development
C. 2006-2007 Budget development will reflect school and department plans	<ul style="list-style-type: none"> • Budget development will reflect district, school and department needs as identified in multi year plans

TARGET STRATEGIES 2005-2006

- Building Level Plans will be aligned with the district wide strategic plan.
- Quarterly monitoring of the District Strategic Plans and School Improvement Plans by District Accountability Committee (DAC) and the Board of Education.
- Implement adjustments and extend plans as needed.
- DAC will be trained in October in the process of monitoring school improvement plans and the district wide strategic plan.
- Multi-year school improvement plans will be presented to DAC in November.

I-4. SYSTEMS & STRUCTURE/Program Evaluation

- A. Develop format for program evaluation.**
- B. Develop & implement a schedule/timeline for program evaluations.**
- C. Program evaluation is used to determine programs to be implemented, continued, expanded or eliminated.**
- D. Program evaluation is used in performance based budgeting process.**

PROGRESS	IMPROVEMENTS
B. Program evaluation process for identified programs has begun for 2005-2006: North Routt Charter School and Senior Odyssey	<ul style="list-style-type: none">• Will assess programs and facilitate improvement
B. Reviewing and refining program evaluation goals for Montessori, Elementary Spanish, Alternative School and SEAL for Year II	<ul style="list-style-type: none">• Will facilitate continued improvement
B. Developed multi-year schedule for Program Evaluation with Leadership Team for BOE approval in January	<ul style="list-style-type: none">• Culture of program evaluation process is in place

TARGET STRATEGIES 2005-2006

- Final Program Evaluation Report for 2004-2005 will be presented to BOE on October 10, 2005.
- Identify programs to be evaluated for 2005-2006.
- Develop a multi-year schedule for program evaluation for Board Approval.
- Identify monitoring components for programs in Year II of evaluation process.
- Include Principals and Learning Support Specialists in Observation component of evaluation.

I-5. SYSTEMS & STRUCTURE/Staff Evaluation & Alternative Compensation

- A. Develop & implement a supervision & evaluation system based on performance standards that incorporates feedback from supervisors, colleagues, students & parents.**
- B. Develop/implement an alternative compensation plan for all employees that link compensation to performance.**

PROGRESS	IMPROVEMENTS
A. Differentiated Supervision and Evaluation Model for teachers implemented	<ul style="list-style-type: none"> • Supervision and evaluation model meets state requirements and reflects needs of teachers
A. Common perceptions surveys under review for implementation in Spring of 2006	<ul style="list-style-type: none"> • Common perceptions surveys will provide baseline data for improvement goals
A. Departments will complete pilot for new evaluation models	<ul style="list-style-type: none"> • Supervision and evaluation will reflect job responsibilities and accountability
A. Administrators will develop new model for supervision and evaluation in spring of 2006	<ul style="list-style-type: none"> • Supervision and evaluation of administrators will reflect current research on leadership responsibilities
B. Review of alternative compensation models continue	<ul style="list-style-type: none"> • Compensation model when identified will link compensation to performance

TARGET STRATEGIES 2005-2006

- Identify process and common survey tools to obtain feedback from supervisor, students and parents.
- Continue piloting evaluation system for support staff in all departments.
- A subcommittee of administrators is scheduled to develop an evaluation process based on current research related to leadership responsibilities.
- Differentiated Teacher Supervision and Evaluation Model and will be implemented for all teachers during the 2005-2006 school year.
- Assess and revise teacher evaluation model, if necessary.
- Continue to explore alternative compensation models for possible pilot in 2006-2007.
- The Personnel Evaluation Committee is scheduled to review common surveys to obtain feedback from students, and will pilot the surveys in the spring.
- The Personnel Evaluation Committee is scheduled to review common surveys to obtain feedback from staff on research-based leadership responsibilities, and will determine process and timeline for implementation.

I-6. SYSTEMS & STRUCTURE/Finance and Budgeting

A. Develop & implement three-year performance based budgeting plan.

Performance based budgeting is fully implemented.

