

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
Progress and Improvement Checks
First Annual Report 2004 – 2005

Date: June 1, 2005

SYSTEMS AND STRUCTURE

Goal I: Implement standards for sound organizational management and decision making as delineated in the Curriculum Management Audit

Progress:

- New organizational chart for administrative structure developed and implemented.
- Job descriptions that reflect new organizational chart developed, approved by Board of Education, and implemented.
- Restructuring of the Curriculum and Technology Departments completed.
- Job descriptions that reflect the restructured Curriculum and Technology Department developed, approved by Board of Education and implemented.
- Restructuring of Business Services Department in progress.
- Training for administrators in effective decision-making began and will continue.
- Staff hiring process revised to reflect sound management.

Improvements:

- Administrators with responsibility have authority to comply with job expectations
- Job descriptions reflect American with Disabilities Act (ADA) requirements and reflect new Board approved organizational structure.
- Restructuring of Curriculum and Technology Departments provide for curriculum coordination and articulation maximizes support for staff, provides system for generation and use of data.
- Restructuring of Business Services will improve efficiency and effectiveness of services.
- Training in sound decision making will assist in the transition from a total consensus decision-making process.
- Sound decision making will involve three models: Person with responsibility and authority makes the decision after receiving input from stakeholders; Person with responsibility and authority will make decision and communicate rationale to stakeholders when appropriate; and consensus decision making when appropriate.
- Staff hiring process revised to include Teacher Insight screening, input from interview team and the appropriate administrator making the final decision.

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 hiring process will be assessed.

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SYSTEMS AND STRUCTURE - Policy

Goal II: Implement Board Policies that provide guidance for district and curriculum management

- Review and revised policies to insure compliance with State and Federal Regulations
- Review and revised policies to implement recommendations from the Curriculum Management Audit to provide guidance for:
 - Long range planning
 - Written Curriculum
 - Textbook and resource allocation
 - Content area emphasis
 - Program Integration and alignment
 - Predictability of written curriculum
 - Curriculum articulation and coordination
 - Role of technology in curriculum integration
 - Use of data for instructional decisions and program evaluation
 - Performance-based budgeting
 - Change process for sustainability

Progress:

- Board reviewed and revised Governing Processes (GP), Executive Limitations (EL), and Board and Staff Relations (BSR) policies, which are in compliance with State and Federal Regulations.

Improvements:

- Board Policies (GP, EL, and BSR) are updated and reflect State and Federal Regulations.

Target Strategies for 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.

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SYSTEMS AND STRUCTURE – Planning

Goal III: Develop and implement a long-range plan that incorporates the recommendations from the Curriculum Management Audit and provides a focus in the areas of Systems and Structure, Curriculum and Instruction, Student Success, Community Relations and Communication, and Facilities and Safety

Progress:

- A Strategic Planning Model has been developed and implemented for the district level and school level.
- A District-wide Strategic Plan has been developed and implemented, which includes five goal areas: Systems and Structures, Curriculum and Instruction, Student Success, Community Relations and Communication, and Facilities and Safety.
- The new organizational structure and related job descriptions delegates the responsibility for coordinating and monitoring the strategic plan to the Director of Technology, Planning and Program Evaluations.
- Monitoring schedule and tool have been developed and implemented.

Improvements:

- The district wide strategic plan provides direction and a focus for improvement efforts.
- School level improvement plans are being aligned with the district wide plan and will incorporate requirements of the School Accountability Report (SAR), School Accreditation, and No Child Left Behind (NCLB).
- The Director of Technology, Planning and Program Evaluation has the responsibility for coordinating and monitoring the strategic plan.
- A monitoring process will facilitate accountability.

Target Strategies for 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.

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SYSTEMS AND STRUCTURE – Program Evaluation

Goal IV: Develop and implement a process for evaluating district and building level programs

Progress:

- A district-wide format for Program Evaluation has been implemented using the “Evaluative Inquiry Process.”
- A district-wide process for Program Evaluations has been implemented.
- FY 05 Programs identified for Evaluation: Students Engaging in Active Learning (SEAL), Off School Alternative Program, Senior Odyssey, Elementary Spanish and Montessori.

