

STRATEGIC PLAN PLAN ESTRATÉGICO 2021



Letter of Introduction

On behalf of the Summit School District Board of Education, it is my pleasure to share our newly adopted Strategic Plan.

In the fall of 2020, our Board prioritized the development of a new district strategic plan to address organizational clarity, coherence, and alignment in future District goals, measures of progress, and evidence of impact. District Leadership partnered with Colorado Education Initiative (CEI) to facilitate the development of the strategic plan.

Steering Committee

With the partnership of CEI, a Strategic Plan Steering Committee was formed. The Steering Committee was composed of students, parents, community partners, district staff and leadership, and board members. The Steering Committee reviewed data and stakeholder feedback from over fourteen Community Listening Sessions which included 172 total participants - 45 Spanish, 116 English, participants including students, parents, District staff, and community representatives and 11 students in the student session. This process was both inclusive and collaborative.

The Steering Committee reviewed evidence-based information on the future societal and economic impacts of education to evaluate throughout the strategic planning process. We learned not only about the work done locally in our district, but also engaged in research on national trends

and case studies to expand our knowledge on the broader spectrum of educational progress in our country.

The Adopted Plan

The Strategic Plan was adopted by the Board of Education in July 2021. It includes three Focus Areas: Academic & Personal Success for Every Student, Equity Seeking Systems, and Family & Community Partnerships. The approved plan also includes an updated Vision, Mission, and Core Values as well as a 5-point Graduate Profile.

Implementing the Plan

The 2021-2022 school year's focus will be the operationalizing of the Steering Committee's vision. Implementation of this work will be supported by a Community Task Force, District Implementation Teams and District Leadership. The work of these teams will be reported on regularly.

We are so grateful for the diverse set of backgrounds, experiences, and perspectives that came together to form this Strategic Plan!

Sincerely,
Kate Hudnut
Summit School District RE-1,
Board of Education, President



FOCUS AREA ONE: ACADEMIC AND PERSONAL SUCCESS FOR EVERY STUDENT

Summit School District is committed to a broad definition of student success outlined in the Summit School District Graduate Profile and a diverse set of pathways to learning and graduation.



FOCUS AREA TWO: EQUITY SEEKING SYSTEM

Summit School District builds equitable learning experiences and environments that honor and build upon each and every student's cultural and personal identity.