- Identify and organize programs, activities & interventions into logical subgroups
- Build budget packages for current, reduction & enhancement levels based on board parameters
- Define program objectives, organizational performance data, & budgeting guidelines
- Complete cost/benefit analysis for each budget packet
- Define budget committee and ranking process

B. Financial audit recommendations are implemented.

C. A district wide purchasing process exists.

D. An automated purchase and payment process exists, which includes monitoring and accountability for expenditures.

E. A system wide process for accountability and monitoring fiduciary funds exists.

PROGRESS	IMPROVEMENTS
A. Arranging training for performance based budgeting	<ul style="list-style-type: none"> • Will generate an understanding of performance based budgeting
A. Started reformatting budget for program based budgeting	<ul style="list-style-type: none"> • Will generate an understanding of program based budgeting
B. Financial audit recommendations were received, analyzed and appropriate recommendations will be implemented	<ul style="list-style-type: none"> • Will increase internal accounting control, and understanding of applicable policies
C. Accountant and building bookkeepers were trained on electronic purchase order system. High School is piloting the system	<ul style="list-style-type: none"> • Will streamline the entire purchasing process
D. District wide automated purchase and payment process has been implemented. Purchase of office paper has been piloted. Maintenance supplies will be piloted next	<ul style="list-style-type: none"> • Will save both time and money by reducing the number of times purchases are made, and facilitate bulk purchase pricing
E. A system wide plan for monitoring fiduciary funds has been developed	<ul style="list-style-type: none"> • Increase accountability and monitoring of activity accounts • Increase internal accounting control

TARGET STRATEGIES 2005-2006

- Implement automated purchase and payment process.
- Implement restructured business office.
- Implement a district wide bookkeeping process for fiduciary funds.
- Implement program based budgeting.
- Research performance based budgeting and develop an implementation plan to be presented in January.

I-7. SYSTEMS & STRUCTURE/Technology & Architecture

A. Implement a web portal that allows secure remote access to district email, data warehouse, website, etc.

B. Staff trained in web portal technology.

PROGRESS	IMPROVEMENTS
A. Developing standards and criteria for the Wide Area Network/Local Area Network (WAN/LAN) enterprise network portal	<ul style="list-style-type: none">• Will provide guidance to improve business software, including: electronic purchase orders, applicant tracking and recruiting, & automated lunch software
A. Researching web based Student Information System (SIS) with integrated grading program as first module of network portal	<ul style="list-style-type: none">• SIS can be accessed by all staff, parents and students via the web

TARGET STRATEGIES 2005-2006

- Develop standards and criteria for the Wide Area Network/Local Area Network (WAN/LAN) enterprise network portal based on needs analysis.
- Research WAN/LAN enterprise network portal systems and develop an implementation plan.

II-1. CURRICULUM & ASSESSMENT/ Curriculum Development

A. K-12 curriculum frameworks exist for all content areas.

B. Implementation and monitoring procedures are in use.

C. Develop and implement a long-range plan for curriculum review & resource adoption cycles.

PROGRESS	IMPROVEMENTS
A. HS/MS Independent Contractors continuing work on Curriculum Frameworks and Common Assessments	<ul style="list-style-type: none"> • All Independent Contractors are progressing with work by collaborating during Early Dismissal Days and planning periods
A. Elementary Curriculum Development for Math Common Assessments is occurring jointly between SPE and SCE during Early Dismissal Days	<ul style="list-style-type: none"> • Grade-level teams comprised of teachers from both Elem. schools are collaborating together for vertical and horizontal alignment. • Professional Conversations are reportedly going very well providing teachers with a sense of unity and collegiality as they develop Common Assessments
A. All Non-Core curricular areas have met with Director of C&I and LSS to continue work on curriculum and assessments	<ul style="list-style-type: none"> • Teachers are valuing the time for professional conversations and are working on developing continuum K-12
A. Vocational Education (Career and Tech Ed) Committee is in the process of identifying two additional classes for implementation in 2006-2007 school year	<ul style="list-style-type: none"> • Additional Career and Tech Ed programs will be offered at the high school
B. Monthly meetings continue to monitor progress of curriculum development	<ul style="list-style-type: none"> • Increased professional conversations are valued and meetings are proving efficient in collaboration of development
C. Walk Through Model is utilized for monitoring curriculum. A formal curriculum implementation and monitoring plan will be developed in the spring of 2006	<ul style="list-style-type: none"> • Curriculum monitoring and implementation will insure all students being taught approved curriculum
C. Curriculum review plan and resource adoption cycles will be developed in spring of 2006	<ul style="list-style-type: none"> • Curriculum review and resource adoption cycles will result in an updated curriculum and a resource allocation plan