Improvements:

- The school district has implemented a district-wide format for evaluation, identifying a timeline for programs to be evaluated. This is the first step in determining which programs should be implemented, continued, expanded or eliminated.

Target Strategies for 2005-2006:

- Develop a multi-year schedule for program evaluation for Board Approval.
- Identify programs to be evaluated for 2005-2006.
- Identify monitoring components for programs in Year II of evaluation process.

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SYSTEMS AND STRUCTURE – Alternative Compensation

Goal V: Develop and implement a supervision and evaluation model for certified and classified staff that is based on performance standards, incorporates feedback from supervisors, peers, parents and students.

Progress:

- Performance standards, rubrics and observation tools developed, piloted and reviewed for teachers.
- Observation tool developed and piloted with teachers.
- Performance standards, rubrics developed for support staff and piloted with several departments.
- Differentiated Supervision and Evaluation Model developed for teachers that will include feedback from supervisor, students and parents.

Improvements:

- Standards for effective teaching and professional behaviors identified and implemented for the supervision and evaluation of staff.
- Standards for effective performance of support staff roles identified and piloted for several departments.
- Model of supervision developed to meet statutory requirements and to support the needs of teachers at various stages of instructional and professional competency.

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.
- Develop evaluation system for administrators.
- Fully implement teacher evaluation model.
- Assess and revise if necessary, teacher evaluation model.
- Continue to explore alternative compensation models for possible pilot in 2006-2007

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SYSTEMS AND STRUCTURE – Finance and Budgeting

Goal VI: A three-year plan exists for the development and implementation of a performance based budget and resource allocation process that links resources and support services to curricular priorities.

Progress:

- Analyzed recommendations submitted by independent auditors.
- Discussed recommendations with Board, Superintendent and Leadership Team.
- Researched electronic purchasing software.
- Identified an automated purchase and payment process.
- Developed and implemented system-wide plan for monitoring fiduciary funds.

Improvements:

- Recommendations from the financial audit will increase internal accounting control, and understanding of applicable policies.
- A district wide purchasing program will save both time and money by reducing the number of times purchases are made, and facilitate bulk purchase pricing.
- Electronic purchase orders will streamline the entire purchasing process.
- Increased accountability and monitoring of activity accounts will increase internal accounting control, and may allow for increased funding of district programs.

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.

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SYSTEMS AND STRUCTURE – Technology and Architecture

Goal VII: Define standards and implement a web portal that allows secure remote access to district email, data warehouse, website, etc.

Target Strategies 2005-2006:

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

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CURRICULUM, ASSESSMENT & INSTRUCTION – Curriculum Development

Goal I: Create and implement a curriculum development and management plan that will result in an aligned K-12 curriculum in all content areas.

Progress:

- Curriculum Dev. Teams for each content area have been writing curriculum.
- Teachers on Special Assignments (TOSA)/Tech team being utilized to assist Curriculum Developers in maintaining feedback and input from teachers.
- Building level curriculum and instruction support personnel were utilized to facilitate sharing of work and gathering of feedback and input from teaching staff.
- Curriculum Development Center has been established as a permanent location for curriculum development work that includes necessary support materials and technology to facilitate progress.
- Performance agreement/independent collaborator structures used in other districts were researched.
- An independent contractor structure for curriculum development was developed and implemented.
- Articulation agreements and the possible regionalization of vocational education programs were discussed with representatives from Colorado Mountain College, Colorado Northwestern Community College, TIC (The Industrial Corporation) and Pickens Tech.
- The role of the Walk-Through Model was examined as a process for monitoring implementation of curriculum.

Improvements:

- Curriculum Development teams formed this year to facilitate the progress of writing curriculum.
- Feedback and input was gathered via TOSA/Tech personnel.
- Substitute Teams were not instituted; however, a consistency in the use of substitutes for teachers was maintained as much as possible.
- A Curriculum Development Center was created on the 3rd floor of HSC (Human Service Center). Support materials and technology are available with new materials being added as garnered.
- Performance Agreements Contracts were investigated developed and have been implemented. These Independent Contractor Agreements are being used in conjunction with "pull-out" for curricular areas as needed.
- The groundwork has been laid for regional collaboration for technical education

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 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.