FOCUS AREA THREE: FAMILY AND COMMUNITY PARTNERSHIP

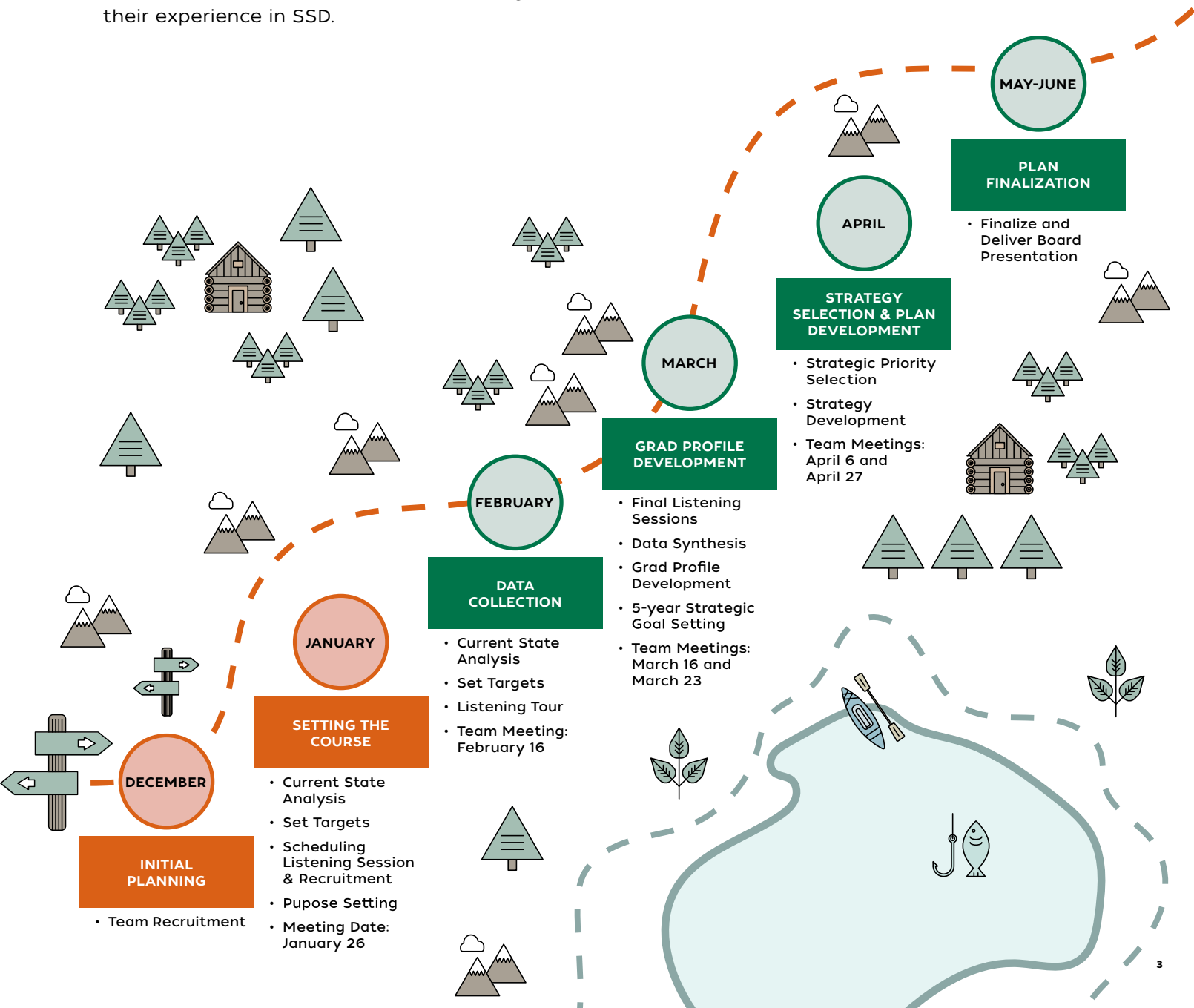
Summit School District partners with their community and families to enhance learning and support student success.

Strategic Planning Process

OUR PROCESS AND TIMELINE

- The strategic planning process began by **recruiting a Steering Committee** with a diverse set of backgrounds, experience, and perspectives including scholars, Summit families, community partners, educators, and district leaders.
- The district engaged in a **listening tour** in the community designed to build understanding and clarity about the skills and competencies stakeholders want scholars to build throughout their experience in SSD.

- This data and information informed the development of the **Summit School District Graduate Profile** that grounded the strategic planning process. This embodied the diverse and meaningful outcomes the Summit School District community cares about for their scholars.
- Finally, the strategic planning team **selected and developed the strategic priorities, goals, and measures** that will guide the actions and priorities in the district moving into the future.



OUR VISION

Summit School District prepares caring, courageous, community-minded people who create a better world.

OUR MISSION

Summit School District creates a safe learning community in which each and every person belongs, grows and thrives.

OUR CORE VALUES

Summit School District Values...