TARGET STRATEGIES 2005-2006

- Continue discussions regarding expansion of Vocational Ed. programs and regionalization. A fall meeting will be scheduled to involve representatives from Hayden and South Routt.
- Continue implementation of Curriculum Development Plan.
- Implement early dismissal.
- Walk-Through Model – Second level training for administrators and first level training for new administrators and Learning Support Specialists are scheduled for September and will aid in monitoring the implementation of curriculum.
- Incorporate Walk Through Model into Teacher Evaluation Model.
- Design a curriculum implementation and monitoring system.
- Develop and implement a Long Range Plan for curriculum review and resource adoption cycles.

II-2. CURRICULUM & ASSESSMENT/Assessment

- A. Aligned assessments exist and are implemented for all content areas K-12.**
- B. A data management plan focused on using data to make instructional and programmatic decisions exists and is implemented.**

PROGRESS	IMPROVEMENTS
A. Elem. Math, MS Math, LA, and Science, and all HS required courses are working on developing Common Assessments.	<ul style="list-style-type: none"> • Common assessments will provide data for instructional decisions and determine student progress
A. Assessment training has provided insight in creating reliable and valid questions	<ul style="list-style-type: none"> • Training will facilitate development of reliable and valid common assessments
A. Common assessments that have been created will be entered into the Scantron Assessment Software during training on January 31 st and piloted with students in the Spring	<ul style="list-style-type: none"> • Teachers will have timely feedback on student progress in order to adjust instruction in the classroom
B. Continue to provide assessment information to Building Principals and teachers as needed	<ul style="list-style-type: none"> • Data Specialists and Learning Support Specialists providing classroom data to teachers, school trend analysis to principals, and gap analysis information on special populations.

TARGET STRATEGIES 2005-2006

- District Common Assessments are being developed as part of the Curriculum Development Plan through the use of Independent Contractors and Curriculum Development Teams.
- Scantron Assessment software will support the development of common assessments and insure the reliability and validity of district developed common assessments.
- The restructured Technology Department (The Technology Director, together with the Data Managers) along with the Director of C&I, Learning Support Specialists, Grant Writer, Media Specialists, ESL Coordinator and Teacher and GT representatives from each building comprise the District Curriculum Committee charged with monitoring and integrating all curriculum.

II-3. CURRICULUM & ASSESSMENT/Staff Development

- A. Comprehensive Professional Development Plan emphasizes job-embedded teacher collaboration and increasing student engagement and achievement.**
- B. Partnerships with the NW BOCES, NCPD and higher education encourage professional growth.**
- C. Teachers work and learn collaboratively via an increase in common planning, team time and release daytime.**
- D. Teachers report satisfaction with professional development opportunities on survey.**
- E. 100% of participants in the induction program express satisfaction with the program.**

PROGRESS	IMPROVEMENTS
A. Early Dismissal Days (EDD), book studies, workshops are being offered this semester	<ul style="list-style-type: none"> • Teachers are attending and sharing best practices with staffs
A. October 10 In-Services was a collaborative effort with BOCES	<ul style="list-style-type: none"> • All SSSD staff attended a chosen workshop on Oct 10 guided by Building Principal and requested to share best practices with the building staff
B. BOCES/NCPD have recently offered training in GT, ELL, and 6-traits	<ul style="list-style-type: none"> • Teachers registered in all of these classes for professional growth
C. EDD is being used in each building for collaboration. Elem. is working on Curriculum Development in Math. MS has worked on Positive Behavior Support, Common Assessments, Reading Strategies and School Improvement Plan. HS is using the EDD for Common Assessments, School Improvement Plan and Schools Attuned	<ul style="list-style-type: none"> • Teachers are reporting satisfaction with purpose and use of EDD for Staff Development directly related to tasks required of them: (SIP, Differentiation, Curriculum and Common Assessment development, etc)
D. Evaluations administered for Oct 10 th inservice	<ul style="list-style-type: none"> • Evaluations reflect over all positive feedback
D. Develop evaluation for EDD Spring 2006	<ul style="list-style-type: none"> • Evaluations will provide input needed to determine use of future EDD
E. Modified Induction Program implemented	<ul style="list-style-type: none"> • Induction meetings are going well. Second year inductees are participating in online classes through Educational Impact