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CURRICULUM, ASSESSMENT & INSTRUCTION – Assessment

Goal II: Develop a data driven assessment program, which includes both assessments aligned with curriculum and a data management plan.

Progress:

- Determined appropriate plan for developing district common assessments.
- Obtained online assessment development software.
- Developing grade level common assessments.
- Restructured staff in curriculum and technology.

Improvements:

- District Common Assessments are being developed as part of the Curriculum Development Plan through the use of Independent Contractors and Curriculum Development teams beginning Summer 2005.
- Scantron Assessment software purchased to support the development of common assessments and to insure the reliability and validity of district developed common assessments.
- Learning Support Specialists position has been established to work directly with the Director of Curriculum and Instruction, Building Principals and Curriculum Developers to develop, monitor and implement effective curriculum.
- Technology Department has been restructured to include a Director, two Technicians and two Data Management Technical Support Specialists.

Target Strategies 2005-2006:

- Continue development of quarterly common assessments for all content and grade levels using Scantron as outlined in the Curriculum Development Plan.
- Develop a data management plan.

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CURRICULUM, ASSESSMENT & INSTRUCTION – Staff Development

Goal III: Increase opportunities for on-going, job-embedded, collaborative staff development aligned to district and individual staff member needs.

Progress:

- Identified priority areas for Comprehensive Professional Development Plan.
- Developed partnerships with Northwest BOCES, Northwest Center for Professional Development (NCPD) and higher education as part of Comprehensive Professional Development Plan.
- Expanded release time opportunities to include elementary and middle schools.
- Refined Induction Program to better meet the needs of new staff.

Improvements:

- Conducted survey of administrators and staff to determine priority areas.
- Gathered surveys, analyzed and determined priorities for 05-06.
- Adopted Early Dismissal schedule for 05-06 to be used for Staff Development alternating between Building focus and District focus with specific direction for each early dismissal day.
- Developed a Staff Development Calendar 05-06 with details of Early Dismissal focus as well as additional Staff Development dates for Instructional Improvement days.
- Induction Program – Web-based survey completed with suggestions implemented in revising structure of program. Components to specifically meet the needs of new teachers regarding curriculum, teaching strategies, and critical conversations regarding student work were added.

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.

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Curriculum Instruction & Assessment/Technology Staff Development

Goal IV: Teachers, staff and administrators will become self-sufficient users in the basic operations of technology as defined by the district.

Progress:

- Technology and information literacy standards developed for teachers and administrators.
- Began to develop rubrics to measure proficiency and competence in technology and information literacy.
- All teachers completed assessments and the district achieved a 90% goal of basic technology literacy.
- Classes in basic literacy were offered to all staff during the school year.

Improvements:

- Established baseline data for teachers' basic proficiency in technology and information literacy.
- Technology staff development was based on needs determined by staff assessment.
- Anticipate a reduction in help desk requests from teachers for basic technical assistance.

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.
- Use Help Desk data to determine staff development needs.

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CURRICULUM, ASSESSMENT & INSTRUCTION – Technology Integration
Goal V: An educational technology and information literacy is incorporated into instruction.

Progress:

- Revision of Technology Continuum and Information Literacy Standards using “Understanding by Design” Curriculum Framework model near completion.
- Training provided in integrated technology instruction and information literacy to teachers through collaboration with Media Specialists and Instructional Specialists.
- Teachers planed together with the Instructional Specialists and Media Specialists to incorporate technology into lessons.
- Assessed the current level of computer use, the applications being used and its connection to curriculum by student for Senior Project.
- Implemented a moratorium on hardware and software purchases until platform decision is made.

Improvements:

- Increased of implementation of the integration of technology into curriculum.
- Began assessment of computer use and applications.

Target Strategies 2005-2006:

- Revision of Technology Continuum and Information Literacy Standards using “Understanding by Design” Curriculum Framework model will be completed.
- Continue training in integrated technology instruction and information literacy to teachers through collaboration with Media Specialists and Instructional Specialists.
- Teachers will continue to plan together with the Instructional Specialists and Media Specialists to incorporate technology into lessons.
- Continue the assessment of the current level of computer use, the applications being used and its connection to curriculum by Walk-throughs, Learning Support Specialist observation, and teacher logs.
- Develop and implement a policy and procedure for the selection and purchase of software in conjunction with Curriculum & Instruction.
- 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.

