

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2  
Progress and Improvement Checks  
Quarterly Report

Date: September 26, 2005

**SYSTEMS AND STRUCTURE**

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

Target Strategies: September - December 2005

- 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:

- Restructuring of Business Services Department in progress.
- Monitoring of decision-making process continues.
- Assessment of staff hiring process has begun.
- Revision of job descriptions for certified and support staff has begun.

Improvements:

- 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 for 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.

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SYSTEMS AND STRUCTURE /Policy

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

- Review and revise 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

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.
- Policy R-2 will be reviewed and updated.

Progress:

- Reviewed and adopted Board Policies

Governance Process

- GP-7 Committee Structure – 10/13/03 (Review Pending)
- GP-15 Public Comment and Agenda Items at Board Meetings – 12/13/04 (Review Pending)
- GP-19 Distribution/Posting of Non-Curricular Materials by Non-Students – 6/16/03 (Review Pending)
- GP-20 Distribution/Posting of Non-Curricular Materials by Students – 6/16/03 (Review Pending)

Executive Limitations

- EL-10 Staff Development (Adoption Pending)
- EL-16 Educational Program (formerly EL-13) – 7/2/99 (Review Pending)
- EL-17 Instructional Materials and Adoption (formerly EL-14) – 3/8/99 (Review Pending)
- EL-18 Instructional Technology (New policy-Adoption Pending)
- EL-19 Graduation Requirements (formerly R-2) - 3/15/04 – (Review Pending)
- EL-23 School Safety (Adoption Pending)

Board/Superintendent Relationship (Reviews Pending)

- B/SR-1 Global Governance - Management Connection – 7/2/99
- B/SR-2 Unity of Control – 7/2/99

- B/SR-3    Accountability of the District Superintendent – 7/2/99**
- B/SR-4    Delegation to the District Superintendent – 7/2/99**
- B/SR-5    Monitoring District Superintendent Performance 7/2/99**

**Results** (Reviews Pending)

- R-1    Mission Statement – 1/12/04**
- R-2    Academic Achievement – 3/15/04**
- R-3    Virtues – 4/22/02**
- R-4    Success and Self-Understanding – 5/13/02**

- Developed additional Board Policies to implement recommendations from the Curriculum Management Audit.
- Revision of Administrative Policies has begun and will reflect changes in the Board Governing Processes (GP), Executive Limitations (EL), and Board and Staff Relations (BSR) policies.
- Formed Graduation Requirements Committee that will make a recommendation to the Board in January regarding Graduation Requirements.
- Developed process for reviewing and recommending program changes that will be implemented during the 2005-2006 school year.

**Improvements:**

- Revised Board Policies will provide guidance for Superintendent, Administrators and staff.
- Graduation requirements will reflect needs of students.
- Process for program changes will include district wide perspective and alignment.

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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

Target Strategies: September - December 2005

- 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:

- Assigned the coordinating and monitoring of the Strategic Plan to the Director of Technology, Planning and Program Evaluation.
- Delivered quarterly updates to the Board of Education on September 26th.
- Implemented monitoring schedule and tool for the Strategic Plan.
- Developing three year School Improvement Plans for 2005-2006 to be presented to Board of Education on November 8th.
- Aligned Administrators' goals to the district-wide and school level/department improvement plans.
- Aligned grade level goals and teacher goals to School Improvement Plans.

Improvements:

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

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SYSTEMS AND STRUCTURE /Program Evaluation

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

Target Strategies: September - December 2005

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

Progress:

- Presented Program Evaluation Preliminary Report to Board of Education for 2004-2005: Students Engaging in Active Learning (SEAL), Off School Alternative Program, Elementary Spanish and Montessori.
- Reviewed Program Evaluation Preliminary Report with Planning Team and Leadership Team (9/30).
- Identified preliminary programs for 2005-2006 for evaluation.

Improvements:

- Program Evaluation process refined based on 2004-2005 evaluation program.

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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.

Target Strategies: September - December 2005

- 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:

- Completed and implemented Differentiated Teacher Supervision and Evaluation Model.
- Developed performance standards and rubrics for support staff.

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
- 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.

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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.

Target Strategies: September - December 2005

- 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

- Implemented recommendations submitted by financial auditors.
- Implementing an automated purchase and payment process.
- Trained accountant and building bookkeepers on electronic purchase order system.
- Scheduled training for administrators on program based budgeting.

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.

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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: September - December 2005

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

Progress

- Researching of standards and criteria of portal systems implemented by Denver Public Schools, Wisconsin Public Schools, and City of Steamboat in progress.

