



GARFIELD RE-2 SCHOOL DISTRICT

Strategic Plan

POWERED BY



Letter from the Superintendent

Dear Garfield Re-2 community member,

I am proud to present the Garfield School District No. Re-2 Strategic Plan for 2023–2026.

This plan is the result of months of work by our community stakeholders that included staff, students, parents/guardians, invested community members, and our Garfield Re-2 Board of Education. The information in the Strategic Plan is based on information we gathered through conversations, meetings, and feedback from you – our Garfield Re-2 community.

This plan sets the direction and tenor for the school district for the next three years and creates the synergy and focus to move our District forward as we encourage, nurture and challenge every member of our learning community. We will measure, monitor, and communicate our progress so that you, our taxpayer and community partner, can be assured that we are focused on the right work.

We sought feedback from all of our stakeholders throughout this process. It has been an exciting exercise in listening, collaboration, and unity. By working together as a Garfield Re-2 community to implement all components of the Strategic Plan, we can be sure that we are preparing and supporting students and staff and engaging our families and community partners. Most importantly, we'll ensure that all students are successful academically, socially, and emotionally, and they graduate ready for college, career, and life.

This plan is ambitious and bold and will require innovative thinking and planning and the help of staff, students, families, and our community to make it come to life. I look forward to sharing my commitment to the expected outcomes set forth in the Strategic Plan with all stakeholders of Garfield Re-2 School District.

Respectfully,

A handwritten signature in dark ink, appearing to read "Heather Grumley", written in a cursive style.

Heather Grumley
Superintendent

Strategic Plan Snapshot



Supports for **Student** Success

STRATEGIC PRIORITY:

Academic Growth & Achievement—Increased performance for all.

STRATEGIC PRIORITY:

Career Pathways & College Readiness—Increase access to career and technical education opportunities, professional certifications, and concurrent enrollment courses.

STRATEGIC PRIORITY:

Student Wellness—Establish and strengthen systems to meet the mental, social, physical, and emotional needs of all students.



Support for **Staff** Success

STRATEGIC PRIORITY:

Sustainable Financial Capacity—Secure and maintain the resources necessary to attract, recruit & retain outstanding staff for our schools.

STRATEGIC PRIORITY:

Support All Staff—Maintain high job satisfaction, a productive workplace, and a positive district climate and culture.



Support for **Community** Success

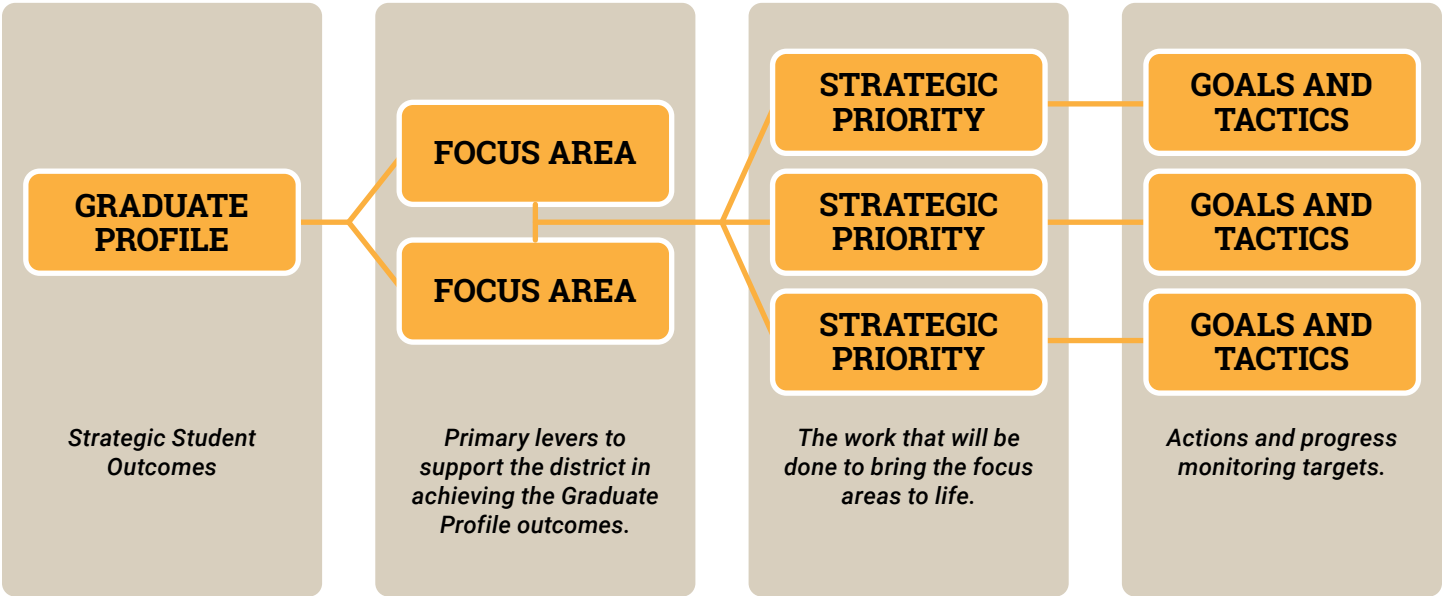
STRATEGIC PRIORITY:

