



ESTES PARK SCHOOL DISTRICT

# Strategic Plan

POWERED BY





## Strategic Plan Snapshot

Estes Park School District (EPSD) is focused on three primary areas over the course of the next five years. Improving academic achievement and growth for all students, building enduring life-long skills outlined in the global outcomes, and ensuring students are learning in a safe, healthy environment that nurtures belonging.

The district will prioritize achieving the goals outlined in the strategic plan by improving, revising, and expanding district structures, staff supports, and family and community partnerships.

**The focus areas, priorities, and strategies in the strategic plan are targeting the following objectives over the next five years.**

### **ACADEMIC ACHIEVEMENT, GROWTH, AND CULTIVATING THE WHOLE LEARNER:**

Estes Park School District students demonstrate strong foundational skills and global outcomes through application of learning in authentic and real world environments.

**HEALTHY AND SUPPORTED STAFF AND STUDENTS:** All Estes Park students and staff feel safe, like they belong, and that their identity and experiences are valued in their learning community.

**FAMILY AND COMMUNITY PARTNERSHIP:** Families, students, and community members have a deep understanding of goals, progress, and opportunities Estes Park School District is focused on to expand student experiences and accelerate student growth in academic and global competencies.



**ACADEMIC ACHIEVEMENT AND GROWTH:** Estes Park School District students demonstrate strong foundational and enduring academic competence.

**FIVE YEAR GOAL:** By June 2028, Estes Park School District will be rated as MEETS or EXCEEDS in both Growth and Achievement according to the [Colorado School Performance Framework \(SPF\)](#).



**DEMONSTRATION OF LEARNING THROUGH REAL WORLD LEARNING:** Estes Park School District students demonstrate global outcomes by learning in real world and authentic environments.

**FIVE YEAR GOAL:** By June 2028, 100% of Estes Park students will demonstrate their growth in global outcomes through public demonstrations of learning at transitions years (2nd, 5th, 8th, and 12th grade).



**WELLNESS:** All Estes Park students and staff feel safe, like they belong, and that their identity and experiences are valued in their learning community.

**FIVE YEAR GOAL:** By June 2028, Estes Park School District Students will meet or exceed 85% favorable responses in the four domains of the Panorama survey, 85% favorable on the Staff Panorama Survey and 85% favorable responses on the PK-12 Parent Panorama survey.

# Estes Park Students will Learn:



## What are Global Outcomes?

Global Outcomes, or GOs, are attributes and skills that each student will learn, know, and demonstrate as a graduate of Estes Park School District.

### OUR GLOBAL OUTCOMES



**COMMUNICATION:** I thoughtfully process and express ideas in multiple ways.



**CRITICAL THINKING AND PROBLEM SOLVING:** I ask challenging questions, analyze complex information, and find solutions.



**CREATIVITY:** I explore my curiosities and passions in order to produce innovative-imaginative products.



**PHYSICAL, (SOCIAL), AND EMOTIONAL WELLNESS:** I make decisions that positively affect my physical, emotional, and social health in my pursuit of lifelong wellness.



**COMPASSION AND GLOBAL AWARENESS:** I seek to understand, value and advocate for, and engage with others in my own community and globally.



**PERSEVERANCE:** I strive to take on challenges knowing I have the capacity to grow.



**COLLABORATION:** I build from diverse perspectives and assets when working together toward a common goal.

# What we heard from our community

## PARTICIPANTS

In September 2022, Colorado Education Initiative (CEI) hosted six virtual and in-person listening sessions in Estes Park: one focused on capturing feedback from educators and five focused on capturing feedback from families and community members. Of the six, one was in-person and facilitated in Spanish. Estes Park School District R-3 board members were also invited to share feedback during a school board meeting in August 2022. Overall, 33 people participated in listening sessions from a wide range of roles including: teachers and school staff, family members of students, and community members. Strategic planning steering committee members collected supplemental feedback from the community through interviews and submitted anonymous findings through a survey shared by CEI. This survey received 58 responses and findings are included in this analysis.

