

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
Progress and Improvement Check
Second Annual Report (June) 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.**

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.

PROGRESS	IMPROVEMENTS
A. Implemented new organizational chart for administration.	<ul style="list-style-type: none"> • Administrators w/responsibility have authority to comply w/job responsibilities
A. Food Service Department Organizational Chart developed and implemented. New organizational charts for Business Service, Transportation, and Facilities Departments will be completed by September of 2006.	<ul style="list-style-type: none"> • Clarity of roles and responsibilities for Food Service Department. When completed and implemented, clarity of roles and responsibilities will be delineated for the other departments.
A. Implemented restructuring of Curriculum and Technology Departments. Integrated the two departments to address curriculum across all areas	<ul style="list-style-type: none"> • New structure implemented. Monitoring and integrating curriculum. Focused support for Curriculum development. Spring staff survey results will guide modifications for 2006-2007.
A. Business Service Department restructured.	<ul style="list-style-type: none"> • New payroll manger hired, district wide booking support developed. Improvement of efficiency and effectiveness of services. Fiscal oversight of fiduciary funds improved.
B. Job descriptions for administrative organizational chart and new Curriculum and Instruction, and Technology roles implemented	<ul style="list-style-type: none"> • Clarification of roles and responsibilities. Compliance with American Disabilities Act requirements.
B. Job descriptions will be completed for Business, Services, Transportation, Food Services, and Facilities Departments by September of 2006.	<ul style="list-style-type: none"> • When completed and implemented, compliance with American Disabilities Act will be met.

B. Job descriptions for certified and support staff under development, with target of October 2006 for completion	<ul style="list-style-type: none"> • Clarification of roles and responsibilities. Compliance with American Disabilities Act requirements.
C. Effective decision-making training for administration has continued.	<ul style="list-style-type: none"> • Transition from a total consensus decision-making model has been completed. New model includes consensus, input with decision made by individual with authority, and decision made by individual with authority and rationale communicated.
C. Staff hiring process revised to reflect sound management	<ul style="list-style-type: none"> • New staff hiring process implemented and reviewed by Leadership Team. The process will continue to include: Teacher Insight Input from Interview Team Decision made by appropriate administrator.

TARGET STRATEGIES 2006-2007

- Completion and implementation of organizational charts for Business Services, Human Resources, and Facilities Department.
- Completion and implementation of updated job descriptions for Business Services, Transportation, Human Resources, Nutritional Services and Facilities Department.
- Completion and implementation of revised job descriptions for certified and support staff.
- Review staff survey results regarding Learning Support Specials and Technology Department and make adjustments if warranted.
- Review and update HR procedures: Staff Orientation, Staff Handbook, and Licensing Procedures.
- **Develop Special Education Program goals and action plan based on the Special Education Audit.**
- **Develop goals and an action plan related to the issue of time. Goals and plan should address staff planning time, early dismissal, calendar, staff development time, student contact time, parent teacher conferences and extending elementary Spanish to the primary level.**
- **Develop goals and an action plan to address the district's priority to attract and retain quality staff including affordable housing. Support the passage of a Mill Levy override.**
- **Create a task force to review the status of Tier I and Tier II Sports.**
- **Clarify roles, responsibility and authority of all Directors positions.**

I-2. SYSTEMS & STRUCTURE/Policy

A. Ensure compliance with State & Federal Requirements.

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

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.

PROGRESS	IMPROVEMENTS
<p>A. Reviewed and approved Board Policies</p> <p style="text-align: center;">Governance Process</p> <p>GP-7: Committee Structure-10/13/03(Review Pending)</p> <p>GP-15: Public Comment & Agenda Items at Board Mtgs – 8/22/05</p> <p>GP-19: Distribution/Posting of Non-Curricular Materials by Non-Students – 9/26/05</p> <p>GP-20: Distribution/Posting on Non-Curricular Materials by Students – 9/26/05</p> <p>GP-21: Wellness Policy – (Pending approval 6/19/06)</p> <p>GP-22: Flag Display – (Pending approval 6/19/06)</p> <p style="text-align: center;">Executive Limitations</p> <p>EL-8: Staff Hiring & Treatment (Pending revision 6/19/06)</p> <p>EL-10: Staff Development – 9/26/05</p> <p>EL-16: Educational Program – 2/14/05</p> <p>EL-17: Instructional Materials & Adoption – 9/26/05</p> <p>EL-18: Instructional Technology – 9/26/05</p> <p>EL-19: Graduation Requirements (formerly R-2) – 3/15/04 – (Review pending)</p> <p>EL-23: School Safety – 9/26/05</p> <p style="text-align: center;">Board/Superintendent Relationship</p> <p>B/SR-1: Global Governance-Management Connection – 2/13/06</p> <p>B/SR-2: Unity of Control – 2/13/06</p> <p>B/SR-3: Accountability of the District Superintendent – 2/13/06</p> <p>B/SR-4: Delegation to the District Superintendent – 7/2/99 – (Review pending)</p> <p>B/SR-5: Monitoring District Superintendent Performance – 7/2/99 – (Review pending)</p> <p style="text-align: center;">Results</p> <p>R-1: Mission Statement – 1/12/04</p> <p>R-2: Academic Achievement – 3/15/04</p> <p>R-3: Virtues – 4/22/02</p> <p>R-4: Success & Self-Understanding – 5/13/02</p>	<ul style="list-style-type: none"> • Revised policies reflect compliance with state and federal requirements. Policies provide guidance for Superintendent, administrators, and staff.
<p>A. Graduation Requirement Committee reviewed SSHS requirements and recommended Senior Odyssey to be an elective course</p>	<ul style="list-style-type: none"> • Graduation Requirements reflect modification in required classes.
<p>B. Adopted policies that reflect recommendations</p>	<ul style="list-style-type: none"> • Policies reflect standards identified in