Family & Community Partnerships—Improve communications and collaboration with school & community stakeholders; with special emphasis on building authentic connections with our diverse communities.





Theory of Change

The Garfield Re-2 School District Strategic Plan is designed to outline the theory of change for the school district over a three-year period. In order for the district to achieve the outlined goals and outcomes in the strategic plan, district staff, the superintendent, and the 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, Garfield Re-2 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 three years.



A Garfield Re-2 Graduate will be...

 <p>Academically Prepared</p>	<p>Every graduate has a strong foundation in literacy and math to succeed today, tomorrow and beyond.</p>	
 <p>Empowered Individuals</p>	<p>Self-aware</p>	<ul style="list-style-type: none"> • Understands one's own emotions, thoughts, and values and how they influence behavior across contexts • Recognizes one's strengths and limitations with a well-grounded sense of confidence and purpose
	<p>Independent problem solvers</p>	<ul style="list-style-type: none"> • Builds on personal experience to specify a challenging problem to investigate • Follows a process to generate ideas, negotiate roles and responsibilities, and make high quality decisions
	<p>Adaptable & flexible</p>	<ul style="list-style-type: none"> • Looks for and values different perspectives • Demonstrates ways to adapt and reach workable solutions
 <p>Community Connected</p>	<p>Effective communicators</p>	<ul style="list-style-type: none"> • Communicates clearly in both oral and written formats, listens actively, works collaboratively to negotiate conflict constructively, navigates settings with differing social and cultural demands and opportunities • Uses a variety of communications strategies to express oneself
	<p>Leaders & Collaborators</p>	<ul style="list-style-type: none"> • Recognizes how members of a community rely on each other, considering personal contributions as important to the greater good • Uses interpersonal skills to learn and work with individuals from diverse backgrounds
	<p>Socially-aware</p>	<ul style="list-style-type: none"> • Understands the perspectives of and empathizes with others, including those from diverse backgrounds, cultures, and contexts • Feels compassion for others and understands broader historical and social norms for behavior
 <p>Strong & Determined</p>	<p>Driven</p>	<ul style="list-style-type: none"> • Sets and focuses on goals by employing motivation and familiar strategies for engagement, progress evaluation, and makes necessary changes to stay the course • Takes responsibility for and pursues actions to reach goals
	<p>Confident</p>	<ul style="list-style-type: none"> • Demonstrates an accurate and clear sense of goals, abilities, needs and knows how to advocate for oneself
	<p>Resilient</p>	<ul style="list-style-type: none"> • Applies knowledge to set goals, make informed decisions and transfer to new contexts • Works effectively in a climate of ambiguity and changing priorities



A Garfield Re-2 Graduate will be:

Strong & Determined

- Driven
- Confident
- Resilient

Academical

Every graduate has built a strong foundation and the need to succeed today, tomorrow, and beyond.

Community

- Effective communication
- Leaders
- Collaborators
- Socially-aware



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Empowered Individuals

- Self-aware
- Independent problem solvers
- Adaptable & flexible

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What We Heard from Our Community

COMMUNITY PRIDE & OPPORTUNITY: There is a lot of 'small-town pride' in Garfield Re-2 with participants reporting that in this community there are ample opportunities to build strong relationships with other families, teachers, and principals. As one participant observed, "We all live in Western Colorado for a reason—because it's got a small-town feel, but yet we're close enough to a lot of other opportunities." People look out for one another, and a few participants observed that there is mutual respect between students and adults.

