

ROARING FORK SCHOOL DISTRICT		STRATEGIC INITIATIVES AND OUTCOMES 2017-18				
Strategic Pillar	Major Strategic Initiatives	Outcomes 2017-18	End of Year Reflection	Actions for Next School Year	New Keep Remove Maintain	
			Reflection (On track? Why or why not?)			
Academic Excellence and Character Development	High quality instruction -- supported by coaching, professional development, and data -- to ensure that every student gains knowledge and skills to thrive.	Increase academic engagement through sustained learning experiences that involve students cognitively, emotionally and behaviorally.	We had an excellent year supporting engagement. Coaching and instructional rounds were effective in supplying the lens and feedback needed to pursue implementation and continuous improvement. The connection between relationships and engagement is proving strong and supporting the continued implementation of restorative practices (climate and culture team).	This is an ambitious goal that will take multiple years to ensure success. We should continue to pursue this goal through, coaching, supporting the development or unit and expedition (PBL) design, and restorative practices (student to student, student to staff relationships).	Keep	
	Create an intentional culture of character in which habits of a scholar flourish and all students are members of a crew.	Increase sense of belonging and equitable access to learning in our schools by building shared language and protocols to coordinate effective behavior supports.	The 2018-19 goals to create common language and expectations were met through finalization of our Core Beliefs and Common Components for student behavior support. Additionally, all administrators received initial training in Restorative Practices, and are set to implement the restorative belief/mindset across the district and schools in 2018-19. Implementation plans for RP as well as a program review process will be developed at our retreat day for the Culture and Climate team on June 18th. The team supported and received a grant from the state for Expelled and At Risk Student Services to continue professional development and coordination of services.	Next year, we will update this goal, but continue efforts to increase consistency and coordination, so this is somewhat New and somewhat Keep. Instead of focusing on the leadership team, this goal will move into each building's student support team work. There will be intentional professional development and support for Restorative Practices across all of our schools in 2018-19 instead of only the opt-in models provided this year.	New	
		Crew all day long: deep relationships, explicit grounding in Habits of a Scholar and the language of crew being used throughout the day in academic classes and other interactions	While crew has taken root in all schools, many practices of crew are limited more to the crew structure. Efforts have been made to expand the notion and practices of crew to infuse all courses and times of day. At the end of the 2017-18 school year, the Crew Captains developed an observational tool for monitoring the degree that crew is evidenced throughout the school day.	Progress monitor using observational instrument and develop site-based plan for improvement.	Keep	
		Increase project-based, experiential learning opportunities.	Seniors will complete capstone projects for graduation.	Throughout the year, capstone delivery "lived" in crew, and there were support systems in place provided by capstone site coordinators to assist seniors. With any major change, there was resistance but through a steady delivery system and a consistent message and purpose, 100% of graduating seniors at BHS, GSHS, and RFHS completed a capstone.	Currently, close to 100% of all juniors have completed a capstone proposal. The capstone team has refined some of the schoology lessons, proposed a slightly different due date schedule (seniors done in late March rather than early May), developed a summer capstone course for seniors starting their projects early, implement google sites for student portfolios, and continue to build a crew schedule that integrates capstone into teacher-led crews at all three high schools. Next year's focus will be to continue to refine how capstones are delivered/supported and to examine how to sustain the program once the grant expires in two years.	Keep
			Increase academic engagement through sustained learning experiences that involve students cognitively, emotionally and behaviorally.	The instructional team (Ben B.) has developed a 4 part PD series on engagement. We have looked closely in all schools for evidence of project based, experiential learning opportunities, as well as, monitored levels of engagement across the district. We have discovered opportunities to adjust the instructional model descriptors to better reflect student engagement as defined by Philip Schieffy. (Instructional Team book study).	We are bringing Understanding by Design to work with staff this June. Revise engagement definitions. Continue to support building efforts to increase engagement through project-based experiential learning. Partnering with Buck Institute to bring PBL 101 ad possibly 201 to the district the next school year.	Maintain
		Use technology to support strategic goals.	Use technology to increase academic engagement through sustained learning experiences that involve students cognitively, emotionally and behaviorally.	We remain on-track toward this long-term goal. 2018-19 was the 1.1 Chromebook Initiative's second year of full implementation and technology has become a core component of daily instruction and learning in all schools. Instructional technology is currently being used in three main ways in our schools: 1. Systems to help teachers accomplish existing instructional goals: Schoology, Turnitin, Read&Write for Chrome, Google Apps and other tools that we formally adopt and support, which teachers and student use on a daily basis to make learning more effective and engaging. We also adopted and supported online curriculum for secondary science and social studies this year. 2. Project-based learning tools to increase student engagement: The fourth annual RFV EdTech Summit at Bridges HS in April 2018 led to immediate use of technology for project-based learning using Sutori, WeVideo, and Makey Makey/Scratch at multiple schools. A four-part professional development series on increasing engagement with technology at CMS led to refinements to many existing projects and implementation of many new tech-based projects at CMS. 3. Advancing STEM opportunities for all students: this year we offered AP Computer Science Principles at all 3 traditional high schools for the first time; our high schools are developing 4-year STEM pathways to give all students more opportunities in computer science and STEM. We were awarded a \$10,000 computer science grant from CDE, which enabled us to provide programmable robots and circuitry kits with unit-planning PD to all our elementary and middle school STEM teachers. SES opened its makerspace and GSES hired a STEM Coordinator to develop and implement project-based, integrated STEM programming and a makerspace over the next three years.	