TARGET STRATEGIES 2005-2006

- Develop a staff satisfaction/evaluation survey as a key component of the Staff Development program evaluation.
- Implement and evaluate early dismissal schedule.
- Continued partnership with NW BOCES, NCPD and higher education to provide effective Staff Development opportunities including Gifted Talented, Schools Attuned (differentiated instruction), Understanding by Design curriculum model, Assessments K-12, Critical Friends training.
- Implement modified induction program.

II-4. CURRICULUM & ASSESSMENT/Technology Staff Development

A. Teachers, staff & administrators will achieve baseline proficiency in basic operations of technology.

B. Reduction in staff requests for basic technical assistance.

PROGRESS	IMPROVEMENTS
A. Developing basic technology literacy assessment instrument for support staff	<ul style="list-style-type: none"> • Support staff will demonstrate basic proficiency in the basic use of technology
A. Developed training calendar for all staff in areas of Nuts and Bolts, Basic Operations, and ET/IL	<ul style="list-style-type: none"> • Enhanced staff proficiency
B. Continue to analyze Help Desk requests to determine staff training needs	<ul style="list-style-type: none"> • Staff demonstrates increased troubleshooting skills and more sophisticated requests for assistance
B. Developed basic Job Description of Building Technology Supports (BTS), who will provide basic troubleshooting skills – Job description will be presented to board for approval and BTS support will be implemented 2 nd semester	<ul style="list-style-type: none"> • BTS will provide “just-in-time” assistance with basic operations

TARGET STRATEGIES 2005-2006

- Continue to develop rubrics to measure proficiencies and a method of assessment for competence in technology and information literacy.
- Assessment of basic technology literacy for support staff will be completed.
- Continue to use Help Desk data to determine staff development needs.
- Update the staff development and assessment plan to include basic troubleshooting skills.
- Identify basic competencies, proficiency levels and assessments for Building Technology Supports (BTS).
- Identify BTS.
- Provide training to BTS support their grade level/building in basic troubleshooting skills.

II-5. CURRICULUM & ASSESSMENT/Technology Integration

- A. Curriculum frameworks will include educational technology & informational literacy (ET/IL) resources.**
- B. Documentation of teacher observations will provide evidence of the integration of ET/IL.**
- C. Student work sample & assessment will provide evidence of growth in student achievement.**
- D. District will determine platform and hardware needs.**

PROGRESS	IMPROVEMENTS
A. Revision of Technology Continuum and Educational Technology/Information Literacy (ET/IL) Standards using “Understanding by Design” Curriculum Framework model is near completion	<ul style="list-style-type: none"> • Consistency of UBD curriculum model and integration of the use of ET/IL in all curriculum areas
A. Developed brochure on ET/IL to increase awareness of the program at all levels	<ul style="list-style-type: none"> • Increased awareness of ET/IL standards by all staff
B. Continue to provide training in ET/IL to teachers	<ul style="list-style-type: none"> • Increased awareness of ET/IL standards by all staff
D. Assessing the current level of computer use, the applications being used and its connection to curriculum	<ul style="list-style-type: none"> • Will assist in the development of district ratio of computers to students and selection of single platform environment
D. Assessing the benefits of maintaining single platform vs. dual platform environment	<ul style="list-style-type: none"> • Single platform environment will be easier to maintain, troubleshoot, provide training, and make changes in operations

TARGET STRATEGIES 2005-2006

- Revision of Technology Continuum and Information Literacy Standards using “Understanding by Design” Curriculum Framework model continues.
- Continue to provide training opportunities in integrated technology instruction and information literacy to teachers.
- Continue to provide opportunities for teachers to plan together with the Learning Support Specialists and Media Specialists to incorporate technology into lessons.
- Continue the assessment of the current level of computer use, the applications being used, and the connection to curriculum by walk-throughs, Learning Support Specialist observation, and teacher logs.
- Review teacher observations and student work samples for evidence of integration Educational Technology and Information Literacy (ET/IL).
- Analyze cost of ownership for dual/single platform and make recommendation to Board for approval.
- Based on platform recommendation, develop long-range purchase and replacement plan.