"Because we're a small community, it's tight knit. These kids grow up knowing each other outside of school and it's a deeper connection. Because of the small-town setting, we have a lot of parent involvement. It's really a partnership between students, parents, and staff."

— Steering Committee Interview Participant

COMMUNITY HEALING: As with other communities across the nation, there has been division and polarization present in Garfield Re-2 during the last few years, particularly around issues related to the pandemic. As one participant observed, "Working together, we can move forward to create more resilient, strong and fearless leaders to send out into our nation and our world."

"We have a wide variety of different types of people... but this community has one common goal and that is OUR KIDS...We want to work together for the best of our kids, regardless of what our personal beliefs are."

— Listening Session Participant

DISTRICT AND SCHOOL LEADERSHIP: Several participants mentioned there is cohesion and experience in leadership across the district and that they see principals working to support each other. One noted that schools are now building deeper relationships by looking at data together, co-planning, reflecting, and sharing experiences with each other. At the same time, a few participants mentioned there is an opportunity to create a more comprehensive vision across schools and that sometimes rivalries between schools can distract from these efforts.

FAMILY ENGAGEMENT AND PARTNERSHIP: A few participants remarked that now is an ideal time to prioritize and improve family engagement and partnerships while the district works on healing and coming out of a time of unprecedented conflict. In one steering committee interview, a participant observed, "I think the greatest strength I have seen our district have, at their healthiest moments, is connection with their students, parents, and staff...The more connected I have been to one of my children's teachers, the more I want to support her mission to educate my child."

ACADEMIC GROWTH AND ACHIEVEMENT: Many participants expressed appreciation for the International Baccalaureate (IB) and Advanced Placement (AP) programs along with the opportunity for students to take Colorado Mountain College (CMC) classes for college credit at the high school level. They were also grateful for the extracurricular opportunities and the outdoor education program. As one staff member noted, the latter is, "[An] experience of a lifetime that is right in their backyard." On the other hand, there was some concern and confusion over test scores: "The scary numbers that are coming out of [elementary] testing—that 40% [of students] can't read or are not at grade level. That's

pretty disheartening and it doesn't seem to be improving." Another participant responded to these concerns: "We have some work to do around standards and around interventions to recover the loss of what has happened, especially in the last two years. But I can also say that when you look at PSAT and SAT [test scores], we're right there with the state."

APPRECIATION AND CARE FOR TEACHERS AND

STAFF: Many participants expressed their belief that one of Garfield Re-2's strengths is its competent, committed, and caring staff. At the same time, they observed that teachers especially are exhausted, overwhelmed, and still working hard, even as things are getting back to normal after the pandemic. One participant noted the challenge of balancing daily priorities with the urgent concerns that frequently arise. Another said, "It seems like every day, there's so much you have to do as a teacher... it's nothing necessarily with our district requirements but more the state-level board of education requirements for the student to 'pass' third grade. There's no way that you can get through that in a year or a week or day." At the same time, staff were grateful for opportunities for broader recognition.

STUDENT WELL-BEING AND MENTAL HEALTH

NEEDS: As one steering committee interview participant noted, the district needs, "...more mental health resources. The society and social media era we are living in are creating a lot of mental health issues, including depression, and our community and school district do not have the resources to handle this." Several participants acknowledged school counselors manage large numbers of students and this means that, "School counselors are often spread too thin. I wouldn't say that they're not doing a good job—I just think that there's more that is going on with the kids than they are able to see."

COLLEGE AND CAREER READINESS: Some participants called for more exposure to career pathways earlier, potentially starting before high school. Others hoped the district would expand trade school offerings or find opportunities for students to participate in internships or job shadowing while still in high school, while making sure that these same opportunities are accessible for students whose first language is not English.

Vision

To encourage, nurture, and challenge every member of our learning community every day.

Mission

We strive to provide engaging, authentic, and rigorous educational experiences in a safe environment.

Community Cornerstones

"Honoring the past, we look forward and work together to build a bright future."

- **PLACE:** We appreciate and love where we live.
- **CIVILITY:** Everyone deserves respect.
- **BALANCE:** We work hard and value our independence.
- **COMMITMENT:** Every child deserves a high-quality education.