1. Support SMART Board implementation in secondary math classrooms 2. Expand Increasing Student Engagement with Technology PD to all middle schools 3. Support Schoology-Infinite Campus gradebook integration and alignment of grading systems to grading policies in secondary schools 4. Host fall and spring EdTech summits with a focus on increasing engagement with technology 5. Support SPED teachers in using Read/Write for Chrome and other assistive tech tools to meet students' needs 6. Facilitate PD for elementary and middle school STEM teachers to effectively use robotics and circuitry to increase student engagement and develop computer science knowledge and skills 7. Support digital citizenship implementation in Crew, and integration of other elements within Digital Health and Safety	Maintain
	Differentiate supports for all students	Increase and align mental health services and resources through improved internal coordination and enhanced external partnerships.	We made substantial progress since starting the Mental Health Team in January 2018. Thirty-two mental health professionals agreed they would like to continue to meet and improve mental health outcomes for students. A steering committee was formed to plan the work of the mental health team. Best practices were developed which will be the basis of work next year within three areas: prevention, intervention, and crisis response.	Continue the work of the mental health team over the course of the 2018-19 school year.	Keep	
Talent Development	Recruit the best teachers and leaders.	Improve recruitment efforts so that all positions are filled with high quality and diverse candidates.	As of May 29, 626 teacher candidates have applied and 30 have been hired. There are still approximately 25 positions to be hired. (The number of applicants is slightly down from last year mainly due to the heavy recruiting we did for Riverview.) Some principals report the quality of the candidates have improved however, we have more openings in Special Ed and Math than compared to others years and those two continue to be very difficult to fill. We anticipate a typical hiring season of about 60 new teachers. Housing has made a very positive impact on recruiting and hiring. We spent more this year in advertising and in most cases feel like it has paid off. Targeted, bilingual facebook ads have been successful for bilingual positions. Difficult to recruit out of state teachers due to salary constraints.	Continue to increase efforts to recruit a diverse workforce; continue social media campaign which includes a recruitment video and more bilingual advertising; improve marketing materials for job fairs including an updated recruiting brochure; continue to make more connections with colleges and universities during the off season.	Keep	
	Develop and support strong leaders in every school and department.	Engage Building Leadership Teams in school-level strategic planning process that aligns with district mission and priorities	Effective supports in place to guide school leaders to develop strategic plans with building leadership teams. At this point all schools and many departments have engaged the members of the staff in setting goals and outcomes for the 18-19 school year.	Continue to provide one-on-one principal support. Engage principals in coaching cycles to verify plans are in place with appropriate supports for next year. Shift focus of instructional rounds to help building leaders and BLTs monitor implementation of strategic plans.	New	
		Improve selection process for leaders	We refined the selection process to include a variety of different settings to assess a candidate's knowledge, skills and abilities. In addition, we condensed the process to quickly capitalize on quality applicants and will ensure that applicants hear from us quickly and frequently.	The selection process can continue to be evaluated, but the real work is in improving recruitment. This will entail a combination of pipeline development (growing and placing our own) with competitive compensation.	Keep	
		All staff members consider themselves to be part of a crew; build trust among staff through engagement, appreciation, listening, and visibility.	We emphasized appreciation this year through the following: highlighting appreciations in the staff newsletter; specific recognition events; opening meetings as crew meetings and concluding meetings with time for staff to appreciate one another or others throughout the District; and specific efforts from the Superintendent and Chief Academic Officer who brought coffee to schools. The Superintendent increased visibility by scheduling voluntary staff gathering, attending athletic and other events and continuing to lead the Superintendent's Advisory Council and Interest Based Bargaining process.	Continue appreciation and recognition efforts while building ongoing relationships with staff in all schools and departments. Continue collective efficacy efforts to ensure that staff members see themselves as "crew not passengers" in the steerage of their ships.	Maintain	
	Optimize budget to increase staff compensation and provide for other	Evaluate and develop creative solutions to increase teacher compensation.	We have examined possible ways of increasing staff compensation to levels that will allow us to be more competitive	At this point, we believe the only feasible strategies to increasing staff salaries, teachers in particular, include	Keep	