<p>from the Curriculum Management Audit.</p> <p>GP-13: Process for Addressing Board Member Violations – 11/15/04</p> <p>GP-14: Development & Revision of Board Policy – 11/15/04</p> <p>EL-3: Development of Administration Policy – 2/14/05</p> <p>EL-4: Communication & Counsel to the Board (formerly EL-11) – 3/7/05</p> <p>EL-5: System-wide Planning – 3/14/05</p> <p>EL-6: Organizational Management – 9/26/05</p> <p>EL-10: Staff Development – 9/26/05</p> <p>EL-15: Commitment to Accomplishment & Accountability (formerly EL-12) – 3/7/05</p> <p>EL-16: Educational Program (formerly EL-13) – 2/14/05</p> <p>EL-18: Instructional Technology – 9/26/05</p> <p>EL-23: School Safety – 9/26/05</p>	<p>the Curriculum Management Audit. Provides directions for Superintendent, administrators, and staff.</p>
<p>B. Process implemented for district-wide review of program changes with final board approval</p>	<ul style="list-style-type: none"> • District wide perspective and needs factored into program changes. Leadership Team review and Board Approval results in district wide alignment and community priorities addressed.

TARGET STRATEGIES 2006-2007

- Develop the remaining GP, EL, B/SR and Results policies.
- Continue to review policy drafts that reflect the recommendations from the Curriculum Management Audit.
- **Identify a process for review of all Negotiated Policies.**
- Develop revisions of Administrative Policies
- **Establish goals and parameters for review of graduation requirements.**
- Continue the implementation of the district wide review for curriculum and program changes with formal board approval.

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.**

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.

PROGRESS	IMPROVEMENTS
A. District-wide strategic plan has been implemented, which includes five goal areas: Systems & Structures, Curriculum & Instruction, Student Success, Communication & Community Relations, and Facilities	<ul style="list-style-type: none"> • District-Wide Strategic Plan provides direction and focus for improvement efforts.
A. Delivered strategic plan updates in September and December	<ul style="list-style-type: none"> • Monitoring ensures accountability
A. Assigned responsibility for monitoring the Strategic Plan to an administrator who developed a monitoring time line..	<ul style="list-style-type: none"> • Ensures accountability and ease of monitoring.
B. Schools developed three-year school improvement plans that have an annual focus and are aligned to strategic plan.	<ul style="list-style-type: none"> • Alignment of improvement efforts. • School Improvement Plans incorporates requirements of School Accountability Report (SAR), School Accreditation, and No Child Left Behind (NCLB).
B. Aligned Administrators' goals to district-wide strategic plan, and school level or department goals.	<ul style="list-style-type: none"> • Alignment of administrators' improvement efforts.
B. Aligned grade-level and individual teacher goals to school or department improvement plans and strategic plan.	<ul style="list-style-type: none"> • Alignment grade level and department goals to school goals and strategic plan.
C. School and district-wide use of staff development resources were documented for baseline data to ensure oversight and accountability	<ul style="list-style-type: none"> • Baseline data on staff development expenditures provide rationale for EFB allocation for 2006-2007. • Staff development expenditures are aligned to School Improvement Plans • Coordination of district-wide staff development

	<ul style="list-style-type: none"> • Accountability for staff development expenditure enhanced.
C. DAC received training on the process of monitoring school improvement plans	<ul style="list-style-type: none"> • Training enhanced understanding of the process of monitoring progress
C. DAC reviewed the multi-year school improvement plans and monitored progress of goals and the use of resources	<ul style="list-style-type: none"> • DAC is expanding their role in oversight of improvement efforts.

TARGET STRATEGIES 2006-2007

- **Revise district wide Strategic Plan to reflect identified needs and the extension of current action plans through 2009.**
- Review the progress of School Improvement plans.
- Extend SIP's one additional year. Targets will be reviewed and adjusted based on the review of data.
- **Incorporate goals based on the data from the Climate Survey into district wide and building level plans.**
- Develop multi-year plans for Business Services, Nutritional Services, Transportation, and Facilities Department.
- Delineate resource needs in SIP's that are aligned with annual focus and multi-year goals.
- Define the process for oversight and accountability to ensure efficiency and effectiveness of staff development expenditures.
- Review and redefine the role of the SAC and DAC.
- Establish a standard format and process for reporting progress of school goals and district goals to DAC.
- Develop School and Department budgets that will reflect the priorities identified in school or department plan.
- Document planning procedures for district wide school level plans.

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.**

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 Instructional Support Specialists in Observation component of evaluation.

PROGRESS	IMPROVEMENTS
A. "Evaluative Inquire Process" implemented as the district format for program evaluations	<ul style="list-style-type: none"> • Standard format ensures consistency
A. Final report for 2004-2005 present to Board of Education in October. Programs evaluated included: Students Engaging Active Learning (SEAL), Off School Alternative Program, Elementary Spanish, and Montessori Strand.	<ul style="list-style-type: none"> • Progress of programs under evaluation facilitate modifications to enhance program effectiveness
A. Programs identified in 2004-2005 continue in the three-year cycle.	<ul style="list-style-type: none"> • Multi-year process facilitates monitoring progress over time to best assess goal attainment and annual program adjustments.
B. New programs identified for evaluation cycle beginning 2005-2006. Programs include: North Routt Community Charter School, and Senior Odyssey	<ul style="list-style-type: none"> • Program evaluation beginning to be systematized.
B. Instructional Support Specialists and Principals contributed to the program evaluation data	<ul style="list-style-type: none"> • Including ISS and Principals expands evaluation data
B. Multi-year schedule for Program Evaluation identified: <i>See attached</i>	<ul style="list-style-type: none"> • Multi- year schedule enhances planning efforts.
C. Program evaluation for elementary Spanish provided data for proposed expansion to the middle school	<ul style="list-style-type: none"> • An articulated foreign language program will be implemented in 2005-2006.
C. Program evaluation data for the Off Campus Alternative Program facilitated the review of a Regional Alternative School.	<ul style="list-style-type: none"> • A Regional Alternative School will be implemented in the 2006-2007 school year. The off campus support for expelled students will be modified.