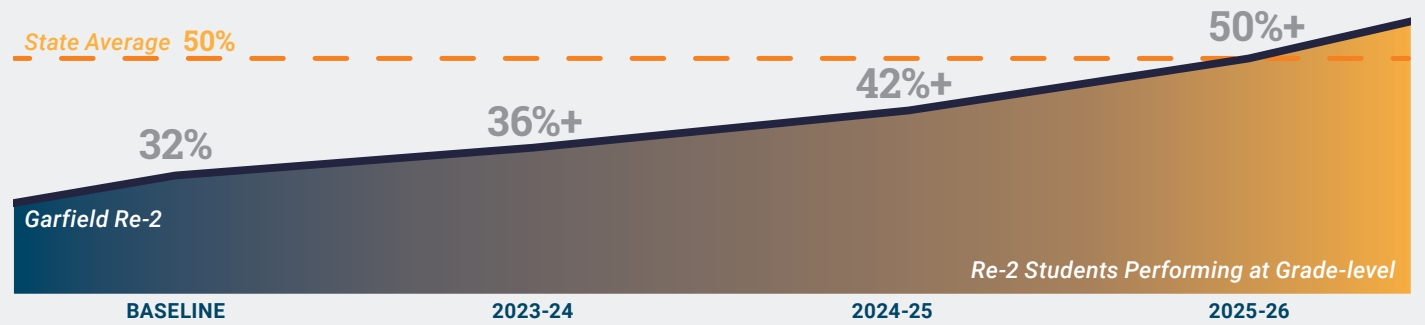


SUPPORTS FOR **STUDENT** SUCCESS

Academic Growth & Achievement — Increased performance for all.

THREE-YEAR SMART GOAL:

Garfield Re-2 students will perform at or above the state average on assessments of English Language Arts (ELA) and Math proficiency.



MEASURES:

The district will measure proficiency levels of ALL students quarterly, with a specific focus on subgroups through internal data reviews using the following diagnostic tools:

- iReady Reading and Math Data
- Forefront Math Data
- TS Gold
- Powerschool Data
- PSAT/SAT Practice Assessments

TACTICS:

- Realign and begin a formal program adoption cycle for Pre K-12 in all content areas
- Implement universal preschool
- Re-engage in academic competitions at the elementary level
- Align and publicize academic achievement recognition at all academic levels
- Develop an ELA and math progress monitoring tool for HS
- Review of intervention programming for ELL and SPED at all academic levels
- Provide professional development in instructional differentiation
- Provide professional development in mathematical and literacy instructional strategies
- Build the Financial Literacy curriculum and instruction K-12 (standards found in both Social Studies and Math)

Goals may be adjusted annually to reflect the district's progress on the strategic plan

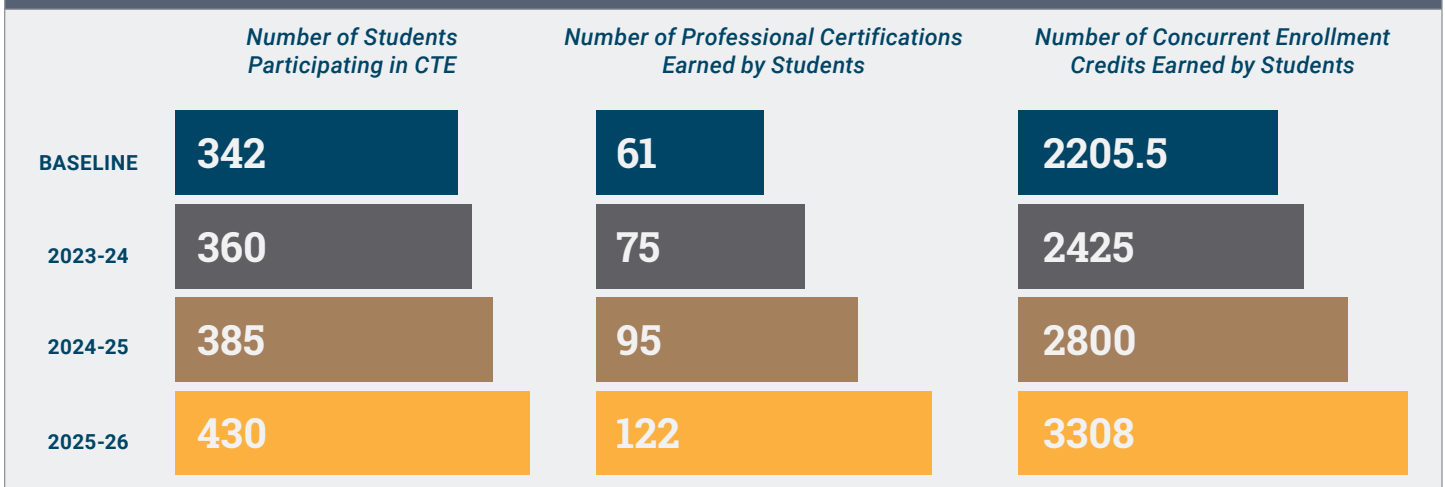


SUPPORTS FOR **STUDENT** SUCCESS

Career Pathways & College Readiness — Increase access to career and technical education opportunities, professional certifications, and concurrent enrollment courses.