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CURRICULUM, ASSESSMENT & INSTRUCTION – Technology

Goal VI: An Educational Technology and Information Literacy (ET/IL) Mentor Program will be implemented and mentors will be identified.

Progress:

- District became an Intel “Teach to the Future” organization.

Improvements:

- District has been identified as an Intel “Teach to the Future” organization

Target Strategies 2005-2006:

- Identify participants for the Educational Technology and Informational Literacy (ET/IL) Intel Mentor Program.
- Identify basic competencies, proficiency levels and assessments for Mentors.
- Develop criteria for an ET/IL Mentor program.
- Mentors will receive Intel Teach to the Future Training

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STUDENT SUCCESS: ACADEMIC ACHIEVEMENT:

Goal I: Increase in overall student performance as measure by:

- CSAP performance at the proficient or advanced levels in reading, writing, math and science
- Percentage of students proficient on district required common assessments
- Number of English Limited Learners (ELL) students increasing one performance sub level on the Language Assessment Scale.

Progress:

- Update on academic achievement will be provided in September after CSAP results have been received.
- See progress from Curriculum Development and Staff Development Plan.

Improvements:

- Update on academic achievement will be provided in September after CSAP results have been received.

Target Strategies 2005-2006:

- Targets for academic achievement will be provided in September.
- Incorporate training into Staff Development Plan as determined by School Improvement Plans.

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STUDENT SUCCESS: SOCIAL COMPETENCE

Goal II: Increase in overall student social competence as measured by:

- Student, parent, staff and community surveys
- Entrance and exits surveys of High School Students
- Middle School 7th Grade snapshot
- 8th Grade Portfolios
- Senior Projects
- “No Bullying” programs
- Community Service participation

Progress:

- Update on social competence will be provided in September after DAC/Board Review on progress of R-3 and R-4.

Improvements:

- Update on social competence will be provided in September after DAC/Board Review on progress of R-3 and R-4.

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.

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ACADEMIC ACHIEVEMENT: Technology Student Learning Profiles

Goal IV: The District will implement a data warehouse solution capable of creating student profiles that include an electronic assessment development component

Progress:

- Purchased data warehousing system and assessment generator that will determine reliability and validity of district-wide common assessments.
- Provided Training for Data Technology Coordinators and Learning Support Specialists.
- Improved data collection for Special Education reporting.

Improvements:

- Created capacity to utilize demographic and assessment data for instructional decisions.
- Trained data specialists will be available to support enhanced use of information for decision-making and instructional planning.
- Created capacity to develop individual longitudinal profiles.
- Created efficient method for Individual Education Plan (IEP) completion and reporting to state

Target Strategies 2005-2006:

- District wide and building-level profiles will be completed.
- District wide and school-level portfolios will be developed.
- Modified Student Information System to include data required for student profiles and electronic state reporting.
- Assess evidence of staff using data to adjust instruction.

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COMMUNITY RELATIONS AND COMMUNICATIONS SYSTEMS –
EXTERNAL AND INTERNAL COMMUNICATION SYSTEMS

Goal I: Implement communication system strategies as recommended by NSPRA that will result in improved communication with all stakeholders.

Progress:

- Revised format for Annual Report.
- E-mailed Talking Points to Board and Staff as needed.
- Created Board of Education brochure.
- Provided information for Board of Education, staff and community regarding policy governance.
- Implemented Board of Education Meeting Highlights
- Provided weekly update to BOE and Administrative Team
- Reviewed NSPRA's "The Complete Crisis Communication Management Manual for Schools"
- Reviewed and revised emergency procedures.
- Celebrated staff contributions and efforts.
- Included Spotlight on Success at Board of Education meetings.