TARGET STRATEGIES 2006-2007

- Evaluate the program evaluation process and determine modifications if warranted.
- Evaluate and refine monitoring process for first year and subsequent year program evaluation.
- Provide 2005-2006 program evaluation reports to Board in September 2006.
- **Review literature on Senior/High School Projects and develop options to incorporate into high school experience.**
- **Support the work of the Task Force on Tier I and Tier II sports.**

Programs for Program/Process Evaluation 2005-2006

Program Evaluation	2004-2005	2005-2006	2006-2007	2007-2008
Elementary Spanish	X	X	X	
Alternative School	X	X	X	
SEAL	X	X	X	
Montessori	X	X	X	
NRCCS		X	X	X
ELL			X	X
G/T			X	X
Process Evaluation				
Curriculum & Instruction Day		X	X	X
Curriculum Development Process		X	X	X
Staff Development Process		X	X	X

*Elementary Spanish may become articulated Foreign Language

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 links 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.

PROGRESS	IMPROVEMENTS
A. Implemented Differentiated Supervision and Evaluation Model for teachers that includes feedback from students	<ul style="list-style-type: none"> • Standards for effective teaching and professional behaviors facilitates effective delivery of instruction. Model supports teachers at various stages of instructional and professional competency.
A. Implemented common observation tool used by all administrators.	<ul style="list-style-type: none"> • Common observation tool facilitates consistency in feedback to teachers.
A. Administrators conducted Walk Throughs as part of the Curriculum and Instruction Meetings.	<ul style="list-style-type: none"> • Walk Throughs facilitates inter rater reliability and enhances understanding of curriculum and instruction at all grade levels.
A. Departments continue to pilot new evaluation models	<ul style="list-style-type: none"> • Supervision and evaluation reflect job responsibilities and enhance accountability.
A. Common student feedback surveys for teachers were selected by Personnel Evaluation Committee, and administered in grades 3-12. Survey results will be for the teacher’s eyes only this first year. Next year results will be shared with immediate supervisor. The data	<ul style="list-style-type: none"> • Research documents the power of student feedback for improving instructional practice. Student feedback to teachers enhances professional reflection and improvement of instruction.

will always remain with the teacher.	
A. Standard and rubrics developed for Special Educators, Counselors, Instructional Support Specialists, Media Specialists, and Data-Tech Managers.	<ul style="list-style-type: none"> Standards and rubrics reflect common instructional standards and job specific responsibilities
A. New supervision and evaluation model selected for administrators.	<ul style="list-style-type: none"> New supervision and evaluation model will reflect current research on leadership responsibilities correlated to student achievement.
A. New evaluation model selected for superintendent	<ul style="list-style-type: none"> New evaluation model will reflect scope of job responsibilities.
A. Personnel Evaluation Committee reviewed Teacher Evaluation Model.	<ul style="list-style-type: none"> Revisions recommended for implementation in 2006-2007.

TARGET STRATEGIES 2006-2007

- Pilot standards, rubrics and observations tools for Special Educators, Counselors, Instructional Support Specialists, Media Specialists, and Data Tech Managers.
- **Implement new supervision and evaluation model for administrators.**
- **Identify process for staff feedback to administrators on leadership responsibilities. (360°).**
- Schedule training for administrators regarding supervision and evaluation.
- **Implement new evaluation model for superintendent.**
- Complete pilot of new evaluation model for Transportation, Nutritional Services, Business Services and Facilities Departments. Fully implement January 2007.
- **Administer Student Feedback surveys. Teachers share results with supervisor.**
- **Identify parent feedback surveys to individual teachers and pilot in spring of 2007.**
- Review concept of colleague feedback.
- **Schedule a board study session in the early fall to discuss the philosophy of alternative compensation.**
- **Review current research on alternative compensation models.**
- Establish and incorporate clear expectations for employee technology usage.

I-6. SYSTEMS & STRUCTURE/Finance and Budgeting

Develop & implement three-year performance based budgeting plan.

A. 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

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

PROGRESS	IMPROVEMENTS
A. Reformatted budget into program based budget format.	<ul style="list-style-type: none"> • Increased understanding of program based budget. First step in transition to Performance Based Budgeting.
A. Training of program based budgeting completed with administrators	<ul style="list-style-type: none"> • Increased understanding of program based budget. First step in transition to Performance Based Budgeting
B. Financial audit recommendation analyzed with pertinent recommendations implemented.	<ul style="list-style-type: none"> • Increase in internal accounting control and understanding of applicable policies.
C. Accountant and building bookkeepers trained on electronic purchase orders system. High school is piloting system.	<ul style="list-style-type: none"> • Purchasing process will be streamlined
C. District-wide purchasing process developed and piloted	<ul style="list-style-type: none"> • Process piloted with custodial supplies
D. District-wide automated purchasing a payment process implemented.	<ul style="list-style-type: none"> • Savings of time and resources by reducing the number of times purchases are made. Bulk purchase pricing is accessed.
E. Implemented a system-wide plan for monitoring fiduciary funds	<ul style="list-style-type: none"> • Increased accountability and monitoring of activity accounts • Increased internal accounting controls.

TARGET STRATEGIES 2006-2007

- **Provide training for performance based budging.**
- **Develop a plan for implementing performance based budgeting.**
- Provide training for district-wide purchasing process.
- Implement district-wide purchasing process.
- Review and implement financial audit recommendations.
- Implement updated fee structure for building usage.
- **Review salary schedule structure and research options. (CBT) Attract and retain.**

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.