Improvements:

- Standards and criteria will provide guidance as the Administration offices seek to improve their business software, including: electronic purchase orders, applicant tracking and recruiting, and automated lunch software.

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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.

Target Strategies: September - December 2005

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

Progress:

- Formed Curriculum Development Teams for each core content area consisting of Independent Contractors as well as Curricular Teams for non-core curricular areas: PE, Health, Music, Art, Video Production, Career/Tech, ETIL, and Foreign Language who continue to develop curriculum frameworks utilizing the Understanding by Design curriculum model.
- Conducted an Understanding by Design Workshop in August in which 36 staff members attended – largely the Independent Curriculum Contractors.
- Utilizing Learning Support Specialists to assist Curriculum Developers in maintaining feedback and input from teachers, as well as working directly with the Director of Curriculum and Instruction to monitor progress.
- Established Curriculum Development Center as a permanent location for curriculum development work that includes necessary support materials and technology to facilitate progress.
- Clear expectations given to the Vocational Program Administrator and High School Principal to develop two additional career and tech programs for implementation in the 2006-2007 school year.
- Developed process for identifying two additional vocational program offerings for the 2006-2007 school year.

- Developed process for exploring the regionalization of Vocational Education in partnership with Community Colleges, Local Businesses and Hayden and South Routt School Districts.
- Instituted “The Walk-Through Model” as a process for monitoring implementation of curriculum.

Improvements:

- Committees with regularly scheduled meetings facilitate, monitor and communicate progress of curriculum development; these committees are beginning to close the gap between all stakeholders and further the process effectively:
  - Curriculum and Instruction Team
  - District Curriculum Team
  - Building Level Teams (Principal, LSS, Dir of C&I)
  - Sub-Committees: GT Advisory Committee  
Health Advisory Committee  
HS Curriculum Team  
District GT Committee
- Curriculum Development Center provides resources and materials to facilitate Curriculum Development.
- The use of Independent Contractor Agreements for Core Content Area Curriculum development reduces the amount of time Core Subject Area teachers are out of the classroom.
- Training in Understanding by Design facilitated the understanding and development of the curriculum framework as a basis for continuing the curriculum development process.
- Learning Support Specialists work closely with teachers to provide support in curriculum development, lesson design, analysis of data, and integration of technology into their teaching practice.
- Laid the groundwork for regional collaboration for technical education with plans for a Vocational Education Committee to pursue needs.

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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.

Target Strategies: September - December 2005

- Continue development of quarterly common assessments for all content and grade levels using Scantron as outlined in the Curriculum Development Plan.
- Pilot Teacher-developed Common Assessments using Scantron software in Spring 2006.
- Assessment Development Workshops are scheduled for October 2005 and the Spring of 2006 to support the Independent Contractors, Curriculum Development Teams, LSS, as well as all staff in developing valid, reliable questions for common assessments while maintaining State Standards.
- Develop a data management plan.

Progress:

- Developed and implemented appropriate plan for developing district common assessments.
- Provided training in online assessment development software to Learning Support Specialists and Data Managers.
- Developing grade level common assessments.
- Restructured staff in curriculum and technology, as well as integrated the two departments to address curriculum across all areas.

Improvements:

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

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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.

Target Strategies: September - December 2005

- 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:

- Conducted survey of administrators and staff to determine priority for a Comprehensive Professional Staff Development Plan.
- Developed a Staff Development Calendar 05-06 which is a combination of Building Course Offerings, ie: Workshops on UbD and School Attuned – and District Offerings, ie: Assessment Development Workshops and LingoLynx, a Reality-Based Spanish Workshop for all staff.
- 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.
- Conducted survey of Induction Program participants and Refined Induction Program to better meet the needs of new staff.
- Developed partnerships with Northwest BOCES, Northwest Center for Professional Development (NCPD) and higher education as part of Comprehensive Professional Development Plan.

Improvements:

- Staff Development is based on needs of administrators and staff and provides a District and Building focus throughout the year
- Early Dismissal Days will be used for structured staff development based on District (Self-Study/School Portfolio Development) and Building (Multi year School Improvement Plans) needs.

- Induction Program will better meet the needs of new teachers regarding curriculum, teaching strategies, and critical conversations regarding student work were added and is being implemented through monthly meeting for all inductees.
- Director of C&I attends regional and state meetings to stay abreast of current Staff Development offerings, as well as trends and State requirements.

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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.

Target Strategies: September - December 2005

- 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:

- Completed basic technology literacy assessments of all teachers and achieved a 90% goal of basic proficiency.
- Provided training opportunities in basic literacy to all staff during the school year.
- Analyzed change in technology department structure and Help Desk requests to determine need for more staff training in basic troubleshooting skills.
- Introduced concept of Building Technology Supports (BTS), providers of basic troubleshooting skills.