II-6. CURRICULUM & ASSESSMENT/Technology

A. Mentors will be identified.

B. Mentors will be trained.

PROGRESS	IMPROVEMENTS
B. Learning Support Specialists participating in “Teaching and Thinking with Technology Course”	<ul style="list-style-type: none">• Access to comprehensive training materials based on the “Understanding by Design Model” to provide “Train the Trainer” staff development opportunities

TARGET STRATEGIES 2005-2006

- Learning Support Specialists will participate in 40 hour “Teaching and Thinking with Technology” course.

III-1. STUDENT SUCCESS/Academic Achievement

- A. CSAP performance at the proficient or advanced levels in reading, writing, math and science.**
- B. Percentage of students proficient on district required common assessments.**
- C. Number of ELL students increasing one performance sub level on the Language Assessment Scale.**

PROGRESS	IMPROVEMENTS
<p>A. School Accountability Reports from CDE were released in December SSMS improved their rating and score SCE maintained their rating and improved their score SSHS and SPE while maintaining their rating slightly decreased in score NRCCS Elem. & Middle school decreased in rating and score; their elementary testing sample was only 7 students with one scoring poorly, which effected their score</p>	<ul style="list-style-type: none"> • 2004 2005 SSHS 1.28 Ex 1.19 Ex SSMS 1.01 High 1.22 Ex SPE 1.53 Ex 1.46 Ex SCE 0.80 High 0.98 High NRCS EI 1.08 High 0.64 Low NRCS M 1.33 Ex 0.48 High
<p>B. District Common Assessments administered. Scoring will be reported next quarter</p>	<ul style="list-style-type: none"> • Data will be used to inform instructional Decisions
<p>C. All ELL students were assessed using the ITP evaluation tool. We re-assessed all 76 identified ELL students in order to provide services and accurately report to CDE for funding; of the 76 tested, 64 met criteria to receive ELL services</p>	<ul style="list-style-type: none"> • ELL students educational needs identified and support services implemented

TARGET STRATEGIES 2005-2006

- School Improvement Plans will have multiyear (3-year) goals and an annual focus.
- Incorporate training into Staff Development Plan through technology training, assessment workshops, curriculum development, early dismissal day focus, and on-going staff development opportunities as determined by School Improvement Plans.
- Establish district baseline data for special population sub group: English Limited Learners (ELL) students.

III-2. STUDENT SUCCESS/Social Competence

- A. Survey results indicate an increase in satisfaction with school climate.**
- B. Entrance and exit interview results indicate a stable, positive perception of how high school culture supports student social competence.**
- C. 8th grade portfolio student self-reflections indicate a growing self-knowledge in regards to social competence.**
- D. Successful completion of the Senior Project graduation requirement**
- E. Successful implementation of behavior support system resulting in a decrease in bullying incidents at the elementary and middle schools.**

PROGRESS	IMPROVEMENTS
A. Common school climate surveys under development	<ul style="list-style-type: none"> • Common surveys will be implemented this spring for baseline data
B. Entrance and Exit interviews are being developed	<ul style="list-style-type: none"> • Interview data will provide a basis for continuous school improvement
C. 8 th grade portfolio will be used for ALL 8 th graders during the second semester focus period	<ul style="list-style-type: none"> • Culminating project will provide students with tools needed to facilitate a comprehensive project enabling them to be better prepared for HS requirements
D. Students completing Careers Class and selecting topic for Senior Project	<ul style="list-style-type: none"> • Senior project will provide students with tools necessary to make transition from HS effectively through authentic demonstrations of skills and knowledge
E. Positive Behavior Support System is active in all grades at SSMS	<ul style="list-style-type: none"> • All 6-8 grade students have common behavior expectations in the facility: Media Center, Cafetorium, Arcade, Assemblies • Grade-level teams have also developed individual goals and expectations

TARGET STRATEGIES 2005-2006

- Utilize data management team to compile and analyze data on social competence.
- Incorporate training into Staff Development Plan as determined by School Improvement Plans.