## ANALYSIS

The CEI data team used a collaborative analysis approach to ensure the process was transparent, surfaced multiple interpretations, and allowed for checks on analysis (Richards & Hemphill, 2018\*). The team identified a set of codes/themes prior to analysis aligned to the core categories guiding the strategic plan development, while also allowing for inductive codes to surface throughout the process. All of the quotes in the subsequent slides were collected from the listening sessions and steering committee interviews. Some responses have been lightly edited for clarity and readability.

*\*Reference: Richards, K. R., & Hemphill, M. A. (2018). A Practical Guide to Collaborative Qualitative Data Analysis, Journal of Teaching in Physical Education, 37(2), 225-231*

The following are themes that came out of listening session data in the district.

## ACADEMIC ACHIEVEMENT AND GROWTH

The community steering committee identified a focus on academic achievement and growth as an important priority for the work of the district. This priority was repeated in listening sessions by community members, listening session participants named a need to increase the rigor of academic learning in the district and focus on high expectations for all students.

## COMMUNITY ENGAGEMENT AND PARTNERSHIP

Several participants noted that Estes Park is home to a sizable community of retirees and that these community members aren't overtly engaged with what happens in the school district. Participants expressed an interest for the district to intentionally connect with these community members and create opportunities for them to be involved, regardless of whether they have students or relatives enrolled in the schools.

*"We have retirees in our community that work for NASA—people that have been to space—and we could capitalize on that. We have world renowned scientists who work in our National Park. We have people who are doing mission work all over the planet. We have a lot of resources in this small valley that I think we haven't utilized effectively yet as a district."*

— Listening Session Participant

An opportunity for increasing community engagement is to create a communication strategy specifically for community members who do not have students currently in the district. One listening session participant shared, "If there was one drumbeat I would hit again and again, it is 'how does the general community know what's going on to school?' I know the email to parents has been improved tremendously this year, but I'm now not on that. And as a member of the community who cares, what's the way in which I'm learning? I just think there's not enough crowing from the schools about what [is happening]."



## SUPPORTS FOR ENGLISH LEARNERS & SPANISH-SPEAKING FAMILIES

Though several participants acknowledged growth in this area with the addition of Spanish-speaking paraprofessionals and efforts to teach Spanish to more students in the district, there is still room for improvement, especially around supports for English Learner (EL) students with their families. As one participant in the Spanish listening session shared, “We are doing some things right, but I think we need to do more. We need to take advantage of this starting momentum to have more volunteers in the classroom that speak Spanish, Spanish for the kids, English for the parents, et cetera.” It was observed that some EL students enroll in the district also having limited Spanish literacy skills and yet, as one staff listening session participant said, “There’s not a reading interventionist who can teach them in Spanish and in English—we just don’t have those things in place, even though we get these kids frequently.”

## GRATITUDE FOR EDUCATORS AND LEADERS

Across both listening sessions and steering committee interviews, participants expressed deep gratitude for the teachers and staff in Estes Park, highlighting their commitment and genuine care for students. One listening session participant shared, “The students are known as people rather than numbers.” Another listening session recalled an experience where staff went above and beyond to provide customized and collaborative support to students and families: “When my daughter was in middle school, I was really impressed by the 6th grade [team]. Teachers would meet with one family at a time. That’s an incredible investment of teacher talent to say ‘how can we best support this kid? This is what you can do at home, mom and dad, to help us help this kid grow.’ I thought that was exceptional. ”

A few participants observed that part of what makes this possible is the size of the district and its ability to maintain reasonable class sizes, which something these participants were grateful for as it allows for opportunities to build meaningful relationships between staff, students, and families. According to one steering committee interview participant, “Our district is small enough to care about each student.”

*“There are really passionate teachers. They’re asked to do a lot and they’re asked to drive a lot. They’re asked to put all those programs together, to give kids those extra experiences, and they’re not compensated for it. They do it out of their passion, their love of teaching, and that satisfaction they get from seeing those kids thrive.”*

— Listening Session Participant



## STAFF RECRUITMENT AND RETENTION

Participants reflected that it is challenging for teachers and young families to afford to live in the Estes Park community. Several observed that high housing prices and cost of living along with competitive pay are likely key issues contributing to high staff turnover. Some participants reflected that many educators are not able to get as invested in the Estes Park community because their homes and families are located elsewhere. In a steering committee interview, one participant wondered, “How do we recruit and keep high quality teachers and staff? What is not working, beyond housing and childcare, that is specific to our district? If turnover is to continue, how can we build a district that is not shaken each time someone new is in a position?” Retention issues have also impacted the district’s ability to staff interventionists, special education professionals, counselors, and even to source qualified substitute teachers. As a result of this short staffing, many staff are asked to wear a number of hats, sometimes leading to feelings of burnout and driving turnover even higher. A few participants connected staff turnover to students’ ability to grow and succeed, as mirrored in the school board listening session minutes: “Staffing and housing [are challenges]. If we can’t retain our staff, then it’s tough to continue the academic achievement.”