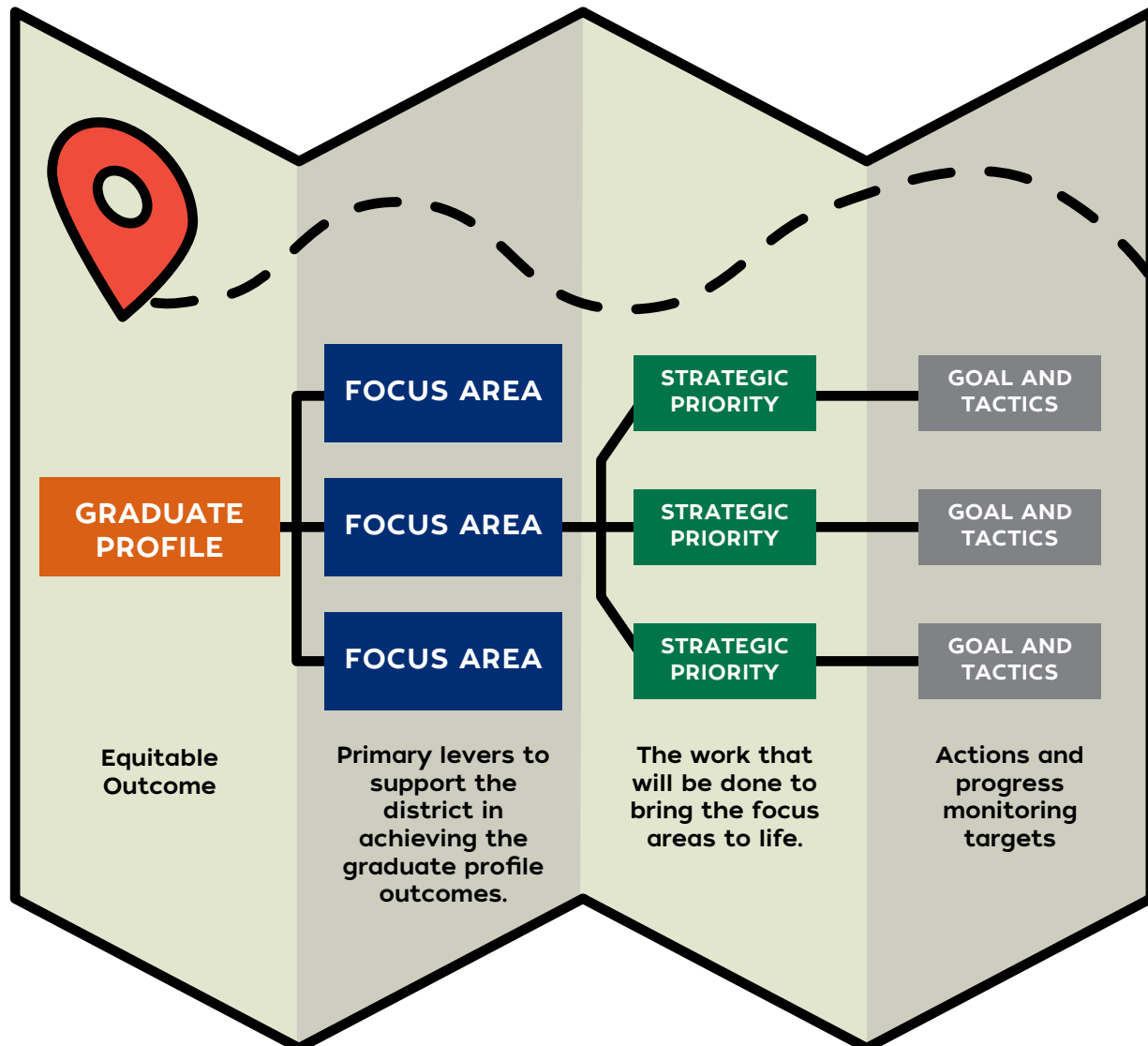
- 1. Equity**
- 2. Collaboration**
- 3. Curiosity**
- 4. Innovation**



Theory of Change

The Summit School District Strategic Plan is designed to outline the theory of change for the school district over a five year period. In order for the district to achieve the outlined goals and outcomes in the strategic plan, district staff, the superintendent, and school board will monitor the progress of the goals and create action plans for each strategic priority.

By successfully implementing initiatives under the strategic priorities Summit School District will bring the focus areas to life in the district. Once those focus areas have been addressed, students in the district will be able to demonstrate the graduate profile skills and competencies. This is the theory of change that will drive the work of the district across all departments for the next five years.