TARGET STRATEGIES 2005-2006

- Research WAN/LAN enterprise network portal systems and develop an implementation plan.

PROGRESS	IMPROVEMENTS
A. Research standards for Wide Area Network/Local Area Network (WAN/LAN) enterprise network portal	<ul style="list-style-type: none"> • Provide criteria for the purchase and implementation of business software: electronic purchase orders, applicant tracking and recruiting and automated lunch software
A. Researched web based Student Information System with integrated grading program as first module of network portal	<ul style="list-style-type: none"> • Student Information System will be able to be selectively accessed by all staff, parents and students via the web
A. Web based application process implemented that includes link to Teacher Insight.	<ul style="list-style-type: none"> • Application process streamlined. Access to applications enhances.
A. Web based automated purchase and payment process implemented.	<ul style="list-style-type: none"> • Purchasing process streamlined.

TARGET STRATEGIES 2006-2007

- Develop standards and criteria for the Wide Area Network/Local Area Network (WAN/LAN) enterprise network portal based on needs analysis.
- Finalize selection of Student Information System and plan implementation.
- Research enterprise software that meets the needs of each department and is integrated.
- Develop criteria to evaluate enterprise software.
- Evaluate new and existing software: Online Applications, Teacher Insight, Help Desk, Maintenance Request Forms, Transportation Request Forms, Online Purchasing.
- Develop a plan for implementation of enterprise software.

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.**

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 Instructional 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.

PROGRESS	IMPROVEMENTS
<p>A. K-12 continued work towards completion of frameworks in all content areas.</p> <p>Elementary Curriculum Development completed common benchmark assessments in Math.</p> <p>Middle School Curriculum Development Math – 6,7,8 grade curriculum teams aligned curriculum</p> <ul style="list-style-type: none"> • revising common assessments to align with Scantron Achievement Series <p>Language Arts – 6,7,8 grade teams met to score DWA and work on aligning curriculum.</p> <ul style="list-style-type: none"> • 6 grade completed curriculum maps and common assessments • 7/8 grade teams created common Grammar assessment <p>Science – 6,7,8 grade teams met to align curriculum and are working on a "spiraled" curriculum</p> <p>Social Studies – 8 grade team is finalizing common assessments</p> <p>High School Curriculum Development All departments working on curriculum</p>	<ul style="list-style-type: none"> • Articulated curriculum provides a guaranteed and viable curriculum • Teachers are using the curriculum as a basis for daily lesson plans, to guide instruction and aid in development of common benchmark assessments. • Collaboration while developing curriculum frameworks is providing needed staff development in content areas and best practices for instructional delivery.

development and alignment.

Science –

- Biology
- Fundamentals of Physics
- IPS
- Physics

Language Arts and Social Studies –

- American Studies
- WHISL
- Flite
- Geography

Math –

- Algeo I, II

K-12 Non-Core Areas –

Health – 4 Health teachers completed "strands" and "building blocks" for a K-12 continuum to include PE, Health, and Science courses.

PE – 3 PE teachers completed "strands" and "building blocks" for K-12 curriculum and discussed need for additional time of PE/recess/activity at all levels.

Wellness - Health and PE teachers provided input on the mandated Wellness Policy.

Video Production – MS/HS/SPE developed budget 05-06, curriculum completion plan and inventoried equipment.

Art – 5 teachers developed five strands including common visual arts, visual references, and vocabulary to be used. Developed common rubrics and critiquing criteria. Began work on curriculum map.

Music – 4 teachers completed three strands for a K-12 continuum including working on curriculum supported by Colorado State Standards. MS/HS completed Vocal Music assessment rubrics. K-5 grade completed content standard-based units and curriculum map and began articulation on commonalities between SPE and SCE.

Career/Tech Programs – completed Program Approval for the state in Business and Multi Occupational courses.

Foreign Language – 2 French teachers and 3 Spanish teachers formulated a "plan" for an articulated foreign language program and to work on their curriculum development/common assessments. Developed consistent visual aides

and vocabulary as common threads. ETIL – Equipment inventory and needs assessment conducted. ETIL plan for 06-07 completed. Delineated job descriptions between the 3 positions and developed evaluation rubrics.	
A. Career/Tech Education completed committee work and recommended 2 additional courses for 06-07 at the HS: Med Prep and Elements of Design.	<ul style="list-style-type: none"> • Courses will increase student opportunity for School to Career path while providing additional partnerships with community.
B. Teachers met periodically with ISS and Director of C&I throughout the year including an end-of-the year reporting to assess completion percentage	<ul style="list-style-type: none"> • Teachers enjoyed the flexibility of working on curriculum in the manner of their own choosing: independent contracts, teamwork, sub days, stipends. Monitoring/meetings allowed Dir of C&I and ISS to assess adherence to Understanding by Design curriculum model as well as the K-12 continuum as teachers developed curriculum.
C. Superintendent and Director of C&I have met with each building team (Principals and ISS) to discuss 06-07 curriculum development and common assessments. HS Principal has also conducted a survey of each department and every course to get feedback as to their requests to complete all frameworks and assessments.	<ul style="list-style-type: none"> • An updated curriculum plan developed

TARGET STRATEGIES 2006-2007

- **Review district Career/Tech programs for continued expansion.**
- **Explore opportunities to expand fine and performing arts opportunities for students.**
- Continue meetings of Career/Tech Advisory Board to explore a Regional Career/Tech program.
- Continue implementation of Curriculum Development Plan:
 - HS continue work in all areas 2006-2007 to be completed by Spring 2008.
 - MS pilot writing program, examine Reading program K-8, complete Science spiraled curriculum.
 - Elementary implement Math assessments, new rubrics for DWA, examine Reading assessments, practices, materials and programs K-8, and complete Science frameworks 2006-2007.
- Develop a formal curriculum-monitoring plan to include Walk-Throughs with the Director of C&I and ISS.
- Develop and implement a Long Range Plan for curriculum review.
- Develop a Resource Adoption Cycle infused with curriculum software support needed.