## STUDENT WELL-BEING AND MENTAL HEALTH NEEDS

A few participants have noticed and appreciated an increase in discussions around student mental health needs across the district, with one listening session participant reporting, “I think since COVID, the school has done a good job trying to support mental health. There are a lot more discussions about mental health. It’s a lot more open.” However, several participants expressed a need for the district to continue to expand and align mental health supports, potentially including support for families. “They really want to support students individually, and I think in a lot of cases they do a great job with that. And then in other cases, there

are kids that just fall completely through the cracks,” said one listening session participant. Staff turnover issues have impacted the district’s ability to hire and retain qualified counselors and special education staff, ultimately impacting students’ access to mental and behavioral health supports. This impact has led to frustrations shared by one listening session participant: “I think it’s turnover—with all the counselors turning over so fast. Every year I have to re-explain to the counselor, ‘this is [my kid’s IEP], this is what you can expect.’ It’s really hard to keep up with that change in staff.”

*“[A challenge is the] level of social services and resources put towards that. Just keeping up with the needs in that area can be really difficult.”*

— Board Listening Session Minutes

## POSTSECONDARY WORKFORCE READINESS

Especially in steering committee interviews, participants identified that the partnership with Front Range Community College along with efforts to expand career and technical education (CTE) offerings for students as a clear strength of the district. One steering committee interview participant noted the importance of, “teaching children about different trades, besides just about going to college, because all kids won’t want to go to college.” Despite this, some participants called for more and earlier exposure to different trades and career pathways but noted that the size of the district might make it challenging to meet the needs and interests of all the students. Another participant advocated for more teachers to be involved in helping students to explore different pathways.

*“I like that the high school students are able to take online and college courses with Front Range [Community College]. Our high school students are also offered work study with local businesses that can be used for credit. Students are also offered classes and opportunities in trades such as auto mechanics, farming and construction.”*

— Staff Listening Session Participant

## GLOBAL OUTCOMES

Listening sessions and steering committee interviews both opened with the question: What skills and competencies do you think are most important for students to have when they graduate from Estes Park? Of note, several participants referenced Estes Park's Global Outcomes (GOs) in their responses. Especially in the staff listening session, participants said the Global Outcomes are well-established and hold strong with teachers and staff. Due to strong messaging from the district, staff have largely bought into them and appreciate the alignment they bring across schools.

*"There's great momentum going with the Global Outcomes—they highlight creativity, communication, global awareness. Those are some of the values that I reflect in my [approach to] education. I can see areas that could have been honed more or fostered more by teachers, but I also see them as a pathway for the things that are lacking in our district. The administration gives teachers latitude to continue to use the Global Outcomes as a pathway for integrating more things like global awareness and problem solving—stay the course with this."*

— Staff Listening Session Participant

## Vision, Mission, Beliefs

### OUR VISION

Excellent Educational Experiences,  
Every Student, Every Day



### OUR MISSION:

Engage *all* learners in authentic learning for global application.

### WE BELIEVE:

Family partnership is critical for student success.

Rigorous, authentic learning experiences create successful global citizens.

Meaningful, professional learning opportunities improve educators' practice and impact student learning.

Physical, social, and emotional wellness in a safe, positive environment is the foundation for learning.

Effective communication, collaboration, and active engagement with our community is integral to school success.



## Academic Achievement and Growth

Estes Park School District students demonstrate strong foundational and enduring academic competence.

**FIVE YEAR GOAL:** By June 2028, Estes Park School District will be rated as MEETS or EXCEEDS in both Growth and Achievement according to the [Colorado School Performance Framework \(SPF\)](#). The School Performance Framework (SPF) is a school's 'report card' from the state, received in August each year. It includes points for Achievement, Growth, and Postsecondary Workforce Readiness in HS. This goal focuses on raising the rating each school in the district receives from the state.