COURAGEOUS

Take informed risks, persevere through challenges, and advocate for the needs of themselves and others



CURIOUS

Ask questions, think critically, and solve problems using a variety of strategies



GLOBALLY AWARE

Participate in local and global communities, embrace different cultures, welcome the perspectives of others, and communicate effectively across lines of difference

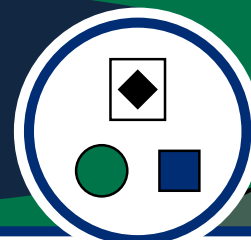


A SUMMIT
SCHOOL DISTRICT
student
strives to be:



PREPARED

Are academically prepared, socially and emotionally intelligent, and financially ready



GROWTH-ORIENTED

Remain flexible and open to possibilities, adapt in changing circumstances, and pursue passions



What we heard from the community



Listening sessions conducted with students, staff, families, and community members provided valuable feedback that informed the strategic planning process.

FAMILY AND COMMUNITY PARTNERSHIP

On the topic of family and community partnership, there were two key narratives that emerged through listening sessions. One narrative was that the district offers parents, specifically English-speaking parents, multiple ways to engage in the district. The other narrative was that parents want more and better ways to engage with the district. This second narrative was prevalent in the Spanish-speaking sessions where parents expressed frustration around the consistent language barriers to engaging with their children's school and the district. Finally, many participants expressed an interest in creating deeper and more meaningful community partnership that allows for the influx and recognition of different perspectives and ideas.

“A strength is that the district is smaller, everyone benefits from the community feel. Staff know each other and know student for years and years, [there is a lot of] connectedness, and [we have] smaller schools that serve diverse communities.”

DISTRICT AND SCHOOL LEADERSHIP

Clear lines of communication from the district to families and the community and vice versa is a critical aspect of family and community partnership. Across English and Spanish-speaking sessions, many participants expressed appreciation for the district's communication about and approach to the pandemic and applauded the district for its responsiveness and transparency during this unprecedented time.

“[The district had a] Good response capacity in the face of the pandemic. Decisions were made quickly that mitigated the impact and protected the student population.”

- Spanish Session Participant



YOUTH AND COMMUNITY VOICE AND LEADERSHIP

In both the Spanish and English-speaking sessions, many parents expressed an interest in strengthening efforts focused on the social and emotional development of students with a specific emphasis on skills like self-advocacy, communication, and self-directed learning.

Students, parents, and staff shared a range of perspectives on SSD learning environments and the extent to which students feel heard, safe, and supported with their development. Notably, several students reported that they feel like the district offers them opportunities to provide feedback. However, the same students commented they do not see the district taking their suggestions into account or responding when they offer suggestions.

“I appreciate the opportunity to have Student Senate [and other] opportunities for students to speak out. It doesn’t always feel like it goes anywhere... the meeting is just for show. Student’s share their voice but nothing changes.”

- Student Session Participant

STUDENT EXPERIENCE

Students and families reflected on the support students have access to and their experience in school more broadly. Notably, many families and students reflected on how the district should maintain and continue to strengthen special education services, experiential learning opportunities, and social emotional development supports.

“The High School must offer the same opportunities for participation, development, and growth to all its students, and in all curricular areas, including sports, career guidance, leadership. And support to Latino/ Spanish-speaking families when it comes to meeting the admission requirements in higher education.”

- Spanish Session Participant



LEARNING PATHWAYS

Across sessions, participants frequently referenced the importance of academic preparedness for post-secondary pathways and many Spanish and English-speaking session participants expressed strong support of the district's commitment to preparing students for multiple pathways post-graduation.

“Dual Language school has given our students an opportunity to experience different cultures and experiences. Outdoor education has been amazing... many students [in the district] have not had the opportunity to experience that outdoors.”

- English Session Participant

ACCESS TO PROGRAMMING

Access to programs such as the dual-language program and extracurricular offerings was a theme that surfaced throughout listening sessions. In the steering committee, several participants reflected on the opportunity to provide students with more equitable access to programs in the district. Furthermore, the strategic plan reflects a clear commitment that SSD is an equity-seeking system.