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Strategic Use of Resources	Develop competitive and equitable compensation strategies for school and department leaders.	Classroom and school environment as "third teacher". Use design to transform teaching and learning	with other districts and that will begin to mitigate the cost of living in our area. See Actions for Next School Year.	passing a mill levy override, increasing the student to certified staff ratio, or relying on a state ballot initiative to increase state funding. All of these possibilities should be explored as part of RFSD's visioning process to begin this fall.	Keep
		Develop competitive and equitable compensation strategies for classified staff.			Keep
	Ensure that operations and facilities contribute to a positive learning environment.	Classroom and school environment as "third teacher". Use design to transform teaching and learning	Work with Chris Hazelton has moved all schools forward with design of space and identification of supporting FF&E	Set aside some resources to support additional work as needed. NOT necessary to keep this as a new initiative.	Remove
		Begin to develop a plan that will promote and assist a transition to home ownership for staff assigned to rental housing.	Not much progress has been made since the Feb check-in regarding the development of a plan to transition staff to home ownership. Rob and Jeff have engaged Donnell Kay and are hoping to have conversations and ideas we can pull into this area.	Work with Donnell Kay and internal committee to discuss plan for ownership. We will bring proposals to the BOE for review and approval.	Keep
		Complete construction of all bond-funded projects.	Construction continues and we have added some summer 2018 projects that were previously cut earlier in the planning process. When the Cardiff housing project completes in October, this should signify the last major bond project in the program.	Continue managing not only the active construction projects but the punch lists and warranty items from all projects as well.	Keep
		Manage the disruption due to the Grand Avenue Bridge Construction	GAB - see update from February.	Continue working with the maintenance department to successfully set up the online system for facility/building rental requests. Begin rolling out this system to the schools.	Remove
Amend facilities use policy and practices to maximize use of facilities as district and community resources.	Facilities use policies are updated. We are still working through the online system we hope to use that will manage building/facility requests. Our hope was to pilot this at GSHS this spring but the		Maintain		
Work with the Board of Cooperative Educational Services (BOCES) during their restructuring to ensure that we provide the comprehensive educational services students most need.	Work with BOCES through their restructuring to ensure that we provide the educational services students most need, avoid duplication, and strategically utilize district resources.	We held a midyear planning retreat with all BOCES district superintendents and special education directors to better define desired outcomes and measures of success for the BOCES partnership. Since that time, the work has stalled. The RFSD board informed the BOCES board that we wish to explore two pathways moving forward after 2017-18: either improving the clarity, consistency, and follow-through of services through the BOCES, or exiting from the BOCES and forming our own Administrative Unit for special education. Those conversations will be ongoing in early 2018-19.	Research process by which to exit the BOCES and establish an AU. Continue to engage the BOCES around improving services.	Keep	
Community Partnership	All children will have access to early childhood education and full-day kindergarten.	Board of Education engage in a public information campaign in partnership with other community leaders and organizations to educate the public about the merits of early childhood education.	ECE task force was able to get an initiative on the ballot to form a special taxing district for ECE, but the initiative failed with Colorado voters.	The ECE task force will continue working on strategies for funding ECE in the Roaring Fork valley.	Keep
	Develop a plan and infrastructure for community engagement and partnership.	Formalize partnerships with strong community organizations to provide services and resources to students and families.	Partnership work is ongoing.	Need to continue to define process and practice for partnerships.	Keep
		Develop plan for the Carbondale Creative District that entails programmatic opportunities for all schools in Carbondale.	The Carbondale Schools leadership team had chosen to not pursue this initiative the second half of this year. There is potential that they may pick this up for next year.	Investigate the interest and desire of the Carbondale Schools leadership team to pursue this work next year. Funds are in place to support.	Remove
	Create reciprocal and responsive modes and methods of family engagement that foster enhanced communications, welcoming school environments, and family support.	Use standards of family and community engagement and family surveys to determine areas of need for family and community engagement and develop a plan for family and community engagement.	Administrators are working with consultant from Climb Higher Colorado, using tools provided them that are aligned with survey, to review their data and set goals for FACE based upon that data.	School level data will need to be collected and reviewed at start of 18-19 SY and used to develop a district Family and Community Engagement Plan.	Keep
Finalize and implement clear and consistent protocols and channels for communicating with staff, families, and community members		Communication leads have been recruited from 11 schools, and the team had its first meeting in April to discuss current communication practices and help inform new practices and needed resources. At the district level, we continue to utilize the established communication channels and practices. We developed a public info sheet on our communication practices that outlines opportunities for two-way communication. It will be shared broadly and posted on our website.	Work will continue this summer to systematize communications, including the development of a communication request and submission process and several accompanying communication resources for staff. The communication leads will continue meeting next year and will help launch the system. Next year, a priority will be increasing collaboration with the family liaisons.	Keep	
	Develop ongoing strategies for creating effective two-way communication with parents and their community.			Keep	