THREE-YEAR SMART GOAL:

Garfield Re-2 will increase the number of students participating in **Career and Technical Education** (CTE) programs by 25%, double the number of professional certifications students earn, and increase the number of **Concurrent Enrollment** (CE) credits earned by 50% (baseline 2021-22 data).



TACTICS:

- Build awareness of CTE and CE opportunities with MS students
- Build awareness of CTE and CE opportunities with Re-2 families
- Expanding partnerships with regional higher education
- Strengthen connections with local workforce, business, and industry
- Research and expand CTE pathways
- Research and expand professional certifications
- Research and expand Concurrent Enrollment course offerings
- Alignment between post-secondary resources and district resources/personnel

Goals may be adjusted annually to reflect the district's progress on the strategic plan



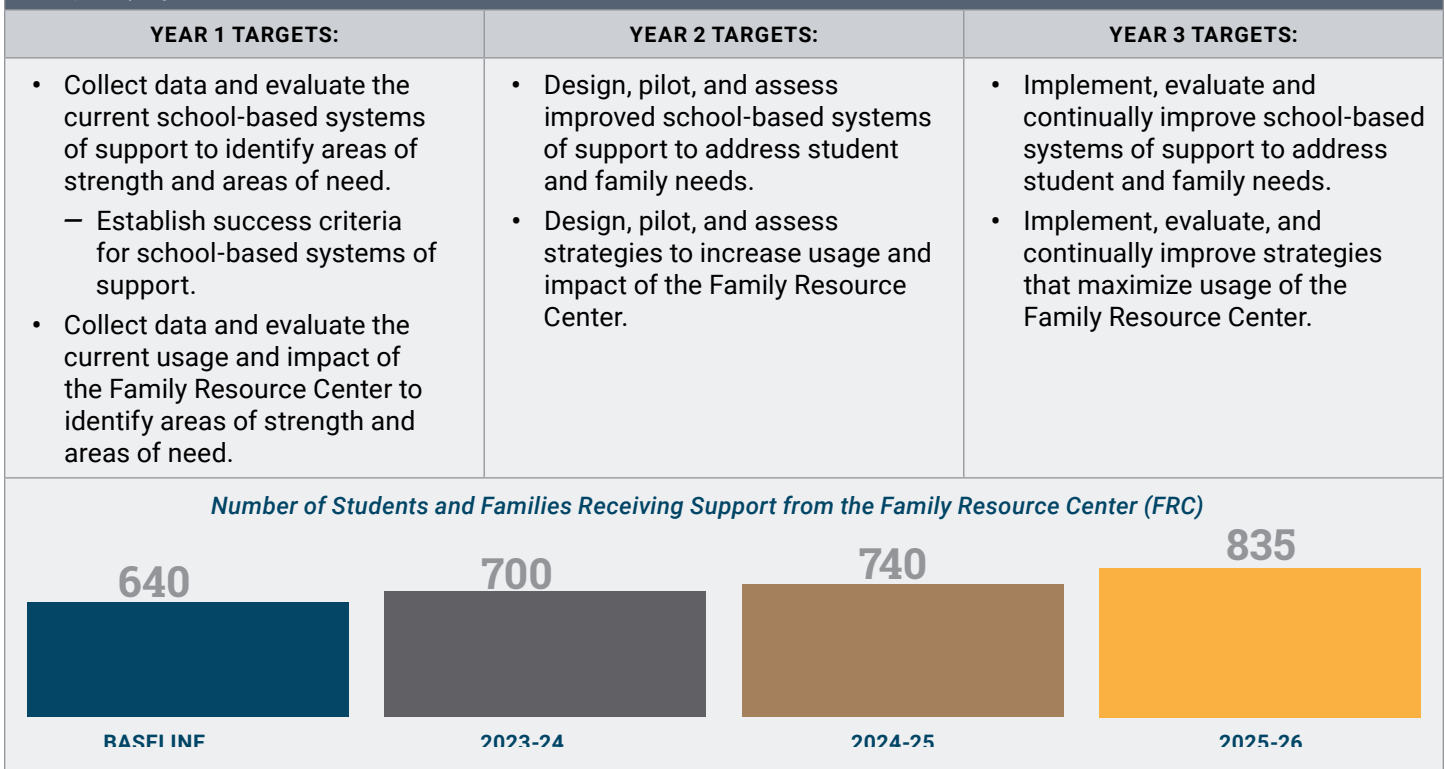
SUPPORTS FOR **STUDENT** SUCCESS

Student Wellness — Establish and strengthen systems to meet the mental, social, physical, and emotional needs of all students.

THREE-YEAR SMART GOAL:

Garfield Re-2 will enhance our systems of support to positively impact wellness:

1. *District schools will implement systems of support to address the mental, social, physical, and emotional needs of Re-2 students and families.*
2. *Increase the number of students and families who receive support from the Family Resource Center (FRC) by 30%.*



TACTICS:

School-Based Systems:

- Mapping community connections for student and family support
- Increase support to become more aligned to American School Counselor Association recommendations
- Identify core values to inform program selection
- Ensure all schools have consistent programming to meets students needs
- Create regular and consistent communications regarding mental health supports

- Training and professional development for staff on best practices to support students and families with mental, social, emotional, and physical wellness

Family Resource Center:

- FRC liaisons to be trained as school social workers
- Consistent adoption of practices and procedure for crisis situations
- Intentional parent education and outreach

Goals may be adjusted annually to reflect the district's progress on the strategic plan



SUPPORT FOR **STAFF** SUCCESS

Strategic Priority — Secure and maintain the resources necessary to attract, recruit & retain outstanding staff for our schools.

THREE-YEAR SMART GOAL:

Garfield Re-2 will build two systems of support to positively impact staff success:

1. *Compensation packages will remain at or above market value in comparison to our regional competition*
2. *Identify and secure financial resources necessary to sustain Re-2 payroll and compensation strategy*

YEAR 1 TARGETS:	YEAR 2 TARGETS:	YEAR 3 TARGETS:
<ul style="list-style-type: none">• Refine regional market value forecast for classified and certified positions.• Analyze financial budget constraints to inform community	<ul style="list-style-type: none">• Provide decision-makers with the necessary information to begin conversations about overall compensation for staff and district financing.• Formulate short- and long-term plans to resource the district appropriately	<ul style="list-style-type: none">• Solidify decisions regarding balanced overall compensation for staff moving forward.• Execute financial sustainability plan

TACTICS:

- Enhance budgeting and accounting processes to provide the necessary information for decision-makers
- Manage savings and capital projects
- Follow the facility master plan, along with preventative maintenance plan to extend the life cycle of mechanical equipment. Minimize capital and maintenance expenses
- Explore all options to control benefit costs while maximizing benefits for employees
- Appeal to the community to identify new revenue streams to cover and increase financial needs
- Establish periodic review of financial balance of each department
- Work with the community to create a system of communication about the Garfield Re-2 Budget that is understandable for all

Goals may be adjusted annually to reflect the district's progress on the strategic plan