“Counseling departments need to provide students and their families with information [about] what opportunities [are] afforded to students. [Also, students need to have], double the time with counselors so that they get a strong sense of their options. Students need support to be able to advocate for themselves.”

- English Session Participant



Strategic Focus Areas

In this strategic plan, focus areas represent the core elements of work Summit School District will focus on as part of their work from July 2021 through August 2026. These focus areas represent both areas of need and areas of passion uncovered through current state analysis and community listening sessions throughout the spring of 2021.



FOCUS AREA ONE:

ACADEMIC AND PERSONAL SUCCESS FOR EVERY STUDENT

Summit School District is committed to a broad definition of student success outlined in the Summit School District Graduate Profile and a diverse set of pathways to learning and graduation.

OBJECTIVE: Every student in Summit School District will have the academic capacity and self-awareness to prepare them for life and career success.



FOCUS AREA TWO:

EQUITY SEEKING SYSTEM

Summit School District builds equitable learning experiences and environments that honor and build upon each and every student's cultural and personal identity.

OBJECTIVE: In Summit School District, a student's identity does not determine their outcomes in life and career success.



FOCUS AREA THREE:

FAMILY AND COMMUNITY PARTNERSHIP

Summit School District partners with their community and families to enhance learning and support student success.

OBJECTIVE: Summit School District works in partnership with community stakeholders to meet the needs of students and families.

OBJECTIVE: Summit School District collaborates with and amplifies the voice of families from all backgrounds and cultures in the district.

Below is the work that Summit School District will prioritize in order to bring the focus areas in this document to life. Each priority has time-bound measurable goals, strategies, and initiatives that will be implemented to achieve the goals that have been outlined. The strategies outlined in this plan will continue to evolve throughout its implementation.

Strategic Priorities



ACADEMIC AND PERSONAL SUCCESS FOR EVERY STUDENT

Summit School District has a commitment to a broad definition of student success outlined in the Summit School District Graduate Profile and a diverse set of pathways to learning and graduation.

OBJECTIVE: Every student in Summit School District will have the academic capacity and self-awareness that prepares them for life and career success.

STRATEGIC PRIORITY: HIGH QUALITY INSTRUCTION	STRATEGIC PRIORITY: SOCIAL EMOTIONAL LEARNING	STRATEGIC PRIORITY: PATHWAYS TO CREDENTIALS AT GRADUATION
<p>Summit School District will provide high quality classroom instruction by ensuring systems and structures are in place for each and every student to be successful.</p> <p>Goal: 100% of students will experience a year of academic growth in a year's time. Academic instruction and a structured system of support will make this possible.</p>	<p>Student's social emotional learning and growth is supported as an essential part of their academic learning in service of a successful post-secondary journey.</p> <p>Goal: By 2026, students will self-report self-awareness and responsible decision-making skills that meet or exceed nationally normed standards.</p>	<p>Summit School District has defined diverse opportunities for students to build skills and gain credentials that expand students' options and support their success in a global world.</p> <p>Goal: By 2026, 100% of SSD graduates will meet one or more of the endorsement/seal pathways that align with graduation requirements.</p>

TOOLS FOR MEASURING PROGRESS*

In order to track the progress of this focus area and its priorities, Summit School District will develop a measurement plan using the following tools:

Academic achievement data from CMAS, PSAT, SAT, NWEA, locally designed common assessments, and information from standards-based grading reports and instructional implementation.

Social emotional learning survey data along with focus group and interview data aligned with the Summit School District social emotional learning framework.

College and career data including Individual Career and Academic Plan(ICAP), credential and seal acquisition, student representation in pathway and program, and credential, seal and program access data.

STRATEGIC INITIATIVES*

In order to achieve the goal outlined in this focus area, Summit School District will implement strategies and initiatives across five years that will support equitable access to graduate profile skills. These initiatives will include, but are not limited to:

Implementation of high quality instruction: Summit School District will implement professional development and coaching to ensure high quality standards-based instruction and assessment, systems of support leveraging Response To Intervention(RTI) processes, the implementation of common assessments across schools, professional development and coaching in high impact teaching strategies(Hattie), and the alignment of scope and sequence in the curriculum.

