

Strategic Pillar	Major Strategic Initiatives	Outcomes 2016-2017	Status June 1	% Completed May 15
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	All schools engaged in meaningful coaching cycles with clear action steps and opportunities for practice.	On track	100%
		Increase the percentage of teachers who are fully implementing the instructional model from BOY to EOY by 10%.	On track	100%
	Guarantee common outcomes to ensure that all students achieve grade-level benchmarks and the knowledge and skills to thrive in a changing world.	Increase teacher leadership of content teams to increase staff ownership of common assessments.	Completed	100%
		Establish consistent practices with data analysis, including student work protocols, to improve instruction.	On track	80%
		Launch common critical thinking assessments in science and social studies.	On track	60%
	Create an intentional culture of character in which habits of a scholar flourish and all students are members of a crew.	Establish a district-wide crew leadership team to increase teacher ownership and fidelity to the model in each school.	Completed	100%
		Establish process for schools to self-assess on school culture, habits of a scholar, engagement and belonging.	On track	80%
		Teach character (habits of a scholar) throughout the school day as evidenced by a 10% increase in character development on the instructional model learning walks.	On track	65%
	Increase project-based, experiential learning opportunities.	10% of teachers engage in exploratory professional development in project-based learning.	On track	80%
		5% of seniors will complete pilot capstones projects. (Full implementation of capstones is planned for all graduates in class of 2018).	Completed	100%
	Use technology to support strategic goals.	Achieve a 1:1 student to device ratio in grades 4-12 to increase student engagement and achievement.	Completed	100%
		Decrease the digital divide by providing out-of-school Internet access to 500 families.	Off track	50%

		Increase data integrity and accessibility in order to provide stakeholders with timely actionable data reports to inform/improve instruction, target differentiated supports and improve student learning.	On track	75%
	Provide the necessary supports to ensure that all students plan for and are prepared for college.	Create a three-year plan for college and career counseling in the district, including discovery class, college counseling, and individual career planning.	On track	100%
Talent Development	Recruit the best teachers and leaders.	Improve recruitment efforts so that all positions are filled with qualified candidates.	On track	100%
	Develop and support strong leaders in every school and department.	All principals and directors receive regular support from a "network partner" in goal-setting, progress monitoring, and coaching to improve practice and increase outcomes.	Completed	80%
		All schools complete and execute strategic plans to align with district mission and priorities.	Completed	100%
		Enhance professional development in all schools through principal training and coaching so that all principals receive a PD evaluation score of 3.5 or higher.	On track	80%
		Implement a multi-tiered discipline system that is consistent, transparent, and responsive to student and staff needs in order to foster learning and develop positive school culture.	On track	50%

		Develop an induction program for classified supervisors.	Delayed until next year	5%
		All staff members consider themselves to be part of a crew.	On track	70%
Strategic Use of	Optimize budget to increase staff compensation and provide for other strategic initiatives and priorities.	Begin two-year process to evaluate and develop creative solutions to increase teacher compensation.	Delayed until next year	5%
		Develop competitive and equitable compensation strategies for school and department leaders.	Delayed until next year	5%
		Develop competitive and equitable compensation strategies for (classified) staff.	Delayed until next year	5%
		Provide budgetary flexibility and autonomy, balanced with accountability, to maximize use of resources at the school/program/project level.	On track	75%
		Determine strategic commitments for summer programming, including Summer Advantage, Kindergarten Jumpstart, Middle School, and High School Summer Programs.	Completed	100%
	Ensure that operations and facilities contribute to a positive learning environment.	Complete design and begin construction of Phase I-III bond-funded school construction projects.	Completed	100%
		Commit \$15 million dollars to projects in all three communities to begin construction on 45-60 units of staff housing.	Completed	100%
		Amend facilities use policy to maximize use of facilities as district and community resources.	On track	75%