By June 2024	By June 2025	By June 2026	By June 2027	By June 2028
2 of 3 Estes Park School District Schools, will be rated as MEETS in growth according to the <a href="#">Colorado District Performance Framework (DPF)</a> .	1 of 3 Estes Park School District Schools will be rated as MEETS OR EXCEEDS in achievement and growth according to the <a href="#">Colorado District Performance Framework (DPF)</a> .	2 of 3 Estes Park School District Schools will be rated as MEETS OR EXCEEDS in achievement and growth according to the <a href="#">Colorado District Performance Framework (DPF)</a> .	100% of Estes Park School District Schools will be rated as MEETS or better in both Growth and Achievement according to the <a href="#">Colorado District Performance Framework (DPF)</a> .	By June 2028 Estes Park School District will be rated as MEETS or EXCEEDS in both Growth and Achievement according to the <a href="#">Colorado District Performance Framework (DPF)</a> .

### HOW WILL WE MEASURE OUR SUCCESS?

Estes Park School District will track progress toward this goal using the WIDA, [CMAS](#), [PSAT](#), and [SAT](#) assessments each year in conjunction with the Colorado School Performance Framework issued by the Colorado Department of Education. In addition to these state assessments, EPSD will track its progress throughout the school year by collecting and analyzing [MAPS](#) and [DIBELS](#) assessments at the individual student, classroom, grade level, and district level to ensure practices and strategies are positively impacting student achievement and growth over time.

Estes Park School District staff will disaggregate this data to assess the needs and progress of subgroups across our district including special education status, race, gender identity, and free and reduced lunch status.

## ACADEMIC ACHIEVEMENT AND GROWTH STRATEGIC INITIATIVES:

	Implementation Goal	By June 2024	By June 2025	By June 2026	By June 2027	By June 2028
<b>District Systems</b>	<b>IMPLEMENTATION GOAL</b> By June 2028, 100% of Estes Park School District educators will receive ongoing coaching, feedback, and professional learning aligned with the district's expectations for curriculum, evidence- based instruction, assessment practices, and student engagement approaches.	<b>BY JUNE 2024</b> <b>PURPOSEFUL PLANNING:</b> EPSD will establish expectations for purposeful planning that includes learning targets, evidence-based instruction, and assessment practices. <b>COACHING ALIGNMENT:</b> District leaders will identify targets for instructional coaches. <b>PROGRAMMING AUDIT:</b> Estes Park School District will review current programming that is supporting these goals and identify programs that are not meeting the districts needs.	<b>BY JUNE 2025</b> <b>CURRICULUM AND INSTRUCTIONAL ALIGNMENT:</b> EPSD will implement <a href="#">curriculum maps</a> using evidence based instructional practices guided by aligned assessments.	<b>BY JUNE 2026</b> <b>CURRICULAR RESOURCES:</b> EPSD will capture and publish exemplars of curricular resources. <b>COACHING ALIGNMENT:</b> Develop a system to align feedback for instructional coaches to better support staff with curriculum and instruction.	<b>BY JUNE 2027</b> <b>CONTINUOUS IMPROVEMENT:</b> EPSD will establish a progress monitoring tool for targeted educators who received deep instructional coaching and professional development. District leaders will track and make strategic adjustments regarding coaching, feedback, and progress monitoring.	<b>BY JUNE 2028</b> <b>ONGOING IMPLEMENTATION AND MONITORING:</b> All EPSD schools will have a comprehensive plan that streamlines systems of assessments, curriculum maps, progress monitoring tools, feedback and coaching, and communication to stakeholders.
<b>Staff Supports</b>	By June 2028, 100% of EPSD educators will be implementing high-quality instructional practices aligned with the district's expectations for curriculum, evidence- based instruction, assessment practices, and student engagement approaches.	<b>COACHING:</b> Instructional coaches will support staff to identify purposeful planning practices, feedback practices, and high quality instructional strategies.	<b>PROFESSIONAL DEVELOPMENT AND SYSTEMATIC FEEDBACK CYCLES:</b> Instructional coaches and school administrators, in partnership with district leadership, will provide ongoing professional development, coaching and feedback aligned with evidence based instruction.	<b>TEACHER LED DATA CYCLES:</b> Staff will integrate high quality instructional practices and assessments into data driven planning and instruction.	<b>CONTINUOUS IMPROVEMENT:</b> EPSD staff will review student outcomes and data in professional learning communities to identify structures that are working and structures that need to be adjusted to achieve desired growth and achievement in student academic outcomes.	<b>CURRICULUM REVIEW:</b> EPSD staff will review and revise <a href="#">curriculum maps</a> to better meet the needs of students and align with new quality practices in their classrooms.
<b>Family and Community Partnership</b>	By June 2028, EPSD parents (target to be defined following baseline data collection) will respond favorably to a survey regarding family partnership with the Estes Park School District	<b>FAMILY SURVEY:</b> EPSD will select a survey to administer annually with families to gather data about partnership experiences with the school district. <b>FAMILY COMMUNICATIONS:</b> Establish cadence of communication for families regarding student learning goals and progress using accessible resources and materials.	<b>ACCESSIBLE FAMILY RESOURCES:</b> EPSD will publish resources and identify and expand engagement opportunities to support the development of deeper academic partnerships with families. <b>COMMUNITY COMMUNICATIONS:</b> EPSD will establish a consistent cadence of communication to the large Estes Park community about their progress toward strategic goals.	<b>COMMUNICATION AND TRANSPARENCY:</b> EPSD will develop a process for establishing ongoing feedback for improving efforts for partnering with families and community members.	<b>ONGOING FEEDBACK AND COMMUNICATION:</b> EPSD will consistently review data collected from families and community members to improve practices, resources for family engagement, and communication strategies.	<b>ONGOING FEEDBACK AND COMMUNICATION:</b> EPSD will consistently review data collected from families and community members to improve practices, resources for family engagement, and communication strategies.