Integration of Social Emotional Learning into instruction: Summit School District will implement professional development and coaching on the Summit School District Social Emotional Learning Framework that includes a focus on developmental relationships, supportive learning environments, and CASEL skills and competency instruction.

Post-secondary pathway programming: Summit School District will implement Individual Career and Academic Plan support for students in 5th-12th grade, expanded access to credential and seal acquisition programs, align graduation guidelines to high quality career and academic plans, and develop assessment aligned to the Summit School District Graduate Profile.

*Through the development of the implementation plan for the strategic plan, district teams will continue to refine and develop a measurement plan for each strategic priority and expand and refine strategic initiatives that will be undertaken.



EQUITY SEEKING SYSTEMS

Summit School District builds equitable learning experiences and environments that honors and builds upon each and every student's cultural and personal identity.

OBJECTIVE: In Summit School District, a student's identity does not determine their outcomes in life and career success.

STRATEGIC PRIORITY: DIVERSE AND EQUITABLE EDUCATOR REPRESENTATION	STRATEGIC PRIORITY: EQUITY LITERACY	STRATEGIC PRIORITY: EQUITY THROUGH CONTINUOUS IMPROVEMENT PRACTICES
<p>Summit School District will recruit and retain employees who demonstrate equity literacy, cultural responsiveness and who commit to racial justice and educational equity.</p> <p>Goal: By 2026, the Summit School District's staff will represent diverse identities, including, but not limited to, race, gender, abilities, experiences, and language.</p>	<p>Educators and staff in Summit School District will demonstrate equity literacy, cultural responsiveness, and are committed to racial justice and educational equity.</p> <p>Goal: By 2026, students will report an increased sense of belonging and inclusion in Summit School District.</p> <p>Goal: Summit School District will provide professional development to support Summit School district staff to understand and eliminate opportunity gaps and increase cultural responsiveness.</p>	<p>Summit School District leverages continuous improvement practices to identify inequitable systems and structures that create gaps in student success and closes those gaps through a data-driven approach.</p> <p>Goal: By 2026, 100% of Summit School District schools will implement continuous improvement plans that highlight goals focused on ensuring equitable student outcomes and monitor progress toward them.</p>

TOOLS FOR MEASURING PROGRESS*

In order to track the progress of this focus area and its priorities, Summit School District will develop a measurement plan using the following tools.

Diverse and equitable educator representation will be monitored using data from the Teaching and Learning Conditions Colorado (TLCC) survey, educator demographic data, and the equity analysis tool developed by the district.

Equity literacy in the district will be measured by demographic representation in courses and pathways, academic data, discipline data, student interviews, and social emotional learning survey data.

Continuous improvement practice implementation will be measured by tracking Unified Improvement Plan(UIP) data, academic achievement data, and the equity analysis tool developed by the district.

STRATEGIC INITIATIVES*

In order to achieve the goal outlined in this focus area, Summit School District will implement strategies and initiatives across five years that will support equitable access to graduate profile skills. These initiatives will include, but are not limited to:

Implementation of equity focused hiring practices and approaches to retaining high quality educators: Summit School District will align hiring practices with the district equity policy, provide ongoing systems of support for educators once they join the district, provide professional development for evaluators to ensure evaluations do not include implicit bias in evaluation, diversify educator recruiting partnerships, and incentivize bi-lingual educators.

Implement support for equity literacy: Summit School District will implement the recommendation in the district equity policy, the Summit School District Social Emotional learning framework, review curriculum, implement restorative discipline practices, and connect with families through responsive structures such as home visits and one on one interviews.

Implementation of continuous improvement practices: Summit School District will implement a system of improvement by embedding continuous improvement practices and equity centered goals in the development and implementation of Unified Improvement Plans(UIP's) and the district and school level, provide professional development in Response To intervention(RTI) practices, and support educators to embed equity focused goals in their educator learning plans.