Strategic Use of Resources		Develop a plan to get students and staff to school during bridge construction.	On track	75%
	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.	On track	70%
	Plan a new school.	Develop and implement a comprehensive plan to prepare for opening in 2017.	On track	80%
	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.	Off track	20%
	Develop a plan and infrastructure for community engagement	Formalize partnerships with strong community organizations to provide services and resources to students and families.	On track	50% [1]

Community Partnership	and partnership.	Develop plan for the Carbondale Creative District that entails programmatic opportunities for all schools in Carbondale.	On track	70%
		Build and implement a streamlined registration process in order to provide increased access to services and resources for all students and families.	Completed	100%
		Revive the Roaring Fork Public Education Foundation and expand the role of the Family Resource Center as a means to improved fundraising and fund management on behalf of students and schools.	On track	50%
	Create reciprocal and responsive modes and methods of family engagement that foster enhanced communications, welcoming school environments, and family support.	Develop a family and community engagement plan to diversify outreach and engage parents.	On track	30%
		Create and implement a parent survey to determine and respond to community wishes and needs.	Completed	100%
		Develop standard operating procedures to enhance a welcoming school environment that embraces cultural responsiveness.	Started	10%
	Improve quality and expand reach of communications by improving existing methods and exploring new methods.	Update district communications plan with 1- and 3-year targets.	Completed	100%
		Develop ongoing strategies for creating effective two-way communication with parents and their community.	On track	50%

Strategic Pillar	Major Strategic Initiatives	End of Year Reflection May 15	
		Reflection (On track? Why or why not?)	Actions for Next School Year
Academic Excellence and Character Development	High quality instruction -- supported by coaching, professional development, and data -- to ensure that every student gains knowledge and skills.	All Principals recieved training and support in coaching with the expectation that teachers participate in >10 observation-feedback cycles per year. As a result teacher performance grew as expected.	Narrow the instructional model focus to engaging instruction, continue to support principal coaching and gain increases in teachers performance specificall in the area of engagement.
	Guarantee common outcomes to ensure that all students achieve grade-level benchmarks and the knowledge and skills to thrive in a changing world.	Content teams at all levels have teacher leaders in place. Teahers are taking a more critical leadership role for selecting direction, resources, and initiatives in developing, monitoring, and improving instructional practices.	Continue with teacher led content teams. Add additional teacher leaders where possible (counselors). Continue to provide teacher leaders with leadership training, empower them to take direction for their teams and continue to support them with financial resources.
	Create an intentional culture of character in which habits of a scholar flourish and all students are members of a crew.	District crew leadership tem has been in place all year and giving direction and support for crew in all schools. Crew captains from each school conducted learning walks to observe crew in action, and student surveys this year collected data about perceptions of crew. Based on this data, crew implementation has been modified on an ongoing basis. High school leaders, crew leaders, teachers, and capstone coordinators met in April to revise	Goals for next year: 1. Crew all day long! 2. Provide site-specific Crew Resources 3. Develop and provide site-based Crew PD
	Increase project-based, experiential learning opportunities.	Numerically more than 10% of teachers have received PD on professional development but this is concentrated around high school capstones and a few specific schools; some schools have not yet undertaken any PD around project-based learning due to competing demands and priorities. Capstone pilot is moving toward successful completion and capstone coordinators have been hired to manage capstone at scale for all graduates in 2017-18.	Next year's instructional goals will involve increasing student engagement; project-based learning is only one approach to this. Schools will have discretion as to how to approach their student engagement goals and whether project-based learning is an appropriate step for them to undertake in 2017-18. Capstones are on track to have all graduates complete a capstone project for graduation. Funding for the capstone grant has been renewed, allowing adequate support to ensure success.
	Use technology to support strategic goals.	The Chromebook ratio was achieved at the beginning of the school year. The technology department is still working through normal change management issues (support, breakage, etc). While actions have been taken to increase the digital divide we have access to little information in regards to its adoption. We are still working with Comcast to obtain data in regards to number of families who have signed up for Interret Essentials. The lack reliable information is why this outcome is currently off-track. Data integrity continues to be developed and refined. The progress made this year is inline with expectations and this summer there will be implementation of major projects identified in the plan.	Technology goals to be established later this year.