## Demonstration of Learning through Real World Learning

Estes Park School District students demonstrate global outcomes by learning in real world and authentic environments.



**FIVE YEAR GOAL:** By June 2028, 100% of Estes Park students will demonstrate their growth in global outcomes through public demonstrations of learning at transitions years (2nd, 5th, 8th, and 12th grade).

By June 2024	By June 2025	By June 2026	By June 2027	By June 2028
Estes Park School District will roll out resources, processes, and tools to support instruction, assessment, and reporting of global outcomes.	100% of EPSD teachers will be trained in strategies for integrating global outcomes into purposeful planning for instruction, assessment and reporting.	100% of Estes Park School District students will reflect on the development of global outcomes they have learned throughout their year with families and teachers through their end of year conferences.	100% of Estes Park School District students will demonstrate growth in global outcomes through their demonstrations of learning.	100% of Estes Park students will demonstrate their growth in global outcomes through public demonstrations of learning at transitions years (2nd, 5th, 8th, and 12th grade).

### HOW WILL WE MEASURE OUR SUCCESS?

Estes Park School District will track progress toward this goal by evaluating [post-secondary and workforce readiness](#) indicators (graduation rates, dropout rates, average SAT scores, and matriculation into college or career certification programs) along with attendance and participation in college and career readiness programming as measured by the [School Performance Framework](#).

EPSD will track [Individual Career and Academic Plan](#) (ICAP) and portfolio completion throughout the implementation of the strategic plan.

Estes Park School District staff will disaggregate this data to assess the needs and progress of subgroups across our district including special education status, race, gender identity, and free and reduced lunch status.