*Through the development of the implementation plan for the strategic plan, district teams will continue to refine and develop a measurement plan for each strategic priority and expand and refine strategic initiatives that will be undertaken.



FAMILY AND COMMUNITY PARTNERSHIP

Summit School District partners with community and families to enhance learning and support student success.

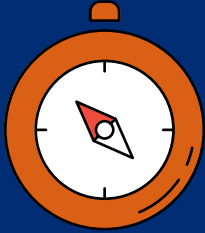
OBJECTIVE: Summit School District works in partnership with community stakeholders to meet the needs of students and families.

OBJECTIVE: Summit School District partners with and amplifies the voice of families from all backgrounds and cultures in the district.

STRATEGIC PRIORITY: FAMILY PARTNERSHIP	STRATEGIC PRIORITY: LEADERSHIP AND VOICE FROM THE COMMUNITY	STRATEGIC PRIORITY: STRATEGIC COMMUNITY PARTNERSHIP
<p>Summit School District nurtures partnerships with families that facilitate participation in their student's school and education.</p> <p>Goal: By 2026, 100% of families will report that they feel comfortable and have avenues to participate in their student's education.</p>	<p>Summit School District consistently facilitates opportunities for families, students, and community members to have a voice and meaningful leadership opportunities to support the advancement of strategic goals in the district.</p> <p>Goal: By 2026, Summit School District student and family leadership groups in the district will have representation that matches the demographic breakdown of the district.</p>	<p>Summit School District will strategically leverage community partnerships to support the district in the achievement of the district's strategic goals.</p> <p>Goal: By 2026, Summit School District will develop strategic partnerships with community-based organizations that support the district in achieving the goals in its strategic plan.</p>
<p>TOOLS FOR MEASURING PROGRESS*</p>		
<p>In order to track the progress of this focus area and its priorities, Summit School District will develop a measurement plan using the following tools:</p> <p>Family experience in the district will be monitored by collecting data using a family survey and implementing listening sessions with families on an ongoing basis.</p> <p>Summit School District will monitor leadership and voice in the district by conducting student and family surveys, and family and student listening sessions on an ongoing basis.</p> <p>Family and community partnership will be monitored by collecting data about the types of partnerships in the district and mapping those partnerships the strategic goals of the district.</p>		
<p>STRATEGIC INITIATIVES*</p>		
<p>In order to achieve the goal outlined in this focus area, Summit School District will implement strategies and initiatives across five years that will support equitable access to graduate profile skills. These initiatives will include, but are not limited to:</p> <p>Implementation of family partnership strategies: Summit School District will implement enhanced translation and interpretation services to support family engagement, provide community liaisons to support families, and expand the access to support and information to families in the district.</p> <p>Implementation of structures for leadership: Summit School District will implement student leadership structures at the school and district level and focus on increasing and diversifying family and student representation in school and district level leadership structures.</p> <p>Implementation of community partnerships: Summit School District will develop and maintain partnerships with colleges and universities, business and industry partners, community-based organizations, non-profit organizations, and state and national partners that support Summit School District's goals.</p>		

*Through the development of the implementation plan for the strategic plan, district teams will continue to refine and develop a measurement plan for each strategic priority and expand and refine strategic initiatives that will be undertaken.

SUMMIT SCHOOLS STRATEGIC PLAN PLEDGE



Summit School District is excited to have the support of the community in bringing this strategic plan to life. You are an important part of the success of our work. You can use this page to think about how you can support our educators and students by making a commitment to one or more of the focus areas in this plan. We would love to hear from you about how you want to be a part of our work!

As a _____,

(Parent, Student, Teacher, Community Member)

I will support Summit School District to successfully implement



**FOCUS AREA ONE:
ACADEMIC AND PERSONAL
SUCCESS FOR EVERY STUDENT**



**FOCUS AREA TWO:
EQUITY SEEKING SYSTEM**



**FOCUS AREA THREE:
FAMILY AND COMMUNITY
PARTNERSHIP**

(Focus area)

by _____.

(How you will help Summit School District)