Improvements:

- Established baseline data for teachers' basic proficiency in technology and information literacy.
- Technology staff development offerings for the Fall are based on needs determined by staff assessment and help desk requests.

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CURRICULUM, ASSESSMENT & INSTRUCTION/Technology Integration

Goal V: Educational technology and information literacy is incorporated into instruction.

Target Strategies: September - December 2005

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

Progress:

- Revision of Technology Continuum and Information Literacy Standards using “Understanding by Design” Curriculum Framework model near completion.
- Provided training in integrated technology instruction and information literacy to teachers through collaboration with Media Specialists and Instructional Specialists.
- Assessing the current level of computer use, the applications being used and its connection to curriculum.
- Developed and implemented a policy and procedure for the selection and purchase of software in conjunction with Curriculum & Instruction.

Improvements:

- Increase of implementation of the integration of technology into curriculum.
- Increased awareness of ET/IL standards by all staff.
- Software needs driven by curriculum development process.

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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.

Target Strategies: September - December 2005

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

Progress:

- Identified District as an Intel “Teach to the Future” Local Education Agency (LEA).
- Participated in “Teaching and Thinking with Technology Course” in order to provide training opportunity and materials this Fall.

Improvements:

- District has access to Teaching and Thinking with Technology Curriculum, comprehensive training materials based on the “Understanding by Design Model” to provide “Train the Trainer” staff development opportunities.

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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.

Target Strategies: September - December 2005

- 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:

- Overall district student performance reflects growth in achievement over time:

**2004-2005 CSAP Results:**

- 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

**District Writing Assessment (See Building Level Specific Goals/Results)**

**District Math Assessment (See Building Level Specific Goals/Results)**

**District Reading Assessment (See Elementary Building Level Specific Goals/Results)**

Improvements:

Overall district student performance increased in all CSAP subject areas.

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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 7<sup>th</sup> Grade snapshot
- 8<sup>th</sup> Grade Portfolios
- Senior Projects
- “No Bullying” programs
- Community Service participation

Target Strategies 2005-2006:

SPE:

- Continue to educate new parents and staff members to the intent and details of Virtues.
- Look at data from report card and see if it matches perception surveys.
- Make goals more long term so focus on incremental improvement will be consistent.

SCE:

- Continue to emphasize the virtues.
- Consider using the announcement board to identify and honor students who demonstrate the virtues.
- Continue to develop and implement R-4 goals as a school focus.

SSMS:

- May discontinue Challenge Day due to recent concerns with sensitive issues raised during these exercises with our 8<sup>th</sup> graders. The MS should be challenged to find an activity more acceptable to the administration but just as effective with the students.
- Demonstration of the Virtues continues to be a challenge for this unique and varied age group; the MS is encouraged to continue to learn and more towards a "Positive Behavior Support" program.
- 6<sup>th</sup> and 7<sup>th</sup> grade teams should continue building upon the required 8<sup>th</sup> grade portfolio project by incorporating reflections and creating artifacts for students to carry with them to the 8<sup>th</sup> grade for a more comprehensive presentation of their MS experience.
- Teachers should continue to encourage oral presentations in their classrooms to support the 8<sup>th</sup> grade Portfolio Presentations.
- The MS and the school district have made communication a high priority. This will continue to be an emphasis.

SSHS:

- Continue to be aware, encourage, and build into the culture and curriculum the respect of all people and the unique diversity everyone contributes within the HS and the world.
- Continue the FLITE experience of community diversity exposure.
- Consider addressing students' sensitivity to others in the things they say.
- Continue or find new ways to make new students get connected – facilitate finding common interests with other students.
- Continue communication regarding course planning, graduation requirements, as well College entrance requirements.
- Better communication – build a partnership between parents, students, and the school in making the choices during high school and for their future.
- Move the Career portion of the Odyssey to the junior year.
- Investigate the validity of college bound students not being able to take AP classes
- Explore the question of inequality to the level of "stretch" for students in the choice of the projects.
- Senior Odyssey continues to be a requirement for graduation.

DISTRICT:

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

Progress: (Refer to SAC 04-05 Results/Reports for detailed action plans.)

SPE:

- Met goals for R-3 and R-4 except one goal for 5<sup>th</sup> grade on R-4 in which two classes did not participate.

SCE:

- Met goals for R-3 and R-4 except completion of 3 areas which were permitted by DAC due to a request to focus on R-2 by SCE.

SSMS

- Met all goals for R-3 and R-4.

SSHS

- Met all goals for R-3 and R-4.