- Utilize Early Dismissal survey results from 2005-2006 and 2006-2007 to determine usefulness, continuation and expansion.
- Monitor the following components of the Regional Alternative School (Yampa Valley High School): SSSD involvement, student achievement, student retention, graduation requirements, effect on SSSD and region.
- Assess Foreign Language articulation program and explore expansion to the primary (K-2) level.

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.**

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, Instructional 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.

PROGRESS	IMPROVEMENTS
<p>A. MS/HS teachers have begun to pilot common assessments. Many are already revising after initial implementation. Elementary teachers have developed Math common assessments K-5 grades.</p>	<ul style="list-style-type: none"> • Analysis of data from common assessments will provide professional conversations for all teachers as they strive for continuous school improvement. • Common assessments provide guidance for instruction and support for a guaranteed and viable curriculum
<p>A. ISS and Data/Tech Managers have received additional training.</p>	<ul style="list-style-type: none"> • ISS guided teachers in developing common assessments.

TARGET STRATEGIES 2006-2007

- Continue development of District Common Assessments as part of the Curriculum Development Plan. Please refer to the Curriculum Development Progress Report for detailed update of completed and "in-progress" common assessments.
- Continue developing Common Assessments in all areas K-12.
- Implement Math Common Assessments 2006-2007 in Elementary schools.
- Revise DWA rubrics Summer 2006 K-12, implement new rubrics 2006-2007, revisit philosophy, develop plan for delivery and assessment, re-visit changes in 2007
- In-service teachers in the process to use rubrics for scoring common assessments upon completion of development of scoring grids for completed common assessments Summer 2006 – ISS and Data/Tech Managers will.
- Conduct in-service for teachers in developing further common assessments to streamline revision process on common assessments with regards to Scantron Achievement Series software - ISS.
- Implement all completed common assessments at MS/HS using software and data gathered to guide professional conversations, instruction and assessment revisions needed.

- Develop and implement a data management plan focused on using data to make instructional and programmatic decisions, including use of time for teachers to analyze data as a result of using Scantron Achievement Series software, plan for allowing teachers to revise assessments where needed, and allow for teacher in-services to train in scoring assessments.

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.**

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.

PROGRESS	IMPROVEMENTS
A. Several Early Dismissal Days were used for Staff Development around Differentiation and Development of Common Assessments including writing valid and reliable test questions.	<ul style="list-style-type: none"> • Teachers found K-12 articulation useful and have requested additional articulation days. • Teachers used in-service information on writing valid and reliable questions while completing common assessments.
A. Staff development 2005-2006 included book studies and teacher in-services on content areas.	<ul style="list-style-type: none"> • Knowledge supported curriculum and assessment development as well as instruction
A. Staff Development survey conducted Spring 2006 to guide Summer offerings. Survey results will guide Summer Staff Development. Courses being offered: Understanding by Design, GT and ESL Strategies Workshops, Schools Attuned, and Critical Friends.	<ul style="list-style-type: none"> • Summer Staff Development will support teachers in content and methodology as they increase differentiated strategies for all students.
B. BOCES/SSSD combined to write a grant for ELL Strategies Class and will send 8 representatives to be trained at elementary/secondary levels.	<ul style="list-style-type: none"> • To build capacity in each building as the representatives will receive coaching for their buildings as a result of this class
B. BOCES/SSSD combined to provide training in Reality Spanish/Lingo Lynx. SSSD trained 3 teachers and will offer a 12-session course	<ul style="list-style-type: none"> • To build capacity in SSSD and to provide staff with a skill to bridge the language barrier due to an increased ESL

2006-2007 for any staff member.	population.
B. Director of C&I attend BOCES Standards and GT meetings and NCPD to collaborate with other districts regarding "best practices" and staff development opportunities for SSSD staff.	<ul style="list-style-type: none"> Lingo Lynx, ESL Workshop, GT class, GT ID process and guidance, Math training, along with other opportunities for staff were direct results of these partnerships.
C. Early Dismissal Days have allowed K-12 collaboration for curriculum, differentiation and school improvement planning.	<ul style="list-style-type: none"> Time has allowed all areas of curriculum development to move forward at a more rapid pace.
D. Climate Surveys conducted Spring 06. Staff Development and Early Dismissal Day satisfaction surveys to be conducted Spring 06. Staff Development Survey for Summer 06 also included a comment section for additional requests.	<ul style="list-style-type: none"> Results will aid Staff Development Plan along with each school's School Improvement Plan, yearly focus and 3-year goals as the rationale for a District Staff Development Plan.
E. Modified Induction Program implemented with participants in their second year participating in Educational Impact online course. Used survey from Spring 2005 to revise program.	<ul style="list-style-type: none"> Determined effectiveness of changes and to gain input for further changes or suggestions for improvement to the program.

TARGET STRATEGIES 2006-2007

- Conduct Staff Development "needs" survey with staff to guide Summer 2007 offerings.
- Use School Improvement Plans, yearly focus and 3-year goals as a guide for District Staff Development Plan and to develop a Long Range Staff Development Plan including budgetary needs.
- Conduct Survey on EDD/Staff Development (Curriculum & Instruction) satisfaction and use along with SIP to guide district plan and to guide further use of Early Dismissal Days as well as additional planning days requested.
- Continued partnerships with BOCES, NCPD, and higher education to provide effective Staff Development opportunities.
- Attend Regional GT Networking Workshops, as well as BOCES GT, ESL, Standards monthly meetings - Director of C&I.
- Survey effectiveness of Induction Program Spring 2007 using Spring 2005 and Spring 2006 data as a baseline of comparison.
- Develop formal process for oversight and accountability for staff development.
- Develop philosophy of school district that sets guidelines for decisions on staff development and student achievement.