## DEMONSTRATION OF GLOBAL OUTCOMES THROUGH REAL WORLD EXPERIENCES STRATEGIC INITIATIVES:

	Implementation Goal	By June 2024	By June 2025	By June 2026	By June 2027	By June 2028
<b>District Systems</b>	By June 2028, Estes Park School District will support students at each transition year (2nd, 5th, 8th, and 12th grade) to demonstrate growth and proficiency in the Global Outcomes.	<b>REVISED ASSESSMENT TOOLS AND PORTFOLIO PROCESS DEVELOPED:</b> District leaders, principals, and a select teacher group will review and revise global outcomes assessment tools aligned to continuums to support the daily teaching, practice and feedback process.  Build a protocol/ process for PK-12 digital portfolios.	<b>GO INSTRUCTIONAL STRATEGIES:</b> District leaders, in partnership with select teachers and school leadership, will develop district-wide Global Outcome instruction plan PK-12 which includes criteria for success and assessment/ reflection tools.  PK-12 Digital Portfolios will start to develop.	<b>DEMONSTRATIONS OF LEARNING IMPLEMENTATION:</b> EPSD will implement global outcome systems, processes, and cumulative student-led demonstrations of learning.	<b>CONTINUOUS IMPROVEMENT:</b> District leaders will reflect and refine the Portfolio Process and presentation of learnings.	<b>DEMONSTRATIONS OF LEARNING:</b> District wide implementation of a PK-12 system demonstrating Global Outcome competencies through cumulative demonstrations of learning  <b>TRANSITION YEAR DEMONSTRATIONS OF LEARNING:</b> During the transition years (2nd, 5th, 8th, 12th grade), the public will be invited to a demonstration of learning event.
<b>Staff Supports</b>	By June 2028, all Estes Park School District staff will be implementing real world learning experiences for students on a daily basis measured by feedback and observation data.	<b>PROFESSIONAL DEVELOPMENT:</b> Staff will receive ongoing training (purposeful planning, best instructional practices, feedback strategies, and global Outcomes) and support site visits to observe real-world learning experiences that align with our global outcomes.	<b>PLANNING AND PROFESSIONAL DEVELOPMENT:</b> Staff will receive professional learning and planning time focused on fostering critical thinking, communication, collaboration, and perseverance.	<b>ASSESSMENT RESOURCES:</b> EPSD staff will implement structures for assessing global outcomes skills in every classroom every day.	<b>CONTINUOUS IMPROVEMENT:</b> EPSD staff will reflect on the effectiveness of presentations and learning, assessment practices, and project-based learning units and adjust practices as needed.	<b>CONTINUOUS IMPROVEMENT:</b> EPSD staff will reflect on the effectiveness of presentations and learning, assessment practices, and authentic learning units and adjust practices as needed.
<b>Family and Community Partnership</b>	By June 2028, 100% of EPSD students will engage in grade level and developmentally appropriate demonstrations of learning in partnership with community partners and families.	<b>STRATEGIC PARTNERSHIP MAPPING:</b> EPSD will map existing partnerships that support real world learning and identify opportunities and gaps for future partnership.	<b>STRATEGIC PARTNERSHIP:</b> EPSD will solidify and expand partners that will be engaged in real-world learning experiences.	<b>COMMUNITY FEEDBACK:</b> EPSD will establish a focus group of families and community members to get feedback on processes for presentations of learning and real-world learning experiences for students.	<b>CONTINUOUS IMPROVEMENT:</b> Reflect on the effectiveness of strategic partnerships in real world learning experiences and improve processes and systems as needed.	<b>FAMILY AND COMMUNITY PARTICIPATION:</b> Families and community partners will participate in presentations of learning along with EPSD staff and students during transition years (2nd, 5th, 8th, 12th grade).



## Wellness

All Estes Park students and staff feel safe, like they belong, and that their identity and experiences are valued in their learning community.

**FIVE YEAR GOAL:** By June 2028, Estes Park School District Students will meet or exceed 85% favorable responses in the four domains of the Panorama survey, 85% favorable on the staff Panorama Survey and 85% favorable responses on the PK-12 Parent Panorama survey.

By June 2024	By June 2025	By June 2026	By June 2027	By June 2028
70%	72%	75%	80%	85%

### HOW WILL WE MEASURE OUR SUCCESS?

Estes Park School District staff will administer and review the Panorama student, staff, and parent surveys annually. This tool will support our district team to consistently monitor student, staff, and parent perception of their sense of belonging and school culture. EPSD will also monitor school attendance and behavior referrals to better track student engagement. Finally, EPSD will leverage the [Healthy Kids Colorado Survey](#) to track student frequency and intensity of student risk factors and protective factors bi-annually.

Estes Park School District staff will disaggregate this data to assess the needs and progress of subgroups across our district including special education status, race, gender identity, and free and reduced lunch status.