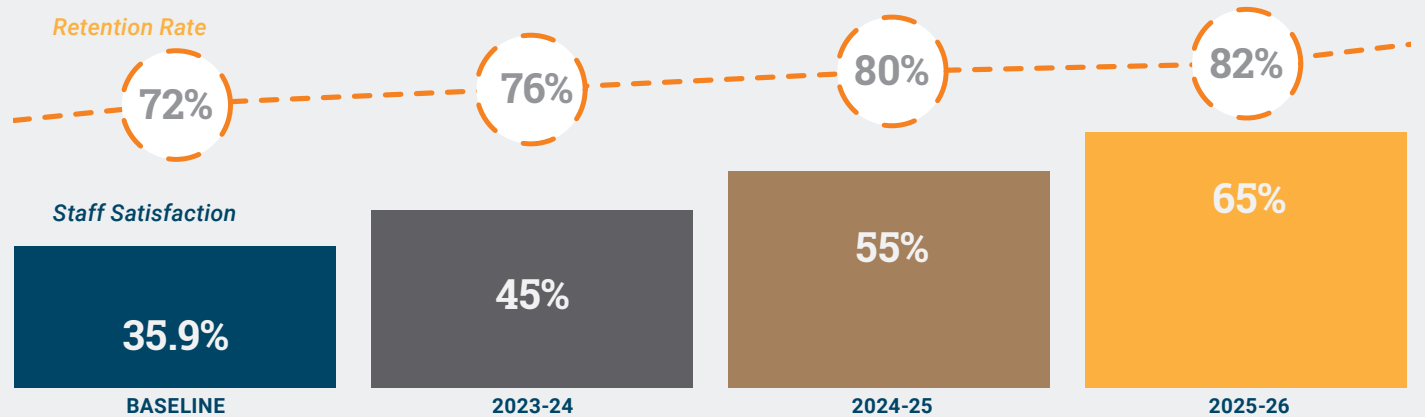


SUPPORT FOR **STAFF** SUCCESS

Strategic Priority — Maintain high job satisfaction, a productive workplace, and a positive district climate and culture.

THREE-YEAR SMART GOAL:

Garfield Re-2 will improve overall employee satisfaction and retention.



MEASURES:

- Employee engagement survey
- Annual retention survey data

TACTICS:

- Collect data to identify perception of district culture and climate as well as job satisfaction and employee engagement
- Train district leaders to analyze survey data and set goals around the employee engagement survey
- Ensure professional development and mentoring is in place for all staff, including certified and classified employees to increase awareness of opportunities for advancement
- Develop and implement school- and district-level plans to improve culture and climate data
- Based on the results of the survey, continue to improve and refine our initiatives for employee satisfaction

Goals may be adjusted annually to reflect the district's progress on the strategic plan