III-3. STUDENT SUCCESS/Technology Student Learning Profiles

A. Staff regularly uses achievement data from multiple electronic sources in order to continually adjust instruction.

PROGRESS	IMPROVEMENTS
A. Continue to provide assessment information to Building Principals and teachers as needed	<ul style="list-style-type: none"> • Data Specialists and Learning Support Specialists providing classroom data to teachers, school trend analysis to principals, and gap analysis information on special populations.
A. Conducted a Data Mining Workshop during the NW Boces Staff Development Day to solicit additional input from teachers on their data requirement needs	<ul style="list-style-type: none"> • Data Specialists and Learning Support Specialists providing support for decision-making and instructional planning
A. Developing District and School Portfolios over the course of the 2005-2006 school year	<ul style="list-style-type: none"> • Provided capacity to develop individual building & district profiles • Each school has completed the first 3 continuums of improvement for their School Portfolios (information and demographics, student achievement, quality planning)

TARGET STRATEGIES 2005-2006

- Complete first four components of District wide and building-level profiles.
- Modify Student Information System to include all data required for student profiles and electronic state reporting.
- Provide evidence of staff using data to adjust instruction.

IV-1. COMMUNITY RELATIONS & COMMUNICATION SYSTEMS/External & Internal Communication Systems

- A. Internal & external communication strategies are implemented at the building level.**
- B. Internal & external communication strategies are implemented at the district level.**

PROGRESS	IMPROVEMENTS
A. School Accountability Reports released in late December	<ul style="list-style-type: none"> • Keeps the public informed on individual schools progress
B. Annual Report compiled and distributed	<ul style="list-style-type: none"> • Keeps the public informed on progress of district
B. Making a Difference Award Continued	<ul style="list-style-type: none"> • September, October, November and December awards distributed
B. Online Teacher Application in process	<ul style="list-style-type: none"> • Will facilitate application process
B. Maintenance Request Form is now web-based	<ul style="list-style-type: none"> • Will facilitate request process and speed up response time
B. Grant Request Form in now on District Web Page	<ul style="list-style-type: none"> • Will facilitate communication and application process
B. Staff received letter from the Superintendent regarding the Strategic Plan	<ul style="list-style-type: none"> • Process, rationale and research base were addressed
B. Staff Newsletter is being changed to include pertinent Human Resources information	<ul style="list-style-type: none"> • Will facilitate communication of policies
B. Assistant to Superintendent and Payroll Manager to have exit interviews with all employees beginning January 1	<ul style="list-style-type: none"> • Data will be collected to make district improvements
B. Requests for Master Calendars was monitored	<ul style="list-style-type: none"> • Low number of requests reported

TARGET STRATEGIES 2005-2006

- Board to schedule opportunities for face-to-face communication between Board and stakeholders.
- Standardize staff and parent perception surveys.
- Develop student and parent exit surveys.
- Evaluate and maximize use of e-mail and voicemail.
- Continue, “Making a Difference Award”.
- Monitor requests for additional master calendars as indicator of its circulation.
- Explore different publishing options for 2006 – 2007 master calendar.

IV-2. COMMUNITY RELATIONS & COMMUNICATION SYSTEMS/Community Relations

- A. Implement school-based initiatives that promote quality public relations as defined in the NSPRA Audit.**
- B. Implement district-based initiatives that promote quality public relations as defined in the NSPRA Audit.**

PROGRESS	IMPROVEMENTS
A. Newspaper coverage of school events continue	<ul style="list-style-type: none"> • Provides positive coverage of school activities
A. Annual report compiled and distributed	<ul style="list-style-type: none"> • Provides easy availability to public
B. Superintendent and Board President attend Chamber Board Meetings	<ul style="list-style-type: none"> • Allowed for face to face interaction time with business community
B. Superintendent serves as member of Rotary Club, Yampa Valley Community Foundation, Strings in the Mountain Guild	<ul style="list-style-type: none"> • Fosters community engagement
B. Board of Education and Superintendent attended CASB (Colorado Association of School Board) Conference	<ul style="list-style-type: none"> • Allowed for training and opened lines of communication
B. Community Outreach Meetings held to provide an update on the Strategic Plan and obtain input for Facilities Planning	<ul style="list-style-type: none"> • Updated the community on the strategic plan and received input for the development of a long range facilities plan
B. Director of Curriculum & Instruction and District Grant Writer served on YVCF Mellum Fund Selection Committee	<ul style="list-style-type: none"> • Fosters administrators engagement in community
B. Assistant to the Superintendent served on 3 member Routt Schools Federation Credit Union Supervisory Committee	<ul style="list-style-type: none"> • Fosters administrators engagement in community