	<p>Provide the necessary supports to ensure that all students plan for and are prepared for college.</p>	<p>All HS Counselors are participating in the District-wide early release PD once a month as a group. Counselors are part of the larger PHSS collaborative effort through the ACF Cradle to Career Initiative, which includes quarterly group meetings and shared resources. RFSD has a District-wide Naviance contract for implementation in all HS due to a separate COSI grant award. All HS are engaging in some form of college/career class either as a stand-alone course for juniors, or via Crew.</p>	<p>Review/revise effectiveness of District-wide PD. Explore additional college/career PD opportunities. Review preliminary results of effectiveness of College advising class, examine data holes/needs. Continue use of Naviance. Appoint a high school counselor to coordinate high school counseling efforts across the district.</p>
<p>Talent Development</p>	<p>Recruit the best teachers and leaders.</p>	<p>Trying to balance our recruiting efforts with the displacement and non-renewal process has been challenging. Retention of our staff is equally as important as recruiting a diverse workforce. As of May 4, we have received 589 certified applications and 150 applications for school leaders. Recruiting through social media and targeted advertising have produced a larger pool of applicants. We only attended 3 in-state job fairs this year and have found that attendance at those job fairs have significantly decreased. Our recruiter has done a tremendous job at connecting with applicants and assisting leaders in finding quality candidates. Nate has also been involved with CMC the entire year to develop a pipeline of local teachers.</p>	<p>Increase efforts to recruit a more diverse work force. While we have placed some advertisements in Spanish and worked with organizations who specialize bilingual programs, we need to continue to recruit diverse teachers and leaders. We will also continue to revise our selection process for hiring school leaders and increase training opportunities for our school leaders around hiring and HR protocols.</p>
	<p>Develop and support strong leaders in every school and department.</p>	<p>All principals have network partners and receive regular support and coaching. Principals remain receptive to the practice and report that the time is helpful. All schools developed and pursued strategic plans aligned to district and building objectives. Many schools show improved professional development scores as reported on the tell-like survey. While we did not consistently implement the 4 point scale feedback rubric at all schools, it was a successful year in regards to improving principal PD performance.</p>	<p>Coaching with network partners will continue next year. assistant principals will be added to the coaching cohort. All cohort members will have personal leadership goals and support the strategic plan of the building. Strategic plan development will follow a more deliberate process to include BLTs with the addition of Network partners checking in and monitoring progress with the BLTs.</p> <p>Work with school leaders to develop and launch student behavioral supports. Launch in similar fashion to the work we have done with the instructional model. Work with leadership this next year followed by more formal processes in place across all schools the next year.</p>
	<p>Optimize budget to increase staff compensation and provide for other strategic initiatives and priorities.</p>	<p>The IBB salary sub committee discussed compensation at length. The group agreed that the only two methods to significantly increase compensation are increasing the student to teacher ratio or passing additional mill levy overrides. According to the fall 2016 RFCEA teacher survey, there is not significant support for increasing class size as a means to increase wages. Because</p>	<p>Continue to work the IBB sub group regarding stipends for teacher leadership and hard to fill positions. Work towards redesigning our admin salary schedule. Conduct market survey for classified staff.</p>