Improvements:

- Staff is made aware of Board of Education action the morning after each meeting.
- Administrative Team provides weekly highlights to inform team members and the Board of Education of current activities, projects, issues and events. Distributed by email at the beginning of each week.
- Revised Annual Report format is easier to read and more professional looking. It satisfies State of Colorado requirements while providing pertinent facts and "State of the District" summaries to all residents within the school district boundaries.
- NSPRA's "The Complete Crisis Communication Management Manual for Schools" was reviewed along with various manuals from other school districts. The information was used as a basis for creating district/school crisis management plans.
- The revised emergency procedures were expanded and redesigned.
- "Making A Difference" Award program was instituted with support and donations from many local businesses.
- The Administrative Team read the book Drop in the Bucket and used the recommendations in their buildings/departments.

- Board of Education brochure is available at each Board of Education meeting and at the District Office to provide a brief description of duties and biographies of the board members.
- The Superintendent routinely sends emails with talking points to clarify current issues within the district. Emails are sent to the entire staff to make sure all are fully informed.
- Student successes and innovative educational programs are “spotlighted” each month at the Board of Education meetings.
- Linda Dawson and Randy Quinn worked with the Board of Education and staff regarding policy governance. A public presentation was also made.

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, staff and parent exit surveys.
- Develop and publish Master Calendar.
- Evaluate and maximize use of e-mail and voicemail.
- Implement revised emergency procedures.
- Continue, “Making a Difference Award”.

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COMMUNITY RELATIONS AND COMMUNICATIONS SYSTEMS –
COMMUNITY RELATIONS

Goal II: Implement activities as recommended by NSPRA to promote positive relations throughout the school community.

Progress:

- Surveyed parents/community to determine most effective/preferred method of communication with District.
- Implemented a web-based survey tool to deliver and analyze survey results.
- Trained administrators in “Staff as Ambassadors”.
- Maintained good relations with local media.
- Initiated outreach efforts with English Language Learners (ELL) community.
- Continued to foster positive relationships with legislators.
- Recognized legislators for contributions to School District.

Improvements:

- Surveys were included when School Accountability Reports were mailed home to parents. Grocery gift cards were given as prizes to two randomly chosen respondents. Information gained will be used to guide future communication strategies.
- Zoomerang web-based survey tool available for future community surveys.
- Zoomerang web-based survey tool has been utilized for staff and student surveys this year.
- Local legislators were given the annual education award
- Media coverage has been positive
- First annual English Limited Learners (ELL) parent meeting was held
- Grant written for the continuation of ELL parent outreach

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 employee orientation and community relations 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.

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COMMUNITY RELATIONS & COMMUNICATION SYSTEMS – Technology
Goal III: Communication tools using technology provide timely, relevant information to staff, students, parents and community.

Progress:

- Identified web based email system which will provide 24/7 support through outsourcing
- Implemented Zoomerang, a web based survey tool to deliver and analyze survey results
- Surveyed parents/community to determine most effective/preferred method of communication with District
- Determined most effective methods for communicating with parents

Improvements:

- Capacity to electronically survey, receive immediate feedback and analyze results.
- Determined that most parents receive information via, notes home, U.S. mail and email.

Target Strategies 2005-2006:

- Create and implement District Wide Web standards.

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FACILITIES - Safety

Goal I: A multi-year plan exists to meet the safety, code, programmatic and maintenance needs of the District.

Progress:

- Analyzed recommendation submitted by architects.
- Implemented identified priorities from the Facilities Management Study.
- Developed a bus replacement plan and presented a request for funding to Education Fund Board.

Improvements:

- Recommendations from the architects will lead to safer facilities that are more apt to increase student achievement and learning.
- Purchased 3 new buses.

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.

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FACILITIES: Technology

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

Progress:

- An Electronic Help Desk system that incorporates trouble ticket tracking & prioritization, reporting and statistical analysis was implemented.
- All staff was trained in the use of the Help Desk within the first week of implementation.

Improvements:

- All Help Desk requests are now submitted electronically and handled by the Technology Staff Department.
- Since implementation, over 100 tickets per week are logged and closed.
- The Help Desk facilitated technology staff restructuring.
- The Help Desk provided system to track technology issues and improve response time.
- The Help Desk provided data to analyze technology problems and trends and be proactive in managing service.

Target Strategies 2005-2006:

- Develop a plan to ensure availability of power and HVAC requirements to maintain reliability of technology hub at District Office.