TARGET STRATEGIES 2005-2006

- Board to schedule opportunities for face-to-face communication between Board and stakeholders.
- Assess administrators’ participation in civic organizations and expand if necessary.
- Develop newspaper columns for the newspaper on a monthly basis.
- Review and revise community relation’s packet.
- Develop consistent format and expand school newsletters.
- Research Business Advisory Council and Key Communicators Network.
- Engage community regarding Master Facilities Plan and update on Strategic Plan.
- Develop guidelines for the dissemination of information to staff.

IV-3. COMMUNITY RELATIONS & COMMUNICATION SYSTEMS/ Technology Integration

A. A web-based communication tool is implemented that serves the needs of the educational community.

PROGRESS	IMPROVEMENTS
A. Implemented web based email system, which will provide 24/7 support through outsourcing	<ul style="list-style-type: none">• Increased reliability and access to email and decreased spam.
A. Using Zoomerang, a web based survey tool to deliver and analyze survey results	<ul style="list-style-type: none">• Increased capacity to electronically survey, receive immediate feedback and analyze results

TARGET STRATEGIES 2005-2006

- Implement web based email system.
- Create and implement District Wide Web standards.

V-1. FACILITIES/Safety

- A. Multi-year facilities and safety plan is developed and implemented.**
- B. Long-Range Facilities plan recommendations are implemented.**
- C. Building security disaster plan is developed and implemented.**
- D. District bus fleet is up-to-date and reliable.**

PROGRESS	IMPROVEMENTS
A/B. Analyzed recommendations submitted by architects.	<ul style="list-style-type: none"> • Will lead to safer facilities that are more apt to increase student achievement and learning
A/B. Implemented identified priorities from the Facilities Management Study	<ul style="list-style-type: none"> • Addressed safety and maintenance priorities
A/B. Developed an outreach plan, and are holding community facilities forums.	<ul style="list-style-type: none"> • Gathering input from community and staff to make an informed decision concerning District facilities
C. Attending disaster plan meetings.	<ul style="list-style-type: none"> • Will lead to development of a disaster plan
D. Developed a bus replacement plan.	<ul style="list-style-type: none"> • Purchased 4 new buses, 3 of the buses with Education Fund Board funds.

TARGET STRATEGIES 2005-2006

- Develop an outreach plan to gather input from stakeholders regarding the Master Facilities plan.
- Develop a multi-year Master Facilities Plan.
- Develop a district-wide Disaster Plan.

V-2. FACILITIES/Technology

(Proactively upgrade existing local area and wide area networks to accommodate new technologies and the use of networked resources, communications, and an electronic culture.)

A. LAN is upgraded to 100mb district-wide

B. WAN requirements are reviewed to ensure they can accommodate current and future district requirements.

PROGRESS	IMPROVEMENTS
A. Network upgrade infrastructure to 100mb is completed across the district. Areas of 10mb remain due to older clients still in operation	<ul style="list-style-type: none">• Efficient access to sophisticated network programs
A. Investigating options to improve reliability/availability of power and HVAC requirements for technology hub at HSC. Will present to Capital Commission for funding	<ul style="list-style-type: none">• Will provide reliability of technology
A. Investigating options to upgrade voicemail server and software	<ul style="list-style-type: none">• Will eliminate issues of delays in voicemail messages and provide remote access for technicians to troubleshoot
B. Researching capabilities to upgrade WAN to ensure accommodation of current and future increased bandwidth requirements.	<ul style="list-style-type: none">• Current bandwidth utilization in all buildings running at peak capacity needs to be alleviated

TARGET STRATEGIES 2005-2006

- Develop a plan to ensure availability of power and HVAC requirements to maintain reliability of technology hub at District Office.
- Review the current data/voice/video needs of the district and develop/design WAN/LAN enterprise network capable of supporting these needs.