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.

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.

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 in each building.	<ul style="list-style-type: none"> • BTS will provide “just-in-time” assistance with basic operations
B. Evaluate BTS performance in each building and modify role based on evaluation	<ul style="list-style-type: none"> • BTS will provide “just-in-time” assistance with basic operations

TARGET STRATEGIES 2006-2007

- Continue to develop rubrics to measure proficiencies and a method of assessment for competence in technology and information literacy for all staff.
- Include technology proficiency in Teacher Evaluation Data Gathering tool
- Assess basic technology literacy of support staff – provide training as needed.
- Continue to use Help Desk data to determine staff development needs.
- Update the staff development and assessment plan to include information literacy skills.
- Provide training to BTS to 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.**

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 Instructional 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.

PROGRESS	IMPROVEMENTS
A. Revision of Technology Continuum and Educational Technology/Information Literacy (ET/IL) Standards using “Understanding by Design” Curriculum Framework model is completed.	• 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	• Increased awareness of ET/IL standards by all staff
B. Continue to provide training in ET/IL to teachers	• Increased awareness of ET/IL standards by all staff
C. Assessments for student proficiency in ET/IL standards will be completed.	• Baseline data for student proficiency in technology will be developed.
D. Assessing the current level of computer use, the applications being used and its connection to curriculum	• Will assist in the development of district ratio of computers to students and selection of single platform environment
D. Completed Assessment of the benefits of maintaining single platform environment and received direction from BOE to implement transition over the next 3-4 years.	• Single platform environment will be easier to maintain, troubleshoot, provide training, and make changes in operations

TARGET STRATEGIES 2006-2007

- Incorporate Technology Continuum and Information Literacy Standards using Understanding by Design Curriculum Framework model into Curriculum development in all content areas.
- Continue to provide training opportunities in integrated technology instruction and information literacy to teachers.
- Include educational technology/information literacy proficiency in Teacher Evaluation Data Gathering tool.
- Continue to provide opportunities for teachers to plan together with the Instructional Support Specialists and Media Specialists to incorporate technology into lessons.
- Review teacher observations and student work samples for evidence of integration Educational Technology and Information Literacy (ET/IL).
- **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.**
- **Continue to implement 3-year transition plan for single platform implementation.**
- Evaluate and revise current standards for software selection.
- Evaluate current software as a support for the curriculum and create long-range plan.

II-6. CURRICULUM & ASSESSMENT/Technology

A. Mentors will be identified.

C. Mentors will be trained.

TARGET STRATEGIES 2005-2006

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

PROGRESS	IMPROVEMENTS
A. Instructional Support Specialists identified as mentors for Intel Teach to the Future Program.	• Technology training/modeling will be consistent throughout the district.
B. Instructional Support Specialists completed Intel “Teaching and Thinking with Technology” course.	• Access to comprehensive training materials based on the “Understanding by Design Model” to provide “Train the Trainer” staff development opportunities.

TARGET STRATEGIES 2006-2007

- Instructional Support Specialists will implement strategies learned in the Teaching and Thinking with Technology course with teachers in a variety of staff development opportunities.
- Recruit additional teachers to participate in Intel training opportunities.
- Recruit additional teachers to become Intel “Master Teachers.”

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**

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

PROGRESS	IMPROVEMENTS																												
<p>A. Overall district student performance reflects growth in achievement over time: 2004-2005 CSAP Results:</p> <ul style="list-style-type: none"> • Reading : Increased from 86% to 87% proficient or above • Writing: Increased from 74% to 76% proficient or above • Math: Increased from 62% to 72% proficient or above • Science: Increased from 70% to 80% proficient or above <p>District Writing Assessment (See Building Level Specific Goals/Results)</p> <p>District Math Assessment (See Building Level Specific Goals/Results)</p> <p>District Reading Assessment (See Elementary Building Level Specific Goals/Results)</p>	<ul style="list-style-type: none"> • Overall district student performance increased in all CSAP subject areas. 																												
<p>B. DISTRICT READING ASSESSMENT</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>GRADE</th> <th>% PROFICIENT</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>81.67</td> </tr> <tr> <td>1ST</td> <td>86.00</td> </tr> <tr> <td>2ND</td> <td>75.00</td> </tr> <tr> <td>3RD</td> <td>90.14</td> </tr> <tr> <td>4TH</td> <td>88.86</td> </tr> <tr> <td>5TH</td> <td>83.63</td> </tr> </tbody> </table> <p>K-2 based on CBA (Curriculum Based Assessment) 3-5 based on QRI (Qualitative Reading Inventory)</p> <p>DISTRICT WRITING ASSESSMENT</p> <table border="1" style="width: 100%;"> <thead> <tr> <th rowspan="2">GRADE</th> <th colspan="2">% PROFICIENT</th> </tr> <tr> <th>PRIMARY</th> <th>SECONDARY</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>72</td> <td>72</td> </tr> <tr> <td>1ST</td> <td>82</td> <td>77</td> </tr> <tr> <td>2ND</td> <td>89</td> <td>76</td> </tr> </tbody> </table>	GRADE	% PROFICIENT	Kindergarten	81.67	1 ST	86.00	2 ND	75.00	3 RD	90.14	4 TH	88.86	5 TH	83.63	GRADE	% PROFICIENT		PRIMARY	SECONDARY	Kindergarten	72	72	1 ST	82	77	2 ND	89	76	<p>Baseline data will be used to set targets.</p>
GRADE	% PROFICIENT																												
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3 RD	77	63	
4 TH	68	67	
5 th	71	66	
	Holistic		
6 th	64.15		
7 th	53.28		
8 th	43.44		
9 th	79.00		
11 th	50.00		
DISTRICT MATH ASSESSMENT			
GRADE	% PROFICIENT		
Kindergarten	N/A		
1 ST	82		
2 ND	80.88		
3 RD	66		
4 TH	53		
5 TH	36.88		
C. 76 students (or 100%) increased at least one performance sub level on the Language Assessment Scale			Increase in student achievement.