## WELLNESS STRATEGIC INITIATIVES:

	Implementation Goal	By June 2024	By June 2025	By June 2026	By June 2027	By June 2028
<b>District Systems</b>	By June 2028, Estes Park School District will have a clearly defined Positive Behavior, Restorative and Wellness support system framework.	<b>POSITIVE BEHAVIOR, RESTORATIVE, AND WELLNESS FRAMEWORK REVIEW:</b> Develop committee of district leaders, principals and teacher groups to review and revise current Positive Behavior (ROARS), Restorative, and Wellness framework.  <b>STAFF FEEDBACK AND CO-DESIGN:</b> Focus group of staff will review and provide feedback to the district regarding the Multi-Tiered Systems of Support (MTSS) process.	<b>MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) FEEDBACK:</b> EPSD will review feedback from staff focus group on MTSS process and make changes based on student and staff survey data.  <b>PROFESSIONAL LEARNING:</b> Identify training needs and develop a plan for professional development and implementation of framework.  <b>DATA ANALYSIS:</b> Staff will utilize existing team structure time to analyze panorama data and make data driven decisions in the MTSS framework.	<b>PROFESSIONAL DEVELOPMENT:</b> 100% of district and school administrators will be trained in themes outlined in framework.  District team will identify and implement best practices within these themes.	<b>PROFESSIONAL DEVELOPMENT:</b> Develop structures to support ongoing professional learning for educators and wellness programming in schools.	<b>PROFESSIONAL DEVELOPMENT:</b> 100% of school staff will be trained and implementing initiatives outlined in the framework.
<b>Staff Supports</b>	By June 2028, the percentage of teachers responding positively to the question "I feel adequately prepared to support students' social-emotional wellbeing." will meet or exceed 75% on the Teaching and Learning Conditions Colorado Survey.	<b>PROFESSIONAL GROWTH PLANS:</b> Staff professional growth plans will include wellness goals and offer supports from school administration and district.	<b>TARGETED PROFESSIONAL LEARNING:</b> Staff professional learning will be aligned with teacher recertification standards and include hours for specific wellness training - such as trauma informed care, CO essential skills, restorative practices, and culturally responsive teaching.	<b>EMBEDDED WELLNESS PRACTICES:</b> EPSD staff will embed best practices for student wellness in classroom instruction and culture.	<b>MONITOR NEEDS:</b> EPSD staff will monitor student feedback and needs and adjust universal supports as needed to support student wellness.	<b>FULL IMPLEMENTATION:</b> 100% of staff will be trained in district wellness focuses outlined in the handbook/matrix - staff onboarding will include wellness training/professional learning.



<b>Family and Community Partnership</b>	<p>By June 2028, Estes Park parents (target to be defined following baseline data collection) will respond favorably to a survey regarding family partnership with the Estes Park School District.</p>	<p><b>FAMILY SURVEY:</b> Develop family/parent satisfaction survey for EPSD and administer survey by end of '24.</p> <p><b>STRATEGIC PARTNERSHIP MAPPING:</b> Map existing partnerships that support wellness and identify opportunities and gaps for future partnership. Develop a committee of wellness partners to offer support for EPSD.</p>	<p><b>COMMUNITY LEADERSHIP:</b> EPSD will work with a committee to communicate to families and parents wellness opportunities inside the school and in the community.</p> <p><b>FAMILY INPUT:</b> Obtain feedback from families in multiple ways throughout the school year to monitor family partnerships and participation</p>	<p><b>COMMUNITY LEADERSHIP:</b> EPSD will consistently convene community partners supporting student and staff wellness to track needs and opportunities for expanded or more targeted partnerships.</p> <p><b>FAMILY PARTNERSHIP:</b> Monitor and review family feedback, participation, and 2-way family engagement opportunities.</p>	<p><b>PROFESSIONAL DEVELOPMENT:</b> EPSD will identify partners that can support in providing professional development and support for student and staff wellness.</p> <p><b>PROGRESS MONITORING:</b> EPSD will review student needs, staff needs, and family feedback and adjust or expand support for staff and student wellness.</p>	<p><b>PROGRESS MONITORING:</b> EPSD will review student needs and family feedback to adjust or expand support for staff and student wellness.</p>





**ESTES PARK SCHOOL DISTRICT**  
**Invitation for Support**

Estes Park 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 Estes Park School  
District to successfully implement

(Focus area)

by .  
(How you will help Estes Park schools?)