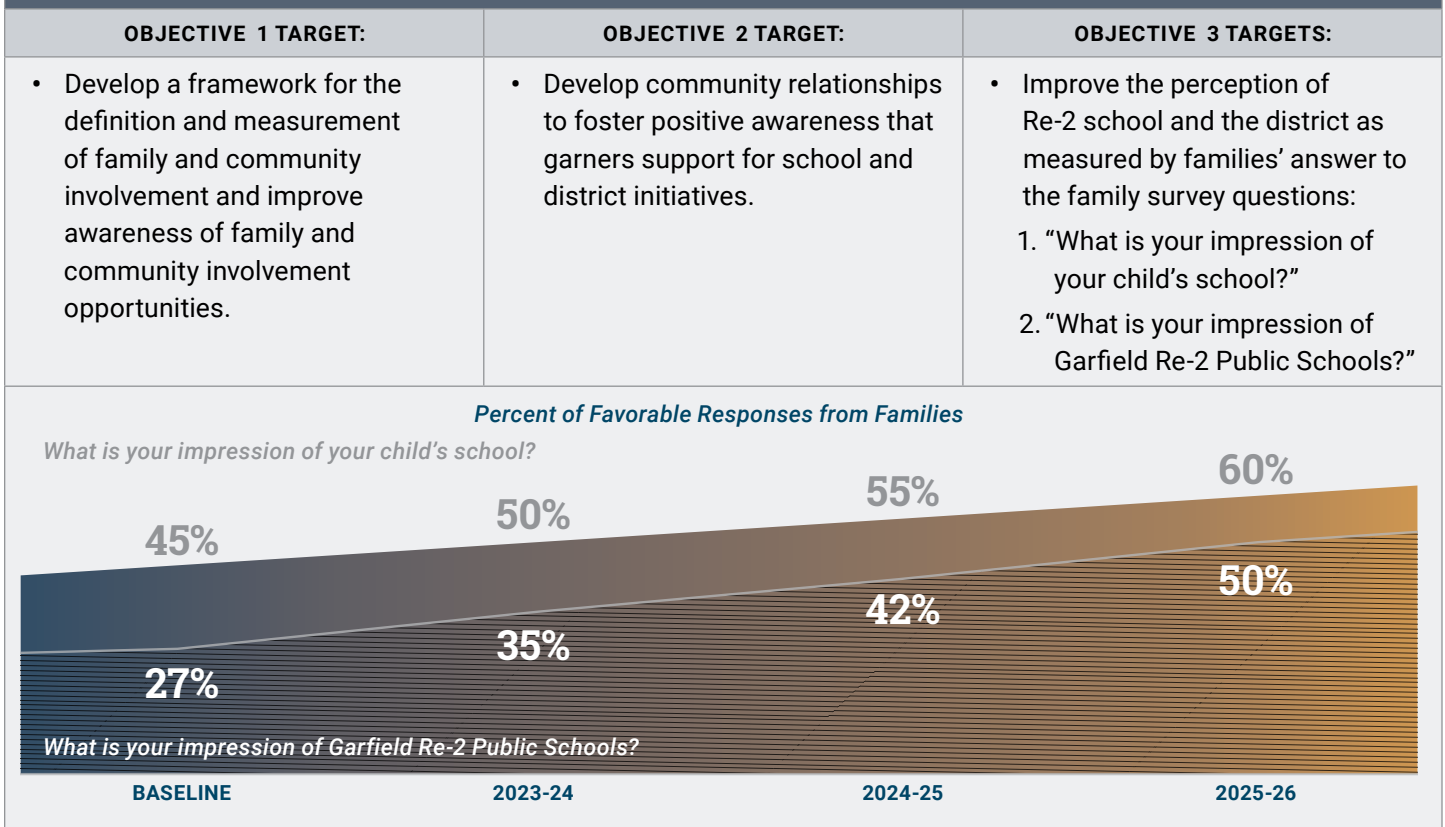


SUPPORT FOR **COMMUNITY** SUCCESS

Strategic Priority: Family & Community Partnerships — Improve communications and collaboration with school & community stakeholders; with special emphasis on building authentic connections with our diverse communities.

THREE-YEAR SMART GOAL:

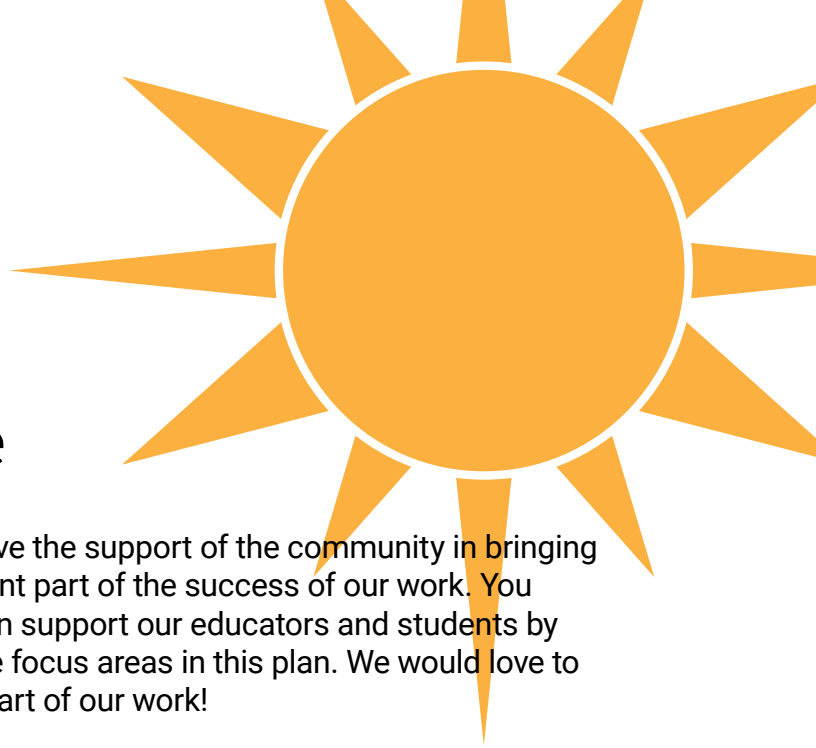
Garfield Re-2 will develop community relationships to foster positive perceptions and support for school and district initiatives.



TACTICS:

- Provide school administrators rubrics and tools to collect data and develop deeper parent/community communications and involvement, and begin exploring their use with special attention to utilizing parent liaisons to drive conversations about communication
- Conduct communication audits at all buildings including existing survey data, to gain a deeper understanding of the practices and procedures in place and identify gaps
- Establish a key-communicator network across the District
- Review and improve upon digital and analog communication channels that reach school and community audiences and initiate a communication task force to help improve the communication pathways for ALL stakeholders
- Garfield Re-2 will take steps to improve brand awareness and consistency to improve recognition of Garfield Re-2 brand

Goals may be adjusted annually to reflect the district's progress on the strategic plan



GARFIELD RE-2 SCHOOL DISTRICT

Strategic Plan Pledge

Garfield Re-2 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 Garfield Re-2 Schools
to successfully implement

(Focus area)

by

(How you will help Garfield Re-2 Schools)