TARGET STRATEGIES 2006-2007

- **Increase the number of students who score at advanced level in all CSAP areas.**
- **Decrease the number of students who score unsatisfactory and partially proficient in all CSAP areas.**
- Use results of Climate Survey and assessment data to revise and extend School Improvement Plans.
- Incorporate training into Staff Development Plan through technology training, assessment workshops, curriculum development, release day focus and on-going staff development opportunities.
- Implement district-wide Lingo Lynx program.
- Provide additional workshops in differentiation, specifically GT/ESL strategies. Also provide workshops in UbD, Common Assessment Development, Scoring Assessment Rubrics.
- Establish district baseline data for special population sub groups: ELL and GT.
 - ELL - Use CELA for baseline data – second testing Spring 2007
 - GT - Use ALP and Identification testing process
- Monitor regional Alternative School and Career/Tech Education.

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**
- C. Successful implementation of behavior support system resulting in a decrease in bullying incidents at the elementary and middle schools.**

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.

PROGRESS	IMPROVEMENTS
A. Climate surveys conducted March 2006	<ul style="list-style-type: none"> • To be used as a guide with each school's School Improvement Plan
A. Perception surveys given at elementary level.	<ul style="list-style-type: none"> • Student surveys make them think about the virtues • Results show there is "buy-in" • SAC appreciate permission to focus on academic goals when needed to do so. Members liked using the reminder for R-4 list for teachers to use in planning.
C. 6 th and 7 th grade teams should continue building upon the required 8 th grade portfolio project by incorporating reflections and creating artifacts for students to carry with them to the 8 th grade for a more comprehensive presentation of their MS experience.	<ul style="list-style-type: none"> • 8th grade portfolio provides teacher with growth over time demonstrating continuous student improvement
C. Teachers should continue to encourage oral presentations in their classrooms to support the 8 th grade Portfolio Presentations.	<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. The graduation requirements meeting Fall 2005 to explore all graduation requirements including Senior Odyssey.	<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
D. Move the Career portion of the Odyssey to the junior year.	<ul style="list-style-type: none"> • HS Curriculum Committee and teachers involved have been thoughtful and open to changes needed to enhance and make Sr. Odyssey a valuable course • Follow-up survey for students, parent, and involved community members and follow-up meeting to hear concerns and

	commendations gives credit to the critique process for Sr. Odyssey
D. Investigate the validity of college bound students not being able to take AP classes	
D. Explore the question of inequality to the level of "stretch" for students in the choice of the projects.	
D. Senior Odyssey continues to be a requirement for graduation.	<ul style="list-style-type: none"> • Senior Odyssey is a valuable experience for seniors at SSSHS
E. Middle school implements behavior supports system after attending training Summer 2005.	<ul style="list-style-type: none"> • Will give students clear behavioral expectation in all areas

* Refer to 2004-2005 SAC reports for complete updates on student success/social competence.

TARGET STRATEGIES 2006-2007

- **This section needs to reflect each school's SIP. Redo entire section including how it relates to R2, R3.**
- Incorporate training into District Staff Development Plan as determined by SIP.
- Utilize data management team to compile and analyze data on social competence.
- **Utilize results of Climate Survey and 40 Assets Survey to establish district wide and school level goals.**

III-3. STUDENT SUCCESS/Technology Student Learning Profiles

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

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

PROGRESS	IMPROVEMENTS
A. Continue to provide assessment information to Building Principals and teachers as needed	<ul style="list-style-type: none"> • Data Tech Managers and Instructional 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 Tech Managers and Instructional 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"> • Providing 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)
A. Principals/Instructional Support Specialists and Data Tech Managers determined data required for creation of standardized reports.	<ul style="list-style-type: none"> • Standardized reports of classroom data will be available to teachers at the beginning of the year.

TARGET STRATEGIES 2006-2007

- **Review school portfolios.**
- Continue to provide evidence of staff using data to adjust instruction.

IV-1. COMMUNITY RELATIONS & COMMUNICATION SYSTEMS/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.**

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.

PROGRESS	IMPROVEMENTS
A/B. Harris Interactive perception survey sent to parents, staff and students.	<ul style="list-style-type: none"> • Provides useful data at building and district level for future improvement
A/B. Iowa State Student Perception Survey given to student’s grades 3-12.	<ul style="list-style-type: none"> • Provides useful data to individual teachers for reflection and growth opportunities
A/B. Making a Difference Award Continued	<ul style="list-style-type: none"> • January, February, March, April and May awards distributed
B. Soliciting donations to aid in cost of Making a Difference Award program	<ul style="list-style-type: none"> • Will continue to improve morale at no cost to district.
B. Administration team invited to special Board of Education meeting to prioritize district focus areas.	<ul style="list-style-type: none"> • Will improve two way communication between the two groups
B. Online Certified and Classified Application in process	<ul style="list-style-type: none"> • Will facilitate application process
B. Web based Maintenance Request Form being used	<ul style="list-style-type: none"> • Facilitates process and speeds up response time
B. Web based Grant Request Form being used to request aid with funding.	<ul style="list-style-type: none"> • Facilitates communication and application process
B. Staff Newsletter includes pertinent Human Resources information	<ul style="list-style-type: none"> • Facilitates communication of policies and benefits
B. Assistant to Superintendent and Payroll Manager hold exit interviews with all departing employees	<ul style="list-style-type: none"> • Data will be collected to make district improvements