Improvements:

SPE commendations:

- Students are very well behaved, responsible and in general have a caring attitude toward each other.
- Virtues program is deeply embedded in the school culture.
- Goal setting and attainment is a vital part of learning.

- Self Understanding will eventually increase student's metacognition.

SCE commendations:

- Surveys given to parents before the performances were timely because it was tangible.
- Student surveys make them think about the virtues.
- Survey 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.

SSMS commendations:

- 7<sup>th</sup> grade team experienced the trauma of losing 2 students during the 04-05 school year and used the virtues of compassion, love and friendship to support their students. The school administrators and counselor developed a strong protocol to support the students, staff, and parents during these crises.
- All 7<sup>th</sup> graders completed 3 hours of community service during Basic life Training.
- 6<sup>th</sup> grade teams used a brief period of physical activity every afternoon to help students maintain their focus on academics.
- 7<sup>th</sup> grade students led their spring Parent-Teacher Conferences.
- MS present drama production to include a large number of students participating in all aspects of the production.

SSHS commendations:

- The staff and students value and understand that diversity exists in the HS.
- Students are exposed to diversity in the world through WHISL, Am. Studies and FLITE curriculum.
- HS demonstrates its value of diversity by offering a variety of classes and extracurricular activities to meet varied interest of students: SEAL, Stepping Stones, Alternative School.
- Senior Odyssey is a valuable experience for seniors at SSHS.
- 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.
- Success is what is learned through the experience; it is personal and is as diverse as each student.

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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

Target Strategies: September - December 2005

- 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:

- Released initial Datawarehouse initial on August 30<sup>th</sup>.
- Provided CSAP, DWA, DMA and Literacy Assessments by grade level to building principals and grade level teams as appropriate.
- Participated in week long School Portfolio Workshop.

Improvements:

- Provided capacity to utilize demographic and assessment data for instructional decisions.
- Provide initial capacity to develop individual 3year profiles.
- Data specialists and Learning Support Specialists providing support for decision-making and instructional planning in developing School Improvement Plans.

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COMMUNITY RELATIONS AND COMMUNICATIONS SYSTEMS/External and Internal Communications Systems

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

Target Strategies: September - December 2005

- 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:

- E-mailed Talking Points to Board and Staff as needed.
- Implemented Board of Education Meeting Highlights.
- Provided weekly update to BOE and Administrative Team.
- Completed SSRE-2 Emergency Procedure Manual.
- Celebrated staff contributions and efforts.
- Included Spotlight on Success at Board of Education meetings.
- Completed Parent Survey regarding preferences for school communications.
- Completed Staff exit survey.
- Completed Master Calendar. Distributed Master Calendar to community through publication in Steamboat Today newspaper.

Improvements:

- 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.
- 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.
- The Emergency Procedure Manual was printed and placed in every classroom/student room in all district buildings.

- “Making A Difference” Award program was instituted with support and donations from many local businesses.
- Student successes and innovative educational programs are “spotlighted” each month at the Board of Education meetings.
- No single method of communication was preferred. Increased use of emails to parents has been instituted; however, notes and letters are still sent home with students or sent by U.S. mail.
- In process of reviewing Staff exit survey comments to see where improvements can be made.
- Master calendar minimized conflicts while scheduling events.
- Master calendar is providing public with advance notice of activities.

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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.

Target Strategies: September - December 2005

- 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 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.

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 increased outreach efforts with English Language Learners (ELL) community.
- Continued to foster positive relationships with legislators.

Improvements:

- Surveys were included when School Accountability Reports were mailed home to parents. 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 utilized for staff and student surveys this year.
- Media coverage has been positive
- Joined BOCES in hiring an area-wide ESL coordinator. Hired district ESL Teacher and two ESL aides.
- Received grant from Yampa Valley Community Foundation to fund parent outreach courses for ELL student's families and formation of Parent Advisory Committee.
- Completed translation of district-wide documents into Spanish.
- Arranged for Spanish interpreters for parent teacher conferences in November.

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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.

Target Strategies: September - December 2005

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

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.

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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.

Target Strategies: September - December 2005

- 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.

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.
- Developed an outreach plan that will be implemented October through December

Improvements:

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

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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.

Target Strategies: September - December 2005

- 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:

- Fielded approximately 500 issues through Help Desk System during the first 3 weeks of school with average response time 24 hours.

Improvements:

- All Help Desk requests are now submitted electronically and handled by the reorganized Technology Staff Department.
- The Technology Staff is able to close approximately 90% of its open tickets each week.
- The Help Desk has provided data to analyze technology problems and trends and be proactive in managing service and determine future needs.