	<p>increasing class size as a means to increase wages. Because there were only 2 methods to significantly increase compensation, the IBB sub committee didn't see a need to pull together a larger committee to identify what we already know. Our research indicated that developing compensation strategies for teacher leaders and hard to fill positions would be worthwhile. In the past, the IBB sub committee has not favored stipends for hard to fill positions, but have been in favor of increasing opportunities for teachers to earn additional compensation through leadership opportunities. We will continue to work with that group and share our research.</p> <p>We all agree that re-designing our administrator salary schedule is necessary to reflect equal pay for all levels. We will continue to work on developing a process by which we accomplish this within our budget constraints.</p> <p>We will conduct a salary survey for classified staff during the</p>	<p>Expanded learning: Conduct regular check-ins with providers and families to determine bright spots and additional needs. Continue to monitor additional opportunities to meet students' needs in this area.</p>
<p>Strategic Use of Resources</p>	<p>Ensure that operations and facilities contribute to a positive learning environment.</p> <p>Design of all construction projects is completed and construction is actively occurring at all sites.</p> <p>We have secured our needed housing unit counts in each community although some projects won't be complete and move-in ready until the fall of 2018.</p> <p>The housing guidelines were developed by a staff committee and approved by the BOE.</p> <p>Facility use/rental policies and rates are still being addressed. We are strategically focusing on retaining necessary costs to ensure facilities and required services are not being subsidized by any other funding source other than the rental income itself. Other models have been researched and feedback from building leaders has been received. Next steps are to present a model to the executive team, leadership team and ultimately BOE for approval.</p> <p>Next steps related to GAB planning are: survey GW families before the end of the school year to understand plans for bridge closure, Finalize routes using the pedestrian bridge at Two Rivers park, confirm early/late supervision options at schools so aprents have flexibility to drop off students.</p>	<p>Transportation and other logistics around the bridge construction and the completion of school construction projects is going to be a major time commitment for most district departments and schools from August through December 2017.</p>
	<p>Work with the Board of Cooperative Educational Services (BOCES) during their restructuring to ensure that we provide the comprehensive educational services students most need.</p> <p>Terms for formation of the new BOCES are in line with goals and expectations of RFSD. BOCES bylaws and constitution have been approved by the board. Primary purpose for BOCES is to serve as the Administrative Unit for special education. BOCES admin structure and overhead align with other BOCES around the state. Closer proximity and smaller number of participating districts should allow for higher service level to students and teachers.</p>	<p>Work out program support model under new special education director and BOCES executive director during the 2017-18 school year. Further consider which services or programs, such as affective needs, might be shared by the BOCES districts and managed by the BOCES. Evaluate use of special education secretaries versus service providers to determine most effective use of resources.</p>

	Plan a new school.	Program model has been determined. Program development, staff recruitment and hiring, curriculum, instruction and assessment plan, professional development plan, school budget are underway.	Complete comprehensive school plan in June. Professional development for all new staff in June-August. School will be ready to open in September.
Community Partnership	All children will have access to early childhood education and full-day kindergarten.	Other than participating in Aspen Community Foundation Cradle-to-Career meetings, there has been no board activity on this initiative.	Board determine if this is a strategic priority and if it is something the board would like to pursue. Determine what staff resources are available to support.
	Develop a plan and infrastructure for community engagement and partnership.	have developed MOU for community partners that outlines roles, responsibilities and expectations. Have created a system for tracking partners. RFPEF records have been collected, bank accounts have been accessed. Ready to move forward with filing appropriate tax forms for past three years.	Using data from Family Survey, develop next steps for family and community engagement. Recruit RF Education Foundation Board of Directors. Draft mission, adapt or adopt bylaws and determine priorities. Develop system for marketing ensuring value of community partnerships.
	Create reciprocal and responsive modes and methods of family engagement that foster	Have adopted the National Standards for Family and Community Engagement. All Schools but one have completed a self assessment using the standards and have identified strategies and areas for growth. Parent survey has been developed using	Refine Family Survey delivery for 2018. Using data from 2017 Family Survey, and school self assessments, identify bright spots for expansion for development of welcoming school environment.
	Improve quality and expand reach of communications by improving existing methods and exploring new methods	2017-20 Communications Plan presented to Board of Education on April 26. Implementation in beginning phases. Two home visiting trainings using the National Home Visit Project model, have been completed. Over 70 teachers have been trained and we plan to collect data regarding this year's visits.	Roll out Home Visits as an evidence based way to increase family engagement, work with schools to set goals for home visits and to capture data regarding any increase in family engagement.