TARGET STRATEGIES 2006-2007

- **Define protocol for appropriate face-to-face communications between Board of Education and staff.**
- **Schedule opportunities for face-to-face communication between Board and internal stakeholders.**
- Define appropriate role for administrative team regarding controversial issues.
- Continue Staff Exit Surveys.
- Develop student and parent exit surveys – 2006-2007.
- Evaluate and maximize use of e-mail and voicemail.
- Continue, “Making a Difference Award”.
- Find revenue source for “Making a Difference Award”.
- Develop guidelines for dissemination of information to staff.
- Identify and implement effective communication strategies.

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.**

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.

PROGRESS	IMPROVEMENTS
A. Newspaper coverage of school events continue	• Provides positive coverage of school activities
B. Superintendent and Board President attend Chamber Board Meetings	• Allowed for face to face interaction time with business community
B. Community Outreach Meetings held regarding Strategic Plan and Facilities Planning	• Updated community on strategic plan and received input for the development of a long range facilities plan
B. Education Fund Board gave list of past grants awarded for potential Steamboat Pilot articles	• Will increase public awareness of how ½ cent sales tax is spent
B. Information form disseminated to EFB grant recipients to aid in writing of Steamboat Pilot articles – 60% returned	• Will increase public awareness of how ½ cent sales tax is spent
B. Superintendent serves as member of Rotary Club, Legacy Foundation, Yampa Valley Community Foundation, Strings in the Mountain Guild	• Fosters community engagement
B. Director of Curriculum & Instruction serves on YVCF Mellum Fund Selection Committee, Legacy Foundation Board and Family and Adolescent Resource Board.	• Fosters administrators engagement in community
B. Grant Writer serves on YVCF Mellum Fund Selection Committee and Human Resources Coalition.	• Fosters administrators engagement in community
B. Assistant to the Superintendent serves on Routt Schools Federation Credit Union Supervisory Committee	• Fosters administrators engagement in community

A. Newspaper coverage of school events continue	<ul style="list-style-type: none"> • Provides positive coverage of school activities
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TARGET STRATEGIES 2006-2007

- **Board to schedule opportunities for face-to-face communication between Board and external stakeholders.**
- **Define protocol for appropriate face-to-face communications between Board of Education and all external stakeholders.**
- Assess administrators' participation in civic organizations and expand if necessary.
- Develop articles for the newspaper on a regular basis.
- Review and revise community relation's packet.
- Develop consistent format and expand school newsletters.
- Research Business Advisory Council and Key Communicators Network.
- Maintain positive relationship with the media.
- **Generate support for successful bond and mill levy override.**
- Identify and implement effective communication strategies.

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

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

TARGET STRATEGIES 2005-2006

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

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 2006-2007

- Evaluate current email/communication system and develop/implement strategy/communication tool/process to meet the communication needs of the district.
- Create and implement District-wide Web standards.
- Evaluate current district/school websites and implement strategies to improve websites.
- Develop plan to ensure computer access for all employees.

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.**

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.
- Conduct a telephone survey of the community to gauge support for bond and mill levy override vote.

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 held community facilities forums.	<ul style="list-style-type: none"> • Gathering input from community and staff to make an informed decision concerning District facilities.
C. Attended disaster plan meetings	<ul style="list-style-type: none"> • Will lead to the 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 were purchased with Education Fund Board gifts.

TARGET STRATEGIES 2006-2007

- Generate support for passage of facilities bond.
- Refine district-wide Disaster Plan.
- Conduct a disaster drill.
- Evaluate and revise bus replacement schedule if necessary.

V-2. FACILITIES-SAFETY/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.**
- C. An Internet Safety and Awareness Program is developed district wide.**
- D. The school district network is a secure environment.**

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.

PROGRESS	IMPROVEMENTS
A. Network upgrade infrastructure to 100mb is completed across the district.	<ul style="list-style-type: none"> • Efficient access to sophisticated network programs
A. Improve reliability/availability of power and HVAC requirements for technology hub at HSC by installing portable power supply and upgrading electrical services.	<ul style="list-style-type: none"> • Will provide reliability of technology
A. 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. Upgrade Internet Access from MNT to Qwest with bonded T-1s to ensure accommodation of current and future increased band with requirements.	<ul style="list-style-type: none"> • Current Internet bandwidth utilization in all buildings running at peak capacity needs to be alleviated
C. Instructional Support Specialists, Media Specialists and School Resource Officer will participate in I-SAFE training	<ul style="list-style-type: none"> • A classroom education and community outreach tool will be implemented to increase awareness of Internet Safety Issues
C. Review Acceptable Use Policy (AUP) and make recommendations for changes to reflect current environment, including blogs, Myspace, etc.	<ul style="list-style-type: none"> • The AUP will reflect current Internet Safety Issues.
B. Identify tool/resource to identify and address security risks in the computing environment.	<ul style="list-style-type: none"> • A security strategy is identified that encompasses people, processes, and technology to mitigate security risks in the management of the district network.

TARGET STRATEGIES 2006-2007

- Coordinate installation of fiber conduit between SSMS and SPE as part of the Middle School remodel.
- Review the current data/voice/video needs of the district and develop/design WAN Upgrade to ensure accommodation of current and future increased band with requirements.
- Revise AUP Policy for Board approval and acceptance.
- Implement I-Safe Internet Safety Program Curriculum district wide.
- Perform a network security audit using the Microsoft Security Assessment strategy and implement measures to increase network security that encompasses people, processes, and technology.